



Cheshire Academy

www.cheshireacademy.org

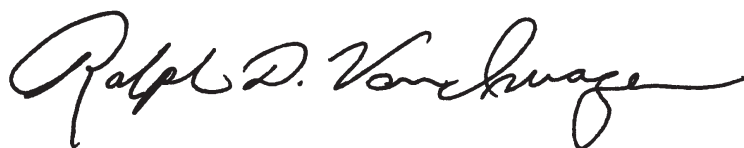
WELCOME TO CHESHIRE ACADEMY!

We are happy to know of your interest in our school. While our history of over two centuries makes us one of the nation's oldest schools, our student-centered curriculum and technological support keep us in the forefront of educational practices. Your son or daughter will experience a community that places students at the very center of learning, where they work in ways that complement their own styles, learn to synthesize volumes of data, and prepare for the colleges that will benefit them most.

Our educational heritage is a foundation that prepares students for the future. Emphasis on shared values is embodied in the school's philosophy. Close attention to each child's intellectual, emotional, and moral dimensions underlies all of our work. Our caring faculty, staff, and administration work as a team to make residential life an essential part of both our boarding and day students' experience. Cheshire Academy encourages your child to take charge of his or her destiny.

Explore our campus. Meet with our faculty. And please, ask questions — we want your decision to be made on a thorough understanding of the excellent opportunities Cheshire Academy offers.

Sincerely,



Ralph D. Van Inwagen, Headmaster

Cheshire Academy is a college-preparatory school that is committed to the potential in each individual student, excellent teaching, and global diversity.



Our community of lifelong learners works to live each day through our core values, The Eight Pillars of Bowden: Respect, Responsibility, Caring, Citizenship, Civility, Morality, Fairness, and Trustworthiness.

AT A GLANCE

Cheshire Academy is located in central Connecticut, close to large cities, sporting events, and cultural opportunities, yet suburban enough that students feel safe and comfortable on-and off-campus. We are a community within a community, where a short stroll leads to local coffee shops, restaurants, and shopping centers.

What new discoveries await you at Cheshire Academy? There are as many answers to that as there are Academy students. And that is true for one main reason: whatever information, history, or inspiration you may find on the following pages, the most important attribute to remember about Cheshire Academy is that we believe in education that is *student centered*. It's our way of life.

At Cheshire Academy, students, teachers, coaches, administrators, staff, and parents combine their individual strengths and talents to create a learning and living environment that honors the differences in all of us. For that reason, it's impossible to paint a picture of a "typical" Cheshire Academy student.

Diversity is not new at Cheshire Academy. From its beginning in 1794 as the Episcopal Academy of Connecticut, our school has welcomed students of all nationalities, races, creeds, and economic backgrounds. The result is a school history that includes women and men who have changed the course of world events because they stood up for who they are.

We're proud they learned to do that here.

We're pleased and honored to share the following information with you. And we welcome the opportunity to meet with you in person and to introduce you to Cheshire Academy.

PROFILE

Grade 6 through postgraduate year
Students enrolled: 380

Upper School Boarding: 185

Upper School Day: 140

Middle School students: 55
90 international students from
25 countries

290 domestic students from
11 states

Faculty and staff: 125

Teacher/student ratio: 7/1

Average class size: 12

Campus size: 105 acres

Cheshire Academy is the oldest continually operating private school in Connecticut and the tenth oldest boarding school in the country.

COUNTRIES REPRESENTED

Argentina, Aruba, Barbados, Bhutan, Canada, Cayman Islands, China, England, Fiji Islands, France, Germany, Hong Kong, India, Jamaica, Japan, Korea, Nigeria, Pakistan, Russia, Singapore, Spain, Taiwan, Trinidad, UAE, Venezuela

STATES REPRESENTED

Connecticut, California, D.C., Florida, Illinois, Maryland, Massachusetts, New Jersey, New York, Pennsylvania, Rhode Island

FINANCIAL ASSISTANCE AND SCHOLARSHIPS

Cheshire Academy annually awards \$1.5 million in financial assistance. In addition, the school awards a four-year town scholarship to a resident of Cheshire, based on scholarship, leadership, personality,

citizenship, ambition, and financial need. In 2002, the Goizueta Foundation established a Scholars Fund for a candidate of Hispanic or Latino background who will contribute to and benefit from the Cheshire Academy experience.

