



September, 2009

Dear Parents,

Thank you for your interest in LREI. We are pleased to enclose our viewbook and application materials for applying to our School.

LREI, a fourteen-year institution, educates for life. As a leader in progressive education since 1921, we believe that active and experiential learning is the best means of preparing students for success in an ever-changing world. It is our hope that as you become acquainted with our vibrant program you will choose to become a part of it.

We encourage you to take a tour of the School. It is this experience which will give you the greatest insight into what LREI has to offer your children. Please call the Admissions Office or visit [www.lrei.org](http://www.lrei.org) for more information about the School or the admissions process.

We look forward to meeting your family when you visit!

Sincerely,

Barbara H. Scott  
Director of Admissions



August 2009

Dear Parents,

Each year, the Admissions Office at LREI offers an optional Early Notification Program for applicants to our Fours, Kindergarten and First Grade programs who are siblings of current LREI students and children or grandchildren of alumni. The plan is intended to expedite the admissions process for those who are already a part of our school community. It also benefits the School by clarifying the number of places available for the general applicant pool. Please note that applicants for our Fours and Kindergarten programs must be four years old and five years old respectively by September 1st of the year that they begin school.

LREI is a community of families, but also a school that carefully considers the best placement for each child. As such, we recognize that we may not be the appropriate school setting for every child within a family. We strongly encourage all families to apply to several schools to ensure that their son or daughter will have other school choices should LREI not be an optimal fit.

Should you choose to participate in the Early Notification Program, please submit an Early Notification form no later than Tuesday, December 1, 2009. This form is available on our web site ([www.lrei.org](http://www.lrei.org)) or by contacting the Admissions Office at 212-477-5316 ext. 210. **Due to the limited number of interview appointments available, we encourage families to schedule and complete the interview visits as early as possible.** The decision to participate in the Early Notification Program is binding upon submission of the Early Notification Form. To clarify, families selecting Early Notification may not later request Regular Notification. Decision letters will be mailed by Friday, January 15, 2010. If your child is accepted to LREI, and you choose to enroll, you must notify us of your decision by Friday, January 29, 2010 for Kindergarten and First Grade and Friday, February 5, 2010 for the Fours. Upon enrollment, we strongly suggest that you notify all other schools to which you have applied, so that they too can have a more realistic sense of their applicant pool.

Families who choose not to participate in the Early Notification Program are welcome to follow the traditional admissions cycle, and should select Regular Notification on the Early Notification Form. Decision notifications will be sent in late February 2010. If you have any questions, please call us – we are always happy to speak with you.

Sincerely,

Barbara H. Scott  
Director of Admissions

Mary Young  
Director of Lower School Admissions



## Admissions Checklist

- Call** to schedule a tour or open house. Date/Time: \_\_\_\_\_
- Submit** application along with the \$50 fee postmarked by December 1, 2009 for Lower and Middle School Applicants.  
High School applications must be postmarked by December 15, 2009.
- Submit** Tuition Remission forms (if applicable) with your application materials by December 1, 2009.
- Schedule** interviews:  
Student playgroup or interview, date/time: \_\_\_\_\_  
Parent interview, date/time: \_\_\_\_\_
- Contact** Educational Records Bureau (ERB) at 212-672-9800 or [www.erbtest.org](http://www.erbtest.org) to schedule a test date (4th – 11th grades). ECAA or ISEE Admissions testing should be completed by January 11, 2010 (LREI School Code: 336195).
- Submit** Student Essays (5th – 11th grades) by December 1, 2009
- Submit** Candidate Evaluation form(s) to student's current teacher(s) no earlier than November 15, 2009.
- Submit** Transcript Request form (1st – 11th grades) to student's current school no earlier than November 15, 2009.
- Submit** Graded Non-Fiction Writing Assignment (5th – 11th grades) by January 15, 2010.

All admissions files must be completed by January 15, 2010 to be considered for the next academic year.

**Lower School** and **Middle School** tours and interviews take place at 272 Sixth Avenue (at Bleecker Street).

**High School** tours and interviews take place at 40 Charlton Street (Sixth Avenue and Varick Street).

### **Admissions Office**

Phone: 212-477-5316 Fax: 212-677-9159



## Admissions Procedures and Information

The application process consists of the following elements:

- **Important note for applicants to the Lower School:**

Please note that we have a limited number of interview appointments available. If the number of applications received before the application deadline exceeds the number of interview appointments available, applicants will be placed in a wait pool. Should an interview appointment time become available, the Admissions Office will contact wait pool applicants in accordance with our school's mission and admissions goals. Families are encouraged to submit applications promptly to facilitate scheduling appointments.

