MOUNTAIN VISTA

Governor's School for Science, Math & Technology

Application Packet

2025 Admissions

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

2025 Application Packet Contents

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Section One

MVGS Information

for student reference

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

2025-2026	Mountain Vista Governor's School At-a-Glance
Mission	The mission of MVGS is to engage students in a technology-enhanced program, exploring connections within an integrated curriculum of advanced mathematics, science, and the humanities through collaborative research. MVGS challenges students to grow as critical thinkers, leaders, and innovators to maximize their future 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 counselor 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

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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: Ladona Gorham lgorham@mvgshome.org

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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.

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

	Math	Science	Humanities	Research
10th Grade	*MVGS Precalculus*	*MVGS Collegiate Chemistry*	*MVGS Humanities 10/English 10*	*MVGS Research 1: Scientific Research*

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

Option I: Physics/Engineering Focus

Prerequisites: Math Analysis

	Math	Science	Humanities	Elective
11th Grade	*MVGS Calculus 1*	*MVGS Physics1: Mechanics*	*MVGS Humanities 11/English 11/ Research 2*	*MVGS Computer Science 1 or MVGS Economics or MVGS Psychology*
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 or MVGS Psychology*

Option II: Life Science Focus

Prerequisites: Math Analysis, General HS Biology, Chemistry

	Math	Science	Humanities	Elective
Second Year 11th Grade	*MVGS Statistics*	*MVGS Collegiate Biology*	*MVGS Humanities 11 /English 11/ Research 2*	*MVGS Computer Science 1 or MVGS Economics or MVGS Psychology*
Third Year 12th Grade	*MVGS Calculus 1*	*MVGS Collegiate Environmental Science*	*MVGS Humanities 12/US Government*	*MVGS Computer Science 1 or 2 or MVGS Economics or MVGS Psychology*

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Section Two

Student Application for students to complete

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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 24, 2025.**

- ❑ **Read and follow all directions very thoroughly and carefully**.
- ❑ **Do not use staples and do not print on both sides.**
- ❑ 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 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 base high school counselor to make sure that your teacher recommendations have been returned prior to March 20, 2025.
- ❑ 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 30, 2025.

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

- ❑ Your parent/guardian must request that your official school transcript be mailed to the school division contact. See the contact information attached to the end of this application.

  The transcript must include:
  - ✔ Courses taken and grades in all subjects from 7th grade onward, including grades from fall semester 2024. ✔ Most recent available standardized test results (ability and achievement).

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

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2025 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 ❑ Hispanic or Latino ❑ Asian ❑ Native Hawaiian or Other Pacific Islander ❑ Black or African American 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 17 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 Science Teacher English or Social Studies Teacher

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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 (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.

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Application Essay Prompt

Name: _____ Student Number: _____

Honor Code Student Signature:_____

Consider the controversial topic of **The Use of Artificial Intelligence in the Classroom** and examine the accompanying article and graphics presenting relevant information. Prepare a persuasive argument on either the negative or positive impact of the use of AI in the classroom. Your audience is your local school board as they develop policies addressing the use of AI in schools. Utilize only the information in the attached article and graphics (no other sources) to demonstrate your analytical reasoning, your persuasive techniques, and your writing skills.

Consider the data communicated through the article and the graphics attached to this prompt. Using specific examples from the provided data/text, construct a persuasive argument designed to guide your local school board in developing policies addressing the use of AI in the classroom. Your essay should include a clear persuasive purpose to effectively convey your position to the school personnel reviewing your essay.

Write legibly, preferably using a word processing program.

1. 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. Also, please do not print on both sides of the paper.
2. **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 use of AI in the classroom.
   - 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
3. Evidence of advanced analytical reasoning, the quality of your writing, and your originality are more important than the length of your response.
4. Sign the following honor statement:

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

Application Essay Prompt

For student reference only

AI is coming to U.S. classrooms, but who will benefit? AI in Education, Innovation and the Future of Learning, Robin Lake. CRPE, May 2024.

Artificial intelligence (AI) is evolving at lightning speed, but will U.S. classrooms be able to evolve with it—and take advantage of its potential benefits? A new report by the American School District Panel (ASDP), a research partnership between the RAND Corporation and CRPE, gives an early look at how AI is influencing teaching and learning, as well as what the future may hold for its role in American classrooms.
The bottom line: AI has little presence in US classrooms today, but that is likely to change soon. The question is, who will benefit? Our study shows early signs that more advantaged suburban school districts are ahead of urban, rural, and high-poverty districts in terms of AI use. This should be cause for concern for those who want to see the benefits of these technologies reach the students most in need of help—and it should spur policymakers and philanthropists to start taking more assertive action.

