

Dear Parent,

Thank you for your interest in Chadwick School. We know that choosing a school for your child is one of the most important decisions you will ever make, so we encourage you to learn all you can about our values, our programs and our people. In this booklet you will find an application for the 2010-2011 school year and all of the necessary accompanying information. Chadwick may be best understood through a personal visit, so please make note of the admission events we have scheduled for interested families. The goal of these programs is to provide you with an opportunity to meet our faculty, students and administrators and gain a sense of our unique and exciting community. If you would like to learn more about us, please visit our website at www.chadwickschool.org or you may call us at (310) 377-1543, ext. 4025. We look forward to hearing from you!

Sincerely,



Judith Wolstan, *Director of Admission*

MISSION STATEMENT

Chadwick School, a K-12 school founded in 1935, is dedicated to academic excellence and to the development of self-confident individuals of exemplary character. Students are prepared through experience and self-discovery to accept the responsibilities inherent in personal freedom and to contribute positively to contemporary society. The Chadwick Community is committed to living in accordance with its core values of respect, responsibility, honesty, fairness and compassion.

The school aims to create a learning environment that is challenging, diverse and supportive where talented, dedicated faculty and students are encouraged to interact in an atmosphere of mutual respect and trust. Students are prepared for rigorous future endeavors in a manner that enables them to discover the joys of learning and the importance of community.

In all of its programs, Chadwick seeks to discover and nurture the special gifts each student possesses, to deepen each student's understanding of the complexities of the world, and to inspire each to realize his or her full potential.

With a clear recognition of the needs and capabilities of students of differing ages and experiences, and with the support of parents, the school implements its mission:

By ensuring small classes that promote critical thinking, analytical reasoning and effective communication skills;

By encouraging students to evaluate the choices they make based on a carefully considered sense of right and wrong;

By gradually guiding a student from dependent to independent learning;

By providing expanding opportunities for individual self-direction and creativity as a student grows and matures;

By providing a student body that is enriched by economic, social and ethnic diversity and by individuals who possess varying kinds of and degrees of intellectual, artistic and physical abilities;

By stressing high academic standards and a strong commitment to the process of learning;

By creating an environment for learning that is stimulating, innovative, tolerant, enjoyable and that encourages intellectual inquiry and curiosity;

By fostering in each student a healthy self-concept and sense of personal value through recognition and encouragement of individual potential and talent;

By encouraging student involvement in the community and community involvement in the school;

By aiming to achieve a balance, perhaps different for each individual, between the cognitive and affective aspects of learning;

By teaching students to evaluate evidence and experience and to understand the dynamic between individuality and social responsibility;

By stressing the fundamental values of integrity and trust.



This is Chadwick

Chadwick School, the only K-12 independent school in the greater South Bay area, sits on a tranquil, 45-acre campus in a setting conducive to serious study, self-discovery and companionship among friends. The school was founded in 1935 in the home of teacher Margaret Lee Chadwick and began with a handful of students. Through generous donations from the Vanderlip and Roessler families, Chadwick moved three years later to its current location on the Palos Verdes Peninsula, overlooking the South Bay and Los Angeles. With a commitment to economic, social and ethnic diversity, Chadwick draws students from a wide geographic area that includes more than 30 different communities. Since 1935, the school community has remained true to Mrs. Chadwick's founding principles, building on her ideals and philosophy over the past seven decades. Chadwick School emphasizes academic excellence, personal growth opportunities and development of exemplary character, as represented by our five core values: respect, responsibility, fairness, compassion and honesty.

Chadwick School at a Glance

ENROLLMENT

Village School (K-6)	310 students
Middle School (7-8)	155 students
Upper School (9-12)	360 students

FACULTY K-12

109 members, 68 percent with advanced degrees

Academic Facilities

- Seeley Mudd Building with offices, science classrooms, laboratories and lab preparation rooms, foreign language rooms and the Roy Nutt Lecture Hall
- Roessler Hall classroom building, Middle School classroom building, Gladys Quinlin Middle School Science Laboratory and Botanical Garden
- Village School complexes including the Village Science Center, art rooms, music facilities, playgrounds and administrative offices

Arts Facilities

- The Geoffrey Alan Laverty Center for the Performing Arts with indoor theaters, classroom space and studios, the Stephens Theater, art gallery, scene shop and the Rosenwald Amphitheater
- Fine arts studios and photography studio with digital equipment

Leavenworth Library Learning Center

- 28,000 volumes, four classrooms, audio-visual room, reading and periodical lounges, three study rooms and lounge, technology area with desktop computers and wireless lab
- Separate library for Grades K-6 including a research area and a story corner

Technology Center

- Eight fully equipped computer labs including the Frank Quinlin Publications Lab, and campus-wide wired and wireless networks allowing server and Internet access
- Computers in all Village School classrooms

