

Rockingham County Schools Early Kindergarten Admission Application

*The 1997 General Assembly passed legislation allowing a **child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity.** In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Criteria that shall be considered include the following:*

*Aptitude
Achievement
Performance
Observable Student Behavior
Motivation to Learn
Student Interest*

The child must be tested by a certified, licensed psychologist. The cost for all testing is the responsibility of the parents/guardians.

1. Student Aptitude - A child eligible to enter school early shall be precocious in academic and social development and score at the **99th percentile** on a standard individual test of intelligence such as the Stanford-Binet V Edition, The Wechsler Preschool and Primary Scale of Intelligence III Edition, Differential Ability Scales - Second Edition, or any other comparable tests, that shall be administered by a licensed psychologist. Although superior aptitude is a strong indicator of extraordinary academic ability, every child with a score at the 99th percentile in intelligence may not need early admission to kindergarten. Some children could have a negative experience if the demands of a structured school day are imposed too early.

2. Achievement - Children entering kindergarten early shall be functioning two to three years beyond their peers. Children eligible for early admission to kindergarten shall score at the **99th percentile** on a standard test of achievement such as the Metropolitan Readiness Test Sixth Edition, the Stanford Early School Achievement Test Tenth Edition, The Mini Battery of Achievement, the Woodcock Johnson Tests of Achievement Third Edition, the Test of Early Mathematics Third Edition (TEMA) paired with the Test of Early Reading Ability Third Edition (TERA), or any other comparable test. A licensed psychologist will have access to appropriate standard tests of achievement.

3. Performance - Children displaying a need to enter kindergarten early shall be able to perform tasks well above their age peers. The principal shall consider the child's ability in independent reading, problem solving skills, advanced vocabulary and some writing fluency as behaviors indicative of a precocious preschooler. The parents shall submit a sample of student work showing outstanding examples of ability in any of the following areas: Art, Math, Writing, Dramatic Play, Creative Productions, Science, Social Interactions, etc. An informal reading inventory would be quite useful in measuring performance.

4. Observable Student Behavior/Student Interest - If a child is to be successful in early admission, he/she should be socially and developmentally mature enough to be in a structured school setting for a demanding school day. The child should be capable of following verbal instructions and functioning independently within a group setting. Many children with extraordinary academic ability are not mature enough to handle the rigors of kindergarten at age four. The school system shall require two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others with direct knowledge of the child. Documentation checklists that might be useful are the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

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5. Motivation/Student Interest - A child ready for early admission to kindergarten should be eager to learn and excited about a new school experience. These children should display a thirst for knowledge consequently pushing the parents for new and challenging learning situations. If only the parent is interested in the child's attending school, early admission is not a good option. Principals shall determine this information in an informal interview with the child and a more structured interview with the parent. Questions the principal should ask the child would concentrate on the personal interests of the child. A child who is ready for school should respond with "school type" quests for knowledge. A child who is a candidate might watch the Discovery Channel, read everything he/she can find about dinosaurs, be able to carry on a discussion about volcanoes, etc.

Timelines - A parent wishing to submit his/her child for consideration for early admission to kindergarten shall present to the principal of his/her local school the required information within the first thirty (30) calendar days of the school's instructional year. The principal will act on the request within three (3) weeks. If the child is admitted to kindergarten, before the end of the first ninety (90) days of the child's being enrolled, the principal may rescind his/her approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. The parent shall abide by the decision of the principal.

Local Flexibility

Although the State Board of Education has adopted these statewide standards defining requirements for early admission to kindergarten, each local education agency may add additional information needed from a parent or make very specific requirements in each category for consideration.

House bill 1099 states that it is the responsibility of the principal to find that the child has extraordinary academic ability and has the maturity to justify admission to school and, further, it is the responsibility of the parents/guardians to present information to the principal in support that the child has extraordinary academic ability and is appropriately mature to justify early admission.

Rockingham County Schools will convene an appointed screening committee, including the child's principal, to decide if the child qualifies for early entry.

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APPLICATION FOR EARLY ADMISSION TO KINDERGARTEN
Based on North Carolina Law and State Standards for Early Admission
PARENT/STUDENT INFORMATION SHEET

It is the responsibility of the parents/guardians to present information to the home school to support that the child has extraordinary academic ability and is appropriately mature to justify early admission.

STUDENT NAME *(Please Print Clearly)*:

Last _____ First _____ Middle _____

BIRTHDATE: Month _____ Day _____ Year _____

PARENTS' NAMES: _____

FULL ADDRESS: _____

TELEPHONE: Home _____ Work _____ Cell _____

SCHOOL: _____

1. APTITUDE TEST SCORE OF 99% on a standard individual test of intelligence administered by a licensed psychologist after April 16th of the year of proposed enrollment.

Document attached _____

2. ACHIEVEMENT TESTS SCORE OF 99% on a standard individual test of achievement by a licensed psychologist after April 16th of the year of proposed enrollment.

Document attached _____

3. PERFORMANCE showing outstanding ability in any of the following areas: art, math, writing, dramatic play, creative productions, science, social interactions, etc. Quality will be given greater consideration than quantity. At least three but no more than six examples should be submitted.

Artifacts included _____

4. TWO LETTERS OF RECOMMENDATION with specific documentation of physical and social maturity from child care workers, pediatricians, or others with direct knowledge of the child.

Documents attached _____

When submission of the information listed above meets the minimum eligibility requirements, school personnel will conduct separate interviews with both the child and the parent(s). These two interviews will serve as a step in the evaluation process in determining the child's level of motivation and interest in learning. In addition, the school will conduct an assessment **and/or** observation of the child in a classroom setting as evidence to support an extraordinary level of kindergarten readiness.

School Use Only

Date Application Submitted: _____

Comments: