



PHOTO
optional, but
recommended

Admission Application

Application for Grade _____ School year 20____–20____ Boy Girl

Student _____
LAST NAME FIRST NAME FULL MIDDLE NAME NAME STUDENT PREFERENCES

Birth date _____ Birth place _____ Language spoken at home _____

OPTIONAL: Check applicant's ethnic background(s)

- African American Asian Indian Caucasian Chinese Filipino Hispanic/Latino Japanese
- Korean Middle Eastern Native American Other _____

APPLICANT'S CURRENT AND PREVIOUS EDUCATION

Applicant's present school _____

School address _____
STREET CITY STATE ZIP

School phone _____ School fax _____

Previous schools _____ Grades attended _____
_____ Grades attended _____

APPLICANT'S RELATIVES

Names of brothers and sisters	Age	School	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Names and relationships of relatives who have attended Flintridge Prep _____

APPLICANT'S SPECIAL INTERESTS

Academic _____

Extracurricular (Please briefly describe any particular interests or talents your child has such as ceramics, choral music, dance, drama, hobbies, instrumental music, painting, photography, sports, student government, etc. Please be specific.) _____

MAILING INFORMATION, ADDRESS 1

How would you like the school to address mail to Parents/Guardians at this address? (Example: *Mr. and Mrs. John Smith*)

Name(s) _____

Street address _____ City _____ State _____ Zip _____

Phone _____ Email _____

Does applicant live at this address? Yes No Send admissions correspondence to this address? Yes No

Parents/Guardians at this address:

DR/MR/MRS/MS FIRST NAME MIDDLE NAME LAST NAME

Gender: Female Male

Relationship to applicant: Parent Stepparent Guardian

Cell phone _____

Employer _____

Type of business _____

Position _____

Business phone _____

DR/MR/MRS/MS FIRST NAME MIDDLE NAME LAST NAME

Gender: Female Male

Relationship to applicant: Parent Stepparent Guardian

Cell phone _____

Employer _____

Type of business _____

Position _____

Business phone _____

MAILING INFORMATION, ADDRESS 2, IF APPLICABLE

How would you like the school to address mail to Parents/Guardians at this address? (Example: *Mr. and Mrs. John Smith*)

Name(s) _____

Street address _____ City _____ State _____ Zip _____

Phone _____ Email _____

Does applicant live at this address? Yes No Send admissions correspondence to this address? Yes No

Parents/Guardians at this address

DR/MR/MRS/MS FIRST NAME MIDDLE NAME LAST NAME

Gender: Female Male

Relationship to applicant: Parent Stepparent Guardian

Cell phone _____

Employer _____

Type of business _____

Position _____

Business phone _____

DR/MR/MRS/MS FIRST NAME MIDDLE NAME LAST NAME

Gender: Female Male

Relationship to applicant: Parent Stepparent Guardian

Cell phone _____

Employer _____

Type of business _____

Position _____

Business phone _____

Parents are Married Divorced Separated Deceased (Please circle: *Father* *Mother*) Other _____

Do you plan to apply for financial aid? Yes No

Financial responsibility for applicant will be assumed by _____

SIGNATURE

DATE

Please send this signed form, the Student Interview Date form and the non-refundable \$85 application fee to:

Flintridge Preparatory School
Director of Admissions
4543 Crown Avenue
La Cañada Flintridge, CA 91011



Math Teacher Recommendation Form

TO THE PARENT:

Please complete the following portion of this form before giving it to your child's teacher. Recommendation forms should be filled out by your child's current Math teacher. Students who only have one teacher for their current grade should also ask the teacher from the previous year to complete a recommendation.

Name of applicant _____ Applying for grade _____

Teacher name (*print*) _____ School name _____

School address _____

Daytime phone _____ Email _____
AREA CODE EXT.

Founded in 1933, Flintridge Preparatory School is a college preparatory day school for girls and boys (grades 7–12). Those students who benefit most from our curriculum are those who are intellectually inquisitive, strongly motivated, and highly committed to the challenges and opportunities the school offers. Flintridge Preparatory School provides a learning environment where young people develop self-confidence, creativity, a sense of responsibility, and moral decisiveness.

TO THE TEACHER:

The above named student is a candidate for admission to Flintridge Prep. Your thoughtful and honest evaluation of the student is an important part of the admissions process. This recommendation will remain confidential and will not become a part of the applicant's permanent record. Please complete both sides of this form, or fill out this side and attach a copy of the completed Pasadena Consortium Common Recommendation Form and mail to Flintridge Prep. Please be sure to make a copy of both forms for your records.

The deadline for receipt of recommendations is Friday, January 27, 2012.

Please give a candid summary assessing the applicant's academic and personal qualities and promise as a student. We would especially appreciate your views on the candidate's academic ability, work habits, classroom behavior, maturity, and peer relations. Please include below any comments which you feel will help us better understand the applicant as a person and a student, including the candidate's unique strengths and/or challenges. Please feel free to attach a letter if you feel it would be helpful. All teacher and administrator recommendations are confidential and, in order to protect the applicant's privacy, will be destroyed as soon as a decision has been reached on the candidacy.

