

Romano Meza Leal

romanomezaleal.com • +1 917 ### ####

Education

EDUCATIONAL TESTING SERVICE

Nationwide

Scored in the 97th percentile of 114,883 nationwide senior class examinees across 603 American universities and colleges who took the ETS Major Field Test for the Bachelor's Degree in Business between September 2013 and June 2017.

Speaking in derivation from the first principles in mathematics, I am among the top 3% of professionals with a bachelor's degree in business from an American university and college in the cumulative assessment of accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues.

ITHACA COLLEGE

Ithaca, NY

Bachelor of Science in Business Administration, Finance Concentration.

The Investment Track Curriculum:

Security Analysis and Portfolio Management

Fixed Income Analysis and Management

Hedge Fund Management I

Real-Time Equity Portfolio Management I and II

Carl Sgrecci Scholarship in Business

Department of Economics Student of Distinction

Beta Alpha Psi Honor Society

Graduated with Honors

NORTHWOOD SCHOOL

Lake Placid, NY

Commencement Speaker

The Phil Clough Award is awarded to a senior who has represented the essence of Northwood and has made the school a better place to live and study.

Experience

SCHILTKAMP INTERNATIONAL CONSULTANTS, INC

USA and international

In-House Management Consultant in Finance

Dec 2021– Present

- Adapted my computer science background to examine a fractal understanding of business challenges
- Wrote algorithms and nested functions
- Audited financial statements
- Created hospitable relationships necessary to generate business

NAME REDACTED BOUND BY A NON-DISCLOSURE AGREEMENT

New York, NY

Investment Banking Analyst

Jan 2017 – Mar 2018

- Coded nested functions in Excel for a matrix of over 45,000 cells that prevented a 38 million-dollar fraud and legal liability by a client on the day of his meeting with venture capitalists
- Built relationships –cold– with venture capitalists, managing directors, trust investment officers, and presidents of wealth management

Skills

Technical: Excel, HTML, CSS

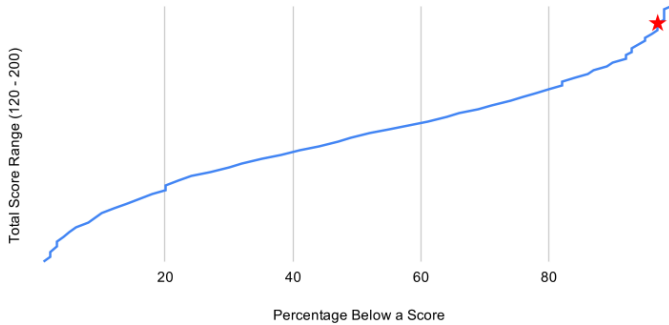
Language: fluent in both English and Spanish, proficient in German and French, independent in Italian


ROMANO MEZA LEAL

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2013 - 2017 Comparative Data: Major Field Test for the Bachelor's Degree in Business
Total Score Distribution
114,883 Examinees, 603 American Universities and Colleges



I SCORED IN THE 97TH PERCENTILE OF 114,883 NATIONWIDE EXAMINEES ACROSS 603 AMERICAN UNIVERSITIES WHO TOOK THE  MAJOR FIELD TEST FOR THE BACHELOR'S DEGREE IN BUSINESS BETWEEN SEPTEMBER 2013 AND JUNE 2017.

LANGUAGES

ENGLISH	
SPANISH	
GERMAN	
FRENCH	

EDUCATION

ITHACA COLLEGE, NEW YORK
BACHELOR OF SCIENCE IN BUSINESS
ADMINISTRATION WITH A FINANCE
CONCENTRATION WHILE COMPLETING THE
INVESTMENT TRACK CURRICULUM

CARL SGRECCI SCHOLARSHIP IN BUSINESS
DEPT. OF ECONOMICS STUDENT OF DISTINCTION
BETA ALPHA PSI HONOR SOCIETY
GRADUATED WITH HONORS



ROMANO ENTERPRISE MAR 2018 - PRESENT NYC

STRATEGIC RELATIONS

I USE MY COMPUTER SCIENCE BACKGROUND TO EXAMINE A FRACTAL UNDERSTANDING OF BUSINESS CHALLENGES. I APPLY THIS UNDERSTANDING IN THE FORM OF ALGORITHMS AND NESTED FUNCTIONS.

I USE FORENSIC ACCOUNTING TO AUDIT STATEMENTS.

I CREATE HOSPITABLE RELATIONSHIPS NECESSARY TO GENERATE BUSINESS.

NAME REDACTED, NDA JAN 2017 - MAR 2018 NYC

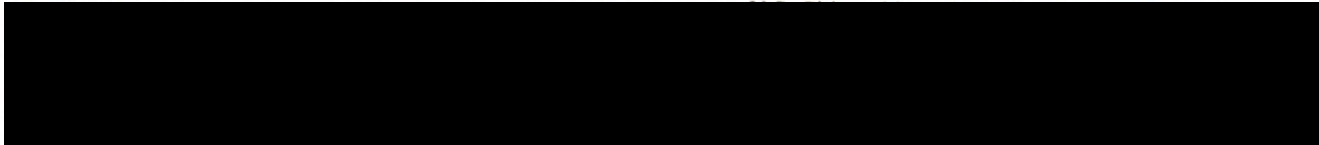
INVESTMENT BANKING ANALYST

ON THE MORNING OF JANUARY 30, 2018, AT 12:06 PM, I CODED NESTED FUNCTIONS IN EXCEL FOR A MATRIX OF OVER 45,000 CELLS THAT PREVENTED A 38 MILLION-DOLLAR FRAUD AND LEGAL LIABILITY BY A CLIENT ON THE DAY OF HIS MEETING WITH VENTURE CAPITALISTS.

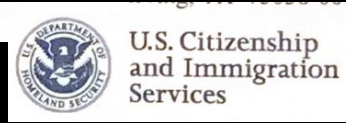
I BUILT RELATIONSHIPS —COLD— WITH VENTURE CAPITALISTS, MANAGING DIRECTORS, TRUST INVESTMENT OFFICERS, AND PRESIDENTS OF WEALTH MANAGEMENT.

August 26, 2021

U.S. Department of Homeland Security



ROMANO MEZA LEAL



Romano Meza Leal (petitioner and beneficiary),

Exceptional Ability

You seek to classify the beneficiary as an individual of exceptional ability.

A two-part analysis is used to determine whether the beneficiary has exceptional ability in the sciences, arts, or business.

- First, we determine whether the petitioner has submitted evidence to qualify under at least three of the six criteria required for this classification.
- Second, we determine whether the petitioner has submitted evidence demonstrating that the beneficiary possesses a degree of expertise significantly above that ordinarily encountered in the sciences, arts, or business.