TECHNOLOGY

Library & Humanities Building with wireless network
John J. White '38 Science & Technology Center
Dorms and classrooms wired for voice and data
Two computer labs
All faculty have classroom/office computer access, many with laptops
Fiber optic network with OC3 (T1 x 3) internet connection
Classroom Smartboard Technology

NOTED ALUMNI

Eric J. Bloom, *Musician, Blue Oyster Cult*
Andrew Fezza, *Fashion designer*
Fred Friendly, *Former president, CBS News*
Roberto C. Goizueta, *Former chairman and CEO, Coca-Cola*
Joseph W. Hasel, *"Voice of the New York Giants"*
John Frederick Kensett, *Artist*
Rockwell Kent, *Artist*
Talib Kweli, *Rap artist*
Robert Ludlum, *Author*
J.P. Morgan, *Industrialist*
Peter Perrault, *NFL Hall of Fame*
Angela Robinson, *State Superior Court Judge*
Francis X. Shields, *Tennis Hall of Fame, Wimbledon*
James Van Der Beek, *Actor*
Gideon Welles, *Secretary of the Navy*
Fighting Joe Wheeler, *Civil War general*
Sydney Wood, *Tennis Hall of Fame, Wimbledon*



“I teach because of the dynamic experiences that occur when students are allowed to open their minds, to create, and to find new pathways.”

A Cheshire Academy teacher

ACADEMICS

In both our Middle School and Upper School, Cheshire Academy’s academic program reflects the student-centered values that lie at the heart of our institution. Traditional but innovative, challenging but adaptable, our curriculum inspires student curiosity, critical thinking, and a passion for learning. With an excellent, supportive faculty and outstanding resources, Cheshire Academy stresses a constructivist method of education in which students become independent, proactive, self-directed learners who share in the responsibility for their own learning experience. Throughout our academic, afternoon, and community curricula, we foster intellectual, emotional, and ethical maturity for a global and changing world.



Cheshire Academy's athletic program provides opportunities to discover new abilities or to strengthen existing talents, while learning to appreciate the value of sportsmanship.

ATHLETICS



Whether you are an athlete on the field or an avid fan in the bleachers, the tradition of athletics at Cheshire Academy is integral to the life of the school. Each student should participate in an interscholastic sport for a minimum of one season, although many choose to play all three seasons. For students who want to explore a new sport, the beginning and junior varsity teams provide an opportunity for learning the basic skills, making new friends, and representing the school's commitment to sportsmanship. Our teams compete with private schools from all over New England and New York. Depending on the particular sport, there are also competitions with public schools, league title competitions, and New England tournaments at the end of the season. The lessons learned on the fields and courts are, as one alumnus stated, "memories and skills you carry with you for your entire life." Our athletics director and coaches can answer your questions about specific teams.



INTERSCHOLASTIC OPTIONS

FALL

Cross Country
Field Hockey
Football
Soccer
Team Manager
Volleyball

WINTER

Basketball
Fencing
Swimming
Team Manager
Wrestling

SPRING

Baseball
Golf
Lacrosse
Softball
Team Manager
Tennis
Track & Field
Ultimate Frisbee



Our afternoon programs enrich the academic curriculum by exposing students to new activities and experiences.

AFTERNOON PROGRAMS

Cheshire Academy's afternoon programs introduce students to new interests and lifelong passions. Our comprehensive options are designed to respect the individual and to provide a wide range of opportunities. Students are encouraged to stretch themselves through athletics, the arts, and community service. These programs emphasize the value of teamwork, setting and achieving new goals, and building self-confidence. In the spirit of this tradition, our community has produced individuals with a wide range of abilities: from those who acquired lifelong appreciation for athletics and the arts to internationally recognized athletes, musicians, actors, novelists, and playwrights.

Students who are very involved in activities not provided at Cheshire Academy, such as gymnastics, hockey, or horseback riding, are able to pursue them off-campus after getting school approval.



**AFTERNOON
OPTIONS**
Aerobics / Dance Team
Cheshire Academy
Challenge Course (ropes)
Community Service
Drama
Health Club Membership
(winter)
Instructional Recreational
Tennis (fall)
Martial Arts
Musical Theater
Ski Club
Student Athletic Trainer
Weight Training
Yearbook Editor

PARTICIPATING IN CAMPUS LIFE

Something wonderful happens when school is not simply a building but rather a way of life. Learning occurs not only in classrooms but also in halls, dormitories, and student centers. A powerful connection is created for students when their teachers are also dorm parents, coaches, and advisors. At Cheshire Academy, there are myriad programs that enhance the daily lives of our students. Some, like athletics, drama, and weekend activities, are easily recognized. Other programs, like the Proctors and Citizenship Committee are less visible but fundamental to who we are as a school and a community. Still others, like our attention to emotional intelligence and our leadership training, relate not just to what goals we set, but how we go about achieving them. Each individual piece makes Cheshire Academy a vibrant, authentic, and whole-learning environment that enriches student life.



