

THE COMMON APPLICATION

Roman, Reina

FY RD Fall 2017 09/02/1999 CEEB: CAID: 17513335

FERPA: Waived

Submitted: 01/23/2017

Profile

Personal Information

Name Roman, Reina
Sex, Birthdate Female, 09/02/1999

Contact Details

Email, Phone reina.roman90049@gmail.com, +1.209-555-1234, Mobile, No other telephone
Permanent Address 50 Lister Avenue Springfield, CA, 95370, USA

Demographics

Religion Other - Christian
Military Status None
Hispanic or Latino Yes (Mexico)

Language

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

Geography & Citizenship

Citizenship Status U.S. Citizen or U.S. National
Birthplace Springfield, California, United States of America (17 Years US, 0 Years Non-US)

CA Fee Waiver

Fee Waiver Requested Yes, Signed: Reina Roman
 I have received or am eligible to receive an ACT or SAT testing fee waiver

Family

Household

Parents Married

Home Both Parents

Parent 1

Mother

Name Mrs. Maria G Roman (Martinez)

Birthplace Mexico

Email, Phone mroman@gmail.com, +1.209-456-7890, Mobile

Address the same as my home address

Occupation Teacher or administrator (elementary), Employed, Administrative Assistant, Our Lady of Hope Elementary

Education Graduated from high/secondary school (or equivalent)

Parent 2

Father

Name Mr. Elias J Roman

Birthplace Mexico

Email, Phone eroman@gmail.com, +1.209-908-7654, Mobile

Address the same as my home address

Occupation Skilled trades, Employed, Union President, Local 1199

Education Graduated from high/secondary school (or equivalent)

Siblings

1. Eduardo Roman, Age 24, Brother, Graduated from college/university, Bachelors, (08/2007 - 05/2011), **Boston College, Chestnut Hill, MA, USA**
2. Monica Roman, Age 23, Sister, Graduated from college/university, (08/2008 - 05/2012), **Springfield College, Springfield, MA, USA**
3. Ricardo Roman, Age 21, Brother, Graduated from trade school or community college, Associates

Education

Current or Most Recent School

Penrose Academy, 201 North Hillview Avenue, Woodbridge , CA, USA, Independent
(08/2013 - 06/2017)

Counselor Ms. Madeline Purves, College Counselor
Email, Phone mpurves@penrose.edu, +1.209-456-7879
Interruption No interruption to report
Graduation Date 06/2017

Other Colleges & Universities

Grades

Rank na / 130
GPA 3.23 / , Unweighted

Current or Most Recent Year Courses

First Semester	Second Semester
Senior English/ Composition	Senior English/ Composition
AP Calculus AB - (AP)	AP Calculus AB - (AP)
Gender Studies - (AP)	Gender Studies - (AP)
Philosophy	Philosophy
AP Environmental Science - (AP)	AP Environmental Science - (AP)
Penrose Dance Company	Penrose Dance Company
Peer Tutor	Peer Tutor

Honors

National Hispanic Recognition	National	11
Presidential Community Service Award	School, State/Regional, National	10, 11
Academic Honors	School	11

CA Roman, Reina CEEB: Fall 2017

Testing

SAT (March 2016 or after)

Evidence-based Reading and Writing	620	06/06/2016
Math	690	06/06/2016
Taken	1	
Planned	0	
SAT Essay	No	

SAT Subject Tests

Spanish Reading	710	06/2016
Math Level 2	650	11/2016
US History	620	06/2016
Spanish with Listening	750	05/2016

Activities

Cultural

9, 10, 11, 12 Multicultural Awareness Club; VP(11); Pres (12)
 School Organized and lead efforts to increase student awareness and inclusion of all cultures
 3 hr/wk, 32 wk/yr
 Continue

Community Service (Volunteer)

11 Juntos Program (Honduras): Trainer/ Volunteer
 Break Trained and learned about the importance of youth leadership in the Latino diaspora; provided labor to local Honduran community organizations
 50 hr/wk, 4 wk/yr
 Continue

Religious

10, 11 Bible Classes
 Year Student
 2 hr/wk, 52 wk/yr
 Continue

Community Service (Volunteer)

10, 11, 12 Special Olympics: Volunteer
 School Volunteer as an athlete liasion during competition
 6 hr/wk, 2 wk/yr
 Continue

Work (Paid)

10 Penrose Bridge Program: Teaching Assistant
 School I tutor elementary school students in the after-school program
 20 hr/wk, 8 wk/yr
 Continue

Work (Paid)

11, 12
 Year
 15 hr/wk, 52 wk/yr
 Continue

Long's Drugstore
 Cashier: increased hours during school breaks

Other Club/Activity

10, 11, 12
 School
 3 hr/wk, 32 wk/yr
 Continue

Student Diversity Leadership Council
 Attend Leadership conference and start club at school

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.

Have you heard the parable of King Svatopluk – the great ruler of Moravia? His kingdom is to be divided and given to his son's after his death. He takes three twigs, binds them together and gives them to his eldest son asking him to break them. The eldest son tries his hardest, but does not succeed in breaking the three twigs. Svatopluk then gives the same three twigs to his second eldest son and then also the third. None of them succeed in breaking them. After that, Svatopluk takes the three twigs, unbinds them and gives each of the twigs to the individual sons. He then tells the sons to try to break the individual twigs that they are holding in their hands. They succeed in doing this without much effort. This was the lesson that he wanted to impart to them. Bound together, the three twigs are unbreakable, however when unbound and separate, each of the twigs can be broken quite easily. This parable has stuck with me since I first heard it in from Dr. Lopez in sophomore year.

One of my earliest memories is of my father holding a meeting for local nursing home attendants who were fighting for overtime pay and better working conditions. I remember my father explaining to the local workers that they are stronger as a group than as individuals, using the story above, but adapting the lesson to the group. There had been a lot of yelling and fighting among the workers, but with patience and grace, my father helped the group to realize that they are all on the same team. Working together, using that concentrated energy, they were able to pass new laws to protect the workers and eventually to provide benefits even to part time workers. This example showed me the importance of patience. And also that change can be slow. You won't always win on the first try, but you should persist. My mother too, has demonstrated many times over, these ideals, in her work in our community. She is a mother to so many, always ready with a hug, smile or candy

I've relied on this anecdote many times, especially when I came to Penrose. I was an outsider in some ways, but I always tried to look for ways to find common ground. Rather than feel insecure about my community or my family, I tried to teach those around me about the great things that we are doing to improve our neighborhood, following the great example set by my parents and older siblings. It wasn't easy at times, but I built bridges. I was lucky to find great mentors in my teachers, especially Ms. Oates and Dr. Lopez. I gained greater confidence, as I was encouraged to lead rather than to follow. Now I leave Penrose stronger than when I arrived. The bonds built with my friends and faculty make me as strong and unbreakable as King Svatopluk's three twigs.

Discipline & School Interruption

Education Interruption

No interruption to report

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action?

No

Have you ever been adjudicated guilty or convicted of a misdemeanor or felony?

No

COMMON APPLICATION

Roman, Reina
FY Fall 2017 09/02/1999 CEEB: CAID: n/a
FERPA: Incomplete

School Report

Contacts

Official Name / Title Madeline Purves/ College Counselor
Email / Phone mpurves@penrose.edu/ 209-456-7878
Website / Profile www.penrose.edu
School / CEEB Penrose Academy
Address 201 North Hillview Avenue
Woodbridge, CA 95258

School Profile

College Bound 97 % Four-Year 3 % Two-Year
Ethnicity/Race 1 % Hisp/Latino _____ % Am. Indian/AK Native _____ % Asian
2 % Black/African Am. _____ % Native Hawaiian/Pacific Islander 96 % White
First Gen 1 % First-Generation
International 100 % US Citizens _____ % Non-US Citizens
Socioeconomic 2 % Receive Free or Reduced Lunch
Financial Aid 2 % Receive Financial Aid (Independent Schools)
Setting [] Rural [x] Suburban [] Urban
Curriculum Total Offered/Yearly Limit AP 13 / n/a Honors n/a IB n/a
Block Schedule? [x] Yes [] No
Attached Grades [x] 11: Final [] 12: 1st Quarter [] 12: 2nd Quarter / 1st Semester
[] 12: 1st Trimester [] 12: 2nd Trimester [] 12: 3rd Quarter [] 12: Final
Current Courses If current courses are not included on the transcript, please attach them to this form.
Graduation 06/02/2017 (mm/dd/yyyy)
Volunteer Service Required? [] Yes [x] No
If yes, please describe what is required: _____