Major findings: AI in the classroom *One of the most striking findings from our report is that as of Fall 2023, just a small portion of a nationally representative sample (only around 18% of K–12 teachers nationwide) reported using AI for teaching. A small subset of those early adopters (8%) consists of what I would call "super users:" teachers who are excited about the potential use of AI in classrooms and are staying current with the latest tools by actively experimenting with uses for AI in their profession. I follow some of these super users on social media, and they are coming up with creative and exciting ways to save themselves time while making learning more engaging and personalized for students.*

These early adopters predominantly teach middle and high school students, particularly in subjects like English language arts and social studies, which I suppose is not too surprising, given that generative AI is advancing most quickly on language and visual models.Teachers report using AI primarily via the major virtual learning platforms and systems that have been around for a while like Google Classroom, iReady, and IXL. However, 50% of teachers who report using AI in the classroom are using generative AI chatbots, like ChatGPT. A much smaller percentage of teachers are active on more specialized AI classroom tools that provide customized tutoring (e.g., Khanmigo), lesson plans, and assessment generators (e.g., Education Copilot and PrepAI), or automated coaching and feedback to teachers.

Educators report using AI in a variety of ways, but teachers are mostly likely to say they use AI to support students with "learning differences." It may be that AI is simply making current teacher practices easier or faster. For example, a teacher might use AI to easily create customized homework for a student to practice a concept they were struggling with in class. Teachers may also be using AI to allow a student who reads at a grade 4 level to access high school-level social studies content. However, these fairly common instructional strategies do not necessarily accelerate student progress. Understanding how teachers use AI to help students who are struggling or have disabilities, and how effective it is, are open questions that should be studied soon.

There are positive approaches to AI policy, but existential concerns loom *While there have been several high-profile cases of school districts banning AI, our survey results and interviews suggest that most school districts are interested in exploring the positive potential of AI. Twenty-three percent (23%) of districts had already provided training on AI, and another 37% intend to do so at some point during the 2023–24 school year. Furthermore, the district leaders we interviewed were more focused on how to support teachers in using AI to make their jobs easier than on how to block AI use among students or staff. They recognize AI's potential to make teaching easier but worry about how to bring teachers up to speed quickly. One leader in a midsized district said, "My personal concerns are that it will not be operationalized*

evenly in classrooms. It's just like curriculum. It's hard to get curriculum consistency, and it will be the same with AI." Another leader in a small district similarly remarked, "I'm more concerned that there's a fear of it …this is something that if you don't embrace, you're just going to be doing extra work". Districts have good reason to focus on training and educator support. Teachers report that some of the greatest barriers to their using AI in classrooms is lack of school or district guidance and professional development.

Teachers' and district leaders' concerns about AI use seem less about school-specific applications and more about student privacy, potential bias in AI, and the impact of AI on society in general. The district leaders we interviewed tended to believe that cheating and plagiarism concerns could be covered under existing district rules. They did, however, express the need for more policy guidance from trusted sources, like school board associations or respected local school districts, and noted that developing policies around AI is especially difficult due to technology's rapidly evolving nature.

Worrying signs: AI could exacerbate educational inequality *Our study points to early signs of faster uptake of AI in more advantaged settings. Suburban, majority-white, and low-poverty school districts are currently about twice as likely to provide AI-use training for their teachers than urban or rural or high-poverty districts. Advantaged districts are also more likely to have plans to roll out training in the coming school year.*

This is just the beginning *The majority of teachers surveyed (60%) have either tried AI and set it aside or never heard of it. But while uptake is minimal now, things could change rapidly. Both users and nonusers say they plan to use more AI tools for teaching in the near future. If we hope to help teachers realize the positive potential of AI, understand AI's impact in classrooms, and ensure that the kids most in need of solutions get them, then we must take action. This is not an issue that can wait for years of committees or strategic plans in policy or philanthropic circles.*

