



Governor's School of North Carolina

*A Summer Program for Gifted and
Talented High School Students*

2018

Nomination Packet

- Governor's School West
- Salem College – Winston-Salem
- Governor's School East
- Meredith College – Raleigh



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction
Exceptional Children Division | Governor's School of North Carolina
www.ncgovschool.org | 919-807-3986 or 919-807-3319

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SECTION 1: GENERAL INFORMATION

Introduction

Thank you for considering the North Carolina Governor's School. This packet is intended to be informative and helpful to those exploring this unique program. While perusing the following pages, know that a motto for Governor's School is to **'question everything.'** To model this approach, program information is presented in response to a series of basic questions. These are, by no means, the only questions to ask in learning about the North Carolina Governor's School, but it is hoped they will increase readers' knowledge and pique their curiosity to learn more and possibly apply to attend and be a part of this vibrant learning community.



"What is Governor's School? Why Should I Be Interested?"

Program Description

The Governor's School of North Carolina is the oldest statewide summer residential program for gifted and talented high school students in the nation. The program, which is open to rising seniors only, with exceptions made for rising juniors in selected performing/visual arts areas, is located on two campuses: Governor's School West at Salem College in Winston-Salem and Governor's School East at Meredith College in Raleigh. Governor's School West began in 1963 and Governor's School East began in 1978. The program is administered by the Public Schools of North Carolina, State Board of Education, Department of Public Instruction through the Exceptional Children Division. A Board of Governors, appointed by the State Board of Education, acts as an advisory body.

The program offers a non-credit curriculum for selected students in three areas:

- **AREA I – Area I is the area of the student's special interest and the basis on which that student is chosen to attend Governor's School.** Page 3 presents a summary description of the ten Area I disciplines so that students can envision how they will spend the majority of their class time at the Governor's School.

The academic disciplines include:

- English
- Foreign Language (*Spanish at West campus and French at East campus*)
- Mathematics
- Natural Science
- Social Science

The performing/visual arts disciplines include:

- Art
- Choral Music
- Instrumental Music
- Dance
- Theater

The emphasis in all disciplines is on contemporary texts, compositions, artistic expressions, issues, and ideas and the theories that flow from them.

- **AREA II –** Each student attends another class composed of students from each of the Area I disciplines. Here students and teachers explore connections between the ideas of these disciplines. As integrative concepts emerge, the class attempts to construct an understanding of contemporary ways of thinking and of the culture that arises from them.
- **AREA III –** This third class is also composed of students from each of the Area I disciplines. Here students attempt to ground what they are learning in their Area I and II classes in their own personal experience. Finally, they apply that understanding to their social worlds; that is, they try to discover links between ideas and actions, theory and practice.

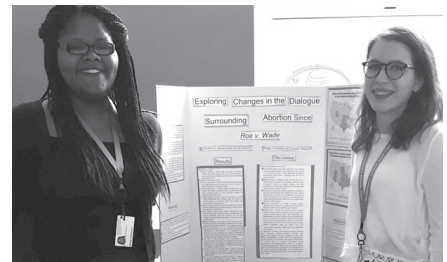
The academic environment of Governor's School thrives upon the intellectual curiosity of students and faculty alike. Students take no tests; teachers assign no grades. Faculty expect students to aspire to be "producers of knowledge, problem solvers, and problem finders" (Gallagher, 1994). Classes blend intellectual discussion with practical application of theory. The faculty and staff at both Governor's School campuses are selected from public school systems, private schools, colleges and universities, and private organizations. On each campus, these people serve as teachers, counselors and other personnel (e.g., health care, recreational, office, etc.). In addition, the campuses are alive with visiting speakers, performances, exhibitions, field trips, demonstrations, optional seminars, and film series. Social and recreational events complement the academic focus.

Area I Descriptors

Study in each Area I discipline emphasizes theory over the memorization of fact, particularly contemporary and progressive theories that stimulate innovative thought in a rapidly changing culture. Courses and activities are designed to stimulate student creativity, move students to question basic assumptions, explore unanswered questions, and develop an acceptance of the process of change.

Classes meet twice a day, Monday through Friday, and once on Saturday. (Area II and Area III classes meet three times a week each.)

- **ART** – In the visual arts curriculum, students study and practice visual expression consistent with current concepts and styles. Emphasis is placed on creative expression as students investigate and examine movements and theories in contemporary art.
- **CHORAL MUSIC** – The choral music program explores the expression of the human experience and the connection to other arts and world events through choral music. The curriculum concentrates on music of 20th and 21st century composers. Students also learn the finer points of choral singing – blend, diction, tone quality – and vocal technique in rehearsals and performance.
- **DANCE** – The dance curriculum embraces and expresses 20th and 21st century theories through daily modern technique classes, a survey of recent pioneers, and the integration of self-expression and abstraction through improvisation, composition, and choreography.
- **ENGLISH** – The English curriculum focuses on modern and post-modern fiction, poetry, and drama. The students are encouraged to read closely, imaginatively, analytically, and empathetically. Some teachers incorporate creative and analytical writing workshops to help students improve their writing.
- **FOREIGN LANGUAGE – FRENCH (EAST)** – French students improve their skills in reading and writing, and they examine the emerging literature, music, art and global events of French culture and francophone countries. French is the primary language spoken in class.
- **FOREIGN LANGUAGE – SPANISH (WEST)** – The goal of Spanish is to expose students to contemporary thought, literature, music, art, and political trends coming from Spain and Hispanic America. Spanish is the primary language spoken in class.
- **INSTRUMENTAL MUSIC** – The instrumental music program is designed to extend the boundaries of the gifted student beyond the limits of the standard high school curriculum. The focus is the study and performance of significant 20th and 21st century repertoire for orchestra (West) or wind ensemble (East), and the creation and performance of student works. These are all chosen to "open windows onto the future," the goal of the Governor's School curriculum as a whole.
- **MATHEMATICS** – The mathematics program strives to provide an atmosphere for students to independently contemplate and investigate problems that arise in contemporary mathematical fields. In addition, the program provides many opportunities through student-faculty interaction, seminars, and invited lecturers, for students to gain an appreciation for both mathematics and the work of mathematicians.
- **NATURAL SCIENCE** – The natural science curriculum investigates contemporary theories and topics of modern science by the use of interactive seminars, discussions, experiments and group and individual problem solving. Biology, chemistry, and physics are all addressed through intriguing and engaging lessons.
- **SOCIAL SCIENCE** – The social science curriculum examines the major political, sociological, psychological, and anthropological concepts which have influenced the 20th and 21st centuries from theoretical and applied perspectives.
- **THEATER** – The goal of the theater curriculum is to introduce young theater artists to contemporary and progressive theory, literature, and technique. The approach is holistic, encouraging the actor to become a well-rounded, life-long student of the theater.



