MOUNTAIN VISTA

Governor's School for Science, Math & Technology

Application Packet

2023 Admissions

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

2023 Application Packet Contents

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MOUNTAIN VISTA
Governor's School for Science, Math & Technology

Section One

MVGS Information

For student reference

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

2023-2024	Mountain Vista Governor's School At-a-Glance
Mission	The mission of Mountain Vista Governor's School is to present a research-based, technology-enhanced, integrated program in mathematics, science, and the humanities. The program will challenge students to reach their full potential as independent thinkers capable of assuming leadership roles in a constantly changing global society.
School Day	● 4.5 hour Governor's School daily instruction ● 7:30 a.m. - 11:00 a.m.- student on-site day ● 1 day a week for Focused Learning Experiences (FLEX) e.g. seminars, STEAM, field experiences, special events ● Web-communication systems to provide additional instructional time
Yearly Schedule	● Yearly academic calendar designed for best fit with participating divisions' calendars ● Web-communication systems utilized when some students cannot be present due to weather, holidays, or other circumstances
Number of Students and Grade Levels	● Middletown Site—100+ high school students ● Warrenton Site—100+ high school students ● Grades 10-12
Site Description	● Two sites at Laurel Ridge Community College ▪ Fauquier Campus to serve Culpeper, Fauquier, and Rappahannock ▪ Middletown Campus to serve Clarke, Frederick, Warren, and Winchester City ● Sites connected by technology for two-way interaction among teachers and students ● Lab facilities to support project-based and technology-enhanced learning opportunities
Curriculum Focus	● Science, Mathematics, Humanities, Research ● Emphasis on interdisciplinary connections ● Scholarly research with authentic application ● Collaboration among faculty and students with community partnerships ● Technology integration in all aspects of learning ● Opportunity to earn college credit
Instructor Qualifications	● Content-area expertise with extensive teaching experience ● Advanced degrees including gifted education training/endorsement
Diploma/Transcripts	● School Division diploma with Virginia Academic-Year Governor's School Seal ● School Division transcript in addition to Laurel Ridge transcript for dual enrolled courses ● Opportunity to earn an Associate's Degree or General Studies Certificate from Laurel Ridge upon high school graduation
Guidance Services	● College admission and scholarship counseling provided by MVGS counselors in addition to base school counseling support
Community Support	● Laurel Ridge Community College ● MVGS Foundation 501(c)(3)
Summer Programs	● New Student Orientation ● Summer Enrichment Opportunities
Distance Learning	● Web-communication to expand time for student-teacher interaction ● Possible use of on-line courses to meet individual needs ● Virtual/community research experiences to enhance classroom learning environment
Application/Selection	● Standard Application Packet using a multi-criteria format ● School divisions' selection committees select students to attend
Transportation	● School divisions provide transportation from base schools to Laurel Ridge

Mountain Vista Governor's School, 6480 College Street, Warrenton, VA 20187
***540-347-6237* Director: Dr. Kelly A. Huff, khuff@mvgshome.org**

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

MVGS Three-Year Program/Program of Studies

Rising 10th graders will attend MVGS for three years and will choose the science strand option during the 10th grade year.

Several courses may be available to be dual enrolled for college credit through Laurel Ridge. See the course descriptions below.

Prerequisites: Geometry; Algebra II (prerequisite for Math Analysis) Co-requisites: General Biology

	Math	Science	Humanities	Research
10th Grade	*MVGS Math Analysis*	*MVGS Collegiate Chemistry*	*MVGS Humanities 10/English 10*	*MVGS Research 1: Introduction to Research*

MVGS offers two science focus options for second- and third-year students—typically 11th and 12th graders: Physics/Engineering or Biology/Life Science.

