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

Application Packet
2019 Admissions

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

2019 Application Packet

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

2019-2020	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 FLEX Experiences such as seminars, 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 ● Includes 10th grade program which was added for SY 2016-17

Site Description	● Two sites at Lord Fairfax Community College (LFCC)
	  ▪ 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 approximately 45 hours of college credit in 3 years through dual enrollment as well as take selected Advanced Placement Examinations.
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 LFCC transcript for dual enrolled courses
Guidance Services	● College admission and scholarship counseling provided by MVGS counselors in addition to base school counseling support.
Community Support	● Lord Fairfax Community College ● MVGS Foundation 501(c)3 and MVPTO (parent support group)
Summer Programs	● New Student Orientation (August 2019) ● 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 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 LFCC

Mountain Vista Governor's School* 6480 College Street* Warrenton, VA 20197
540-347-6237*540-868-7238
Director: Dr. Rosanne F. Williamson   rwilliamson@mvgshome.org
Most up-to-date information available at www.mvgshome.org

For Current 9th Graders: MVGS Three Year Program

Rising 10th graders will attend MVGS for three years.
Courses will be available to be dual enrolled for college credit through LFCC pending staff endorsements.

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

	Math	Science	Humanities	Research
First Year	*MVGS Math Analysis*	*MVGS Chemistry*	*MVGS Humanities 10/English 10*	*MVGS Research 1: Fundamentals*

MVGS offers two science focus options for second and third year students: Physics/Engineering or Biology/Life Science.

Option I: Physics/Engineering Focus
Prerequisites: Math Analysis

	Math	Science	Humanities	Research and Elective
Second Year	*MVGS Calculus 1 (Prepares students for AP Calculus AB test)*	*MVGS Physics 1: Mechanics*	*MVGS Humanities 11/English 11 (Prepares for AP Language and Composition test)*	*MVGS Computer Science 1 **or** *MVGS Psychology or *MVGS Economics (offered alternate years)* **and** *MVGS Research 2: Individual Research Project*
Third Year	*MVGS Calculus 2/3: Multivariable (Prepares students for AP Calculus BC test)*	*MVGS Physics 2: Electricity and Magnetism*	*MVGS Humanities 12/ US Government*	*Computer Science 1 or 2 **or** *MVGS Psychology or *MVGS Economics (offered alternate years)* **and** *MVGS 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	*MVGS Statistics*	*MVGS Biology 1: Collegiate Biology*	*MVGS Humanities 11 /English 11 (Prepares for AP Language and Composition test)*	*MVGS Computer Science 1 or *MVGS Psychology or *MVGS Economics (offered alternate years)* **and** *MVGS Research 2: Individual Research Project*
Third Year	*MVGS Calculus 1 (Prepares students for AP AB assessment*	*MVGS Biology 2: Advanced Topics (Microbiology and Ecology)*	*MVGS Humanities 12/ US Government*	*Computer Science 1 or 2 or *MVGS Psychology or *MVGS Economics (offered alternate years)* **and** *MVGS Capstone Project*

*Course prepares students for an AP assessment.
Note: MVGS Economics will fulfill the graduation requirement for Economics and Personal Finance

Application Checklist

This checklist is provided to assist you in completing your application to The Mountain Vista Governor's School. You are responsible for ensuring that all of your application materials are completed and submitted to your guidance counselor **no later than March 1, 2019.**

- ❑ **Read and follow all directions**.
- ❑ **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 guidance counselor with the Student Profile by February 15, 2019.
- ❑ Provide the teacher recommendation forms in a timely manner 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 guidance counselor to make sure that your teacher recommendations have been returned prior to February 22, 2019.
- ❑ Respectfully remind your guidance 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 26, 2019.

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

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

  Dr. Judi Greathouse
  Frederick County Public Schools Supervisor of Gifted Services and Libraries
  1415 Amherst Street, P. O. Box 3508
  Winchester, VA 22604

  The transcript must include:
  - ✓ Courses taken and grades in all subjects from 7th grade onward, including grades from fall semester 2018
  - ✓ Most recent available standardized test results (ability and achievement). If **ability/achievement test** results are unavailable, contact your county's Gifted and Talented Coordinator who will arrange testing for you.

