

## **Claremont Preparatory School**

### **Lower School Admissions Checklist for Prospective Applicants**

The following instructions will help guide you through your child's application for admissions to Claremont Preparatory School. The staff of the Admissions Office is available to answer any questions you may have and provide assistance throughout the process.

#### ***3 Year-old Program through Kindergarten***

- Attend an Open House/Tour (call Admissions Office to sign up for an Open House/Tour).
- Register for Admissions Testing through the Educational Records Bureau (ERB) (only required for Kindergarten). Contact information for ERB is included with your admissions materials. ([www.erbtest.org](http://www.erbtest.org))
- Give Transcript Release forms to current school (Kindergarten only).
- Give Teacher Recommendation form to your child's current teacher (not required for 3's applicants). Ask the teacher to mail the forms directly to Claremont Preparatory School (you may want to provide a pre-addressed envelope).
- Complete and mail Application and Parent Statement to Admissions Office with \$50 processing fee. In order to receive notification on the ISAAGNY dates, please submit application by December 7<sup>th</sup>, 2009.
- Once the Application and Parent Statement are received we will call you to set up the parent interview and student play date.

#### ***First Grade through Fourth Grade***

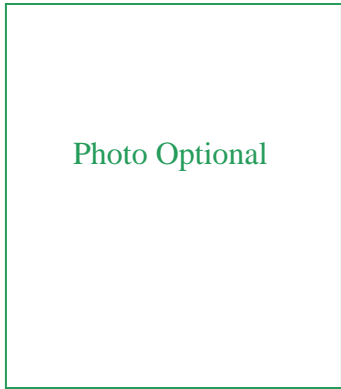
- Attend an Open House/Tour (register online or call the Admissions Office to sign up for an Open House/Tour).
- Register for Admissions Testing through the Educational Records Bureau (ERB). Contact information for ERB is included with your admissions materials. ([www.erbtest.org](http://www.erbtest.org))
- Give Transcript Release forms to current school.
- Give Head of School/Principal Recommendation form to your current school (Grades 2 – 4 only).
- Give Teacher Recommendation form to your child's current teacher. Ask the teacher to mail the forms directly to Claremont Preparatory School (you may want to provide a pre-addressed envelope).
- Complete and mail Application and Parent Statement to Admissions Office with \$50 processing fee. In order to receive notification on the ISAAGNY dates, please submit application by December 7<sup>th</sup>, 2009.
- Once the Application and Parent Statement are received we will call you to set up the student and parent interviews. Applicants will be invited to visit a classroom for a portion of the day.

#### ***Financial Aid Applicants***

- Starting November 1<sup>st</sup>, 2009, Financial Aid information can be submitted to SSS at [www.nais.org](http://www.nais.org). (School code: 4242)
- Past two years' tax returns sent to NAIS

For more information, please contact:  
Admissions Office: 212-232-0266 x229

# Claremont Preparatory School Application for Admission



Please print or type and return to the ADMISSIONS OFFICE.

For academic year: \_\_\_\_\_ Grade: \_\_\_\_\_

Candidate's Birth Date: \_\_\_\_\_  
Month / Day / Year

## APPLICANT INFORMATION

|                     |            |        |          |        |
|---------------------|------------|--------|----------|--------|
| Applicant Last Name | First Name | Middle | Nickname | Gender |
| Home Address        |            | City   | State    | Zip    |

Ethnic Background (optional):

- African American   
  Caucasian   
  Middle Eastern   
  Native American   
  Other  
 Asian American   
  Hispanic/Latino   
  Multiracial   
  Pacific Islander

If you indicated multiracial, other, or wish to provide more detail, please do so here: \_\_\_\_\_

## SCHOOL INFORMATION

|                               |           |               |                |
|-------------------------------|-----------|---------------|----------------|
| Current School                | Telephone | Current Grade | Dates Attended |
| School Address                |           | City          | State    Zip   |
| School(s) previously attended |           | Grades        | Dates attended |

## PARENT INFORMATION

Relationship to Applicant \_\_\_\_\_  
 Mr.    Mrs.    Ms.    Miss    Dr.    Other \_\_\_\_\_

