

OLDFIELDS

Application Materials



2007-2008

Welcome

If we were to share a photo album about life at Oldfields, the variety of images included might amaze you. One page highlights a student and her teacher building a rocket in our physics lab, a girl scoring the winning goal in the lacrosse championships, a girl and her roommate relaxing in their dorm room, girls visiting the Eiffel Tower, and a student contemplating her artwork as she prepares it for the Community Art Show. Another page showcases students enjoying an Orioles baseball game at Camden Yards, a girl and her friends sharing a meal in the dining hall, a student using her laptop to update the web page she designed for her Spanish class, students working together in a study group, and a group of girls dancing with their prom dates.

In each picture, the young women look, feel, and are unique. Through daily interactions, Oldfields Girls are constantly building lasting friendships with students and faculty in our diverse, family-like community. Girls come to Oldfields with many talents and interests and once here, they continue to build on them while they explore new avenues. We simply ask that our students come ready to make the most of their academic and personal potential, work hard and play hard, and contribute to a community where personal honesty, social responsibility, and intellectual curiosity are cornerstones. If you are already picturing yourself at Oldfields, we want to get to know you better. This booklet contains all you will need to begin your Oldfields journey.





Contacting the Admission Office

The Admission Office is open weekdays 8:00 a.m. - 4:30 p.m.

Kimberly Caldwell Loughlin, Director of Admission and Financial Aid

Jennifer L. Carey, Associate Director of Admission and Financial Aid

Whitney H. Russell, Associate Director of Admission

Cory Jones Jackson '85, Assistant Director of Alumnae Relations and Admission

Please contact us at:

Telephone: 1.410.472.4800

Fax: 1.410.472.6839

E-mail: Admissions@OldfieldsSchool.org

Web Site: www.OldfieldsSchool.org

All application materials should be mailed to:

Oldfields School Admission Office

1500 Glencoe Road

Glencoe, Maryland 21152-9321

USA

Mission Statement

Oldfields School is committed to the intellectual and moral development of young women. In a culture of kindness and mutual respect, we encourage each student to make the most of her academic and personal potential. We seek to guide each student to grow in character, confidence, and knowledge by encouraging her to embrace the values of personal honesty, intellectual curiosity, and social responsibility.

Admission Office Mission Statement

In order to fulfill its mission of a commitment to the intellectual, ethical, and social development of each individual student, Oldfields seeks to attract a balanced student body, paying close attention to the intellectual, artistic, athletic, and personal strengths of candidates. We seek girls who will contribute to our learning community not only through academic curiosity and work ethic, but also through generosity of spirit, kindness, and compassion. Oldfields seeks students who embrace the School's motto, *Courage, Humility, and Largeness of Heart*. In keeping with the mission of the School, the Admission Office is committed to working closely with each individual applicant and family to determine whether or not the applicant will be well-served by our program.

Oldfields School admits students of any race, color, religion, sexual orientation, 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, religion, sexual orientation, or national or ethnic origin in administration of its educational policies, admission policies, financial aid programs, and athletic and other school-administered programs.

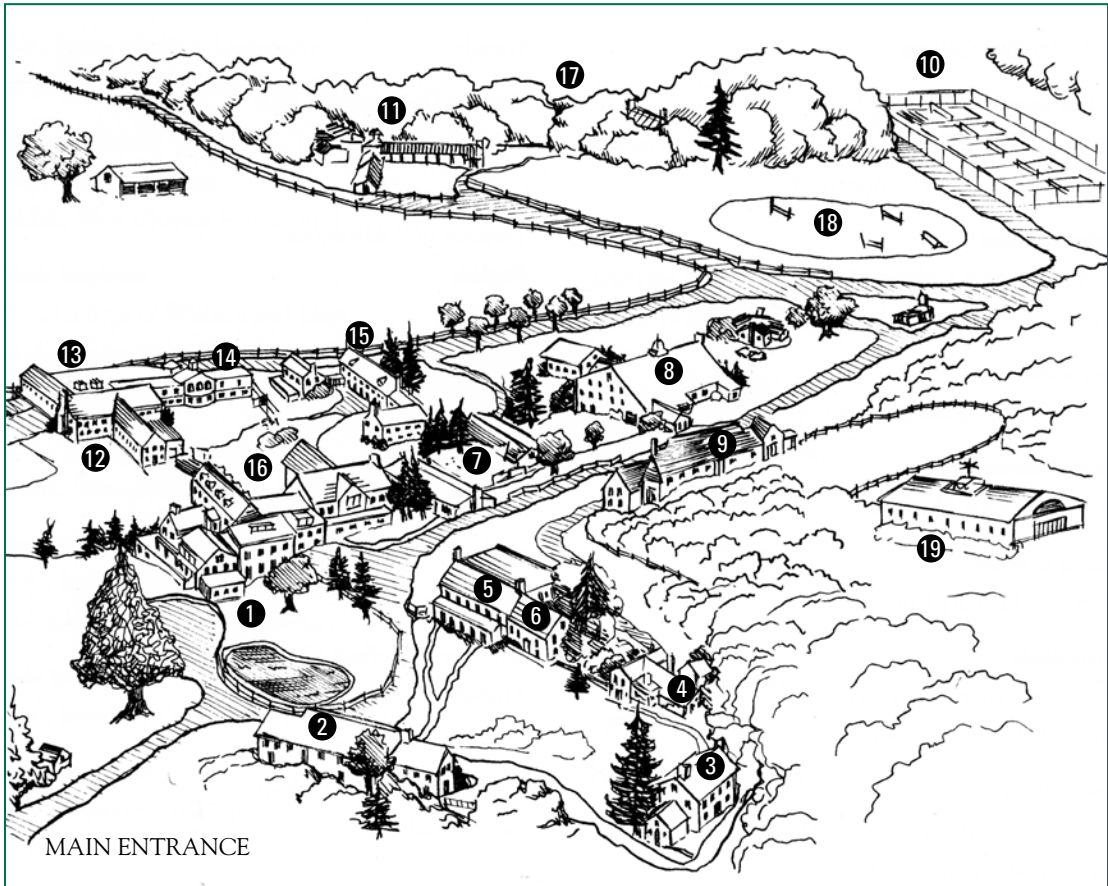
This information is accurate as of printing August 2007 and is subject to change.