TO BE COMPLETED BY INTERNATIONAL SCHOOLS THAT DO NOT USE AN AP CURRICULUM

Language of Instruction _____

Promotion based on a state or national exam? [] Yes [] No

If so, has student taken leaving exams? [] Yes [] No

Grading/Marking Scale A _____ B _____ C _____ D _____ F _____
Excellent Very Good Average Poor Failing

If applicable, please attach an official copy of this student's lower secondary examination results. If the student has already taken senior secondary leaving exams, please include an official copy of the results. If this applicant's senior secondary leaving exam results are not yet available, please attach predicted results.

SR Roman, Reina CEEB: 00000000000000000000 Fall 2017

HOME SCHOOL SUPERVISORS SHOULD ATTACH AND EXPLAIN:

- Name of homeschooler's association, if applicable: _____
- Any information about the applicant's home school experience and environment that you believe would be helpful to the reader (e.g. educational philosophy, motivation for home schooling, instruction setting, etc.).
- Grading scale or other methods of evaluation.
- Any distance learning, traditional secondary school, or higher education coursework not included on the transcript. List the course title and content, sponsoring institution, instruction setting and schedule, and frequency of interactions with instructors and fellow students (once per day, week, etc.).
- Standardized testing beyond what is collected in the Common Application.

Academics

Class Rank We do not rank _____ Class size 130 Covering a period from (mm/yyyy) _____ to _____

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

Cumulative GPA: 3.2300 on a 4 scale, covering a period from (mm/yyyy) 08/2013 to 12/2016

This GPA is ☐ weighted ☒ unweighted. The school's passing mark is: D

Highest GPA in class 4.0000

IB Diploma Candidate? ☐ Yes ☒ No Advanced Cambridge (AICE) Diploma Candidate? ☐ Yes ☒ No

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

☐ Most demanding ☐ Very demanding ☒ Demanding ☐ Average ☐ Less than demanding

☐ Prefer not to respond

Ratings

No Basis	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top few
Academic achievement							
Extracurricular Accomplishments							
Personal qualities and character							
OVERALL							

Disciplinary History

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.

To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor or felony?

☐ Yes ☒ No ☐ School policy prevents me from responding.

Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered to be kept confidential by a court.

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

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

Signature _____

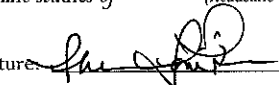
Please mail this form and accompanying documents directly to each college/university admission office. Do not mail this form to The Common Application offices.

OFFICIAL HIGH SCHOOL TRANSCRIPT

STUDENT INFORMATION	SCHOOL INFORMATION
FULL NAME: REINA ROMAN	NAME: PENROSE ACADEMY
ADDRESS: 50 LISTER AVENUE	ADDRESS: 201 NORTH GREENLAWN ST.
SPRINGFIELD, CA 95370	WOODBIDGE, CA 95258
PHONE NUMBER: (209) 555-1234	PHONE NUMBER: (209) 456-7879
E-MAIL ADDRESS: REINA.ROMAN90049@GMAIL.COM	
DATE OF BIRTH: 09/02/1999	
PARENT/GUARDIAN: ELIAS AND MARIA ROMAN	