Athletic Facilities

- Pascoe Pavilion Gymnasium, the Commander Chadwick Football/Athletic Field, swimming complex, baseball and softball fields

Student Services Facilities

- Administration building, Brogan Hall, Christensen Dining Hall (serving breakfast and lunch daily), health office (staffed by a registered nurse and an athletic trainer)
- College Counseling Center
- Guidance Counseling Center

Accreditation

Western Association of Schools and Colleges

Affiliations

A Better Chance
 American Secondary Schools for International Students and Teachers
 Association for Experiential Education
 California Association of Independent Schools
 College Entrance Examination Board
 Council for the Advancement and Support of Education
 Cum Laude Society
 Educational Records Bureau
 Independent School Alliance for Minority Affairs
 National Association for College Admission Counseling
 National Association of Independent Schools
 National Council of Teachers of English
 National Middle School Association
 Richstone Educational Enterprise Project
 Round Square

Frequently Asked Questions

How many students are admitted to each grade level?

There are four major entry points for admission to Chadwick School. We admit 40 new students to our kindergarten each year. It is important to note that all students entering kindergarten must have already celebrated their fifth birthday by the September 1 that immediately precedes their first day of kindergarten. We add approximately 32 new students in 6th grade, approximately 10 new students in 7th grade and approximately 25 new students in 9th grade. We accept applications for Grades 1-5 and for 8th grade, as unexpected openings do occur. Under unusual circumstances, we may admit a student in Grade 10, 11 or 12.

How do you select students for admission?

Admission is competitive. We look for students who have potential to be happy and successful in the Chadwick School environment, making the most of their academic abilities, and enjoying the many opportunities available outside the classroom. The admission committees consider the candidate's school record, teacher recommendation and test scores. The student's character and integrity are significant in our decision-making. We enjoy getting to know the students and parents during the interview process. Other factors are leadership, commitment and talent. We consider each student in the context of the total applicant pool. Each year, the admission committees bring together a balanced and diverse group of new students, all of whom have the ability to thrive in our community — academically and personally.

How important are test scores?

Test scores are one piece of the student profile. They provide us with a standardized measure that is used in conjunction with all of the information we gather about a student. Given that our students come from varied educational backgrounds, these scores are one way we can objectively assess our applicants.

Do you accept international students?

Chadwick School does issue the I-20 permit once a student is enrolled. We do not offer an ESL (English as a Second Language) program. It is absolutely necessary for international students enrolled at Chadwick to be completely fluent and literate in English, as full-English proficiency is required for all course material.

Does Chadwick provide transportation?

Because of Chadwick's beautiful hilltop location above a residential area, the school has made every effort to be considerate of its neighbors. To that end, we have instituted a transportation policy that requires carpooling or busing for all families. This policy requires that each vehicle bring at least two students to campus. In order to secure parking places at school, student drivers (juniors and seniors) must also transport other students. The school staff will assist new families in making appropriate carpool arrangements. In order to further reduce traffic and for the convenience of our families, bus service is available. Service is provided from Carson, Hermosa Beach, Inglewood, Ladera Heights, Lomita, Long Beach, Manhattan Beach, Palos Verdes, Redondo Beach and Torrance. Morning, afternoon and round-trip fare options are available for each location. The fares vary according to location and incurred costs. Actual costs and schedules will be made available to students and their families each spring, as locations may change each year. In the school year 2009-2010, bus costs range from annual fees of:

\$350 to \$900 one-way
\$700 to \$1,600 round-trip

What is the usual class size at Chadwick?

VILLAGE SCHOOL

Kindergarten	40 students	4 teachers
Grade 1	40 students	2 teachers, 2 assistants
Grades 2-3	40 students	2 teachers, 1 assistant
Grades 4-5	40 students	2 teachers
Grade 6	72 students	4 teachers

Smaller groups are created when students spend time with specialist teachers – in the fields of art, music, science, physical education and foreign languages.

MIDDLE SCHOOL

Average class size is 20 students.

UPPER SCHOOL

Average class size is 17 students.

Does Chadwick have uniforms?

Margaret Lee Chadwick, the founder of Chadwick School, believed that choice of dress was a means of self-expression for students, so we do not have uniforms. However, we do have a dress code that requires that students dress appropriately and in good taste for school. Students receive guidelines to help them in making their choices about what to wear.

What can parents do to get involved?

We welcome parent involvement in the school; this spirit of participation enhances our community and the experience of all concerned, especially the students. We are a dynamic community made up of students, faculty, parents, alumni, trustees and supportive friends. All parents are members of the Chadwick Parents' Association (CPA), which provides a myriad of opportunities to participate and to support the school's mission. The CPA was formed for the purpose of "giving assistance to the faculty and administration of the school, and carrying on activities generally intended to promote and support the school." Chadwick's Friends of the Library supports the library and reading at Chadwick, and sponsors an exceptional book fair every fall. The Dolphin Booster Club supports Chadwick's extensive athletics program. The Annual Fund depends on a network of parents who spend volunteer time contacting fellow parents to encourage their support of Chadwick's programs through charitable giving. Other opportunities include the VISA program for volunteering in the Admission Office, and driving for the community service program. We rely on the richness and diversity of talent in our parent body – there is something for everyone!