CRPE's initiatives: Examining AI in education *Our findings raise many critical questions. If there are benefits to using AI in education, then they look likely to accrue to more advantaged kids. How can investments and policies ensure these benefits reach the students most in need? How will so many districts train up their teachers amid other pressing priorities and increasing financial constraints?How can educators learn quickly about which AI tools and strategies work best? At CRPE, we are deeply engaged in trying to help answer these questions by understanding and shaping the impact of AI in K–12 education. We are committed to leading the way in this important work, ensuring that AI becomes a tool for enhancing learning and equity, rather than exacerbating existing disparities. We are tracking and reporting on state regulatory moves. We are conducting a study of school districts that are implementing AI at scale to identify best practices and potential pitfalls. Additionally, we are examining "first adopters" of AI among educators and districts, aiming to understand how early experimentation with these technologies can inform broader adoption. To address the broader policy issues around AI in education, we are convening education and technology leaders to discuss the ethical, practical, and pedagogical implications of AI integration in schools. These efforts align with our commitment to innovating for educational equity and excellence, ensuring that all students benefit from technological advancements.*

No more navel-gazing: Quick action is imperative *The future of AI in K–12 education is bright, but also fraught with challenges. The findings from the recent RAND report underscore the need for thoughtful and proactive policies, as well as professional development to guide positive AI adoption in schools. There is an urgent need for much faster and more comprehensive teacher training. Urban and rural districts, in particular, will need access to high-quality professional development and should not be left to develop those capacities on their own. The U.S. should consider a national teacher-training effort, akin to what countries like South Korea and Singapore are doing. Training should focus on helping teachers use AI to address learning needs and accelerate learning. A highly targeted research effort should focus on*

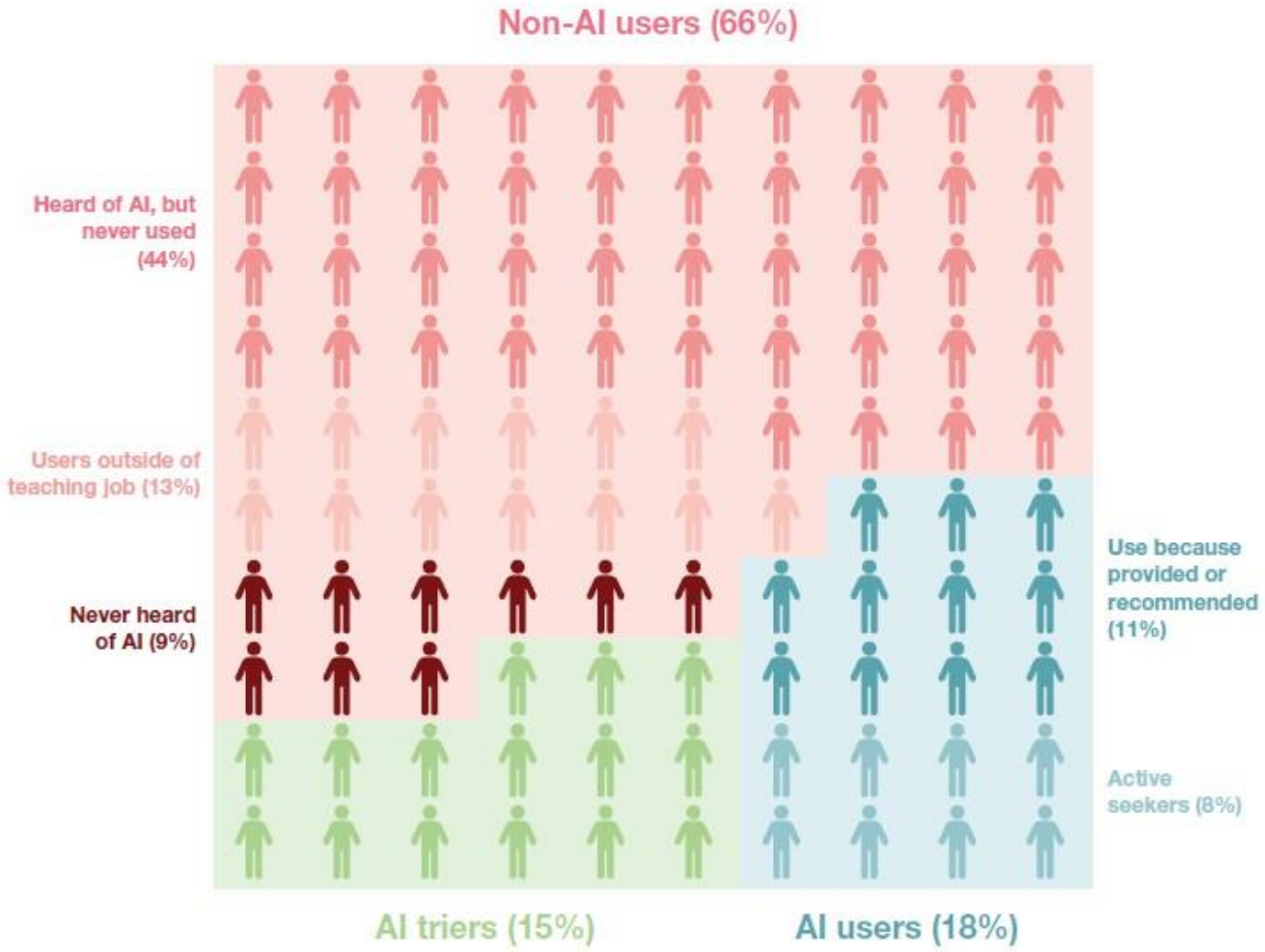
assessing the efficacy of such interventions and studying barriers to effective implementation and how they are being overcome.

