



Profile

Personal information

Name	Martinez, Consuela
Share different name	No
Birthdate	09/02/2007

Contact details

Email, Phone	dsabolik@gmail.com, +1.209-397-4682, Home, No other telephone
Permanent address	26022 Meadowlark Bay San Antonio, TX, 78260-2458, USA

Demographics

Gender Identity	Female
Sex	Female
Military status	None
Hispanic or Latino/a/x	Yes (Mexico)
Race	White (Europe)

Language

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

Geography and nationality

Citizenship status	U.S. citizen or U.S. national
Birthplace	San Antonio, Texas, United States of America 17 years US

Common App fee waiver

Fee waiver requested Yes, Signed: Consuela Martinez

Family

Household

Parents Married
Home Both Parents

Parent 1

Mother

Name Mrs. Maria G. Martinez (Guadalupe)
Email, Phone jmartinez@gmail.com, +1.209-397-4682, Home
Occupation Laborer, Self-Employed
Education None

Parent 2

Father

Name Mr. Jesus Martinez
Email, Phone jmartinez@gmail.com, +1.209-397-4682, Home
Occupation Laborer, Unemployed
Education None

Siblings

Eduardo Martinez, Age 24

Monica Martinez, Age 23

Ricardo Martinez, Age 21

Education

Current or most recent secondary school

Penrose Academy, 15 Greenlawn Street, San Antonio, TX, United States of America, Independent (09/2021 - 06/2025)

Progression No change in progression
Graduation Date 06/2025

Colleges & universities

Grades

Rank na / 131
GPA 3.4 / 4, Unweighted

Current or most recent year courses

First semester

ENG - English 4 - (C PREP)

LANG - AP Spanish - (AP)

HIST - Economics - (C PREP)

ENVSCI - Environmental Science - (C PREP)

ENG - Creative Writing - (C PREP)

Second semester

ENG - English 4 - (C PREP)

LANG - AP Spanish - (AP)

HIST - Economics - (C PREP)

ENVSCI - Environmental Science - (C PREP)

ART - Jazz Dance - (REG)

Honors

National Hispanic Scholar	National	11
Community Service Award for Tutoring	School	10, 11
Academic Honors for Junior Year Grades	School	11

Future plans

Undecided, Undecided

Activities

Cultural

9, 10, 11, 12

School

3 hr/wk, 32 wk/yr

Vice President, President

Multi-Cultural Awareness Club

Community Service (Volunteer)

11

Break

6 hr/wk, 2 wk/yr

Trainer/Volunteer in Honduras

Amigos Program

Religious

10, 11

School

2 hr/wk, 32 wk/yr

Continue

Student

Bible Classes

Community Service (Volunteer)

10, 11, 12

School

6 hr/wk, 2 wk/yr

Continue

Volunteer

Special Olympics

Work (Paid)

10

Year

20 hr/wk, 8 wk/yr

Continue

Teaching Assistant

Penrose Bridge Program

Work (Paid)

11, 12

Year

Cashier/Customer Service

Longs Drugstore

20 hr/wk, 52 wk/yr

Academic

9, 10
Year
2 hr/wk, 32 wk/yr

Tutor
Outstanding Tutor Award

Writing

Personal essay

Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

My parents came from a small pueblo in Mexico. Their families farmed for a living on the little piece of land they owned, mother received a fourth-grade education, and my father was lucky enough to graduate from the sixth grade. Higher education was simply an unattainable goal in their rural community.

My parents married in their early twenties. Three children and seven years later, they migrated to the United States, the land of opportunity. Then, I was born. My first language was Spanish, and it wasn't until preschool that I was exposed to English. I grew up in a barrio within San Antonio, TX. Life was hard if you did not fit in, so I hung around with the cool crowd which was also the most troublesome. I was near expulsion for getting into a fight and ditching school both in the same day. I was only in the third grade. I did not enjoy doing bad things, but it was expected of me, or so I thought. I had to be down with the crowd, I was either with them or against them. I was uncontrollable to the point that I began stealing with my friends at the local Lucky's during lunch in the sixth grade. I knew it was wrong and I did not want to do it any longer, but I could not back out.

Whenever my school called, my mother was working, and when they sent letters, I translated them in my favor. When my mother finally caught on that I was bringing home too many beauty products, she called my teachers. They told her I had been caught twice on campus, and was surely one of the kids stealing. My mother immediately put a stop to it. She called my teachers every week to see how I was doing. I was constantly under her vigilance. And for the first time in my life I got straight A's on my report card and only good comments.