Established 1867

OLDFIELDS

S C H O O L

CAMPUS MAP



- | | |
|-------------------------------------|--------------------------------|
| 1. Old House | 11. Stable |
| 2. Carroll House | 12. Day Nevens Academic Center |
| 3. Head of School's Home | 13. Caesar Rodney Hall |
| 4. Garden House | 14. Hook Day Hall |
| 5. McCulloch Commons | 15. Sturgis |
| 6. Commons Dorm | 16. David Niven Theatre |
| 7. South, Center & North Centennial | 17. Athletic Fields |
| 8. Gymnasium and Dance Studio | 18. Dressage Arena |
| 9. Jane House | 19. Indoor Riding Arena |
| 10. Tennis Courts | |

VISITING OLDFIELDS 2007-2008

August 29	First day of school
October 8	Picture Yourself at Oldfields Day (8:00 a.m.)
October 19-20	Family Weekend
October 20	Fall Break begins
October 23	Fall Break ends
October 24	Classes resume
November 6	Picture Yourself at Oldfields Day (8:00 a.m.)
November 16	Thanksgiving Break begins
November 26	Thanksgiving Break ends
November 27	Classes resume
December 14	Winter Break begins
January 2	Winter Break ends
January 3	Classes resume
January 21	Picture Yourself at Oldfields Day (8:00 a.m.)
February 1	Deadline: Completed Application
	Deadline: Completed Financial Aid Application
	Deadline: Completed Merit Scholarship Application
February 8	Midwinter Break begins
February 12	Midwinter Break ends
February 13	Classes resume
February 29	Day Student notification letters sent
March 6	Accepted Day Student Visit Day (8:00 a.m.)
March 10	Boarding Student notification letters sent
March 14	Spring Break begins
March 31	Spring Break ends
April 1	Reply Date for accepted Day Students
	Classes resume
April 3-4	Accepted Boarding Student Overnight (5:45 p.m.)
April 10	Reply Date for accepted Boarding Students
April 18-20	Alumnae Weekend
April 25	Picture Yourself at Oldfields Day (8:00 a.m.)
May 13	Last day of classes
May 19	May Program begins
June 4	May Program ends
June 7	Commencement

Calendar is subject to change. Please check our website for updates.

APPLICATION INSTRUCTIONS

This booklet contains the information and forms you will need in order to complete your application to Oldfields School. The application process will acquaint families and prospective students with as many aspects of the School as possible. If you have questions or would like more information about Oldfields, our admission staff will be happy to help you. In turn, we are eager to learn about our applicants. It is important that we learn about the hopes, talents, and goals of each girl during the admission process, so that the Admission Committee can make a decision that is best for each girl and for the School. Decisions are made after careful consideration of each girl's application. If application materials are received by February 1, decision letters will be mailed February 29 (day applicants) and March 10 (boarding applicants).

Please review the following instructions carefully.

Application

Please complete the student application for admission, essay, and the family information form (A, B & C) and send them, along with a \$50 non-refundable application fee (\$125 application fee for applicants living outside the United States), to Oldfields School. The student application must be completed by students in their own handwriting. Students may type their essay.

Campus Visit

Once the application has been submitted, please contact the Admission Office to arrange a campus visit. A campus visit and interview may be scheduled weekdays between 8:00 a.m. and 1:30 p.m. Your visit will consist of a campus tour with a current student, an opportunity to see a class, and a personal interview with a member of the Admission Office. When the schedule permits, your visit may also include an opportunity to experience morning meeting and/or have lunch in our dining hall. If you would like to spend time with a faculty member in a specific department, please contact the Admission Office in advance so that we can personalize your visit as best as possible. Please inform our office if you, or a family member, have a disability and would like to request accommodation during a visit to the School (or during the application process). If distance or other circumstances make it difficult to visit our campus, a phone interview may be substituted for the campus interview with the approval of the Admission Office.

