

# INTERNAL CONFIDENTIAL COMMUNICATION

## ARCHDIOCESE OF WASHINGTON Catholic High School Student Information Form 2018-2019 Admissions Cycle Due December 12, 2018

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Last                      First                      Middle                      Month/Day/Year

Home Phone: \_\_\_\_\_ - \_\_\_\_\_ Gender: \_\_\_\_M \_\_\_\_F

Street Address: \_\_\_\_\_ Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Student's Parish: \_\_\_\_\_  
(N/C if not Catholic)

School Name: \_\_\_\_\_ Location: \_\_\_\_\_

Home Room Teacher: \_\_\_\_\_ School Phone: \_\_\_\_\_

(Primary 8<sup>th</sup> Grade Teacher)

School E-mail: \_\_\_\_\_

Grades	Religion	Reading	English (Language Arts, Grammar, Vocabulary)	Math: Regular	Math: Algebra	Social Studies	Science	Foreign Language	# Days Absent	# Days Late
7th Grade: Final Grades										
8th Grade: 1st Quarter										

**Explanation of symbols:** A=93-100; B=85-92; C=77-84; D=70-76; F=Below 70

**Honors Courses:** Use an asterisk (\*) to indicate honors courses.

Is English a second language? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, what is the student's first language? \_\_\_\_\_

How many years has this student attended Catholic elementary school? \_\_\_\_\_

**Principal's recommendation (please check):**

- \_\_\_\_\_ One of the top students I have encountered
- \_\_\_\_\_ Recommend highly
- \_\_\_\_\_ Recommend confidently
- \_\_\_\_\_ Recommend
- \_\_\_\_\_ Do not recommend

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\_\_\_\_\_ I wish to provide additional information. Telephone: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Name (print or type): \_\_\_\_\_

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## Academic Readiness

Seventh and eighth grade subject teachers evaluate the applicant using the following scale: Outstanding=1, Good=2, Satisfactory=3, Improvement Needed=4, Unsatisfactory=5, Insufficient opportunity to observe=N/A

### Academic Ratings

Teacher Evaluations (use scale above)	Religion	Reading	English (Language Arts, Grammar, Vocabulary)	Math: Regular	Math: Algebra	Social Studies
Ability to work independently						
Ability to work in a group						
Ability to follow directions						
Ability to express ideas orally						
Achievement related to potential						
Creativity						
Intellectual curiosity						
Organization of time and work						
Self-motivation						

Textbook used						
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### Personal Attributes

Conduct						
Leadership						
Emotional maturity						
Relationship with peers						
Relationship with adults						
Concern for others						
Self-confidence						
<b>Teachers' Initials</b>						

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### Academic Ratings

Teacher Evaluations (use scale above)	Science	Music	Art	Physical Education	Foreign Language (optional)	Other
Ability to work independently						
Ability to work in a group						
Ability to follow directions						
Ability to express ideas orally						
Achievement related to potential						
Creativity						
Intellectual curiosity						
Organization of time and work						
Self-motivation						

Textbook used						
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# Standardized Test Data

*Scantron Performance Series, Spring 2018*

For *Performance Series* results, please attach the Extended Student Profile report or label to this form. If the student does not have *Performance Series* results from seventh grade, please substitute other test scores, sixth grade scores, etc.

Are standardized test scores indicative of perceived ability? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, please explain below.

# Notes

Please be specific when providing information about the following topics. Comments by the homeroom teacher are carefully noted in the admissions process.

1. Strengths: What words would you use to describe this student's strengths?
2. Weaknesses: List areas in need of growth for this student.
3. Work ethic: Describe student's work ethic.
4. Please explain excessive tardiness or absences:
5. List student's activities or interests:
6. Describe parental involvement and cooperation:
7. Note other information that may influence this student's achievement in school: