



## **Announcing The Adelson Educational Campus Merit Scholarship Program**

The Dr. Miriam & Sheldon G. Adelson Educational Campus is pleased to announce an award program to enable highly qualified students to attend The Adelson Upper School.

|||||  
**The Merit Scholarship Program will award  
a full waiver of tuition for up to four years  
of attendance in The Adelson Upper School  
to selected students.**  
|||||

Eligibility requirements for this award are as follows:

- Open to new enrolling, qualified students in 9th, 10th or 11th grades in the Fall of 2010 in The Adelson Upper School.
- The combined grade point average for all classes taken in this school year and in the 2008-09 school year must be 3.5 or higher.
- Applicants must submit a completed application and arrange for all supporting materials to be received by the deadline for applications.
- Applicants must take the Merit Scholarship Program's examination. The examination will be given on January 24, 2010, from 8:00 a.m. to noon. The exam will consist of a three-hour standardized exam, followed by a writing assignment to be completed at the testing site. The exam will be administered on The Adelson Educational Campus.
- Participants in the Merit Scholarship Program must remain in good standing, both with respect to academic achievement and citizenship, in order to continue in the program in subsequent years.

**Deadline: Applications for this award must be received by the school no later than 3:00 p.m. on Friday, January 22. No late applications will be accepted.**



# FAMILY INFORMATION

## PARENT 1

Name (include title Dr. Mr. Mrs. Ms.)

First Middle Last

Relationship to applicant:

Mother  Father  Step-parent  Other

Home Address

City, State, Zip

Home Phone

Cell Phone

Occupation/Job Title

Name of Company/Organization

Work Address

City, State, Zip

Work Phone

Email

Educational Background

Primary email for school contact: \_\_\_\_\_

Please check all that apply:

Parents Married <input type="checkbox"/>	Parents Divorced <input type="checkbox"/>	Parents Separated <input type="checkbox"/>	Parent 1 Remarried <input type="checkbox"/>	Parent 2 Remarried <input type="checkbox"/>	Parent 1 Deceased <input type="checkbox"/>	Parent 2 Deceased <input type="checkbox"/>	Never Married <input type="checkbox"/>
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With whom does the student reside? \_\_\_\_\_

If parents live separately, should correspondence from the Admission Office be mailed to each Parent/Guardian?

Both  Parent 1 only  Parent 2 only

If Parent/Guardian 1 is remarried, spouse's full name: \_\_\_\_\_

If Parent/Guardian 2 is remarried, spouse's full name: \_\_\_\_\_

Family's religious affiliation: \_\_\_\_\_

## PARENT 2

Name (include title Dr. Mr. Mrs. Ms.)

First Middle Last

Relationship to applicant:

Mother  Father  Step-parent  Other

Home Address

City, State, Zip

Home Phone

Cell Phone

Occupation/Job Title

Name of Company/Organization

Work Address

City, State, Zip

Work Phone

Email

Educational Background

## AUTHORIZATION FOR RELEASE OF APPLICANT'S RECORDS

***Parents: Please complete and sign this form and then submit it to your child's counselor or Head of School.***

The following student has applied for the Merit Scholarship Program at The Adelson Educational Campus:

\_\_\_\_\_  
Last Name First Name

\_\_\_\_\_  
Birth Date Current Grade

*I hereby give permission to release copies of the above-named student's cumulative records.*

\_\_\_\_\_  
Signature of Parent or Guardian Date

### ***To the School:***

Please send the following information to The Adelson Educational Campus as soon as possible:

- One copy of the student's transcript with most recent grades from the current academic year and previous year's grades.

*Send to:*

The Adelson School Merit Scholarship Program  
The Adelson Educational Campus  
9700 W. Hillpointe Road  
Las Vegas, Nevada 89134  
(702) 255-4500



# CONFIDENTIAL ADMINISTRATIVE RECOMMENDATION FORM

The student named below has applied for a Merit Scholarship to The Adelson Educational Campus. This scholarship will be awarded to the student(s) showing the greatest potential to excel in The Adelson Upper School. Your candid assessment of this student will greatly aid us in awarding this scholarship to the most deserving student(s).

The Adelson School Merit Scholarship Program is a competitive program open to new enrolling, qualified Upper School (Grades 9–11) students for Fall 2010. The award consists of up to four years of full tuition remission granted to attend The Adelson Upper School

To be completed by the Head of School or an authorized administrator or counselor.