At a smaller school like Cheshire Academy, students are able to voice their opinions about the activities that interest them. Students are always welcome to approach the activities director with new ideas.

COMMUNITY INVOLVEMENT

Giving back to the community is an integral part of life at Cheshire Academy. Through organizations like the Key Club, students carry out the legacy of Cheshire Academy's motto *ich dien* – "I serve."

The commitment to help others is sometimes difficult, hopefully rewarding, and always life-changing. Cheshire Academy's students have become a positive voice in the community as they seek to improve lives and address issues beyond the boundaries of campus.

ROPES COURSE

The Cheshire Academy Challenge Course is one of New England's premiere ropes courses, and much more than a series of elements to scale, balance on, or swing over. It is a learning experience that promotes the school's core values in a fun, safe, and inclusive environment. Personal challenges, experiential learning, and reflection inspire students to develop self-confidence, improve their understanding of group dynamics, strengthen their leadership abilities, and sharpen their decision-making skills. Experienced facilitators oversee the Challenge Course programs.

STUDENT ORGANIZATIONS AND ACTIVITIES

A cappella group
African-American Dance
Ambassadors Club
Bicycle Club
Campus Guides
Chess Club
Chamber Ensemble
Computer Club
Crafts Club
Gay/Straight Alliance
Gospel Choir
Horizons Literary Magazine
International Club
Jazz Ensemble
Math Club
National Honor Society
Proctors
Prom Committee
Quill & Scroll
S.A.L.S.A. (Students Advocating Life without Substance Abuse)
Student Council
Walden Club
Yearbook



Since 1998, Cheshire Academy has invested \$15 million in the physical plant including the John J. White '38 Science and Technology Center and the Library and Humanities Building.

COURSE LISTINGS



MIDDLE SCHOOL ARTS

Art Grade 6
Chamber Ensemble
Fine/Performing Art Grade 7
Fine/Performing Art Grade 8
Instrumental

MIDDLE SCHOOL ENGLISH

English Humanities Grade 6
English Grade 7
English Grade 8

MIDDLE SCHOOL HISTORY

History Humanities Grade 6
History Humanities Grade 7
History Humanities Grade 8

MIDDLE SCHOOL LANGUAGES

French Grade 7
French Grade 8
Latin Grade 6
Spanish Grade 7
Spanish Grade 8

MIDDLE SCHOOL MATHEMATICS

Algebra I Grade 8
Math Grade 6
Math Grade 7
Pre-Algebra Grade 7
Pre-Algebra Grade 8

MIDDLE SCHOOL SCIENCES

Science Grade 6
Science Grade 7
Science Grade 8

ARTS

Advanced Acting
Advanced Painting
Art History
Art Major (Honors)
CATS
Chamber Ensemble
Choir
Digital Imaging
Drawing
Guitar
Guitar Ensemble
Instrumental
Jazz Ensemble
Jewelry
Mold Making
Music Composition
Music Theory
Music Theory (AP)
Painting
Photography I
Photography II
Playwrights I
Playwrights II
Pottery I
Pottery II
Sculpture
Studio Art
Technical Theater I
Technical Theater II
Theater Fundamentals

ENGLISH

African American Literature
(Honors)
Language & Composition (AP)
Literature & Composition (AP)
English Humanities
Creative Writing (Honors)
English II
English II (Honors)
English III
English III (Honors)
English IV
Old Testament (Honors)
New Testament (Honors)
PG English
PG Seminar

**ENGLISH AS A
SECOND LANGUAGE**

We believe the best setting for language acquisition is an English language environment. Our program has three levels, from beginning to advanced. Students are mainstreamed early, but support is required until they reach a low-advanced level of proficiency. Our full four-year program gives students the time necessary to achieve academic success. A complementary component of ESL is the study of culture. As individuals from different parts of the world become familiar with each other, an interdependence and global understanding is created.

Advanced ESL
American Ideas & Issues
Composition
English I for Int'l Students
English II for Int'l Students
ESL Seminar
Literature
World Cultures
US History for Int'l Students

HISTORY

American Government (AP)
Civil War
History Humanities
History Humanities (Honors)
Human Development
International Relations
Economics
European History (AP)
Human Evolution & Intelligence
Modern Africa
Modern World History
Psychology
US History
US History (AP)
Vietnam
World Religions

LANGUAGES

French I
French II
French III
French IV
French IV (Honors)
French V
French V (AP)
French V (Honors)
Spanish I
Spanish II
Spanish III
Spanish IV
Spanish IV (Honors)
Spanish V
Spanish V (AP)
Spanish V (Honors)