Teacher Recommendations

Enclosed are two teacher recommendation forms (D & E). Please complete the top of each form with your name and appropriate information about your application. Give these forms to your current English and math teachers. Please remind your teachers that the application deadline is February 1, and ask that your teachers mail us these completed forms as soon as possible.

School Recommendation and Transcript

Enclosed is the School recommendation and transcript release form (F). Please complete the top of the form with your name and appropriate information about your application. Give this form to your principal, head of school, or guidance counselor to complete. Please remind him/her that the application deadline is February 1, and ask that he/she mail us these completed forms as soon as possible. Your transcript should include your school records and grades from the previous year as well as your grades through at least the first quarter of the current academic year. If you are currently enrolled in a Maryland school, a copy of your Maryland State Assessment (MSA) scores should accompany the transcript.

Testing

Please submit test results from one of the following:

- **SSAT** – Secondary School Admission Test. Contact the Admission Office if you need a Student Registration Guide listing test centers and registration deadlines. We strongly recommend that you register for the November, December, or January administrations. Register our code (#5542) on your SSAT registration form and your scores will be sent directly to Oldfields. To register online, go to www.SSAT.org.
- **ISEE** – Independent School Entrance Exam. Contact the Admission Office if you need a Student Guide listing test centers and registration deadlines. We strongly recommend that you register for the November, December, or January administrations. Register our code (#210590) on your ISEE registration form and your scores will be sent directly to Oldfields. To register online, go to www.erbtest.org.
- **EXPLORE®** (for current 8th and 9th grade students) or **PLAN®** (for current 10th grade students) — These “pre-ACT” tests may be submitted for applicants to the 9th grade, 10th grade, or 11th grade. Tests are administered to students during the regular school day at the student’s current school’s convenience. Go to www.act.org and review the section on assessments.
- **PSAT** – Preliminary SAT or SAT. The results of these tests may be submitted for applicants to the 11th grade, 12th grade, or post-graduate year.
- **TOEFL** – Test of English as a Foreign Language. This test is required for all students for whom English is a second language. Register our Designated Institution Number (DI) (#8301) on your TOEFL registration form and your scores will be sent directly to Oldfields.
- **Individualized Educational Evaluation.** If the student has had an educational evaluation, such as a WISC or Woodcock Johnson, within the last 24 months, the full report of the evaluation must be submitted to the Admission Office.

Note: From time to time, the Admission Committee may require additional testing.

Admission and Enrollment Information

All applications and supplemental materials should be submitted to Oldfields no later than February 1. The Admission Committee will notify day student candidates of its decisions on February 29 and boarding student candidates on March 10. Accepted day students should notify the School of their decision by April 1. Accepted boarding students should notify the School of their decision by April 10.

An accepted candidate signifies her intent to attend Oldfields and reserves her place by returning a signed enrollment contract and enclosing a non-refundable enrollment deposit of \$3,500 for 7-day and 5-day boarders or \$2,500 for day students. Following enrollment, the student will receive periodic mailings from the School and from her Big Sister in preparation for her arrival on campus in the fall. The School will advise her about such matters as her course of study for the coming year and the routine procedures of school life. She will quickly become a member of the Oldfields community.

EXPENSES 2007-2008

7-Day Boarding Comprehensive Fee.	\$ 39,100
International Student Fee.	\$ 300
Medical Tuition Refund Insurance (Required unless tuition paid in full by July 25).	\$ 626
Total.	\$ 40,026
5-Day Boarding Comprehensive Fee	\$ 34,100
Medical Tuition Refund Insurance (Required unless tuition paid in full by July 25).	\$ 546
Total.	\$ 34,646
<hr/>	
Day Comprehensive Fee.	\$ 24,100
Medical Tuition Refund Insurance (Required unless tuition paid in full by July 25).	\$ 387
Total.	\$ 24,487

The boarding comprehensive fee includes lodging, meals, tuition, and most School-sponsored student activities. The day comprehensive fee includes lunch, tuition, and most School-sponsored student activities.

Students have access to the on-campus Health Center at no additional cost. A registered nurse is on duty in the Health Center during office hours and is available on call in the event of an emergency. If the service of a physician is needed, the fees are charged to the student's debit account. All students must carry health insurance.

The Medical Tuition Refund Insurance is an insurance which will protect your educational investment in the event that your daughter needs to withdraw from Oldfields due to illness. It is required of all enrolled students unless tuition is paid in full by July 25; however, we strongly recommend that all students participate in this plan regardless of payment option. The Medical Tuition Refund Insurance fee is due in full, on July 25.

Additional expenses may include, but are not limited to:

- Tuition for the riding program is \$1,050 for fall, \$850 for the winter, \$1,050 for the spring, or to ride all three seasons, the fee is \$2,655.
- Horse board is \$24 per day. Any student who is considering this option must contact the barn at 1.410.472.4800, extension 1061.
- The cost of private music lessons varies depending on the type and length of the lesson.
- Tutoring is \$60 per session.
- Information on health insurance for all students can be obtained through the Business Office at 1.410.472.4800, extension 1013.
- Other miscellaneous expenses may include: postage; dry cleaning; laundry; and car service to airport, bus, or train station.
- Parents/guardians will need to establish an allowance for their daughter's personal spending.