**Parents: Please complete the first lines of both sides of this form before giving it to your child's school administrator.**



Applicant's Name \_\_\_\_\_ Candidate for \_\_\_\_\_ grade in Sept. 2010

Name and Title of Person Completing this Form \_\_\_\_\_

School's Name \_\_\_\_\_ Telephone \_\_\_\_\_

How long have you known this applicant and in what capacity?  
\_\_\_\_\_  
\_\_\_\_\_

Has this applicant ever missed more than 10 days of school in one year?  No  Yes If yes, please explain:  
\_\_\_\_\_  
\_\_\_\_\_

The Adelson Educational Campus is a coeducational college preparatory day school for students of ability, energy and good character. We seek to enroll those students who are sincere in their desire to undertake a rigorous academic program and who are prepared to accept the responsibilities of community development and participation within the school.

Please fill out both sides of this form so we can evaluate this applicant effectively. In thinking of the student, please comment on the applicant's contribution to your school community and potential for leadership. Please explain the ways in which the parents support their child and the policies of your school.

	<b>Recommendation for The Adelson Educational Campus</b>				
	<i>Not Recommended</i>	<i>Without Enthusiasm</i>	<i>Fairly Strongly</i>	<i>Strongly</i>	<i>Enthusiastically</i>
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"/>

In my \_\_\_\_\_ years of teaching experience, I would rate this student academically in the:  
 Lower 50%  Top 50%  Top 25%  Top 10%  Top 5%  Top 1%

Please attach a letter evaluating the student's class performance, behavior, motivation and any other areas that you think would be helpful to the Scholarship Committee.

Your judgments are used solely for the admission process, are held in **strictest confidence**, and do not become a part of a student's permanent record. Although we are unable to acknowledge this recommendation individually, we are well aware of how much time and thought writing letters of this sort requires. We thank you for the help your comments will provide. Please feel free to call me at (702) 255-4500 if there is any information you wish to discuss.

Paul Mahoney  
Head of Upper School  
The Adelson Educational Campus

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Applicant's Name

**Applicant Information**

- |                                 |   |  |  |  |
|---------------------------------|---|--|--|--|
| 1. Academic achievement         | <input type="checkbox"/> below expectations | <input type="checkbox"/> better than tests       | <input type="checkbox"/> good                  | <input type="checkbox"/> outstanding           |
| 2. Conduct                      | <input type="checkbox"/> poor               | <input type="checkbox"/> occasional misconduct   | <input type="checkbox"/> usually good behavior | <input type="checkbox"/> good conduct          |
| 3. Integrity                    | <input type="checkbox"/> questionable       | <input type="checkbox"/> usually trustworthy     | <input type="checkbox"/> trustworthy           | <input type="checkbox"/> highly developed      |
| 4. Consideration of others      | <input type="checkbox"/> rarely considerate | <input type="checkbox"/> usually considerate     | <input type="checkbox"/> considerate           | <input type="checkbox"/> extremely thoughtful  |
| 5. 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 |
| 6. Stability                    | <input type="checkbox"/> easily frustrated  | <input type="checkbox"/> seeks much attention    | <input type="checkbox"/> somewhat tense        | <input type="checkbox"/> stable                |

**Family Information**

- |  |  |   |   |  |
|--|--|---|---|--|
| 1. Communication with school                 | <input type="checkbox"/> rarely          | <input type="checkbox"/> sometimes          | <input type="checkbox"/> usually                | <input type="checkbox"/> always          |
| 2. Attendance at school functions            | <input type="checkbox"/> rarely          | <input type="checkbox"/> sometimes          | <input type="checkbox"/> usually                | <input type="checkbox"/> always          |
| 3. Cooperation with school rules             | <input type="checkbox"/> rarely          | <input type="checkbox"/> sometimes          | <input type="checkbox"/> usually                | <input type="checkbox"/> always          |
| 4. Cooperation with faculty/administration   | <input type="checkbox"/> rarely          | <input type="checkbox"/> sometimes          | <input type="checkbox"/> usually                | <input type="checkbox"/> always          |
| 5. Fulfillment of financial responsibilities | <input type="checkbox"/> n/a             | <input type="checkbox"/> sometimes          | <input type="checkbox"/> usually                | <input type="checkbox"/> always          |
| 6. Participation in school community         | <input type="checkbox"/> never           | <input type="checkbox"/> seldom             | <input type="checkbox"/> when given opportunity | <input type="checkbox"/> very helpful    |
| 7. Participation in child's education        | <input type="checkbox"/> rarely involved | <input type="checkbox"/> sometimes involved | <input type="checkbox"/> appropriately involved | <input type="checkbox"/> overly involved |
| 8. Parent expectations for student           | <input type="checkbox"/> unknown         | <input type="checkbox"/> unrealistic        | <input type="checkbox"/> realistic              | <input type="checkbox"/> other           |

