



Application Packet

2024 Admissions

2024 Application Packet Contents

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Section One

MVGS Information

for student reference



Governor's School for Science, Math & Technology

2024-2025	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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Middletown Site—100+ high school students ● Warrenton Site—100+ high school students ● Grades 10-12
Site Description	<ul style="list-style-type: none"> ● Two sites at Laurel Ridge Community College <ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Content-area expertise with extensive teaching experience ● Advanced degrees including gifted education training/endorsement
Diploma/Transcripts	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● College admission and scholarship counseling provided by MVGS counselor in addition to base school counseling support
Community Support	<ul style="list-style-type: none"> ● Laurel Ridge Community College ● MVGS Foundation 501(c)(3)
Summer Programs	<ul style="list-style-type: none"> ● New Student Orientation ● Summer Enrichment Opportunities
Distance Learning	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Standard Application Packet using a multi-criteria format ● School divisions' selection committees select students to attend
Transportation	<ul style="list-style-type: none"> ● 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@mvghome.org

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	<i>MVGS Math Analysis</i>	<i>MVGS Collegiate Chemistry</i>	<i>MVGS Humanities 10/English 10</i>	<i>MVGS Research 1: Scientific Research</i>

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	<i>MVGS Calculus 1</i>	<i>MVGS Physics1: Mechanics</i>	<i>MVGS Humanities 11/English 11/ Research 2</i>	<i>MVGS Computer Science 1 or MVGS Economics or MVGS Psychology</i>
12th Grade	<i>MVGS Calculus 2/3: Multivariable</i>	<i>MVGS Physics 2: Electricity and Magnetism</i>	<i>MVGS Humanities 12/US Government</i>	<i>MVGS Computer Science 1 or 2 or MVGS Economics or MVGS Psychology</i>

Option II: Life Science Focus

Prerequisites: Math Analysis, General Biology, Chemistry

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

Section Two

Student Application

for students to complete



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 1, 2024**.

- 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 9, 2024. Base high school counselors complete this page only.
- Provide the teacher recommendation forms in a timely manner (no later than February 9, 2024) 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 23, 2024.
- 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 26, 2024.

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:

Dr. Judi Greathouse
Frederick County Public Schools
1415 Amherst Street
Winchester, VA 22604

The transcript must include:

- ✓ Courses taken and grades in all subjects from 7th grade onward, including grades from fall semester 2023
 - ✓ 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.

2024 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
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.



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 **Civic Engagement** in current Virginia public high schools and the information being communicated by the article, and embedded links, about Civic Education following this prompt.

In Virginia, public high schools require 3 to 4 history courses to earn a high school diploma, depending upon whether a student is earning the standard diploma or the advanced diploma. Regardless of which diploma type, these courses must include Virginia & United States Government, which is typically offered in the senior year. However, this course does not require students to be civically engaged with their communities to earn credit.

Read and analyze the accompanying article of relevant information (along with embedded links) provided to you below. Prepare a 500-word persuasive argument for or against requiring a mandatory **Civic Engagement** component in Virginia & United States Government for all Virginia public high school students. This would mean providing opportunities for all students to apply what they learn in the Virginia & United States Government classroom through community service (such as mentoring at the local court house, being a student member on a local school board, or volunteering at a local non-profit organization.)

Your audience will be the Virginia Secretary of Education, Aimee Rogstad Guidera. Utilize only the information in the attached article (along with embedded links) to demonstrate your analytical reasoning, your ability to argue persuasively, and your writing ability. 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 require a civic engagement component to Virginia & United States Government or not. In your essay, you will need to have a clear persuasive purpose, which should be obvious and relevant to the Virginia Secretary of Education who will be your theoretical audience for 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

What Does Civics Education Look Like in America?

How well are schools preparing students to be effective citizens, voters, and members of their communities? This question seems more relevant than ever in the current era of contentious and polarized politics. Students recently earned national attention by organizing the March for Our Lives, a student led demonstration against gun violence with marches occurring worldwide. This surge of political activism by young people demonstrates a high capacity for political engagement among students. Yet at the same time, real concerns persist about the extent to which schools are equipping all students with the skills they need to be effective citizens, and whether some students will leave school more prepared than others.

