



A SUMMER PROGRAM FOR GIFTED AND TALENTED HIGH SCHOOL STUDENTS

**(GOVERNOR'S SCHOOL
NOMINATION PACKET 2016)**

Governor's School West | Salem College | Winston-Salem, NC
Governor's School East | Meredith College | Raleigh, NC



Public Schools of North Carolina

State Board of Education | Department of Public Instruction
Exceptional Children Division
www.ncgovschool.org | 919-807-3986 or 919-807-3319

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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 he or she is chosen to attend Governor's School. Page 2 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 Schools are selected from public school systems, private schools, colleges and universities, and private organizations. On each campus, these people serve as teachers, counselors, and health care, recreational, and office personnel. In addition, the campuses are alive with visiting speakers, performances, exhibitions, fieldtrips, demonstrations, optional seminars, and film series. Social and recreational events complement the academic focus.

Tuition and Scholarship Information

The North Carolina Governor's School is partially funded by the North Carolina General Assembly. To supplement this partial funding, a \$500 tuition per attending student is necessarily charged. Submission of tuition payment is the responsibility of the school systems, charter schools, and non-public schools that nominate the students. However, these schools/school 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/scholarships/.



Area I Curriculum

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 curriculum concentrates on music of 20th and 21st century composers. Students learn the finer points of choral singing – blend, diction, tone quality – and vocal techniques in rehearsals and performance. The aim is to take students from music that is relatively familiar in form and content to repertoire that is quite challenging aesthetically, intellectually, and technically. Choral parts include soprano I and II, alto I and II, tenor, and bass/baritone.

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, and art of French cultures. 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 focus of instrumental music 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. The aim is to take students from music that is relatively familiar in form and content to repertoire that is quite challenging aesthetically, intellectually, and technically.

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, 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.



Calendar

September 2015

Information regarding the 2016 session of Governor's School mailed 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 13, 2015

All nominations must be submitted (postmarked) to:
Camilla Roberson, Special Assistant
Governor's School
Exceptional Children Division
NC Department of Public Instruction
6356 Mail Service Center
Raleigh, NC 27699-6356

February 2016*

Governor's School auditions in Art, Choral Music, Dance, Instrumental Music, and Theater to be held at Meredith College in Raleigh. 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 4, 2016

Notices of students selected to attend the 2016 session of Governor's School are mailed to superintendents, headmasters of non-public schools, and directors of charter schools.

March 11, 2016

Letters of selection/non-selection are mailed to students.

April 8, 2016

Deadline for nominating schools/school systems to submit acceptance forms on selected students. Submission of an acceptance form obligates the school/school system to pay a non-refundable tuition of \$500 per student. Details on tuition payment options and procedures have been sent to schools and school systems.

Sunday, June 19, 2016

Opening Day of the 2016 session of Governor's School

Thursday, July 7, 2016

- Parents' Day
- Break in session

Sunday, July 10, 2016

Return from break in session

Wednesday, July 27, 2016

Closing Day of the 2016 session of Governor's School

* Specific dates for events will be available on the Governor's School website (www.ncgovschool.org).

**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.

PROGRAM**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 bass/baritones) for 2016; the West chorus will include only sopranos and altos. Otherwise the curriculum of both schools is the same.

3. *What classes are regularly scheduled at Governor's School?*

Students attend their Area I class (the discipline for which they are selected) for one period in the morning and another in the afternoon. They also attend their Area II and Area III classes, each three times per week. See page 1 for more information on these areas.

4. *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.

5. *What kinds of dance, theater, and music are performed?*

The emphasis throughout the arts (and academic) curriculum is on modern and contemporary ideas and forms of expression. More information is on page 2. This emphasis has been one of the most successful parts of this 53 year old program for several reasons: it surprises and energizes students with its often unexpected uniqueness;

it alerts students to current ideas; it encourages students and teachers to become creative explorers of uncharted territory; it introduces intellectual inquiries that often do not come into view until advanced college and graduate study.

6. *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 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.

7. *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 benches of quads and by fountains, at meals and on dormitory halls.

8. *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.



9. 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 (i.e., 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.

10. 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 go home for three days. Brief approved visits by families and friends during other weekends are allowed.

NOMINATION

11. Who can be nominated for Governor's School?

For eligibility, a student must be a legal North Carolina resident enrolled in eleventh grade in a North Carolina school. There are some exceptions made for tenth grade students in certain nomination areas. Also, the student must have a qualifying score on an approved achievement test. See page 7 for more details.