Check here if you would like us to call you to discuss this student in greater detail.

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Administrator's Signature

Date

Please return this form in the accompanying envelope or mail to:  
**The Adelson Educational Campus, 9700 W. Hillpointe Road, Las Vegas, Nevada 89134**

# ENGLISH TEACHER RECOMMENDATION FORM

The student named below has applied for a Merit Scholarship to The Adelson Educational Campus. This scholarship will be awarded to the student(s) showing the greatest potential to excel in The Adelson Upper School. Your candid assessment of this student will greatly aid us in awarding this scholarship to the most deserving student(s).

The Adelson School Merit Scholarship Program is a competitive program open to new enrolling, qualified Upper School (Grades 9–11) students for Fall 2010. The award consists of up to four years of full tuition remission granted to attend The Adelson Upper School

**Parents: Please complete the first lines of both sides of this form before giving it to your child's current English teacher.**



Applicant's Name \_\_\_\_\_ Candidate for \_\_\_\_\_ grade in Sept. 2010

Teacher's Name \_\_\_\_\_

School's Name \_\_\_\_\_ Telephone \_\_\_\_\_

In what grades do you teach the applicant? \_\_\_\_\_

What is the title of your course? \_\_\_\_\_

Please list three books that are read in your course. \_\_\_\_\_

The Adelson Educational Campus is a coeducational college preparatory day school for students of ability, energy and good character. We seek to enroll those students who are sincere in their desire to undertake a rigorous academic program and who are prepared to accept the responsibilities of community development and participation within the school.

Please fill out both sides of this form so we can evaluate this applicant effectively. In thinking of the student, please comment on the applicant's contribution to your school community and potential for leadership. Please explain the ways in which the parents support their child and the policies of your school.

### Recommendation for The Adelson Educational Campus

	<i>Not Recommended</i>	<i>Without Enthusiasm</i>	<i>Fairly Strongly</i>	<i>Strongly</i>	<i>Enthusiastically</i>
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"/>

In my \_\_\_\_\_ years of teaching experience, I would rate this student academically in the:  
 Lower 50%    Top 50%    Top 25%    Top 10%    Top 5%    Top 1%

Please attach a letter evaluating the student's class performance, behavior, motivation and any other areas that you think would be helpful to the Scholarship Committee.

Your judgments are used solely for the admission process, are held in **strictest confidence**, and do not become a part of a student's permanent record. Although we are unable to acknowledge this recommendation individually, we are well aware of how much time and thought writing letters of this sort requires. We thank you for the help your comments will provide. Please feel free to call me at (702) 255-4500 if there is any information you wish to discuss.

Paul Mahoney  
 Head of Upper School  
 The Adelson Educational Campus

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Applicant's Name

- |   |  |  |   |   |
|---|--|--|---|---|
| 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                         | <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"/> limited                 | <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"/> exceptionally good       |
| 15. 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         |
| 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 child's 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 _____              |

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Teacher's Signature

Date

Please return this form in the accompanying envelope or mail to:

**The Adelson Educational Campus, 9700 W. Hillpointe Road, Las Vegas, Nevada 89134**

# MATH TEACHER RECOMMENDATION FORM

The student named below has applied for a Merit Scholarship to The Adelson Educational Campus. This scholarship will be awarded to the student(s) showing the greatest potential to excel in The Adelson Upper School. Your candid assessment of this student will greatly aid us in awarding this scholarship to the most deserving student(s).