Relationship to Applicant \_\_\_\_\_  
 Mr.    Mrs.    Ms.    Miss    Dr.    Other \_\_\_\_\_

|                    |        |        |
|--------------------|--------|--------|
| Last Name          | First  | Middle |
| Home Address       |        |        |
| Zip                |        |        |
| Home Telephone     |        | Cell   |
| Name of Employer   |        |        |
| Title or Position  |        |        |
| Business Address   |        |        |
| Business Telephone |        | Email  |
| High School        |        | State  |
| College            | Degree | Year   |
| Other Education    | Degree | Year   |

|                    |        |        |
|--------------------|--------|--------|
| Last Name          | First  | Middle |
| Home Address       |        |        |
| Zip                |        |        |
| Home Telephone     |        | Cell   |
| Name of Employer   |        |        |
| Title or Position  |        |        |
| Business Address   |        |        |
| Business Telephone |        | Email  |
| High School        |        | State  |
| College            | Degree | Year   |
| Other Education    | Degree | Year   |

*PARENT INFORMATION CONTINUED*

Applicant's parents are now:  Married  Separated  Divorced  Father Deceased  Mother Deceased  
 Single Parent  Domestic Partners

Applicant lives with: \_\_\_\_\_

If you are separated or divorced, to whom should correspondence be sent:  
\_\_\_\_\_

Is English the child's first language?  Yes  No If no, please specify other language \_\_\_\_\_

*OTHER CHILDREN*

| Name | Age | School | Grade |
|------|-----|--------|-------|
|      |     |        |       |
|      |     |        |       |
|      |     |        |       |
|      |     |        |       |

How did you hear about Claremont Preparatory School?  
\_\_\_\_\_

Have you had a tour of Claremont Preparatory School?  Yes  No If yes, when? \_\_\_\_\_

Has the applicant ever applied to Claremont Preparatory School?  Yes  No If yes, when? \_\_\_\_\_

*FINANCIAL AID*

*Admission applications are evaluated independently of Financial Aid applications. Financial Aid awards are need-based. Claremont Prep subscribes to the School and Student Service for Financial Aid (SSS) and requires the Parent Financial Statement (PFS) directly from SSS. SSS information is available at [www.nais.org](http://www.nais.org) or from Claremont Prep. In addition, please submit your family's two (2) most current tax returns.*

Are you requesting Financial Aid?  Yes  No

**Financial Aid is not available for 3's and Pre-K.**

*A non-refundable application fee of \$50 payable to Claremont Preparatory School in check or money order should be enclosed with this form. This fee is payable by check or money order.*

\_\_\_\_\_  
Signature of parent or guardian Date

\_\_\_\_\_  
Signature of parent or guardian Date

Claremont Preparatory School  
Admissions Office  
41 Broad Street  
New York, NY 10004  
212-232-0266 x229

*Claremont Preparatory School does not discriminate on grounds of race, religion, color, gender, national or ethnic origin, physical disability, age, or sexual orientation in selecting its students, faculty, or staff.*

**Claremont Preparatory School**  
**Parent Statement for Lower School Applicants**

**Name of Applicant:** \_\_\_\_\_

**Applying to Grade:** \_\_\_\_\_

**Parents' Names:** \_\_\_\_\_

As part of the admissions process, we ask parents to provide information on their child. In order to help us get to know your child better, please answer the following questions. Please feel free to handwrite or type your responses on a separate sheet.

1. What qualities do you believe to be important in a good education? Which of these qualities do you believe most important for your child?

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2. Describe your child – his/her personality, interests, and talents. What do you see as your child's strengths and challenges?

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3. How would you assess your child's learning or school experiences to date?

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4. How would you describe your child's interactions with peers and with adults?

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5. Is there any other information you would like to share to help us get to know your child better – for example, important family or developmental events?

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## Claremont Preparatory School Parent Request for Transcript Release

### *To the Parent:*

After completing and signing this form, please submit it to the registrar's office at your child's **current** school. This will allow us to receive a copy of your child's transcripts.

I grant permission for a COPY of my child's transcripts to be sent to Claremont Preparatory School.