See attached letter.

Recommendation

	NOT RECOMMENDED	WITHOUT ENTHUSIASM	FAIRLY STRONGLY	STRONGLY	ENTHUSIASTICALLY
For academic potential:	<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"/>

PASADENA CONSORTIUM COMMON RECOMMENDATION FORM FOR TEACHERS

Applicant's name _____

Thank you for taking the time to fill out this checklist. For your convenience, a number of local independent schools in the greater Pasadena area 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 that it places on the qualities listed below, every school is interested in the descriptive profile of a student which this checklist provides. **AFTER COPYING**, attach this checklist to the school's recommendation form.

How long have you known the applicant? _____

When did you teach the applicant? _____ Grade(s) _____ Subject(s) _____

Academic and Personal Evaluation. *Please check the appropriate ratings.*

- | | | | | |
|---|--|--|---|--|
| 1. Academic potential | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. Academic achievement vs. potential | <input type="checkbox"/> considerably below capability | <input type="checkbox"/> consistent with ability | <input type="checkbox"/> above expectations | <input type="checkbox"/> considerably above expectations |
| 3. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 4. Study habits | <input type="checkbox"/> needs support | <input type="checkbox"/> needs limited assistance | <input type="checkbox"/> self-directed | <input type="checkbox"/> consistently effective |
| 5. 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 |
| 6. Ability to work alone | <input type="checkbox"/> needs much help | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 7. 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 |
| 8. Reads for pleasure | <input type="checkbox"/> rarely | <input type="checkbox"/> if prodded | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently |
| 9. Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 10. Written content | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 11. Ability to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 12. Imagination | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 13. Use of time | <input type="checkbox"/> uses poorly | <input type="checkbox"/> occasionally wastes | <input type="checkbox"/> usually uses well | <input type="checkbox"/> always and effectively |
| 14. Follows directions | <input type="checkbox"/> rarely | <input type="checkbox"/> needs much explanation | <input type="checkbox"/> occasionally needs help | <input type="checkbox"/> quickly and effectively |
| 15. Critical thinking | <input type="checkbox"/> limited | <input type="checkbox"/> consistent with age | <input type="checkbox"/> often perceptive | <input type="checkbox"/> exceptionally perceptive |
| 16. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 17. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> always |
| 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. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> unusually thoughtful |
| 20. 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 |
| 21. 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 |
| 22. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 23. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 24. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 25. Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 26. 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 |
| 27. Fulfills responsibilities | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 28. 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 |
| 29. Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 30. Parent expectations of student | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other |

Teacher's signature _____

DATE

Teacher's name (*print*) _____

MRS/MS/MR/DR

FIRST NAME

LAST NAME

Thank you for your time and assistance.



FLINTRIDGE PREPARATORY SCHOOL

English Teacher Recommendation Form

TO THE PARENT:

Please complete the following portion of this form before giving it to your child's teacher. Recommendation forms should be filled out by your child's current English teacher. Students who only have one teacher for their current grade should also ask the teacher from the previous year to complete a recommendation.

Name of applicant _____ Applying for grade _____

Teacher name (*print*) _____ School name _____

School address _____

Daytime phone _____ Email _____
AREA CODE EXT.

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See attached letter.

Recommendation

	NOT RECOMMENDED	WITHOUT ENTHUSIASM	FAIRLY STRONGLY	STRONGLY	ENTHUSIASTICALLY
For academic potential:	<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"/>

PASADENA CONSORTIUM COMMON RECOMMENDATION FORM FOR TEACHERS

Applicant's name _____

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How long have you known the applicant? _____