- ❑ 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

2019 Student Application

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.

Please complete your application legibly in ink or type.

Current Base High School_____   Current Grade Level_____

Name of Applicant _____
Last   First   Middle   Nickname (if any)

❏ Male   ❏ Female   Date of Birth (mm/dd/yy)_____Student I.D. Number_____

Race/Ethnicity   ❏ American Indian or Alaskan Native ❏ Hispanic or Latino

(Check all that apply) ❏ Asian   ❏ Native Hawaiian or Other Pacific Islander

                        ❏ Black or African American   ❏ White

Name of Parent(s)/Guardian(s)_____

Mailing Address _____
Street   City   State   Zip Code
Home Phone Number (_____)_____Work Numbers (_____)_____(_____)_____

Parent Email(s)_____Student Email(s)_____

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

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

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

Math Teacher   Science Teacher   English or Social Studies Teacher

1._____   2._____   3._____

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

MOUNTAIN VISTA
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Mountain Vista Governor's School does not discriminate on the basis of race, color, national origin, religion, sex, age, political affiliation, or veteran status in its educational programs or employment.

Essay Prompt

Name: _____   Student Number: _____

High School: _____   School Division: _____ Grade: _____

Consider the controversial topic of **The Impact of Social Media on Student Learning** and the two accompanying articles of relevant information provided to you. Prepare a persuasive argument on the positive or negative impact of social media on student learning for presentation to your Superintendent and your School Board at an upcoming School Board meeting. Utilize only the information in the attached articles and the graphic (no other sources) to demonstrate your analytical reasoning, your ability to argue persuasively, and your writing ability.

> Consider the data being communicated by the articles and the graphic attached to this prompt. Using specific examples from that data/text, construct a persuasive argument that is designed to convince your Superintendent of Schools and your School Board of the positive or negative impact social media has on student learning. In your essay, you will need to have a clear persuasive purpose, which should be obvious and relevant to the school personnel who will hear your well-supported argument.

1. Write legibly, preferably using a word processing program.
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 paper clip.
3. **Your writing will be assessed by your ability to**:
   - Interpret data and patterns accurately
   - Draw logical conclusions about the data
   - Persuasively argue your position on the impact of social media on student learning
   - Make predictions about the positive and negative effects of the position you have taken
   - 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, and your originality are more important than the length of your response.
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 graphics; the analysis of the data/text; drafting, editing, or revising the paper; or in any other way.

Student signature: _____

Article 1: Can Social Media Impact Learning?

Research shows that the use of social media in learning impacts achievement in a positive way.

Research shows that the use of social media in learning impacts achievement in a positive way. Increasingly, digital communication skills—including texting, tweeting, and Instagramming, —must be mastered. Social media is one way to strengthen communication skills. Below are some of the ways social media can be used to create high levels of engagement, explore the possibilities of collaborative learning environments, and enjoy the measurably positive effects on the teaching and learning process.

Increasing Student Engagement. Students are more willing to connect when they can utilize technology to research information, share ideas, and produce final products. The use of social media tools helps students share information, communicate ideas, and create videos to extend and enhance their learning and demonstrate their mastery of content and skills. Designing lessons that ask students to utilize social media as they work to solve problems, complete projects, and communicate ideas builds confidence, generates enthusiasm, and fosters a sense of play in the learning process. These are key elements to creating an engaging learning environment.

Fostering Collaborative Community Learning Environments. Humans are inherently social animals. We have a strong desire to connect with one another in social settings and social media provides an exciting playground in which to develop learning environments that can create rich learning experiences for students. By encouraging students to use Twitter during class discussions or for test prep, students can be encouraged to develop connections with peers and reinforce the collaborative nature of learning. Educators can use social media to develop creativity in their students by encouraging them to explore content material in a variety of ways. Social media provides students with options for creating authentic, creative products through tools such as blogs, YouTube or Vine videos, and podcasts. Students communicating with teachers, students communicating with students, and students communicating with the outside world are all vital skills for the world of work and college.