Option I: Physics/Engineering Focus

Prerequisites: Math Analysis

	Math	Science	Humanities	Research and Elective
11th Grade	*MVGS Calculus 1*	*MVGS Physics1: Mechanics*	*MVGS Humanities 11/English 11*	*MVGS Computer Science 1 or MVGS Economics **and** MVGS Research 2: Individual Research Project*
12th Grade	*MVGS Calculus 2/3: Multivariable*	*MVGS Physics 2: Electricity and Magnetism*	*MVGS Humanities 12/ US Government*	*MVGS Computer Science 1 or 2 or MVGS Economics **and** MVGS Research 3: Capstone Project*

Option II: Biology/Life Science Focus

Prerequisites: Math Analysis, General Biology, Chemistry Co-requisites: recommend Physics either year

	Math	Science	Humanities	Research and Elective
Second Year 11th Grade	*MVGS Statistics*	*MVGS Biology 1: Collegiate Biology*	*MVGS Humanities 11 /English 11*	*MVGS Computer Science 1 or MVGS Economics **and** MVGS Research 2: Individual Research Project*
Third Year 12th Grade	*MVGS Calculus 1*	*MVGS Biology 2: Advanced Topics*	*MVGS Humanities 12/ US Government*	*Computer Science 1 or 2 or MVGS Economics **and** MVGS Research 3: Capstone Project*

Section Two

Student Application

For students to complete

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

Application Checklist

This checklist is provided to assist you in completing your application to Mountain Vista Governor's School. You are responsible for ensuring that all of your application materials are completed and submitted to your base high school counselor **no later than March 3, 2023.**

❑ **Read and follow all directions very thoroughly and carefully**.
❑ **Do not use staples**.
❑ Complete the application fully, clearly, and legibly.
❑ Make sure all student information is provided on the Student Application:
✔ eighth grade or high school teachers' names
✔ date and signature of applicant
✔ date and signature of parent/guardian
❑ Provide your base, high school counselor with the Student Profile page no later than February 17, 2023. Base high school counselors complete this page only.
❑ Provide the teacher recommendation forms in a timely manner (no later than February 17, 2023) to:
✔ this year's or last year's Math teacher
✔ this year's or last year's Science teacher
✔ this year's or last year's English or Social Studies teacher
❑ Type your essay, taking the necessary time to organize, compose, revise, and edit. Sign the honor statement.
❑ Check with your base high school counselor to make sure that your teacher recommendations have been returned prior to February 24, 2023.
❑ Respectfully remind your base high school counselor to attach the completed Student Profile to the other documents in your application packet before submitting them to the selection committee.
❑ **Relax.** Notification letters will be mailed on April 28, 2023.

Additional items required for homeschool, private school, and out-of-county students:

❑ Your parent must request that your official school transcript be mailed to:

Denise Walton
Warren County Public Schools
210 N Commerce Ave
Front Royal, VA 22630

The transcript must include:
✔ Courses taken and grades in all subjects from 7th grade onward, including grades from fall semester 2022
✔ Most recent available standardized test results (ability and achievement).

❑ Your parent must complete the Certification of Intent to Enroll form and attach it to your application.

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

2023 Student Application

Please complete your application legibly in ink or type.

Name of Applicant _____
Last First Middle Preferred Name (if applicable)

Current Base High School_____ Current Grade Level_____

❑ Male ❑ Female ❑ Non-binary ❑ Prefer Not to Answer

Race/Ethnicity (Check **ALL** that apply)
❑ American Indian or Alaskan Native
❑ Asian
❑ Black or African American
❑ Hispanic or Latino
❑ Native Hawaiian or Other Pacific Islander
❑ White
❑ Prefer Not to Answer

Student School I.D. Number:	Student Birthday - (MM/DD/YYYY):
Parent/Guardian #1 - Preferred Name Printed:	Parent/Guardian #2 - Preferred Name Printed:
Parent/Guardian #1 - Cell Phone:	Parent/Guardian #2 - Cell Phone:
Parent/Guardian #1 - Email:	Parent/Guardian #2 - Email:
Student Address:	City:
State:	Zip Code:
Student Email (non-school if possible):	Student Cell Phone, if applicable:

Certification of Intent to Enroll form must accompany the application of any student not currently enrolled in a participating school division. See page 19 of this packet.