12. How is a student nominated for Governor's School?

Students are nominated only by their school/school system, not by a parent or any other individual. The nomination process has multiple steps at the school and district levels. Teachers, principals, and counselors nominate students to the local public school superintendent, charter school director, or private school headmaster. (If a discipline studied at Governor's School is not offered in an individual high school, a student still may request to be nominated in that discipline. All nominees must meet the criteria established for the N.C. Governor's School.) The school/school system determines which of its nominees will be sent for final selection at the state level. NOTE: These schools/school systems are allowed and may elect to use additional methods (e.g., aptitude tests, other measures, local auditions, interviews, etc.) to determine these nominees.

13. Can a student be nominated in more than one area?

No. A student may express an interest at the local level in multiple areas. However, when a nomination advances to the state level, it must indicate only one area.

14. Is there a limit on the number of nominations a school/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 page 9 for details of this allocation.

SELECTION

15. How are nominated students selected to attend Governor's School?

The process varies, depending on the area of nomination.

- To ensure statewide representation of students, each public school system superintendent (not charter, special or non-public schools) may nominate one academic area student who will automatically be invited to attend, provided the student meets all eligibility requirements. The selection committee chooses the remaining academic students, just as college admissions committees choose among college applicants.
- French and Spanish applications are also reviewed by the selection committee. In addition, these nominees may be contacted for phone interviews with selection committee members to ensure adequate language competency, as classes are conducted entirely in French and Spanish.
- Performing and visual arts students' selections are determined by audition before judges complemented by the students' applications.

16. May the performing/visual arts students audition in more than one area?

No. They may only audition in one area of nomination.

17. How do students get information about auditions?

The Department of Public Instruction will mail specific information about auditions directly to individual nominees in January, about four weeks prior to auditions. Those letters will include instructions about the audition day, audition times and places (buildings), and directions to Meredith College (the audition site). See page 8 for more audition information.



18. What are the odds of being selected?

Due to limited funding, only approximately 35% 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 2015 Governor's School, a total of 650 students were selected from 1,849 received nominations.

19. When/how are students notified about selection?

In early March 2016, all schools that nominated students will be notified of which of their nominees have been selected. One week later, each nominated student will be mailed kind letters of selection or non-selection. Selected students will have time to declare if they accept selection. Non-selected students should move on to other summer plans. Though a small number may be contacted to fill slots vacated by selected students, they should not put other opportunities on hold to wait for such contact.

20. 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.

21. May students attend Governor's School more than one time?

No, students may attend Governor's School for one session only.

TUITION/SCHOLARSHIPS

22. What is the cost to students to attend the Governor's School?

Governor's School is partially funded by the North Carolina General Assembly. To address remaining funding needs, there is a tuition charge of \$500 per student. The school systems, charter schools and private schools that nominate students are responsible for submitting tuition payments. However, these schools/school systems have great flexibility on how they choose to access and collect tuition funds. This may include requesting families to contribute some or all of the tuition costs. Details on tuition payment options and procedures have been sent to schools and school systems. Families are responsible for the transportation costs to and from the campuses and for their children's spending money.

23. Are scholarships available?

Yes. Scholarship information can be found at www.ncgsfoundation.org/scholarships/.

24. Is tuition refundable?

No.

ADDITIONAL INFORMATION

25. 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.



The Governor's School of North Carolina offers a unique residential experience to gifted and talented high school students. Students are nominated/selected in the following disciplines:

**Art • Choral Music • Dance • English • French • Spanish • Instrumental Music
Mathematics • Natural Science • Social Science • Theater**

Eligibility Requirements

1. Only those students who are legal North Carolina residents (exchange students are not eligible) or attend federal schools in the state, and are presently enrolled in the eleventh grade in North Carolina public schools (e.g., local school districts, charter, federal) or non-public schools (e.g., private, homeschools, etc.) may be nominated. Exceptions for rising junior nominations are made in choral music, dance, and instrumental music.
2. A student must be a legal resident of North Carolina at the time of attendance.
3. No former Governor's School student is eligible. However, students who are nominated as rising juniors, but do not attend, may be renominated as rising seniors.
4. All students must meet the achievement criterion as established by the Board of Governors for North Carolina Governor's School.
 - a. Achievement test scores: overall/total composite score or specific area composite/cluster score, or End-of-Course (EOC) scores in appropriate area of nomination shall be used

documenting percentile ranges from 92% through 99%. Scores other than EOCs must have been given in the 9th, 10th, or 11th grade. Scores from EOC tests taken in the 6th, 7th, and 8th grades will be accepted.

b. The achievement test criterion is used only for eligibility purposes. Once this is met, achievement test scores are not used in the selection process.