Parents/guardians and students will receive an itemized monthly statement showing all deposits and deductions made to their individual debit account.

TUITION PAYMENT

The annual comprehensive fee is contracted for the entire school year. Families may opt, by indicating on the enrollment contract, to pay the tuition in full on or before July 25, or the tuition may be paid in two separate payments. If the latter payment plan is chosen, 60% of the balance is due on or before July 25 and the remaining 40% is due on or before November 25.

Oldfields School is also partnered with Key Education Resources to offer two additional payment options. Through Key Education, families can enter into a nine month, interest-free installment plan. The application and non-refundable \$40 fee are due to Key Education Resources on or before July 31. The Achiever Loan®, also through Key Education Resources, offers the benefits of a fifteen-year repayment term and low overall cost with one application. Additional information can be obtained by contacting the Business Office at 1.410.472.4800, extension 1013.

FINANCING AN OLDFIELDS EDUCATION

Financing an independent education is a major investment in your daughter's future. The cost of attending a school like Oldfields, with its low student-to-teacher ratio, outstanding faculty, and personalized attention, is substantial. Oldfields School is committed to providing a quality education for young women at an affordable price, and to maintaining a diverse community of individuals from all socioeconomic, religious, and cultural backgrounds. As a result, Oldfields awards in excess of \$1,000,000 per year in grants to approximately 30% of the student body.

FINANCIAL AID

While the responsibility for financing a girl's education lies solely with the girl's family, Oldfields School recognizes the considerable expense of an independent school education. Through a combination of financial aid and payment plans, Oldfields is able to help girls receive an Oldfields education who otherwise might not be able to attend. The financial aid award helps supplement tuition and room and board, but does not cover additional expenses. Over the last few years, Oldfields has developed funds to support, but not fully cover, students' books, tutoring, and laptop computers.

All families may apply for financial aid. Oldfields offers need-based financial aid. It is important to remember that the deadline for applying for financial aid is February 1. If you are interested in applying for financial aid, please contact the Admission Office to request an application. The School uses the School and Student Service for Financial Aid (SSS) as a guide for achieving equity in measuring family needs. Once need has been determined, preference is given to legacies and returning students.

Although the Board of Trustees is strongly committed to a healthy financial aid budget, we are not able to award financial aid to each family who qualifies. In awarding financial aid within the context of limited funds, the Financial Aid Committee must weigh the student's academic and social record, her potential contribution to the community, and Oldfields' commitment to maintaining a diverse community of individuals from all socio-economic, religious, and cultural backgrounds. Oldfields also looks for evidence that a family's commitment to their daughter's education is as strong as the School's.

Applying for financial aid has no bearing on a student's application for admission. Admission decisions are based on a student's qualifications and the likelihood that she will be a positive contributor to the Oldfields community. An applicant must be accepted before the Financial Aid Committee will meet to consider her family's request for financial assistance.

Once parents have explored every financial option available to them, and they feel they will require financial aid in order for their daughter to attend Oldfields, they should call the Admission Office for more information. Financial aid application materials are mailed in November to families who have requested information. Oldfields will send the Parents' Financial Statement (PFS) and a checklist outlining the application procedure. Reminder letters indicating what is missing from applications will be sent in January. Applications for financial aid will not be considered until the Financial Aid Office receives all information. Consideration for financial aid awards may be in jeopardy if all the information is not received by the deadline.

The following are procedures in applying for financial aid:

1. A family applying for financial aid must complete and mail, along with a check for the proper amount, the Parents' Financial Statement (PFS) to the School and Student Service for Financial Aid (SSS) in Princeton, NJ, by February 1. All questions must be answered completely and in detail. Please pay particular attention to the items that are boxed and provide explanation for all boxed items in item 32. If you do not have actual figures for the year, give your best estimate. Completing forms inadequately or late will delay the processing of the financial aid application and may jeopardize the financial aid award. It is recommended that, in addition to requesting that a copy of the Report of Family Contribution (RFC) be sent to Oldfields, you request your own copy of the report. By receiving a copy of the report, you will be able to see an overview of the financial aid process and calculation, as well as verify the data you submitted on the PFS.
2. Applicants should send the following to the Oldfields Financial Aid Office by February 1:
 - A photocopy of the Parents' Financial Statement (PFS).
 - 2006 and 2007 W-2 forms for each working parent/guardian (or Schedule C if self-employed).
 - A signed and dated photocopy of the 2006 Federal tax return (Form 1040) with all supporting schedules. Awards may be based upon the prior year's tax forms in extraordinary cases, but will not be finalized until receipt of your current federal tax forms.
 - Sign and return Form 4506-T with lines 1-4 completed. This form permits Oldfields to request tax return transcripts from the current and two previous years. It will be used if the Financial Aid Committee notes a discrepancy in the information you have submitted. Do not send a check or cash along with this form.
3. Applicants should send the following to the Oldfields Financial Aid Office by April 10:
 - A signed and dated photocopy of the 2007 Federal Tax Return (Form 1040) with all supporting schedules.