During the summer before seventh grade, I decided that I wanted to change. When I came back to school in the fall, I had nothing in common with my old friends. I was put into the "good" classes because of the grades I had received in the previous year. The following two years of junior high I became very interested in my education and began to think of my future. When I was in the eighth grade I had the opportunity to attend Penrose Academy, a private school located in the suburbs.

At Penrose, I knew no one. I looked all around, and saw nobody that looked or dressed like me. Never in my life had I seen so many rich Caucasian people. That day, I understood the true meaning of "minority". I felt alone and scared. Out of six-hundred students in my school only six Latinos and five African-Americans attended. It was very hard trying to adjust to this environment. I not only faced social problems, but also academic ones. The classes at Penrose were much more challenging and the work load was heavier than I had anticipated. Not used to five daily hours of homework, my freshman year was an extremely difficult adjusting period. Everyone around me seemed comfortable with the work and had gone to independent school their whole lives. Although I knew I did not have the advantages of my classmates, I was determined to do well even if it meant staying up late to carefully go over homework and not fall behind. Teachers expected a lot more from me, and I was pressured from all directions. I began taking advantage of private school attention and scheduled help sessions with my teachers. I still have to work harder than some in school, but remembering the barriers I had to surpass gives me the strength to persevere.

Education progression

Details

Education progression details No change in progression

PENROSE ACADEMY
 15 Greenlawn Street
 Woodbridge, CA 95258
 Phone: 209-456-7878 Fax: 209-456-7879
 Headmaster: Robert Jones
 CEEB: 576-047

Student: Consuelo Martinez
 Address: 50 Lister Street
 Springfield, CA 95370

TRANSCRIPT

Graduation Year: 2025
 Student #: 2233 DOB:
 09/02/2007
 Enrolled: 5/18/2021

Year Ending: 2022	Grade 9			
	1 st Sem	2 nd Sem		
Algebra 1	B+ 5.0	B+ 5.0		
Arts Rotation	A 5.0			
English 1	B- 5.0	B 5.0		
Intro to Computers		P 1.5		
Intro to History	C 5.0	B- 5.0		
Physical Education	P 5.0	P 5.0		
Physics 1	C- 5.0	C+ 5.0		
Spanish 2	B+ 5.0	B+ 5.0		

GPA: 3.15 Earned Credits 66.5

Year Ending: 2023	Grade 10			
	1 st Sem	2 nd Sem		
English 2	B+ 5.0	B 5.0		
Geometry	B+ 5.0	B		
Intro to Biology	B 5.0	B 5.0		
Physical Education	P 5.0	P 5.0		
Spanish 3 Honors	B+ 5.0	B+ 5.0		
Comp. Software Apps	B+ 2.5			
Western Studies	B 5.0	B 5.0		

GPA: 3.22 Earned Credits: 62.5

Year Ending: 2024	Grade 11			
	1 st Sem	2 nd Sem		
English 3	B 5.0	B 5.0		
Intro to Chemistry	B+ 5.0	B+ 5.0		
Jazz Dance	A 5.0			
Physical Education	P 5.0			
Algebra 2	A- 5.0	A- 5.0		
Spanish 4	A- 5.0	A- 5.0		
U.S. History	B+ 5.0	B+ 5.0		

GPA: 3.45 Earned Credits: 60.0

Year Ending: 2025	Grade 12			
	1 st Sem	2 nd Sem		
English 4	A- 5.0			
Precalculus	A- 5.0			
CreativeWrit/2 sem	PL			
AP Economics	B 5.0			
Intro to Psychology	A- 5.0			
AP Spanish	A- 5.0			
Jazz Dance	A 5.0			

GPA: 3.63 Earned Credits:

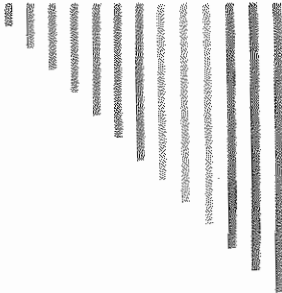
AP Scores:
 May 2011 Spanish Language - 5
Cumulative GPA: 3.40
Cumulative Earned Credits: 189
Honor Roll
 Honors 3.0 - 3.49
 Faculty Honors 3.5 - 3.89
 Highest Honors 3.9 and above