? "Does It Cost Anything?"

The North Carolina Governor's School is partially funded by the North Carolina General Assembly. To supplement this partial funding, a tuition per attending student is necessarily charged. The aim is to keep tuition at \$500 as with previous years; however, to continue serving current student levels, a moderate increase may be required. The tuition for the upcoming session will be determined by March 2018. Submission of tuition payment is the responsibility of the school systems, charter schools, and non-public schools that nominate the students. However, these schools/systems have great flexibility on how they choose to access and collect tuition funds. This may include requesting families to cover some or all of the tuition costs. Details on tuition payment options and procedures have been sent to schools and school systems.



The Department of Public Instruction and the North Carolina Governor's School Foundation are committed to ensuring that every selected student has the opportunity to attend Governor's School. Scholarship opportunities are available through the North Carolina Governor's School Foundation at www.ncgsfoundation.org/apply/.

Families are responsible for transportation costs to and from the campuses and for their children's spending money.

? "When Is Governor's School? What Are Other Important Dates?"

September 2017 – Information regarding the 2018 session of Governor's School is sent to superintendents, headmasters of non-public schools, charter school directors, EC program directors, AIG coordinators, high school principals, high school counselors, and other Governor's School contacts. General information and all necessary forms are posted on the Governor's School website at www.ncgovschool.org. Also, informational meetings will be held throughout the state in September and October, offering official presentations on this unique program.

November 14, 2017 – All nominations must be submitted (postmarked) to:

Office of the North Carolina Governor's School
Exceptional Children Division
NC Department of Public Instruction
6356 Mail Service Center
Raleigh, NC 27699-6356

February 2018* – Governor's School auditions in Art, Choral Music, Dance, Instrumental Music, and Theater; dates and locations will be determined. All students who are nominated in these areas and who meet the eligibility requirements for Governor's School will be notified individually and invited to audition.

March 2, 2018 – Notices of students selected to attend the 2018 session of Governor's School will be mailed to superintendents, headmasters of non-public schools, and directors of charter schools.

March 9, 2018 – Letters of selection/non-selection will be mailed to students.

April 6, 2018 – Deadline for nominating schools/systems to submit acceptance forms on selected students. Submission of an acceptance form obligates the school/system to pay a non-refundable tuition per accepting student. Details on tuition payment options and procedures have been sent to schools and school systems.

Sunday, June 17, 2018 – Opening Day of the 2018 session of Governor's School

Thursday, July 5, 2018 – Parents' Day

Thursday, July 5 - Sunday, July 8, 2018 – Mid-Session Break

Wednesday, July 25, 2018 – Closing Day of the 2018 session of Governor's School

* Specific audition dates will be available on the Governor's School website (www.ncgovschool.org) in late Fall 2017.



“What Else Can You Tell Me About Governor’s School?”

