



Specialty Centers Application Cover Sheet

PLEASE COMPLETE THE FOLLOWING INFORMATION (TYPE OR BLACK INK)

Name _____
Last First Middle

HCPS Student # _____

Grade _____

Gender Male Female

Date of Birth _____
Month Day Year

Street Address _____

City _____ **State** _____ **Zip** _____

Current school _____

Zone high school _____

Father/Guardian _____

Phone _____ Home _____ Work _____ Cell _____

Email _____

Mother/Guardian _____

Phone _____ Home _____ Work _____ Cell _____

Email _____

Primary language spoken at home _____

- I am currently enrolled in (check each that applies)**
- French IB French I French II French Foundations 8
 - Spanish IB Spanish I Spanish II Spanish Foundations 8
 - German Latin Japanese World History I
 - Algebra I Geometry Math 8
 - Geography I Earth Science Physical Science

Specify any other courses that are related to the specialty centers to which you are applying. _____

This application should be sent to (check each specialty center to which you are applying)

- Center for the Arts/Henrico High School (choose up to two and indicate your audition date in the blank—see pages 16-17 for schedule)
 - Dance _____ (audition date) Theatre _____ (audition date)
 - Visual Arts _____ (audition date) Musical Theatre _____ (audition date)
- Center for Communications/Varina High School
- Center for Education and Human Development/Glen Allen High School
- Center for Engineering/Highland Springs High School
- Center for World Languages/Tucker High School
 - French Spanish
- Center for the Humanities/Hermitage High School
- Center for Information Technology/Deep Run High School
- Center for Leadership, Government, and Global Economics/Freeman High School
- Center for Science, Mathematics, and Technology/Godwin High School
- International Baccalaureate/Henrico High School/Tucker High School (Rising 9th through 12th graders only)



Student Activities

Tell us how you spend your time outside of regularly scheduled classes. Briefly describe your activities in and out of school – hobbies, interests, sports, clubs, projects, etc. – **in order of importance to you.** If appropriate, include any leadership positions you have held or honors you received while participating. Use only the space available; do not attach additional sheets of paper.

Name of activity _____

Grades of participation
(Circle all that apply.)

6 7 8

Hours per week spent on activity _____

Description of activity and your role in activity

Name of activity _____

Grades of participation
(Circle all that apply.)

6 7 8

Hours per week spent on activity _____

Description of activity and your role in activity

Name of Activity _____

Grades of participation
(Circle all that apply.)

6 7 8

Hours per week spent on activity _____

Description of activity and your role in activity

Name of activity _____

Grades of participation
(Circle all that apply.)

6 7 8

Hours per week spent on activity _____

Description of activity and your role in activity



Individual Center Projects

PLEASE REMOVE THIS PAGE AND KEEP IT FOR YOUR REFERENCE

Specialty centers have specific project requirements as part of the admissions process. You must complete the essay or project listed for each specialty center to which you are applying.

Directions

Your written responses should be in black ink, and you must be sure your writing can be read easily by others. If you use word processing, use 12pt. Times or Times New Roman, and use a double-spaced format. Print or type your full name, student number, and your current school's name on the top left hand side of each sheet of paper. Use 1" margins. Number your pages sequentially. Be specific in your written responses, and provide appropriate supporting examples.

Example	Last name, First name	Smith, John
	Student number	123456789
	Current school's name	Wilder MS

Center for Communications Varina H.S.

In a medium other than writing, develop a product which will describe you to us. Your product may show your interests, hobbies, goals, talents, and personality. Your product should be one of the following: video tape, DVD, brochure, flier, or multimedia presentation. If you choose to create a multimedia presentation, the presentation must **not** be longer than three minutes and **must use** equipment normally associated with high school media centers. Send a digital copy of your presentation burned on a CD/DVD. Place your name, software program, and operating system on your CD/DVD. Go to <http://www.varinacfc.com> for additional directions and samples.

Center for Education and Human Development Glen Allen H.S.

"The illiterate of the twenty-first century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." Alvin Toffler

Explain the quotation, your vision of education and its importance, and why you want to attend the Center for Education and Human Development. Please limit your essay to 500 words.

Center for the Humanities Hermitage H.S.