ALL SENIOR COURSES ARE FULL YEAR UNLESS OTHERWISE INDICATED



Registrar

DATE ISSUED: 1/23/2024



Penrose Academy

201 North Hillview Avenue
Woodbridge, CA 95258

Phone: (209) 531-2864

Fax: (209) 531-2964



Type of School:	Independent School accredited by Western Association of Schools and Colleges
Enrollment:	520 in grades 9 – 12
Curriculum:	College Preparatory graduation requirements: English 4 years, Math 4 years, Science 3 years, Social Science 3 years, Foreign Language 3 years. AP classes: English, Economics, Environmental Science, European History, US History, Calculus AB and BC, Biology, Chemistry, Physics, French, Latin, Spanish
Standardized Tests: Middle 50% of SAT scores:	Critical Reading: 600-680 Math: 610-670 Writing: 600-660 10 National Merit Semifinalists 12 Letters of Commendation
College matriculation:	97% to 4-year colleges—3% to Community Colleges. Class of 2010 attends: Amherst, U of Arizona, Boston College, Boston U, Brown U, Bucknell, Cal Poly—SLO, UC Berkeley, UC Davis, UCLA, UC San Diego, UC Santa Barbara, U of Colorado, Cornell, Dartmouth, DePauw, Emerson, Harvard, Jefferson U, MIT, Occidental College, Pepperdine, U of San Francisco, School of Visual Arts, Scripps, Skidmore, SMU, Stanford, Vanderbilt, Wellesley, Wheaton, and Yale.

Ex scientia lux

TO THE APPLICANT

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. **If applying via mail**, please also give that school official stamped envelopes addressed to each institution that requires a School Report.

Legal Name Martinez Consuela
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 09/02/2007 CAID (Common App ID) 10623458
mm/dd/yyyy

Address 26022 Meadow Bay Santa Ana TX US 78260-2458
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Penrose Academy CEEB/ACT Code 5670047

IMPORTANT PRIVACY NOTICE: By signing this form, I authorize every school that I have attended to release all requested records and recommendations to colleges to which I am applying for admission. I also authorize employees at these colleges to confidentially contact my current and former schools should they have questions about the information submitted on my behalf.

- I waive my right to review all recommendations and supporting documents submitted by me or on my behalf.
- I DO NOT waive my right to review all recommendations and supporting documents submitted by me or on my behalf.
- I have chosen not to waive my right to review my recommendations and supporting documents. I understand that my decision may lead my counselors or teachers to decline to write recommendations on my behalf. I also understand that my decision may lead colleges to disregard any recommendations submitted on my behalf.


I understand that my waiver or no waiver selection above pertains to all colleges to which I apply and that my selections cannot be changed after any recommendation or application submission.

Required Signature  Consuela Martinez Date 02/19/2025

TO THE SECONDARY SCHOOL COUNSELOR

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use both pages to complete your evaluation for this student. **Be sure to sign below before mailing directly to the college/university admission office. Do not mail this form to The Common Application offices.**

Counselor's Name (Mr./Mrs./Ms./Dr.) Ms. Madeleine Purves
Please print or type

Signature  Madeleine Purves Date 02/19/2025
mm/dd/yyyy

Title College Counselor School Penrose Academy

School Address 15 Greenlawn Street Santa Ana TX US 78260
Number & Street City/Town State/Province Country ZIP/Postal Code

School CEEB/ACT Code 5670047 Counselor's E-mail mpurves@penrose.edu

Counselor's Telephone (209) 456-7878 Counselor's Fax (209) 456-3922
Area/Country/City Code Number Ext. Area/Country/City Code Number

School Website Address www.penrose.edu

Background Information

Class Rank _____ Class Size ¹³¹ _____ Covering a period from _____ to _____
(mm/yyyy) (mm/yyyy)

The rank is weighted unweighted. How many additional students share this rank? _____

We do not rank. Instead, please indicate quartile _____ quintile _____ decile _____

Cumulative GPA: 3.4 _____ on a 4.0 _____ scale, covering a period from ^{09/2021} _____ to ^{06/2025} _____
(mm/yyyy) (mm/yyyy)

This GPA is weighted unweighted. The school's passing mark is _D _____

. Highest GPA in class ^{4.47} _____ Graduation Date ^{06/2025} _____
(mm/yyyy)

Is the applicant an IB Diploma candidate? Yes No

Is the applicant an Advanced Cambridge (AICE) Diploma Candidate? Yes No

Is the applicant an AP Capstone candidate? Yes No

Percentage of graduating class immediately attending: ^{97%} _____ four-year
^{3%} _____ two-year institutions

Does your school require students to perform volunteer service? Yes No

How many courses does your school offer:
 AP ¹³ _____ IB ^{n/a} _____ Honors ^{n/a} _____

If school policy limits the number a student may take in a given year, please list the maximum allowed:

AP _____ IB _____ Honors _____

Are classes taken on a block schedule? Yes No

In comparison with other college preparatory students at your school, the applicant's course selection is:

less than demanding

average demanding

very demanding

most demanding

prefer not to respond

Ratings Compared to other students in his or her class year, how do you rate this student in terms of:

No basis		Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
<input type="checkbox"/>	Academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Extracurricular accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Personal qualities and character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	OVERALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

① Has the applicant ever been found responsible for a disciplinary violation at your school from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from your institution. Yes No School policy prevents me from responding

If you answered "yes," please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Note: Applicants are expected to immediately notify the institutions to which they are applying should there be any changes to the information requested in this application, including disciplinary history.

Check here if you would prefer to discuss this applicant over the phone with each admission office.

I recommend this student: No basis With reservation Fairly strongly Strongly Enthusiastically

TO THE APPLICANT

Legal Name Martinez Consuela
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 09/02/2007 CAID (Common App ID) 1062 458
mm/dd/yyyy

Address 26022 Meadowlark Bay San Antonio TX US 78260-2458
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Penrose Academy CEEB/ACT Code 5670047

TO THE COUNSELOR

Counselor's Name (Mr./Mrs./Ms./Dr.) Ms. Madeleine Purves
Please print or type

Title College Counselor School Penrose Academy

School Address 15 Greenlawn Street San Antonio TX US 78260-2458
Number & Street City/Town State/Province Country ZIP/Postal Code

School Website Address www.penrose.edu

Counselor's Telephone (209) 456-7878 Counselor's Fax (209) 456-922
Area/Country/City Code Number Ext. Area/Country/City Code Number

School CEEB/ACT Code 5670047 Counselor's E-mail mpurves@penrose.edu

Evaluation

How long have you this student and in what context? 4 years as college counselor

What are the first words that come to your mind to describe this student? determined, mature, bright

Comments

Please provide comments that will help us differentiate this student from others. We especially welcome a broad-based assessment and encourage you to consider describing or addressing:

- The applicant's academic, extracurricular, and personal characteristics.
- Relevant context for the applicant's performance and involvement, such as particularities of family situation or after-school obligations, either positive or negative.
- Observed problematic behaviors, perhaps separable from academic performance, that an admission committee should explore further.

Counselor evaluations often provide invaluable context to a student's application. We recognize, however, that you may not be able to provide one. If you will not be providing a personal written evaluation, please check the box below to inform our member institutions that you will not supply a written evaluation. Note you may substitute another school official's evaluation in place of one from you personally.

I will not be sending an evaluation for this student.

Signature Madeleine Purves Date 2/19/2025
mm/dd/yyyy


Please mail this form and accompanying documents directly to each college/university admission office. Do not mail this form to The Common Application offices.

Consuelo seems so poised, so self-aware, so focused. She sits opposite you with her back, very straight, her dark hair perfectly styled, her hands folded in her lap and her dark eyes calm and attentive. It's difficult to believe that when she came as a freshman, she felt so alone, intimidated, hopelessly different from the rest of the school. But Consuelo, no matter how at sea she felt as a freshman, knew from the first day that she belonged here because this was where she was going to be challenged, this was where she was going to have the opportunity to gain admission to an outstanding college or university, this was where she was going to show her parents that she was grateful for their hard work and their support. Her older brother and sister had gone through the same shocking change of moving from a school where racial and economic diversity was the norm and where good grades could be earned with a minimum amount of work. Consuelo had witnessed their hard-won success and wanted to achieve the same. She is a remarkable young woman.