NOTES:

- National percentile scores must be used for all achievement tests with the exception of EOC tests (state percentile scores).
- Any EOC test may be used for students nominated in Social Science, Spanish, French, or the Performing/Visual Arts. Score must be 92 percentile or higher.
- Any EOC test in the student's area of nomination may be used for students nominated in Math, English, or Natural Science. See table below. Score must be 92 percentile or higher.
- End of Grade (EOG) tests will not be accepted.

ACADEMIC ACHIEVEMENT CRITERIA

Nomination Area	Test Allowed (score must be 92 percentile or higher)	
	End-of-Course (EOC)	Other Tests
English	English II only	OR Overall/Total Composite Score or Specific Area Composite/Cluster Score from list on page 21 (national percentile only). NOTE: This score can be used for any nomination area.
Mathematics	Algebra I or Math I only	
Natural Science	Biology only	
Social Science, French, Spanish, Performing/Visual Arts	Any EOC	

**See page 21 for a list of allowed achievement tests. *End-of-Grade (EOG) scores will not be accepted.*

Selection Criteria

Multiple criteria are used in the selection process for all Governor's School nominees.

- Scholastic performance: most recent grade in area of nomination (if applicable), class rank (if available), and the most recent transcript
- Auditions (only for Performing/Visual Arts nominees). See page 8 for more information.
- Personal data:
 - a. Two Recommendation Forms. *NOTE: At least one recommendation must be from a high school teacher, preferably in the area of nomination. **Additional letters and Recommendation Forms will not be accepted.***
 - b. Two essays
 - c. Lists of school and community activities, awards, and honors



Students may audition in one area only. Area-specific details will be posted on the Governor's School website in late 2015. Other student-specific details (location, time, date, preparations, etc.) will be mailed directly to each student several weeks prior to audition day. Also, some provisions will be offered to allow for students to audition by video recording in Choral Music, Instrumental Music or Theater. 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 stand by their artwork to answer questions about their work. Nominees must stay until the judges dismiss them.

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. All nominees must stay until the judges dismiss them.

Theater

The audition in theater is composed of three parts.

1. The nominee will perform a monologue, not to exceed one minute in length, that he/she chooses from a list of selections that will be made available on the Governor's School website in December.
2. The nominee will perform a second monologue, again not to exceed one minute in length, from classical material (heightened text such as Shakespeare, Sophocles, Euripides, Goethe, etc.) of his/her own choosing.
NOTE: For parts 1 and 2, it is not necessary to bring a copy of either selection. Performances should suit the nominee's particular ability and demonstrate his/her range. (The judges will be interested in seeing more than a one-dimensional monologue.) Character portrayals should be of someone similar in age and gender. No costumes or props are necessary. Auditions will be in a classroom – not on a stage.
3. Finally, the nominee will briefly answer two to three interview questions posed by the judges.

(Students who have an interest in **theater tech** should bring a resume or portfolio of lighting or set design/building achievements to share with the judges. They should be prepared to answer questions about theater design and concepts. This may be in lieu of or in addition to 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 formal repertoire piece for solo performance from a 20th-century or 21st-century composer (e.g., Samuel Barber, Ned Rorem, Ralph Vaughn Williams, Benjamin Britten, Aaron Copland, 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 2015, the Governor's School website will have additional details and resources on the solo performance part.

Sight-Singing: The sight-singing task will be performed a cappella. The nominee will be given a brief period to read and study the 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 play a solo piece of their own choosing, from a list of instrument-specific selections, not to exceed two minutes. **Lists of selections will be made available to nominees in late 2015.** 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 also will sight-read and play one or two brief selection(s) chosen by the judge.



Nomination Procedures

1. STUDENT

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

2. SCHOOL PERSONNEL

- High School Staff (often in coordination with the local Governor's School Contact Person):
 - Completes the **Student Eligibility and Scholastic Performance Form** on each nominee and has it signed by the high school principal/headmaster.
 - Assembles a **complete application** (Application Form, essays, Experience Form, Student Eligibility and Scholastic Performance Form, transcript, and Recommendation Forms removed from envelopes) on each nominee and submits it to the high school principal/school director/headmaster.
- High School Principal/School Director/Headmaster (often in coordination with the local Governor's School Contact Person):
 - Verifies and signs the **Student Eligibility and Scholastic Performance Form** on each nominee.
 - Recommends (often through a school-based committee) and submits complete applications of the outstanding nominees to the Superintendent, when applicable.
- Superintendent/Director/Headmaster (often involving the local Governor's School Contact Person):
 - Reviews the **Nomination Chart** to determine the total number of nominees allowed. See the following exceptions.
 - 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.
 - 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/baritone**, are *unlimited* and will not count against the number of performing/visual arts nominations.
 - Selects the best candidates from the school/school system for nomination to the Governor's School.