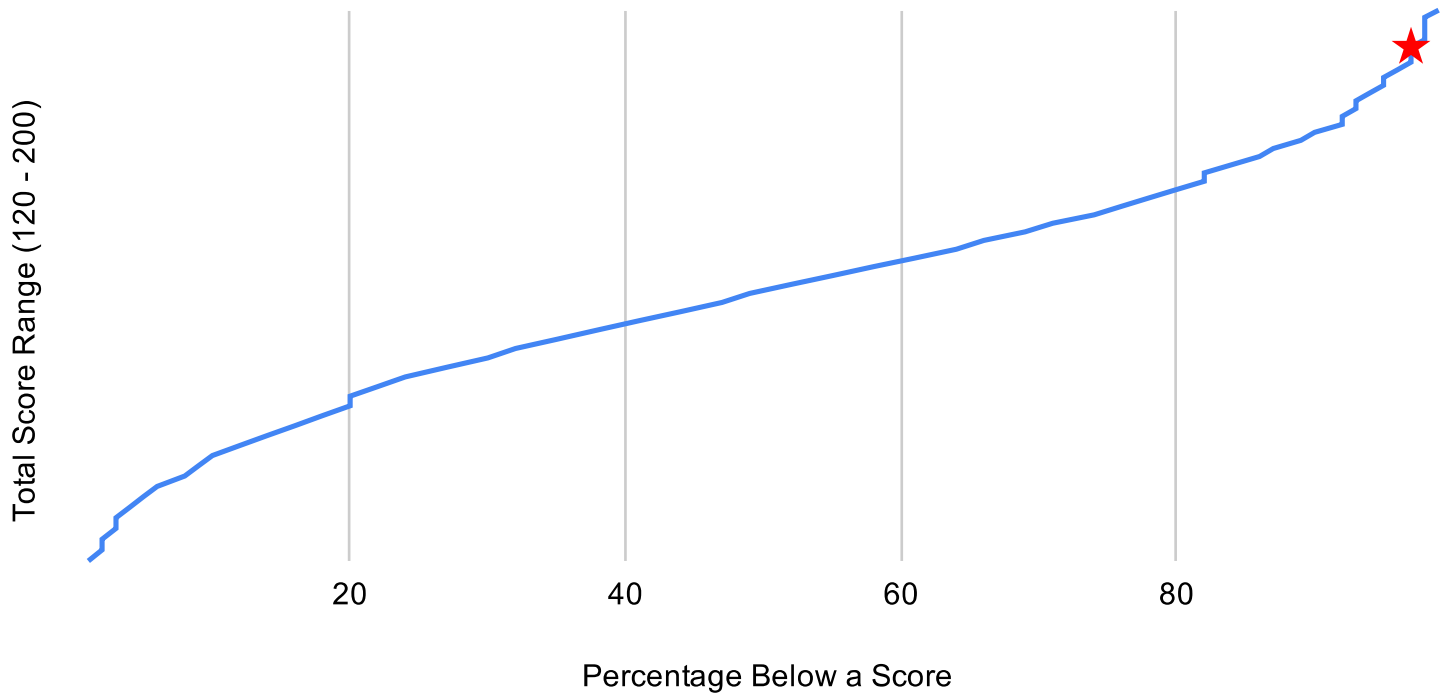
All evidence submitted should address both parts of the analysis. A discussion follows addressing the evidence you have provided with the petition.

(i) An official academic record showing that the beneficiary has a degree, diploma, certificate, or similar award from a college, university, school, or other institution of learning relating to the area of exceptional ability;

This criterion has been met.

2013 - 2017 Comparative Data: Major Field Test for the Bachelor's Degree in Business Total Score Distribution

114,883 Examinees, 603 American Universities and Colleges





Business

Form Code 4MMF

STUDENT SCORE REPORT

Name : ROMANO MEZA-LEAL **Student Id :** 702388421
Test Date : 4/3/2017 **Authorization
Number :**

Scaled score 181 Overall SEM = 5.8*

Percentile Rank: 97%

Based on the performance of all examinees who tested in the United States

The scale range for the total score is 120-200. A percentile rank for a score indicates the percentage of test takers who took that test and received a lower score. Regardless of when the reported scores were earned, the percentile ranks for Major Field Test scores are based on the scores of all examinees who tested within a recent time period.

*SEM is the Standard Error of Measurement that reflects the inherent error that is a part of any testing process. Each SEM provided is based upon a large sample of test takers.

¹Comparative Data is available at www.ets.org/mft/scores/compare_data/score_distribution.

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ETS protects the confidentiality of all test data.

2017 Major Field Test Comparative Data Guide

Major Field Test for Business

The annual Comparative Data Guide (CDG) contains tables of scaled scores and percentiles for individual student scores and institutional means drawn directly from test takers across the nation. The report provides descriptive statistics based on the number of students that have completed the Major Field Test (MFT) for Business since it was released in September 2013 through June 2017. Information about an institution gathered through MFT administrations cannot be released in any form attributable to or identifiable with an individual institution. The anonymity of each institution's performance is maintained by reporting only the aggregate performance of the selected reference group.

Below are descriptions of the various tables provided in this guide:

Individual Students Total Score/Subscore Distributions – The distributions in these tables may be used to interpret individual student results by determining what percent of those taking the test at the selected institutions attained scores below that of a particular student. Each table shows scaled score intervals for Total Score and Subscores separately. By looking up the Total Score or Subscore and reading across the row to the corresponding number in the column headed "Percent Below," the percent of individuals scoring below any interval can be determined.

Institutional Means Total Score/Subscore Distributions – The distributions in these tables present the number of institutions at each mean score level. These tables provide a way to compare the Total Score and Subscore means for your institution with those of other participating institutions you selected. These tables show the mean of means (or the average of the mean scores for those institutions/programs selected) as well as the standard deviations of those means.

Institutional Assessment Indicator Mean Score Distributions – The assessment indicator summary information in these tables includes the frequency distribution of departmental/program means for each assessment indicator. These tables show the distribution of institutional rounded means as well as the average and standard deviations of those means.

Note that not all MFT titles in all subject areas generate subscores or assessment indicators. Please refer to the test content description for your subject area of interest at www.ets.org/mft/about/content to determine which score types you should expect to generate for your MFT test subject.

The following considerations should be kept in mind when interpreting comparative data:

This data should be considered comparative rather than normative because the institutions included in the data do not represent proportionally the various types of higher education institutions and programs. The data are drawn entirely from institutions that choose to use MFT. Such a self-selected sample may not be representative of all institutions or programs.

The number of students tested and sampling procedures vary from one institution to another. Therefore, it is impossible to verify that the students tested at each institution are representative of all the institution's students in that program.

It is important that these comparisons involve students at approximately the same point in their educational careers. The tables report data for seniors only. Students who are not seniors are excluded from these calculations.

The tables report data for institutions/programs that have tested five (5) or more seniors. Institutions/programs with fewer than five (5) test takers are excluded from these calculations.

For more information about this report or other ways the Major Field Tests can help your program, contact an ETS Advisor at highered@ets.org or call 1-800-745-0269.

The following reports include tests taken as of June 30, 2017.