Promoting Teaching and Learning. Research indicates that social media has positive effects on learning outcomes. Students who utilize social media alongside their coursework demonstrate improved grades when compared with non-connected classmates. Peer feedback on assignments and thoughtful reflections on content increase through the open communication and strong relationships established with peers. Social media also fosters long-term retention of information. A deeper understanding is developed when social media extends the classroom discussions and work. Using social media in the learning process will allow students to develop and share newly developed ideas, symbols, and ways of knowing.

By LISA GONZALES AND CHARLES YOUNG FEB 25, 2015

Lisa Gonzales is superintendent in the Portola Valley School District. Charles Young is associate superintendent in the Palo Alto Unified School District. Both are California TICAL cadre members.

https://www.techlearning.com/resources/can-social-media-impact-learning

Article 2: Negative Effects of Social Networking Sites for Students

https://performancing.com/negative-effects-of-social-networking-sites-for-students/

The popularity of the social networking sites increased rapidly in the last decade. This is probably due to the reason that college and university students as well as teens used it extensively to get global access. These social networking sites such as Twitter and Facebook have become a raging craze for everyone nowadays.

The negative effects of these social networking sites overweigh the positive ones. These sites have caused some potential harm to society. The students become victims of social networks more often than anyone else. This is because of the reason that when they are studying or searching their course material online, they get attracted to these sites to kill the boredom in their study time, diverting their attention from their work. Other negative side effects of social networking websites include the following:

Reduced learning and research capabilities--Students have started relying more on the information accessible easily on these social networking sites and the web. This reduces their learning and research capabilities.
Multitasking--Students who get involved in activities on social media sites while studying result in reduction in their focus of attention. This causes reduction in their academic performance, and concentration to study well.
Reduction in real human contact--The more time the students spend on these social media sites, the less time they will spend socializing in person with others. This reduces their communication skills. They will not be able to communicate and socialize effectively in person with others. The employers are getting more and more unsatisfied with the communication skills of the fresh graduates due to this reason. The effective communication skills are key to success in the real world.
Reduces command over language use age and creative writing skills--Students mostly use slang words or shortened forms of words on social networking sites. They start relying on the computer grammar and spelling check features. This reduces their command over the language and their creative writing skills.
Time wastage--Students, while searching and studying online, get attracted to using social media sites and sometimes they forget why they are using internet. This wastes their time and sometimes students are not able to deliver their work in the specified time frame.
Low grades--Students get low grades in school due to lack of the desired information and writing skills.
Loss of motivation in students--The student's motivational level reduces due to the use of these social networking sites. They rely on the virtual environment instead of gaining practical knowledge from the real world.
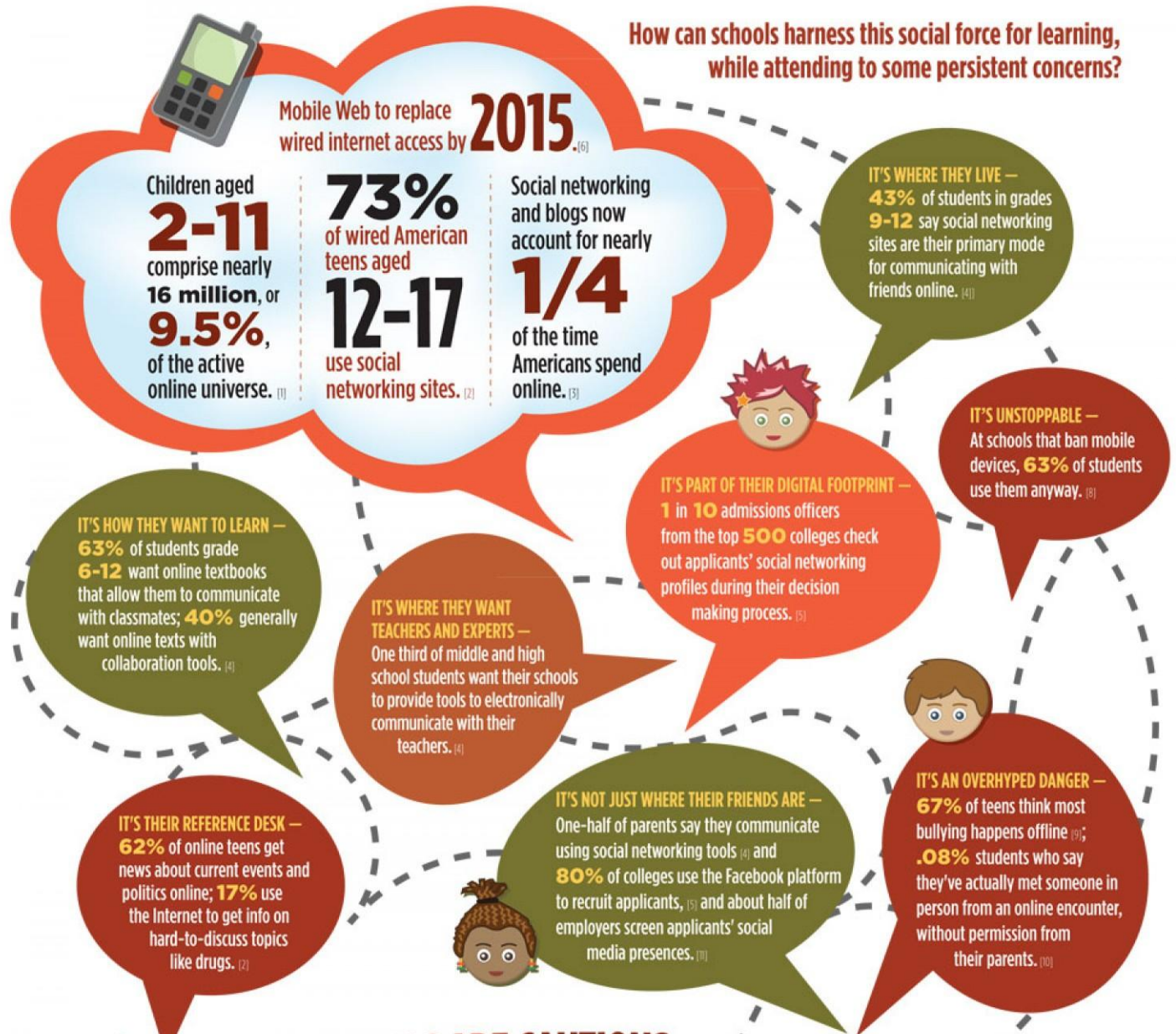**Effect on health**--The excessive use of these sites affect the mental as well as physical health. Students do not take their meals on time and take proper rest. They take excessive amount of coffee or tea to remain active and focused which effects negatively on their health.

The overuse of these sites on a daily basis has many negative effects on the physical and mental health of students making them lethargic and unmotivated to create contact with the people in person. The parents should check and balance on their children when they use the internet. They should be on guard whether they are using it for appropriate time period or not. The peers and teachers should also help students make them aware of the negative effects and explain what they are losing in the real world by sticking to these social networking sites.

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STUDENTS LIKE 👍 SOCIAL MEDIA

Students' lives are online in increasingly mobile and social ways. **Surveys show students want learning and schools to follow suit.**

How can schools harness this social force for learning, while attending to some persistent concerns?

Mobile Web to replace wired internet access by **2015**.[6]

Children aged **2-11** comprise nearly **16 million**, or **9.5%**, of the active online universe. [1]

73% of wired American teens aged **12–17** use social networking sites. [2]

Social networking and blogs now account for nearly **1/4** of the time Americans spend online. [3]

IT'S WHERE THEY LIVE — **43%** of students in grades **9-12** say social networking sites are their primary mode for communicating with friends online. [4]

IT'S UNSTOPPABLE — At schools that ban mobile devices, **63%** of students use them anyway. [8]

IT'S HOW THEY WANT TO LEARN — **63%** of students grade **6-12** want online textbooks that allow them to communicate with classmates; **40%** generally want online texts with collaboration tools. [4]

IT'S PART OF THEIR DIGITAL FOOTPRINT — **1** in **10** admissions officers from the top **500** colleges check out applicants' social networking profiles during their decision making process. [5]

IT'S WHERE THEY WANT TEACHERS AND EXPERTS — One third of middle and high school students want their schools to provide tools to electronically communicate with their teachers. [4]

IT'S THEIR REFERENCE DESK — **62%** of online teens get news about current events and politics online; **17%** use the Internet to get info on hard-to-discuss topics like drugs. [2]

IT'S NOT JUST WHERE THEIR FRIENDS ARE — One-half of parents say they communicate using social networking tools [4] and **80%** of colleges use the Facebook platform to recruit applicants, [5] and about half of employers screen applicants' social media presences. [8]

IT'S AN OVERHYPED DANGER — **67%** of teens think most bullying happens offline [9]; **.08%** students who say they've actually met someone in person from an online encounter, without permission from their parents. [10]

BUT SCHOOLS ARE CAUTIOUS...

IT'S DAMAGING — Of colleges making use of students online profiles, **38%** said that what they saw "negatively affected" their views of the applicant. [5]

IT'S A DISTRACTION — **69%** of American high schools have banned use or even possession of mobile devices on school grounds. [8]

IT'S A HAVEN FOR BULLYING — one in three online teens have experienced online harassment. [9]

IT'S HARD TO MONITOR — More than two thirds **(35%)** of teens with cell phones admit to cheating at least once with them. [8]

Sources: Nielsen [1, 3], Pew [2, 7, 9], Project Tomorrow [4], Kaplan [5], International Data Corp. [6], MSNBC [8], National School Board Association [10], Mashable [11].

2019 Application Essay Rubric

Student Identification Number _____

Criteria	Possible	Reader A	Reader B	Reader C (if needed)	Composite Score
Interpretation of data and patterns	5				
Conclusions about the data	5				
Persuasiveness of argument	5				
Predictions about the effects of my position	3				
Construction and organization of the argument/response	5				
Usage/mechanics	3				
TOTAL	26				

All timed writings 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
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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 with signature across the seal and return to _____
   ____ by February 22, 2019.

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				
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 with signature across the seal and return to _____
  ____by February 22, 2019.

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 with signature across the seal and return to _____
_____by February 22, 2019.

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				
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
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Student Profile
To be completed by your Counselor

Student Name _____**Student Number**_____**Current Grade**_____

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

PSAT, SAT	**Other Standardized Ability** (i.e., Cog AT, I.Q.)	**SOL Scores**	**Other Achievement Test(s) if Available** (i.e., Stanford 10, ITBS, CAT, Woodcock Johnson, etc.)
Name_____	Name_____	Algebra I_____	
Date Administered_____	Date Administered_____	Geometry_____	Name_____
Evidence Based Reading Score_____	Grade Level_____	Algebra II_____	Date Administered_____
Evidence Based Reading Percentile_____	Total Quantitative Percentile_____	Biology_____	Grade Level_____
Mathematics Score_____	Total Verbal Percentile_____	Chemistry_____	Total Math Percentile_____
Mathematics Percentile_____	Composite_____	Earth Science_____	Total Science Percentile_____
		English 8 (Writing)_____	Total Reading Percentile_____
		English 8 (Reading)_____	Total Language Percentile_____
		World History I_____	
		World History II_____	

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

Special Data

_____ Gifted Identification

_____ IEP _____ 504 Plan

Attendance

Current Year – First Semester

____ Tardies ____ Absences

Previous Year

___ Tardies ____ Absences

_____
Counselor Name (please print)

_____
Counselor Signature

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

Certification of Intent to Enroll
For Home School, Private, or Out of Division Students Only

Participating School Divisions: Clarke, Culpeper, Fauquier, Frederick, Rappahannock, Warren Counties and the Winchester City

Current School:

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

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

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

❑ Home School

I hereby certify that I will enroll my son/daughter 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 Name (print)   Parent Signature   Date