ACADEMIC RECORD

SCHOOL YEAR: 2013-14	GRADE LEVEL: 9		SCHOOL YEAR: 2014-15	GRADE LEVEL: 10	
Course Title	Sem 1	Sem 2	Course Title	Sem 1	Sem 2
<i>Geometry</i>	<i>B</i>	<i>B</i>	<i>Algebra II H</i>	<i>B</i>	<i>B+</i>
<i>American Literature</i>	<i>B</i>	<i>B</i>	<i>British Literature</i>	<i>B+</i>	<i>B</i>
<i>Physics I</i>	<i>C+</i>	<i>B-</i>	<i>Chemistry</i>	<i>C+</i>	<i>B</i>
<i>Latin I</i>	<i>C</i>	<i>C+</i>	<i>Latin II</i>	<i>B-</i>	<i>B-</i>
<i>World History</i>	<i>B</i>	<i>B-</i>	<i>European History</i>	<i>A-</i>	<i>A-</i>
<i>Physical Education I</i>	<i>CR</i>	<i>CR</i>	<i>Physical Education (Dance)</i>	<i>1.0</i>	<i>CR</i>
Total Credits: 6.0	GPA: 2.70	Cumulative GPA: 2.70	Total Credits: 6.0	GPA: 3.17	Cumulative GPA: 2.94
SCHOOL YEAR: 2015-16	GRADE LEVEL: 11		SCHOOL YEAR: 2016-17	GRADE LEVEL: 12	
Course Title	Sem 1	Sem 2	Course Title	Sem 1	Sem 2
<i>H Precalc/Calc A</i>	<i>A-</i>	<i>A-</i>	<i>AP Calculus AB</i>	<i>A-</i>	
<i>World Literature</i>	<i>A-</i>	<i>B+</i>	<i>Senior English / Composition</i>	<i>A</i>	
<i>Biology</i>	<i>B+</i>	<i>B+</i>	<i>AP Environmental Science</i>	<i>B+</i>	
<i>Latin III</i>	<i>B</i>	<i>B</i>	<i>Gender Studies</i>	<i>A</i>	
<i>AP Art History</i>	<i>A</i>	<i>A</i>	<i>Penrose Dance Company</i>	<i>CR</i>	
<i>Drawing I</i>	<i>CR</i>	<i>CR</i>	<i>Philosophy</i>	<i>A-</i>	
			<i>Peer Tutor</i>	<i>CR</i>	
Total Credits: 6.0	GPA: 3.5	Cumulative GPA: 3.05	Total Credits: 6.0	GPA: 4.14	Cumulative GPA: 3.23

ACADEMIC SUMMARY CUMULATIVE GPA: 3.23 WEIGHTING: 0.5 INCREASE FOR HONORS 1.0 INCREASE FOR A.P.	ATTACHMENTS <input checked="" type="checkbox"/> School Profile <input type="checkbox"/> List of other schools attended <input type="checkbox"/> Other:	I do hereby self-certify and affirm that this is the official transcript and record of (Name of Student) in the academic studies of (Academic Years). Signature:  Title: Registrar Date:
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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:	<p>College Preparatory graduation requirements: English 4 years, Math 4 years, Science 3 years, Social Science 3 years, Foreign Language 3 years.</p> <p>AP classes: English, Economics, Environmental Science, European History, US History, Calculus AB and BC, Biology, Chemistry, Physics, French, Latin, Spanish</p>
Standardized Tests:	<p>Middle 50% of SAT scores: Critical Reading: 600-680 Math: 610-670 Writing: 600-660</p> <p>10 National Merit Semifinalists 12 Letters of Commendation</p>
College matriculation:	<p>97% to 4-year colleges—3% to Community Colleges.</p> <p>Class of 2016 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.</p>

Ex scientia lux

RECOMMENDATION FOR REINA ROMAN

For those of us in the field of education, it is students who have prevailed during challenging times that often inspire us and who many of us “take under our wing” because we sense their commitment and passion to succeed. Reina is one of these students. Reina’s high school career has been challenging. As the youngest of four with an extended commute to our campus, Reina’s engagement could have been limited with the life of our school. Instead, Reina has had to learn how to balance her time much more than many of her peers. She moves forward with emotional stability, tenacity, and makes every effort to focus on succeeding. Despite life’s obstacles, Reina continues to have a keen determination to make a difference for herself, her family and for all those that surround her. Reina does not see our community as charitable, but rather as an opportunity, and she has enriched our school in the process of taking full advantage of this opportunity.

While her academic success has not come easily, Reina attributes her success to her determination. Reina is certainly a curious student who is more interested in learning the material than earning the highest grade. However, in reviewing her grades, you will note that her early years proved to be challenging due to the nature of her responsibilities at home. Through all this, it is no surprise that her grades were negatively impacted. However, she never made excuses, met with her teachers for review when she could and never stopped being a warm and supportive friend to those around her. In speaking with our faculty, it is clear that when Reina’s name appeared on their class roster, faculty were elated to welcome such an engaging and pleasant young woman into their classroom. Her teachers applaud her upbeat energy and her ability to inject meaningful comments. You’ll notice a powerful upward trend in both her GPA and the rigor of her curriculum. It is this kind of growth and maturity that we love to see from the young women at Penrose.