MATHEMATICS

Algebra I
Algebra II
Algebra II /Trigonometry (Honors)
Business Math
C++ Programming
Calculus I (AP)
Calculus I (Honors)
Calculus II (AP)
College Algebra
Computer Hardware
Geometry
Geometry (Honors)
Intro to Computers
Intro to Programming
Java (AP)
Math Fundamentals
Pre-Calculus
Pre-Calculus (Honors)
Statistics
Statistics (AP)
Statistics (Honors)
Web Design

SCIENCE

Anatomy
Astronomy
Biology
Biology (AP)
Biology (Honors)
Chemistry
Chemistry (AP)
Chemistry (Honors)
Concepts in Chemistry
Conceptual Physics
Ecology
Environmental Science
Geology
Oceanography
Physics
Physics (AP)
Physics (Honors)
Physiology
Zoology

**THE ROXBURY
ACADEMIC SUPPORT
PROGRAM**

Not all students learn in the same way. The Roxbury Support Center provides specialized instruction and support to students facing challenges with the academic curriculum. Through an individualized course of action, Roxbury surrounds the student with a multi-faceted support team that includes a Roxbury instructor, classroom teachers, parents, dorm parents, and, if needed, the health center. Strengths and weaknesses are identified and strategies are implemented. Enrollment is limited and based on recommendations of a formal educational evaluation, the director of admissions, and the Roxbury instructors. Consideration is given to requests for services from parents, teachers, and advisors. Communication concerning the student's progress occurs weekly among support team members.

SUMMER PROGRAMS

Our Summer Program combines academic work with a wide variety of athletic and cultural afternoon activities. For five weeks, we create a small, diverse community in which students meet and live with others from around the world. Small classes provide each student with an opportunity for academic growth. For more information, please call 203-272-5396 and ask for the Summer Programs office.

Transportation for day students is available from select areas in Connecticut. Please contact the Admission Office for details.

THE APPLICATION PROCESS

Applying to an independent school can be challenging as well as exciting and our Admission Office team is ready to help in any way we can. Please call or email if you have questions about the application, the interview, standardized testing, financial aid, or whatever may be on your mind as you consider this major life decision. Please see our admission procedures at right for the details of the application process.

Cheshire Academy accepts the Boarding Schools Common Application Form from The Association of Boarding Schools. Students may also apply online by going to the admission section at www.cheshireacademy.org.

DIRECTIONS

From I-84: Exit 27 (691 East) to Rt. 10 exit. Turn right. Follow Rt. 10 south for 4 miles. Enter campus at Cheshire Academy sign on left.

From I-91 South (north of Meriden, CT): Exit 18 (691 West) to Rt. 10 exit. Turn left, follow Rt. 10 South for 4 miles. Enter campus at Cheshire Academy sign on left.

From I-95 (to I-91 North): Follow I-91 North to exit 10 (Rt. 40 connector) to Rt. 10. Turn right at the end of the connector. Follow Rt. 10 north for 8 miles. Enter campus at Cheshire Academy sign on right.

From Rt. 15 North (Merritt Parkway): Exit 61 (Whitney Avenue/Rt. 10), turn right. Continue on Rt. 10 north for 8.5 miles. Enter campus at Cheshire Academy sign on right.

TRANSPORTATION

Cheshire Academy is accessible from JFK and Bradley International Airports. Connecticut Limousine Service runs regularly from JFK, LaGuardia, and Bradley airports to New Haven and Waterbury. Train service runs regularly to New Haven from Grand Central Terminal and Penn Station in New York. Visit www.mta.nyc.ny.us for Metro-North Railroad train schedule and fare information.

INTERVIEW AND VISIT

An admission interview is required for application to Cheshire. It is recommended that all candidates have a personal interview on campus. Please allow two hours for the interview and tour. Interviews are generally available Monday through Friday between 9:00 AM and 2:00 PM. If you are unable to visit Cheshire in person, please call the Admission Office to arrange an off-campus or telephone interview.

THE APPLICATION

All elements of the application must be completed by February 1 to guarantee a decision in our first round of admission.

Applications received after that will be considered on a rolling basis as long as spaces are available. All recommendations, including the school report, grades, and formal transcript should be sent directly to the Admission Office in the envelopes provided.

STANDARDIZED TESTING

Applicants for grades 6 through 10 are required to take the Secondary School Admission Test (SSAT) or the Independent School Entrance Exam (ISEE). Please call the Admission Office for more information or visit www.ssat.org or www.erbtest.org. Applicants for grade 11 are required to submit recent results of the ISEE, SSAT, PSAT, or SAT I Reasoning Test. Applicants for grade 12 or the postgraduate year must submit recent results from the SAT I or the ACT. Applicants for whom English is a second language may submit results from the TOEFL or SLEP.