NOTE: Nominations should strive to reflect the racial, ethnic, gender and socioeconomic diversity of the school/school system.

 - Completes and signs the appropriate **Nomination Form (Public School System or Charter/Non-Public/Special School Nomination Form)**.
 - 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 (see Public School System Nomination Form). All other academic applications will be reviewed by a Selection Committee.

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.**

- Assembles and submits one **Nomination Packet**, which includes: one Nomination Form for the entire Nominating Entity and a complete application for each student listed on the Nomination Form.

All nomination packets must be assembled according to the checklist on page 22, mailed and postmarked by **November 13, 2015**.

Nomination Chart

- Each Nominating Entity can nominate eligible students according to the chart below.
- The allotted number of academic nominations should include the one Superintendent Choice.

10 th -11 th Grade Total Student Population (Excluding Extended Day Enrollment)	# of Academic Nominations*	# of 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/baritone.



Public School System _____

Contact Name: _____ Title: _____

Mailing Address: _____
Street or Box No. City Zip Code

Telephone: _____ Fax: _____ Email: _____

Total Tenth and Eleventh Grade Enrollment
(Omit Extended Day Enrollment) _____

Total Tenth and Eleventh Grade
Racial Composition _____% white; _____% nonwhite

Number of Academic Nominations _____
limited unlimited

Number of Performing/Visual Arts Nominations _____
limited unlimited

Total Nominations _____ (_____% white; _____% nonwhite)

Signature of Superintendent (electronic not allowed) _____ Date _____

Please list below all students from your administrative unit nominated for Governor's School. *The superintendent is to indicate the one Superintendent Choice by placing the student's name by the * below. The Superintendent Choice cannot be a nominee in French, Spanish or Performing/Visual Arts. The remaining nominations in academics need not be listed in rank order. Beside each name indicate gender, race, nomination area for academics, voice part for choral music, and instrument for instrumental music. * Automatically invited to attend.*

LIMITED ACADEMICS (Rising Seniors Only)

English, Mathematics, Natural Science, Social Science, Spanish

name gender/race nomination area

*

UNLIMITED ACADEMICS (Rising Seniors Only)

French (These are in addition to the number allowed on page 9.)

name gender/race nomination area

SAMPLE FORM ONLY
See the website for fillable PDF Forms

ART (Rising Seniors Only)

name gender/race



DANCE (*Rising Juniors or Seniors*)

name gender/race

THEATER (*Rising Seniors Only*)

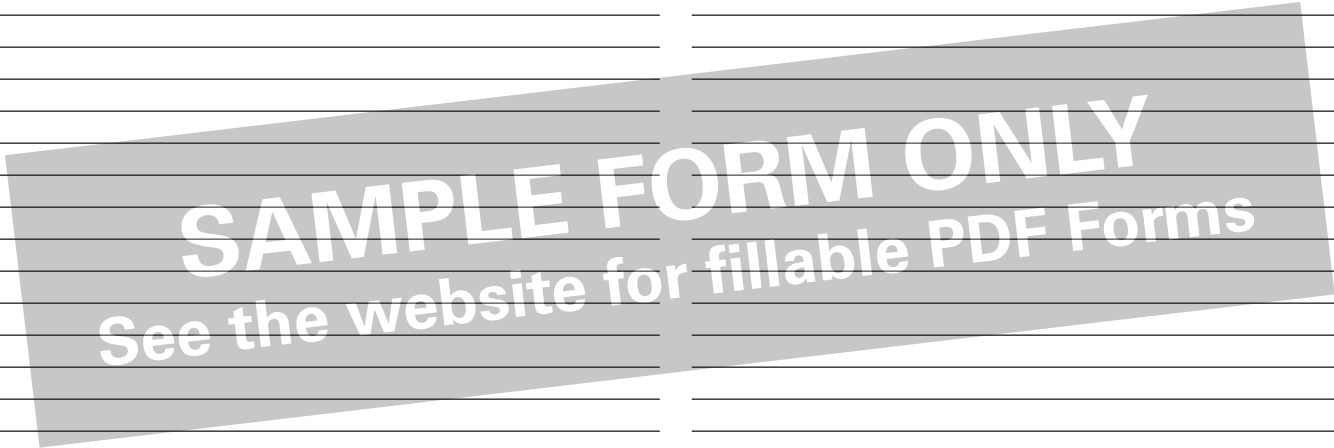
name gender/race

LIMITED CHORAL MUSIC (*Rising Juniors or Seniors*)
soprano I and II only

name gender/race voice part

UNLIMITED CHORAL MUSIC (*Rising Juniors or Seniors*)
alto I and II, tenor, and bass/baritone voices
(These are in addition to the number allowed on page 9.)

