Governor’s School @ Innovation Park

Student Application Packet for Manassas City Public Schools 2019 – 2020

Web site:
https://governors.pwcs.edu

For more information, contact
Anthony Vargas, Supervisor of Gifted/Talented and Advanced Programs
571-377-6088
P.O. Box 520, Manassas, VA 20108
avargas@mcpsva.org
Program Overview and Application for Admission  
2019-2020  
Application Due Date: February 5, 2020

Program Description:
GS@IP offers selected juniors and seniors from Manassas City, Manassas Park, and Prince William County an advanced and intensive program in STEM – science, technology, engineering, and mathematics. Students selected to attend the two-year program will attend classes at George Mason University’s Prince William Campus each morning. At that campus, students will follow a sequence of courses designed to integrate mathematics and research with specializations in biology, chemistry, or physics. Along with specifically designed coursework in that strand, students will be provided intensive study in mathematics that supports their scientific and research endeavors. Students will be placed initially in an Advanced Math Course or Calculus I depending on a knowledge/skill assessment conducted during February/March 2020. Students return to their base high schools each afternoon to complete other requirements for graduation.

Another unique feature of the program is its emphasis on research. Students will come together in certain STEM electives to design and conduct original research. Students, working across strands, will integrate their knowledge and perspectives to design, conduct, and report their research exactly as scientists at major universities, such as GMU, do. To help students understand the importance of their research and the engineering applications of their learning, each student will engage in a mentorship experience working with local professionals on specific projects.

As a continuously accelerated model, only rising juniors may enter this program. Applicants must be aware that participation in this program carries with it the expectation that registration for courses at their base high school will be restricted. **Students must have completed these courses prior to admission to GS@IP; students may be taking some of these courses at the time the application is submitted:**

<table>
<thead>
<tr>
<th>Science</th>
<th>Mathematics</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Biology</td>
<td>Honors Algebra I</td>
<td>World Language course work leading to fulfillment of the World Lang. requirement for an advanced diploma</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>Honors Geometry</td>
<td>Fine arts credit</td>
</tr>
<tr>
<td></td>
<td>Honors Algebra II/Trig</td>
<td></td>
</tr>
</tbody>
</table>

In addition to these required courses, it is also encouraged that Earth Science or Physics be taken as part of students’ foundation work. Students wishing to apply without the required courses will be required to complete them prior to beginning the program. Specific courses may be taken online at the student’s expense through an approved online provider.

Admissions Process:
Students’ potential to succeed in the GS@IP program will be assessed through a variety of means, including, but not limited to PSAT scores, GPA & teacher recommendation. No single assessment disqualifies a student from review. Each school division makes its own decisions about eligibility but all three school divisions use the same criteria and application process. Students found eligible by the school system must be vetted by George Mason University before final acceptance into the program.

Students interested in applying should complete the Intent to Apply Form and submit it to Larry Gilligan in Osbourn’s College & Career Center by **Monday, December 2, 2019.**

Students should complete the full application and submit the signed, written document to the following person in the respective school division by **February 5, 2020. Late applications will not be accepted.**
Timeline and Important Dates for 2019-2020 Applicants:

December 1, 2019 — Applications available on the Manassas City Schools website
Dec. 14, 2019 — GS@IP information session, Bull Run Hall, room 130 at 9 am
November 13, 2019 — Visits to the Governor’s School for interested students and parents
December 2, 2019 — Intent to Apply form with student, parent signature is due, originals only
Dec.-Jan. 2019-20 — Science research roundtable sessions, as needed
February 5, 2020 — Completed Applications deadline
Jan.-Feb. 2020 — Math review sessions at OHS, as needed
February 12, 2020 — Timed writing, essay 2, World Language Computer Lab, OHS West Wing
February 15, 2019 — Math test review, GMU Prince William Campus
February 29, 2020 — GMU Math Placement Test, 9 am at GMU Prince William County Campus (mandatory)

Or

March 1, 2020 — GMU Math Placement Test 9 am at GMU, Prince William Campus (1st make-up date)
March 6, 2020 — Official transcripts showing third quarter interim grades to GMU for admission review
March 14, 2020 — GMU Math Placement Test 9 am at GMU, Prince William Campus (2nd make-up date)
March 27, 2020 — GMU decisions released to Governor’s School and school divisions
April 3, 2020 — MCPS notifies applicants
April 14, 2020 — Students’ deadline to respond
April 17, 2020 — Student transcripts and info sent to GMU
May 2, 2020 — New student and parent welcome and GMU admissions process review (mandatory)
May 15, 2020 — Deadline to apply for admission and G-number through online GMU guest matriculation
May 28, 2020 — GMU issues G-numbers and forms to students
August 21, 2020 — New student orientation (mandatory)
INFORMATION PAGE