While AI presents both risks and rewards, one thing is clear: AI has already arrived in U.S. classrooms. If state and federal policymakers persist in providing insufficient support for students, teachers, schools, and systems, they risk widening inequalities and missing opportunities to prepare students for a rapidly-evolving future.

All graphics from Using Artificial Intelligence Tools in K–12 Classrooms, courtesy of RAND.

FIGURE 1

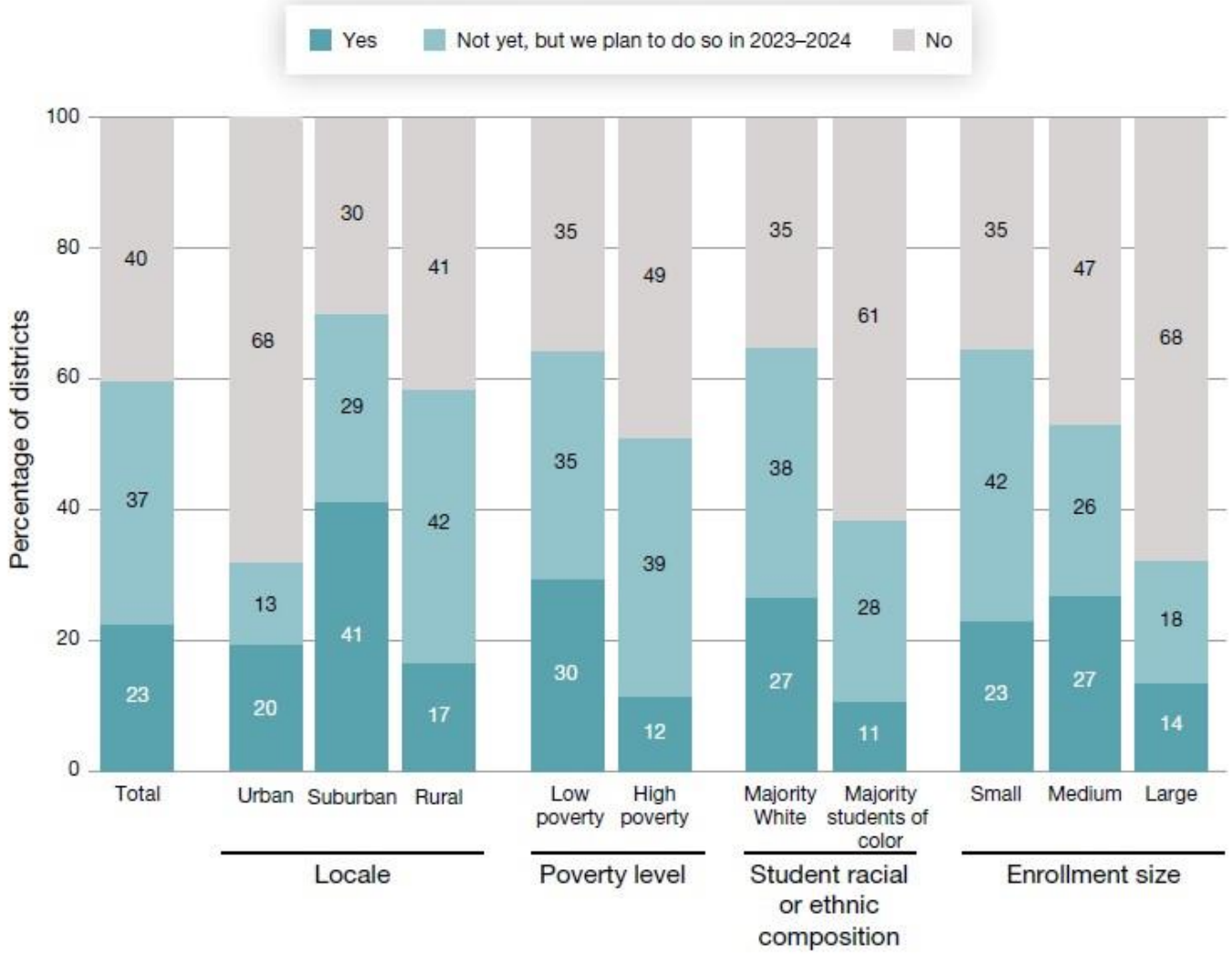
Percentage of Teachers Who Reported Using AI Tools and Products in Their Teaching