name gender/race voice part



LIMITED INSTRUMENTAL MUSIC (*Rising Juniors or Seniors*)
flute/piccolo, clarinet, and saxophone only

name gender/race instrument

UNLIMITED INSTRUMENTAL MUSIC (*Rising Juniors or Seniors*)
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)
(These are in addition to the number allowed on page 9.)

name gender/race instrument



A SUMMER PROGRAM FOR GIFTED AND TALENTED HIGH SCHOOL STUDENTS
GOVERNOR'S SCHOOL 2016 (**Charter/Non-Public/Special School**
Nomination Form)

COMPLETE ELECTRONICALLY • NOT HANDWRITTEN PAGE 1 OF 2

Charter/Non-Public/Special School _____

Contact Name: _____ **Title:** _____

Mailing Address: _____
Street or Box No. City Zip Code

Telephone: _____ **Fax:** _____ **Email:** _____

Total Tenth and Eleventh Grade Enrollment _____
(Omit Extended Day Enrollment)

Total Tenth and Eleventh Grade _____
Racial Composition _____% white; _____% nonwhite

Number of Academic Nominations _____
limited unlimited

Number of Performing/Visual Arts Nominations _____
limited unlimited

Total Nominations _____ (_____% white; _____% nonwhite)

Signature of Headmaster/Director (electronic not allowed) Date

Please list below all students from your school nominated for the Governor's School. The nominations need not be listed in rank order. Beside each name indicate gender, race, nomination area for academics, voice part for choral music, and instrument for instrumental music.

LIMITED ACADEMICS (Rising Seniors Only)
English, Mathematics, Natural Science, Social Science, Spanish

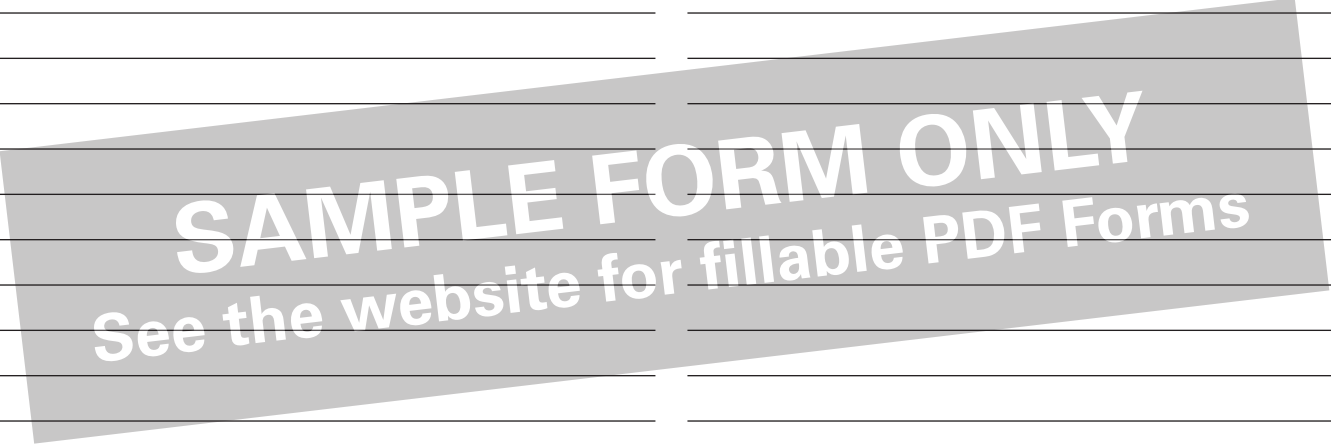
UNLIMITED ACADEMICS (Rising Seniors Only)
French (These are in addition to the number allowed on page 9.)

name **gender/race** **nomination area**

name **gender/race** **nomination area**

ART (Rising Seniors Only)

name **gender/race**





DANCE (*Rising Juniors or Seniors*)
name gender/race

Lined area for entering names and gender/race for dance participants.

THEATER (*Rising Seniors Only*)
name gender/race

Lined area for entering names and gender/race for theater participants.

