



Ethical Culture Fieldston School

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School Report Form 2nd Grade through 12th Grade

To parents and guardians: Please complete, sign, and send this form to your child's current school. Please mark which division you are applying to below. By signing, you authorize your child's current school to send school records to ECFS; these records will remain confidential and only used for admissions purposes.

Name of applicant

Signature of parent/guardian

Date

To the director or principal: Thank you for taking a few moments to share your thoughts on this applicant's abilities and motivation. Your comments will help us understand if this applicant is a good match for our school. This form will become part of the students admissions file and will remain confidential.

Ethical Culture Fieldston School is unique in blending a progressive approach to education with an ethical practice. We offer admission to students whom we believe have the skills and potential to be successful in a demanding, collaborative, and progressive curriculum. Each student is expected to be an active contributor to the life of the school.

Please return this form by January 1. You may submit them via email or post to the appropriate address below.

If you have any questions, please call us at 718-329-7575 or email admissions@ecfs.org.

You can find more information about our school at ecfs.org.

- ☐ Ethical Culture, Admissions
3901 Fieldston Road
Bronx, NY 10471-3447
documentsethicaladmissions@ecfs.org
- ☐ Fieldston Lower, Admissions
3901 Fieldston Road
Bronx, NY 10471-3447
documentsfieldstonloweradmissions@ecfs.org
- ☐ Fieldston Upper/Middle, Admissions
3901 Fieldston Road
Bronx, NY 10471-3447
documentsfieldstonadmissions@ecfs.org



Student name:

Characteristics and skills

Please check to indicate your evaluation of this student in each of the following categories, adjusting the check mark placement to the left or right of a section to indicate gradations in your evaluation.

Sense of responsibility	Responsible	<div><div></div><div></div><div></div><div></div><div></div></div>	Rarely responsible
Consideration for others is very	Very considerate	<div><div></div><div></div><div></div><div></div><div></div></div>	Unkind
Peer relationships	Enjoys good relationships	<div><div></div><div></div><div></div><div></div><div></div></div>	Relates poorly
Leadership skills	Excellent skills	<div><div></div><div></div><div></div><div></div><div></div></div>	Poor skills
Emotional maturity	Very mature	<div><div></div><div></div><div></div><div></div><div></div></div>	Very immature
Self-confidence	Healthy self-image	<div><div></div><div></div><div></div><div></div><div></div></div>	Poor self-image
Sense of humor	Highly developed	<div><div></div><div></div><div></div><div></div><div></div></div>	Poorly developed
Self-control	Good control	<div><div></div><div></div><div></div><div></div><div></div></div>	Frequently disruptive
Relationship with adults	Comfortable	<div><div></div><div></div><div></div><div></div><div></div></div>	Uncomfortable

	Excellent	Good	Fair	Poor	Comments
Study habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Self-motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organization of time and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intellectual curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to express ideas orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to follow directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to work in a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Academic promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Results of standardized aptitude and achievement tests

Date	Name of test	Score	National percentile	Independent school percentile



Student name:

Reads for pleasure: ☐ Frequently ☐ Occasionally ☐ Seldom

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

In what, if any, subject areas does the candidate show particular strength?

In what, if any, subject areas has the candidate needed special support or help?

At which level of the class is this candidate's work? ☐ upper third ☐ middle third ☐ lower third

Has the candidate displayed any notable interests or talents?

Please comment on the candidate's creativity.

Are there any concerns about attendance or promptness?

Please characterize parental cooperation and involvement.

Is there any other information about this candidate or the family that would be helpful for us to know?

Signature

Date

Title

Phone