Pablo Picasso said, "Every act of creation is first an act of destruction."

Please use the quotation above as inspiration to write an essay describing the role of creativity in your life and how you feel your creativity would help you succeed at the Center for Humanities.

Or Write an essay explaining why you agree or disagree with the statement made by Picasso. Please explain your reasoning and use examples.

Center for Information Technology Deep Run H.S.

In a concise, well-planned essay, explain why you would like to attend the Center for Information Technology. Be sure to include your future goals as they pertain to information technology, as well as any relevant experiences you have had with computers. Please limit your essay to 500 words.

International Baccalaureate Henrico H.S. Tucker H.S.

The IB Learner Profile outlines characteristics for which IB students should strive. These traits are inquiry; seeking knowledge; thinking; communicating; having principles; being open-minded; caring, balanced, and reflective; and being willing to take risks.

Think about yourself as a learner. Choose three traits from the list of ten above that you think you exhibit as a learner. Write an essay in which you demonstrate with personal examples how you fit these aspects of the profile.

Center for Leadership, Government & Global Economics Freeman H.S.

Actress Katharine Hepburn once quipped, "If you obey all the rules, you miss all the fun." Describe a time in your life where you didn't follow the rules and evaluate the result of those actions.

Or Compose an essay that explains why it is, or is not, important to follow the rules. Please limit your essay to 500 words.

Center for Science, Mathematics and Technology Mills Godwin H.S.

Describe a math or science experience and how it illustrates why the Center for Science, Mathematics and Technology would be a good fit for you and your interests. Include what you expect to gain educationally and personally as well as any experiences or awards you have had in local science fair competitions.



Transcript Request Form

GIVE THIS FORM TO YOUR SCHOOL COUNSELOR

Student's Name _____

Student's Number _____

School _____

Counselor's Name _____

Please attach a copy of the student's middle school and/or high school transcript, including most recent report card and all standardized test scores.

We appreciate your time and effort with regards to this request.



Releases, Consents, and Acknowledgments

PLEASE RETURN THIS PAGE WITH YOUR APPLICATION

Parental Consent and Records Release

I, _____ give my permission for my child, _____, to apply for enrollment in the specialty centers indicated on the Application Cover Sheet and for my child's application including grades, recommendations, test scores, and other requested items to be reviewed by the selection committees. I have read and understand the schedules, procedures, and expectations for each required assessment session at the respective specialty centers to which my child is applying. I have made sure my child understands the schedules, procedures, and expectations for each assessment at each specialty center. I will have my child at the appropriate specialty center before the start time of the assessment session and will provide transportation immediately afterwards.

Parent or Guardian's Signature

Date

Student Acknowledgment for Assessment Sessions

I, _____, an applicant to one or more specialty center; have read the schedules, procedures, and expectations for each required assessment session at the respective specialty centers to which I am applying. I will be at the appropriate specialty centers before the start time of each assessment session and will comply with expectations for each assessment session in which I participate. I understand that I am to follow the *HCPS Student Code of Conduct* at all times while on school grounds and during the assessment sessions.

Student's Signature

Date

Student Pledge

I, _____, pledge that all work submitted as part of this application is entirely my own. I have not received any help in any way.

Student's Signature

Date

Recommendation Requirements

PLEASE REMOVE THIS PAGE AND KEEP IT FOR YOUR REFERENCE

The specialty centers require applicants to obtain and submit recommendations. Below is a list of the recommendations each center requires.

Arts Arts teacher *Vocal or choral, instrumental music, dance, theatre, or visual arts teacher or instructor from a public or private school, studio, community theatre or dance group, or church*
Two current academic teachers
Any other adult except a relative in the absence of an arts teacher

Communications Current or most recent English teacher
Current or most recent social studies teacher

Education and Human Development Current or most recent English teacher
Current or most recent social studies teacher

Engineering Current or most recent math teacher
Current or most recent science teacher

Humanities Current or most recent English teacher
Current or most recent social studies teacher
Any other adult except a relative

Information Technology Current or most recent English teacher
Current or most recent math teacher
Current or most recent science teacher
Any other adult except a relative

International Baccalaureate Current or most recent math or science teacher
Current or most recent English, world language, or social studies teacher