- **Birthdate Requirement**

Applicants to the Fours program and Kindergarten must be four years old and five years old respectively, by September 1st of the year they begin our program.

### **Sibling and Alumni/ae Admissions: Fours, Kindergarten and First Grade**

LREI offers the option of Early Notification to siblings of current LREI students, and to the children and grandchildren of LREI alumni. Should you wish to participate in this program, please download the Early Notification form from our web site and submit by Tuesday, December 1, 2009. Please note that all Early Notification application files must also be completed by this date.

- **Submission of Materials**

Families must submit an application and the non-refundable application fee of \$50, postmarked by the deadline of Tuesday, December 1, 2009 for Lower and Middle School applicants. High School applications are due by Tuesday, December 15, 2009. Student Essays for Middle and High School applicants are also due their respective application deadlines. *Please include a recent individual or family photo with your application. (Optional)*

**The following additional materials are due by January 15, 2010:**

#### **Fours, Kindergarten and First Grade**

- Lower School Candidate Evaluation Form
- Official transcripts including the most recent grades from the applicant's current school (First Grade)

#### **Second – Fourth Grades**

- Lower School Candidate Evaluation Form
- Official transcripts including the most recent grades from the applicant's current school

#### **Fifth – Eleventh Grades**

- Middle or High School Candidate Evaluation Form for English
- Middle or High School Candidate Evaluation Form for Mathematics
- Graded, non-fiction writing assignment
- Official transcripts including the most recent grades from the applicant's current school

Transcript Request Forms should be given to the applicant's current school, and should be completed no earlier than November 15th so as to reflect the first grading period of the student's progress. We also request that you send the grades for additional grading periods as they become available. Candidate Evaluation Forms should be given to your child's current teacher(s), and should be completed no earlier than November 15th.

(Continued)



# Little Red School House & Elisabeth Irwin High School

- **Tours and Open Houses**

We require all interested families to attend a morning tour or an evening open house to inform their school decision. Middle School and High School applicants are encouraged to attend with their parents. **Please call the Admissions Office to make a reservation for the event of your choice.**

## **TOURS**

**Lower School:** Tuesdays and Thursdays at 9:00 AM from October 1<sup>st</sup> to December 15<sup>th</sup>.

**Middle School:** Wednesdays at 9:00 AM from October 7<sup>th</sup> to December 16<sup>th</sup>.

**High School:** Please call the Admissions Office to schedule a tour.

**Please note that all tours begin promptly at 9:00 AM.**

## **OPEN HOUSES**

**Lower School:** Tuesday, October 13<sup>th</sup> and Tuesday, October 27<sup>th</sup> at 6:30 PM

**Middle School:** Thursday, October 29<sup>th</sup>, 6:30 PM (at the **High School location**)

(Please note that this is a curriculum focused event and does not include a tour of the Middle School. For a guided view of the facility, please schedule a morning tour.)

**High School:** Thursday, October 29<sup>th</sup> and Tuesday, November 3<sup>rd</sup> at 6:30 PM

- **Student and Parent Interviews**

After submitting an application, families may call the Admissions Office at (212) 477-5316 ext. 210 to schedule appointments for student and parent interviews. Student applicants to our Fours and Kindergarten programs meet in small groups, while their parents talk with a current LREI parent. First through Eighth Grade applicants are required to have a school visit. Applicants will have an opportunity to attend classes and student interviews will be conducted during their visit. Individual interviews are required for High School applicants and an opportunity to visit classrooms will be offered upon acceptance. All parents will have a personal interview with a member of the Admissions staff.

- **Testing**

LREI participates in the Group Testing program administered by the Educational Records Bureau (ERB). Testing is required for all applicants to the Fourth through Eleventh Grades. Applicants should make arrangements to take the appropriate grade level test by calling ERB at (212) 672-9800 or visiting [www.erbtest.org](http://www.erbtest.org). ECAA or ISEE Admissions testing should be completed by January 11, 2010. (LREI school code: 336195)

- **Decisions and Notification**

Admissions decisions are based on the written application, interview, school records, student visit and test information as required. Decisions will be mailed according to the guidelines set by the Independent Schools Admissions Association of Greater New York ([www.isaagny.org](http://www.isaagny.org)).