Is there voluntary giving at Chadwick?

Tuition and fees cover about 80 percent of the cost of a Chadwick education. Thus, the school depends on tax-deductible gifts to the Annual Fund to fully finance the school's annual operating budget. Each fall, Chadwick parents are asked to contribute to the Annual Fund, and high participation is critical to the school's success. Currently the Annual Fund provides over \$1.4 million in additional support, and gifts range from \$10 to \$15,000 or more. Periodically, Chadwick also raises funds for major capital projects such as construction and renovation of buildings, extensive equipment purchases or growth of the school's endowment. Recently completed capital projects include the Leavenworth Library expansion, the Geoffrey Alan Lavery Center for the Performing Arts and the Rosenwald Amphitheater. During a capital campaign, donors are asked to support both the Annual Fund and the capital project. This ensures that the school's operating budget is not compromised and the school can continue to thrive.

What is an Independent School?

Chadwick School is one of 1,200 members of the National Association of Independent Schools (NAIS). Independent schools are private, pre-collegiate learning institutions and each has a distinct mission that expresses its philosophy, values and goals. Independent schools are primarily supported by tuition payments, charitable contributions and endowment revenue. All independent schools meet accreditation standards and each is held accountable by its Board of Trustees. According to NAIS, independent schools are successful because they offer "close-knit communities, individualized attention for students, supportive learning environments, high-quality and committed teachers, hands-on learning opportunities, educational experiences beyond the classroom, motivated and interesting peer groups and actively engaged parents." NAIS affirms that their member schools, "recognize that exceptional schools prepare students not just for this year's tests, but for all of life's tests. And they understand that the best education is a values-added experience where young people learn not only reading, math and science, but also the importance of hard work, leadership, personal responsibility and good citizenship."

What are the tuition and fees?

Tuition for the school year 2009-2010 is:

Grades K-2	Grades 3-6	Grades 7-8	Grades 9-12
\$20,400	\$21,300	\$23,800	\$25,100

In addition to tuition, there is a one-time new student matriculation fee of \$1,200. Other expenses include transportation and lunches. Upper and middle school students buy their books at a cost of approximately \$450-\$600. Overnight field trips, with the exception of the 17-day senior expedition, are included in the tuition.

The tuition for the school year 2010-2011 will be announced in February of 2010.

Learning about Chadwick School

We'd like you to get to know us! You are cordially invited to attend this year's admission events.

VILLAGE SCHOOL TOURS

For parents of students entering Grades K-6

All tours will begin promptly at 8:30 a.m. and end by 10 a.m.

Wednesday, October 14
Thursday, October 22
Thursday, October 29
Thursday, November 5
Thursday, November 12
Thursday, November 19
Thursday, December 3
Thursday, December 10
Thursday, January 7
Thursday, January 14

Please park in the main parking lot. Tours will begin and end at the Office of Admission, which faces the main parking lot. In order to avoid the morning school drop-off traffic, please arrive between 8:15 a.m. and 8:25 a.m.

For reservations and information call (310) 377-1543, ext. 4025. If you have a reservation and cannot attend, please call to let us know.

HOME RECEPTIONS

For parents of students entering Grades K-12

DATE: Weekday evenings in November, December and January
TIME: 7 p.m.–8:30 p.m.
PLACE: Ladera Heights, Long Beach, Manhattan Beach, Torrance and Palos Verdes
PROGRAM: Meet parents from the local community; hear from senior Chadwick students; ask questions of administrators.

You will receive an invitation to your local reception.

KINDERGARTEN OPEN HOUSE

For parents of students entering Kindergarten

DATE: Sunday, November 1, 2009
TIME: 2 p.m.–4 p.m.
PLACE: Kindergarten area
PARKING: You will be directed as to where to park.
PROGRAM: An introduction to Chadwick's Kindergarten program.
Please call (310) 377-1543, ext. 4025 for reservations and information.

CAMPUS PREVIEW

For families of students entering Grades 7-12
Families of prospective 6th graders are welcome to attend.

DATE: Sunday, December 13, 2009
TIME: 1 p.m.–3:45 p.m.
PLACE: The Geoffrey Alan Laverty Center for the Performing Arts
PARKING: You will be directed as to where to park.
PROGRAM: Campus tours, student panels, mini-classes, introduction to outdoor education, college counseling, athletics and other programs

Please call (310) 377-1543, ext. 4025 for reservations and information.