The Adelson School Merit Scholarship Program is a competitive program open to new enrolling, qualified Upper School (Grades 9–11) students for Fall 2010. The award consists of up to four years of full tuition remission granted to attend The Adelson Upper School

**Parents: Please complete the first lines of both sides of this form before giving it to your child's current math teacher.**



Applicant's Name \_\_\_\_\_ Candidate for \_\_\_\_\_ grade in Sept. 2010

Teacher's Name \_\_\_\_\_

School's Name \_\_\_\_\_ Telephone \_\_\_\_\_

In what grades do you teach the applicant? \_\_\_\_\_

What is the title of your course? \_\_\_\_\_

Which math course would you recommend for this student next year?

- Pre-Algebra  Algebra I  Geometry  Algebra II  Pre-Calculus

May someone from the math department contact you with any questions?  Yes  No

If so, what would be the most convenient method for you? Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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Please fill out both sides of this form so we can evaluate this applicant effectively. In thinking of the student, please comment on the applicant's contribution to your school community and potential for leadership. Please explain the ways in which the parents support their child and the policies of your school.

### Recommendation for The Adelson Educational Campus

	<i>Not Recommended</i>	<i>Without Enthusiasm</i>	<i>Fairly Strongly</i>	<i>Strongly</i>	<i>Enthusiastically</i>
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"/>

In my \_\_\_\_\_ years of teaching experience, I would rate this student academically in the:

- Lower 50%  Top 50%  Top 25%  Top 10%  Top 5%  Top 1%

Please attach a letter evaluating the student's class performance, behavior, motivation and any other areas that you think would be helpful to the Scholarship Committee.

Your judgments are used solely for the admission process, are held in **strictest confidence**, and do not become a part of a student's permanent record. Although we are unable to acknowledge this recommendation individually, we are well aware of how much time and thought writing letters of this sort requires. We thank you for the help your comments will provide. Please feel free to call me at (702) 255-4500 if there is any information you wish to discuss.

Paul Mahoney  
Head of Upper School  
The Adelson Educational Campus

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Applicant's Name

- |   |  |  |   |   |
|---|--|--|---|---|
| 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                         | <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"/> limited                 | <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"/> exceptionally good       |
| 15. 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         |
| 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 child's 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 _____              |

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Teacher's Signature

Date

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**The Adelson Educational Campus, 9700 W. Hillpointe Road, Las Vegas, Nevada 89134**

# SCIENCE TEACHER RECOMMENDATION FORM

The student named below has applied for a Merit Scholarship to The Adelson Educational Campus. This scholarship will be awarded to the student(s) showing the greatest potential to excel in The Adelson Upper School. Your candid assessment of this student will greatly aid us in awarding this scholarship to the most deserving student(s).

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**Parents: Please complete the first lines of both sides of this form before giving it to your child's current science teacher.**



Applicant's Name \_\_\_\_\_ Candidate for \_\_\_\_\_ grade in Sept. 2010

Teacher's Name \_\_\_\_\_

School's Name \_\_\_\_\_ Telephone \_\_\_\_\_

In what grades do you teach the applicant? \_\_\_\_\_

What is the title of your course? \_\_\_\_\_

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Please fill out both sides of this form so we can evaluate this applicant effectively. In thinking of the student, please comment on the applicant's contribution to your school community and potential for leadership. Please explain the ways in which the parents support their child and the policies of your school.

### Recommendation for The Adelson Educational Campus

	<i>Not Recommended</i>	<i>Without Enthusiasm</i>	<i>Fairly Strongly</i>	<i>Strongly</i>	<i>Enthusiastically</i>
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"/>

In my \_\_\_\_\_ years of teaching experience, I would rate this student academically in the:  
 Lower 50%    Top 50%    Top 25%    Top 10%    Top 5%    Top 1%

Please attach a letter evaluating the student's class performance, behavior, motivation and any other areas that you think would be helpful to the Scholarship Committee.

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Paul Mahoney  
 Head of Upper School  
 The Adelson Educational Campus

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Applicant's Name

- |   |  |  |   |   |
|---|--|--|---|---|
| 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                         | <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"/> limited                 | <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"/> exceptionally good       |
| 15. 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         |
| 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 child's 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 _____              |

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Teacher's Signature

Date

Please return this form in the accompanying envelope or mail to:

**The Adelson Educational Campus, 9700 W. Hillpointe Road, Las Vegas, Nevada 89134**