Instances in which parents are separated, divorced, or have never been married, the Financial Aid Committee requires information from both the custodial and noncustodial parents. The custodial parent is responsible for procuring the Parents' Financial Statement (PFS) and seeing that the noncustodial parent completes and returns all the documents necessary for application for financial aid. If the custodial parent has remarried, the Committee reserves the right to review total household income and will consider the assets of the step-parent or partner while keeping in mind his/her obligations to his/her own children.

SSS computes a family's parental contribution for education based on a number of standard and universal financial factors. Some of the most notable are income and expenses, assets, family size, age of parents, and number of children attending tuition-charging institutions. SSS analyzes these factors and computes a family's discretionary income. A portion of this discretionary income is then suggested as the contribution a family should make towards education at Oldfields. The greater the discretionary income, the higher the potential family contribution. SSS sends Oldfields the Report of Family Contribution (RFC), recommending the amount of family contribution. Oldfields then uses the above information to assess a family's financial strength relative to all of the other families who are also applying for aid.

Once all paperwork has been received, the Director and Associate Director of Financial Aid will review the PFS, the RFC, and all tax forms, and they will make a recommendation to the Financial Aid Committee. All discussions and decisions at Financial Aid Committee meetings are confidential. All documents submitted for financial aid are also kept confidential. Financial aid awards are offered March 10, and are renewable each year. Every family is required to submit information annually regarding its current financial circumstances.

Merit scholarships are available to new applicants; current students are ineligible to apply. To apply for any of the Oldfields School Merit Scholarships, all candidates must complete the admission process. In addition, merit applicants must write a 300-500 word essay describing their goals for their first year at Oldfields School, and how their life's experiences have prepared them to achieve those goals. Merit scholarship applications are due to the Admission Office by February 1, and the Admission Committee will review all applicants to determine a small pool of finalists from which the winners will be selected by a Scholarship Committee. In order for the scholarship to continue each year a student is enrolled, the recipient is required to remain in good academic and behavioral standing, be a positive, contributing member of the School community, and, if applicable, continue in her area of pursuit. Applicants are encouraged to complete the financial aid application process as well, so that need-based awards can be determined, if appropriate.



A. STUDENT APPLICATION FOR ADMISSION

To be completed by the student in her own handwriting.

If you would like to attach a photo, please feel free to do so.

Optional information will not be considered in the application process.

Application for Admission to Grade _____ for Fall 20 _____

☐ 7-Day Boarding

☐ 5-Day Boarding

☐ Day

Your Full Name _____

Your Preferred Name _____

Your Birthdate and Age _____

Your Present Grade or Class _____

Social Security Number (optional) _____

Will an I-20 form be needed for a student visa? _____ (if yes, include a copy of passport)

Country of Birth _____ Country of Citizenship _____

Religious Affiliation (optional) _____ Race (optional) _____

What language is spoken at home? (optional) _____

Your Home Address _____

City and State/Region _____ (Postal Code) _____

Country _____

Your Home Telephone _____ Your Home Fax _____

Your E-mail Address _____

Please name all schools you have attended and indicate the years of attendance.

	month/year		month/year
School _____	From _____	To _____	

School _____	From _____	To _____
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School _____	From _____	To _____
--------------	------------	----------

Your Present School _____

Its Address _____

Name of your Principal, Head of School, or Guidance Counselor _____

Have you ever been requested to withdraw from any school? ☐ No ☐ Yes If yes, when? _____

For what reason were you asked to withdraw from school? _____

Why are you leaving your present school? _____

When do you plan to visit campus? _____

In what ways do you think you will contribute to the Oldfields community? _____

What sports have you played and/or are you currently playing? _____

What are your extra-curricular activities and special interests? _____

Describe what you like to do in your free time. _____

List any awards, honors, or leadership positions you have held. _____

What summer camps, if any, have you attended? _____

Do you plan to study in a summer program? ☐ Yes ☐ No ☐ Unsure

If yes, where? _____

Other siblings in your family:

Name _____	Age _____	School _____
Name _____	Age _____	School _____
Name _____	Age _____	School _____

Please indicate relatives who have attended Oldfields. _____

Please indicate friends who have attended Oldfields. _____

Please answer the questions in your own words and attach additional sheets if necessary.

What has motivated you to apply to Oldfields, and what do you hope to gain from your experience if you attend?

To what other schools have you applied (or will you be applying)?

This will have no affect on the admission decision and is for informational purposes only.

I feel I am successful when ...

I am most excited about learning when ...

I would consider it a great day if ...

I am most concerned about ...

I would like to be the first person to ...

One of the most important things a teacher or mentor taught me is ...



B. FAMILY INFORMATION FORM

To be completed by the student's parent(s) or guardian(s).