6TH GRADE INFORMATION NIGHT

For prospective 6th graders and families

DATE: Wednesday, January 13, 2010
TIME: 7 p.m.–8:15 p.m.
PLACE: The Geoffrey Alan Laverty Center for the Performing Arts
PARKING: You will be directed as to where to park.
PROGRAM: A panel of current 6th-graders and a student-created movie, "A Day in the Life of a 6th Grader at Chadwick"

Please call (310) 377-1543, ext. 4025 for reservations and information.

Parent/guardian

Parent or guardian Mr. Mrs. Ms. Dr. Other _____ Relationship to applicant _____

Last name First name Middle name

Address _____
City State Zip

Home Phone _____ Fax _____ Home e-mail address _____

Birthplace Country of citizenship

Occupation/position _____
Company/Firm Phone

Business address _____
City State Zip

Educational background _____

Parent or guardian Mr. Mrs. Ms. Dr. Other _____ Relationship to applicant _____

Last name First name Middle name

Address _____
City State Zip

Home Phone _____ Fax _____ Home e-mail address _____

Birthplace Country of citizenship

Occupation/position _____
Company/Firm Phone

Business address _____
City State Zip

Educational background _____

How were you introduced to Chadwick School? _____

Relatives who are Chadwick alumni, year(s) of graduation and relationship to you _____

Ethnicity (optional)

The National Association of Independent Schools requires that Chadwick provide general information about its applicants and enrolled students. If you wish to be included in our reporting, please choose one of the following categories to describe your child. This portion of the application is optional and the information we receive will remain confidential.

African American Asian American Caucasian Latino/Hispanic American Middle Eastern American Native American

Multiracial (please specify) _____ Other (please specify) _____

Chadwick School admits students of any race, color, gender, sexual orientation, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, sexual orientation, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

I hereby authorize Chadwick School to contact my child's current and previous school(s) for information regarding my child.

Signature Relationship to applicant Date

Release of School Records

Teacher evaluations, transcripts and records of standardized testing are a part of the application to Chadwick School.

Please forward this completed form directly to your child's current school.

Current school _____

School address _____

_____ City State Zip Phone

In accordance with the Family Educational Rights and Privacy Act of 1974 and California State Law, I hereby authorize the release to **Chadwick School** COPIES of all school records, including standardized test results, and any other developmental information regarding the pupil named below.

Student's name _____
Last name First name Middle name

Date of birth _____ (mo/day/yr) Current grade _____

Signature of parent or guardian _____

Print parent or guardian name _____

Date _____

TO THE PARENT:

Please send a copy of your child's final first semester or first and second trimester grades as soon as they are available.

Chadwick School
OFFICE OF ADMISSION AND FINANCIAL AID
26800 S. Academy Dr.
Palos Verdes Peninsula, CA 90274
(310) 377-1543, ext. 4025
www.chadwickschool.org



Paperwork to be submitted by January 15, 2010.

- **Application for admission**
- **Application fee**
- **Parent questionnaire**
- **Student questionnaire**

- **Parent Authorization for Release of School Records**
Please forward this document **directly to your child's school**, as the school will not release information to us without it. This form can be found on page 9.

- **Current semester or trimester final grades**
When you submit the signed release to your child's school, a copy of the student record will be sent to us. However, the school will not continue to update us with the most current report cards. As soon as they are available, please send us any grade reports more recent than those supplied by the school. We will need your child's most current grades as of March 1, 2010.

- **Mathematics and English Teacher Recommendation Forms**
Please give recommendation forms and return envelopes to your child's current mathematics and English teachers.

- **Financial Aid Request Forms**
If you wish to apply for financial aid, please complete the form at the end of this booklet as soon as possible and return it in the enclosed envelope. Information will be sent to you in January of 2010.

TESTING

All applicants for Grades 7-12 are required to take the Independent School's Entrance Exam (ISEE.) Your student may take the examination at Chadwick School or at the ISEE site of your choice, but it **must be taken by the February 20, 2010 test date**. This test is a function of the Educational Records Bureau, an independent agency that provides admission testing, both nationally and internationally, for students who are applying to independent schools. All exams are returned to the ERB and the results are released only to the students' families and to those schools that they have selected to receive that information. Arrangements for taking the ISEE are the responsibility of each applying family. Reservations for testing are made through the ERB, and payment for the testing fee is paid to that agency. Please read the booklet included with this application or visit www.iseetest.org.

The ISEE will be administered at Chadwick School on January 23, 2010 and Saturday, January 30, 2010.

VISITS AND INTERVIEWS, GRADES 7 AND 8

Once the application is submitted and processed, each Middle School candidate will be scheduled for a campus visit and an interview with a member of the Middle School Admission Committee. Parents will also be scheduled for an interview. We do our best to accommodate busy schedules and try to make visit times as convenient as possible for all involved. Please call the Admission Office at (310) 377-1543, Ext. 4025 to arrange appointments and interviews approximately one week after the application is submitted.