LIMITED CHORAL MUSIC (*Rising Juniors or Seniors*)
soprano I and II only

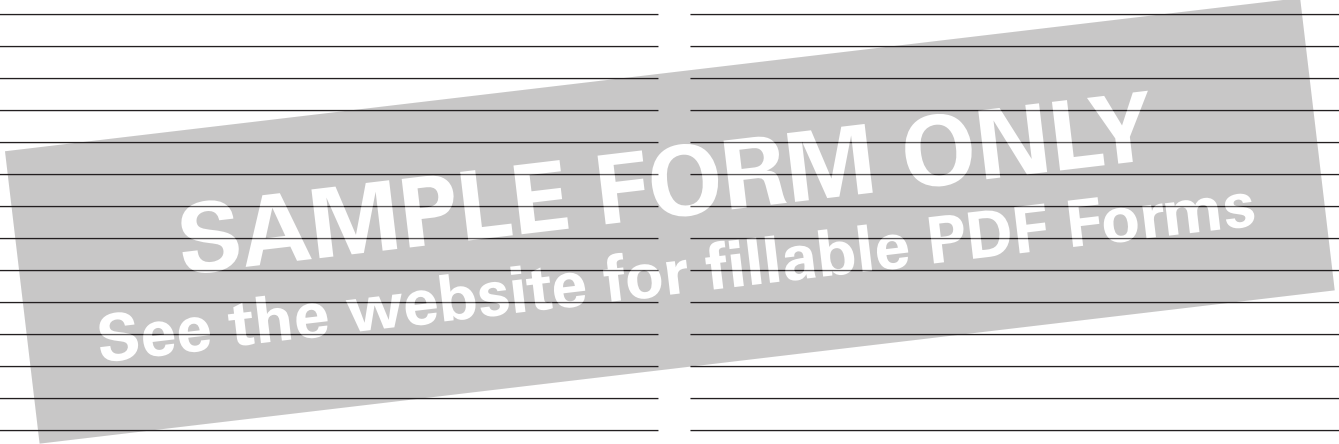
name gender/race voice part

Lined area for entering names, gender/race, and voice parts for limited choral music.

UNLIMITED CHORAL MUSIC (*Rising Juniors or Seniors*)
alto I and II, tenor, and bass/baritone voices
(These are in addition to the number allowed on page 9.)

name gender/race voice part

Lined area for entering names, gender/race, and voice parts for unlimited choral music.



LIMITED INSTRUMENTAL MUSIC (*Rising Juniors or Seniors*)
flute/piccolo, clarinet, and saxophone only

name gender/race instrument

Lined area for entering names, gender/race, and instruments for limited instrumental music.

UNLIMITED INSTRUMENTAL MUSIC (*Rising Juniors or Seniors*)
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)
(These are in addition to the number allowed on page 9.)

name gender/race instrument

Lined area for entering names, gender/race, and instruments for unlimited instrumental music.



Academics Performing/Visual Arts

1. BASIC INFORMATION AND DEMOGRAPHIC DATA

Name _____
First Middle Initial Last

Preferred First Name _____ Age _____ Sex _____ Race _____

Mailing Address _____
Street or Box No. City Zip Code

Telephone (_____) _____ Name of Parent/Guardian _____

High School Currently Attending (complete only one)

Public School System _____ School Name _____

- OR -

Public Charter High School _____

- OR -

Non-Public High School _____

Currently Enrolled Grade _____

2. NOMINATION AREA – Indicate only one area

Academics (Rising Seniors only; check one specific area)

- English
- Mathematics
- Natural Science
- Social Science
- Spanish
- French

NOTES

- Students in Mathematics must have completed Algebra II or Integrated Math III before the 2016 session begins.
- Students in Spanish and French must have completed at least two years of study in these courses before the 2016 session begins.

Performing/Visual Arts (Check one specific area)

- Art (Rising Seniors only)
- Dance (Rising Juniors or Seniors)
- Theater (Rising Seniors only)
- Choral Music (Rising Juniors or Seniors)
List Voice Part _____
(Soprano I, II; Alto I, II; Tenor; Bass/Baritone – List only one)
- Instrumental Music (Rising Juniors or Seniors)
List Instrument _____

NOTES

- Instruments offered are: 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.
- Harp, piano and guitar are not offered.

3. 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. I understand that if I am selected by the State, and if I accept, I will attend the entire five and one-half week program. I further understand that no exceptions will be made for family reunions, cheerleading camps, sports activities, and the like.

Signature of Student (electronic allowed) _____ Date _____

Signature of Parent/Guardian (electronic allowed) _____ Date _____

NOTE: Scholarship information will be sent to all selected students in March 2016.