- 1. WHERE IS THE GOVERNOR’S SCHOOL LOCATED?** The Governor’s School has two sites: Governor’s School West at Salem College in Winston-Salem, and Governor’s School East at Meredith College in Raleigh.
- 2. ARE THE PROGRAMS THE SAME AT GOVERNOR’S SCHOOL EAST AND WEST?** Yes, except that West offers Spanish and an orchestra and East offers French and a wind ensemble. Also, East will have a mixed chorus (i.e., sopranos, altos, tenors and basses) for 2018; the West chorus will include only sopranos and altos. Otherwise the curriculum of both campuses is the same.
- 3. HOW IS A TYPICAL GOVERNOR’S SCHOOL CLASS CONDUCTED?** Highly energized and committed teachers invite students to explore new and significant ideas, not principally through lecture but through discussion. Teachers may use an occasional mini-lecture to present a formula in math or physics, demonstrate a new movement in art or music, or explain a recent theory of social groups or literary texts. The hallmark of our intellectual work, however, is the interplay between theory and students’ responses, between the abstract and the personal. Without the common burdens of covering a defined body of material and being tested on it, students and teachers can forge a safe, non-competitive intellectual environment where ideas from many disciplines are entertained and all active learners are taken seriously.
- 4. WHAT OPTIONS ARE THERE AFTER REGULAR CLASSES END IN THE AFTERNOON?** Governor’s School provides many options for afternoon and evening hours that complement and extend the work of classes. Major outside speakers who are active contributors to current knowledge in their fields address students at least once a week. Student performances in dance, theater, and music electrify both campuses. Daily optional seminars or electives range from the Aesthetics of Choreography (dance faculty) to a discussion of Stephen Hawking’s *A Brief History of Time* (natural science faculty). Film series offer not only substantive films, but discussions that deepen the understanding of particular offerings and sharpen the ability to see and interpret any film.
- 5. WHAT KINDS OF RECREATIONAL AND SOCIAL ACTIVITIES ARE OFFERED?** Each afternoon and evening, numerous facilities are open for individual and group recreation. Later in the evening, students can choose social events such as swing dance instruction, ultimate frisbee tournaments, capture the flag competitions, and scavenger hunts. For many, the high social moments are the masquerade ball and, on the final evening, a semi-formal dance. Others say that their best free moments are spent in the spontaneous conversations, gatherings, and activities that students initiate on the courtyard benches and by fountains, at meals and on dormitory halls.
- 6. HOW STRICT ARE THE RULES AT THE GOVERNOR’S SCHOOL?** Governor’s School is clearly situated between high school and college – an ambitious residential school for high school students. It grants students many freedoms associated with university study, especially the freedom of choice between many different intellectual and community experiences. It is also governed by a number of rules and regulations associated with residential life for high school students. These are enumerated in an honor code and the Student Handbook – documents mailed with selection letters so students will know what is expected of them before they decide to attend. Governor’s School is not a rule-bound place, but those few rules that exist are taken seriously. Strict adherence to them exercises student self-discipline and responsibility, ensures student safety, and frees the community to focus on vital and essential new ideas and experiences.
- 7. DO STUDENTS HAVE TO ATTEND GOVERNOR’S SCHOOL THE ENTIRE FIVE AND ONE-HALF WEEKS?** Yes. If a student accepts the invitation to attend Governor’s School, he/she must agree to attend the entire session. (NOTE: Any student who does not stay until the closing session on the last day will not receive a Governor’s School certificate, nor be permitted to cite the Governor’s School experience on college and scholarship applications.) Students are not excused to attend school, family, or community events (e.g., camps, competitions, reunions, etc.). On rare occasions students may be excused for events of great urgency that cannot be rescheduled. Such requests may only be submitted after the student selection process.
- 8. MAY STUDENTS GO HOME ON WEEKENDS?** No. Students must remain at the Governor’s School through the weekends, except during the middle of the session when all students leave campus with their parent(s) for three days. Brief approved visits by families and friends during other weekends are allowed.
- 9. IS THERE A LIMIT ON THE NUMBER OF NOMINATIONS A SCHOOL/SYSTEM CAN SUBMIT?** Yes. Each school system, charter school, non-public school and special school is allotted a certain number of nominations based on its tenth and eleventh grade student population, with exceptions in French and certain performing arts areas. See the School/System Information section for details of this allocation.

10. **MAY A STUDENT BE NOMINATED IN MULTIPLE DISCIPLINES?** No. Though a student may express interest in many disciplines (e.g., multiple academic areas, different musical instruments, etc.) at the local level, the nomination to the state level can only be in one discipline (one academic/arts field, one vocal part, one instrument).
11. **WHAT ARE THE ODDS OF BEING SELECTED?** Due to limited funding, only 35-40% of nominees are selected each year. This selection rate tends to vary across disciplines, according to the number of nominations received in a particular discipline in a given year. For the 2017 Governor's School, a total of 670 students were selected from 1,796 received nominations.
12. **MAY STUDENTS REQUEST WHICH CAMPUS THEY WOULD LIKE TO ATTEND AND REQUEST ROOMMATES?** No, students must attend their assigned campus and with their assigned roommate.
13. **MAY STUDENTS ATTEND GOVERNOR'S SCHOOL MORE THAN ONE TIME?** No, students may attend Governor's School for one session only.
14. **IS TUITION REFUNDABLE?** No.
15. **WHERE CAN ADDITIONAL INFORMATION ABOUT THE NORTH CAROLINA GOVERNOR'S SCHOOL BE FOUND?** For statewide information, visit the Governor's School website at www.ncgovschool.org or email ncgovschool@dpi.nc.gov. For local information, contact a school counselor at the local high school.



"Okay, I'm Interested. Am I Eligible to be Nominated?"

There are three requirements for eligibility: residency, enrollment, and achievement.

1. **RESIDENCY** – You must be a North Carolina resident; exchange students are not eligible. Any student attending a North Carolina federal high school (e.g., Lejeune High School), regardless of residency, is eligible.
2. **ENROLLMENT** – You must be:
 - a. Attending a North Carolina public or non-public school, and
 - b. Enrolled in the eleventh grade at the time of nomination (exceptions are made to allow for students in tenth and eleventh grades in Dance, Choral Music and Instrumental Music), and
 - c. Scheduled to return to attend school after the Governor's School session (i.e., not having graduated).
3. **ACHIEVEMENT** – You must meet the achievement criterion as established by the Board of Governors for the North Carolina Governor's School. This means a national percentile score of 92% or above on an approved achievement test OR a state percentile score of 92% or above on an allowable North Carolina End-of-Course (EOC) Test. For an achievement test, you can use the overall/total composite score or a specific area composite/cluster score, but the test must have been administered during the 9th, 10th or 11th grade. Scores from EOCs taken in any grade (e.g., some students take the NC Math 1 EOC Test in middle school) will be accepted. End-of-Grade test scores will not be accepted. See the chart below for the allowable test scores for your nomination area.

TESTS ALLOWED (SCORE MUST BE 92 PERCENTILE OR HIGHER)

NOMINATION AREA	End-of-Course (EOC)	OR	Other Tests
English	English II only		
Mathematics	NC Math 1 only		
Natural Science	Biology only		
Social Science, French, Spanish, Performing/Visual Arts	Any EOC		

**See the School/System Information section for a list of allowable achievement tests. End-of-Grade (EOG) scores will not be accepted.*

Any score within the 92nd to 99th percentile range meets the achievement test criterion for eligibility. If you have multiple test scores within this range, do not feel compelled to find and list the highest score. A higher score does not make you more eligible. Student selection is based on other criteria, as noted on page 7.