2017 Comparative Data Guide - MFT for Business Institution List

Data includes seniors from domestic institutions who tested between September 2013 through June 2017

Abilene Christian University, TX	Butler University, IN
Adams State University, CO	Cabrini University, PA
Adelphi University, NY	Caldwell College, NJ
Alabama A&M University, AL	California Polytechnic State University, CA
Albany State University, GA	California State University - Dominguez Hills, CA
Albright College, PA	California State University - Los Angeles, CA
Alcorn State University, MS	California State University - Sacramento, CA
Alfred University, NY	Cameron University, OK
Allen University, SC	Campbell University - Buies Creek, NC
Alvernia University, PA	Capital University, OH
Anderson University (IN), IN	Carroll University, WI
Anderson University (SC), SC	Carthage College, WI
Andrews University, MI	Catawba College, NC
Angelo State University, TX	Cedar Crest College, PA
Appalachian State University, NC	Cedarville University, OH
Aquinas College (TN), TN	Centenary College of Louisiana, LA
Arcadia University, PA	Central Baptist College, AR
Arkansas State University, AR	Central Christian College of Kansas, KS
Arkansas Tech University, AR	Central Methodist University, MO
Asbury University, KY	Central Michigan University, MI
Ashland University, OH	Central Washington University - Des Moines Center, WA
Auburn University Montgomery, AL	Chapman University, CA
Augsburg College, MN	Chatham University, PA
Augusta University, GA	Chicago State University, IL
Austin Peay State University, TN	Chipola College, FL
Ave Maria University, FL	Christopher Newport University, VA
Averett University, VA	Citadel, The, SC
Avila University, MO	Claflin University, SC
Azusa Pacific University, CA	Clarion University of Pennsylvania, PA
Baker College - Flint, MI	Clayton State University, GA
Baker University - CAS, KS	Cleary University, MI
Ball State University, IN	Coastal Carolina University, SC
Barton College, NC	College of Charleston, SC
Baylor University, TX	College of Coastal Georgia, GA
Bellarmino University, KY	College of Mount Saint Vincent, NY
Belmont University, TN	College of New Jersey, The, NJ
Bemidji State University, MN	Colorado Christian University, CO
Benedict College, SC	Colorado Mesa University, CO
Bennett College for Women, NC	Colorado State University - Pueblo, CO
Berea College, KY	Columbia College (MO), MO
Berry College, GA	Columbus State University, GA
Bethany Lutheran College, MN	Concord University, WV
Bethel College (IN), IN	Concordia University (MN), MN
Bethel College (KS), KS	Concordia University (OR), OR
Bethel University (MN), MN	Converse College, SC
Bethune-Cookman University, FL	Coppin State University, MD
Biola University, CA	Corban College, OR
Black Hills State University, SD	Cornerstone University, MI
Bloomsburg University, PA	Covenant College, GA
Bluefield College, VA	Crowley's Ridge College, AR
Bluffton University, OH	CUNY York College, NY
Boise State University, ID	Dakota State University, SD
Bowling Green State University, OH	Dallas Baptist University, TX
Brewton-Parker College, GA	Dalton State College, GA
Briar Cliff University, IA	Davenport University, MI
Brigham Young University (HI), HI	Defiance College, OH
Brock University, non-US	Delaware State University, DE
Bryan College, TN	Delaware Valley University, PA
Bryant University, RI	DeSales University, PA
Buena Vista University, IA	DeVry University, IL

Dickinson State University, ND
Dixie State University, UT
Dominican University, IL
Dominican University of California, CA
Douglas College, non-US
Drury University, MO
East Stroudsburg University, PA
East West University, IL
Eastern Illinois University, IL
Eastern Kentucky University School of Business, KY
Eastern Nazarene College, MA
Eastern New Mexico University, NM
Eastern Washington University, WA
Edgewood College, WI
Edinboro University of Pennsylvania, PA
Elizabeth City State University, NC
Elizabethtown College, PA
Elmira College, NY
Elon University, NC
Embry-Riddle Aeronautical University, FL
Embry-Riddle Aeronautical University-Prescott, AZ
Emmanuel College (GA), GA
Emporia State University, KS
Endicott College, MA
Fairmont State University, WV
Faulkner University, AL
Felician University - Rutherford, NJ
Fisk University, TN
Flagler College - St. Augustine, FL
Flagler College - Tallahassee, FL
Florida College, FL
Florida Gulf Coast University, FL
Florida Southern College - Lakeland, FL
Florida SouthWestern State College, FL
Fort Hays State University, KS
Fort Lewis College, CO
Fort Valley State University, GA
Francis Marion University, SC
Franklin College, IN
Freed-Hardeman University, TN
Gallaudet University, DC
Gannon University, PA
Gardner-Webb University, NC
Geneva College, PA
Georgetown College, KY
Georgia College & State University, GA
Georgia Southern University, GA
Georgia State University, GA
Georgian Court University, NJ
Glennville State College, WV
Goucher College, MD
Grace College & Seminary, IN
Grace University, NE
Grambling State University, LA
Grand Valley State University, MI
Greensboro College, NC
Grove City College, PA
Guilford College, NC
Harding University, AR
Hardin-Simmons University, TX
Harris-Stowe State University, MO
Hartwick College, NY
Hawaii Pacific University, HI
Henderson State University, AR
Hodges University - Fort Meyers, FL
Houghton College, NY
Houston Baptist University, TX
Howard University, DC
Huntington University - EXCEL, IN
Huston-Tillotson University, TX
Illinois State University, IL
Indiana University - Kokomo, IN
Indiana University Northwest, IN
Indiana University of Pennsylvania, PA
Indiana University South Bend, IN
Indiana University Southeast, IN
Iowa Wesleyan College, IA
IPFW - Indiana University - Purdue Univ Fort Wayne, IN
Ithaca College, NY
Jackson State University, MS
Jacksonville State University, AL
Jacksonville University, FL
Jarvis Christian College, TX
John Carroll University, OH
Johnson C. Smith University, NC
Juniata College, PA
Kansas Wesleyan University, KS
Kean University, NJ
Kentucky State University, KY
Kentucky Wesleyan College, KY
Kettering University, MI
Keuka College, NY
Kings College, PA
Kutztown University of Pennsylvania, PA
Kwantlen University College, non-US
La Roche College, PA
La Sierra University, CA
Lake Erie College, OH
Lake Superior State University, MI
Lamar University, TX
Lawrence Technological University, MI
Lee University, TN
Lenoir-Rhyne University, NC
LeTourneau University, TX
Lewis University, IL
Lewis-Clark State College, ID
Limestone College, SC
Lincoln College, IL
Lincoln Memorial University, TN
Lincoln University (MO), MO
Lindenwood University, MO
Lindsey Wilson College, KY
Livingstone College, NC
Lock Haven University of PA, PA
Long Island University - Post, NY
Longwood University, VA
Loras College, IA
Louisiana College, LA
Louisiana State University - Alexandria, LA
Louisiana State University in Shreveport, LA

