



CAROLINE COUNTY SCHOOL BOARD

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January 2018

Dear Student:

CONGRATULATIONS on your decision to apply to The Commonwealth Governor's School. By requesting this application packet, you have taken the first step toward an exciting new learning experience. The application packet includes:

- ✓ Application Form
- ✓ Student Application Timeline
- ✓ Candidate Profile Sheet
- ✓ Student Interests, Activities, Service, and Honors Form
- ✓ Student Portfolio Self-Assessment Form
- ✓ Three Teacher/Mentor Recommendation Forms

Use the Student Application Checklist as a guide to complete your application packet. Return your completed application to your **School Counselor** by **Tuesday, February 13**. If you are not presently a student in a public school in Caroline County, you must also include a signed Certification of Intent to Enroll form. You must be enrolled full-time in a public school in Caroline County to attend The Commonwealth Governor's School.

Upon receipt of your completed application, you will be scheduled to do an abilities test, achievement test, and an interview with portfolio review. These will occur between February and April. You will receive notification of the time and place for each of these activities.

A committee will evaluate your completed application and supporting materials. A multi-criteria approach is used and includes the following: achievement and ability test scores; grades; teacher recommendations; student interests, activities, service, and awards; and, a portfolio presented during an interview. Students will be ranked according to their total points on the **Candidate Profile Sheet**. A limited number of students who qualify will be accepted to the King George CGS site. **All applicants who complete the application process will receive a letter of decision by the end of April.**

Much is expected of The Commonwealth Governor's School students. The curriculum is demanding and participants work closely with other highly motivated students in Stafford, Spotsylvania, and King George counties. The faculty and staff of The Commonwealth Governor's School are committed to providing their students a challenging and exciting high school program. **Please note that 8th grade students must be enrolled in Algebra 1 at a minimum to successfully apply.**

If you have any questions, please call me at (804) 633-6561 or email me at Lrose@ccps.us. Again, congratulations on your decision to apply for participation in this regional community of learners.

Sincerely,

Lindsey Rose
Secondary Gifted Specialist



THE COMMONWEALTH GOVERNOR'S SCHOOL

Application Process Checklist 2018

Phase 1- Application

No application will be reviewed for admission to The Commonwealth Governor's School until all materials have been returned to the Counseling Department or the Secondary Gifted Specialist by **February 13, 2018**.

Completed application includes:

- The Student Application page fully, clearly, and legibly completed
- Student Interests, Activities, Service and Honors form completed
- Teacher/Mentor Recommendation forms completed and submitted by three individuals
Applicants should follow up with their teachers to make sure they have submitted recommendations on time.

All applicants must complete Algebra I by the end of 8th grade

Phase 2 – Testing

- Abilities testing will be conducted at the student's school.
- Achievement testing will be conducted at the student's school.

Phase 3 – Portfolio/Interview

The applicant will receive notification of the time and place for the interview.

The portfolio will be due at the time of the interview. Students should have portfolio materials assembled and ready to present by March 1.

A local school division selection committee will evaluate the completed application and supporting materials.

Applicants will be notified by their local school division of acceptance into CGS for 2018-2019 at the end of April, 2018. Students currently enrolled in a private school, home school, or out-of- division school must enroll in Caroline County Schools prior to being enrolled at CGS.

Much is expected of CGS students. The curriculum is demanding and participants work closely with other highly-motivated students. The application should reflect that the applicant has set high academic learning goals and will be a positive addition to a challenging academic environment.

If applicants or their families have questions, they should contact

- Caroline – Lindsey Rose, Secondary Gifted Specialist at (804) 633-6561
- The Commonwealth Governor's School- Merri Kae VanderPloeg, Director at (540) 548-1278



THE COMMONWEALTH GOVERNOR'S SCHOOL

Application Process Timeline 2018

Phase 1- Application

Monday, January 8

Application packets available from:

- Middle and High School Counseling Departments,
- Secondary Gifted Specialist
- The CGS website www.cgs.k12.va.us

Friday, January 19

CGS Site Visit in the afternoon and the application workshop will be held at King George while we are the site visit. **Students are asked to bring their applications with them on this day.**

Tuesday, February 13

Applications due to the Counseling Department of the student's school or to the Secondary Gifted Specialist at Caroline Middle School.