“How Are Students Nominated/Selected?”

Students are only nominated by schools/systems; they cannot be nominated by their families or themselves. Also, the number of nominations a school/system can submit to the state level is limited in most disciplines. (See the School/System Information section for more details.) To determine which nominations will proceed to the state level, schools/systems may have a local selection process of their own design. This could include additional tests, auditions, interviews, etc. These decisions are reserved for those at the local level (i.e., those that know their students best) and the Office of the North Carolina Governor’s School generally does not intervene in these matters.

Once nominations are submitted in November to the Office of the North Carolina Governor’s School, they are screened to ensure their completeness and student eligibility. After this, the state selection process is as follows:

- **ACADEMIC NOMINATIONS** – Selection committees with specialists in each academic discipline review and score each student application, ranking all nominees in that particular discipline. Only the application is used in the academic selection process; there are no auditions or use of additional materials.
- **PERFORMING/VISUAL ARTS NOMINATIONS** – Specialists in each discipline review and score each application. Also, students in these disciplines audition before judges (see below). Application scores complement the audition findings to determine rankings in each artistic discipline, instrument, and vocal part.

Schools/systems and students are notified about selection/non-selection in early March 2018. Selected students then must declare if they accept their selection by early April 2018.

Audition Details

In-person auditions in all performing/visual arts areas will be held in February 2018; the exact dates, locations and other details will be posted to the Governor’s School website in late fall 2017. Student-specific details (locations, time, preparations, etc.) will be mailed directly to each student several weeks prior to audition day. Students may audition in only one discipline, instrument or vocal part. As an alternative, students may elect to audition by video recording in Choral Music, Instrumental Music, Visual Art or Theater, to accommodate schedules and travel concerns, if their school agrees to administer the video audition according to instructions sent by the Office of the North Carolina Governor’s School. The Dance audition format does not allow for videos, so two in-person events will be held to accommodate schedules and travel concerns. A Dance nominee can attend either audition, but not both. These options will be posted on the Governor’s School website.

Art – All nominees must bring three of their best works of art in any medium that show drawing, painting, sculpting, ceramic, or printmaking skills. The three pieces may be in the same medium. Each piece is limited to 36 inches in width and height. Framing is not allowed; matting is allowed. Space is limited; therefore, no easels or props are permitted. During judging, nominees must stay by their artwork to answer questions about their work.

Dance – All nominees will audition together in a modern dance class; therefore, a prepared routine is not necessary. Ballet shoes are not to be worn; nominees will audition in their bare feet. No costumes are necessary. To accommodate student schedules and travel issues, there will be two different audition dates/locations. A nominee can attend either audition, but not both.

Theater – The audition in theater is composed of three parts (in a classroom – not on a stage).

1. **MONOLOGUE #1:** The nominee will perform a one-minute monologue that he/she chooses from a list of selections that will be made available on the Governor’s School website in December.
2. **MONOLOGUE #2:** The nominee will perform a second one-minute monologue from classical material (heightened text such as Shakespeare, Sophocles, Euripides, Goethe, etc.) of his/her own choosing.
3. **INTERVIEW:** The nominee will briefly answer two to three interview questions posed by the judges.

A Theater nominee may choose to audition in theater tech rather than acting. In this case, the nominee will bring a resume or portfolio of lighting or set design/building achievements to share with the judges, and should be prepared to answer questions about theater design and concepts. This would be in lieu of the monologues.

Choral Music – The audition for choral music is composed of two parts: solo performance and sight-singing.

- **SOLO:** Nominees will perform a 90-second to two-minute contemporary formal repertoire piece from a 20th-century or 21st-century composer (e.g., Samuel Barber, Ned Rorem, Ralph Vaughn Williams, Benjamin Britten, Aaron Copland, Gwyneth Walker, Abbie Betinis, Jocelyn Hagen, or other similar composers). A nominee should consult with his/her music teacher for a suitable piece. Do not select a piece from the genres of pop/rock, Broadway, film, gospel, or voice parts from choral repertoire. The performance will be a cappella (i.e., without instrument accompaniment), unless the nominee opts for accompaniment. In late 2017, the Governor's School website will have additional details and resources on the solo performance part.
- **SIGHT-SINGING:** This task will be performed a cappella. The nominee will be given a brief period to read and study a sight-singing excerpt.

Instrumental Music – The audition for instrumental music is composed of two parts: solo performance and sight-reading. The following instruments will be auditioned: Flute/Piccolo, Oboe/English Horn, Clarinet (E-flat, B-flat, Alto, Bass, Contralto, and Contrabass), Saxophone (Alto, Tenor, and Baritone), Bassoon, Trumpet, French Horn, Trombone, Euphonium, Tuba, Percussion, Violin, Viola, Cello, and Bass. No other instruments will be auditioned. Instrumental music nominees must bring their own instrument, except those auditioning on the mallet percussion and timpani. Nominees are expected to perform unaccompanied.

- **SOLO:** All nominees will choose and play a solo piece (not to exceed two minutes), from a list of instrument-specific selections that will be on the Governor's School website in December 2017. Nominees should consult with their music teachers or band directors to choose the piece that best displays their technical and musical abilities.
- **SIGHT-READING:** All nominees will sight-read and play one or two brief selection(s) chosen by the judge.



SECTION 2: STUDENT APPLICATION

"Okay, So How Do I Apply?"