If not attending a participating division public school:
❑ Private ❑ Out-of-County School ❑ Home School ❑ Department of Defense School

Names of the three teachers, current high school teachers or eighth grade teachers, who will complete a recommendation for you:

Math Teacher
1._____

Science Teacher
2._____

English or Social Studies Teacher
3._____

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

The decision to apply to Mountain Vista Governor's School is my own, and I want to participate fully in the program. The responses contained on all application documents are my own work.

_____ _____

Date Signature of Applicant

I, the parent/guardian of the student above, am aware of and in support of the student's application to Mountain Vista Governor's School and give permission for the student's academic records to be reviewed and for appropriate standardized assessments to be administered by the school's personnel.

_____ _____

Date Signature of Parent/Guardian

_____ _____

Date Signature of Principal (or designee)

Mountain Vista Governor's School does not discriminate on the basis of race, color, creed, religion, national origin, ancestry, sex, sexual orientation, pregnancy, childbirth or other medical conditions, political affiliation, gender, gender identity, marital status, genetic information, disability, age, or status as a veteran in its programs and activities.

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

Application Essay Directions

Complete and return with Application

Name: _____ Student ID Number:_____

High School: _____ School Division:_____Grade:_____

Consider the debatable topic of **Gifted Programs in Public Schools.** This may include, but is not limited to, specialized programs like Governor's Schools, AP/ IB courses, and/or Summer Enrichment programs. Read and analyze the accompanying article of relevant information provided to you below. Prepare a 500-word persuasive argument for or against the offering of gifted programs to public high school students for Virginia Secretary of Education, Aimee Rogstad Guidera, and the Commonwealth's Congressional Cabinet. Utilize only the information in the attached article (with supplemental links, if desired) to demonstrate your analytical reasoning, your ability to argue persuasively, and your writing ability.

Consider the information being communicated by the article, and supplemental link about types of gifted programs, following this prompt. Using specific examples from the article, construct a persuasive argument that is designed to convince the Virginia Secretary of Education, Aimee Rogstad Guidera, to either offer gifted programs or not at the high school level. In your essay, you will need to have a clear persuasive purpose, which should be obvious and relevant to the Virginia Secretary of Education and the Commonwealth's Congressional Cabinet who will read your well-supported argument.

1. Write legibly, preferably using a word processing program like Word.
2. Please attach this prompt sheet with signature, the rubric, and your essay to the application. Do not write or type your name on any of the pages of the essay. Do not staple the pages together; use a paperclip.
3. **Your writing will be assessed by your ability to**:

- Interpret the published article with any intended or unintended patterns
- Draw logical conclusions about the article
- Persuasively argue your position
- Make predictions about the positive and negative effects
- Construct a well-formed argument
- Organize your response logically
- Structure your essay formally, communicating clearly and using correct grammar

4. Evidence of advanced analytical reasoning, the quality of your writing, your originality, and your honesty are more important than the length of your response. Please limit your paper to approximately 500 words.
5. **Sign the following honor statement:**

This essay is my own independent work. I have not received help from anyone with the interpretation of the information; the analysis of the text; drafting, editing, or revising the paper; or in any other way.

Student signature: _____ Date: _____

Application Essay Prompt

For student reference only

Article - Pros and Cons of Gifted Learning Programs in Schools

Let's be honest, the majority of parents want their children to participate in a school gifted education program. It makes parents feel good to know that their child is considered "gifted," and most people believe that being gifted places kids on a path toward success. The truth, however, is more complicated. Although there are distinct benefits of gifted education, there are also some potentially serious problems. Not every gifted child is happy, healthy, and guaranteed future professional triumph. In a previous article, I discussed the different types of gifted programs (please go to the following URL to review different types of gifted services if unfamiliar: https://www.educationcorner.com/forms-of-gifted-education.html) that are offered in the majority of schools teaching K-12 education. Many of the pros and cons of gifted programs are dependent on what type of program is offered by the school. The following will consider more general aspects of gifted education.

The Advantages of Gifted Education

Positive Self-Concept

Being labeled as gifted certainly is a boost to one's self-esteem. Knowing that you are one of the "smart" kids can't help but make you feel good about yourself. The effect is especially amplified when placed in a classroom along with non-identified students; gifted students tend to achieve academically at a higher level and, therefore, feel better when compared to non-identified peers. The literature refers to this as the Big Fish, Little Pond Effect.

