



# Chesapeake Bay Governor's School

**for Marine and Environmental Science**

**P.O. Box 1410  
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**Website: [www.cbgs.k12.va.us](http://www.cbgs.k12.va.us)**

## **Student Application Packet**

**2023-2024  
(for the 2024-2025 school year)**

Greetings to the candidates of the Chesapeake Bay Governor's School! Applying to any of Virginia's 19 governor's schools shows motivation and promise, as a student who is ready to do more than what your high school alone offers. We applaud your interest in CBGS!

**Overview of Program, Location, and Courses:** The Chesapeake Bay Governor's School provides an educational option for high-ability and gifted students interested in math, science, and technology. Sophomores, juniors and seniors from fourteen participating school divisions in the Middle Peninsula and Northern Neck regions in Virginia attend the Governor's School during the morning at one of three sites: RCC-Glenns Campus, RCC-Warsaw Campus or Bowling Green in Caroline County.

CBGS is a demanding program that supplements your home high school by offering mathematics and science classes along with a rich outdoor educational component. You don't have to plan to major in math or science in college to come to CBGS, but it is important to realize you will be deeply immersed in these subjects while you are here. CBGS offers all classes as Dual Enrollment with RCC, so you must prepare to work at the college level, at all times.

**Mission:** The Chesapeake Bay Governor's School for Marine and Environmental Science provides a community of learners the opportunity to explore connections among the environment, math, science, and technology, and develops leaders who possess the research and technical skills, global perspective, and vision needed to address the challenges of a rapidly changing society.

**Participating School Divisions:**

<i>RCC-Warsaw</i>	<i>RCC-Glenns</i>	<i>Bowling Green</i>
Colonial Beach	Gloucester	Caroline
Essex	King & Queen	King George
Lancaster	Mathews	King William
Northumberland	Middlesex	
Richmond County	New Kent	
Westmoreland		

**Courses Currently Offered:**

Sophomore-10 <sup>th</sup> Grade	Junior-11 <sup>th</sup> Grade	Senior-12 <sup>th</sup> Grade
Biology	Chemistry	Physics
Advanced Algebra with Pre-Calc I	Pre-Calculus II (Trig)	Calculus I
Foundations of Science	Marine & Environmental Science I	Marine & Environmental Science II
Plus Outdoor Adventures (RCC PE credit course)		

**Financial model:** CBGS is funded mainly from school division contributions and state appropriations. Students' families are asked to pay a nominal fee for field experience trip costs (\$120-\$150). This fee is waived for any student who requires assistance. As of 23-24, students are *not* required to pay for RCC dual enrollment classes; these courses are entirely funded from the CBGS budget.

## Selection Overview

### **Minimum Requirements for Applicants:**

- Recommended 85<sup>th</sup> percentile or higher score on mathematics assessment (factoring in standard error)
- “B” average for the current and previous school years (based on local grading scale)
- Successful completion of the following courses prior to attending CBGS:
  - Algebra I and Geometry (Algebra II may be helpful to have, but is not mandatory unless the applicant is a rising junior)
  - 1 high school credit in Science for rising sophomores; 2 science credits for rising juniors (Biology preferred but not mandatory)

### **Selection criteria includes:**

- Measures of Academic Progress (MAP) Math
- Science Article Analysis/Writing Prompt
- Two Faculty Recommendations
- GPA
- Local Interview (Optional; please consult your school district liaison)

### **Weighting of selection criteria:**

<b>Standard Application Weighting (Without interview)</b>	<b>Application with Interview</b>
• MAP Math 30%	• MAP Math 30%
• Writing Prompt 20%	• Writing Prompt 20%
• Teacher 1 Recommendation 15%	• Teacher 1 Recommendation 10%
• Teacher 2 Recommendation 15%	• Teacher 2 Recommendation 10%
• GPA 20%	• GPA 20%
	• Interview/Interest 10%

### **Virginia Placement Test:**

VPT scores are not used to determine CBGS eligibility. However, if selected for CBGS, students must meet criteria for participation in dual enrollment that is predetermined by the Virginia Community College System (VCCS). In order to receive dual enrollment credit for CBGS courses, the student must meet the admissions criteria set forth by the Virginia Community College System (VCCS) and Rappahannock Community College (RCC) by meeting ONE of the criteria listed below .

<b>High School Transcript</b>	<b>SAT</b>	<b>PSAT</b>	<b>ACT</b>	<b>VPT</b>
Current cumulative high school GPA of 3.0 or higher and a 2.0 (C) grade or higher in Algebra II or in a higher level math course.	ERW score of 480 or higher and Math score of 530 or higher	Math score of 500 or higher	22 or higher on Math subject area test	Placement into MTH 161 or higher (Satisfaction of MTE 1-9)

## **Student/Parent Checklist**

To apply to CBGS, be sure you do the following steps in a timely manner:

1. Carefully read pages 2-3 of this packet. Understand what you are getting into!!
2. Fill out pages 5-6 of this packet and the RCC Dual Enrollment Consent Form. These portions of the application are submitted to your high school counseling office by the deadline they set. ***Please retain pages 1-4 for your own reference.***
3. *Ask* two teachers for confidential recommendations (pages 9-10). Be sure to give your teachers ample time to complete them. They will turn them in to the counseling office. Please be sure you list their names on your application on the page that outlines *Program Expectations*.
4. Be prepared to take a writing prompt (see page 8 for information on it) and the mathematics MAP assessment. Your school staff will tell you when and where you'll do these, but be listening and aware!
5. *If* your school requires an interview, be prepared to participate in that process. Again, your school staff members will tell you when the interview is to take place.