Child's Name \_\_\_\_\_

Birthdate \_\_\_\_\_ Current Grade \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent or guardian

### *To the Records/Transcripts Office:*

The above named child is an applicant to Claremont Preparatory School. Please send **COPIES** of:

- 1) **Grades/reports upon completion of the first trimester or semester of the current academic year**
- 2) **Recent teacher reports or comments, if any**
- 3) **Attendance record**
- 4) **Standardized test scores**
- 5) **Grades/reports for the previous two years**

**Claremont Preparatory School**  
Admissions Office  
41 Broad Street  
New York, New York 10004  
Tel: (212) 232-0266 x229  
Fax: (212) 232-0284

Please be sure that all transcripts are legible. Thank you for your help.

# Claremont Preparatory School Teacher Recommendation Form Applicants to Pre-Kindergarten through First Grade

Name of Applicant: \_\_\_\_\_ Applying to Grade: \_\_\_\_\_

The student named above is applying to Claremont Preparatory School. A full report from the applicant's school is necessary if he or she is to be given consideration for admission. Our ability to effectively evaluate this student is helped considerably by your timely and candid insights. *All information will be kept confidential to the extent that the law allows and will not be retained as a part of the student's permanent record.* On behalf of this student, we thank you for your cooperation.

Your name: \_\_\_\_\_ Title: \_\_\_\_\_

School: \_\_\_\_\_

How long have you known the student? \_\_\_\_\_

Dominance: Right \_\_\_\_\_ Left \_\_\_\_\_ Not established \_\_\_\_\_

What are the first three words that come to mind to describe this student?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

| Category                                  | Area of Strength | Age Appropriate | Progressing Towards Age Appropriate | Area of Concern | N/A |
|---|------------------|-----------------|-------------------------------------|-----------------|-----|
| <b>PHYSICAL DEVELOPMENT</b>               |                  |                 |                                     |                 |     |
| Small motor coordination                  |                  |                 |                                     |                 |     |
| Draws with details                        |                  |                 |                                     |                 |     |
| Uses appropriate pencil grip              |                  |                 |                                     |                 |     |
| Works with manipulatives                  |                  |                 |                                     |                 |     |
| Gross motor coordination                  |                  |                 |                                     |                 |     |
| Gait, fluidity, smoothness of movement    |                  |                 |                                     |                 |     |
| Participates in physical group activities |                  |                 |                                     |                 |     |

Are there any aspects of the child's physical development or stamina which might limit full participation in our school's program? If so, how does the child deal with them?

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Please note any remaining concerns relating to physical development or physical wellbeing.

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| Category                                  | Area of Strength | Age Appropriate | Progressing Towards Age Appropriate | Area of Concern | N/A |
|---|------------------|-----------------|-------------------------------------|-----------------|-----|
| <b>INTELLECTUAL DEVELOPMENT</b>           |                  |                 |                                     |                 |     |
| <b>RECEPTIVE SKILLS</b>                   |                  |                 |                                     |                 |     |
| Follows directions given to a group       |                  |                 |                                     |                 |     |
| Follows directions given individually     |                  |                 |                                     |                 |     |
| Follows multiple step directions          |                  |                 |                                     |                 |     |
| Understands stories read aloud            |                  |                 |                                     |                 |     |
| Understands classroom discussion          |                  |                 |                                     |                 |     |
| Memory for events and information         |                  |                 |                                     |                 |     |
| <b>EXPRESSIVE SKILLS</b>                  |                  |                 |                                     |                 |     |
| Clarity of speech                         |                  |                 |                                     |                 |     |
| Fluency of expression                     |                  |                 |                                     |                 |     |
| Vocabulary                                |                  |                 |                                     |                 |     |
| Ability to stay on discussion topic       |                  |                 |                                     |                 |     |
| Word retrieval                            |                  |                 |                                     |                 |     |
| Appropriate syntax                        |                  |                 |                                     |                 |     |
| Tells story events in sequence            |                  |                 |                                     |                 |     |
| <b>READING READINESS</b>                  |                  |                 |                                     |                 |     |
| Sound-symbol correspondence               |                  |                 |                                     |                 |     |
| Recognizes letters – upper case           |                  |                 |                                     |                 |     |
| Recognizes letters – lower case           |                  |                 |                                     |                 |     |
| <b>MATH</b>                               |                  |                 |                                     |                 |     |
| Recognizes numerals                       |                  |                 |                                     |                 |     |
| Understands one-to-one correspondence     |                  |                 |                                     |                 |     |
| Patterning                                |                  |                 |                                     |                 |     |
| Categorizing                              |                  |                 |                                     |                 |     |
| Sequencing                                |                  |                 |                                     |                 |     |
| Understands comparative terms (size/time) |                  |                 |                                     |                 |     |
| Recognizes shapes                         |                  |                 |                                     |                 |     |