NOTE: This figure depicts response data from the following survey question posed to teachers: "What best describes how you currently use AI tools and products in your work as a teacher during this school year (2023–24)?" (n = 1,002). Percentages do not sum to 100 because of rounding.

FIGURE 7

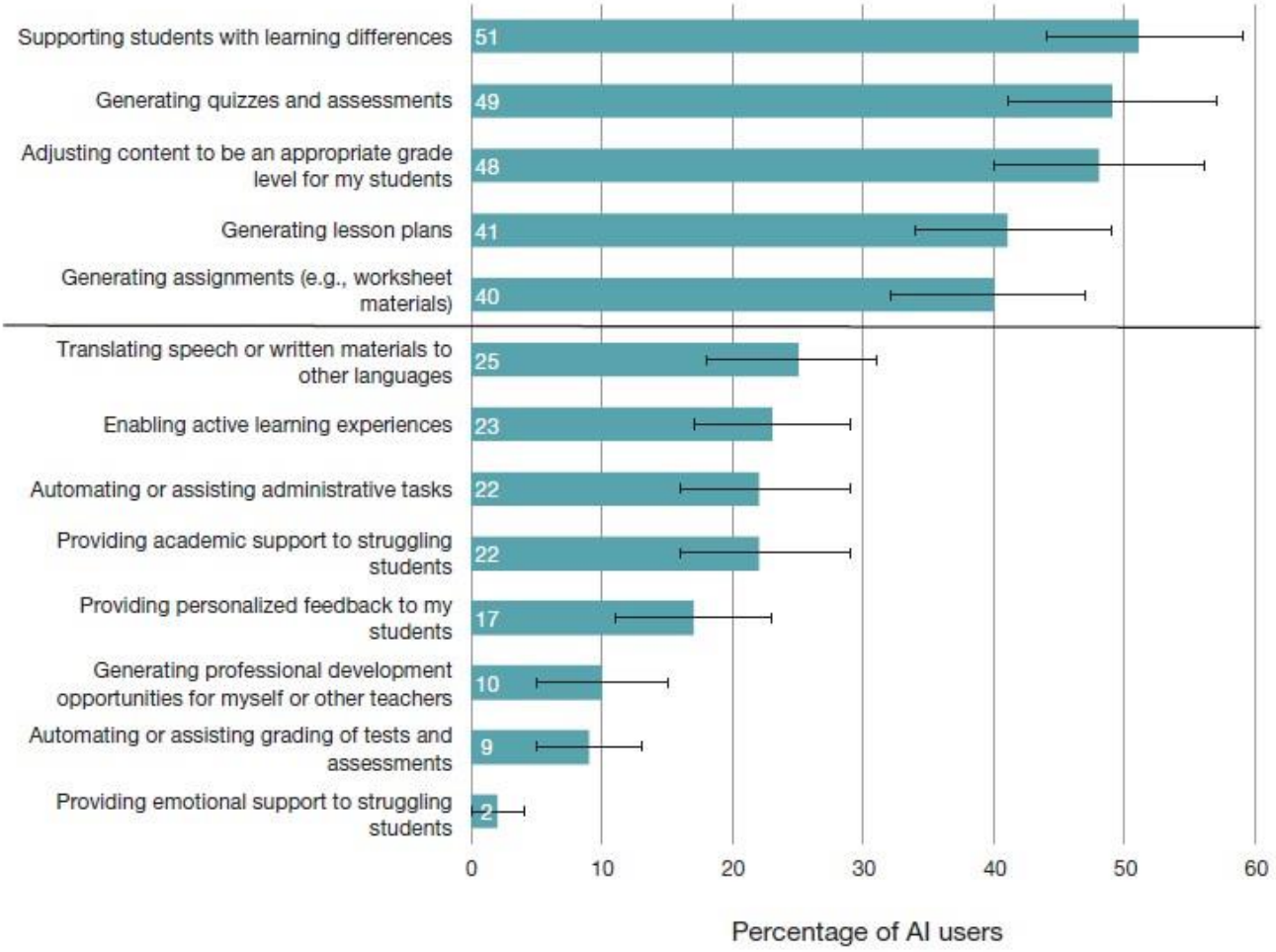
Percentage of Districts That Have Provided Training (or Have Plans to Provide Training) to Teachers About AI Use