Leadership Current or most recent English teacher
Current or most recent social studies teacher
Any other adult except a relative

Science, Mathematics & Technology Current or most recent math teacher
Current or most recent science teacher

World Languages Current or most recent world language teacher
Current or most recent English teacher
Current or most recent math teacher



Student (Last Name, First Name—please print) _____

Date _____

Teacher (please print) _____

School _____

Arts Teacher

Recommendation

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing, and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong “B” average or higher

Please rate the student in these categories according to the scale below:

Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N

	4	3	2	1	N
1. desire and curiosity for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. self-motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. skills in craftsmanship and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. improvement in technique and skills through practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ability to take direction and make changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. accepting and processing criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. creative thinking and presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. dependability and trustworthiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. perseverance and commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. ability to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. willingness to accept ideas of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. attendance habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. interest in art form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. level of activity in art form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. respect and tolerance for the views of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. persistence when faced with challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. poise and social maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Background

In what areas have you worked with this student? _____
 Where? _____
 When (start and stop dates and frequency)? _____
 Phone No. at which you may be reached. _____

Overall Recommendation

- Highly recommend Strongly Recommend Recommend
 Recommend with reservations Do not recommend

Written Recommendation

Signature _____ **Title** _____

Please write a letter of recommendation which addresses the following:

- The student’s approach to learning, problem-solving, and hands-on investigation
- The student’s ability to use higher-level thinking skills
- The student’s readiness for advanced studies
- Any additional information that would be helpful in the application review process.

Please sign and date your letter of recommendation. Place that letter and this recommendation form in an envelope, seal the envelope, sign across the seal of the envelope, and give the sealed envelope to the appropriate school counselor:

Student
 Check the program to which this applies

- Dance Visual Arts
 Theatre Musical Theatre



Student (Last Name, First Name—please print)

Date

Teacher (please print)

School

English Teacher Recommendation

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing, and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong “B” average or higher

Please rate the student in these categories according to the scale below:

**Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N**

	4	3	2	1	N
1. desire and curiosity for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. establishing and reaching goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. working with peers, especially in group situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. working well with teachers and other adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. study skills and work habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. original and independent thought	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. retention of knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. initiative and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. completing assignments on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. dealing with abstractions and generalizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. response to challenge, frustration, and adversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. self-control and self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. dependability and trustworthiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Recommendation

- Highly recommend
- Strongly Recommend
- Recommend
- Recommend with reservations
- Do not recommend

Written Recommendation

Signature _____ **Title** _____

Please write a letter of recommendation which addresses the following:

- The student’s approach to learning, problem-solving, and hands-on investigation
- The student’s ability to use higher-level thinking skills
- The student’s readiness for advanced studies
- Any additional information that would be helpful in the application review process.

Please sign and date your letter of recommendation. Place that letter and this recommendation form in an envelope, seal the envelope, sign across the seal of the envelope, and give the sealed envelope to the appropriate school counselor.

Student
Check the centers to which this applies

- | | | |
|--|--------------------------------------|---------------------------------------|
| <input type="radio"/> Arts | <input type="radio"/> Communications | <input type="radio"/> Education |
| <input type="radio"/> Engineering | <input type="radio"/> Humanities | <input type="radio"/> IB |
| <input type="radio"/> Information Technology | <input type="radio"/> Leadership | <input type="radio"/> World Languages |
| <input type="radio"/> Science & Math | | |



Student (Last Name, First Name—please print)

Date

Teacher (please print)

School

World Languages Teacher Recommendation

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing, and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong “B” average or higher

Please rate the student in these categories according to the scale below:

Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N

	4	3	2	1	N
1. desire and curiosity for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. establishing and reaching goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. working with peers, especially in group situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. working well with teachers and other adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. study skills and work habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. original and independent thought	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. retention of knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. initiative and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. completing assignments on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. dealing with abstractions and generalizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. response to challenge, frustration, and adversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. self-control and self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. dependability and trustworthiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Recommendation

- Highly recommend
- Strongly Recommend
- Recommend
- Recommend with reservations
- Do not recommend

Written Recommendation

Signature _____ **Title** _____

Please write a letter of recommendation which addresses the following:

- The student's approach to learning, problem-solving, and hands-on investigation
- The student's ability to use higher- level thinking skills
- The student's readiness for advanced studies
- Any additional information that would be helpful in the application review process.