Louisiana Tech University, LA
Lubbock Christian University, TX
Lycoming College, PA
Lynchburg College, VA
Lyndon State College, VT
Madonna University, MI
Malone University, OH
Manchester College, IN
Mansfield University, PA
Maranatha Baptist University, WI
Marian University (IN), IN
Marian University (WI), WI
Marietta College, OH
Marshall University, WV
Martin Methodist College, TN
Mary Baldwin University, VA
Marymount University, VA
Marywood University, PA
McKendree University, IL
McMaster University, non-US
McMurry University, TX
McNeese State University, LA
Medaille College, NY
Mercer University, GA
Mercer University - Atlanta, GA
Mercyhurst College, PA
Meredith College, NC
Messiah College, PA
Methodist University, NC
Metropolitan State College of Denver, CO
Metropolitan State University, MN
MidAmerica Nazarene University, KS
Middle Georgia State College, GA
Middle Tennessee State University, TN
Midland University, NE
Midwestern State University, TX
Miles College, AL
Millersville University of Pennsylvania, PA
Millikin University, IL
Milwaukee School of Engineering, WI
Minnesota State University Moorhead, MN
Minnesota State University, Mankato, MN
Mississippi Valley State University, MS
Missouri Baptist University, MO
Missouri Southern State University, MO
Missouri State University, MO
Missouri University of Science and Technology, MO
Missouri Valley College, MO
Missouri Western State University, MO
Monmouth College, IL
Montana State University - Bozeman, MT
Montana Tech of the University of Montana, MT
Montreat College, NC
Morgan State University, MD
Morris College, SC
Mount Aloysius College, PA
Mount Saint Mary College, NY
Mount St. Joseph University, OH
Mount St. Mary's University, MD
Mount Vernon Nazarene University, OH
Murray State University, KY
National American University, SD
Nebraska Wesleyan University, NE
Neumann University, PA
New England College, NH
New Jersey Institute of Technology, NJ
New Mexico State University, NM
New York Institute of Technology (NY), NY
Newman University, KS
Niagara University, NY
Nicholls State University, LA
North American University, TX
North Carolina A&T State University, NC
North Park University, IL
Northeastern Illinois University, IL
Northeastern University, MA
Northern Arizona University - Flagstaff, AZ
Northern Michigan University, MI
Northern New Mexico College, NM
Northern State University, SD
Northwest Missouri State University, MO
Northwest Nazarene University, ID
Northwestern College (IA), IA
Northwestern Oklahoma State University, OK
Northwestern State University, LA
Norwich University, VT
Notre Dame College, OH
Notre Dame de Namur University, CA
Nyack College, NY
Oakland University, MI
Oakwood University, AL
Oglala Lakota College, SD
Oglethorpe University, GA
Ohio Dominican University, OH
Ohio Northern University, OH
Ohio Valley University, WV
Oklahoma Baptist University, OK
Oklahoma Christian University, OK
Oklahoma City University, OK
Oklahoma State University, OK
Oklahoma Wesleyan University, OK
Olivet Nazarene University, IL
Oral Roberts University, OK
Oregon Institute of Technology, OR
Our Lady of the Lake University, TX
Pacific Lutheran University, WA
Paine College, GA
Palo Alto University, CA
Penn State IMBA, PA
Pennsylvania College of Technology, PA
Pfeiffer University, NC
Philadelphia University, PA
Philander Smith College, AR
Pittsburg State University, KS
Plymouth State University, NH
Point Loma Nazarene University, CA
Prairie View A&M University, TX
Presbyterian College, SC
Providence College, RI
Purdue University - Calumet, IN

Purdue University North Central, IN
Quincy University, IL
Quinnipiac University, CT
Radford University, VA
Ramapo College of New Jersey, NJ
Rasmussen College, MN
Reinhardt University, GA
Roanoke College, VA
Rockford College, IL
Rocky Mountain College, MT
Roger Williams University, RI
Rogers State University, OK
Rollins College, FL
Rosemont College, PA
Rutgers University - Newark, NJ
Saint Cloud State University, MN
Saint Leo University, FL
Saint Martin's University, WA
Saint Mary's University, TX
Saint Mary's University of Minnesota, MN
Saint Mary's University-Canada, non-US
Saint Vincent College, PA
Saint Xavier University, IL
Salem College, NC
Salem State College, MA
Salisbury University, MD
Savannah State University, GA
Schreiner University, TX
Seattle Pacific University, WA
Shaw University, NC
Shawnee State University, OH
Shepherd University, WV
Shorter University, GA
Sierra Nevada College, NV
Simpson University, CA
Skidmore College, NY
Slippery Rock University of PA, PA
Southeast Missouri State University, MO
Southeastern Oklahoma State University, OK
Southern Adventist University, TN
Southern Arkansas University, AR
Southern Illinois University Edwardsville, IL
Southern Nazarene University, OK
Southern Oregon University, OR
Southern Utah University, UT
Southern Virginia University, VA
Southern Wesleyan University, SC
Southwest Baptist University, MO
Southwest Minnesota State University, MN
Southwestern Adventist University, TX
Southwestern University, TX
Spring Hill College, AL
St. Bonaventure University, NY
St. Catharine College, KY
St. Francis College, NY
St. Norbert College, WI
Stephen F. Austin State University, TX
Sul Ross State University - Alpine, TX
Sul Ross State University-RGC, TX
Sullivan University, KY
SUNY at Fredonia, NY
SUNY at Geneseo, NY
SUNY at New Paltz, NY
SUNY at Oneonta, NY
SUNY at Oswego, NY
SUNY at Plattsburgh, NY
SUNY Farmingdale State College, NY
SUNY Institute of Technology, NY
Susquehanna University, PA
Tarleton State University, TX
Taylor University, IN
Tennessee State University, TN
Tennessee Tech University, TN
Tennessee Temple University, TN
Tennessee Wesleyan College, TN
Texas A&M University - Central Texas, TX
Texas A&M University - Corpus Christi, TX
Texas A&M University - Kingsville, TX
Texas A&M University - San Antonio, TX
Texas A&M University - Texarkana, TX
Texas A&M-Commerce, TX
Texas Lutheran University, TX
Texas Southern University, TX
Texas Wesleyan University, TX
The Kings College, NY
The Master's University-Santa Clarita, CA
Thomas More College, KY
Towson University, MD
Transylvania University, KY
Trevecca Nazarene University, TN
Trine University, IN
Trinity Christian College, IL
Trinity International University, IL
Troy University - Troy, AL
Truett-McConnell College, GA
Truman State University, MO
Tulane University, LA
Tusculum College, TN
Tuskegee University, AL
Union University, TN
United States Air Force Academy, CO
United States Coast Guard Academy, CT
United States Military Academy, NY
University of Akron, The, OH
University of Alabama in Huntsville, AL
University of Alaska Fairbanks, AK
University of Arkansas - Fort Smith, AR
University of Arkansas - Little Rock, AR
University of Arkansas - Pine Bluff, AR
University of Baltimore, MD
University of Bridgeport, CT
University of Central Missouri, MO
University of Central Oklahoma, OK
University of Colorado at Colorado Springs, CO
University of Dayton, OH
University of Detroit Mercy, MI
University of Dubuque, IA
University of Evansville, IN
University of Findlay, The, OH
University of Florida, FL