ADMISSION DECISIONS

Decisions on all completed applications received by February 1 are mailed on or around March 10. Confirmation of acceptance is required on or before the deadline indicated in the acceptance packet, usually on or around April 10.

TUITION

Once accepted, a student's place is assured only after parents have submitted a signed enrollment contract and a non-refundable deposit of 10% of the annual tuition. Students are admitted for the entire year and no rebates are given for absence, withdrawal, or dismissal.

FINANCIAL ASSISTANCE

To begin the process of applying for financial aid, please return the inquiry postcard included with the application or call the Admission Office. We will send you the forms to complete this process. The Parents' Financial Statement (PFS) should be sent to the School Scholarship Service (SSS) in Princeton, NJ or completed online at www.nais.org by the end of January. Late filing will jeopardize receipt of financial assistance. Photocopies of Federal Tax Form 1040 with supporting schedules, W-2 forms, and a current PFS must be sent to the Admission Office by the end of January.

Instructions: Complete this form carefully (you may print or type), and send it to Cheshire Academy.

GENERAL INFORMATION

APPLICANT INFORMATION

First Name	Middle Name	Family Name	Preferred Name or Nickname	
Home Address	City	State/Province	Country	Zip/Postal Code
<input type="checkbox"/> Male <input type="checkbox"/> Female		Age _____	Date of Birth (Mo/Day/Year) ____/____/____	
Country of Birth		Country of Citizenship		
Social Security Number (optional)		E-Mail Address		
Home Telephone (include country, city, and area codes)		Fax Number (include country, city, and area codes)		
Month / Year of Proposed Entrance		Current grade	Applying for Grade	
Resident Status: <input type="checkbox"/> Boarding <input type="checkbox"/> Day				

FAMILY INFORMATION

Parent/Guardian

Name	Occupation	Name of Company	Highest Education Level	
Home Address	City	State/Province	Country	Zip/Postal Code
Business Address	City	State/Province	Country	Zip/Postal Code
Business Telephone (include country, city, and area codes)		Home Number (include country, city, and area codes)		
Fax Telephone (include country, city, and area codes)		Email Address		

Parent/Guardian

Name	Occupation	Name of Company	Highest Education Level	
Home Address	City	State/Province	Country	Zip/Postal Code
Business Address	City	State/Province	Country	Zip/Postal Code
Business Telephone (include country, city, and area codes)		Home Number (include country, city, and area codes)		
Fax Telephone (include country, city, and area codes)		Email Address		

GENERAL INFORMATION (CONTINUED)

Name of student _____

Applicant lives with? Father Mother Both Other _____

Where should admission materials be sent? Father Mother Both Other _____

Where should bills be sent? Father Mother Both Other _____

Check if appropriate: Father Deceased Parents Divorced Father Remarried Living Outside U.S.
 Mother Deceased Parents Separated Mother Remarried

If parents are divorced or separated, who has legal custody of the applicant? _____

Are you applying for financial aid? Yes No

List any admission tests you have taken (please include test dates)

First language, other than English

Language spoken in the home

Declaration of ethnicity (optional)

Information about brothers and sisters (use additional sheets if necessary)

Name Age School

Name Age School

Name Age School

EDUCATION

Present School

School Name Dates of Attendance Independent Public Private/parochial

Address City State/Province Country Zip/Postal Code

Head or Counselor Telephone Fax Number

Other schools attended in the past three years

School Name City State/Province Dates of Attendance

School Name City State/Province Dates of Attendance

Signatures

Signature of Applicant Date

Signature of Parent or Guardian Date

A fee of \$50, or \$100 if you live outside the United States or Canada, must accompany this application \$50 enclosed \$100 enclosed

APPLICANT QUESTIONNAIRE

Instructions: Complete this form carefully (you may print or type), and send it to Cheshire Academy.

Name of Student	Current grade		
Current School	Applying for grade		
Home Address	Street/PO Box		
City	State/Province	Country	Zip/Postal Code

- List and describe your level of interest and participation in school activities (school, volunteer groups, athletics, music, etc.).
List any awards or honors you received in the past two years. Include an activities sheet if available.

APPLICANT QUESTIONNAIRE (CONTINUED)

Name of student _____

2. List and describe your level of interest and participation in summer activities (camps, jobs, travel, etc.).

3. List and describe your level of interest and participation in hobbies, activities, and groups not associated with school.
List any awards or honors you received in the past two years.

4. Why are you applying to boarding school and what do you hope to gain from attending one?

APPLICANT QUESTIONNAIRE (CONTINUED)

Name of student _____

5. What reading have you enjoyed most in the past year?

6. What else would you like us to know about you?

APPLICANT QUESTIONNAIRE (CONTINUED)

Name of student _____

7. Please choose one of these statements and then print or type a 250-500-word response to it. Use additional sheets if necessary.
 - 7a. Describe a person you admire or who has influenced you a great deal.
 - 7b. What makes you the interesting person that you are? (Be sure to include the qualities you like best about yourself.)
 - 7c. Explain the impact of an event or activity that has created a change in your life or in your way of thinking.