Academic Challenge

One of the complaints you often hear from gifted children is that the work is too easy, and they don't feel they are being challenged academically. Being in a gifted education program largely alleviates that concern. Children are given work commensurate with their academic level and can progress at their own pace. In many gifted programs, students are placed with other gifted children who help push them to reach their academic capabilities. Kids are more likely to reach their potential when challenged academically.

Academic Engagement

Another frequent criticism of general education is that it is boring. Because kids are not challenged, they lose interest in their academic pursuits. By increasing the difficulty of the work, and focusing more on particular interests, students stay engaged in their education. Additionally, research has shown that creative interests first explored in gifted programs often remain intact into adulthood.

Raises Level of Instruction

Teachers are forced to raise their level of instruction when educating gifted students. Not only is this beneficial for teachers who choose to instruct gifted students, but it also benefits non-gifted children in heterogeneous classrooms. There are many non-identified students who are able to learn at elevated levels and a higher level of instruction pushes them to thrive, just as it challenges the gifted students in the classroom.

The Disadvantages of Gifted Education

Negative Self-Concept

This is the other side of the Big Fish Little Pond Theory. If a gifted program separates out the gifted students from the non-identified kids, then a gifted child may find themselves a small fish in a big pond. Research has shown that a child's self-esteem can suffer when they no longer feel they have an academic advantage over their peers; they compare themselves to their gifted peers and might feel they do not measure up.

Expectations

Expectations play a huge role in how parents treat their children. Parents sometimes push children too hard if they think they are gifted. Additionally, If parents expect a student to be able to easily complete their work, they may be unsympathetic if they struggle in a specific area. It is important to remember that a student may have varying strengths. They may be gifted in math and science but not in reading and writing. A child may also expect they can accomplish tasks easily because they have been told they are gifted and beat up on themselves if they have difficulty. This can lead to a situation where a student stops trying due to a fear of failure; they may only attempt tasks they know they can complete with little problem.

Lack of Work Ethic

Although this certainly does not apply to every child, some gifted kids don't learn to work hard because tasks come easily to them at a young age. As they grow older and work becomes more difficult, they have not established a positive work ethic. This can somewhat be counteracted by family and teachers emphasizing the importance of effort but it can be hard to break habits if they have become ingrained in one's behavior. Dr. Anders Ericsson, a Florida State University professor, has conducted research on the relationship between IQ and attaining expertise in a specific area. He has found that IQ may help you initially grasp a skill but there is no relationship between intelligence and excelling in that activity. It is effort and practice that is integral in achieving optimal performance. Therefore, students who do not develop a solid work ethic are at a disadvantage, despite their giftedness.

Gifted Programs Are Underfunded

Gifted services are determined at the state and local level. With a focus on general student proficiency—marked by the emphasis on statewide achievement tests—not much money is allocated for gifted programs. Gifted education is often an afterthought for many schools. Only four of the 32 states that provide money for gifted programs fully fund the needs of their students. As a result, many gifted programs run on very small budgets and have limited resources. As people want to say, "you get what you pay for".

Teachers Are Not Adequately Trained

The requirements for gifted teachers are established at the local level. Ideally, a gifted program has special certification criteria for its teachers but that is not always the case. It is very possible that children in gifted and talented programs are being taught by teachers who have no special expertise in how to instruct gifted students. Furthermore, for students in gifted programs that use grouping and compacting strategies, it is possible the majority of their instruction will be done by a teacher without special certification. A certified teacher may come into the classroom at certain times during the week but those are only small periods of time compared with the amount of overall instruction.

Identification of Gifted Students

There is a lot of debate in the field as to how gifted children are identified. Most of the time, a child is initially identified as having the potential to be gifted by an elementary school teacher, based primarily on their school performance. Once they are acknowledged as possibly gifted, they are administered some form of standardized testing. This can be problematic for a variety of reasons. First, general education teachers may not be adequately equipped to recognize gifted students (see more below). Furthermore, a test score may not be a good indicator of giftedness. Intelligence is a wide-ranging variable. Depending on the testing used, it may not encompass all facets of intelligence. Moreover, there are many who believe that standardized tests of intelligence favor the wealthy because they have had opportunities and experiences that poorer children have not.