University of Hawaii - Hilo, HI
University of Houston - Downtown, TX
University of Houston - Victoria, TX
University of Idaho, ID
University of Illinois at Chicago, IL
University of Illinois at Springfield, IL
University of Indianapolis, IN
University of Louisiana - Lafayette, LA
University of Maine - Orono, ME
University of Mary Hardin-Baylor, TX
University of Mary Washington, VA
University of Massachusetts Dartmouth, MA
University of Memphis, TN
University of Michigan - Flint, MI
University of Minnesota Duluth, MN
University of Missouri - Columbia, MO
University of Missouri - Kansas City, MO
University of Missouri - St. Louis, MO
University of Mobile, AL
University of Montana, The, MT
University of Montevallo, AL
University of Mount Union, OH
University of Nebraska - Lincoln, NE
University of Nebraska - Omaha, NE
University of Nebraska at Kearney, NE
University of New England, ME
University of New Hampshire, NH
University of North Carolina Pembroke, NC
University of North Dakota, ND
University of North Florida, FL
University of North Georgia, GA
University of North Texas - Dallas, TX
University of Northern Colorado, CO
University of Northern Iowa, IA
University of Northwestern St. Paul, MN
University of Oklahoma, OK
University of Pikeville, KY
University of Rio Grande, OH
University of Saint Francis (IN), IN
University of Science and Arts of Oklahoma, OK
University of Scranton, PA
University of South Alabama, AL
University of South Carolina - Aiken, SC
University of South Carolina - Beaufort, SC
University of South Carolina - Upstate, SC
University of South Dakota, SD
University of South Florida - Sarasota-Manatee, FL
University of South Florida - St. Petersburg, FL
University of Southern Indiana, IN
University of Southern Mississippi, MS
University of St. Francis (IL), IL
University of St. Thomas (MN), MN
University of St. Thomas (TX), TX
University of Tampa, FL
University of Tennessee - Chattanooga, TN
University of Tennessee - Knoxville, TN
University of Tennessee at Martin, TN
University of Texas - Permian Basin, TX
University of Texas - Rio Grande Valley, TX
University of Texas at Arlington, TX
University of Texas at Brownsville, The, TX
University of Texas at Tyler, TX
University of Texas Pan American, TX
University of the Cumberland, KY
University of the District of Columbia, DC
University of the Incarnate Word, TX
University of the Pacific, CA
University of Tulsa, OK
University of West Alabama, AL
University of West Florida, FL
University of Wisconsin - La Crosse, WI
University of Wisconsin - Oshkosh, WI
University of Wisconsin - Platteville, WI
University of Wisconsin - River Falls, WI
University of Wyoming, WY
Upper Iowa University, IA
Ursuline College, OH
Utica College, NY
Valley City State University, ND
Valley Forge Christian College (PA), PA
Virginia Military Institute, VA
Virginia Polytechnic Institute, VA
Virginia Union University, VA
Viterbo University, WI
Voorhees College, SC
Walla Walla University, WA
Walsh College, MI
Walsh University, OH
Warner University, FL
Washburn University, KS
Washington Adventist University, MD
Wayne State College, NE
Weber State University, UT
Welch College, TN
Wesley College, DE
Wesleyan College, GA
West Liberty University, WV
West Virginia State University, WV
West Virginia University - Parkersburg, WV
West Virginia University Institute of Technology, WV
Western Connecticut State University, CT
Western Illinois University, IL
Western Michigan University, MI
Western State Colorado University, CO
Westminster College (MO), MO
Westminster College (UT), UT
Wheaton College, IL
Wheeling Jesuit University, WV
Wilberforce University, OH
Wiley College, TX
Wilkes University, PA
William Penn University, IA
Williams Baptist College, AR
Wilmington College, OH
Wilmington University, DE
Wilson College, PA
Wingate University, NC
Winona State University, MN
Wisconsin Lutheran College, WI
Wittenberg University, OH

Xavier University, OH
York College of Pennsylvania, PA

Youngstown State University, OH

**2017 Comparative Data Guide - MFT for Business
Individual Students Total Score Distribution**

Data includes seniors from domestic institutions who tested between September 2013 through June 2017

Number of Examinees	Mean	Median	Standard Deviation
114,883	151.9	152.0	13.9

Individual Students Total Score Distribution

Total Score Range (120 - 200)	Percent Below
187 - 200	99
186	98
185	98
184	98
183	98
182	97
181	97
180	97
179	96
178	95
177	95
176	94
175	93
174	93
173	92
172	91
171	90
170	89
169	87
168	86
167	84
166	82
165	82
164	80
163	78
162	76
161	74
160	71
159	69
158	66
157	64
156	61
155	58
154	55
153	52
152	49
151	47
150	44
149	41

Total Score Range (120 - 200)	Percent Below
148	38
147	35
146	32
145	30
144	27
143	24
142	22
141	20
140	20
139	18
138	16
137	14
136	12
135	10
134	9
133	8
132	6
131	5
130	4
129	3
128	3
127	2
126	2
120 - 125	1

Total Scores are reported as *scaled scores*.
 Percent Below based on percent below the lower limit of the score interval.

**2017 Comparative Data Guide - MFT for Business
Institutional Means Total Score Distribution**

Data includes seniors from domestic institutions who tested between September 2013 through June 2017

Number of Institutions	Mean	Median	Standard Deviation
603	150.0	150.0	6.7

Institutional Means Total Score Distribution

Mean Total Score Range (120 - 200)	Percent Below
164 - 200	99
163	98
162	97
161	96
160	93
159	90
158	87
157	82
156	79
155	74
154	68
153	61
152	57
151	50
150	43
149	38
148	32
147	27
146	24
145	20
144	17
143	14
142	11
141	8
140	6
139	5
138	4
137	2
136	2
135	2
120 - 134	1

Total Scores are reported as scaled scores.
Percent below based on percent below the lower limit of score interval.

2017 Comparative Data Guide - MFT for Business¹
Institutional Assessment Indicator Mean Score Distributions

Data includes seniors from domestic institutions who tested between September 2013 through June 2017

Assessment Indicator	Number of Institutions	Mean	Median	Standard Deviation
1: Accounting	603	41.2	41.0	6.1
2: Economics	603	39.5	40.0	6.0
3: Management	603	54.0	55.0	6.5
4: Quantitative Business Analysis	603	36.3	36.0	5.2
5: Finance	603	42.2	42.0	6.5
6: Marketing	603	54.9	56.0	6.7
7: Legal and Social Environment	603	59.3	60.0	6.0
8: Information Systems	603	49.9	50.0	6.5
9: International Issues	603	40.0	40.0	5.7

Institutional Assessment Indicator Mean Score Distributions

Mean Percent Correct (0 - 100%)	A1 ² Percent Below	A2 ² Percent Below	A3 ² Percent Below	A4 ² Percent Below	A5 ² Percent Below	A6 ² Percent Below	A7 ² Percent Below	A8 ² Percent Below	A9 ² Percent Below
76 - 100	99	99	99	99	99	99	99	99	99
75	99	99	99	99	99	99	99	99	99
74	99	99	99	99	99	99	99	99	99
73	99	99	99	99	99	99	99	99	99
72	99	99	99	99	99	99	99	99	99
71	99	99	99	99	99	99	98	99	99
70	99	99	99	99	99	99	97	99	99
69	99	99	99	99	99	99	96	99	99
68	99	99	99	99	99	99	95	99	99
67	99	99	98	99	99	98	92	99	99
66	99	99	98	99	99	96	86	99	99
65	99	99	96	99	99	95	82	98	99
64	99	99	96	99	99	92	76	98	99
63	99	99	93	99	99	89	68	98	99
62	99	99	90	99	99	84	60	97	99
61	99	99	86	99	99	80	52	96	99
60	99	99	80	99	99	74	43	94	99
59	99	99	73	99	98	70	39	91	99
58	99	99	67	99	98	62	32	87	99
57	99	99	61	99	98	55	27	83	99
56	98	99	53	99	98	48	22	81	99
55	98	99	47	99	97	41	18	76	99
54	97	98	42	99	95	36	15	71	99
53	96	98	36	99	94	30	13	64	99
52	95	98	31	99	92	25	11	58	98
51	94	97	28	99	89	22	8	53	98
50	92	96	23	99	85	18	7	47	97
49	90	93	19	99	83	16	5	40	94
48	86	91	17	98	80	15	4	34	91