- **Financial Aid**

In order to support families and to affirm economic diversity in our school community, we provide financial aid through our Tuition Remission Program. Tuition Remission is offered to students in our Fours Program through Twelfth Grade. Tuition Remission decisions are made independently of admissions decisions. Awards are granted to students on the basis of need and availability of funds. Notification of awards is provided at the time of acceptance.

**Awards are granted for one year at a time, and must be applied for annually.** All financial information provided is kept confidential.

All required materials for Tuition Remission applications are due by Tuesday, December 1, 2009. Applications for tuition remission will be accepted after this date, however, priority will be given to those applications completed by the deadline. Families may request further information by contacting Michele Blackwell at 212-477-5316 ext. 292.

Tuition Remission forms and instructions will be available in October.



# Little Red School House & Elisabeth Irwin High School

Office of Admissions  
272 Sixth Avenue (at Bleecker)  
New York, NY 10014

## Application for Admission

Applicant for Grade \_\_\_\_\_

### APPLICANT INFORMATION

First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_

Date of Birth (M/D/Year) \_\_\_\_\_ •  Male  Female • Prefers to be called \_\_\_\_\_

Address \_\_\_\_\_  
Street \_\_\_\_\_ Apartment Number \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Home Telephone \_\_\_\_\_

**Current School** \_\_\_\_\_

Address \_\_\_\_\_  
Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ School Telephone \_\_\_\_\_

Current Grade \_\_\_\_\_ Years Attended \_\_\_\_\_

Reason for Change \_\_\_\_\_

Previous Schools and years attended \_\_\_\_\_

**PARENT'S NAME (I)** (Mother/Father/Co-parent/Guardian) \_\_\_\_\_

Address \_\_\_\_\_  
(If Different from Applicant's) Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Telephone \_\_\_\_\_ Cellular Telephone \_\_\_\_\_

Occupation \_\_\_\_\_ Employer \_\_\_\_\_ Title \_\_\_\_\_

Business Address \_\_\_\_\_

Email \_\_\_\_\_ Business Telephone \_\_\_\_\_

**PARENT'S NAME (II)** (Mother/Father/Co-parent/Guardian) \_\_\_\_\_

Address \_\_\_\_\_  
(If Different from Applicant's) Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Telephone \_\_\_\_\_ Cellular Telephone \_\_\_\_\_

Occupation \_\_\_\_\_ Employer \_\_\_\_\_ Title \_\_\_\_\_

Business Address \_\_\_\_\_

Email \_\_\_\_\_ Business Telephone \_\_\_\_\_

### FAMILY INFORMATION

#### SIBLINGS

Name	Birthdate	Current School	M/F
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Number of people living at home \_\_\_\_\_ Adults other than parents \_\_\_\_\_

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# Little Red School House & Elisabeth Irwin High School

## FAMILY INFORMATION (CONT'D)

Primary language spoken at home \_\_\_\_\_ Other languages \_\_\_\_\_

Parents' Marital Status \_\_\_\_\_ Parent with whom child resides \_\_\_\_\_

Legal guardian other than parents (if applicable) \_\_\_\_\_

Additional family circumstances \_\_\_\_\_

To whom should mailings be sent? \_\_\_\_\_

To whom should bills be sent? \_\_\_\_\_

*Please share some additional information about your child.*

Which aspects of school does your child most enjoy? Find most difficult? \_\_\_\_\_

Has your child ever received academic tutoring, or skipped a grade or repeated a grade? \_\_\_\_\_

What are your child's special interests, talents or extracurricular activities? \_\_\_\_\_

Describe your child's relationship with friends and family. \_\_\_\_\_

Please state your reasons for applying to LREI and how you would like the school to contribute to your child's development.

Please note any additional information that you think would be helpful to us in understanding your child.

## ADDITIONAL INFORMATION

How did you learn about LREI? \_\_\_\_\_

Have you applied to LREI before? \_\_\_\_\_

Are you or any family member affiliated with the LREI community? If so, please specify. \_\_\_\_\_

## TESTING

Education Records Bureau (ERB) testing is required for students applying to fourth through eleventh grades. Please request that all scores be sent directly to LREI.