Giftedness as a construct is problematic because it is likely neither static or dichotomic. If testing occurs in second grade, who is to stay that same student would still be considered gifted a few years later? What about those students that miss the cutoff by a point or two? They may be gifted but could have had a bad day during testing. Once a child is labeled as gifted or non-gifted it is difficult to change that label at a later time. Additionally, why is being gifted an all or nothing proposition? Is having a cutoff line based on a standardized test a fair assessment of whether a student is truly gifted? As you can see, the labeling of children as gifted is fraught with problems. It is why some educators, such as James Borland, have called for the label of giftedness to be abolished.

Promotes Socioeconomic and Racial Disparity

The socioeconomic and racial disparity in gifted programs is probably the most controversial issue in gifted education. The National Association For Gifted Children notes that African American, Hispanic, and Native American children are underrepresented by at least 50 percent in gifted programs. In a Fordham Institute study, researchers Christopher Yaluma and Adam Tyner found that 12.4 percent of students in wealthier schools take part in gifted programs, but in poor schools, less than half of that number (6.1 percent) participate.

There are numerous possible reasons for these disparities. First, poorer schools may not have the resources to identify worthy students. Although poorer schools have as many gifted programs as wealthy schools, they may not have the means to accurately identify students. Screening students for gifted programs costs money. Additionally, minority parents of students may not be as knowledgeable about the gifted process and do not nominate their children for gifted services as often. It is common to hear about wealthy parents pushing for their children to be labeled as gifted, but this may not be the primary concern of parents who come from poorer backgrounds. Moreover, teachers may not be trained in identifying giftedness in minority children and may interpret it incorrectly. For example, what is deemed precocious behavior in a white child may be seen as acting out behavior in a minority student.

Teacher bias is a contentious topic in gifted education. White teachers may have a conscious or unconscious bias against nominating minority children to gifted programs. A Vanderbilt University study found that a high-scoring white student was twice as likely as a similar scoring black student to be identified as gifted. Those same researchers found that the bias disappeared when the teacher was black. Racial profiling, whether done intentionally or not, is a real phenomenon that may be contributing to the inequity in gifted programs.

The Future of Gifted Education

Gifted Education has its proponents and its detractors. Although it is under attack by certain educators, it does not appear to be disappearing anytime soon. There is a genuine need for programs in K-12 education that can

help advanced learners thrive. Although being identified as gifted can lead to unrealistic expectations, it can also help a student reach their potential. Evidence suggests that gifted programs help students with academic achievement, socialization, and future success. Unfortunately, many gifted programs lack the necessary resources and are taught by teachers without the proper training. The current methods for identifying gifted learners is highly flawed. Minority children and those of low socioeconomic backgrounds are underrepresented in gifted programs for a variety of reasons. It is imperative that qualified minorities and people of low socioeconomic status receive appropriate gifted services. There is a gap in the social and economic status for minorities in this country. The proper identification and implementation of gifted services is one small way to begin to reduce this inequality.

Reference:

Loveless, B. (2022). *Pros and Cons of Gifted Learning Programs in Schools.* Educator Corner. https://www.educationcorner.com/gifted-education-pros-cons.html

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

2023 Application Essay Rubric

To be used by the student as a reference
To be completed by evaluation committee only

Student Identification Number _____

Criteria	Possible	Reader A	Reader B	Reader C (if needed)	Composite Score
Interprets published articles noting intended or unintended patterns	5				
Draws logical conclusions about the articles	5				
Persuasively argues a position	5				
Makes predictions about the positive and negative effects	3				
Constructs a well-formed argument by organizing a logically response	5				
Structures the essay using strong mechanical/grammatical control including usage, spelling, punctuation, etc.	3				
TOTAL	26				

All essays will be evaluated by two readers. In the event that an applicant's scores vary by more than three points, a third reader will evaluate the essay. The two highest scores will be recorded. Only the student identification numbers will appear on the essays.