In this context, the [2018 Brown Center Report on American Education](#) focuses on the state of civics education in the U.S. Chapter 2 examines how states have incorporated certain practices into their requirements for civics education and uses survey data to assess whether student experiences reflect these practices. The data highlight how critical parts of a civics education, namely participatory elements and community engagement, are often missing from state requirements, whereas discussion and knowledge-building components appear more common.

What constitutes a high-quality civics education? As with almost any attempt to identify a set of “best” practices in education, we find different perspectives from different experts, with a research base too thin to offer unambiguous guidance. In this context, we turn to what appears to be as close as we could reasonably expect to a consensus view from experts - the SIX PROVE Practice for Effective Civic Learning framework. Motivating this framework is a notion that teaching students facts about U.S. Government is a goal, but not the exclusive goal, of civics education. This aim of civics education is broader and includes providing students with an understanding of how democratic processes work, as well as how to engage in these processes. A high-quality civics education thus includes opportunities for students to engage in activities within the classroom that model what democratic processes look like, as well as opportunities to participate in the civic life of their communities and learn from this participation as a formal part of their coursework.

Reflecting this concept of what constitutes an effective civics education, the Proven Practices (PPs) framework recommends that civics instruction include a set of practices that, together, provide students with the civic knowledge, skills, and dispositions that will equip them to participate in American democracy. The PPs include six original practices (numbered 1-6 below) along with four recently proposed additions (numbers 7-10 below).

1. Classroom instruction in civics, government, history, law, economics, and geography.
2. Discussion of current events.
3. Service learning
4. Extracurricular activities
5. Student participation in school governance
6. Simulations of democratic processes and procedures
7. News media literacy
8. Action civics
9. Social-emotional learning (SEL)
10. School climate reform

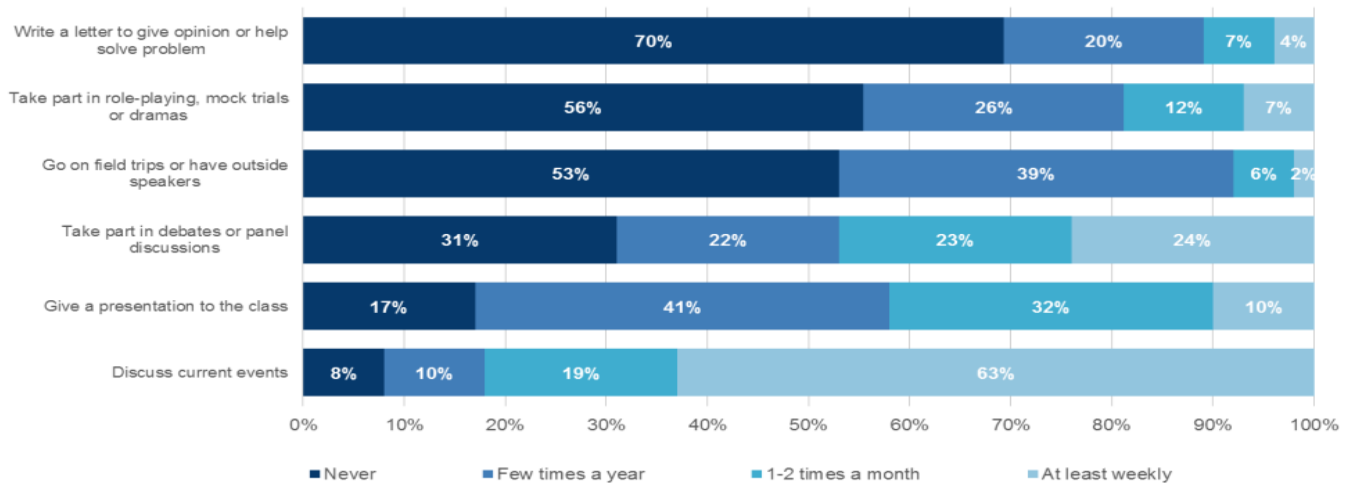
To what extent are states incorporating these practices into their civics stands and curricula? Because state policies dictate the knowledge and skills schools are required to teach their students, we created a [50-state inventory](#) that examines whether states have adopted a subset of the PPs in their high school course graduation requirements, state standards, and curricula. We do not expect each of the 10 PPs to show up in these documents. For example, it is unlikely that states discuss extracurricular activities in their standards. Therefore, we focus on the practices most likely to be mentioned in graduation requirements, standards, and curricula: classroom instruction (PP 1), discussion of current events (PP 2), service learning (PP 3), simulations of democratic processes and procedures (PP 6), and news media literacy (PP 7).