Phase 2- Testing

February 15-21, 2018

Abilities testing administered at the student's school

February 22-March 5, 2018

Achievement testing administered at the student's school

Phase 3 – Portfolio/Interview

March - April

Individual interviews/portfolio reviews at each middle or high school

End of April

Letters mailed to students with notification of status



The Commonwealth Governor's School Student Application Spring 2018

The Commonwealth Governor's School is designed to provide gifted and highly motivated students a challenging, differentiated, and interdisciplinary academic program of study in the core subject areas of science, mathematics, social studies, and English using nontraditional activities supported by technology at their home school sites. Students must be prepared to pursue and create knowledge both independently and in groups.

PLEASE COMPLETE YOUR APPLICATION LEGIBLY IN INK OR TYPE.

Student's Home-Based High School for next year _____

Name of Applicant _____
Last First Middle Nickname (if any)

Date of Birth ___/___/___ Student ID Number _____

Name of Parent(s)/Guardian(s) _____

Home Address _____
Street City State Zip Code

E-mail Address _____

Home Phone Number (____) _____ Work Numbers (____) _____ (____) _____

Current School _____ School Division _____ Grade Level _____

If not in a participating school division: (check one)

- Private School Out-of-County School Home School Department of Defense School

Certification of Intent to Enroll Form must accompany the application of any student not currently enrolled in a participating school division.

Names of the three individuals who will complete a recommendation:

English Teacher

Math (Alg. or Geom.) Teacher

Other Teacher or Mentor

1. _____

2. _____

3. _____

The decision to apply to The Commonwealth Governor's School is my own, and I want to participate fully in the program. The responses contained in this application are my own work.

Date

Signature of Applicant

I, the parent/guardian of the student above, am aware of and in support of the student's application to The Commonwealth Governor's School and give permission for the student's academic records to be reviewed by the school's selection committee.

Date

Signature of Parent/Guardian



**The Commonwealth Governor's School
Candidate Profile - Spring 2018**

Candidate's Full Name: _____ Grade (Rising): _____

Home-based High School: _____ Student ID #: _____

I. Academic Information				
	Test	Date Taken	Percentile	Points
Ability Measure				
Achievement 1 Reading Comprehension				
Achievement 2 Total Math				
Strength of Academic Program _____ Grade Point Average _____				
Total I : (Maximum of 86)				
II. Recommendations			Total (out of 36 points)	A: Divided by 3
English Teacher				
Math Teacher				
Other Teacher or Mentor				
Total II: Sum of Column A (Maximum of 36)				
IV. Student Interests, Activities, Services, Awards				
Activity Points- 1, 2, or 3 points possible per activity (15 Max)				
Honors Points- 1, 2, or 3 points possible (9 Max)				
Total IV: (Maximum of 24)				
V. Student Portfolio/Interview				
Work Samples- (24 Max)				
Interview- (18 Max)				
Total V: (Maximum of 42)				
Grand Total: Sum of Parts I –V				
(Maximum of 188)				



GUIDELINES FOR COMPLETING STUDENT INTERESTS, ACTIVITIES, AND SERVICE FORM

For each activity listed, a maximum of three points may be earned.

****Do not list activities that are honors. Honors are listed on a separate page of the application****

Activity may earn 3 points

Student clearly articulates and describes:

- how participation goes above and beyond in terms of depth of commitment, time investment, leadership, and/or accomplishments
- how participation is self-generated by interest and a desire to learn, motivated by personal responsibility or family necessity, or founded on a commitment to a principle, and
- how the activity offers opportunity for a high degree of intellectual or personal growth and critical, productive, or creative thinking.

Activity may earn 2 points

Student description is weak in one area or two areas.

- Some commitment or interest is evident, though leadership and/or level of participation may be limited.
- Participation may be self-generated or encouraged by school or family.
- The activity offers some opportunity for intellectual or personal growth and requires some task commitment and independence on the part of the student.

Activity may earn 1 point

Student description is weak overall.

- There is minimal description of accomplishments or leadership roles.
- Participation is limited.



STUDENT INTERESTS, ACTIVITIES, AND SERVICE FORM

Extracurricular and Personal Activities

In this section, please indicate how you spend your time during and after school, and in the summer. Describe your **five** most significant extracurricular activities, community/service activities, work or family responsibilities, and interests/hobbies in order of their interest to you. In the blank provided, write the number of hours and check the appropriate time allotment. Finally, describe your responsibilities and accomplishments for each activity. **Do not** attach additional pages.