- **STEP ONE: Contact your school/school counselor.** Ask about eligibility and local application/nomination processes.
- **STEP TWO: Complete the Student Application.** See the sample in this Nomination Packet, but download and electronically complete the forms from the Governor's School website (www.ncgovschool.org). There are three sections to complete:
 - 1. Basic Information & Nomination Discipline**
 - 2. Essays** – You will have two essays to complete, each in response to a prompt. Essay #1 is for every student, regardless of nomination area. Essay #2 is specific to your nomination area, so make sure you use the correct prompt.
 - FOLLOW THE INSTRUCTIONS. Exceeding the character limit, writing to an incorrect prompt, and other errors will result in a reduced rating.
 - UNDERSTAND THE PROMPTS. If you are not sure what a prompt means, ask a trusted educator.
 - DO YOUR OWN WORK but have others review. The essays should be your own product, not someone else's ideas, but it is fine for others to guide you and offer helpful edits.
 - 3. Personal Readiness** – This form is where you list your recent school/community activities and awards and your thoughts on those that are most important to you. It is also where you describe what makes you ready for a summer residential experience in a learning community.
- **STEP THREE: Get two Recommendations.** You must have two Recommendation Forms completed (electronically) and submitted by those who can attest to your academic/arts strengths, personal character, and readiness for the Governor's School experience.
 - Family members may not complete/submit recommendations.
 - At least one recommendation must be from a high school teacher, preferably in the nomination area. If a nomination-area teacher is not available, choose another teacher.
 - Recommenders should download the Recommendation Form and complete it electronically.
 - Upon completion, the recommender should print the form, sign it, place it in a sealed envelope and submit it to you or the appropriate local school official. You, as the student, should not read it.
 - Only two Recommendation Forms will be accepted. No other documents (e.g., substitute letters, additional recommendations, etc.) will be accepted.
- **STEP FOUR: Turn in all forms and essays to the appropriate school/system official!!** The school will supply your additional information (e.g., achievement test score, transcript, etc.).

HELPFUL TIPS FOR A BETTER APPLICATION

- 1. NOMINATION DISCIPLINE** – Most students are accomplished in more than one thing. In choosing your nomination discipline, decide on one of which you are both capable *and* passionate. Having both qualities is usually required for selection in this highly competitive process.
- 2. ESSAYS** – Start working on your essays long before they are due; last-minute efforts usually are not fruitful. Also, there is not a 'correct answer' to the essay prompts. Readers are wanting to gain insight into *how* you think about these topics, not just *what* you think.
- 3. PERSONAL READINESS** – List those activities, awards and experiences that demonstrate your readiness and fitness for the Governor's School experience. Leadership, dedication and a willingness to take on challenges are good qualities.
- 4. RECOMMENDATIONS** – Find those who can 1) *be honest* and 2) *speak well of you*. Also, high ratings alone are usually insufficient; additional input in the free-response sections help support the ratings. Our readers often have more confidence in well-supported 'Very Good' marks than unsupported 'Superior' marks.

BASIC INFORMATION & NOMINATION DISCIPLINE

COMPLETE ELECTRONICALLY, NOT HANDWRITTEN

***REQUIRED INFORMATION**

*Name: _____
FIRST MIDDLE INITIAL LAST

NOMINATION DISCIPLINE

Inst. Music (Flute/Piccolo)

*Preferred First Name: _____ *Age: _____

*Gender: _____ *Race/Ethnicity: _____ *Best Telephone Number: (_____) _____ - _____

*Mailing Address: _____
STREET OR BOX # CITY ZIP CODE

*Name of Parent/Guardian: _____

*Currently Enrolled Grade: _____
10TH GRADE: ELIGIBLE ONLY FOR CHORAL MUSIC, INSTRUMENTAL MUSIC AND DANCE; 11TH GRADE: ELIGIBLE FOR ALL DISCIPLINES

***HIGH SCHOOL CURRENTLY ATTENDING**

Public School System: _____

School Name: _____

- or -

Public Charter/Federal/Special School Name: _____

- or -

Non-Public School Name: _____

STATEMENT OF INTENT

My signature (electronic allowed) indicates my wish to be considered as a Governor's School nominee. I understand that I will be identified as a Governor's School nominee only if determined by the local nominating committee. Also, if I am selected by the State, and accept, I will attend the entire five and one-half week program. Finally, I understand that no exceptions will be made for family reunions, sports activities, concerts, camps, online classes and the like.

*SIGNATURE OF STUDENT (ELECTRONIC ALLOWED) DATE

*SIGNATURE OF PARENT/GUARDIAN (ELECTRONIC ALLOWED) DATE

ESSAY #1

COMPLETE ELECTRONICALLY, NOT HANDWRITTEN

- INSTRUCTIONS**
- Use a separate word processor (e.g., Microsoft Word, Apple Pages, etc.) to write and format your essay in response to the listed prompt.
 - Use size 10 point of a standard font (e.g., Times New Roman, Helvetica, etc.).
 - The entire essay (i.e., title, body, etc.) must be no more than 3,500 characters, around 500-550 words.
 - Copy and paste the entire essay into the Essay #1 (page 3) text box, ensuring the entire essay is visible. Do not include pictures, charts or any other graphics. This text box does not allow for additional formatting.

PROMPT: Identify and discuss one or more of the most pressing questions you have about how the world works. How are you planning to pursue answers?