Some states might have adopted rigorous civics standards in ways that escaped our view because their language does not align with the language of the PPs. This could be true, for example, of states that have used the College, Career, and Civic Life (C3) Framework for Social Studies State Standards in designing their standards or curricula. Similar to the PPs, the C3 framework emphasizes both knowledge acquisition and active participation in civic life. Therefore, in our state inventory we note whether or not a state has adopted the C3 framework.

Of the PPs, we examined, we found that the most common practices are classroom instruction, knowledge building, and discussion-based activities. These are far more common than participatory elements of learning or community engagement. For example, every state mentioned discussion of current events in its standards or curricula frameworks, and 42 states and Washington D.C., require at least one course related to civics education. In contrast, just over half of states (26, plus Washington D.C.) mention simulations of democratic processes or procedures, while only 11 states include service learning (a less strict definition of service learning brings this total to 20). The lack of participatory elements of learning in state accountability frameworks highlights a void in civics education, as experts indicate that a high-quality civics education is incomplete without teaching students what civic participation looks like in practice, and how citizens can engage in their communities.

In addition to this analysis of state policy, we explore an important aspect of civics education: the student experience. Using data from the nationally representative 2010 National Assessment of Educational Progress (NAEP) student survey on civics education, we look at the types of activities students report engaging in through their civics coursework. Similar to the policy inventory, student’s self-reported experiences reflect an emphasis on in-class, discussion-based civics education. Figure 1 illustrates that discussion of current events occurs regularly, whereas opportunities for community engagement and participation in simulations of democratic procedures occur considerably less frequently.

Figure 1: 12th-grade students’ reported participation in civics-oriented activities



Source: 2010 NAEP civics student survey, weighted national averages, 12th-grade students.

BROOKINGS

Our analysis of state policy and self-reported student experiences indicates that most states do not include important aspects of a quality civics education in their standards and curricula. However, this is room to grow in incorporating more participatory components of civics education into students’ experiences. Fortunately, a growing body of research on civics education and an increasing number of resources, such as the C3 framework, are available to help states and educators provide their students with a well-rounded civics experience.

For a more in-depth analysis of civics education, and what the education community can do to ensure that today’s students are prepared to be tomorrow’s citizens, see the [2018 Brown Center Report on American Education](https://www.brookings.edu/articles/what-does-civics-education-look-like-in-america/).

Reference:

Levesque, M. (2018). *What Does Civics Education Look Like in America?* Brookings.
<https://www.brookings.edu/articles/what-does-civics-education-look-like-in-america/>.

2024 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.



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 23, 2024.

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



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 23, 2024.

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: <i>Curious, self-starter, shows initiative</i>				
2. Problem Solving: <i>Exhibits persistence in solving routine and non-routine problems, synthesizes and applies knowledge</i>				
3. Communication: <i>Justifies and defends mathematical arguments orally and in writing, shares strategies with others</i>				
4. Class Participation: <i>Participates fully in discussions and other activities</i>				
5. Class Preparation: <i>Always does assigned readings and homework</i>				
6. Interest in Mathematics: <i>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</i>				
7. Academic Ability: <i>High aptitude in mathematics and potential for success</i>				
8. Quality of Work: <i>Complete, reflective of deep understanding, accurate, and creative in terms of strategies and thinking</i>				
9. Logical Thinking and Questioning: <i>Extends questioning to include next investigation</i>				
10. Independence: <i>Demonstrates the ability to solve challenging problems or complete difficult tasks with minimal assistance from adults</i>				
11. Team Work: <i>Dependable, disciplined, supportive of others, committed to tasks and groups, respectful of others and opposing viewpoints, willing to accept criticism</i>				
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).

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 23, 2024.

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



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

Section Three

Counselor Information



Student Profile

To be given to your counselor no later than February 9, 2024

Part One below must be completed by the student

Part Two (both pages) 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.

<u>PSAT, SAT</u>	<u>Other Standardized Ability</u> (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:

Part Two - Continued

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