ERB Test taken  Yes  No • Date completed/expected \_\_\_\_\_

## FINANCIAL AID

Tuition remission is available based on need and availability of funds. Forms are mailed upon request. Tuition Remission requested  Yes  No

**A non-refundable fee of fifty dollars (\$50.00) must accompany this application.**

SIGNATURE of Parent or Guardian \_\_\_\_\_

NAME (Please Print) \_\_\_\_\_ Date \_\_\_\_\_

*LREI supports its diverse community through the administration of its policies and programs and does not discriminate on the basis of race, sex, gender, sexual orientation, religion, national or ethnic origin.*



## Lower School Candidate Evaluation

Independent Schools Admission Association of Greater New York  
Information form for applicants to the  
**Fours, Kindergarten and First grade**  
(to be completed by the applicant's school)

Child's name \_\_\_\_\_  Male  Female \_\_\_\_\_

Birthdate \_\_\_\_\_ Name usually called \_\_\_\_\_

Present school \_\_\_\_\_ Telephone \_\_\_\_\_

Entrance date \_\_\_\_\_

Parents' names \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Teacher & class \_\_\_\_\_ Date of this report \_\_\_\_\_

Submitted by \_\_\_\_\_ How long have you known this child? \_\_\_\_\_

Dominance  right  left  not established Language spoken at home \_\_\_\_\_

Does the child speak any other languages? \_\_\_\_\_ If so, which languages? \_\_\_\_\_

## Development Analysis

Physical Development	Area of Strength	Age Appropriate	Towards Age Appropriate	Area of Concern	N/A
Small motor coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draws with details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate pencil grip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works with manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross motor coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of body in space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gait, fluidity, smoothness of movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in physical group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the child's physical development, i.e. visual, auditory (including frequency of ear infections) and general health.

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Intellectual Development	Area of strength	Age Appropriate	Progressing Towards Age Appropriate	Area Of Concern	N/A
<b>Receptive Skills</b>					
Follows directions given to a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows directions given individually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows multiple step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands stories read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands classroom discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory for events and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Expressive Skills</b>					
Clarity of speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency of expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to stay on discussion topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word retrieval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate syntax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tells story events in sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reading Readiness</b>					
Sound-symbol correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes letters—upper case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes letters—lower case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Math</b>					
Recognizes numerals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands one-to-one correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patterning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Categorizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands comparative terms (size/time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the child's language and speech development. \_\_\_\_\_

Is the child currently receiving speech or language therapy? If so, please explain. \_\_\_\_\_

Please describe the child's ease of learning and ability to make meaningful connections. \_\_\_\_\_

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



Social/Emotional Development	Area of Strength	Age Appropriate	Towards Age Appropriate	Area of Concern	N/A
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acceptance of limits	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolves conflicts verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internalization of classroom routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separation from parents/caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to share	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to wait for turn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for property of self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for property of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts responsibility for actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustration tolerance— self chosen activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustration tolerance— assigned activity	<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"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attention span— self-chosen activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attention span— assigned activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to follow peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes transitions easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reacts well to new experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfort with large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfort with small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfort alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usually chooses	<input type="checkbox"/> large group	<input type="checkbox"/> small group	<input type="checkbox"/> alone		
Usually takes role of	<input type="checkbox"/> leader	<input type="checkbox"/> follower	<input type="checkbox"/> varies		

Please comment on the child's social/emotional development. \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 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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Have all financial obligations been met?  yes  no

Have you received active cooperation from the parents?

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Please describe the parents' involvement with the school.

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Are there any special concerns about the child's attendance and/or promptness of arrival and departure?

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Additional comments:

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Signature \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

These comments will be very helpful to us in deciding if our school program will be able to meet this student's needs; we thank you for taking the time to aid us in understanding the candidate better. *All information provided is considered confidential.*

Kindly return by January 15, to:

**LREI**

272 Sixth Avenue (at Bleecker Street)

New York, NY 10014

If you have any questions or comments, please call 212.477.5316.

Thank you for your help.



### Tuition and Fees 2009-2010

<b>GRADE</b>	<b>TUITION AMOUNT</b>
Fours	\$ 29,150
Kindergarten	\$ 29,150
First Grade	\$ 29,967
Second Grade	\$ 29,967
Third Grade	\$ 29,967
Fourth Grade	\$ 29,967
Fifth Grade	\$ 30,963
Sixth Grade	\$ 30,963
Seventh Grade	\$ 30,963
Eighth Grade	\$ 30,963
Ninth Grade	\$ 31,734
Tenth Grade	\$ 31,734
Eleventh Grade	\$ 31,734
Twelfth Grade	\$ 31,734

Please note: These figures include all tuition and fees, with the exception of specialized overnight trips tailored to each grade. Tuition is subject to change for the 2010-2011 academic year.