Please sign and date your letter of recommendation. Place that letter and this recommendation form in an envelope, seal the envelope, sign across the seal of the envelope, and give the sealed envelope to the appropriate school counselor.

Student
 Check the centers to which this applies

- | | | |
|--|--------------------------------------|---------------------------------------|
| <input type="radio"/> Arts | <input type="radio"/> Communications | <input type="radio"/> Education |
| <input type="radio"/> Engineering | <input type="radio"/> Humanities | <input type="radio"/> IB |
| <input type="radio"/> Information Technology | <input type="radio"/> Leadership | <input type="radio"/> World Languages |
| <input type="radio"/> Science & Math | | |



Student (Last Name, First Name—please print)

Date

Teacher (please print)

School

Math Teacher

Recommendation

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing, and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong “B” average or higher

Please rate the student in these categories according to the scale below:

**Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N**

	4	3	2	1	N
1. desire and curiosity for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. establishing and reaching goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. working with peers, especially in group situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. working well with teachers and other adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. study skills and work habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. original and independent thought	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. retention of knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. initiative and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. completing assignments on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. dealing with abstractions and generalizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. response to challenge, frustration, and adversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. self-control and self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. dependability and trustworthiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Recommendation

- Highly recommend
- Strongly Recommend
- Recommend
- Recommend with reservations
- Do not recommend

Written Recommendation

Signature

Title

Please write a letter of recommendation which addresses the following:

- The student’s approach to learning, problem-solving, and hands-on investigation
- The student’s ability to use higher-level thinking skills
- The student’s readiness for advanced studies
- Any additional information that would be helpful in the application review process.

Please sign and date your letter of recommendation. Place that letter and this recommendation form in an envelope, seal the envelope, sign across the seal of the envelope, and give the sealed envelope to the appropriate school counselor.

Student
Check the centers to which this applies

- | | | |
|--|--------------------------------------|---------------------------------------|
| <input type="radio"/> Arts | <input type="radio"/> Communications | <input type="radio"/> Education |
| <input type="radio"/> Engineering | <input type="radio"/> Humanities | <input type="radio"/> IB |
| <input type="radio"/> Information Technology | <input type="radio"/> Leadership | <input type="radio"/> World Languages |
| <input type="radio"/> Science & Math | | |



Student (Last Name, First Name—please print)

Date

Teacher (please print)

School

Science Teacher Recommendation

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing, and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong “B” average or higher

Please rate the student in these categories according to the scale below:

Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N

	4	3	2	1	N
1. desire and curiosity for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. establishing and reaching goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. working with peers, especially in group situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. working well with teachers and other adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. study skills and work habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. original and independent thought	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. retention of knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. initiative and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. completing assignments on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. dealing with abstractions and generalizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. response to challenge, frustration, and adversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. self-control and self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. dependability and trustworthiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Highly recommend					
<input type="radio"/> Strongly Recommend					
<input type="radio"/> Recommend					
<input type="radio"/> Recommend with reservations					
<input type="radio"/> Do not recommend					

Overall Recommendation

Written Recommendation

Signature

Title

Please write a letter of recommendation which addresses the following:

- The student’s approach to learning, problem-solving, and hands-on investigation
- The student’s ability to use higher-level thinking skills
- The student’s readiness for advanced studies
- Any additional information that would be helpful in the application review process.

Please sign and date your letter of recommendation. Place that letter and this recommendation form in an envelope, seal the envelope, sign across the seal of the envelope, and give the sealed envelope to the appropriate school counselor.

- | | | |
|--|--------------------------------------|---------------------------------------|
| <input type="radio"/> Arts | <input type="radio"/> Communications | <input type="radio"/> Education |
| <input type="radio"/> Engineering | <input type="radio"/> Humanities | <input type="radio"/> IB |
| <input type="radio"/> Information Technology | <input type="radio"/> Leadership | <input type="radio"/> World Languages |
| <input type="radio"/> Science & Math | | |

Student
 Check the centers to which this applies



Student (Last Name, First Name—please print)

Date

Teacher (please print)

School

Social Studies Teacher Recommendation

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing, and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong “B” average or higher

Please rate the student in these categories according to the scale below:

Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N

	4	3	2	1	N
1. desire and curiosity for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. establishing and reaching goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. working with peers, especially in group situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. working well with teachers and other adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. study skills and work habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. original and independent thought	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. retention of knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. initiative and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. completing assignments on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. dealing with abstractions and generalizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. response to challenge, frustration, and adversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. self-control and self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. dependability and trustworthiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Recommendation

- Highly recommend
- Strongly Recommend
- Recommend
- Recommend with reservations
- Do not recommend

Written Recommendation

Signature _____ **Title** _____

Please write a letter of recommendation which addresses the following:

- The student's approach to learning, problem-solving, and hands-on investigation
- The student's ability to use higher-level thinking skills
- The student's readiness for advanced studies
- Any additional information that would be helpful in the application review process.

Please sign and date your letter of recommendation. Place that letter and this recommendation form in an envelope, seal the envelope, sign across the seal of the envelope, and give the sealed envelope to the appropriate school counselor.

Student
 Check the centers to which this applies

- | | | |
|--|--------------------------------------|---------------------------------------|
| <input type="radio"/> Arts | <input type="radio"/> Communications | <input type="radio"/> Education |
| <input type="radio"/> Engineering | <input type="radio"/> Humanities | <input type="radio"/> IB |
| <input type="radio"/> Information Technology | <input type="radio"/> Leadership | <input type="radio"/> World Languages |
| <input type="radio"/> Science & Math | | |



Student (Last Name, First Name—please print)

Date

Teacher (please print)

School

Other Adult Recommendation

This student is applying to one or more specialty centers, advanced programs designed to challenge highly motivated students. Criteria for students in these programs include the following:

- Student motivation and desire for rigorous coursework
- Ability to complete independent reading, writing, and long-range projects outside of class
- Willingness and self-discipline to complete summer prerequisite work
- General ability to maintain a strong “B” average or higher

Please rate the student in these categories according to the scale below:

**Excellent=4
Above average=3
Average=2
Below average=1
Not observed=N**

	4	3	2	1	N
1. desire and curiosity for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. establishing and reaching goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. working with peers, especially in group situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. working well with teachers and other adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. study skills and work habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. original and independent thought	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. retention of knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. initiative and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. completing assignments on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. dealing with abstractions and generalizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. response to challenge, frustration, and adversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. self-control and self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. dependability and trustworthiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Recommendation

- Highly recommend
- Strongly Recommend
- Recommend
- Recommend with reservations
- Do not recommend

Written Recommendation

Signature _____ **Title** _____

Please write a letter of recommendation which addresses the following:

- The student’s approach to learning, problem-solving, and hands-on investigation
- The student’s ability to use higher-level thinking skills
- The student’s readiness for advanced studies
- Any additional information that would be helpful in the application review process.

Please sign and date your letter of recommendation. Place that letter and this recommendation form in an envelope, seal the envelope, sign across the seal of the envelope, and give the sealed envelope to the appropriate school counselor.

Student
Check the centers to which this applies

- | | | |
|--|--------------------------------------|---------------------------------------|
| <input type="radio"/> Arts | <input type="radio"/> Communications | <input type="radio"/> Education |
| <input type="radio"/> Engineering | <input type="radio"/> Humanities | <input type="radio"/> IB |
| <input type="radio"/> Information Technology | <input type="radio"/> Leadership | <input type="radio"/> World Languages |
| <input type="radio"/> Science & Math | | |



Assessment Requirements

**PLEASE REMOVE
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REFERENCE**

As part of the 2010-11 admissions process, specialty center candidates are required to take an assessment, audition, interview, or complete a portfolio. Students who are home-instructed or enrolled in private schools are required to follow the same requirements.

Overview

The specialty center assessment is a two-part timed test. The reading and writing portion lasts 90 minutes. The mathematics and reasoning portion lasts 90 minutes. (See page 15 for required assessments.)