VISITS AND INTERVIEWS, GRADE 9

As part of the application process, each 9th-grade candidate will be scheduled for a visit to Chadwick. During this visit, the applicant will be interviewed by a member of the Upper School Admission Committee. Parents will also be scheduled for an interview. We do our best to accommodate busy schedules and try to make visit times as convenient as possible for all involved. Please call the Admission office at (310) 377-1543, Ext. 4025 to arrange appointments and interviews approximately one week after the application is submitted.

GRADES 10-12

Under unusual circumstances, Chadwick will accept applications for Grades 10-12. Please call (310) 377-1543, Ext. 4025 for information.

NOTIFICATION OF DECISIONS

Grades 7 and 8

Families will be notified of the applicant's status by mail. Decision letters will be sent in March of 2010. If spaces become available, candidates in the wait pool may be offered admission up until the first day of school.

Grades 9 - 12

Families will be notified of the applicant's status by mail. Decision letters will be sent in March of 2010. If spaces become available, candidates in the wait pool may be offered admission up until the first day of school.



Dear Student:

The admission process is designed to broaden our understanding of you academically, socially and personally. We hope that you will help us to get to know you by answering the following questions. Please complete this form **in ink, and in your own writing or printing**. If there is anything else you would like to tell us, please attach an additional sheet. Thank you for your time and effort. We look forward to learning about you!

Sincerely,

MRS. WOLSTAN AND THE ADMISSION COMMITTEE

Applying for Grade _____ ('10-'11 school year)

Name of applicant _____
Last name First name Preferred name

What three adjectives would teachers use to describe you?

1) _____ 2) _____ 3) _____

Please give three adjectives that your closest friend would use to describe your best qualities, and also your greatest challenges.

Best qualities: 1) _____ 2) _____ 3) _____

Greatest challenges: 1) _____ 2) _____ 3) _____

What is your favorite subject in school, and why?

Over the past two years, what activities have you been involved in outside of the classroom? Examples might include the arts, athletics, community service, etc. Have you earned any awards or special recognition for your participation? Please let us know which of these pursuits have been important to you, and why they have been significant.

Over

Why do wish to attend Chadwick School? Which co-curricular activities interest you? How would you contribute to the school community?

Chadwick School is committed to graduating students of “exemplary character” who are respectful, honest, compassionate, responsible and fair. Please describe an experience that developed or displayed your character.

What is the greatest challenge you have faced in your life? How did you meet it, and what did you learn from it?



Applicant's grade level in September of 2010 _____ Date _____

Name of applicant _____
Last name First name Middle name

Teacher's name _____

School _____
Address State Zip

I hereby waive my right to access this recommendation submitted on my behalf.

Parent's signature _____

Please write an appraisal of the candidate, assessing the student's academic and personal qualities, including social and emotional maturity. Specific examples or anecdotes are especially helpful.

Is there ability grouping within the grade? If so, where is the candidate placed? _____

RECOMMENDATION	NOT RECOMMENDED	WITH RESERVATION	STRONGLY	ENTHUSIASTICALLY
For academic potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For character and personal promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Math text book and publisher _____

Course title and general topics covered _____

Teacher's signature _____

Phone number _____
Extension Fax

How long have you known this student? _____
In which grade(s)?

Check here if you would like a Chadwick School brochure. Check here if you would be willing to discuss this student in greater detail.

Please send this form directly to Chadwick School: 26800 South Academy Drive, Palos Verdes Peninsula, CA 90274-3997, by February 1, 2010.

Chadwick School is an independent, nonprofit, coeducational preparatory day school for Kindergarten through 12th-grade students. Its rigorous academic programs are complemented by visual and performing arts, community service projects, outdoor education and interscholastic athletics. With a total enrollment of more than 800 students, Chadwick is diverse, and the candidates are admitted to all programs without regard to race, color, religion, gender, sexual orientation, national or ethnic origin. Since admission to the school is competitive and selection of students is based upon careful analysis of all possible information, we would appreciate your candid opinion of the applicant. You may be assured that the contents of this evaluation will be kept confidential. Thank you for your cooperation in helping us to evaluate the academic and personal background of the candidate. **Please mail this completed form directly to Chadwick School.**

Over

Common Recommendation Form for Teachers

Name of applicant _____
Last name First name Middle name

Thank you for taking time to fill out this checklist. For your convenience, a number of local independent schools are using a common form for the teacher recommendation. Please feel free to photocopy this checklist in the event that this student is applying to more than one school. Though each school may vary in the emphasis it places on the qualities listed below, every school is interested in the descriptive profile this checklist provides. This form is accepted by the following schools: Archer, Berkeley Hall, Brentwood, Bridges, Buckley, Calvary Christian, Campbell Hall, Chadwick, Chatsworth Hills, Country School, Crossroads, Harvard-Westlake, Heschel, Marlborough, Marymount, Milken, Mirman, Oakwood, Pacific Hills, Pilgrim, St. Matthew's Parish, Turning Point, Viewpoint, Wesley, Westside Neighborhood, Wildwood, Willows and Windward.

