

*The International Baccalaureate  
Diploma Program  
At  
George Washington High School*

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*Application Packet includes:*

- *1 Application Page*
- *Admission Requirements*
- *3 Teacher Evaluation Forms*
- *Interview Hints*
- *Admission Procedure Timeline*
- *Sample Algebra Exam*

# Application Form

## International Baccalaureate Program

Denver Public Schools

George Washington High School

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Name: \_\_\_\_\_

Address: \_\_\_\_\_ Apt. \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Email Address: \_\_\_\_\_

Ethnicity: American Indian \_\_\_\_\_ Asian \_\_\_\_\_ Black \_\_\_\_\_ Hispanic \_\_\_\_\_ White \_\_\_\_\_

Current School: \_\_\_\_\_ Assigned High School: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_ (Which parent?)

Birth date: \_\_\_\_\_ Denver Resident? Yes \_\_\_\_\_ No \_\_\_\_\_

Special Education Designation \_\_\_\_\_ 504 Plan or IEP \_\_\_\_\_

Is your child receiving any educational accommodations? \_\_\_\_\_ If so, please attach any documentation.

### TO BE COMPLETED BY THE Applicant's CURRENT SCHOOL

Student DPS ID Number: \_\_\_\_\_

ITBS Scores: Reading Score \_\_\_\_\_ Date Taken \_\_\_\_\_

Language Score \_\_\_\_\_

Math Score \_\_\_\_\_

Core Total \_\_\_\_\_

CSAP Scores: Reading Score \_\_\_\_\_ **(Numeric scores and Performance Level)**

Writing Score \_\_\_\_\_

Math Score \_\_\_\_\_

Principal's recommendations/comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Principal's Signature: \_\_\_\_\_

### **Mailing must include:**

1. Completed application form
2. Completed home school data
3. Transcript of academic record **including most recent report card and attendance records**
4. Three completed evaluation forms (may be mailed separately by faculty)

SEND TO: Suzanne Geimer  
George Washington High School  
655 S. Monaco Parkway  
Denver, CO 80224

## ADMISSION TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM AT GEORGE WASHINGTON HIGH SCHOOL

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Over twenty years of experience has given us ample evidence for determining a student's potential for success in GW's IB program. While demonstrated empirical evidence of previous achievement is statistically the best predictor, 'whole child' scrutiny is important as well. The following are the criteria used to determine admission to George Washington's Diploma Programme.

### **Test scores**

Advanced scores on the most recent CSAP tests

90% ile scores in reading, language, math, and core total on the ITBS

(offered to DPS applicants in January)

top stanine scores on another National Assessment, ( eg. ERB's, ICEE, SAT's)

**\*\*\* An additional writing sample may be requested.**

### **Performance record**

A student's middle school report card should be mostly A's and B's. Students with a poor GPA may not be considered. Grades indicate a student's consistency of effort, executive skills, and tolerance of differing demands. Exemplary attendance is also vital.

### **Teacher evaluations**

Students should request evaluations from three academic teachers. "Extra" recommendations will not be regarded.

We respect the anecdotal evidence provided by the teachers solicited to this task. We expect comments regarding both learning and motivational qualities. While any grade level teacher may write an evaluation, the current teacher's comments are most relevant.

### **The Interview**

We understand how difficult an adult interview can be on a young person with little experience in speaking about him/herself. We love to talk to students who are full of questions and energy, but have plenty of experience with the more introverted person as well. However, first impressions are undeniably important, so we expect the student to arrive with that positive impression in mind. The parents are expected to sit in on the interview and are encouraged to help their student feel at ease and to ask questions.

Necessary paperwork will be completed at the interview, including: registration forms, Academic program forms including a choice of foreign language and an elective, and the signing of an ethical practice policy.

### **Math background**

Students outside of the US system learn formal algebra as part of their primary education.

IB mathematics in grades 11 and 12 assumes an international standard of advanced mathematics skills.

Therefore, students entering grade 9 **at minimum**, must have studied algebra before high school. Students entering grade 10 must have studied algebra and plane geometry. Students accepted into the IB program at GW will be given a placement exam in the spring before enrollment to assure their best progress through the IB math curriculum.

### **Summary of admission criteria**

- Advanced CSAP scores, 90% ITBS scores
  - B+ GPA
  - 3 positive teacher evaluations
  - an interview
  - algebra competency
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**INTERNATIONAL BACCALAUREATE PROGRAM  
 GEORGE WASHINGTON HIGH SCHOOL  
 STUDENT EVALUATION FORM**

Student Name \_\_\_\_\_ Phone Number \_\_\_\_\_  
 Middle School \_\_\_\_\_  
 Subject/Level \_\_\_\_\_ Teacher Name \_\_\_\_\_

**TO THE STUDENT:** Give this form to an academic subject teacher. With it, provide an addressed (to Suzanne Geimer, George Washington High School, 655 S. Monaco Street, Denver, CO 80224) stamped envelope and a due date. Limit: 3 evaluations.

