



ST. HILDA'S & ST. HUGH'S

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INDEPENDENT SCHOOLS ADMISSIONS ASSOCIATION OF GREATER NEW YORK	SCHOOL REPORT FOR APPLICANTS TO 3 AND 4 YEAR OLD GROUPS
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CONFIDENTIAL

Child's Name: _____ Sex: _____
 Birthdate: _____ Name Usually Called: _____
 Present School: _____ Phone: _____ Entrance Date: _____
 Parents' Names: _____
 Address: _____ Zip: _____ Phone: _____
 Currently attends: Days per week: _____ Hours per day _____ Date of This Report: _____
 Submitted by: _____ How long have you known this child? _____
 Language spoken at home: _____ Does child speak other languages? _____
 Dominance: Right: _____ Left: _____ Not Established: _____

CATEGORY	AREA OF STRENGTH	AGE APPROPRIATE	PROGRESSING TOWARDS AGE APPROPRIATE	AREA OF CONCERN	NA
PHYSICAL DEVELOPMENT					
Gross motor coordination					
Participates in physical group activities					
Gait, fluidity, smoothness of movement					
Small motor coordination					
Participates in small motor activities					
Works with playdoh, clay, water, sand					
Builds with blocks or manipulatives					
Draws, paints or glues					
Uses implements (fork/spoon) to feed self					
General health					
Energy level: outdoors / in classroom					
PERCEPTUAL DEVELOPMENT					
Completes puzzles (how many pieces?)					
Notices, creates, replicates patterns					
Recognizes written name					

Comment: What are the child's favorite large motor activities?

What are the child's favorite small motor or perceptual activities?

CATEGORY	AREA OF STRENGTH	AGE APPROPRIATE	PROGRESSING TOWARDS AGE APPROPRIATE	AREA OF CONCERN	NA
SOCIAL/EMOTIONAL DEVELOPMENT					
	Separation from parents / caregivers				
	Displays confidence				
	Accepts limits / boundaries				
	Willingly follows directions individually				
	Willingly follows directions in group				
	Displays impulse control				
	Engages with peers (describe below)				
	Engages with adults (describe below)				
	Makes eye contact				
	Resolves conflicts / disputes verbally				
	Respects self / own property				
	Respect others / their items				
	Tolerates frustration / self-chosen activity				
	Tolerates frustration / assigned activity				
	Appreciates humor / appropriately silly				
	Ability to focus on an activity				
	Cooperative attitude				
	Makes transitions easily				
	Reacts positively to new events/change				

Comment: How would you describe the child's temperament?

What activities does the child especially enjoy?

Please describe the quality of this child's interactions with peers. Does the child play with children of both genders, show a preference for group or individual activities. Is the child a leader, follower, observer? Is the child kind to and considerate of other children?

Please describe the quality of this child's interactions with **adults**.

CATEGORY	AREA OF STRENGTH	AGE APPROPRIATE	PROGRESSING TOWARDS AGE APPROPRIATE	AREA OF CONCERN	NA
INTELLECTUAL DEVELOPMENT					
RECEPTIVE SKILLS					
	Ably follows directions given to a group				
	Ably follows directions given individually				
	Converses with adults and children				
EXPRESSIVE SKILLS					
	Clear articulation (describe)				
	Fluency of expression (as opposed to stammering)				
	Vocabulary: uses precise words as opposed to fillers ('uhm')				
	Remembers classmates' / teachers' names				
	Remembers and recites nursery rhymes				
	Remembers & retells events/stories in sequence				
	Creates dramatic play scenarios				
	Asks <i>why, how come</i> questions				
EMERGENT LITERACY					
	Handles, browses, looks over books				
	Enjoys being read to/asks to be read to				
	Acts out favorite stories (books/media)				
EMERGENT MATH					
	Sorts objects in categories (animals/plants)				
	Grades objects by size				
	Names colors or shapes in environment				
	Uses size comparisons				
	Understands over, under...				

Comment: Please comment on the child's language and speech development. Has the child been recommended for speech or language evaluation or therapy? Any idiosyncratic language? (Please be specific.)

Please comment briefly on any physical, social-emotional, or intellectual strengths or concerns, including general health.

FAMILY

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

Have all financial obligations been met?

Have you received active cooperation from the parents?

To your knowledge, is the parent's perception of the child compatible with the school's understanding of the child

Please describe parents' involvement with the school.

Signature

Position

Date