- | | | | | |
|---------------------------------------|--|--|---|---|
| 1) Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2) Ability to work in a group | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> usually effective | <input type="checkbox"/> always works well |
| 3) Ability to work alone | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 4) Participation in discussion | <input type="checkbox"/> rarely contributes | <input type="checkbox"/> wants to dominate | <input type="checkbox"/> contributes occasionally | <input type="checkbox"/> joins in readily |
| 5) Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 6) Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7) Ability to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8) Daily preparation | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9) Use of time | <input type="checkbox"/> uses poorly | <input type="checkbox"/> occasionally wastes | <input type="checkbox"/> usually uses well | <input type="checkbox"/> always uses effectively |
| 10) Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 11) Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 12) Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 13) Effort/drive | <input type="checkbox"/> poor | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 14) Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 15) Leadership potential | <input type="checkbox"/> a follower | <input type="checkbox"/> leads when given responsibility | <input type="checkbox"/> seeks opportunities | <input type="checkbox"/> a natural leader |
| 16) Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 17) Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 18) Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 19) Imagination | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 20) Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 21) Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely thoughtful |
| 22) Social adjustment with peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 23) Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 24) Self-confidence | <input type="checkbox"/> needs much reassurance | <input type="checkbox"/> appears overly confident | <input type="checkbox"/> needs some support | <input type="checkbox"/> positive self-image |
| 25) Parent participation in education | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved |
| 26) Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 27) Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other _____ |



Applicant's grade level in September of 2010 _____ Date _____

Name of applicant _____
Last name First name Middle name

Teacher's name _____

School _____
Address State Zip

I hereby waive my right to access this recommendation submitted on my behalf.

Parent's signature _____

Please write an appraisal of the candidate, assessing the student's academic and personal qualities, including social and emotional maturity. Specific examples or anecdotes are especially helpful.

Is there ability grouping within the grade? If so, where is the candidate placed? _____

RECOMMENDATION	NOT RECOMMENDED	WITH RESERVATION	STRONGLY	ENTHUSIASTICALLY
For academic potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For character and personal promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher's signature _____

Phone number _____
Extension Fax

How long have you known this student? _____
In which grade(s)?

Check here if you would like a Chadwick School brochure. Check here if you would be willing to discuss this student in greater detail.

Please send this form directly to Chadwick School: 26800 South Academy Drive, Palos Verdes Peninsula, CA 90274-3997, by February 1, 2010.

Chadwick School is an independent, nonprofit, coeducational preparatory day school for Kindergarten through 12th-grade students. Its rigorous academic programs are complemented by visual and performing arts, community service projects, outdoor education and interscholastic athletics. With a total enrollment of more than 800 students, Chadwick is diverse, and the candidates are admitted to all programs without regard to race, color, religion, gender, sexual orientation, national or ethnic origin. Since admission to the school is competitive and selection of students is based upon careful analysis of all possible information, we would appreciate your candid opinion of the applicant. You may be assured that the contents of this evaluation will be kept confidential. Thank you for your cooperation in helping us to evaluate the academic and personal background of the candidate. **Please mail this completed form directly to Chadwick School.**

Over

Common Recommendation Form for Teachers

Name of applicant _____
Last name First name Middle name

Thank you for taking time to fill out this checklist. For your convenience, a number of local independent schools are using a common form for the teacher recommendation. Please feel free to photocopy this checklist in the event that this student is applying to more than one school. Though each school may vary in the emphasis it places on the qualities listed below, every school is interested in the descriptive profile this checklist provides. This form is accepted by the following schools: Archer, Berkeley Hall, Brentwood, Bridges, Buckley, Calvary Christian, Campbell Hall, Chadwick, Chatsworth Hills, Country School, Crossroads, Harvard-Westlake, Heschel, Marlborough, Marymount, Milken, Mirman, Oakwood, Pacific Hills, Pilgrim, St. Matthew's Parish, Turning Point, Viewpoint, Wesley, Westside Neighborhood, Wildwood, Willows and Windward.

- | | | | | |
|---------------------------------------|--|--|---|---|
| 1) Academic achievement | <input type="checkbox"/> below expectations | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2) Ability to work in a group | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> usually effective | <input type="checkbox"/> always works well |
| 3) Ability to work alone | <input type="checkbox"/> has great difficulty | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 4) Participation in discussion | <input type="checkbox"/> rarely contributes | <input type="checkbox"/> wants to dominate | <input type="checkbox"/> contributes occasionally | <input type="checkbox"/> joins in readily |
| 5) Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 6) Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7) Ability to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 8) Daily preparation | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 9) Use of time | <input type="checkbox"/> uses poorly | <input type="checkbox"/> occasionally wastes | <input type="checkbox"/> usually uses well | <input type="checkbox"/> always uses effectively |
| 10) Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 11) Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 12) Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 13) Effort/drive | <input type="checkbox"/> poor | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 14) Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 15) Leadership potential | <input type="checkbox"/> a follower | <input type="checkbox"/> leads when given responsibility | <input type="checkbox"/> seeks opportunities | <input type="checkbox"/> a natural leader |
| 16) Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 17) Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 18) Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 19) Imagination | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 20) Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 21) Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely thoughtful |
| 22) Social adjustment with peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> usually relates well | <input type="checkbox"/> healthy relationships |
| 23) Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 24) Self-confidence | <input type="checkbox"/> needs much reassurance | <input type="checkbox"/> appears overly confident | <input type="checkbox"/> needs some support | <input type="checkbox"/> positive self-image |
| 25) Parent participation in education | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved |
| 26) Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 27) Parent expectations | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other _____ |