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

Science Teacher Recommendation Form for Student Application

This box is to be completed by the applicant before the form is presented to the teacher (current or past year).

Student Name: _____ _____ _____
Last First M.I.

Teacher Directions:

- Check one box for each criterion, using the following rating scale: BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5% - one of the best I've ever encountered)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.

NOTE**:** Not following this instruction hurts students in the application process.

- Please add comments in the indicated space below.
- Sign, date, and seal recommendation in envelope and return to _____by February 24, 2023.

Name (Print):_____ Date:_____

Signature:_____School: _____

Subject(s), Grade Level(s) and Date(s) you taught applicant: _____

Criteria	BA	A	E	O
1. Motivation and Initiative: *Curious, self-starter, shows initiative*				
2. Communication with Peers: *Demonstrates sensitivity, respect for others and opposing viewpoints, shares ideas, accepts criticism*				
3. Dependability: *Consistent, disciplined, supports others, works safely*				
4. Perseverance: *Demonstrates sustained commitment to problem solving*				
5. Class Participation: *Participates fully in laboratory work and discussions*				
6. Class Preparation: *Completes class assignments*				
7. Academic Interest: *An innovative thinker, intense interest in understanding nature*				
8. Academic Ability: *High aptitude and potential for success*				
9. Quality of Work: *Complete, reflective of deep understanding, accurate, creative in terms of planning*				
10. Logical Thinking and Questioning: *Extends questioning to include next investigation*				
11. Independence: *Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults*				
12. Ability to synthesize and apply knowledge				
(For selection committee use only)				

Comments: It is **required** that you include comments about this student that will help the selection committee make a decision. You may use a separate sheet if needed (please do not staple).

_____

_____

_____

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

Mathematics Teacher Recommendation Form for Student Application

This box is to be completed by the applicant before the form is presented to the teacher (current or past year).

Student Name: _____ _____ _____
Last First M.I.

Teacher Directions:

- Check one box for each criterion, using the following rating scale: BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5% - one of the best I've ever encountered)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.

NOTE: Not following this instruction hurts students in the application process.

- Please add comments in the indicated space below.
- Sign, date, and seal recommendation in envelope and return to _____ by February 24, 2023.

Name (Print):_____ Date:_____

Signature:_____ School: _____

Subject(s), Grade Level(s) and Date(s) you taught applicant: _____

Criteria	BA	A	E	O
1. Motivation and Initiative: *Curious, self-starter, shows initiative*				
2. Problem Solving: *Exhibits persistence in solving routine and non-routine problems, synthesizes and applies knowledge*				
3. Communication: *Justifies and defends mathematical arguments orally and in writing, shares strategies with others*				
4. Class Participation: *Participates fully in discussions and other activities*				
5. Class Preparation: *Always does assigned readings and homework*				
6. Interest in Mathematics: *Demonstrates an intense interest in and appreciation for the beauty of mathematics, makes connections between math topics and between math and other subjects, applies mathematical knowledge to real world problems*				
7. Academic Ability: *High aptitude in mathematics and potential for success*				
8. Quality of Work: *Complete, reflective of deep understanding, accurate, and creative in terms of strategies and thinking*				
9. Logical Thinking and Questioning: *Extends questioning to include next investigation*				
10. Independence: *Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults*				
11. Team Work: *Dependable, disciplined, supportive of others, committed to tasks and groups, respectful of others and opposing viewpoints, willing to accept criticism*				
12. Ability to synthesize and apply knowledge				
(For selection committee use only)				

Comments: It is **required** that you include comments about this student that will help the selection committee make a decision. You may use a separate sheet if needed (please do not staple).

_____

_____

_____

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

English or Social Studies Teacher Recommendation Form for Student Application

This box is to be completed by the applicant before the form is presented to the teacher (current or past year).

Student Name: _____ _____ _____
Last First M.I.

Teacher Directions:

- Check one box for each criterion, using the following rating scale: BA - Below Average A - Average E - Excellent (top 10%) O - Outstanding (top 5% - one of the best I've ever encountered)
- Mark one (and only one) box for every criterion. DO NOT mark between two categories.

