

## SOLICITUD DE INGRESO A PROGRAMAS VANGUARD EN LAS ESCUELAS DEL VECINDARIO

### Jardín de infancia a doceavo grado

### 2009 - 2010

Todos los documentos incluidos en la siguiente lista deben ser entregados junto con esta solicitud de ingreso a la escuela de su vecindario. Por favor marque las casillas correspondientes a los documentos que acompañan a este formulario. Los padres tienen la responsabilidad de entregar copias de los datos requeridos al mismo tiempo en que se entregue este formulario.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Reporte final de calificaciones del año anterior: junio de 2008: alumnos del tercero al doceavo grado<br><input type="checkbox"/> Reporte final de calificaciones del semestre en enero de 2009: alumnos del jardín de infancia, primero, y segundo grado | <input type="checkbox"/> Formulario de recomendación del maestro (en un sobre cerrado y firmado por el maestro)<br><input type="checkbox"/> Resultados de pruebas normativas nacionales (de los últimos 12 meses)<br><input type="checkbox"/> Resultados de la prueba <i>Naglieri Non-verbal Ability Test-2</i> o ( <i>NNAT-2</i> ) (del año actual)<br><b>Cualquier evaluación que se necesite será programada por el coordinador G/T</b> | <input type="checkbox"/> Prueba de residencia en el área de HISD (factura reciente de electricidad, gas o agua, contrato de alquiler, recibo de impuesto sobre la propiedad, o declaración de residencia)<br><input type="checkbox"/> Solicitud de ingreso completa y firmada por uno de los padres |
|--|--|---|

Número de identificación de HISD: \_\_\_\_\_ Grado en 2009-2010: \_\_\_\_\_

1. Nombre del alumno: \_\_\_\_\_  
*Apellido* *Primer nombre* *Inicial del segundo nombre*

2. Fecha de nacimiento Mes: \_\_\_\_\_ Día: \_\_\_\_\_ Año: \_\_\_\_\_ Género:  Masculino  Femenino

3. Escuela de HISD que le corresponde según su domicilio: \_\_\_\_\_

4. Escuela a la que asiste en la actualidad: \_\_\_\_\_ Grado actual: \_\_\_\_\_

5. ¿Está inscrito el niño en un programa para superdotados y talentosos en HISD?  Sí  No Si la respuesta es sí, indique cuál escuela: \_\_\_\_\_  
 \_\_\_\_\_ Incluya una copia de la matriz de identificación (*Identification Matrix*) o perfil del estudiante.

6. Domicilio actual de los padres o tutores: \_\_\_\_\_

<i>Calle</i>	<i>Número de apartamento</i>	<i>Ciudad</i>	<i>Estado</i>	<i>Código Postal</i>
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7. ¿Trabaja uno de los padres o tutores legales para HISD?  Sí  No Si la respuesta es sí ¿viven ustedes en la zona de HISD?  Sí  No

8. ¿Con quién vive el niño como residente permanente?  Ambos padres  Madre  Padre  Otra persona \_\_\_\_\_

9. Nombre del padre: \_\_\_\_\_ Nombre de la madre: \_\_\_\_\_

10. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
*Código Teléfono del hogar Código Teléfono, nombre y parentesco de la persona a llamar en caso de emergencia*

11. Teléfono celular de la madre: ( ) \_\_\_\_\_ Teléfono del trabajo de la madre: ( ) \_\_\_\_\_  
*Código Código*

12. Teléfono celular del Padre: ( ) \_\_\_\_\_ Teléfono del trabajo del padre: ( ) \_\_\_\_\_  
*Código Código*

13. Dirección de correo electrónico (*e-mail*): \_\_\_\_\_

14. ¿En qué idioma recibe su niño instrucción en la escuela? \_\_\_\_\_

15. Si su hijo está recibiendo servicios de educación especial de una escuela de HISD, por favor informe al coordinador del programa para alumnos superdotados y talentosos. Es requerido que los padres entreguen documentación de los servicios especiales que recibe el alumno junto con la solicitud de ingreso a programas *Vanguard* en la Escuela del Vecindario. Marque todo lo que corresponda y entregue la documentación del distrito:

- Educación Especial                       Sección 504                       Educación Bilingüe (LEP)/ESL