Checklist for Completed Application:

Read and follow all directions to complete the application fully, clearly, and legibly

Include all information requested on Intent to Apply form, including applicant signature & parent signature at bottom

Complete the Career Highlights section - Page 1

Request recommendations from a science teacher, a mathematics teacher, and other adult – Pages 4, 5, and 6 should be given to these teachers. Applicants should complete page 7 indicating names of teachers/adults from whom recommendations should be expected.

Sign and date Program Expectations (Applicant) – Page 8

Sign and date Program Expectations (Parent) – Page 8

Create a portfolio demonstrating evidence of a completed or planned science project

Check with Anthony Vargas (571-377-6088 or avargas@mcpsva.org) to make sure that your recommendations have been returned prior to the deadline.

Complete a timed writing assignment as instructed by the school division.

MINIMUM ADMISSIONS REQUIREMENTS

High ability and/or talented rising 11th-grade students may submit an application packet, if they have successfully completed the following prior to attending GS@IP*:

◇ Honors Algebra II
◇ Honors Biology and Honors Chemistry
◇ Two years of a World Language
◇ Fine arts credit

*Interested students who do not meet the above criteria must provide a letter of explanation with application.

Applications are available in all participating high school guidance offices and on participating school divisions’ homepages.

Deadline for receipt of applications is February 5, 2020
2019-2020 INTENT TO APPLY FORM

Applicant Information: Provide all requested information.

Personal Information

<table>
<thead>
<tr>
<th>First Name</th>
<th>Mailing Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Name</td>
<td>City, ZIP</td>
</tr>
<tr>
<td>Last Name</td>
<td>Student’s e-mail</td>
</tr>
<tr>
<td>Nickname</td>
<td>Gender</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Parent’s e-mail</td>
</tr>
<tr>
<td>Student Number</td>
<td>Parent cell phone</td>
</tr>
<tr>
<td>Parent’s Name</td>
<td>Parent Home Telephone</td>
</tr>
</tbody>
</table>

Essay: Write your answer to the following essay question on a separate sheet(s) of paper and staple it to this form before you hand it in. Your answer should be no longer than 3-4 paragraphs. Be sure to include your name on each page of your essay.

Which of the following areas of science interest you most? Biology, Chemistry, or Physics? Explain why this particular area of science interests you more than the other areas. Include in your answer a description of any experience you already have in your main area of interest.

District and School Information:

<table>
<thead>
<tr>
<th>School District</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current High School</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td></td>
<td>Contact e-mail</td>
</tr>
</tbody>
</table>

STUDENT STATEMENT:
The decision to apply for Governor's School is my own. I want to participate fully in the program. If selected, I will abide by the regulations explained in the program descriptions and all other expectations provided by the program director. The responses contained in this application are my own work and are truthfully offered. With the submission of this application, I authorize MCPS to release my official transcript to GMU for its review and consideration.

__________________________________________
SIGNATURE OF APPLICANT                       DATE

__________________________________________
SIGNATURE OF PARENT                          DATE
CAREER HIGHLIGHTS: ACTIVITIES AND HONORS

In the sections that follow, list accomplishments that highlight your positions of leadership or intellectual activities.

ACTIVITIES/PROGRAMS
List the three most significant activities/programs in which you have participated during the past three years that relate to science, technology, engineering, and mathematics. Include the name of the organization, sponsoring agency, or group. Also, describe the time involved and any leadership position you have held. Under “Year” indicate the calendar year of the training or activity. If you need more space, attach a second sheet. Please explain any acronyms that you use.

<table>
<thead>
<tr>
<th>Activity and Organization</th>
<th>Position(s) Held</th>
<th>Time Involved</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mu Alpha Theta Honor Society</td>
<td>Vice President</td>
<td>6 hours/week</td>
<td>2013</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HONORS/RECOGNITIONS
In this section, please list the three most significant honors/recognitions you have received during the last three years in your area of interest.

<table>
<thead>
<tr>
<th>Honors/Recognitions</th>
<th>Level of Competition – Regional, State, National, etc.</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Place, PWCS Science Fair; or 1ST Chair, District Band</td>
<td>Local; or district</td>
<td>2013</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT PORTFOLIO

The student portfolio will include data for any completed or planned science research project with a written summary of findings.

The portfolio is rated by STEM teachers, who will determine its strength holistically. Scores include ratings of Average, Above Average, Excellent, and Superior.


**Option 1:**

Students who have participated in the local, regional, or state Virginia Junior Academy of Science (VJAS) or any level of the International Science and Engineering Fair (ISEF) competitions may submit their work for those competitions. Such research must have been completed after the beginning of grade 10 to be eligible for review. Such products must include both the written documentation of design as well as a picture of the display represented for judging. All forms submitted to the initial competition must be included in this submission for review.

**Option 2:**

Students may design a new research project which incorporates all aspects of the scientific design. Students must complete and submit the written and oral presentation components of their design. Students may design their experiments and collect and evaluate authentic data if time permits. If the data cannot be collected within the timeframe available, students may create data that are probable within the existing conditions and present summaries and conclusions around those data. Students choosing option 2 should limit their experiments to questions that do not require the use of human subjects, recombinant DNA, tissue, pathogenic agents, or controlled substances.
**Essay Prompt**
The Timed Essay will be given after school February 12, 2020. Students must write their essays based on the prompt given. A good essay must include a central theme, supported by specific facts or details. A good essay must also be organized to demonstrate a clear thought process with a persuasive voice. Students must pay close attention to sentence structure and word use.

<table>
<thead>
<tr>
<th>Composition</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Idea</td>
<td>Missing/ Unclear</td>
<td>Weak</td>
<td>Moderate</td>
<td>Strong</td>
<td>Insightful</td>
</tr>
<tr>
<td>Elaboration</td>
<td>Unclear</td>
<td>Seldom</td>
<td>Some</td>
<td>Appropriate</td>
<td>Persuasive</td>
</tr>
<tr>
<td>Organization</td>
<td>Lacking</td>
<td>Random</td>
<td>Lapses</td>
<td>Logical</td>
<td>Convincing</td>
</tr>
<tr>
<td>Unity</td>
<td>Absent</td>
<td>Many digressions</td>
<td>Some digression</td>
<td>Unified</td>
<td>Purposeful</td>
</tr>
<tr>
<td>Voice</td>
<td>Silent</td>
<td>Absent</td>
<td>Weak</td>
<td>Controlled</td>
<td>Vibrant/persuasive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Structure</td>
<td>Weak</td>
<td>Some variety</td>
<td>Varied</td>
</tr>
<tr>
<td>Usage</td>
<td>Incorrect</td>
<td>Some incorrect</td>
<td>Consistently correct</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Incorrect</td>
<td>Some incorrect</td>
<td>Consistently correct</td>
</tr>
</tbody>
</table>
ACADEMIC TEACHER RECOMMENDATION – SCIENCE:
This recommendation must be made by the student’s current science teacher, preferably a teacher who has taught the student in a course closely related to the desired Governor’s School science strand. Please complete.

RATING SCALE:
1. What course or program of studies has the student taken under your supervision? In what year(s)?

2. Please estimate the extent to which the student has demonstrated in your class(es) the qualities listed below. Use the scale from 0-2 as indicated. Be sure to respond to all qualities; items omitted are included as a zero when computing a score. Please use only whole number values.

O=Good (Above Average) 1=Excellent (Top 10%) 2=Outstanding (Top 2-3%)

1. Motivation and initiative
2. Self-direction
3. Intellectual curiosity
4. Independence of thought
5. Originality of ideas
6. Use of higher-level thinking skills
7. Ability to contribute to a group process
8. Willingness to accept ideas of others
9. Emotional stability, maturity, and self-discipline
10. Openness to new experiences
11. Cooperative behavior
12. Respect and tolerance for the views of others

SCORE

Subtotal – SCIENCE (out of 24)

PLEASE SHARE ANY OTHER INFORMATION YOU FEEL IS RELEVANT TO THIS STUDENT’S APPLICATION BELOW.

Return completed and signed form in a sealed envelope to Anthony Vargas at Central Office.

__________________________________________________________________________

Teacher’s Name Signature Date

High School Phone number e-mail address
ACADEMIC TEACHER RECOMMENDATION – MATHEMATICS:

This recommendation must be made by the student’s current mathematics teacher, preferably a teacher who has taught the student in a course closely related to the selected program. Please complete.