4. ESSAYS

Please compose two essays as directed below. Print each essay on a separate page (typed, not handwritten) and clearly label each page with the following: 1) your name, 2) the essay topic, and 3) for Essay #2, the Area you have chosen. Please limit the body of each essay (i.e., minus the heading, prompt and any cited references) to **no more than 500 words**. Specific formatting is not required, but ensure that each essay is legible to the reader and, if possible, limited to one page.

Prompt for Essay #1

Identify and discuss one significant problem or issue in contemporary culture that challenges traditional norms: why this problem/issue matters, some of the varied perspectives on it, and what possible solutions you or others might propose to address it.

Prompts for Essay #2

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. If you know your Area I field of nomination, choose the topic for that discipline. If you do not yet know your Area I field of nomination, choose the topic that is closest to your deepest interests.

- **English:** Describe the relevance of a 20th or 21st century literary piece and detail how it has influenced your thoughts and/or action.
- **French:** Why did you choose to study French? How is studying French meaningful to you? Discuss any experiences, interests, or desires related to the French language and culture, and how they motivated you to study the French-speaking world. Please respond in French.
- **Mathematics:** Discuss your successes and struggles in mathematics, and the enjoyment you find in doing mathematics. Specifically illustrate these with examples. Conclude your essay with one sentence explaining what you hope to gain from doing mathematics at the North Carolina Governor's School.
- **Natural Science:** Discuss a current scientific concept or idea that is still considered emerging or experimental. If evidence were to overwhelmingly show this idea to be correct, 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:** The arts, since the Renaissance, have been interdisciplinary in nature and we see this trend present in contemporary art today. How do you bring an interdisciplinary approach to your creative process? What different disciplines or areas of study enter your creative process and why is this approach important to you as a creative member of a global community?

5. EXPERIENCE

Please respond to the following requests. Type responses on the **Experience Form** and clearly label each page with your name.

1. List school and community activities, awards, and honors you have participated in or received during the past three years, and tell why any two are important to you.
2. List residential schools (such as Summer Ventures, NC School of Science and Math) you have attended and when.

6. RECOMMENDATIONS

Two **Recommendation Forms** (pages 18 and 19) must be completed by persons who know the nominee's strengths in the area of nomination and can address the nominee's intellectual curiosity, love of learning, and potential to profit from the Governor's School experience. **No parent or student should submit a recommendation. Only download and use the official Recommendation Form. Any other forms or letters will not be accepted.**

At least one recommendation should be from a high school teacher, preferably in the area of nomination.



Name of Student

School and Community Activities during the past three years.

Awards and Honors during the past three years.

SAMPLE FORM ONLY
See the website for fillable PDF Forms

Residential Schools attended and where:



Name of Student

Tell why any two of your listed activities, awards or honors are important to you.

SAMPLE FORM ONLY
See the website for fillable PDF Forms



At least one recommendation must be from a high school teacher, preferably in the area of nomination.

USE THIS FORM ONLY. DO NOT SUBSTITUTE WITH A LETTER OR OTHER DOCUMENT.

Student's Name _____ Nomination Area _____

School _____ School System _____

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 area of nomination)

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.)

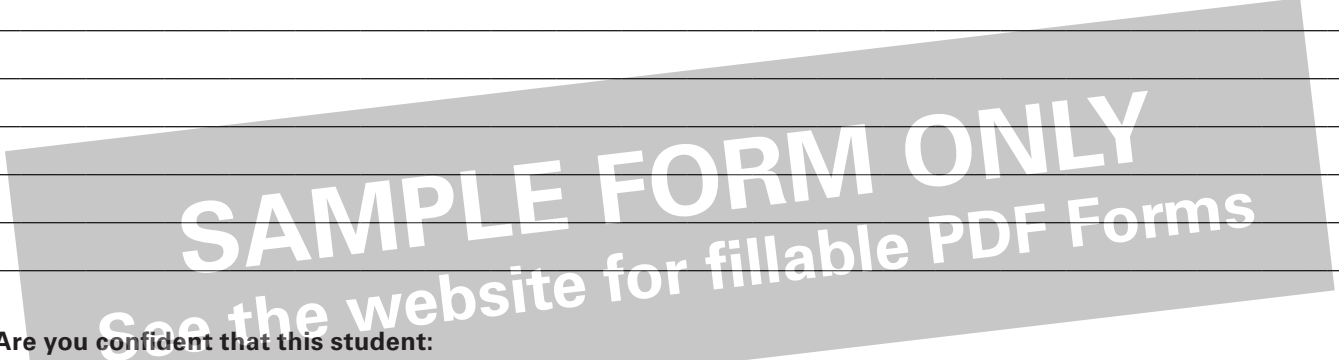


N/A=Not Applicable	1=Poor	2=Acceptable	3=Good	4=Very Good	5=Superior
--------------------	--------	--------------	--------	-------------	------------

B. How would you evaluate this student's stability, character, maturity, and attitude towards peers, teachers, and others? To what degree does the 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.)



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.



To Be Completed By School Personnel

Refer to page 21 for Approved Tests/Instruments. (Do not use abbreviations when indicating test. Use full test name.)

The achievement criterion is used only for eligibility purposes, not in the selection process.

Name of Student _____

Academic Achievement Criterion (see table below for allowable test scores by nomination area)

End-of-Course (EOC) Test Name:

Year Given to Student
(can be 6th, 7th, 8th, 9th, 10th or 11th grade): _____

State Percentile Score
(must be 92nd or higher): _____

Achievement Test Full Name (no abbreviations):

Type of Score (Overall/Total Composite Score or Specific Area Composite/Cluster Score; specify the area if applicable): _____

OR

Year Given to Student
(must be 9th, 10th or 11th grade): _____

National Percentile Score
(must be 92nd or higher): _____

SAMPLE FORM ONLY
See the website for fillable PDF Forms

Nomination Area	Test Allowed (score must be 92 percentile or higher)	
	End-of-Course (EOC)	Other Tests
English	English II only	OR Overall/Total Composite Score or Specific Area Composite/Cluster Score from list on page 21 (national percentile only). NOTE: This score can be used for any nomination area.
Mathematics	Algebra I or Math I only	
Natural Science	Biology only	
Social Science, French, Spanish, Performing/Visual Arts	Any EOC	

*End-of-Grade (EOG) scores will not be accepted.

Scholastic Performance

1. Indicate most recent course taken in area of nomination: (if applicable) _____ Grade received: _____

2. Indicate class rank (if available) _____ of _____

3. Transcript (most current)

Name of School Personnel Completing This Form

Date

Public School System/Public Charter School/Non-Public School/Special School



- American College Test (ACT)
- Comprehensive Testing Program (CTP4/ERB)
- End-of-Course (North Carolina)
- Iowa Assessments
- Iowa Test of Basic Skills (ITBS)
- Iowa Test of Educational Development (ITED)
- Kaufman Test of Educational Achievement (KTEA 2 or KTEA 3)
- Metropolitan Achievement Test 8
- PLAN (Preliminary ACT Assessment)
- 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:

- The latest editions of these tests should be used. The Exceptional Children Division of the NC Department of Public Instruction 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.



This checklist is included for your convenience. Check off each item as it is completed.

1. PUBLIC OR CHARTER/NON-PUBLIC/SPECIAL SCHOOL NOMINATION FORM (ONE FORM PER NOMINATING ENTITY)

- signature of Superintendent or Headmaster/Director
- school unit name
- contact name, address and phone number
- Superintendent Choice (public school systems & federal schools only)
- race and gender
- nominated students coincide with Nomination Chart

2. APPLICATION FORM (FOR EACH NOMINEE)

- signatures (statement of intent)
- identifying information
- school unit and high school
- nomination choice
- two typed essays

3. EXPERIENCE FORM (FOR EACH NOMINEE)

- school and community activities
- awards and honors
- residential schools

4. STUDENT ELIGIBILITY AND SCHOLASTIC PERFORMANCE FORM (FOR EACH NOMINEE)

- signatures
- school name
- approved academic achievement test/instruments
- grade in area of nomination and class rank
- transcript attached

5. RECOMMENDATION FORMS (FOR EACH NOMINEE)

- two Recommendation Forms (removed from envelopes and stapled to application)
NOTE: Letters and more than two recommendation forms will not be accepted.

6. ORDER FOR EACH STUDENT APPLICATION

- Each application stapled (no paperclips) and presented in the following order:
 1. Application Form
 2. typed essays
 3. Experience Form
 4. Student Eligibility and Scholastic Performance Form
 5. transcript
 6. two Recommendation Forms (removed from envelopes)

7. DEADLINE

- Each nomination packet (Nomination Form and Applications) assembled and postmarked by **November 13, 2015**.

Mail to: Camilla Roberson, Special Assistant for Governor's School
Exceptional Children Division | NC Department of Public Instruction
6356 Mail Service Center | Raleigh, NC 27699-6356