Reina joined us from a middle school with a predominantly Latino student population. She adjusted to a new and different environment with grace. Although Reina’s commute to and from school is a long one, she participates in the life of the school as a member of our ambassador program as well as serving as President of our Multicultural Awareness Club (MAC). Reina is also passionate about equity and inclusion issues and works with our faculty and administration to attract and retain more faculty and students of color. Additionally, she was selected to serve as one of our twenty Peer Leaders that work closely with our freshman to support and mentor them through their transition to high school. Her students look up to her and she has proven to be a fantastic leader and role model for our community.

Over the past three years, I have seen Reina blossom as a student and human being. I have been so fortunate to witness Reina grow into a mature and self-confident young woman who has inspired our community. Reina garners the respect of her peers and Brentwood faculty alike. I look forward to seeing what the future holds for this outstanding young woman.

Sincerely,

Madeline Purvis

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 Roman Reina ☒ Female ☐ Male
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 09/02/1999 CAID (Common App ID) _____
mm/dd/yyyy

Address 50 Lister Avenue, Springfield CA USA 95370
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend Penrose Academy CEEB/ACT Code _____

IMPORTANT PRIVACY NOTICE: Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you *will* have access to this form and all other recommendations and supporting documents submitted by you and on your behalf, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at www.commonapp.org/FERPA).
2. You waive your right to access below, regardless of the institution to which it is sent:

☒ Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.
☐ No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature 


Roman

Date 9/15/2016

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.) Sharon Oates Subject Taught Chemistry + AP EAS
Please print or type

Signature  Sharon Oates Date _____
mm/dd/yyyy

Secondary School Penrose Academy

School Address 201 North Hillview Ave. Woodbridge, CA USA 95258
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (209) 531-0842 Teacher's E-mail soates@penrose.edu
Area/Country/City Code Number Ext.

Background Information

How long have you known this student and in what context? 3 years

What are the first words that come to your mind to describe this student? Disciplined

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.).

Chemistry + AP EAS

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%)
	Academic achievement					✓		
	Intellectual promise						✓	
	Quality of writing					✓		
	Creative, original thought					✓		
	Productive class discussion					✓		
	Respect accorded by faculty						✓	
	Disciplined work habits						✓	
	Maturity						✓	+
	Motivation						✓	
	Leadership					✓		
	Integrity					✓		
	Reaction to setbacks					✓		
	Concern for others						✓	
	Self-confidence				✓			
	Initiative, independence					✓		
	OVERALL					✓		

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.)

To Whom It May Concern:

It is my honor to provide a letter of recommendation for Reina. I have had the pleasure of getting to know Reina over the past three years here at Penrose through our multiple interactions, which include teaching her Chemistry and A.P. Environmental Science and mentoring her as a teaching assistant in my class. From her academic transcript, it is clear that Reina is a highly motivated and academically gifted student; however, a transcript cannot accurately portray the type of young lady she is, both on an academic and a personal level. I hope to relay her strengths to you as best I can in a letter, but I can say without a doubt that Reina would be a major asset to your academic community.

I first met Reina during her sophomore year when she was a member of my Chemistry class. Right away I noticed that she was connecting to the material in a very advanced manner, beyond many of her classmates. I was struck by her intellectual capacity, her passion for science and her ability to make the connection between classroom chemistry and reality, something that many students never fully grasp. Her comments and questions were perceptive and always fostered the knowledge of the group as a whole. The breadth and depth of the material encompassed by the AP Environmental Science curriculum is overwhelming, and I have been teaching it for six years. It is a fast paced class that requires a tremendous amount of patience and intellectual independence, along with strong math skills and analytical expertise. Not only did Reina comprehend the material readily, she assisted her classmates with their understanding through her unique problem solving insight and the eloquent manner by which she explained her thought process to the class. Additionally, when a problem arose whose solution I could not readily explain, she acted as a collaborator, helping me uncover an explanation, as opposed to a student who just points out the disconnect and waits to be shown the answer. She was such an invaluable member of the class that when we started a teaching assistant program at our school, I specifically asked for her to TA my classes.