ESSAY #2

COMPLETE ELECTRONICALLY, NOT HANDWRITTEN

- INSTRUCTIONS**
- Use the drop-down box on page 4 to identify your nomination discipline.
 - Find your discipline's essay prompt below and type it into the prompt box on page 4.
 - Use a separate word processor (e.g., Microsoft Word, Apple Pages, etc.) to write and format your essay in response to the listed prompt.
 - Use size 10 point of a standard font (e.g., Times New Roman, Helvetica, etc.).
 - The entire essay (i.e., title, body, etc.) must be no more than 3,500 characters, around 500-550 words.
 - Copy and paste the entire essay into the Essay #2 text box, ensuring the entire essay is visible. Do not include pictures, charts or any other graphics. This text box does not allow for additional formatting.

PROMPTS: In this essay, local and state selection committee members hope to gain a clearer insight into an applicant's interest in the Area I field of nomination.

- **English:** Describe a vision of the world as presented in a 20th or 21st century literary work that is fundamentally different from your own. What have you learned from seeing through this particular lens? How has this impacted your own perception or understanding of the world?
- **French:** Discuss a pressing social issue in a French-speaking country and compare it to how that issue is being addressed or ignored in the United States. Please respond in French.
- **Mathematics:** Modern mathematics is driven not by a reliance on the concepts of numbers and data, but by the need to ask good questions. With this in mind, describe what it means to be 'good at math.' Are you good at math? Support your answers with examples that briefly describe how you do math and your enjoyment in it.
- **Natural Science:** Discuss a current scientific concept or idea that is still considered emerging or experimental. If evidence were to overwhelmingly support this new concept or idea, how might it affect the scientific discipline, and society as a whole?
- **Social Science:** Identify a cause relevant to social science and explain its importance to you. Either describe what you have done locally, nationally, or globally to support the cause, OR describe the obstacles that have prevented you from taking action.
- **Spanish:** Discuss a pressing social issue in a Spanish-speaking country and compare it to how that issue is being addressed or ignored in the United States. Please respond in Spanish.
- **Performing/Visual Arts:** As an artist, what contemporary ideas or movements (within or outside of your artistic discipline) are you currently exploring or would you like to explore to contribute to your personal artistic growth? Give specific examples to support your answer. Explain why you find these ideas or movements interesting.



Name of Student : _____
FIRST MIDDLE INITIAL LAST

ESSAY #1

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Identify and discuss one or more of the most pressing questions you have about how the world works. How are you planning to pursue answers?

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See the website for fillable PDF Forms
www.ncgovschool.org



Name of Student : _____
FIRST MIDDLE INITIAL LAST

ESSAY #2

COMPLETE ELECTRONICALLY, NOT HANDWRITTEN

NOMINATION DISCIPLINE

Performing/Visual Arts

As an artist, what contemporary ideas or movements (within or outside of your artistic discipline) are you currently exploring or would you like to explore to contribute to your personal artistic growth? Give specific examples to support your answer. Explain why you find these ideas or movements interesting.

SAMPLE FORM ONLY
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Name of Student : _____
FIRST MIDDLE INITIAL LAST

PERSONAL READINESS

COMPLETE ELECTRONICALLY, NOT HANDWRITTEN

Spanning the past three years, list the school and community activities in which you have been substantively involved and any awards and honors you have received during this time. (DO NOT EXCEED THE SPACE PROVIDED.)

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Name of Student : _____
FIRST MIDDLE INITIAL LAST

PERSONAL READINESS continued

COMPLETE ELECTRONICALLY, NOT HANDWRITTEN

Explain why any two (2) of your listed activities, awards or honors are important to you. (DO NOT EXCEED THE SPACE PROVIDED.)

SAMPLE FORM ONLY
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Describe your readiness to participate in a residential learning community such as Governor's School. Include any experiences you have with being away from your family and local community for significant periods of time. (DO NOT EXCEED THE SPACE PROVIDED.)

RECOMMENDATION

TO BE COMPLETED BY A TEACHER OR OTHER ADULT RECOMMENDING THE STUDENT. USE THIS FORM ONLY. FORM MUST BE COMPLETED ELECTRONICALLY, NOT HANDWRITTEN. DO NOT SUBSTITUTE WITH OR ATTACH A LETTER OR OTHER DOCUMENT.

Upon completion of this recommendation, place it in a SEALED ENVELOPE and deliver it to either the student or an appropriate school official.

Student's Name: _____ Nomination Discipline: _____

School: _____ School System (if applicable): _____

Your Name: _____ Role or Connection to Student: _____

Phone Number or Email Address: _____

Subjects you have taught this nominee, if you are a teacher (preferably in the student's nomination discipline):

9th grade: _____
10th grade: _____
11th grade: _____

How long have you known this student?

DIRECTIONS: In Sections A & B choose the numbers that indicate your perception of this student. Please elaborate in the space provided. We are interested in knowing what is unique about this student. In Section C answer the questions and elaborate.

N/A = NOT APPLICABLE 1 = POOR 2 = ACCEPTABLE 3 = GOOD 4 = VERY GOOD 5 = SUPERIOR

A. What do you consider this student's particular strengths, weaknesses, and potential as a student?

To what degree does this student demonstrate:

1. High level of interest in and commitment to the subject of nomination	N/A	1	2	3	4	5
2. High level of ability in this subject	N/A	1	2	3	4	5
3. Openness to new ideas and challenging material	N/A	1	2	3	4	5
4. Ability to synthesize ideas	N/A	1	2	3	4	5
5. Ability to grasp underlying principles	N/A	1	2	3	4	5
6. Capacity to examine multiple ideas or solutions to problems or questions	N/A	1	2	3	4	5
7. Ability to work constructively on a task with independence and commitment for an extended period of time	N/A	1	2	3	4	5
8. Capacity and willingness to examine assumptions	N/A	1	2	3	4	5
9. Work of high quality	N/A	1	2	3	4	5
10. Creativity	N/A	1	2	3	4	5
11. Motivation	N/A	1	2	3	4	5

Please elaborate on the information above. (NOTE: THIS ADDITIONAL INFORMATION HELPS THE SELECTION COMMITTEE IN ITS DELIBERATIONS.)