Parent 1: _____

☐ Mr. ☐ Mrs. ☐ Ms. ☐ Dr. ☐ Other _____

Full Name of Legal Guardian _____
First Middle/Maiden Last

Address _____

City and State/Region _____ (Postal Code) _____

Home Telephone _____

Occupation _____ Title _____

Name of Company _____

Nature of Business _____

Business Address _____

City and State/Region _____ (Postal Code) _____

Business Telephone _____ Fax _____

E-mail Address _____

Schools and Colleges Attended (include degree and year graduated) _____

Firms, Institutions, or Foundations where served as Director or Trustee _____

Parent 2: _____

☐ Mr. ☐ Mrs. ☐ Ms. ☐ Dr. ☐ Other _____

Full Name of Legal Guardian _____
First Middle/Maiden Last

Address _____

City and State/Region _____ (Postal Code) _____

Home Telephone _____

Occupation _____ Title _____

Name of Company _____

Nature of Business _____

Business Address _____

City and State/Region _____ (Postal Code) _____

Business Telephone _____ Fax _____

E-mail Address _____

Schools and Colleges Attended (include degree and year graduated) _____

Firms, Institutions, or Foundations where served as Director or Trustee _____

Check if appropriate:

☐ Parent 1 Deceased ☐ Parents Divorced ☐ Parent 1 Remarried; Spouse Name _____

☐ Parent 2 Deceased ☐ Parents Divorced ☐ Parent 2 Remarried; Spouse Name _____

If parents are separated or divorced, who has primary custody?

☐ Parent 1 ☐ Parent 2 ☐ Both ☐ Other _____
(please specify)

If parents are separated or divorced, who is financially responsible for the student? _____

☐ Parent 1 ☐ Parent 2 ☐ Both ☐ Other _____
(please specify)

Billing Name and Address _____

_____ (Postal Code) _____

☐ I/We are interested in learning more about financial aid.

Please answer the questions and attach additional sheets if necessary.

Why is your daughter leaving her present school?

Why have you chosen Oldfields as a possible school for her?

How do you think she feels about entering Oldfields?

Please describe your daughter's study habits as you have observed them.

Please describe your daughter as an individual. In your estimation, what are her strengths, weaknesses, goals, and aspirations?

How did you learn about Oldfields?

Oldfields is committed to ensuring that its application process is free from discrimination on the basis of any unlawful criteria, including disability. You also can be assured that your answers to the following questions will be handled confidentially.

If you answer yes to any of the following questions, please explain on a separate page.

Are there any special family circumstances that you feel are important for the School to know?

Has your daughter ever been tested or evaluated for suspected learning differences which you want the School to consider during the application process and/or to accommodate during your daughter’s attendance at Oldfields? (The School will not use this information to deny admission to otherwise qualified individuals.)

Are there circumstances that you would like us to take into account when evaluating your daughter’s grades at her prior school?

For boarding students only, has your daughter been under treatment by a physician, counselor, psychologist or similar professional within the last five years for a condition that is likely to affect her transition to life at a boarding school?

Are there needs your daughter has that are not being met by her current school?

Would you like her grandparents to receive school mailings?

Name/ Address	Name/ Address
_____	_____
_____	_____
_____	_____
_____	_____

I declare that the information reported on the Application and Family Information Form, to the best of my knowledge and belief, is true, correct, and complete on the date of the application.

- ☐ \$50 non-refundable application fee enclosed (domestic applications)
- ☐ \$125 non-refundable application fee enclosed (international applications)

Signature of Candidate

Signature of Parent 1 or Guardian

Date

Signature of Parent 2 or Guardian

Date



C. ESSAY

Please answer one of the following questions in the space provided. The Essay may be typed or hand written.



D. TEACHER RECOMMENDATION ONE: ENGLISH

*The student whose name appears below has applied for admission to Oldfields School.
Please complete the items below and return this form to Oldfields School by February 1.*

Oldfields School, located 25 miles north of Baltimore, Maryland, is nationally known for its personalized college preparatory curriculum and warm, supportive environment. Since 1867, Oldfields has been committed to the intellectual and moral development of young women. We seek motivated girls of average to above-average intelligence who embrace the values of personal honesty, intellectual curiosity, and social responsibility.

_____ has applied for admission to Oldfields School as a
☐ day ☐ boarding student in the _____ grade for the academic year beginning Fall 20 _____.
How long have you known the applicant? _____
In what capacity? _____
In which course and level is this student enrolled? _____
Is this student an honors level candidate? _____

1. ACADEMIC RATINGS

	Poor	Below Average	Average	Good	Outstanding
Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustration Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. PERSONAL RATINGS

	Poor	Below Average	Average	Good	Outstanding
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of Humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rapport with Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect Accorded by Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acceptance by Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly explain any poor or below average ratings. _____

3. CITIZENSHIP

	Yes	No	I do not know	I prefer not to answer
Do you have confidence in her good character?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the candidate recently been involved with the abuse of drugs or alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the candidate been in trouble with legal authorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the candidate in any way been a disciplinary problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Briefly explain the reason for any disciplinary action taken. _____				

4. What three words come to mind when you think of this student? _____				

5. What are the applicant's strengths: weaknesses:				
as a student? _____		as a student? _____		
as a person? _____		as a person? _____		
6. I recommend this student in terms of both academic ability and character:				
<input type="checkbox"/> enthusiastically		<input type="checkbox"/> strongly		<input type="checkbox"/> with mild enthusiasm*
<input type="checkbox"/> without enthusiasm*		<input type="checkbox"/> not recommended*		
*Please explain _____				

SUMMARY AND RECOMMENDATION

Please write a summary appraisal of the applicant that assesses her academic and personal qualities and potential as a student. We are interested in specific events and circumstances which give insight into her strengths and weaknesses. We are particularly interested in the applicant's maturity, integrity, and values. Please feel free to respond on a separate sheet of paper.

