

RE: Students of Excellence Merit Scholarship Program for Low-Income Families

Dear Prospective Family,

Thank you for your interest in applying to Highland Hall's Students of Excellence Merit Scholarship Program. Highland Hall is delighted to offer full tuition scholarships to five students entering the ninth grade for the 2013/14 academic year whose economic circumstances prevent them from applying to our school. These students must demonstrate high achievement in one or more of the following areas: Academics, Music, Arts, Leadership/Community Service, and/or Athletics.

Once selected, the student will enjoy a full tuition scholarship and all educational resources of our school for the entire four years of high school at Highland Hall, provided he or she continues to meet the school's general enrollment standards and maintains an excellent standing in one of the above-mentioned disciplines.

About Highland Hall: Located on 11 wooded acres in Northridge, Highland Hall is an independent, coeducational, college preparatory day school offering a balanced curriculum of academic and artistic studies. It was founded in 1955, and is the oldest Waldorf school in the western United States. Highland Hall is accredited by the Western Association of Schools and Colleges (WASC), and by the Association of Waldorf Schools in North America (AWSNA)

The Unique Waldorf Curriculum: While academic standards at Highland Hall surpass University of California entrance requirements, scholastic discipline is balanced by artistic values and practical skills. High school students study academic subjects in two, three, or four-week blocks of study during the first 90 minutes of each day. These intensive seminars explore one subject in depth through lecture, discussion, written assignments and artistic projects. The intensive blocks are followed each day by traditional length classes in foreign language, mathematics and English. Art, music and drama are required for all four years of high school. Eurythmy, a form of expressive movement, which embodies music, speech, rhythm, poetic meter and mood, is also a required high school subject.

Field Trips: Extended study field trips deepen the students' experience of the corresponding curriculum and provide an opportunity to strengthen social bonds among students. Week-long trips include the ninth grade geology trip to Joshua Tree National Park, the tenth grade stay on the Ute Tribal Park in Colorado as part of the Native American history block, and the eleventh grade expedition to a marine environment program on Catalina Island or Santa Barbara. The senior trip destination is chosen each year by the students in collaboration with their class sponsors and has included such locales as New York City, Washington D.C. and Hawaii. *Field trip fees are covered by the scholarship.*

Sports: Highland Hall has a three-season sports program that includes boys' and girls' basketball, girls' volleyball, girls' softball and a co-ed soccer team. Our sports are open to all students, and everyone is encouraged to join. *Sports fees are covered by the scholarship.*

This packet contains all the information you need to apply. For additional questions, please contact our Enrollment Director, Lynn van Schilfgaarde at lvs@highlandhall.org or at 818-349-1394 x 211.

We thank you for your interest in this wonderful program and wish you the best of success with your application.

Students of Excellence Merit Scholarship Program

Application Process and Checklist

The following will guide you in applying for the scholarship and serve as a checklist for your records.

1: Learn about Highland Hall: We also strongly encourage all applicants to visit Highland Hall's website (<http://www.highlandhall.org>) and fully familiarize themselves with the school, the high school curriculum, and our academic and community life. This understanding will support the student in the application process and in making the most of the experience at our school, if chosen. For additional information on Waldorf education, please visit www.whywaldorfworks.org.

o Date completed: _____

2: Complete the attached application and mail to Highland Hall. Applications must be received by 5:00, February 28, 2013. *Later applications will be considered if space is available.*

Application includes:

- o Application to be completed by a parent or guardian
- o Student portion of application
 - o Questionnaire
 - o Student Writing Samples
 - o Math Sample with Teacher corrections
 - o Personal Essay
- o Photograph of Student
- o Date completed: _____

3: Complete the FACTS financial form and include the \$30 financial review fee. Go to www.factstuitionaid.com. For more information about completing this form please contact our Finance Manager, Lisa Alberts, at 818-349-1394 ext. 209. While qualifying income levels will vary depending on family size, an example would be a single parent with one child having a maximum income of \$40,000.

o Date completed: _____

4: Confidential Teacher Recommendation Forms

Teachers completing these forms must have taught the student within the last two years. Students must have three recommendation forms completed by a math and English teacher as well as a teacher from your particular area of expertise.

o Date forms given to teachers: _____

5: Request for Student Transcripts

o Date form given to school: _____

6: A select number of applicants will be contacted by our enrollment department for an interview and admissions test.

7: Scholarship awardees and a wait list of 10 students will be informed on March 31, 2013.

For additional questions, please contact our Enrollment Director, Lynn van Schilfgaarde at lvs@highlandhall.org or at 818-349-1394 x 211.

Scholarship Application for Admission

To be completed by parent or guardian.

The deadline for applications is February 28. Later applications will be considered if space is available.

Please
attach
a recent
photo of
applicant
here.

APPLICATION INFORMATION

Grade Applying for Ninth Grade for the year beginning fall 2013

Name of Applicant _____
First Middle Last Nickname (if any)

Address _____

City _____ State _____ Zip _____

Date of Birth _____ - Male - Female Home Telephone _____

For office use only:

Application Received: Date _____ By _____

FAMILY INFORMATION

Parents / Legal Guardians

1). Name: _____
Relationship to Student: _____
Home Address: _____
City, State, Zip: _____
Home #: _____
Cell #: _____
Email: _____
Occupation: _____
Employer: _____
Industry (if self-employed): _____
Work #: _____

2). Name: _____
Relationship to Student: _____
Home Address: _____
City, State, Zip: _____
Home #: _____
Cell #: _____
Email: _____
Occupation: _____
Employer: _____
Industry (if self-employed): _____
Work #: _____

3). Name: _____
Relationship to Student: _____
Home Address: _____
City, State, Zip: _____
Home #: _____
Cell #: _____
Email: _____
Occupation: _____
Employer: _____
Industry (if self-employed): _____
Work #: _____

4). Name: _____
Relationship to Student: _____
Home Address: _____
City, State, Zip: _____
Home #: _____
Cell #: _____
Email: _____
Occupation: _____
Employer: _____
Industry (if self-employed): _____
Work #: _____

MARITAL STATUS OF PARENTS

Together Separated Divorced Widowed Unmarried
 Father remarried Father deceased
 Mother remarried Mother deceased

CUSTODY

Father Mother Other _____
Relationship

VISITATION RIGHTS

No Yes _____

TUITION TO BE PAID BY

Father Mother Other _____
Relationship

BROTHER(S) AND/OR SISTER(S) OF APPLICANT

Name _____ Age _____ Grade _____ School _____

Name _____ Age _____ Grade _____ School _____

Name _____ Age _____ Grade _____ School _____

Are you applying to Highland Hall for any of the above siblings?

If yes, which child(ren)? _____

PREVIOUS SCHOOLS

Please list applicant's previous schools starting with the current school.

• Current School _____ Years attended _____ Grades attended _____

• Address _____ Telephone _____

_____ Fax _____

• Previous School _____ Years attended _____ Grades attended _____

• Address _____ Telephone _____

_____ Fax _____

• Previous School _____ Years attended _____ Grades attended _____

• Previous School _____ Years attended _____ Grades attended _____

• Previous School _____ Years attended _____ Grades attended _____

What formal tours have you attended at our school? _____

Please explain why you are interested in Highland Hall. Include materials you have read, lectures attended, and how you heard of the school. Are you acquainted with anyone at the school?

Please describe any special circumstances that have affected or may have affected your child's school experience.

Please describe your child's interests, musical instruments played, special talents, or hobbies.

Has your child received, or is he or she now receiving special tutoring, counseling or therapy? Has your child received an IEP or an educational diagnosis? Yes No
If yes, please include the nature and dates of service and attach a copy of the evaluation.

Please identify any health situations the school should know about, such as diagnosis, allergies, therapies (physical or psychological), medications. Please attach any assessments.

Has your child ever studied a foreign language? If so, please specify.

What role does media (TV, movies, mp3 players, video games, computers, etc.) play in your family life?

Highland Hall is a community school and parents are expected to join us in the adventure of education. If your child were to be admitted to the school, in what ways would you be interested in participating?

**Students of Excellence
Merit Scholarship Program
Student Application**

This portion of the application includes a Questionnaire, Writing and Math Samples, and Personal Essay. Please hand write your answers on this form or attach a separate sheet.

Questionnaire:

We would like to offer you the opportunity to tell us about yourself. By answering these questions, you are giving us insight into who you are.

1. What is your favorite subject in school? Why is it your favorite?

2. What book have you enjoyed reading recently? Why?

3. What are some of your favorite things to do when you have free time?

4. Tell us about someone you admire and why?

5. What do you like best about yourself and why?

6. How have you spent the last two summers?

Writing and Math Samples:

Please attach a copy of your favorite writing sample and a copy of a math sample. Writing and math samples are defined as any assignment that has been handed in, commented upon, and returned to your teacher.

Personal Essay:

In two pages or less, please describe your interests and activities where you have excelled. Be sure to list any awards and honors you have received. What will you bring to Highland Hall that will add to the life of the school? Also, what is it about Highland Hall that will enhance your educational goals? (Please use a separate sheet to respond here.)

The above responses and attached work samples represent my own honest and original effort.

Signature of Student _____ Date _____

Request for Student Transcripts

Parent/Guardian:

Please complete and sign this form and then **submit it to your child's current school.**

Student's Name _____

Applying to Grade _____ Student's Date of Birth _____

Current School _____

To the School:

An application for the student named above has been submitted to Highland Hall Waldorf School. Please provide the following information:

- Transcripts for the two previous years
- Current grades
- Available test scores

Please return all documents to:

Highland Hall Waldorf School
Admission Office
17100 Superior Street
Northridge, CA 91325
818-349-1394

Authorization is hereby given for release of the above information to Highland Hall Waldorf School.