Testing Location

Students should report to zone (neighborhood) high school on February 13 for the administration of the specialty center assessment. Specialty center staff will be on site to check you in and direct you to the testing room.

Testing Schedule

February 13, 2010	
9:00 to 10:30	Reading and Writing
10:30 to 11:00	Break
11:00 to 12:30	Mathematics and Reasoning

Part I Reading Comprehension & Writing

Students are required to read fiction, nonfiction, and prose passages. After reading the selections, students will be asked reading comprehension, vocabulary, comparison and contrast, analysis, and synthesis questions. Students are to write a well-organized essay in response to a prompt provided to them on the day of the assessment.

Part II Mathematics & Reasoning

Questions will assess basic mathematical concepts and reasoning skills. This assessment will include problems that assess math ability up to and including some algebraic concepts. It will also contain questions that allow students to demonstrate how they approach and solve a real-world problem.

Guidelines

Students are not allowed to use dictionaries, calculators, or any electronic devices. Students will abide by the *HCPS Student Code of Conduct* throughout the assessment session. Violations of the *HCPS Student Code of Conduct* or disruption during testing may result in dismissal from the session and invalidation of the student's application.



Assessment Requirements

**PLEASE REMOVE
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Below is a list of the assessment requirements for each center.

Arts

Musical Theatre, Dance, and Theatre require an audition.
Visual Arts requires a portfolio review.
All requirements for auditions and reviews are on pages 16-17.

Communications

Reading and writing assessment is administered at high schools on February 13.

Education and Human Development

Reading and writing assessment is administered at high schools on February 13.

Engineering

Mathematics and reasoning assessment is administered at high schools on February 13.

Humanities

Reading and writing assessment is administered at high schools on February 13.

Information Technology

Mathematics and reasoning assessment is administered at high schools on February 13.

International Baccalaureate

Reading and writing assessment is administered at high schools on February 13.

Leadership

Reading and writing assessment is administered at high schools on February 13.

Science, Mathematics & Technology

Mathematics and reasoning assessment is administered at high schools on February 13.

World Languages

World Languages assessments are administered at Tucker High School on February 20. Requirements for assessment are on page 18.



Center for the Arts

Henrico High School

Instructions

Write your audition date on page one of the application. Students should be prepared to remain for the entire time of the audition. Please call 228-2718 if you are unable to keep your audition time.

Parents

Parents may not attend the audition. We will have a waiting area where parents can relax during their child's audition.

Dance

Schedule

February 17	6:00 – 8:30 PM	0 – 3 years of ballet or jazz within the past 3 years
February 18	6:00 – 8:30 PM	0 – 3 years of ballet or jazz within the past 3 years
February 19	6:00 – 8:00 PM	4 – 6 years of ballet within the last 4 years

Dress

Students should wear clothes they can move in: leotards, tights, leggings, or jazz pants. No T-shirts, tank tops, sweat shirts, skirts, shorts, or jewelry can be worn. Wear clothes that do not have large patterns, drawings, writings, or advertisements on them. Bring any dance shoes that you own. No stocking feet or socks. Please have hair pulled back and fixed so it does not hinder movement.

Audition

Dance applicants will be asked to participate in a series of movements from several techniques such as ballet, jazz, and modern dance for approximately 90 minutes. Students will learn a short combination of steps that they will perform with a small group as part of the audition. Each student will also have a brief interview. Please be on time. If you come early, please use this extra time to stretch.

Theatre

Schedule

February 3	6:00 – 7:30 PM	Last names A – L
	7:30 – 9:00 PM	Last names M – Z
February 4	6:00 – 7:30 PM	Last names A – L
	7:30 – 9:00 PM	Last names M – Z
February 5	6:00 – 7:30 PM	Last names A – L
	7:30 – 9:00 PM	Last names M – Z

Dress

Students should wear clothes they can move in: tights, sweats, leotards, T-shirts, or tank tops. Please do not wear clothes that have large drawings, writings, or advertisements on them.