☐ Please check the box if you would be interested in receiving more information about Oldfields School.

Signature _____	Position _____
Name _____	Date _____
School _____	
Address _____	
City and State/Region _____	(Postal code) _____
Telephone _____	
E-mail _____	



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E. TEACHER RECOMMENDATION TWO: MATH

*The student whose name appears below has applied for admission to Oldfields School.
Please complete the items below and return this form to Oldfields School by February 1.*

Oldfields School, located 25 miles north of Baltimore, Maryland, is nationally known for its personalized college preparatory curriculum and warm, supportive environment. Since 1867 years, Oldfields has been committed to the intellectual and moral development of young women. We seek motivated girls of average to above-average intelligence who embrace the values of personal honesty, intellectual curiosity, and social responsibility.

_____ has applied for admission to Oldfields School as a
☐ day ☐ boarding student in the _____ grade for the academic year beginning Fall 20 _____.
How long have you known the applicant? _____
In what capacity? _____
In which course and level is this student enrolled? _____
What would be the next course in this student's math sequence? _____
Is this student an honors level candidate? _____

1. ACADEMIC RATINGS

	Poor	Below Average	Average	Good	Outstanding
Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustration Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. PERSONAL RATINGS

	Poor	Below Average	Average	Good	Outstanding
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of Humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rapport with Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect Accorded by Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acceptance by Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly explain any poor or below average ratings. _____

3. CITIZENSHIP

	Yes	No	I do not know	I prefer not to answer
Do you have confidence in her good character?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the candidate recently been involved with the abuse of drugs or alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the candidate been in trouble with legal authorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the candidate in any way been a disciplinary problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Briefly explain the reason for any disciplinary action taken. _____				

4. What three words come to mind when you think of this student? _____				

5. What are the applicant's strengths:				
as a student? _____	weaknesses:			
as a person? _____	as a student? _____			
	as a person? _____			
6. I recommend this student in terms of both academic ability and character:				
<input type="checkbox"/> enthusiastically	<input type="checkbox"/> strongly	<input type="checkbox"/> with mild enthusiasm*		
<input type="checkbox"/> without enthusiasm*	<input type="checkbox"/> not recommended*			
*Please explain _____				

SUMMARY AND RECOMMENDATION

Please write a summary appraisal of the applicant that assesses her academic and personal qualities and potential as a student. We are interested in specific events and circumstances which give insight into her strengths and weaknesses. We are particularly interested in the applicant's maturity, integrity, and values. Please feel free to respond on a separate sheet of paper.

☐ Please check the box if you would be interested in receiving more information about Oldfields School.

Signature _____	Position _____
Name _____	Date _____
School _____	
Address _____	
City and State/Region _____	(Postal code) _____
Telephone _____	
E-mail _____	



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F. SCHOOL RECOMMENDATION

*The student whose name appears below has applied for admission to Oldfields School.
Please complete the items below and return this form to Oldfields School by February 1.*

Oldfields School, located 25 miles north of Baltimore, Maryland, is nationally known for its personalized college preparatory curriculum and warm, supportive environment. Since 1867, Oldfields has been committed to the intellectual and moral development of young women. We seek motivated girls of average to above-average intelligence who embrace the values of personal honesty, intellectual curiosity, and social responsibility.

_____ has applied for admission to Oldfields School as a
☐ day ☐ boarding student in the _____ grade for the academic year beginning Fall 20 _____.
I hereby authorize that my daughter's school transcript and records be released to the Admission Office of Oldfields School.

Parent/ Guardian Signature

Date

The principal, head of school, or a guidance counselor should provide the information requested below.

How long have you known the applicant? _____

In what capacity? _____

Has the applicant had any physical or emotional problem that would affect her performance at school and require accommodation by Oldfields? *If yes, please describe the problem and describe how Oldfields can best accommodate the student and/or what special services she will need to be successful.*

Is this student currently enrolled in your school? _____

Is she eligible to return? If no, please explain. _____

1. ACADEMIC RATINGS

	Poor	Below Average	Average	Good	Outstanding
Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits/Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustration Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. PERSONAL RATINGS

	Poor	Below Average	Average	Good	Outstanding
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rapport with Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect Accorded by Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acceptance by Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly explain any poor or below average ratings. _____

3. CITIZENSHIP

	Yes	No	I do not know	I prefer not to answer
Do you have confidence in her good character?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the candidate recently been involved with the abuse of drugs or alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the candidate been in trouble with legal authorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the candidate in any way been a disciplinary problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Briefly explain reason for any disciplinary action taken. _____				
4. I recommend this student in terms of both academic ability and character:				
<input type="checkbox"/> enthusiastically	<input type="checkbox"/> strongly	<input type="checkbox"/> with mild enthusiasm*		
<input type="checkbox"/> without enthusiasm*	<input type="checkbox"/> not recommended*			
*Please explain _____				
5. Is this student prepared to continue in a foreign language and if so, at what level? _____				
6. Number of absences 2006-2007 _____, to date 2007-2008 _____				
7. The following are included with this recommendation.				
<input type="checkbox"/> Description of school sectioning and grading policies (if available)				
<input type="checkbox"/> Official transcript of 2006-2007				
<input type="checkbox"/> 2007-2008 grades to date				
<input type="checkbox"/> Any standardized testing (if applicant is a Maryland student, please include her Maryland State Assessment scores)				
8. If your school is a tuition charging school please indicate if financial obligation to the current school has been met by this family.				
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (we do not charge tuition)				