Student's Signature

Date

ENGLISH TEACHER RECOMMENDATION FORM

17

To the Applicant: Please type or print your name in the space below and then give this form to your current English teacher. Attach a stamped envelope, addressed to Cheshire Academy.

Name of student (please print)

Applicant to grade

Signature

Date

To the Parent/Guardian:

Please read and sign the statement below.

I acknowledge that I waive my right to read the confidential teacher recommendation and the school report for the student listed above. (Please have grade reports, attendance records, standardized test scores, and teacher reports/comments forwarded to Cheshire Academy.)

Name of parent or guardian

Signature of parent or guardian

Date

How well do you know the student academically? _____ As a person? _____

In what years did you teach the student? _____ How large is the class? _____

What course(s)? _____

Is the student on a block schedule? Yes No

Is this course part of a tracking system or designated as an honors or accelerated course? Yes No

Briefly describe your course. It is especially helpful to know what texts are used and if the students are grouped by ability.

How accurately does the student read and understand what he or she has read?

ENGLISH TEACHER RECOMMENDATION FORM (CONTINUED)

Name of student _____

How well does the student write in comparison with other students whom you have taught? Please be specific about areas of strength and weakness.

How well does the student accept advice or criticism?

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

1. _____ 2. _____ 3. _____

Please place check marks at the points that represent your evaluation of the student in comparison to other students in his or her age group whom you have taught. If you have no fair basis for judgment, do not hesitate to say so.

	One of the top few I have ever encountered	Excellent (top 10% this year)	Good (above average)	Average	Below average	No basis for judgement
Academic Potential						
Academic Achievement						
Intellectual Curiosity						
Effort/Determination						
Ability to Work Independently						
Organization						
Creativity						
Willingness to Take Intellectual Risks						
Concern for Others						
Honesty/Integrity						
Self-esteem						
Maturity (relative to age)						
Responsibility						
Respect Accorded by Faculty						
Respect Accorded by Peers						
Emotional Stability						
Overall Evaluation as a Person						
Overall Evaluation as a Student						

ENGLISH TEACHER RECOMMENDATION FORM (CONTINUED)

Name of student _____

If the student is relatively weak or strong in any areas listed above, please elaborate.

Please comment on this student's character, citizenship, and contributions to your community.

Please add any additional information that will give us a more complete picture of the student.

Thank you for taking your valuable time to complete this evaluation. Your reflections are an important part of the student's application.

Teacher's name (please print)

Signature

Date

Mailing address

E-mail address

Telephone

PRINCIPAL/HEAD/²¹ COUNSELOR RECOMMENDATION FORM

To the Applicant: Please type or print your name in the space below and then give this form to your current Principal, Head, or Counselor. Attach a stamped envelope, addressed to Cheshire Academy.

Name of student (please print)

Applicant to grade

Signature

Date

To the Parent/Guardian:

Please read and sign the statement below.

I acknowledge that I waive my right to read the confidential teacher recommendation and the school report for the student listed above.

(Please have grade reports, attendance records, standardized test scores, and teacher reports/comments forwarded to Cheshire Academy.)

Name of parent or guardian

Signature of parent or guardian

Date

How well do you know the student academically? _____ As a person? _____

Please submit these materials with this recommendation:

- Recent teacher reports, if any
- Standardized test scores
- A school profile, if available
- Final or mid-semester grades for current term (must be included)
- Grades since 6th grade, if available (for younger children, grades for all years)

In what month does your school year begin? _____ end? _____ School serves grades: _____ to _____

Number of students in the entire school: _____ Does your school use a block scheduling system? Yes No

Please explain your school's grading system. _____ What is the passing mark? _____ Honors mark? _____

What percentage of your students receives which grades? _____

Does your school rank? Yes No Is your rank: Approximate Exact

How many students are in the entire grade? _____ This candidate ranks _____ out of _____ Other students share this rank: _____

Are students placed in sections according to ability? Yes No If yes, please tell us in which level the applicant is placed for each subject.

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

1. _____ 2. _____ 3. _____

PRINCIPAL/HEAD/ COUNSELOR RECOMMENDATION FORM (CONTINUED)

Name of student _____

If the student's attendance record is not listed on the transcript, please indicate the number of days he or she has been absent or tardy each year while at your school.

If the student is not, or has not been, in good academic standing, please explain.