Applying for Financial Aid

An independent school education is a significant family investment. To help make a Chadwick School education affordable, we offer tuition payment options as well as a financial aid program. Our affordability program is based on the belief that students willing to meet the challenge of a college-preparatory education should be given the opportunity to pursue their goals without regard to their families' financial status.

A limited amount of tuition assistance is available to kindergarten through 12th grade families with demonstrated financial need. Such need is defined as the difference between the school's tuition and fees and what the family can reasonably contribute. This assistance is intended as a supplement to family resources. Financial aid and admission decisions are made separately. The school maintains strict confidentiality for all financial aid recipients.

In common with most independent schools, Chadwick School's Financial Aid Committee determines a family's contribution using the standardized calculation derived by the School and Student Service for Financial Aid (SSS). This system considers gross taxable income, assets, liabilities, family size and number of students in tuition-charging schools. After an allowance for basic necessities and taxes, the remaining funds are considered discretionary income, a percentage of which should be available for educational expenses. Financial need is determined by a family's ability to meet educational expenses. Both parents retain the obligation to contribute what they can afford to the education of their children, regardless of any divorce or other agreements stating otherwise. In a divorce situation, both the custodial and non-custodial parent must complete the Parents' Financial Statement

(PFS) and submit the prior year's tax forms, with all supporting schedules and W-2 forms. If the custodial parent has remarried, Chadwick will also consider the assets of the stepparent, bearing in mind the obligations that the stepparent might have to his or her own natural children. The cooperation of all parents is required before Chadwick will consider assisting a candidate.

Renewal of a financial aid award is based on proof of a family's continued financial need, as well as evidence that the recipient has demonstrated academic progress and good citizenship. New forms and tax returns must be submitted each year.

Chadwick School also offers a very limited number of merit/need based scholarships. Through generous grants from the Malone Foundation and the MacFarlane family, new students whose families are also applying for financial aid are eligible to receive one of these awards. The Malone Scholarship is open to new students entering Grades 7–12. Students are selected on the basis of academic excellence, motivation, exemplary character and potential for contributing to the Chadwick community and beyond. The MacFarlane Leadership Scholarship is awarded to a new student entering Grade 9, selected according to the criteria listed above; in addition, potential and achievement in leadership are important considerations. An essay is required for each scholarship. In addition, an interview is required for the MacFarlane Leadership Scholarship.

Please see pp. 31–35 for the MacFarlane Leadership Scholarship application and the inside back cover for the Malone Scholarship application. Entering 9th graders may apply for both scholarships, but no student will be granted both awards.

PLEASE DETACH AND RETURN

As a first step in the financial aid application process, please complete this form and return it in the enclosed envelope to the financial aid office. You will receive a financial aid application packet after January 1, 2010. This packet will give details about important upcoming mailing dates and will provide other pertinent information. If you have any questions, please contact Michele in the financial aid office at michele.norlin@chadwickschool.org.

Please print or type.

PARENTS' NAMES _____ APPLICANT'S NAME _____

HOME ADDRESS _____

_____ City _____ State _____ Zip _____

PHONE _____ E-MAIL _____

NUMBER OF CHILDREN IN FAMILY _____ ARE BOTH PARENTS WORKING? _____



For applicants to Grade 9 who are also applying for financial aid

The MacFarlane Leadership Scholarship provides opportunities for promising students to benefit from the academic opportunities, character-forming experiences and co-curricular activities offered by Chadwick School. The goal is to enable recipients to develop their leadership potential so they might contribute to the betterment of their own communities and beyond. This scholarship will enrich the Chadwick community by including students of strong academic capability, character and leadership potential, who could not otherwise afford to attend Chadwick School. The amount of the scholarship will vary according to the need documented by the scholar's family.

To apply for the MacFarlane Scholarship, please submit this form and the essay, along with a completed application for admission by **January 15, 2010**. Recommendation forms are also due by **January 15, 2010**. Return this application to:
Chadwick School Office of Financial Aid, 26800 S. Academy Drive, Palos Verdes Peninsula, CA 90274.

Personal Information

Name of applicant _____
Last name First name Middle name Preferred name

Male Female _____
Date of birth (mo/day/yr) Birthplace

Address _____
Street City State Zip

Telephone Fax Home e-mail address

Current school _____

School address _____
Street City State Zip Telephone

Financial aid application

In order to initiate the financial aid application process, please fill out the form on page 29 of this application booklet and send it to Chadwick's Office of Financial Aid no later than **February 1, 2010**.

Student's personal statement

Your response may be word-processed or handwritten.

On a separate sheet of paper, please write an essay of approximately 500 words on one of the following topics:

- Provide a personal narrative about a situation where you assumed a leadership role.
- Describe a situation in which you failed to demonstrate leadership. What did you learn from your experience?

Recommendations

This application requires two recommendations from people such as mentors, coaches, teachers, school administrators or youth group leaders, who know you well. You may not use a recommendation from a family member. Please give the forms on pages 33 and 35 in this booklet to those providing your recommendations.

For further information please contact us at michele.norlin@chadwickschool.org.



The MacFarlane Leadership Scholarship is a need-based scholarship, awarded to an incoming 9th grader who has demonstrated leadership or leadership potential and/or shown outstanding character. Leadership takes many forms: elected or appointed leadership positions and also informal leadership, such as showing initiative in leading a group project or volunteer activity, or the ability to involve and motivate others.

Please return this form by January 15, 2010 to:

Chadwick School
OFFICE OF FINANCIAL AID
26800 South Academy Drive
Palos Verdes Peninsula, CA 90274

Candidate's name _____

Name of recommender _____

Relationship to the candidate (not a family member) _____

How long have you known the candidate? _____

Your address _____
Street City State Zip

Your occupation/employer _____

Your phone _____ Your e-mail _____

Signature _____

Why do you believe this candidate should be considered for the MacFarlane Leadership Scholarship?

Please address the student's leadership qualities and/or leadership potential. You may also focus on the candidate's qualities of character that are consistent with Chadwick School's core values: respect, responsibility, fairness, compassion and honesty. If you wish, you may use the back of this form and/or a second sheet, or attach a letter. Thank you.



The MacFarlane Leadership Scholarship is a need-based scholarship, awarded to an incoming 9th grader who has demonstrated leadership or leadership potential and/or shown outstanding character. Leadership takes many forms: elected or appointed leadership positions and also informal leadership, such as showing initiative in leading a group project or volunteer activity, or the ability to involve and motivate others.

Please return this form by January 15, 2010 to:

Chadwick School
OFFICE OF FINANCIAL AID
26800 South Academy Drive
Palos Verdes Peninsula, CA 90274

Candidate's name _____

Name of recommender _____

Relationship to the candidate (not a family member) _____

How long have you known the candidate? _____

Your address _____
Street City State Zip

Your occupation/employer _____

Your phone _____ Your e-mail _____

Signature _____

Why do you believe this candidate should be considered for the MacFarlane Leadership Scholarship?

Please address the student's leadership qualities and/or leadership potential. You may also focus on the candidate's qualities of character that are consistent with Chadwick School's core values: respect, responsibility, fairness, compassion and honesty. If you wish, you may use the back of this form and/or a second sheet, or attach a letter. Thank you.



For applicants to Grades 7–12 who are also applying for financial aid

Through a generous gift from the Malone Family Foundation, Chadwick School is pleased to offer to excellent students with demonstrated financial need, the opportunity to apply for a Malone Scholarship. Only new students entering Grades 7–12 are eligible. The goal of the Malone Scholarship is to provide an outstanding education to students who demonstrate exceptional intellectual ability and achievement. Students who are considered for this opportunity will have exhibited a keen desire to learn and enthusiasm for maximizing their educational opportunities, yet lack the resources to finance a Chadwick education. The amount of the scholarship will vary according to the need documented by the scholar's family. To apply for a Malone Scholarship, please submit this form and the essay along with a completed application for admission by **January 15, 2010**. Return the application to:

Chadwick School Office of Financial Aid, 26800 S. Academy Dr., Palos Verdes Peninsula, CA 90274.

Personal Information

Name of applicant

Last name

First name

Middle name

Preferred name

Date of birth (mo/day/yr)

Birthplace

Male Female

Address

City

State

Zip

Phone

Fax

Home e-mail address

Current school

Present grade

School address

Street

City

State

Zip

Phone

Country of citizenship

Primary language spoken at home

How did you hear about the Malone Scholarship?

Financial aid application

In order to initiate the financial aid application process, fill out the form on page 29 of this application booklet and send it to Chadwick's Office of Financial Aid no later than **February 1, 2010**.

Student's personal statement

On a separate sheet of paper, please write a 1–2 page essay that answers the following questions:

- 1) What do you love about learning?
- 2) What inspires you to learn?
- 3) How does your education relate to your values and goals?

For further information please contact us at michele.norlin@chadwickschool.org.