

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 Laverty 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**
- **6th-grade questionnaire for 6th-grade applicants**
- **Kindergarten applicant visit permission form**

- **Parent Authorization for Release of School Records**
Please submit this document directly to your child’s school. The school must have this release in order to send us your child’s transcripts. This form can be found on page 9.

- **Current semester or trimester final grades (Grades 1–6)**
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.

- **Recommendation Form**
Please give the recommendation form and return envelope to your child’s current teacher. This completed form should be sent directly to Chadwick School.

- **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.

KINDERGARTEN

Testing and Interviews

Kindergarten candidates must be 5 years of age by September 1 of the year of their projected enrollment. As part of the readiness assessment, each child attends a one-on-one evaluation in the Office of Admission and a group play time in the kindergarten rooms. Parent interviews for Kindergarten are scheduled as each application is processed, usually within two weeks of submission. Parents may call after that time to schedule the parent interview and the two student visits.

GRADES 1-4

We accept applications for Grades 1-4, as unexpected openings do occur.

Testing

All students applying to Grades 1 through 4 are required to take grade-appropriate written examinations on Saturday, February 27, 2010. The testing will begin at 9 a.m. and end at approximately 11:30 a.m. Once the application has been submitted, students will be automatically scheduled for the test. The February 27 date will be the only testing session for these grades. The cost of this evaluation is included in the application fee.

Parent and Student Interviews

Group interviews will be held for all applicants, Grades 1–4. Since enrollment at these grade levels occurs only as a result of attrition, parent interviews will not be scheduled unless it is determined that there are spaces available.

GRADES 5 AND 6

We accept applications for Grade 5, as unexpected openings do occur. Grade 6 is a major entry point at Chadwick School.

Testing

All applicants for Grades 5 and 6 are required to take the Independent School Entrance Examination (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 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 Saturday, January 23, 2010 and Saturday, January 30, 2010.

Grades 5 and 6 Student Interviews

All 5th-and 6th-grade candidates will be scheduled by a school representative for 30-minute group interviews.

Grade 5 Parent Interviews

Since enrollment in Grade 5 occurs only as a result of attrition, 5th-grade parent interviews will not be scheduled unless there is a space available at that level.

Grade 6 Parent Interviews

Parent interviews for Grade 6 are scheduled as each application is processed, usually within a week or two of application submission. A school representative will call to schedule the parent visit.

NOTIFICATION OF DECISIONS

Grades K and 6

Decision letters for Kindergarten and Grade 6 applicants will be mailed 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 1–5

Acceptance to these grade levels will be postponed pending availability of spaces. In April of 2010, qualified applicants will be advanced to the wait pool. 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 get to know you better by responding to questions in complete sentences, in ink, and **in your own writing or printing**. We look forward to learning about you!

Sincerely,

MRS. WOLSTAN AND THE ADMISSION COMMITTEE

Name of applicant _____
Last name First name Preferred name

Date _____

If you had a day off from school and you could do anything you wanted, what would you do?

What is your favorite subject in school? Why do you like it?

How would others describe you?

Over

What has been your proudest moment so far?

Describe a time when you encountered a difficult situation, and explain how you dealt with it.

The Catalina Island Marine Institute Trip (CIMI)

At the beginning of the school year, the 6th grade takes a trip to the CIMI for five days and four nights. As we create the groups for this trip, we would like to consider the swimming ability of all of our new students. *Your answers to the questions below will assist in our planning and will have no bearing on your admission status.*

Please assess your comfort level with swimming in the ocean. (Circle one)

Very comfortable Comfortable Just OK Not comfortable Can't swim

How do you feel about sleeping away from home? (Circle one)

Very comfortable Comfortable Just OK Not comfortable Never done it



To the student's current teacher or school director: We appreciate your cooperation in completing this form. It provides a way for us to get to know each child, and is reviewed with the full awareness that young children are constantly changing and developing. Please note that we place particular value on your comments in each area and that what you say will remain confidential. This form will not become a part of the child's permanent record.