Mean Percent Correct (0 - 100%)	A1 ² Percent Below	A2 ² Percent Below	A3 ² Percent Below	A4 ² Percent Below	A5 ² Percent Below	A6 ² Percent Below	A7 ² Percent Below	A8 ² Percent Below	A9 ² Percent Below
47	82	87	14	97	77	13	2	29	89
46	76	83	11	97	71	10	1	24	84
45	73	79	8	94	65	8	1	19	79
44	66	72	6	90	59	6	1	15	72
43	59	68	4	87	54	4	1	11	67
42	51	61	4	84	47	3	1	9	58
41	43	54	3	80	40	3	1	6	51
40	37	47	2	74	34	2	1	5	44
39	31	42	1	66	28	2	1	4	35
38	25	35	1	58	22	1	1	3	29
37	19	30	1	50	17	1	1	2	24
36	16	25	1	42	14	1	1	2	21
35	13	21	1	36	12	1	1	1	17
34	10	16	1	29	9	1	1	1	14
33	7	12	1	23	6	1	1	1	10
32	4	9	1	18	4	1	1	1	7
31	3	6	1	13	2	1	1	1	5
30	2	5	1	9	1	1	1	1	4
29	1	3	1	6	1	1	1	1	2
28	1	2	1	4	1	1	1	1	2
27	1	2	1	2	1	1	1	1	1
0 - 26	1	1	1	1	1	1	1	1	1

¹ Assessment Indicators for this test cannot be compared to testing years prior to 2013 due to changes in the Business Test that were introduced in 2013.

² Assessment Indicator 1: Accounting
 Assessment Indicator 2: Economics
 Assessment Indicator 3: Management
 Assessment Indicator 4: Quantitative Business Analysis
 Assessment Indicator 5: Finance
 Assessment Indicator 6: Marketing
 Assessment Indicator 7: Legal and Social Environment
 Assessment Indicator 8: Information Systems
 Assessment Indicator 9: International Issues

Assessment Indicators are reported as *percent correct*.
 Percent Below based on percent below the lower limit of the score interval.

[REDACTED]
[REDACTED] - [REDACTED] - [REDACTED]
[REDACTED]@ [REDACTED]

November 10, 2021

U.S. Department of Homeland Security
U.S. Citizens and Immigration Services

[REDACTED]

Attention: [REDACTED]
[REDACTED], Director [REDACTED]
Officer: [REDACTED]

Reference: ROMANO MEZA LEAL
I-140, Immigrant Petition for Alien Worker

Dear Mr. [REDACTED]:

I hereby wish to sponsor, and therefore offer a job to, the above-referenced Romano Meza Leal (hereinafter referred to as Romano). Romano and I went to the same college albeit with a 40-year difference: Ithaca College, in Ithaca, New York. I was a Member of the Board of Trustees of Ithaca College and he had just graduated. From the first few minutes, I knew that Romano was highly educated and equally sophisticated. His language, his manners, and his personal representation were of a caliber that made him stand out. A caliber that is not common.

Subsequently, I learned that he graduated *cum laude* from Ithaca College with a Bachelor of Science degree in Business Administration with a Finance Concentration. He also completed the Investment Track Curriculum. He scored in the 97th Percentile out of almost 115,000 examinees. In addition to these impressive academic achievements, Romano is also extremely musical and plays various instruments. Finally, he is a top athlete and joined and led some of the teams at his boarding school in upstate New York, as well as at Ithaca College, in Ithaca, New York. Ithaca College has one of the highest rated business schools and is known worldwide as one of the premier music schools.

I co-founded and manage several companies, including [REDACTED]
[REDACTED] (New York and Florida), [REDACTED]
(Nevada), and [REDACTED] (Hong Kong).
[REDACTED]

[REDACTED] Panama, Puerto Rico, and the Bahamas. An employee who is both a Native English and a Native Spanish speaking person, is imperative to us, as the financial products we offer are complex and sophisticated. We have been looking for candidates for almost four years and found that those that have all the qualities we prefer, are few. When I met Romano about four years ago, I knew almost immediately that he would be a perfect fit for the above-stated companies and for several others we have in our portfolio. When we studied his academic and extracurricular achievements, it became clear that he would be a perfect fit in our organization.

Hence, I wish to sponsor Romano to work for us in the U.S. for three (3) years and beyond, initially at an annual salary [REDACTED]. His knowledge and ambition make him a perfect candidate to help develop many of our financial products: specifically, we are building and developing a company which [REDACTED]

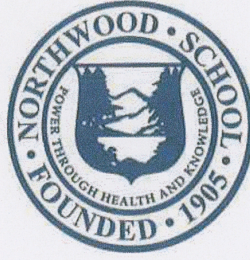
[REDACTED] used for defense and national security purposes. We also have [REDACTED] and would benefit greatly from Romano's business and tracking knowledge as well as the algorithms that are part of this structure.

When one looks at Romano's academic and extracurricular achievements, one sees a person with significant merit and national importance. This is why we believe it will be beneficial to the United States in numerous areas to provide Romano with the opportunity to live and work in the United States: he is a person of exceptional ability. He is a person with exceptional ambition. He is a person with exceptional sophistication, both in education, sciences, arts, and business as well as in background. He can debate a person without insulting that person. He can negotiate in business transactions with unusual respect for the opposition, even when there are considerable disagreements; everyone feels they have been heard. This may seem logical or even common, but the respect and sophistication Romano brings to the table is becoming a unique aspect in finance and trade negotiations.

I look forward to hearing from you. If you have questions, of course, feel free to contact me.

Sincerely,

[REDACTED]



College Recommendation for Romano Meza Leal

I have known Romano Meza Leal for three years as a student in our school and now as a student in an elective history course entitled Great Issues. The course is designed for those considering further study in history, political science and/or government. Students read college-level text, write essay-type tests as well as bi-weekly 250-500 word position papers on the particular topic of study at the time. Lively discussion and clearly articulated opinions are an expectation of the course.

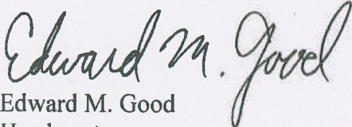
Romano is a thoughtful and serious young man who exhibits a desire to succeed and to learn for the sake of learning. He is always well-prepared for class and clearly grasps the major concepts of the course. Specifically, I am impressed with Romano's work ethic in terms of his preparation for class as well as test and papers. He is both well-informed and passionate about many issues confronting young adults today.