Student's Name: _____

RECOMMENDATION continued

N/A = NOT APPLICABLE	1 = POOR	2 = ACCEPTABLE	3 = GOOD	4 = VERY GOOD	5 = SUPERIOR
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B. How would you evaluate this student's stability, character, maturity, and attitude towards peers, teachers, and others?

To what degree does this student demonstrate:

1. Cooperation with teachers and others	N/A	1	2	3	4	5
2. Honesty, helpfulness, and consideration of others	N/A	1	2	3	4	5
3. Ability to listen to and interact with classmates	N/A	1	2	3	4	5
4. Empathy for other classmates	N/A	1	2	3	4	5
5. Social and emotional maturity	N/A	1	2	3	4	5
6. Individual responsibility	N/A	1	2	3	4	5
7. Potential for growth	N/A	1	2	3	4	5
8. Adaptability in new situations	N/A	1	2	3	4	5

Please elaborate on the information above. (NOTE: THIS ADDITIONAL INFORMATION HELPS THE SELECTION COMMITTEE IN ITS DELIBERATIONS.)

SAMPLE FORM ONLY

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C. Are you confident that this student:

• is inquisitive, serious, and flexible enough to entertain speculative questions and to push intellectual boundaries?	YES	NO	UNSURE
• can independently function at a high level for five and one-half weeks away from home in a challenging academic and residential environment?	YES	NO	UNSURE

Please elaborate on the information above. (NOTE: THIS ADDITIONAL INFORMATION HELPS THE SELECTION COMMITTEE IN ITS DELIBERATIONS.)

SIGNATURE (ELECTRONIC NOT ALLOWED) DATE TITLE

THE INFORMATION PROVIDED IS CONFIDENTIAL AND WILL BE READ ONLY BY PERSONS RESPONSIBLE FOR STUDENT SELECTION AND GOVERNOR'S SCHOOL FACULTY AND STAFF.

Upon completion of this recommendation, place it in a SEALED ENVELOPE and deliver it to either the student or an appropriate school official.

SECTION 3: SCHOOL/SYSTEM INFORMATION

This section is to help local schools/systems successfully nominate students for the North Carolina Governor's School. The information in this section is open and available to students and families, but it is directly applicable to those local school/system professionals who participate in the nomination process.

GOVERNOR'S SCHOOL CONTACT PERSON: There is one designated official Governor's School Contact Person for each public school system, public charter school, special school and non-public school. If you are the Contact, notify your appropriate school/system colleagues about your position and the local student nomination processes.

OTHER SCHOOL/SYSTEM PERSONNEL: Know who your official Contact is and go to that person with any questions about student eligibility, local nomination, tuition responsibilities, etc.

Please thoroughly review the GENERAL INFORMATION and STUDENT APPLICATION sections of this document. You should be able to use it and your knowledge of local nomination processes to answer most questions.

Suggested Step-by-Step Nomination Procedures for Local Schools/Systems (Schools/systems may vary these procedures to fit their local needs.)

1. STUDENT

- a. Fully completes a Governor's School Student Application, with all attachments, and submits it to school personnel.

2. SCHOOL PERSONNEL

- a. **High School Staff** (often in coordination with the local Governor's School Contact Person):

- i. Completes the *Student Eligibility Form* on each nominee.
- ii. Assembles a complete application (*Basic Information and Nomination Discipline Form, Essays, Personal Readiness Form, Student Eligibility Form, official transcript, and Recommendation Forms removed from envelopes*) on each nominee and submits it to the Principal/Director/Headmaster.

- b. **High School Principal/School Director/Headmaster** (often in coordination with the local Governor's School Contact Person):

- i. Reviews all complete applications.
- ii. Recommends (often through a school-based committee) and submits complete applications of the outstanding nominees to the Superintendent, when applicable.

- c. **Governor's School Contact Person** (involving the local Superintendent/Director/Headmaster):

- i. Reviews the **Nomination Chart** to determine the total number of nominees allowed. See the following exceptions.
 1. French – These nominations are unlimited and do not count against the number of academic nominations. However, the number of students selected in French is quite small. Consider nominating only those students who are very strong in French and can speak it fluently.
 2. Instrumental Music and Choral Music – Nominations for students who play double-reed instruments (oboe and bassoon), brass instruments (trumpet, French horn, trombone, euphonium, and tuba), percussion instruments, or string instruments (violin, viola, cello, and bass), or whose vocal ranges are alto, tenor or bass are unlimited and will not count against the number of performing/visual arts nominations.
- ii. Documents the best candidates from the school/system for nomination to the Governor's School, as identified by the Superintendent/Director/Headmaster. NOTE: Strive to reflect the diversity of the school/system.
 1. Completes the *Nomination Form* with the signature of the Superintendent/Director/Headmaster.

2. Superintendent Choice – Public school system (not charter, special or non-public schools)
Superintendents indicate their one academic choice. This student will automatically be invited to attend provided he/she meets all eligibility requirements. The Exceptional Children Division recommends that this student be the top academic student nominated from the school system.
NOTE: A nominee in French, Spanish or the performing/visual arts cannot be a Superintendent Choice.

* PLEASE REFRAIN FROM PUBLICLY OR PRIVATELY DISCLOSING THE NAME OF THE SUPERINTENDENT CHOICE.