**TO THE TEACHER:** The above student is applying to the International Baccalaureate Program. This rigorous academic curriculum challenges students to learn in the major disciplines of languages, sciences, mathematics and humanities. The intent is that a student should learn how to learn, to analyze and to engage in critical reflection with tolerance and superior communication skills. Please include comments and anecdotal evidence that will help us determine this applicant's suitability for the program. Your opinion is valued and will be kept confidential. **DO NOT GIVE THIS FORM TO THE STUDENT.** Please mail it in the envelope the student provides, through interschool mail, or give it to the person handling IB applications in your school.

**LEARNING CHARACTERISTICS**

Please check the column which you feel best describes the student

1. Does the student perform well in class assignments, tests, projects?
2. Does the student complete homework and outside class research on time and thoroughly?
3. Does the student grasp new or different concepts easily?
4. Does the student challenge, speculate, make unusual associations or conclusions?
5. Does the student take initiative for his/her own learning?
6. Does the student communicate maturely and grammatically, orally and in writing?
7. Does the student demonstrate quick recall and mastery of factual information?

1      2      3      4                      COMMENTS

	1	2	3	4	COMMENTS
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1- seldom    2- sometimes    3- usually    4- always





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# Hints for the International Baccalaureate Admissions Interview

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The IB interview is intended to allow the IB manager to get to know each applicant, to let the applicant understand what is involved in the International Baccalaureate academic curriculum and to help the parent understand the family's commitment to the Program. Very few students are rejected from the interview alone. Ideally, the student or parent has attended an information meeting and both have thought about this important high school choice. The interview is a great opportunity to ask questions and to clarify if IB is the best choice for the applicant. Students may choose to withdraw their application after the interview and reconsider their decision at any point before the acceptance deadline in March. **The student must come to the interview with a parent or mature family member.** If parents do not speak English, a translator can be provided, given advance notice. Parents and students should feel comfortable with the process and should capitalize on this chance to really find out as much about IB as possible.

The interview typically takes about 20 minutes. The following are sample questions:

1. *What are your interests and passions? What do you do for fun?*
2. *What do you care deeply about?*
3. *Tell me about an instance when you have been challenged. How did you respond?*
4. *What career are you considering?*
5. *What 3 adjectives describe you?*
6. *If you could change something about yourself, what would it be?*
7. *What can you offer George Washington High School?*
8. *What questions do you have for me?*

The ideal student interviewee can communicate clearly and honestly; can demonstrate a sense of himself or herself, and know why s/he wants to be in IB. The undecided student should use this time to thoroughly explore the decision. It is easier to enjoy the interview if the students come ready to talk about themselves. Students should know that nonverbal things such as posture, eye contact and good manners count. Parents are expected to participate in the interview and will need to complete and sign several forms. Choices of study for the next year will be completed including decisions about foreign language and non-IB electives.

# Timeline for Admission (tentative)

To enter the 2010-2011 School Year

## International Baccalaureate Program

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September, October, November 2009	Middle School/Private School Visits
Tuesday, November 3 <b>OR</b> Tuesday, December 8, 2009	Parent Information Meetings 6:30-8:00 p.m. George Washington H.S. Auditorium Applications distributed Students are welcome!
Friday, December 11, 2009	Applications due to GW
January - February, 2010	Interviews held at GW Applicant parents will be called for an appointment to take place during the school day.
TBA	Applicants notified of acceptance
TBA	George Washington's Welcome Fest
TBA	Acceptance/relinquishment acknowledgement to GW

Visits to the IB Program may be scheduled for most Mondays, Tuesdays and Fridays. Please call soon as appointment spots will fill up. Please call the IB Assistant, Marjorie Lane, at (720) 423-8673 to arrange a 'shadowing' for a full school day.

Name \_\_\_\_\_

Date \_\_\_\_\_

Middle School \_\_\_\_\_

## Sample Algebra Basic Skills Test

(These are the skills we expect students to have after one semester of Algebra- You do not need to turn this in to the school. It is for your information only.)

For problems 1 and 2, evaluate each expression if  $a = 3$  and  $b = -4$ .

1.  $2a - b$  1. \_\_\_\_\_

2.  $a - b^4$  2. \_\_\_\_\_

3. Evaluate:  $-\frac{3}{4} \div 3\frac{1}{6}$  3. \_\_\_\_\_

For problems 4 – 7, simplify as far as you can.

4.  $5m - 3p - m + 7p$  4. \_\_\_\_\_

5.  $x(2x^3)^3$  5. \_\_\_\_\_

6.  $24x^8 \div 6x^4$  6. \_\_\_\_\_

7. Solve for  $c$ :  $t = \frac{8x+c}{6k}$  7. \_\_\_\_\_

For problems 8 and 9, expand each expression into simplified polynomial form.

8.  $3x^2y(2x^2 + 5y - 3)$  8. \_\_\_\_\_

9.  $(x + 4)(x - 7)$  9. \_\_\_\_\_

For problems 10 – 12, solve for  $x$ .

10.  $4x - 2 = 5x + 8$  10. \_\_\_\_\_

11.  $5(3 - x) + 2x = 4x - 6$

11. \_\_\_\_\_

12.  $\frac{3}{5}x + \frac{1}{3} = 4$

12. \_\_\_\_\_

13. Find at least three points on the line following line:  $y = 3x - 1$

$x$			
$y$			

14. Graph the following line:  $y = 2x + 1$

15. Graph the following line:  $x = 3$