Has the student ever been dismissed, suspended, placed on probation, or received other serious disciplinary sanction? Yes No

Has he or she withdrawn from school voluntarily for an extended period of time for reasons other than health? Yes No

If the answer to either or both of these questions is yes, please provide a full explanation on a separate piece of paper.

Please place check marks at the points that represent your evaluation of the student in comparison to other students in his or her age group whom you have taught. If you have no fair basis for judgment, do not hesitate to say so.

	One of the top few I have ever encountered	Excellent (top 10% this year)	Good (above average)	Average	Below average	No basis for judgement
Academic Potential						
Academic Achievement						
Intellectual Curiosity						
Effort/Determination						
Ability to Work Independently						
Organization						
Creativity						
Willingness to Take Intellectual Risks						
Concern for Others						
Honesty/Integrity						
Self-esteem						
Maturity (relative to age)						
Responsibility						
Respect Accorded by Faculty						
Respect Accorded by Peers						
Emotional Stability						
Overall Evaluation as a Person						
Overall Evaluation as a Student						

PRINCIPAL/HEAD/ ²³
COUNSELOR
RECOMMENDATION
FORM (CONTINUED)

Name of student _____

If the student is relatively weak or strong in any areas listed above, please elaborate.

Please comment on this student's character, citizenship, and contributions to your community.

Please add any additional information that will give us a more complete picture of the student.

Thank you for taking your valuable time to complete this evaluation. Your reflections are an important part of the student's application.

Signature

Date

Principal or head's name (please print)

Mailing address

E-mail address

Telephone

MATHEMATICS TEACHER RECOMMENDATION FORM

25

To the Applicant: Please type or print your name in the space below and then give this form to your current Mathematics teacher. Attach a stamped envelope, addressed to Cheshire Academy.

Name of student (please print) _____

Applicant to grade _____

Signature _____

Date _____

To the Parent/Guardian:

Please read and sign the statement below.

I acknowledge that I waive my right to read the confidential teacher recommendation and the school report for the student listed above.

(Please have grade reports, attendance records, standardized test scores, and teacher reports/comments forwarded to Cheshire Academy.)

Name of parent or guardian _____

Signature of parent or guardian _____

Date _____

How well do you know the student academically? _____ As a person? _____

In what years did you teach the student? _____ How large is the class? _____

What course(s)? _____

Is the student on a block schedule? Yes No

Is this course part of a tracking system or designated as an honors or accelerated course? Yes No

Briefly describe your course. It is especially helpful to know what texts are used and if the students are grouped by ability.

Next year what math course would be the most appropriate placement for the student?

Student's Mathematical Background: The courses listed below suggest a sequence typical of the mathematics curriculum in many U.S. secondary schools. If your school does not follow this sequence, please attach your curriculum. Please check those courses or list others that the student will have completed by the end of the current school year.

Basic First Year Algebra (*does not include extensive study of rational expressions, irrational numbers, and quadratic equations*)

Pre-Calculus (*including analytical trigonometry*)

First Year Algebra (*a thorough course which included quadratics*)

Calculus (*an introduction*)

Geometry

Calculus (*Advanced Placement AB*)

Second Year Algebra (*not including trigonometry*)

Calculus (*Advanced Placement BC*)

Second Year Algebra (*includes numerical trigonometry through the laws of sine and cosine*)

Other _____

MATHEMATICS TEACHER RECOMMENDATION FORM (CONTINUED)

Name of student _____

Please place check marks at the points that represent your evaluation of the student in comparison to other students in his or her age group whom you have taught. If you have no fair basis for judgment, do not hesitate to say so.

	One of the top few I have ever encountered	Excellent (top 10% this year)	Good (above average)	Average	Below average	No basis for judgement
Knowledge of the Basic Skills						
Accuracy in the Use of Basic Skills						
Problem Solving Ability						
Reasoning Ability						
Understanding of and Appreciation for the Underlying Ideas and Concepts						
Effort						
Overall Performance						
Willingness to Accept the Challenge of the More Difficult Problems and Exercises						
Command of Mathematics When Compared to Other Students Whom You Have Taught						

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

1. _____ 2. _____ 3. _____

Please place check marks at the points that represent your evaluation of the student in comparison to other students in his or her age group whom you have taught. If you have no fair basis for judgment, do not hesitate to say so.

	One of the top few I have ever encountered	Excellent (top 10% this year)	Good (above average)	Average	Below average	No basis for judgement
Academic Potential						
Academic Achievement						
Intellectual Curiosity						
Effort/Determination						
Ability to Work Independently						
Organization						
Creativity						
Willingness to Take Intellectual Risks						
Concern for Others						
Honesty/Integrity						
Self-esteem						
Maturity (relative to age)						
Responsibility						
Respect Accorded by Faculty						
Respect Accorded by Peers						
Emotional Stability						
Overall Evaluation as a Person						
Overall Evaluation as a Student						

MATHEMATICS 27
TEACHER
RECOMMENDATION
FORM (CONTINUED)

Name of student _____

If the student is relatively weak or strong in any areas listed above, please elaborate.