Please describe any notable strengths or weaknesses in the child’s language and speech development (e.g. lingering speech immaturities). Has the child been recommended for speech or language evaluation or therapy? (Please be specific)

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Please describe the child’s ease of learning and ability to make meaningful connections.

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Please comment if there are any unusual aspects of the child's mathematical interests or skills.

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| Category                                     | Area of Strength | Age Appropriate | Progressing Towards Age Appropriate | Area of Concern | N/A |
|--|------------------|-----------------|-------------------------------------|-----------------|-----|
| <b>SOCIAL/EMOTIONAL DEVELOPMENT</b>          |                  |                 |                                     |                 |     |
| Self-esteem                                  |                  |                 |                                     |                 |     |
| Acceptance of limits                         |                  |                 |                                     |                 |     |
| Self-motivation                              |                  |                 |                                     |                 |     |
| Ability to work independently                |                  |                 |                                     |                 |     |
| Interaction with peers                       |                  |                 |                                     |                 |     |
| Interaction with adults                      |                  |                 |                                     |                 |     |
| Resolves conflicts verbally                  |                  |                 |                                     |                 |     |
| Internalization of classroom routine         |                  |                 |                                     |                 |     |
| Separation from parents/caregivers           |                  |                 |                                     |                 |     |
| Ability to share                             |                  |                 |                                     |                 |     |
| Ability to wait for turn                     |                  |                 |                                     |                 |     |
| Respect for property of self                 |                  |                 |                                     |                 |     |
| Respect for property of others               |                  |                 |                                     |                 |     |
| Accepts responsibility for actions           |                  |                 |                                     |                 |     |
| Frustration tolerance – self-chosen activity |                  |                 |                                     |                 |     |
| Frustration tolerance – assigned activity    |                  |                 |                                     |                 |     |
| Cooperative attitude                         |                  |                 |                                     |                 |     |
| Leadership skills                            |                  |                 |                                     |                 |     |
| Ability to follow peers                      |                  |                 |                                     |                 |     |
| Makes transitions easily                     |                  |                 |                                     |                 |     |
| Reacts well to new experience                |                  |                 |                                     |                 |     |
| Accepts change                               |                  |                 |                                     |                 |     |
| Comfort with large group                     |                  |                 |                                     |                 |     |
| Comfort with small group                     |                  |                 |                                     |                 |     |
| Comfort alone                                |                  |                 |                                     |                 |     |

Usually chooses: Large group \_\_\_\_\_ Small group \_\_\_\_\_ Alone \_\_\_\_\_  
 Usually takes role of: Leader \_\_\_\_\_ Follower \_\_\_\_\_ Varies \_\_\_\_\_

Please describe any notable social or emotional strengths or weaknesses. What steps have been taken to address the area of concern?

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Please describe the child's work habits: pace, perseverance, independence, problem solving, ability to work to completion and attitudes.

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Are there any concerns regarding the child's attendance or promptness in arrival or departure?

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**Parents/Family**

Is there anything significant about the home life, which will help us understand this child (new baby, move, divorce/separation)?

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Parents are an important part of our relationship with the student. Please rate the parent's willingness to cooperate with the school:

- 1, Not responsive to school's suggestions or requests
- 2, Responsive, but hesitant to school's suggestions or requests
- 3, Responsive to school's suggestions or requests
- 4, Seeks out assistance from school and enthusiastically responds to school's suggestions or requests
- Not Applicable

Additional comments:

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

If we have additional questions, may we call you?      Yes / No

If yes, phone number: \_\_\_\_\_      Most convenient time to call is: \_\_\_\_\_

**Again, thank you for your time and the helpful information you have provided.**

Please return to Claremont Prep at your earliest convenience.

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