RATING SCALE:

1. What course or program of studies has the student taken under your supervision? In what year(s)?

2. Please estimate the extent to which the student has demonstrated in your class(es) the qualities listed below. Use the scale from 0-2 as indicated. Be sure to respond to all qualities; items omitted are included as a zero when computing a score. Please use only whole number values.

O=Good (Above Average)  1=Excellent (Top 10%)  2=Outstanding (Top 2-3%)

1. Motivation and initiative
2. Self-direction
3. Intellectual curiosity
4. Independence of thought
5. Originality of ideas
6. Use of higher-level thinking skills
7. Ability to contribute to a group process
8. Willingness to accept ideas of others
9. Emotional stability, maturity, and self-discipline
10. Openness to new experiences
11. Cooperative behavior
12. Respect and tolerance for the views of others

SCORE

Subtotal – MATHEMATICS (out of 24)

PLEASE SHARE ANY OTHER INFORMATION YOU FEEL IS RELEVANT TO THIS STUDENT’S APPLICATION BELOW.

Return completed and signed form in a sealed envelope to Anthony Vargas at Central Office.

Teacher’s Name ____________________________ Signature ____________________________ Date ____________

High School ____________________________ Phone number ____________________________ e-mail address ____________________________
**STUDENT’S FULL NAME**

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**ANOTHER TEACHER/ADULT RECOMMENDATION:**

This recommendation must be made by one of the student’s current teachers or other adult, preferably a teacher who has taught the student in a course closely related to the selected program. Please complete.

**RATING SCALE:**

1. What course or program of studies has the student taken under your supervision? In what year(s)?

2. Please estimate the extent to which the student has demonstrated in your class(es) the qualities listed below. Use the scale from 0-2 as indicated. Be sure to respond to all qualities; items omitted are included as a zero when computing a score. Please use only whole number values.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motivation and initiative</td>
<td></td>
</tr>
<tr>
<td>2. Self-direction</td>
<td></td>
</tr>
<tr>
<td>3. Intellectual curiosity</td>
<td></td>
</tr>
<tr>
<td>4. Independence of thought</td>
<td></td>
</tr>
<tr>
<td>5. Originality of ideas</td>
<td></td>
</tr>
<tr>
<td>6. Use of higher-level thinking skills</td>
<td></td>
</tr>
<tr>
<td>7. Ability to contribute to a group process</td>
<td></td>
</tr>
<tr>
<td>8. Willingness to accept ideas of others</td>
<td></td>
</tr>
<tr>
<td>9. Emotional stability, maturity, and self-discipline</td>
<td></td>
</tr>
<tr>
<td>10. Openness to new experiences</td>
<td></td>
</tr>
<tr>
<td>11. Cooperative behavior</td>
<td></td>
</tr>
<tr>
<td>12. Respect and tolerance for the views of others</td>
<td></td>
</tr>
</tbody>
</table>

**Score**

Subtotal – OTHER AREA (out of 24)

---

**PLEASE SHARE ANY OTHER INFORMATION YOU FEEL IS RELEVANT TO THIS STUDENT’S APPLICATION BELOW.**

---

Return completed and signed form in a sealed envelope to Anthony Vargas at Central Office.

---

**Teacher’s Name**

**Signature**

**Date**

---

**High School**

**Phone number**

**e-mail address**
Summary of Requests for Teacher/Adult Recommendations

APPLICANTS…TURN THIS PAGE IN WITH YOUR APPLICATION.
It will be used to help us collect recommendations from teachers/adults.

1. Current Science Recommendation requested from

   Teacher Name ____________________________________________________________________________
   Date Requested

2. Current Mathematics Recommendation requested from

   Teacher Name ____________________________________________________________________________
   Date Requested

3. Third Teacher/Adult Recommendation requested from

   Teacher Name ____________________________________________________________________________
   Date Requested
# GS@IP APPLICATION

**PAGE 8**

## STUDENT’S FULL NAME

### PROGRAM EXPECTATIONS

Both student and parent/guardian must initial after having read the following assurances. These constitute the expectations for students who accept invitations to GS@IP.