Please comment on this student's character, citizenship, and contributions to your community.

Please add any additional information that will give us a more complete picture of the student.

Thank you for taking your valuable time to complete this evaluation. Your reflections are an important part of the student's application.

Signature _____ Date _____

Teacher's name (please print) _____

Mailing address _____

E-mail address _____ Telephone _____

REQUIRED PARENT QUESTIONNAIRE/ TESTING RELEASE FORM

29

Cheshire Academy is selective in admission. Our goal in this application is to make sure that a student is an appropriate fit for our academic program.

Name of student:

Last

First

Middle

To be completed by one or both parents:

We need to be as certain as possible that a student can take initiative academically and that our faculty and program can truly meet the needs of the student. In order to assess a student's needs, we ask parents to answer questions honestly and to share detailed background information about the student's educational history and testing. Dishonesty on this or any other part of the application may jeopardize a student's candidacy for admission to Cheshire Academy and may result in separation from the school if discovered after a student has enrolled.

Please check the appropriate boxes and return to the Admission Office:

Our child has undergone evaluation in the following areas:

Educational Yes No (please send testing)

Gifted/Talented Yes No (please send testing)

Psychological Yes No (please send testing)

Other Yes No (please send testing)

Name(s) of psychological or other evaluator(s)

Address

Number

Street

City

State

Zip Code

Telephone

Fax

Student's Name

Please sign below to grant Cheshire Academy permission to obtain information about your son or daughter from the person(s) indicated above, and let the individual(s) know you have done so. Your child's application is incomplete without this form.

Thank you.

Parent or Guardian (please print)

Signature

Date

TRANSCRIPT AND TESTING RELEASE FORM

Please Note: This form should be forwarded to the Guidance Department of your PRESENT SCHOOL, not to Cheshire Academy.

Name of student:

Last

First

Middle

Present School

Please Note: This form should be forwarded to the Guidance Department of your PRESENT SCHOOL, not to Cheshire Academy.

The above mentioned records are necessary so that we may process your application to Cheshire Academy.

Without this information, your application is incomplete.

_____ is a candidate for admission to Cheshire Academy. Please attach an official transcript which should include the grades from the previous year, as well as those from at least one marking period of the current academic year. In addition, please include any testing or diagnostic results, if available.

PARENT'S AUTHORIZATION

I hereby authorize the school to release my son's/daughter's transcript, testing records and diagnostic results to Cheshire Academy.

(Please print) Name of Parent or Guardian

Signature of Parent or Guardian

Address

City

State

Zip Code

PARENT STATEMENT

Name of student:

Last

First

Middle

Candidate for Grade

To be completed by one or both parents:

At Cheshire Academy, we are committed to the education of the whole child: academically, morally, socially, physically, and emotionally. We also believe that parents play an important role in the education of our students. Communication between parents and the school is vital in helping us to meet our goals. The knowledge gained directly benefits the student, and enriches his or her experience at Cheshire Academy. Dishonesty on this or any other part of the application may jeopardize a student's candidacy for admission to Cheshire Academy and may result in separation from the school if discovered after a student has enrolled.

1. Describe your son/daughter's academic strengths and weaknesses. _____

2. What motivates your son/daughter academically? _____

3. Describe how your son/daughter interacts with peers and adults. _____

4. Does your son/daughter receive tutoring or extra help from teachers or an outside source? _____

5. Has your son/daughter ever received counseling? If yes, please explain. _____

6. Has your son/daughter ever had a problem with drugs or alcohol? If yes, please explain. _____

PARENT STATEMENT

(CONTINUED)

Name of student _____

7. Has your son/daughter ever had any disciplinary problems? If yes, please explain. _____

8. Describe your family. _____

9. Does your son/daughter have any allergies or health issues we should be aware of? _____

10. Is your child taking any prescription medications? If yes, please explain. _____

If your child is applying for boarding, please answer questions 11 through 13.

11. Has your son/daughter ever lived away from home? If so, how did he/she adjust? _____

12. What do you anticipate as your son's/daughter's greatest challenge in living away from home? _____

13. How will it affect your family with your son/daughter living away from home? _____

14. Additional Comments:

Name of Parent(s) completing this form (please print)

Parent(s) Signature

Date

Cheshire Academy

10 Main Street

Cheshire, Connecticut 06410-2496

203-272-5396, 203-250-7209 fax

www.cheshireacademy.org