Signature of
Parent/Guardian _____ Date _____

Telephone Number _____

Confidential Teacher Recommendation Form

Applicant's Name _____ Entering Grade _____

Teacher's Name _____

School Name _____ Telephone (_____) _____

Date _____

1. What dates have you taught this student? What subjects?

2. How does this student's overall performance relate to his or her ability?

3. Describe this student's class participation and working relationship:
 - a. with other students

 - b. with adults

4. In your opinion, what is this student's greatest potential and greatest need?

	Not Recommended	Without Enthusiasm	Fairly Strongly	Strongly	Enthusiastically
For Academic Promise	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Overall Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Evaluation

Applicant's Name _____

Grade Applying For _____

Thank you for taking the time to fill out this checklist.

- | | | | | | |
|----|---|--|--|---|---|
| 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"/> sometimes has 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/content | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7 | Written expression/mechanics | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 8 | Ability to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 9 | Study habits | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 10 | Fulfills responsibilities | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 11 | 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 |
| 12 | Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 13 | Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> frequently perceptive | <input type="checkbox"/> exceptionally perceptive |
| 14 | Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 15 | Reads for pleasure | <input type="checkbox"/> rarely | <input type="checkbox"/> if prodded | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently |
| 16 | Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 17 | Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
| 18 | Maturity in terms of age/grade | <input type="checkbox"/> very immature | <input type="checkbox"/> somewhat immature | <input type="checkbox"/> mature | <input type="checkbox"/> impressive |
| 19 | Personality | <input type="checkbox"/> withdrawn | <input type="checkbox"/> shy | <input type="checkbox"/> reserved | <input type="checkbox"/> warm |
| 20 | Leadership potential | <input type="checkbox"/> a follower | <input type="checkbox"/> leads when given responsibility | <input type="checkbox"/> seeks opportunities and uses them well | <input type="checkbox"/> a natural leader |
| 21 | Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 22 | Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 23 | Curiosity | <input type="checkbox"/> limited | <input type="checkbox"/> occasional | <input type="checkbox"/> frequent | <input type="checkbox"/> consistent |
| 24 | Imagination | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 25 | Integrity | <input type="checkbox"/> questionable | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> highly developed |
| 26 | Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> extremely thoughtful |
| 27 | Social adjustment with peers | <input type="checkbox"/> relates poorly | <input type="checkbox"/> has occasional problems | <input type="checkbox"/> healthy relationships | <input type="checkbox"/> extremely popular |
| 28 | Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> delightful |
| 29 | 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 |
| 30 | Parent participation in child's education | <input type="checkbox"/> rarely involved | <input type="checkbox"/> overly involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved |
| 31 | Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |

TEACHER'S SIGNATURE _____

Confidential Teacher Recommendation Form

Applicant's Name _____ Entering Grade _____

Teacher's Name _____

School Name _____ Telephone (_____) _____

Date _____

1. What dates have you taught this student? What subjects?

2. How does this student's overall performance relate to his or her ability?

3. Describe this student's class participation and working relationship:
 - a. with other students

 - b. with adults

4. In your opinion, what is this student's greatest potential and greatest need?

	Not Recommended	Without Enthusiasm	Fairly Strongly	Strongly	Enthusiastically
For Academic Promise	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Overall Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Evaluation

Applicant's Name _____

Grade Applying For _____

Thank you for taking the time to fill out this checklist.

- | | | | | | |
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| 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/content | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 7 | Written expression/mechanics | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 8 | Ability to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 9 | Study habits | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 10 | Fulfills responsibilities | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
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| 19 | Personality | <input type="checkbox"/> withdrawn | <input type="checkbox"/> shy | <input type="checkbox"/> reserved | <input type="checkbox"/> warm |
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| 21 | Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
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TEACHER'S SIGNATURE _____

Confidential Teacher Recommendation Form

Applicant's Name _____ Entering Grade _____

Teacher's Name _____

School Name _____ Telephone (_____) _____

Date _____

1. What dates have you taught this student? What subjects?

2. How does this student's overall performance relate to his or her ability?

3. Describe this student's class participation and working relationship:
 - a. with other students

 - b. with adults

4. In your opinion, what is this student's greatest potential and greatest need?

	Not Recommended	Without Enthusiasm	Fairly Strongly	Strongly	Enthusiastically
For Academic Promise	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Overall Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Evaluation

Applicant's Name _____

Grade Applying For _____

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- | | | | | | |
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| 17 | Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> exceptionally good |
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| 19 | Personality | <input type="checkbox"/> withdrawn | <input type="checkbox"/> shy | <input type="checkbox"/> reserved | <input type="checkbox"/> warm |
| 20 | Leadership potential | <input type="checkbox"/> a follower | <input type="checkbox"/> leads when given responsibility | <input type="checkbox"/> seeks opportunities and uses them well | <input type="checkbox"/> a natural leader |
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TEACHER'S SIGNATURE _____