As she has grown more comfortable with the school and more confident in her own abilities, Consuelo has blossomed as a student. Several aspects of her transcript stand out right way: a GPA that has risen substantially with every year; a move from regular to honors geometry sophomore year, managed very successfully; and increasingly challenging curriculum, culminating in two AP courses in her senior year. From a girl who hung back from speaking in class and who simply didn't do her homework if she didn't understand it, she has developed into a young woman who takes the initiative to arrange meetings with teachers for extra help when she needs it, who contributes often and thoughtfully to class, who tries her very hardest and best she can. In her junior year, she was put into the English class taught by one of the most demanding teachers of the school. She smiled broadly when she described how happy she was to have done so well in the class and to have learned so much. And math, too, has been a real source of enjoyment and special pride.

Always ready to make the most of her time at Penrose, Consuelo became a member of our Multicultural Awareness Club, where she has served as an officer for two years; and, she has also been a solid member of our cross country program. Generous and caring, she has also actively sought opportunities to contribute to the greater community outside of Penrose. In the last three years she has volunteered for the Special Olympics held on our campus; has tutored at a local elementary school where the students speak Spanish primarily; has supported a neighborhood Bible study group founded by her mother and run in her parents' small home; and last year she prepared herself for participation in the Amigos Program. In order to raise the money necessary to join in the Amigos effort (she worked in Honduras last summer), Consuelo had to take a 20-hour-a-week job from March through June. Finally, Consuelo's commitment to her faith and to her church is unusually strong; her involvement in church life has meant many hours spent in Catholic School and in various charitable projects.

The petite girl who joined the ranks of the Multicultural Awareness Club so she could speak – timidly at first – about her feelings as a new and lonely student at Penrose now serves as a leader of that group; it is Consuelo who welcomes the newcomers and who plans programs to educate the student body about the richness to be found in people's differences. For someone so diminutive, she stands very tall and very confidently. We are equally confident about her future. We salute the determination she has shown in laying claim to the many opportunities available to her, and we thank her for what she has given the school in return.


Madeleine Purves
College Counselor

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each Institution that requires a Teacher Evaluation.

Legal Name Martinez Consue la
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 09/02/2007 CAID (Common App ID) 10623458
mm/dd/yyyy

Address 26022 Meadowpark Bay San Antonio TX US 78260-2458
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Penrose Academy CEEB/ACT Code 5670047

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I understand that my waiver or no waiver selection above pertains to all colleges to which I apply and that my selections cannot be changed after any recommendation or application submission.

Required Signature  _____ Date _____

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below before mailing directly to the college/university admission office. Do not mail this form to The Common Application offices.**

Teacher's Name (Mr./Mrs./Ms./Dr.) Mr. Harold Powers Subject Taught US History
Please print or type

Signature  Harold Powers Date 02/19/2025
mm/dd/yyyy

Secondary School Penrose Academy

School Address 15 Greenlawn Street San Antonio TX US 78260
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (209) 456-7878 Teacher's E-mail hpowers@penrose.edu
Area/Country/City Code Number Ext.

Background Information

How long have you known this student and in what context? 1.5 years, teacher (and as a fan!)

What are the first words that come to your mind to describe this student? Determined, bright, compassionate

In which grade level(s) was the student enrolled when you taught him/her? 9 10 11 12 Other _____

List the courses in which you have taught this student, including the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

11th grade US History

Ratings Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
<input type="checkbox"/>	Academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Intellectual promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Quality of writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Creative, original thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Productive class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Respect accorded by faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Disciplined work habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Reaction to setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Initiative, independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	OVERALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

Consuela Martinez has honored me by requesting that I write a letter of recommendation for her. Consuela is one of the truly outstanding students it has been my pleasure to work with during my thirty plus years of teaching. She is one of the most dedicated members of her class. One of the qualities I most admire is her intellectual tenacity. Consuela pursues a question or issue until she has mastered it and has made it hers. She is able to analyze and interpret the facts and concepts she has learned in a mature, thoughtful manner. Her intense interest and involvement in learning have made her a most effective leader in classroom activities. Consuela is modest and quiet, but her integrity is such that she can be very articulate and passionate advocate in any discussion of issues about which she cares. Her written work has improved tremendously over the two years I've worked with her. She is a great student.

Consuela's concern for others and her open nature have endeared her to her peers and to the faculty. Her humor is a delight. She is able to relate to people of all ages and personalities. She has been active in the intellectual and social life of Penrose Academy. Consuela is a great candidate for any college or university and will be a real asset anywhere.

If I can be of any further help to you in your consideration of Consuela's application, please call me at Penrose Academy.

Harold Powers