NOTE**:** Not following this instruction hurts students in the application process.

- Please add comments in the indicated space below.
- Sign, date, and seal recommendation in envelope and return to _____ by February 24, 2023.

Name (Print):_____ Date:_____

Signature:_____ School: _____

Subject(s), Grade Level(s) and Date(s) you taught applicant: _____

Criteria	BA	A	E	O
1. Motivation and Initiative: *Curious, self-starter, shows initiative*				
2. Communication with Peers: *Demonstrates sensitivity, respect for others and opposing viewpoints, shares ideas, accepts criticism*				
3. Dependability: *Consistent, disciplined, supports others, works safely*				
4. Perseverance: *Demonstrates sustained commitment to problem solving*				
5. Class Participation: *Participates fully in activities and discussions*				
6. Class Preparation: *Completes class assignments*				
7. Academic Interest: *An innovative thinker, intense interest in understanding complex ideas*				
8. Academic Ability: *High aptitude and potential for success*				
9. Quality of Work: *Complete, reflective of deep understanding, accurate, creative in terms of planning*				
10. Logical Thinking and Questioning				
11. Independence: *Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults*				
12. Ability to synthesize and apply knowledge				
(For selection committee use only)				

Comments: It is **required** that you include comments about this student that will help the selection committee make a decision. You may use a separate sheet if needed (please do not staple).

_____

_____

_____

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

Certification of Intent to Enroll at Participating School Divisions

Clarke, Culpeper, Fauquier, Frederick, Rappahannock, Warren Counties, and the Winchester City

For HomeSchool, Private, or Out of Division Students Only

Current School:

❑ Out-of-County _____ _____ _____
(School) (County) (State)

❑ Private _____ _____ _____
(School) (County) (State)

❑ Department of Defense School _____ _____ _____
(School) (County) (State)

❑ Home School _____ _____
(County) (State)

I hereby certify that I will enroll my child as a student in the appropriate public school in _____ School Division if my child is accepted into the Mountain Vista Governor's School program.

_____ _____ _____
Student Name (print) Student Signature Date

_____ _____ _____
Parent/Guardian Name (print) Parent/Guardian Signature Date

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

Section Three

Counselor Information

MOUNTAIN VISTA
Governor's School for Science, Math & Technology

Student Profile

To be given to your counselor no later than February 17, 2023
Part One below must be completed by the student
Part Two below must be completed by your Base High School Counselor

Part One

Student Name _____ **Current Grade**_____

Student School ID #:_____

Part Two

STI: _____

Testing Data (from the most recent standardized tests). Please copy and attach this sheet and the next for additional tests.

PSAT, SAT	**Other Standardized Ability** (i.e., Cog AT, I.Q., Olsat, KBIT, WISC, if applicable)
Name:	Name:
Date Administered:	Date Administered:
Evidence Based Reading Score:	Grade Level:
Evidence Based Reading Percentile:	Total Quantitative Percentile:
Mathematics Score:	Total Verbal Percentile:
Mathematics Percentile:	Composite:

MOUNTAIN VISTA
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Part Two - Continued

SOL Scores	**Other A** if available (i.e., Stanford 10, ITE etc
Algebra I:	Test:
Geometry:	Date Administered:
Algebra II:	Grade Level:
Biology:	Total Math Percentile:
Chemistry:	Total Science Percentile:
Earth Science:	Total Reading Percentile:
English 8 (Writing):	Total Language Percentile:
English 8 (Reading):	
World History I:	
World History II:	

GPA Data: Include a transcript and current grade report with the application. _____ GPA (if available)

Attendance:
Current Year (First Semester) _____ Tardies _____ Absences

Previous Year _____ Tardies _____ Absences

Special Data (*REQUIRED*): ❑ Gifted Identification ❑ IEP ❑ 504 Plan ❑ None

_____ _____
Counselor Name (please print) Counselor Signature

Date: _____


MOUNTAIN VISTA
Governor's School for Science, Math & Technology