

Applications will be accepted beginning January 7, 2019

PLEASE PRINT

**Student Application, Grades 1 - 2
McFadden School of Excellence
Communication Arts through Technology**

Submit all information with application.

Teacher recommendation should be faxed.

Date received in office _____ Enrollment Phase I – Jan. 7 – 31; Enrollment Phase II – after Feb. 1

Student name: _____
First Middle Last

Address: _____
and Street Apt. City State Zip

Resident of: _____ Murfreesboro City _____ Rutherford County (outside of city limits)

Date of Birth: _____ Social Security # _____

Proposed Grade for 2019 – 2020: _____ School attended for 2018 – 2019: _____

Father's Name: _____ Mother's Name: _____ Maiden Name: _____

Father's Work: _____ Mother's Work: _____

Father's Work #: _____ Mother's Work #: _____

Father's Cell Phone #: _____ Mother's Cell Phone #: _____

Home Phone #: _____ Student Gender: Male _____ Female _____ Race _____

Actual school of zone _____ Email address _____

Do you have a child/children currently attending McFadden School of Excellence? _____ yes _____ no

If yes, list name of child/children: _____

PARENTS MUST SUBMIT the following information with this application by January 31, 2019.

1. Recommendation from the student's current teacher or caregiver
(please call McFadden to verify fax received)
2. A small photo of your child (photo will not be returned).
3. Attached parent questionnaire.
4. Self-addressed stamped envelope.
5. Report Card

All children entering first and second grade must attend a screening session. Appointments will be scheduled by phone in January and February, and this screening takes approximately 20 – 30 minutes. However, screenings **WILL NOT** be scheduled if openings are not available in 1st & 2nd grades. Applications will be held until openings occur; in which case, parents will be notified to schedule a screening.

Our enrollment policy gives priority to siblings of current students that meet eligibility requirements. If necessary, a lottery will determine screening and/or selection.

Return to McFadden School of Excellence by Jan. 31, 2019 for deadline.

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Teacher Recommendation Rubric Page 1
 TEACHER RECOMMENDATION IS KEPT CONFIDENTIAL

Student Name: _____ Current Grade level: _____ School Year: _____

Teacher Name: _____

CRITERIA: Performance Objective	0 points Task Not Attempted	1 point Partially Completed	3 points Completed as Required	5 points Goes Beyond Requirements	SCORE
The student completes assignments.	The student does not complete assignments	The student completes some assignments	The student completes all assignments	The student completes assignments and attempts opportunities for extra credit.	
The student follows class rules.	The student does not follow class rules.	The student follows class rules some of the time.	The student follows class rules all of the time.	The student follows class rules and is an eager example to others.	
The student is intellectually curious and inquisitive.	The student is not curious or inquisitive.	The student is curious, but takes no initiative to become informed.	The student is curious and takes initiative to become informed.	The student is curious, inquisitive, and uses appropriate investigative measures.	
The student generates solutions to problems.	The student does not generate any solutions to problems.	The student generates solutions to problems when necessary.	The student generates solutions to problems when required and with self-motivation.	The student generates multiple solutions to problems and can explain possible outcomes.	
The student uses materials in original ways.	The student does not use materials in original ways.	The student uses materials in original ways within guidelines.	The student uses materials in original ways.	The student uses materials in original ways with original ideas.	
The student expresses himself/herself well.	The student does not express himself/herself well.	The student expresses himself/herself in an adequate manner.	The student expresses himself/herself well in all situations.	The student expresses himself/herself well in all situations and seeks opportunities to do so.	
The student works well independently.	The student does not work well independently.	The student can work independently when required to do so.	The student can work independently at all times.	The student can work independently and takes initiative to do so.	
The student is self-motivated and exhibits initiative.	The student is not self-motivated.	The student shows initiative when not in a leadership role.	The student is self-motivated and shows initiative.	The student is self-motivated, shows initiative, and willingly assumes leadership roles.	
The student is focused and stays on task.	The student does not stay on task.	The student can stay on task for short amounts of time.	The student is focused and stays on task.	The student is focused and can develop extensions of the task.	
The student has the support of parents.	The student does not have the support of parents.	The student has minimal support of parents.	The student has the support of parents.	The student and parents are equally cooperative to insure a good educational environment.	

Please continue on next page.

FAX Teacher Recommendation Rubric Page 1 and 2 to 615-898-7724.

McFadden School of Excellence by January 31, 2019 for deadline

Student Application, Grades 1 – 2

McFadden School of Excellence

Communication Arts through Technology

Teacher Recommendation Rubric Page 2
TEACHER RECOMMENDATION IS KEPT CONFIDENTIAL

Student Name: _____

CRITERIA: Performance Organized.	0 points Task Not Attempted	1 point Partially Completed	3 points Completed as Required	5 points Goes Beyond Requirements	SCORE
The student is organized.	The student is unorganized.	The student's ability to stay organized is random.	The student is consistently organized.	The student places emphasis on the importance of being organized consistently.	
The student is capable of performing independently.	The student is incapable of performing independently.	The student can perform specific tasks independently.	The student is capable of performing independently.	The student is capable of acquiring tasks and fulfilling them independently.	
The student can handle multiple tasks.	The student cannot handle multiple tasks.	The student can only stay focused on the task at hand.	The student can handle multiple tasks.	The student can handle multiple tasks and enjoys the challenge.	
The student demonstrates ability in written and spoken communication.	The student shows no ability in either.	The student shows ability in both, but is apprehensive to share.	The student demonstrates ability in written and spoken communication.	The student demonstrates interest in written and spoken communication.	
The student exhibits appropriate classroom behavior.	The student does not exhibit appropriate classroom behavior.	The student exhibits appropriate classroom behavior most of the time.	The student exhibits appropriate classroom behavior.	The student exhibits appropriate classroom behavior and is a positive role model for others.	
The student is responsible for assignments, actions, and meeting deadlines.	The student is not responsible for assignments, actions, and meeting deadlines.	The student varies in responsibilities with little consistency.	The student is responsible for assignments, actions, and meeting deadlines.	The student takes initiative and is responsible for assignments, actions, and deadlines.	
The student communicates with peers and adults.	The student does not communicate with peers and adults.	The student has limited communication skills.	The student communicates with peers and adults.	The student places importance on communication with others.	
The student displays a positive attitude toward school and peers.	The student does not display a positive attitude toward school and peers.	The student randomly displays a positive attitude toward school and peers.	The student displays a positive attitude toward school and peers.	The student fosters a positive attitude in others, at school, and among peers.	
The student shows respect for himself/herself and others.	The student does not show respect for himself/herself and others.	The student's respect for others varies.	The student shows respect for himself/herself and others.	The student is courteous to others and recognizes the significance of respect.	
The student works smoothly and successfully in a cooperative group setting.	The student does not work smoothly and successfully in a cooperative group setting.	The student has control issues when working in a cooperative group setting.	The student works smoothly and successfully in a cooperative group setting.	The student can assume both leadership and supplementary roles in a cooperative group setting.	

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Additional comments:

FAX Teacher Recommendation Rubric Page 1 and 2 to 615-898-7724.

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Parent Questionnaire

Child's Name: _____

Please respond to the following questions.

1. Why do you feel McFadden would be beneficial to your child's educational experience?



2. What are your expectations of the McFadden Magnet program?

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