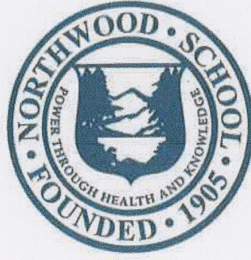
Partially because he is an international student for whom English is a second language, Romano brings a fresh perspective to our school and my class. He is a frequent contributor to class discussion and a good listener as well; curious and unafraid to ask for clarification of an issue for the sake of learning about it as much as he can. His written work is well-organized, insightful and cohesive to the extent that he always stays focused on the issue at hand. He is intelligent, articulate and persuasive yet sensitive and compassionate as well.

Just last winter, while free-style skiing, Romano suffered a severe and potentially life-ending, head injury. This caused him to return home to his native Mexico after weeks of hospitalization in a Vermont medical center. While at home, Romano not only physically rehabilitated, but he regained his strength and returned to us for the spring academic term. He was able to keep up with his academic work while at home and barely missed a beat upon his return. His resolve to return to his normal world of school and friends was simply amazing.

In his own right, Romano is as fine an athlete as he is a student. A dedicated and skilled soccer player, he is a role model for his teammates. He is not a gifted soccer player; he works his hardest every day to improve and to be a good teammate. However, it is in free-style snowboarding that Romano truly excels. It remains to be seen as to whether his unfortunate accident of last season will detour his progress on the slopes.

Romano is ready for the challenges of a competitive college or university environment. He is mature, motivated and well-prepared. He is among the most widely-respected young people with whom I have had the pleasure of working with. I am confident in his ability to succeed in a demanding college program and I recommend him with the highest enthusiasm.


Edward M. Good
Headmaster

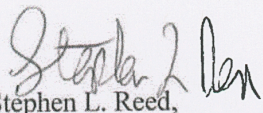


Recommendation for Romano Meza Leal

Romano Meza Leal's love of learning made him a substantial contributor to my last year's AP English Literature section, just as his love for Northwood puts him in the forefront of our most productive de facto leaders at the school. His quiet but palpable enthusiasm for all that he does here is complemented by an extraordinary empathy and other-directedness, which all combine to make him an individual who transcends the typical categorizing by group. He is a spirit of great reason, warmth, and good will.

Every day in class, I could count on Romano to have thought hard about the previous night's reading. No one came armed with more questions about the literature we read. On tests he offered fresh perspectives, never taking on faith my or some literary critic's interpretation of the works. His papers revealed an adventuresome mind, fully capable of clearly articulating complex arguments. His creative work was even better; at his core Romano is an artist, whether on his guitar or at his desk. Sometimes he overreached, striving too hard to respond viscerally and winding up being merely idiosyncratic. But he always strove. He didn't get to take the year-end AP exam due to a severe head injury that limited his powers of concentration this past spring, but he had been one of the better performers amid a group which mostly achieved passing or better grades on the national test.

Around school he is known as a passionate musician and perhaps our most sincerely compassionate soul. No one makes himself more available to peers with problems; like Nick Carraway in Gatsby, Romano is open and non-judgmental. All the contacts I've had with him and all my observations of him reinforce my sense that he is one of our most moral and grounded students. I recommend him with great enthusiasm.


Stephen L. Reed,
Chair, English Department

OFFICIAL NORTHWOOD SCHOOL COLLEGE RECOMMENDATION

ROMANO MEZA LEAL

I have not had the privilege or pleasure of teaching Romano, but I have known him for three years and have become close with him as a member of the faculty here at Northwood, as his college guidance counselor, and, quite frankly, as a friend. Romano is one of the most genuine persons I've met; he has a gentle disposition and a sense of humor that has enchanted the whole school. In addition to his genuineness, he is one of the most well-adjusted persons I've met. Romano is completely comfortable being Romano: He wouldn't have it any other way; nor would we. Howard Runyon, his A.P. English teacher and coach, and Don Mellor, the School Counselor, say it best:

Within a month or two of his arrival here, in the fall of 2010, Romano became one of our force-of-nature students. They're at every school—kids whose gregariousness, or eccentric way of dressing or speaking, or fearlessness of adults, makes them visible and known to everyone in the community. Romano is an irrepressible musician, always carrying a cased instrument through the school's living room, and a learned fan of pop music of various eras; he rocks, he raps, and I think he's learning jazz as well. He's also a friend to practically everyone on the campus. He was my advisee for his first two years here. (This year, a top-to-bottom redesign of our advising system put him in someone else's hands.) He's been a member of my rowing team for two springs—2011 and 2012—though the second of those seasons was a wash for him, because of a severe concussion that he'd suffered in a snowboard crash late in the preceding winter. Now he's one of my students in A.P. English Language and Composition. His standout traits are civility, curiosity, a deft way of "calling people out" for racist and classist statements without making them feel attacked, a liking for company, and loyalty to his friends. He's one of the most naturally sociable people I've known. In English class he always has something to say about a reading. Though he converses with near-perfect fluency, some of his interpretations can be slightly off: because English is his second language, he sometimes has trouble with vocabulary of sophisticated writers who are using the words' second or third meaning, but after a discussion of the word or passage, he always understands. He's a serious and disciplined student.

His capacities and his good humor got tested severely last spring by the snowboard crash in which he got a bad concussion. After a couple of weeks in the hospital and full-time rehabilitation, he went home to Monterrey for a month or so. When he came back, officially cleared to resume full-time studies, he still didn't seem himself. Some of us wondered whether he ever would be the person we'd known before; his sense of humor was dulled and he seemed faintly worried or bewildered much of the time, as if struggling to process conversations and events. He hardly rowed during our spring season, because almost every day he came to me to say that he was feeling a lot of academic pressure and needed the afternoon for studying and homework. But this fall he's been much more with-it. His wit and alertness are back. His engagement in English class is first-rate. I'm not worried anymore.

Howard Runyon, AP English Language, Crew, Advisor

Romano seemed to prefer the background when he arrived as a sophomore. But the more I watched and listened, the more I saw his exemplary and generous character. Late that spring, when I encouraged him to shoot for a position on our student council, he was incredulous. "Me?" In his humility, he had somehow failed to realize the wide and deep respect he had earned for his faculty and his peers.

His position grows. Last year he did, in fact, serve on our student council and in my year-end review with the president, I was told of Romano's work ethic, this follow-through, and his relentless efforts to work for others. I was so impressed that I once again nudged him further into the limelight by inviting him to speak at our "moving up" ceremony. He was dazzling. A few faculty wiped their eyes as Romano captured for the assembly the essence of our school, the commitments we have for each other, the deep appreciations that students have but are sometimes reluctant to share. No one, that day, knew our school and our students better than Romano.

This year Romano is the Resident Assistant of his dormitory floor. Again, this gives us an opportunity to watch him grow. And, again, it gives him an opportunity to serve others. He's excellent in the

Official Northwood School College Recommendation

Romano Meza Leal

Page 2

role – fully trusted by both faculty and peers, keenly alert to the pulse of the hall and the needs of its residents.

This is a special young man, one who, for sure, will make a college community stronger and closer.
Don Mellor, School Counselor

Romano is a bright young man with an adept mind. He signed up for a weeklong poetry and music workshop that I co-lead during the spring of his sophomore year. He has a creative, perceptive mind; he was able to read nuances of the poetry, and the poems he himself created were intuitive and expressive. His ability to understand and his passion to create drive this young man to be a consummate individual. He has earned the respect of the faculty and his peers alike. Ben Runyon can speak more to all of this, and especially to his academic performance.

I taught Romano for two years (Geometry in '10-'11 and Honors Algebra II in '11-'12). I have known him since he arrived at Northwood for his sophomore year.

Romano is one of the most disciplined students I have encountered in my twenty three years of teaching. He works extremely hard in all aspects of his studies. He missed many weeks of school last year after suffering a severe brain injury in a snowboarding accident. When he was finally cleared by a doctor to resume his studies he worked diligently to make up the missed work in the Honors Algebra II class. He worked on two chapters of material by himself at home and then made up a third chapter with my help when he returned to school. His drive and determination are unparalleled.

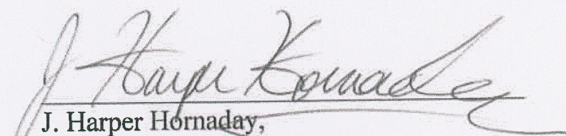
Romano is also an outstanding citizen at our school. He is a Resident Assistant this year and I rely on him regularly when I am on duty to help me with student check in at the beginning of study hall. I trust that Romano will do the job and he never disappoints me.

I recommend Romano with great enthusiasm. He is a remarkably mature and well-grounded young man. Academically, he succeeds at a level that is among the best in his class. Socially, he is extremely well respected by both teachers and peers.

Ben Runyon, Chair, Mathematics Department

One last thing I want to discuss is his injury. You have heard much about his severe concussion, so I won't dwell on it; however, I want to draw your attention to the time he took his SATs in May of 2012; it was not long after his injury. I believe his scores, under normal conditions, would have been much better. Because of the injury he did not take the 2012 A.P. exams and his junior year final grades were lower than they should have been. His most recent November SAT scores, his current grades, and with his doctors and teachers' assessments and comments, indicate that he has rebounded from his injury and is ready to take on a full college load. I think it also important to note that the SAT does not test Romano's incredible creative abilities and non-standard problem solving.

It was a pleasure writing this recommendation for Romano. He truly is a first-rate individual. I recommend him enthusiastically and wholeheartedly, completely without reservation. The effect he has had on our campus seems subtle, but it is truly profound; I believe he will have the same effect at the college he attends.


J. Harper Hornaday,
College Guidance Counselor

Ithaca College

Ithaca



New York

*The Trustees of Ithaca College,
upon the recommendation of the Faculty have conferred upon*

Romano Meza Leal

the degree

Bachelor of Science

Cum Laude

with all the honors, rights and privileges appertaining thereto.

*In Witness Whereof, under the seal of the College, the signatures of
its duly authorized officers are hereunto affixed May 21, 2017.*

Linda Petrosino

Provost and Vice President for Educational Affairs

Thomas P. Roeder

President of the College

Certificate of Academic Achievement

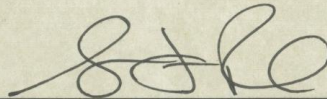
is hereby presented to

Romano Meza-Leal

For Scoring in the Top 10% of Ithaca College Students in the
ETS – Major Field Test in Business
2016 - 2017

May 1, 2017

Date



Sean Reid, PhD, Dean
Ithaca College, School of Business

Northwood School

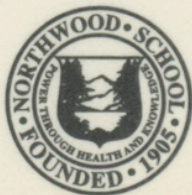
Romano Meza Leal

having satisfactorily completed the prescribed Course of Study
and met all school requirements for graduation is awarded this

Diploma

In Witness Whereof we hereunto affix our signatures
at Northwood School, Lake Placid, New York, May 18, 2013

Vanderlyn R. Pine
Chairman of Trustees



Edward M. Ford
Headmaster



**PHIL CLOUGH
AWARD**

Northwood School
2013

ROMANO MEZA LEAL

THE PHIL CLOUGH AWARD

IN HIS THIRTY-YEAR SERVICE AS TEACHER, COACH, AND DORM PARENT— PHIL CLOUGH DEFINED ALL THAT IS SPECIAL ABOUT NORTHWOOD SCHOOL.

THE PHIL CLOUGH AWARD IS AWARDED TO A SENIOR WHO HAS REPRESENTED THE ESSENCE OF NORTHWOOD AND HAS MADE THE SCHOOL A BETTER PLACE TO LIVE AND STUDY.

MARINE MILITARY ACADEMY

HARLINGEN, TEXAS



MILITARY DEPARTMENT

Certificate of Achievement Presented To

Romano Meza Leal

For Completion of Summer Military Training Camp

31 JULY 2010

Date


SgtMaj F. H. KINSLEY Jr USMC (Ret)

Commandant of Cadets



Marine Military Academy

For additional information: Debbie Wieland, Public Affairs Officer at (956) 421-9235; wieland@mma-tx.org
Connie Flores, Administrative Executive Assistant, at (956) 421-9232; flores@mma-tx.org
320 Iwo Jima Blvd./Harlingen, Texas 78550

Date: 31 August 2010

Date of Graduation: 31 July 2010

FOR IMMEDIATE RELEASE

LOCAL RESIDENT GRADUATES DURING HONORARY PARADE AND GRADUATION CEREMONY HELD JULY 31ST ABOARD MARINE MILITARY ACADEMY – HARLINGEN, TEXAS U.S.A.

HARLINGEN, TX – Camper Romano Meza Leal son of Ms. Yolanda Leal Cavazos of Guadalupe, MEXICO has completed all requirements of introductory training as a 'plebe' at Marine Military Academy in Harlingen, Texas. Camper Meza Leal was presented his certification by MMA Commandant SgtMaj Ford Kinsley, USMC (Ret) and his Drill Instructor during the end-of-training ceremony held Saturday, July 31st. Should Camper Meza Leal enter the Academy for the academic year, he will be exempt from the four week introductory training session and will enter as a full-fledged member of the Academy's Corps of Cadets.



Marine Military Academy (MMA) is a one-of-a-kind college preparatory boarding and U.S. Marine Corps military-styled academy for young men 13-17 years of age, with one year optional postgraduate study. The school was founded in 1963 by William A. Gary, rancher and retired U.S. Marine Corps (USMC) Reserve Captain, who believed USMC concepts of leadership and discipline are adaptable to prep school education. In 1965, he and a group of retired Marines opened the school in Harlingen, TX on a 142-acre site of a former Air Force navigation school.

MMA is unique among all military secondary institutions, its very foundation framed from the desire to emulate those tried and true Marine traditions and values that have earned the respect and gratitude of our great nation. In a world where many prefer to take shortcuts and offer less than their personal best effort, the Marine Military Academy challenges each cadet to strive for excellence and his highest potential. The goals for personal excellence extend through academics, athletics/physical activities, moral and other personal endeavors. This past academic year approximately 300 cadets enrolled in grades 8 through 12 with one year available for postgraduate study. Cadets in the 2009-2010 academic year originated from 31 different states and China, Germany, Japan, Mexico, and Taiwan. The **355 summer campers attending the Academy's 2010 four-week session originated from 34 different states and seven foreign countries.** Learn more at www.mma-tx.org.

For further information contact Debbie Wieland at (956) 421-9235; wieland@mma-tx.org.

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Marine Military Academy Summer Camp 2010
Golf Company Platoon 401