1. **Activity** - _____

Amount of time ____ (hrs) per Check one below:

- week 1 wk/year
 month ____ months/year
 all year long 1 per year
 school year summer only

Description of responsibilities, accomplishments, and/or leadership roles:

2. **Activity** - _____

Amount of time ____ (hrs) per Check one below:

- week 1 wk/year
 month ____ months/year
 all year long 1 per year
 school year summer only

Description of responsibilities, accomplishments, and/or leadership roles:

3. **Activity** - _____

Amount of time ____ (hrs) per Check one below:

- week 1 wk/year
 month ____ months/year
 all year long 1 per year
 school year summer only

Description of responsibilities, accomplishments, and/or leadership roles:

4. **Activity** - _____

Amount of time ____ (hrs) per Check one below:

- week 1 wk/year
 month ____ months/year
 all year long 1 per year
 school year summer only

Description of responsibilities, accomplishments, and/or leadership roles:

5. **Activity** - _____

Amount of time ____ (hrs) per Check one below:

- week 1 wk/year
 month ____ months/year
 all year long 1 per year
 school year summer only

Description of responsibilities, accomplishments, and/or leadership roles:



STUDENT HONORS FORM

Academic Honors

In this section, please list the 3 most significant honors or recognitions that you have received in the **last three years**. For each honor listed, you may earn one, two, or three possible points. Do not list the same honor multiple times (i.e. Honor Roll.) Refer to the table below for examples of honors and point levels.

<u>Honor/Recognition</u>	<u>Level of Competition/Honor</u>	<u>Year</u>
1. _____ _____		
2. _____ _____		
3. _____ _____		

These examples are not exhaustive. Other significant or rare honors may be listed by the applicant - please include documentation.

Level One Honor (1 pt) Predominantly School-based Honor	Level Two Honor (2 pt) School/Local/Regional Honor, more selective or difficult to attain	Level Three Honor (3 pt) Unique or Highly Competitive
Honor Roll	Straight A Honor Roll/Frequent Honor Roll	Participate in People to People Program
Perfect Attendance Award	District Band/Chorus	Johns Hopkins Talent Search--95 th percentile or above
Student of the Month	Outstanding Student of the Year	State Senate or House Page
Perfect SOL Score	Regional or State Band or Chorus	State Band or Chorus
Academic Letter	Piedmont Regional Science Fair (1 st , 2 nd , 3 rd place)	State Science Fair
School Spelling Bee (1 st , 2 nd , or 3 rd place)	District Spelling Bee Winner	
Reflection Contest (1 st , 2 nd , or 3 rd place)	National Junior Honor Society	
School Science Fair (1 st , 2 nd , or 3 rd place)	National Honor Society	
	District/Regional Reflection Contest (1 st , 2 nd , or 3 rd place)	
	Selection to a Competitively-Selected Program such as Fredericksburg Regional Governor's School or Summer Residential Governor's School	



STUDENT PORTFOLIO

Please select three samples of your work which are a source of pride to you. At least one should be something you have done on your own, not in school. Examples might be a science fair project, a piece of art, a research paper, original creative writing or musical composition, a computer program, a tape/video of a performance, a scout merit badge or other award, or something else. Bring the pieces with you to the Commonwealth Governor's School interview, and be prepared to discuss with the interviewers why you chose these particular pieces. Think about what goal you hoped to achieve (even if you did not reach the goal) and what you learned in working on the project. How has the work you selected influenced your direction for future endeavors? Make sure your items are selected from no farther back than the past 3 years. Your portfolio will be evaluated according to the following guidelines:

1. Is at least one piece **not** a school assignment?
2. Is the work advanced for the age or grade in the choice of subject and/or quality of the finished project?
3. Do the samples show in-depth understanding of an idea or a skill?
4. Is there evidence of research to support the ideas presented in the samples?
5. Do the samples show evidence of higher level thinking (analysis, synthesis, or evaluation?)
6. Do the products convey **your** ideas effectively?
7. Is there intellectual risk-taking and originality of thought?
8. Is there an unusual, complex, or intricate presentation of an idea?
9. Is there resourceful or clever use of materials and/or language?
10. Is there evidence of problem finding and/or solving?
11. Is there evidence of high interest and perseverance in the samples?
12. Can you communicate effectively about your work?

Every sample may not show every characteristic, but every characteristic should be evident in at least one sample.

The pieces of work I have selected are:

1. _____

2. _____

3. _____



The Commonwealth Governor's School Student Portfolio Assessment Form

Your portfolio will be evaluated by an interview team according to the twelve criteria listed below. Please complete this form based on the three samples of your work that you will be sharing during the interview. Make sure your items are selected from no farther back than the past 3 years. List your three samples in the first column, then check those criteria that are evident in each sample.