When did you teach the applicant? _____ Grade(s) _____ Subject(s) _____

Academic and Personal Evaluation. *Please check the appropriate ratings.*

- | | | | | |
|---|--|--|---|--|
| 1. Academic potential | <input type="checkbox"/> limited | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 2. Academic achievement vs. potential | <input type="checkbox"/> considerably below capability | <input type="checkbox"/> consistent with ability | <input type="checkbox"/> above expectations | <input type="checkbox"/> considerably above expectations |
| 3. Effort/drive | <input type="checkbox"/> limited | <input type="checkbox"/> sporadic | <input type="checkbox"/> usually good | <input type="checkbox"/> maximum |
| 4. Study habits | <input type="checkbox"/> needs support | <input type="checkbox"/> needs limited assistance | <input type="checkbox"/> self-directed | <input type="checkbox"/> consistently effective |
| 5. 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 |
| 6. Ability to work alone | <input type="checkbox"/> needs much help | <input type="checkbox"/> needs help frequently | <input type="checkbox"/> needs help occasionally | <input type="checkbox"/> always works well |
| 7. 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 |
| 8. Reads for pleasure | <input type="checkbox"/> rarely | <input type="checkbox"/> if prodded | <input type="checkbox"/> occasionally | <input type="checkbox"/> frequently |
| 9. Written expression | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 10. Written content | <input type="checkbox"/> poor | <input type="checkbox"/> limited | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| 11. Ability to express ideas orally | <input type="checkbox"/> limited | <input type="checkbox"/> has some difficulty | <input type="checkbox"/> good | <input type="checkbox"/> exceptional |
| 12. Imagination | <input type="checkbox"/> little | <input type="checkbox"/> fair | <input type="checkbox"/> active | <input type="checkbox"/> highly developed |
| 13. Use of time | <input type="checkbox"/> uses poorly | <input type="checkbox"/> occasionally wastes | <input type="checkbox"/> usually uses well | <input type="checkbox"/> always and effectively |
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| 16. Seeks help when needed | <input type="checkbox"/> rarely | <input type="checkbox"/> occasionally | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 17. Attention span | <input type="checkbox"/> easily distracted | <input type="checkbox"/> occasionally distracted | <input type="checkbox"/> usually good | <input type="checkbox"/> always |
| 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. Consideration of others | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> unusually thoughtful |
| 20. 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 |
| 21. 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 |
| 22. Initiative | <input type="checkbox"/> never initiates | <input type="checkbox"/> rarely shows initiative | <input type="checkbox"/> occasionally initiates | <input type="checkbox"/> often initiates |
| 23. Classroom conduct | <input type="checkbox"/> frequent disruptions | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct |
| 24. Stability | <input type="checkbox"/> easily frustrated | <input type="checkbox"/> seeks much attention | <input type="checkbox"/> somewhat tense | <input type="checkbox"/> stable |
| 25. Sense of humor | <input type="checkbox"/> rarely laughs or smiles | <input type="checkbox"/> fair | <input type="checkbox"/> good | <input type="checkbox"/> outstanding |
| 26. 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 |
| 27. Fulfills responsibilities | <input type="checkbox"/> rarely | <input type="checkbox"/> sometimes | <input type="checkbox"/> usually | <input type="checkbox"/> always |
| 28. 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 |
| 29. Parent cooperation | <input type="checkbox"/> unknown | <input type="checkbox"/> uncooperative | <input type="checkbox"/> fair | <input type="checkbox"/> good |
| 30. Parent expectations of student | <input type="checkbox"/> unknown | <input type="checkbox"/> unrealistic | <input type="checkbox"/> realistic | <input type="checkbox"/> other |

Teacher's signature _____

DATE

Teacher's name (*print*) _____

MRS/MS/MR/DR

FIRST NAME

LAST NAME

Thank you for your time and assistance.



FLINTRIDGE PREPARATORY SCHOOL

Request for Transcript

Peter H. Bachmann, *Headmaster*

TO THE PARENT

Please complete this form and deliver it to your student's present school at the end of the first semester/trimester. It is helpful to include an envelope addressed to Flintridge Prep.

Student's name _____

Present grade _____ Date of birth _____

Applicant's current school _____

School address _____
STREET & NUMBER CITY STATE ZIP

School phone _____
AREA CODE EXT.

TO THE STUDENT'S CURRENT SCHOOL

Flintridge Prep requests the student's complete transcript, which includes the grades for the first semester/trimester of this year and the grades for the full prior year. Please do not send the student's transcript to Prep until AFTER the first semester so that those grades may be included.

The deadline for receipt of transcripts is Monday, February 6, 2012.

Please send:

1. Complete transcript.
2. Records of standardized achievement and aptitude tests (current and previous year only).
3. Attention Counselor: Please include any disciplinary records.
4. Send all information to:

G. Arthur Stetson, Director of Admissions
 Flintridge Preparatory School
 4543 Crown Avenue
 La Cañada Flintridge, CA 91011

Parent's signature _____ Date _____

Flintridge Preparatory School admits students of any race, color, national and ethnic origin to all the 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, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.



Student Interview Dates

Student's name _____ Applying for grade _____

All student interviews will take place from January 4 to February 10, 2012 on weekdays between the hours of 8:20 am and 2:30 pm.

On the calendars on this form, please circle all dates which are convenient for you. Keep in mind that the more dates you circle, the more flexibility the school has in scheduling your child's interview. Please circle at least ten dates. Take into consideration any family vacations, field trips, exam schedules, etc., when choosing interview options. The Admissions Office will contact you with a date and time.

Following the interview, the parent(s) will have the opportunity to meet with the interviewer to ask questions about Flintridge and/or to share insights about the student.

Applicants to grades 8, 10, 11 and 12 will be interviewed only if their qualifications are competitive and there is a probability of a space.

We prefer the interview to take place:

- in the morning
- in the afternoon*
- no preference

* There are fewer afternoon appointments available. If these are more convenient for your family, you should circle at least 10 dates.

January 2012

<i>M</i>	<i>T</i>	<i>W</i>	<i>Th</i>	<i>F</i>
—	—	4	5	—
9	10	11	12	13
—	—	—	—	—
—	—	—	—	—
—	31			

February 2012

<i>M</i>	<i>T</i>	<i>W</i>	<i>Th</i>	<i>F</i>
—	—	1	2	3
6	7	8	9	10

Please make a copy of this completed form for your records.