Audition

Theatre applicants should prepare a monologue. Songs and poems will not be heard for this audition. A monologue is a cutting from a play that can stand on its own and does not require dialogue between two or more people. You will find books that contain monologues in your library or in bookstores. The monologue should be a minimum of one minute and a maximum of two minutes in length and should be memorized. Students will also participate in improvisational exercises with other applicants. Candidates will have a brief interview in which they will be asked about their interests in the center and their theatrical experiences. Each candidate must stay the entire group time slot. Please avoid classical or Shakespearean monologues.

Audition schedule and requirements are continued on the next page.



Center for the Arts

Henrico High School

Instructions

Write your audition date on page one of the application. Students should be prepared to remain for the entire time of the audition. Please call 228-2718 if you are unable to keep your audition time.

Parents

Parents may not attend the audition. We will have a waiting area where parents can relax during their child's audition.

Musical Theatre

Schedule	February 8	6:00 – 7:30 PM	Last names A – L
		7:30 – 9:00 PM	Last names M – Z
	February 9	6:00 – 7:30 PM	Last names A – L
		7:30 – 9:00 PM	Last names M – Z
	February 10	6:00 – 7:30 PM	Last names A – L
		7:30 – 9:30 PM	Last names M – Z

Dress

Students should wear comfortable clothing for their auditions: leotard and tights, jazz pants, or sweat pants with a close fitting T-shirt. Bring jazz shoes for the dance audition if you have them. Otherwise, the dance audition will be done barefooted. No stocking feet or socks.

Audition

Individual vocal auditions will consist of one prepared piece of music from a Broadway musical or show, popular music, school choral music, church choral music, or any other solo vocal literature. Students may bring their own accompanist or an accompaniment tape, karaoke, or instrumental CD. Tapes and CDs must be clearly marked, and tapes must be cued to start. Rap will not be heard. Students will be vocalized to obtain range, aural memory, and vocal tone. Dance and theatre auditions will be in groups. Dance auditions will consist of easy movement routines learned at the audition. Acting auditions will consist of some improv exercises.

Visual Arts

Schedule	February 17	5:00 – 6:30 PM	Last names A – L
		6:30 – 8:00 PM	Last names M – Z
	February 18	5:00 – 6:30 PM	Last names A – L
		6:30 – 8:00 PM	Last names M – Z
	February 19	5:00 – 6:30 PM	Last names A – L
		6:30 – 8:00 PM	Last names M – Z

Audition

Visual arts applicants should bring a portfolio of their artwork. This work may have been produced in a school art program, through private lessons, or at home. The portfolio should contain eight (8) pieces of art, of which two (2) should be drawings, and the others may be two-dimensional, three-dimensional, or crafts. If you are currently enrolled in art class, please bring work from your art class. If you are not, complete life drawings at home.

Included in your portfolio, we would like to see the following pieces: two drawings (mandatory) from life (not your imagination or copies of pictures); other pieces can be from your imagination but should demonstrate your best craftsmanship; variety of work including painting, drawing, printmaking, and collage; variety of subject matter such as portraits, landscapes, still-life, design, abstract work; and three-dimensional art (not mandatory).

The applicant will have a brief interview and drawing exercise to complete while waiting. Students should be prepared to discuss their reasons for wanting an advanced visual arts training at the center.



Center for World Languages

J. R. Tucker High School

Assessment Session

Saturday, February 20

9:00 AM to 11:00 AM

Center for World Languages Building

Tucker High School

Classroom numbers and reporting locations will be posted within building.

Instructions for Assessment Sessions

Students who are applying to the Center for World Languages are expected to attend a separate assessment that focuses on their world language skills. The assessment session will take place on the Tucker H.S. campus. Students are expected to be on time and to bring two sharpened #2 pencils and a blue or black pen to the session.

Students will complete an entrance exam in the target language. The exam will take approximately ninety minutes to complete. It is a multiple choice exam with a writing section.

The use of reference material such as dictionaries and electronic devices will not be permitted during the assessment sessions, and all policies of the *HCPS Student Code of Conduct* will be in effect. The Center for World Languages reserves the right to reject the application of any student violating the rules of this session.

Students are encouraged to bring reading material in case they finish early, and they may leave quietly when finished if their transportation provider is present. Any student requiring testing accommodations must have the appropriate school official submit a copy of the student's IEP modifications one week prior to testing.