Bring this form along with your portfolio items to your scheduled CGS interview. When presenting your portfolio items, use this form as your source for your presentation. The interview team does not need to be “taught” about your portfolio item, as, with an overview from you about the topic and how the assignment came about, the item should be self-explanatory with the thorough preparation you have done. Rather, the interview team wants to know how your portfolio items meet the criteria below.

Samples	Not School Assignment	Advanced for age or grade in subject or quality	In-depth understanding of Idea or Skill	Evidence of cited research to support ideas/work	Higher level thinking (analysis, synthesis, evaluation) Is evident in work	Product conveys student ideas effectively	Shows intellectual risk-taking, originality in choice of subject or style of presentation	Unusual, complex, or intricate presentation of an idea	Clever or resourceful use of materials or language	Problem solving and finding are evident	High interest and perseverance are evident	Student is able to communicate effectively about concept and process of work
Sample 1												
Sample 2												
Sample 3												

Additional Comments:



The Commonwealth Governor's School
Math Faculty Recommendation Form for Student Application
 (Recommendation must come from current or previous year's teacher.)

This box is to be completed by the applicant before the form is presented to the teacher.

Student Name: _____
Last First M.I.

Teacher Directions:

- Check one box for each criterion using the following rating scale:
 BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5%)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.
NOTE: Not following this instruction hurts students in the application process.
- Sign, date, and seal recommendation in envelope and return to the counseling office.

Criteria	BA	A	E	O
1. Motivation and Persistence <i>Curious, self-starter, shows initiative, accepts criticism</i>				
2. Communication with Peers <i>Demonstrates sensitivity, respect for others and opposing viewpoints, shares ideas</i>				
3. Academic Interest <i>Intense interest in and appreciation for learning new things</i>				
4. Dependability <i>Consistent, disciplined, supports others</i>				
5. Preparation <i>Prepared to participate fully in discussions and activities</i>				
6. Quality of Work <i>Complete, thorough</i>				
7. Work Habits/Time Management <i>Disciplined, turns in work on time</i>				
8. Logical and Analytical Skills <i>Can reason through problems/dilemmas</i>				
9. Ability to Use New Technologies <i>Can adapt to working with calculators, computers, software, or scientific equipment</i>				
(For office use only)				

Please add any other comments about this student that will help the selection committee make a decision. Use the back of this form to comment on specific strengths and/or weaknesses.

Name (Print): _____ Date: _____

Signature: _____ School: _____

Subject(s)/Grade Level(s)/Date(s) you taught applicant: _____



The Commonwealth Governor's School English Faculty Recommendation Form for Student Application

(Recommendation must come from current or previous year's teacher.)

This box is to be completed by the applicant before the form is presented to the teacher.

Student Name: _____
Last First M.I.

Teacher Directions:

- Check one box for each criterion using the following rating scale:
BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5%)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.
NOTE: Not following this instruction hurts students in the application process.
- Sign, date, and seal recommendation in envelope and return to the counseling office.

Criteria	BA	A	E	O
1. Motivation and Persistence <i>Curious, self-starter, shows initiative, accepts criticism</i>				
2. Communication with Peers <i>Demonstrates sensitivity, respect for others and opposing viewpoints, shares ideas</i>				
3. Academic Interest <i>Intense interest in and appreciation for learning new things; makes connections</i>				
4. Dependability <i>Consistent, disciplined, supports others</i>				
5. Preparation <i>Prepared to participate fully in discussions and activities</i>				
6. Quality of Work <i>Complete, thorough</i>				
7. Work Habits/Time Management <i>Disciplined, turns in work on time</i>				
8. Writing Skills <i>Produces compositions which reflect control, insight, and maturity</i>				
9. Reading Skills <i>Demonstrates excellent comprehension of complex or demanding texts</i>				
(For office use only)				

Please add any other comments about this student that will help the selection committee make a decision. Use the back of this form to comment on specific strengths and/or weaknesses.

Name (Print): _____ Date: _____

Signature: _____ School: _____

Subject(s)/Grade Level(s)/Date(s) you taught applicant: _____



The Commonwealth Governor's School Other Teacher/ Mentor Recommendation Form for Student Application

This box is to be completed by the applicant before the form is presented to the teacher.

Student Name: _____
Last First M.I.

Teacher Directions:

- Check one box for each criterion using the following rating scale:
BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5%)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.
NOTE: Not following this instruction hurts students in the application process.
- Sign, date, and seal recommendation in envelope and return to the guidance office.