<p><b>*Etnia (solamente marque una):</b></p> <p> <input type="checkbox"/> Hispano  <input type="checkbox"/> Afro americano  <input type="checkbox"/> Blanco  <input type="checkbox"/> Asiático/Islas del Pacífico  <input type="checkbox"/> Amerindio/Nativo de Alaska                 </p> <p><small>*Esta información es requerida según <i>Public Education Information (PEIMS)</i> y las normas federales.</small></p>	<p style="text-align: center;"><b>CUADRO DE INGRESOS 2008-2009</b></p> <p style="text-align: center;"><i>Marque la casilla correspondiente solamente si el número de personas en su familia y su ingreso anual, mensual o semanal es igual o menor en la misma línea:</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Número de personas</th> <th>Anual</th> <th>Mensual</th> <th>Semanal</th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/> 2</td><td>\$25,900</td><td>\$2,159</td><td>\$499</td></tr> <tr><td><input type="checkbox"/> 3</td><td>\$32,560</td><td>\$2,714</td><td>\$627</td></tr> <tr><td><input type="checkbox"/> 4</td><td>\$39,220</td><td>\$3,269</td><td>\$755</td></tr> <tr><td><input type="checkbox"/> 5</td><td>\$45,880</td><td>\$3,824</td><td>\$883</td></tr> <tr><td><input type="checkbox"/> 6</td><td>\$52,540</td><td>\$4,379</td><td>\$1,011</td></tr> <tr><td><input type="checkbox"/> 7</td><td>\$59,200</td><td>\$4,934</td><td>\$1,139</td></tr> <tr><td><input type="checkbox"/> 8</td><td>\$65,860</td><td>\$5,489</td><td>\$1,267</td></tr> <tr> <td colspan="4">Por cada miembro de familia adicional sume:</td> </tr> <tr> <td></td><td>+\$6,660</td><td>+\$555</td><td>+\$129</td></tr> </tbody> </table>	Número de personas	Anual	Mensual	Semanal	<input type="checkbox"/> 2	\$25,900	\$2,159	\$499	<input type="checkbox"/> 3	\$32,560	\$2,714	\$627	<input type="checkbox"/> 4	\$39,220	\$3,269	\$755	<input type="checkbox"/> 5	\$45,880	\$3,824	\$883	<input type="checkbox"/> 6	\$52,540	\$4,379	\$1,011	<input type="checkbox"/> 7	\$59,200	\$4,934	\$1,139	<input type="checkbox"/> 8	\$65,860	\$5,489	\$1,267	Por cada miembro de familia adicional sume:					+\$6,660	+\$555	+\$129
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**Información importante:** Se requiere que los padres presenten todos los datos requeridos (reportes de calificaciones, documentación de servicios de educación especial, etc.) junto con la solicitud.

Firma de uno de los padres: \_\_\_\_\_ Fecha: \_\_\_\_\_

**2009-2010 HISD Vanguard Programs  
TEACHER RECOMMENDATION FORM**

**Student Name:** \_\_\_\_\_ **Current Grade Level:** \_\_\_\_\_  
 For students currently in Kindergarten and 5<sup>th</sup> grade, this form will be completed by the classroom teacher with collaboration from all teachers who instruct this student. For students in all other grades, this form should be completed by the current teacher, or teacher from the previous school year only. Submit only one teacher recommendation form with your application. **This form must be returned in a sealed envelope signed by the teacher across the seal.**

**Evidence of Possible Giftedness**

Please circle the word that best indicates the degree to which the student exhibits the following characteristics.

**A. General Intellectual Ability**

	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
1. Shows a preference for complex tasks and "why" of things	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
2. Has knowledge and vocabulary unusual for age or grade; has fluent verbal ability	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
3. Demonstrates abstract and critical thinking ability, an ability to think things out, to think things logically or analytically	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
4. Is a keen and alert observer; often "sees more" in a learning situation than others; may show evidence of long, detailed memory	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
5. Shows an interest in problem solving and is flexible and resourceful in problem solving	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
6. Has a quick grasp of concepts and underlying principles and can see relationships between ideas, events, people and things; may ask provocative questions	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time

**B. Creative Ability**

1. Is curious and asks many questions	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
2. Produces work which is fresh, vital, and unique; creates new ideas, products, and processes; does the unexpected	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
3. Exhibits playfulness and a keen sense of humor; may make jokes, puns, etc. at times	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
4. Shows unusual capacity for concentration, imagination, and originality on tasks that interest him or her	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
5. Bored quickly with routine tasks, memorization of facts and details; prefers talking about ideas and problems	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
6. Exhibits emotional sensitivity, expressing intense feelings	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
7. Enjoys variety and novelty in learning experiences	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time

**C. Leadership Ability**

1. Is self confident with peers and adults	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
2. Demonstrates a willingness for and skills in decision making	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
3. Is willing to take risks; tends to think independently	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
4. Exhibits organizational skills with tasks, peers, time, and/or materials	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
5. Carries responsibility well, works well in situations that require initiative and independence	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
6. Shows empathy and tolerance toward others; generally relates well with others	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
7. Can express self well; has good verbal skills and is usually well understood	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject Area of Instruction: \_\_\_\_\_ Teacher's Signature: \_\_\_\_\_

**Teachers: Please return completed form to parent/applicant in sealed envelope with signature across seal.**