Name of applicant _____
Last name First name Date of birth

Evaluation requested by _____
Parent's name

I hereby waive my right to access this recommendation submitted on my behalf _____
Parent's signature

CHILD'S DEVELOPMENT AND TEMPERAMENT	SECURE	AGE-APPROPRIATE	EMERGING	NOT YET EVIDENT
Approaches new experiences eagerly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates in play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes direction from adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits self-control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately self-directed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to adult direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible and adaptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits appropriate sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates play with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays alone happily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for followership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments on the above _____				

CHILD AS A LEARNER	SECURE	AGE-APPROPRIATE	EMERGING	NOT YET EVIDENT
Follows classroom rules and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is attentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits self-control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages classroom transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows curiosity as a learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses self clearly and well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to focus on one task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates appropriately at group time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works cooperatively with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Over

CHILD AS A LEARNER *continued*

	SECURE	AGE-APPROPRIATE	EMERGING	NOT YET EVIDENT
Demonstrates creativity and inventiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps trying when something is difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys a new challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses materials purposefully and respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows multi-step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies past learning to new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech development (articulation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech development (language and vocabulary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dominant handedness? LEFT RIGHT

Comments on the above _____

PHYSICAL DEVELOPMENT

	STRONG	AGE-APPROPRIATE	NEEDS DEVELOPMENT
Small-muscle control/coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large-muscle control/coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on the above. Please identify special needs, including auditory and visual development.

What are the first three words that come to mind when describing this child?

1) _____ 2) _____ 3) _____

Please describe this child's general mood and temperament. _____

Please describe anything unusual or exceptional about this child. _____

Please comment on parent cooperation and involvement with your school. _____

Please share any additional comments that you think might be helpful as we get to know this child.

I have known this child for _____ **years** _____ **months.**

We welcome any other information that you think would be helpful. Please include comments regarding strengths, weaknesses, health or any special needs or concerns of this child and/or family. You may use a separate sheet of paper for further comments in any category.

Evaluator's name _____

Title

Date of evaluation

Days per week enrolled

Hours per day

Size of group

Age range

School _____

Phone number

Extension

Fax

School address _____

Date _____

Please send this form directly to Chadwick School by February 1, 2010.

Chadwick School OFFICE OF ADMISSION AND FINANCIAL AID • 26800 South Academy Drive • Palos Verdes Peninsula, CA 90274-3997



In order to get to know our kindergarten applicants better, we sometimes visit them in their current school settings. We make these visits each year in late February and early March. If we visit your child's school, we will make the necessary arrangements at that time, but it would be helpful to have your permission in advance in order to facilitate the process.

I hereby give permission for a representative of Chadwick School to visit my child in his/her current school setting.

Child's name _____

Child's school _____

School address/phone _____

Teacher's name _____

Days and hours of school attendance _____

Parent or guardian signature(s) _____

Date _____

Please return this form with your application.



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 circle the number that best applies to each category

ACADEMIC ASSESSMENT	WEAK	FAIR	GOOD	EXCELLENT	EXCEPTIONAL
Motivation and drive	1	2	3	4	5
Critical and abstract thinking skills	1	2	3	4	5
Self-discipline	1	2	3	4	5
Intellectual aptitude	1	2	3	4	5
Intellectual curiosity	1	2	3	4	5
Growth potential	1	2	3	4	5
Attention span	1	2	3	4	5
Achievement	1	2	3	4	5
Study habits and organization	1	2	3	4	5
Social/emotional development	1	2	3	4	5
Leadership	1	2	3	4	5
Self-confidence	1	2	3	4	5
Sense of humor	1	2	3	4	5
Concern for others	1	2	3	4	5
Emotional maturity	1	2	3	4	5
Personal maturity	1	2	3	4	5
Creativity and originality	1	2	3	4	5
Respect accorded to faculty	1	2	3	4	5
Ability to work with others	1	2	3	4	5
Contribution to the school community	1	2	3	4	5

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

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? _____