- iii. **Notifies all interested students whether their nomination is advancing to the state level.**
- iv. Assembles and submits one Nomination Packet, which includes: one *Nomination Form* for the entire school/system and a complete application for each student listed on the *Nomination Form*.

All nomination packets must be assembled according to the checklist on page 23, mailed and postmarked by **November 14, 2017**.

Nomination Chart

1. The Nominating Entity (i.e., school system, charter school, federal school, special school or non-public school) can nominate eligible students according to the chart below.
2. The allotted number of academic nominations should include the one Superintendent Choice (public school systems only).

10th+11th Grade Total Student Population (Excluding Extended Day Enrollment)	# of Limited Academic Nominations*	# of Limited Performing/ Visual Arts Nominations**
Up to 125	1	2
126-250	2	4
251-500	3	6
501-800	4	8
801-1100	5	10
1101-1400	6	12
1401-1800	8	16
1801-2100	10	20
2101-2500	12	22
2501-3000	14	24
3001-3500	17	26
3501-4000	20	28
4001-5000	23	30
5001-6000	26	32
6001-8000	29	34
8001-10000	32	36
10001-15000	35	38
OVER 15000	38	40

* Limits on academic nominations only pertain to English, Mathematics, Natural Science, Social Science, and Spanish. Nominations in French are unlimited.

** Limits on performing/visual arts nominations do not include students who play double-reed instruments (oboe and bassoon), brass instruments (trumpet, French horn, trombone, euphonium, and tuba), percussion instruments, or string instruments (violin, viola, cello, and bass), or whose vocal ranges are alto, tenor, or bass.

STUDENT ELIGIBILITY

COMPLETE ELECTRONICALLY, NOT HANDWRITTEN

TO BE COMPLETED BY SCHOOL PERSONNEL

REFER TO THE APPROVED TESTS/INSTRUMENTS LISTED BELOW. THE ACHIEVEMENT CRITERION IS USED ONLY FOR ELIGIBILITY PURPOSES, NOT IN THE SELECTION PROCESS.

Name of Student : _____
FIRST MIDDLE INITIAL LAST

ACADEMIC ACHIEVEMENT CRITERION

TESTS ALLOWED (SCORE MUST BE 92 PERCENTILE OR HIGHER)

NOMINATION AREA	End-of-Course (EOC)	OR	Other Tests
English	English II only	OR	Overall/Total Composite Score or Specific Area Composite/Cluster Score from an approved test (national percentile only).* NOTE: This score can be used for any nomination area.
Mathematics	NC Math 1 only		
Natural Science	Biology only		
Social Science, French, Spanish, Performing/Visual Arts	Any EOC		

*See below for a list of approved achievement tests. End-of-Grade (EOG) scores will not be accepted.

End-of-Course (EOC) Test Name: _____	Achievement Test Name: _____
Administered in: _____	Type of Score: _____
State Percentile Score: _____	OR Specify area, if applicable: _____
	Administered in: _____
	National Percentile Score: _____

SAMPLE FORM ONLY
See the website for fillable PDF Forms
www.ncgovschool.org

SIGNATURE OF SCHOOL PERSONNEL COMPLETING THIS FORM

DATE

APPROVED ACHIEVEMENT TESTS/INSTRUMENTS

- American College Test (ACT)
- ACT Aspire
- Comprehensive Testing Program (CTP4/ERB)
- End-of-Course (North Carolina)
- Iowa Assessments
- Iowa Test of Educational Development (ITED)
- Kaufman Test of Educational Achievement (KTEA 2 or KTEA 3)
- Metropolitan Achievement Test 8
- PLAN (Preliminary ACT Assessment)
- Pre-ACT (only administrations on or after 9/1/2017)*
- Preliminary Scholastic Assessment Test (PSAT)
- Scholastic Abilities Test for Adults, Achievement Portion (SATA)
- Scholastic Assessment Test (SAT)
- Stanford Achievement Test 10
- TerraNova
- Wechsler Individual Achievement Test III (WIAT III)
- Woodcock-Johnson Tests of Achievement (WJ III ACH, NU or WJ IV ACH)

NOTES:

- Test must have been administered in high school. Exceptions: End-of-Course (EOC) tests administered in 6th, 7th or 8th grades are allowed.
- The latest editions of these tests should be used. The Office of the North Carolina Governor's School must be contacted for approval of any tests not listed here.
- National percentile scores must be used for all achievement tests with the exception of EOC tests (state percentile scores).
- Overall/total composite scores or specific area composite/cluster scores only. Smaller subtest scores are not allowed.

*There are no national percentile scores for the Pre-ACT prior to Sept. 1, 2017 administrations.



Nomination Packet Checklist

This checklist is included for your convenience, do not send it with your packet. Check off each item as it is completed.

- NOMINATION FORM** (One form per public school system/charter school/federal school/special school/non-public school)

- STUDENT NOMINATION PACKET** for each nominee. Assemble documents in the following order and staple ONE TIME. Please do not send nomination packets with multiple staples.
 - STUDENT APPLICATION**
 - BASIC INFORMATION & NOMINATION DISCIPLINE**
 - ESSAYS** (two per application)
 - PERSONAL READINESS FORM**

 - STUDENT ELIGIBILITY FORM**

 - OFFICIAL SCHOOL TRANSCRIPT**

 - RECOMMENDATION FORMS** (two per application) – **removed from envelopes.**
NOTE: Letters, other documents and additional recommendation forms will not be accepted.

- Assemble the nomination packet (Nomination Form and Student Applications).
Postmark by **NOVEMBER 14, 2017.**

Mail to: Office of the North Carolina Governor's School
Exceptional Children Division
NC Department of Public Instruction
6356 Mail Service Center
Raleigh, NC 27699-6356