<table>
<thead>
<tr>
<th>Student Initials</th>
<th>Parent or Guardian Initials</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I understand that the programs require concerted academic focus, preparation, and motivation from all participants and that participants are expected to demonstrate the emotional maturity and self-discipline to participate in the activities and to demonstrate respect for self, others, program, and school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I understand that each division’s supervisor of gifted/talented and advanced programs will be mailed acceptance letters by April 3, 2020, and that no information will be available before that date.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I understand that classes will begin on <strong>August 24, 2020</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I understand that the GS@IP calendar could be different from my home school calendar. GS@IP students are required to attend school on all scheduled days.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I understand that the cost of participation per student is paid by the participating school division. I take this commitment seriously and recognize that we should <strong>expect to reimburse</strong> the school division for any GMU tuition if our son/daughter chooses to leave the program prior to graduation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I certify that I am a resident of the Commonwealth of Virginia and eligible for a free, public education in a public school in Prince William County, Manassas City, or Manassas Park City Schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I understand that tuition costs for optional dual enrollment courses in which I choose to enroll are not covered by my school division, and I agree to pay the balance in full and abide by George Mason University’s registrar calendar for add/drop and payment due dates.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I have discussed graduation requirements with my parents and my school counselor; I am aware of the coursework/credits I must successfully complete for the diploma I wish to pursue.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I understand that I must take a <strong>mathematics placement test on February 29 or March 1, 2020</strong> at the GMU/PW campus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If accepted, I understand that I will be considered a Guest Matriculate Student at George Mason University, and I am responsible for abiding by Mason procedures regarding course registration, academic studies, and conduct.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If accepted, I will submit a <strong>George Mason University application</strong> electronically by <strong>May 15, 2020</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I understand that this program is a two-year commitment to in-depth study of a specific science strand, and I understand that I am not guaranteed enrollment in my preferred strand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I certify that these are my truthful responses to these expectations.</td>
</tr>
</tbody>
</table>

### TO BE COMPLETED BY APPLICANT

The decision to apply to the 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. I have read in its entirety the application procedures, including the application forms, program expectations, and am aware of my locality’s appeals process.

Printed Name and Signature of Applicant

Date: ____________

### TO BE COMPLETED BY PARENT/GUARDIAN

I, the parent/guardian of the student above, am aware of and in support of the student’s application to GS@IP and give permission for the student's academic records to be reviewed by the division's selection committee. I have read in entirety the application procedures, including the application forms, program expectations, and am aware of my locality’s appeals process.

Printed Name and Signature of Parent/Guardian

Date: ____________
STUDENT’S FULL NAME

GOVERNOR’S SCHOOL APPLICATION SCORES PAGE

I. Career Highlights: Activities, Research, and Honors:

Activity/Program

Honor/Recognition

TOTAL I: (___ Activities) + (___ Honors) = (14 max)

II. Essay Evaluation: (Parts 1 and 2)

Reader One: 10 8 6 4 2

Reader Two: 12 8 6 4 2

TOTAL II: [(___ Reader One) + (___Reader Two)] = (20 max)

III. Teacher Recommendations:

Rating Scale (max 24 points for each teacher):

(_ Math Teacher + _ Science Teacher + _ Other Teacher/Adult) divided by 3 = ___ (24 max)

TOTAL III: Round only to the nearest tenth (24 max)

IV. Applicant Aptitude, Achievement or Unweighted GPA

Mark the correct response in each category. Include test information below. Use scale (9 - 4) to assign points to each category.

<table>
<thead>
<tr>
<th>PSAT</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(99-98%)</td>
<td>4.0-3.92</td>
</tr>
<tr>
<td>(97-95%)</td>
<td>3.91-3.84</td>
</tr>
<tr>
<td>(94-90%)</td>
<td>3.83-3.68</td>
</tr>
<tr>
<td>(84-80%)</td>
<td>3.67-3.52</td>
</tr>
<tr>
<td>(&lt;80%)</td>
<td>&lt;3.43</td>
</tr>
</tbody>
</table>

TOTAL IV: = (18 max)

V. Portfolio Assessment including Reflection

Indicate the consensus score given to portfolio by the committee.

<table>
<thead>
<tr>
<th>Portfolio Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>8</td>
</tr>
<tr>
<td>Excellent</td>
<td>7</td>
</tr>
<tr>
<td>Above Average</td>
<td>6</td>
</tr>
<tr>
<td>Average</td>
<td>5</td>
</tr>
</tbody>
</table>

(Score V x 3 = 24 max)

GRAND TOTAL: (Add Totals of Parts I + II + III + IV + V) (100 max)