If you have any questions regarding the assessment session, or you are unable to attend due to a conflict, please address your concerns to Heather Snyder, Center for World Languages Chairperson by calling 527-4618 or sending an e-mail to hisnyder@henrico.k12.va.us.



Center Chairperson Contact Information

Center for the Arts

Stephanie L. Poxon
Chairman, Center for the Arts
Henrico High School
302 Azalea Avenue
Henrico, VA 23227
228-2718
slpoxon@henrico.k12.va.us

Center for Communications

Beverley A. Lanier
Chairman, Center for Communications
Varina High School
7053 Messer Road
Henrico, VA 23231
226-8714
balanier@henrico.k12.va.us

Center for Education and Human Development

Kristina E. Reece
c/o Short Pump Middle School
Glen Allen High School
4701 Pouncey Tract Road
Glen Allen, VA 23059
360-0731
kereece@henrico.k12.va.us

Center for Engineering

Billy Batkins
Chairman, Center for Engineering
Highland Springs High School
15 S. Oak Street
Highland Springs, VA 23075
328-400
wwbatkins@henrico.k12.va.us

Center for the Humanities

Bruce D. Marr
Chairman, Center for the Humanities
Hermitage High School
8301 Hungary Spring Road
Henrico, VA 23228
756-3017
bdmarr@henrico.k12.va.us

Center for Information Technology

Lynne M. Norris
Chairman, Center for Information Technology
Deep Run High School
4801 Twin Hickory Road
Glen Allen, VA 23059
364-8025
lmnorris@henrico.k12.va.us

(continued next page)



Center Chairperson Contact Information (contd.)

International Baccalaureate

Ana S. Watson
IB Educational Specialist
George H. Moody Middle School
7800 Woodman Road
Henrico, VA 23228
261-6440
awatson@henrico.k12.va.us

or
Priscilla L. Biddle
IB Coordinator
Henrico High School
302 Azalea Avenue
Henrico, VA 23227
228-2745
plbiddle@henrico.k12.va.us

or
Ellie McGee
IB Coordinator
J.R. Tucker High School
2910 Parham Road
Henrico, VA 23294
527-4600
eemcgee@henrico.k12.va.us

Center for Leadership, Government, and Global Economics

Robert F. Peck
Chairman, Center for Leadership, Government, and Global Economics
Douglas S. Freeman High School
8701 Three Chopt Road
Henrico, VA 23229
673-3700
rfpeck@henrico.k12.va.us

Center for World Languages

Heather I. Snyder
Chairman, Center for World Languages
J. R. Tucker High School
2910 Parham Road
Henrico, VA 23294
527-4618
hisnyder@henrico.k12.va.us

Center for Science, Mathematics, and Technology

Denise S. Williams
Chairman, Center for Science, Mathematics, and Technology
Mills Godwin High School
2101 Pump Road
Henrico, VA 23238
750-2600
dswillia@henrico.k12.va.us



2010-II Specialty Centers Application Packet

REMOVE THIS PAGE AND KEEP IT FOR YOUR REFERENCE

Application Checklist

- Complete the Specialty Centers Application Cover Sheet (PAGE 1).
- Complete the Student Activities Form (PAGE 2).
- Prepare responses to prompts on Individual Center Projects (PAGE 3).
- Give Transcript Request Form to your school counselor (PAGE 4).
- Collect completed Transcript Request Form.
- Complete and return Releases, Consents, and Acknowledgments (PAGE 5).
- Read Recommendation Requirements to determine which recommendations you need (PAGE 6).
- Distribute Recommendation forms (PAGES 7 – 13).
- Recommendations will be forwarded to your school counselor by your teacher.
- Review Assessment Requirements (PAGES 14-15).
- Review center-specific information on the Center for the Arts and the Center for World Languages (PAGES 16-18).
- Contact the specialty center chairman if you have any questions (PAGES 19-20).
- Check your application. Make certain you have all necessary signatures.
- Place all pages in order behind the Application Cover Sheet.
- Have your school counselor review your completed application.

Submit your completed application to your school counselor. This will allow your counselor to process and deliver your application to the appropriate specialty center(s) to meet the due date of **February 5, 2010**. Applications to the Center for the Arts are due **January 29, 2010**.