Reina's work ethic and her ability to stay calm under pressure are two qualities seldom encountered in a high school student. When extra work was required outside of class, I never doubted that Reina would get it done. She knows what she is capable of and to give less is unacceptable. In my experience, this is truly a rare trait, not only for a high school student, but for any adult. When you encounter a student who makes you a better teacher, you know you are dealing with one of a kind; and that is who Reina is - a true gem.

As you can tell from this letter, I am a huge advocate of Reina. She has the desire to learn, a passion for her interests, and a respectable goal in life: to better herself, to make a positive impact on others and to make positive contributions to the world we live in. I consider myself lucky to have had the opportunity to work with her during her high school career.

Best Regards,

Sharon Oates

TO THE APPLICANT

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☐ No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature [Signature] Date 9/15/2016

TO THE TEACHER

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Teacher's Name (Mr./Mrs./Ms./Dr.) Ophelia Paine Subject Taught A.P. Art History
Please print or type

Signature [Signature] Date _____
mm/dd/yyyy

Secondary School Penrose School

School Address 201 N. Hillview Ave. Woodbridge, CA U.S.A. 95258
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (209) 995-3741 Teacher's E-mail opaine@penrose.edu
Area/Country/City Code Number Ext.

Background Information

How long have you known this student and in what context? 1 year

What are the first words that come to your mind to describe this student? determined; modest; motivated

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.).

A.P. Art 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%)
	Academic achievement					✓		
	Intellectual promise					✓		
	Quality of writing				✓			
	Creative, original thought					✓		
	Productive class discussion				✓			
	Respect accorded by faculty					✓		
	Disciplined work habits						✓	
	Maturity						✓	
	Motivation						✓	
	Leadership				✓			
	Integrity					✓		
	Reaction to setbacks					✓		
	Concern for others						✓	
	Self-confidence					✓		
	Initiative, independence					✓		
	OVERALL					✓		

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.)

I am writing in support of my student, Reina Roman. Though I work with the top students at Penrose each year in A.P. Art History and A.P. Literature, courses I was hired to create and to build at Penrose when I started teaching in 1976, I was truly struck by Reina the first few days of class. She was listening intently to our discussion, clearly intrigued by my introduction to the material we were reading, and from then on, has been the most productive and insightful member of an extremely talented class. Moreover, her writing is top-notch; she is articulate, persuasive, thorough and pungent in her word choice. She is sophisticated, wise, and sensitive. Reina is impressive in oral argument as well, as witnessed by a fiery debate we held in class last week.

Though I have only known Reina since August, due to a number of conversations after class, her active and sophisticated contributions to class discussion, her essays, and one long meeting to talk about her written assignments and her goals, I feel like we are old friends. We have learned that our grandmothers share the same name, that we have both endured difficult and painful loss. We both love literature. We are both detail-oriented and a bit perfectionistic. Of course, I am deeply impressed with her demonstrated interest in and commitment to women's issues, and we have started to discuss my own experiences in the early years of the women's movement during the early 1970's.

She can be expressive and bold, but Reina is actually quite introverted and a very deep thinker. Though introverted and reserved in the classroom, Reina's brain was never quiet. She excelled in AP Art History and consistently produced impressive work in the class. From the beginning of the course, Reina understood the commitment she needed to make to her studies to keep up with AP Art History. The course is taught as a college course; students are expected to work independently, master a tremendous amount of material, and are given very few, but comprehensive assessments. Rising to the challenge week after week, Reina produced nuanced and detailed in-class essays and often earned among the highest marks on her multiple choice tests.

Over the course of the year, I learned a lot about Reina. She loves art and integrates her appreciation for it into her daily life. Looking at art as a way to understand ancient and foreign peoples, and as a tool to unearth appreciation for her own culture, Reina has a genuine and deep appreciation for and interest in a diversity of civilizations and people. The course work was, for her, a true labor of love. She worked well with her peers and tended to bring out the best in them when discussing specific works of art and thinking through theories. With great modesty, Reina always allowed others to benefit from her insights. Reina is a wonderful young woman who truly appreciates the process of learning for its own sake and I give her a high recommendation.

Sincerely,

Ophelia Paine