After you have properly applied, the selection process will take place and your high school will notify you of the admission decision. Decisions are made by the end of March and each school division prepares letters of acceptance. You should hear about your application status by early in April, although exact mailing dates vary.

Good luck!



## Chesapeake Bay Governor's School Applicant Information

### Student Information: *(Please print)*

Current Grade: \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_

Preferred First Name: \_\_\_\_\_

Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

DOB (mm/dd/yy): \_\_\_\_/\_\_\_\_/\_\_\_\_

Male: \_\_\_\_ Female: \_\_\_\_

Student's E-mail: \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_-\_\_\_\_

High School: \_\_\_\_\_ Student's Cell Phone: (\_\_\_\_) \_\_\_\_-\_\_\_\_

What math class are you currently taking? \_\_\_\_\_

### Parent(s) / Guardian(s) Information: *(Please print)*

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_

Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

Relationship to student: \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_-\_\_\_\_

E-mail: \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_-\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_

Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

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E-mail: \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_-\_\_\_\_

## Program Expectations

Students attending CBGS are responsible for meeting all CBGS program requirements and expectations which include the following:

- Make a serious commitment to CBGS, understanding that the local school board pays a tuition cost for each student to attend Governor's School
- Start school in mid-August
- Develop and/or maintain good study skills required to meet academic rigor of the CBGS curriculum, realizing that courses are Dual Enrollment, and thus demand more than high school rigor, alone
- Participate in the Field Studies component of the CBGS curriculum – this means weekends!!!
- Understand that there is a field studies comprehensive fee (\$120-\$150). It may be waived if need exists.
- Complete a two-year research project, which includes a senior presentation at the annual CBGS Science Symposium held on a Saturday in March

### TO BE COMPLETED BY STUDENT APPLICANT

The decision to apply for admission to the Chesapeake Bay Governor's School is my own and I desire to fully participate 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 and program expectations. I am also aware of the local school division's appeals process.

_____	_____	_____
Printed Name of Applicant	Signature of Applicant	Date

### TO BE COMPLETED BY PARENT/GUARDIAN

I, the parent/guardian of the above named student, am aware of and in support of the student's application for admission to the Chesapeake Bay Governor's School. I give permission for the student's academic records to be reviewed by the school division's selection committee. I have read in its entirety the application procedures, including the application forms and program expectations. I am also aware of the local school division's appeals process.

_____	_____	_____
Printed Name of Parent/Guardian	Signature of Parent/Guardian	Date

Names of Faculty members Completing Recommendation Form:

1. \_\_\_\_\_
2. \_\_\_\_\_



## Chesapeake Bay Governor's School for Marine and Environmental Science

### Writing Prompt

*At your high school, you will be administered a writing prompt, by reading a science article and responding as detailed below.*

**Student Name:** \_\_\_\_\_

### Directions for Student:

Please choose one of the science articles attached, read it carefully, and then compose an essay that includes answers to the following questions:

1. What is the major theme of the article?
2. In your own words, explain the meaning and significance of the environmental issue presented.
3. What inferences can be drawn from the information presented in the article?
4. What additional research might you want to conduct that could build on the information presented in the article?

Your essay will be evaluated using the following rubric:

<b><i>Points</i></b>	<b><i>Descriptor</i></b>
0	Provides no response or a response inappropriate to the article
2	Limited, vague, inaccurate, confusing, may quote from article, but not in meaningful sense
5	Simplistic, literal statements; only presents part of the issue
8	Meets expectations, addresses the issue and offers support; uses article ideas well
10	Exceeds expectations; insightful response that offers fluent, substantial support; research ideas are valid

**Chesapeake Bay Governor's School**  
**Faculty Recommendation Form for Student Application**

**Student Name:** \_\_\_\_\_

**Directions for Student:**

Two recommendations are needed. Fill in the due date below, allowing at least one week for the teacher to complete the recommendation.

**Directions for Faculty:**

Please rate this candidate for each category, comparing him or her to other members of that grade level.

Use the rating scale provided below. Do not create plus or minus modifications.

Sign and return in a signed and sealed envelope to the guidance office by \_\_\_\_\_.

Below Average (1)	Average (2)	Above Average (3)	Top 10% (4)	Top 5% (5)	Top in Class (6)
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Faculty Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ School: \_\_\_\_\_ County: \_\_\_\_\_

Subject(s), Grade Level(s) and dates you taught applicant: \_\_\_\_\_

Criteria:	Rating:
Shows desire and curiosity for learning	
Is self-disciplined in establishing and reaching goals	
Has a strong work ethic	
Demonstrates effective study skills	
Demonstrates disciplined work habits	
Demonstrates an intense interest and appreciation for learning new things	
Completes high quality written work with attention to detail	
Interacts well with other students	
Interacts well with teachers	
Works toward group goals when in a subordinate position	
Influences others in a positive manner	
Demonstrates personal integrity	
Demonstrates the logical and analytical skills to reason through problems/dilemmas	
Deals effectively with abstractions and generalizations	
Can adapt to working with new technologies	
Demonstrates skill in answering inquiry-type questions	
Sets high standards for performance	
Accepts critical feedback and makes improvements	
Adjusts to a demanding schedule of activities without neglecting school work	
Demonstrates effective time management	
Exerts maximum effort showing a strong desire to achieve in math or science	
Has aptitude and potential for successful study in math or science	
Total Score	

*If you would like to comment further on the applicant please use the back of this sheet.*



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