SUMMARY AND RECOMMENDATION

Please write a summary appraisal of the applicant that assesses her academic and personal qualities and potential as a student. We are interested in specific events and circumstances which give insight into her strengths and weaknesses. We are particularly interested in the applicant's maturity, integrity, and values. Please feel free to respond on a separate sheet of paper.

☐ Please check the box if you would be interested in receiving more information about Oldfields School.

Signature _____	Position _____
Name _____	Date _____
School _____	
Address _____	
City and State/Region _____ (Postal code) _____	
Telephone _____	
E-mail _____	



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Established 1867

OLDFIELDS

S C H O O L

DIRECTIONS TO OLDFIELDS

DIRECTIONS FROM BWI AIRPORT

(Approximately 40 miles from Oldfields School)

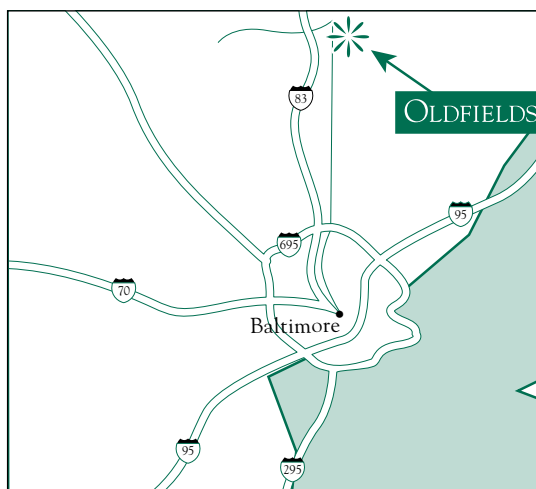
- Leave BWI via I-195 and follow to I-95 North. Exit to I-695 toward Towson. (This is a left exit. Move left as soon as possible when entering I-95 North).
- Follow I-695 to Exit 24.
- At Exit 24, take I-83 North and follow for 9 miles.
- Leave I-83 North at Exit 24 and bear right onto Belfast Road.
- Follow Belfast Road to the stop sign and turn right onto York Road.
- Take the first left off York Road onto Lower Glencoe Road. Follow Lower Glencoe Road for 1 mile.
- At stop sign, turn right over a one-lane bridge onto Glencoe Road.
- Follow Glencoe Road for one-half mile.
- A green sign marks the main entrance to Oldfields School.
- The Admission Office is located in Old House, which is the large white building on your left as you enter the School.

DIRECTIONS FROM BALTIMORE'S PENN STATION (TRAIN)

(Approximately 20 miles from Oldfields School)

- Leave Penn Station and take I-83 North for about 8 miles. I-83 North merges with I-695 toward Towson for a short time. Stay in the lane farthest right, which will force you to remain on I-83 North at Exit 24. Continue on I-83 North for 9 miles.
- Leave I-83 North at Exit 24 and bear right onto Belfast Road.
- Follow Belfast Road to the stop sign and turn right onto York Road.
- Take the first left off York Road onto Lower Glencoe Road.
- Follow Lower Glencoe Road for 1 mile.
- At stop sign, turn right over a one-lane bridge onto Glencoe Road.
- Follow Glencoe Road for one-half mile.
- A green sign marks the main entrance to Oldfields School.
- The Admission Office is located in Old House, which is the large white building on your left as you enter the School.

Cab service is available both from BWI and Penn Station. Should you wish to contract with a private car service, Oldfields recommends calling On Trak Transportation 1.410.379.5518 for a reservation. Please be sure to have all arrival information ready at the time of your call.



AREA ACCOMMODATIONS

HUNT VALLEY EXIT 20A OFF 83 N

(Approximately 5 miles from Oldfields School)

Marriott Hunt Valley Inn
245 Shawan Road
Hunt Valley, Maryland
1.410.785.7000

Embassy Suites
213 International Circle
Hunt Valley, Maryland
1.410.584.1400

Hampton Inn
11200 York Road
Cockeysville, Maryland
1.410.527.1500

Courtyard Marriott
221 International Circle
Hunt Valley, Maryland
1.410.584.7070

INNER HARBOR/DOWNTOWN

(Approximately 25 miles from Oldfields School)

Renaissance Harborplace Hotel
202 E. Pratt Street
Baltimore, Maryland
1.410.547.1200

Sheraton Inner Harbor Hotel
300 South Charles Street
Baltimore, Maryland
1.410.962.8300

Hyatt Regency Baltimore
300 Light Street
Baltimore, Maryland
1.410.528.1234

Baltimore Marriot Waterfront Hotel
700 Aliceanna Street
Baltimore, Maryland
1.410.385.3000



Visit Us

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