<i>Criteria</i>	BA	A	E	O
1. Motivation and Persistence <i>Curious, self-starter, shows initiative, accepts criticism</i>				
2. Communication with Peers <i>Demonstrates sensitivity, respect for others and opposing viewpoints, shares ideas</i>				
3. Academic Interest <i>Intense interest in and appreciation for learning new things; makes connections</i>				
4. Dependability <i>Consistent, disciplined, supports others</i>				
5. Preparation <i>Prepared to participate fully in discussions and activities</i>				
6. Quality of Work <i>Complete, thorough</i>				
7. Work Habits/Time Management <i>Disciplined, turns in work on time</i>				
8. Perseverance <i>Demonstrates sustained commitment to tasks, groups, and/or clubs</i>				
9. Independence <i>Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults</i>				
(For office use only)				

Please add any other comments about this student that will help the selection committee make a decision. Use the back of this form to comment on specific strengths and/or weaknesses.

Name (Print): _____ Date: _____

Signature: _____ School: _____

Subject(s)/Grade Level(s)/Date(s) you taught applicant: _____



The Commonwealth Governor's School CERTIFICATION OF INTENT TO ENROLL

(for students NOT currently enrolled in Caroline County Public Schools)

Current School:

- Out-of-County _____
(School) (County) (State)
- Private _____
(School) (County) (State)
- Home School _____

I hereby certify that I will enroll my son/daughter as a full-time student in the appropriate public school in Caroline County if my child is accepted into the Commonwealth Governor's School program.

Student Name

Date

Parent Name (print)

Parent Signature

Please return this form to:
Lindsey Rose
Secondary Gifted Specialist
Caroline County Public Schools
16261 RICHMOND TPKE
BOWLING GREEN, VA 22427



For Information Only
To be Completed by School Counseling Office

**The Commonwealth Governor's School
 Strength of Academic Program Rubric**

In addition to ability and achievement testing, a student's GPA and strength of academic program will be included in Section 1 of the Candidate Profile Sheet. A student's strength of academic program can earn him/her up to 6 points.

2 Points – Evidence of on Grade Level Coursework

4 Points – Evidence of Some Above Grade Level Coursework

6 Points – Evidence of Always Above Grade Level Coursework

Grade	2 Points	4 Points	6 Points
8th Grade	Algebra 1 Spanish I or II	Algebra 1 Spanish I or II One additional above grade level course	Geometry World History/Civics Spanish II
9th grade	Little to no evidence of above-grade level coursework	3 or more courses considered above-level coursework	4 or more courses considered above-level course work
10th Grade	Little to no evidence of above-grade level coursework	3 or more courses considered above-level coursework	4 or more courses considered above-level course work
11th Grade	Little to no evidence of above-grade level coursework	3 or more courses considered above-level coursework	4 or more courses considered above-level course work



FOR INFORMATION ONLY

Academic Information Chart

Please circle the corresponding points value with the percentile or GPA and then write the number of points at the bottom of each row. Then transfer the point value onto Section I of the Candidate Profile Sheet.

Ability Measure		Achievement 1 Reading Comprehension		Achievement 2 Total Math		GPA	
Percentile	Points	Percentile	Points	Percentile	Points	GPA = x	Points
99	20	99	20	99	20	$x \geq 4.0$	20
98	19	98	19	98	19	$3.95 \leq x < 4.0$	19
97	18	97	18	97	18	$3.9 \leq x < 3.95$	18
96	17	96	17	96	17	$3.85 \leq x < 3.9$	17
95	16	95	16	95	16	$3.8 \leq x < 3.85$	16
94	15	94	15	94	15	$3.75 \leq x < 3.8$	15
93	14	93	14	93	14	$3.7 \leq x < 3.75$	14
92	13	92	13	92	13	$3.65 \leq x < 3.7$	13
91	12	91	12	91	12	$3.6 \leq x < 3.65$	12
90	11	90	11	90	11	$3.55 \leq x < 3.6$	11
89	10	89	10	89	10	$3.5 \leq x < 3.55$	10
88	9	88	9	88	9	$3.45 \leq x < 3.5$	9
87	8	87	8	87	8	$3.4 \leq x < 3.45$	8
86	7	86	7	86	7	$3.35 \leq x < 3.4$	7
85	6	85	6	85	6	$3.3 \leq x < 3.35$	6
84	5	84	5	84	5	$3.25 \leq x < 3.3$	5
83	4	83	4	83	4	$3.2 \leq x < 3.25$	4
82	3	82	3	82	3	$3.15 \leq x < 3.2$	3
81	2	81	2	81	2	$3.1 \leq x < 3.15$	2
80	1	80	1	80	1	$3.0 \leq x < 3.1$	1
Total		Total		Total		Total	