NOTE: This figure depicts response data from the following survey question posed to districts: "Has your district provided training to your teachers about use of generative artificial intelligence (like ChatGPT)?" (n = 224). Bars may not sum to 100 percent because of rounding.

FIGURE 5

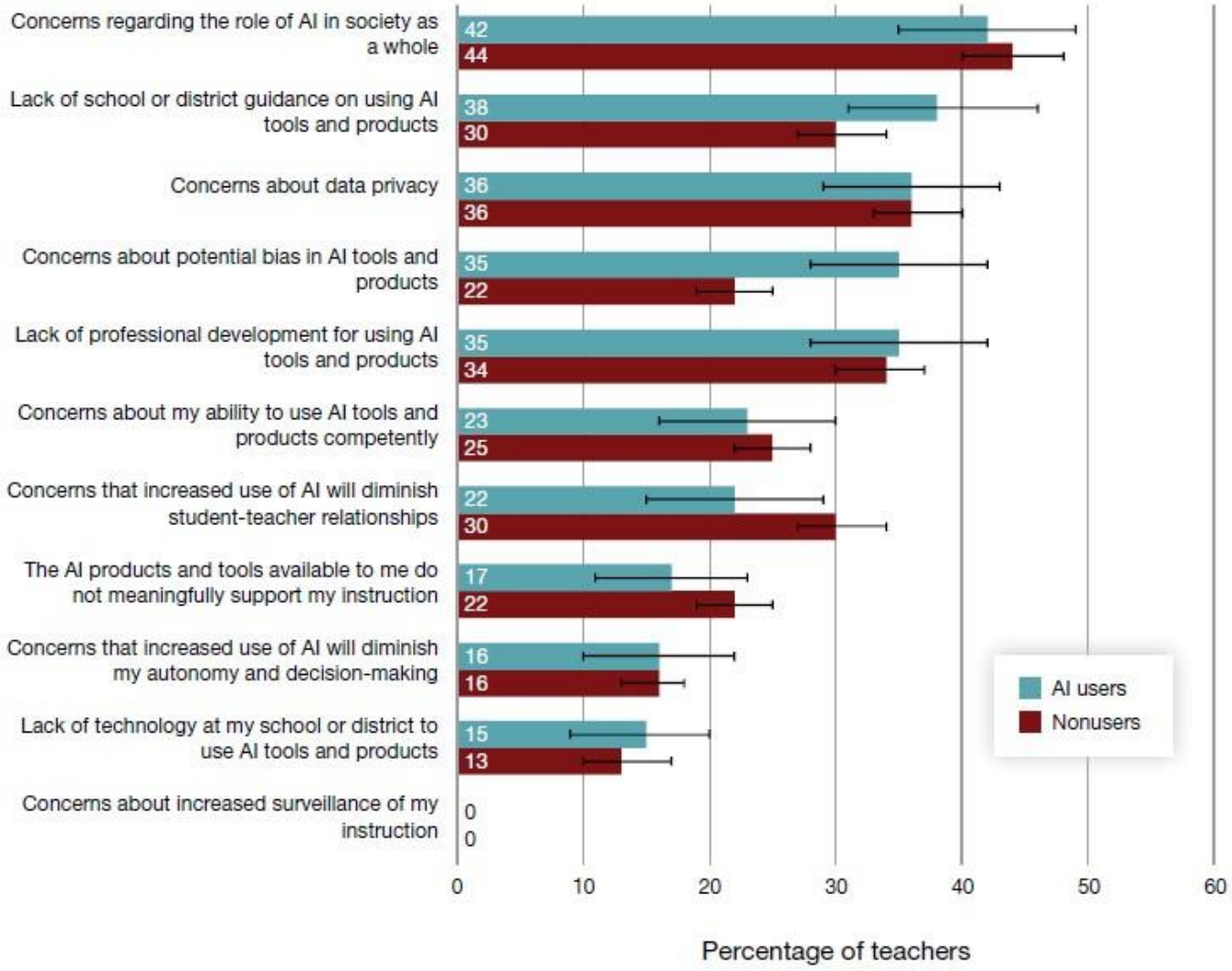
Among AI-Using Teachers, Percentage Who Reported Using AI Products and Tools in Various Ways



NOTE: This figure depicts response data from the following survey question posed to teachers: "During this school year (2023–24), in what ways have you used AI products or tools?" (n = 178). Additionally, 3 percent of teachers selected "Other," and 1 percent of teachers selected "I have not used AI products or tools in any of these ways." Includes respondents that we categorized as AI users. Black bars represent 95 percent confidence intervals.

FIGURE 6

Percentage of Teachers Who Reported A Barrier to Future AI Use as Among Their Top Three, by Whether or Not They Are Current AI Users



NOTE: This figure depicts response data from the following survey question posed to teachers: "Which of the following do you consider to be the top 3 barriers to expanding your use of AI products and tools in your work as a teacher?" (n = 1,002). Each bar depicts the percentage of teachers who selected that barrier as among their top three. Additionally, 7 percent of teachers selected "Other." Black bars represent 95-percent confidence intervals.

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2025 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 article noting intended or unintended patterns	5				
Draws logical conclusions about the article	5				
Persuasively argues a position	5				
Makes predictions about potential positive and negative effects	3				
Constructs a well-formed argument by organizing a logical 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
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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 and return to Anette Evans by March 21, 2025.

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)				

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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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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 Anette Evans by March 21, 2025.

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				

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

(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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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 Anette Evans by March 21, 2025.

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. Critical/Analytical 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)				

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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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Certification of Intent to Enroll at Participating School Divisions

Clarke, Culpeper, Fauquier, Frederick, Rappahannock, Warren Counties, and 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
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Student Profile

To be given to your counselor along with your completed application.
Part One below must be completed by the student.
Part Two will be completed by the Counselor and Gifted Specialist.

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:

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SOL Scores	**Other Achievement Test(s)** if available (i.e., Stanford 10, ITBS, CAT, Woodcock Johnson, WIAT, KTEA, etc, if applicable)
Algebra I: Geometry: Algebra II: Biology: Chemistry: Earth Science: English 8 (Writing): English 8 (Reading): World History I: World History II:	Test: Date Administered: Grade Level: Total Math Percentile: Total Science Percentile: Total Reading Percentile: Total Language Percentile:

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

School Division Contacts

Clarke County Public Schools
Jessica Nail
Director, Curriculum & Instruction
Clarke County Public Schools
317 West Main Street
Berryville, VA 22611

Culpeper County Public Schools
Heather O'Brien
Coordinator, Gifted & Talented Education
Culpeper County Public Schools
471 James Madison Hwy, Suite 201
Culpeper, VA 22701

Fauquier County Public Schools
Tiffany Richtarski
Supervisor, GT/Advanced Studies/Fine Arts
Fauquier County Public Schools
320 Hospital Drive, Suite 40
Warrenton, VA 20186

Frederick County Public Schools
Ryan Lingle
Coordinator of Gifted / Visual and Performing Arts
Frederick County Public Schools 1415 Amherst St.
Winchester, VA 22604

Rappahannock County Public Schools
Cecilia Falk
Gifted Services Coordinator
Rappahannock County Public Schools
6 Schoolhouse Road
Washington, VA 22747

Warren County Public Schools
Denise Walton
Coordinator, Testing & Gifted Education
Warren County Public Schools
210 N. Commerce Avenue
Front Royal, VA 22630

Winchester Public Schools
Sara Gardner
Gifted Specialist
Winchester Public Schools
598 N. Kent Street
Winchester, VA 22601