



**CALIFORNIA STATE SCIENCE FAIR
2002 PROJECT SUMMARY**

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Project Title
The Effect of Kindergarten Entrance Age among High School Students

Abstract

Objectives/Goals
This study will correlate academic achievement against entrance age, among high school students.

Methods/Materials
A survey entailing a total of 31 questions, requesting answers regarding kindergarten education and current academic achievement was developed. High school pupils were randomly selected to complete the survey.

Results
54 eligible surveys were collected. Pupils were thus broken into three groups, based on entrance age. 16 pupils started before their fifth birthday, thus being placed into Group 1. Group 2 consisted of 19 pupils who had just turned 5, or were under 5 1/2 of age, when they entered kindergarten. The last group, Group 3, contained nineteen pupils who entered kindergarten at 5 1/2 or older.
56% of Group 1 have moved since entering kindergarten. 31% attended half-day kindergarten. 25% of Group 1 attended preschool. The average Grade Point Average of pupils in Group 1 was 3.32. The average PSAT score was 141. The average SAT score was 1149 out of 1600. The average ACT test score was 22.
58% of Group 2 have moved since entering kindergarten. 72% attended half-day kindergarten. 63% attended preschool. The average Grade Point Average was 3.56 on a 4.5 scale. The average PSAT score was 149. The average SAT score was 1209 out of 1600. The average ACT test score in Group 2 was 23.
74% of Group 3 have moved since entering kindergarten. 47% attended half-day kindergarten. 89% of Group 3 attended preschool. The average Grade Point Average of pupils in Group 3 was 3.97 on a 4.5 scale. The average PSAT score of pupils in Group 3 was 166. The average SAT score of pupils in Group 3 was 1239 out of 1600. The average ACT test score in Group 3 was 25.

Conclusions/Discussion
It is apparent that pupils who entered kindergarten after the recommended age of five were more academically successful than their peers. Group 3 indicated a higher Grade Point Averages, and scores on standardized achievement tests.
Several studies I have researched support my results that children who enter kindergarten at a later age will surpass those who enter around the suggested age or earlier in the area of academic achievement. If a pupil may be at an academic advantage or disadvantage by simply enrolling in school at a particular age, then entering kindergarten later may help further one's academic career.

Summary Statement
A study on the effect of kindergarten entrance age on future learning ability among high school students.

Help Received
Students completed surveys.