



Admission Information and Application Form

Sponsored by the Virginia Department of Education
and Participating School Divisions



**100 Northwood Drive
Pulaski, VA 24301
Phone: 540-440-5502
Fax: 540-994-5841
www.swvgs.us**

Description of the School

The Southwest Virginia Governor's School (SWVGS) is one of only nineteen Academic Year Governor's School in Virginia. SWVGS gives students the opportunity to take responsibility for their learning, develop their identities, and prepare for their futures. SWVGS provides challenging academic courses as well as chances to participate in real world opportunities while encouraging students to explore connections between mathematics, science, and technology. All students have the experience of conducting and presenting an independent research project and learn how to make contributions to the scientific community. The experience of being a Governor's School student reaches beyond the classroom. Students leave with more than just knowledge because the SWVGS motivates students to compete and stretch beyond previous limits. SWVGS prepares students for future academic competition in college, shortens time to undergraduate degree completion, and prepares students for math and science careers.

The core curriculum at SWVGS is designed to meet the needs of students with aptitude and interest in science and mathematics. The Governor's School provides challenges to gifted students while cultivating intellectual growth, fostering dedication to academic discipline, and developing skills in research. All students are required to be enrolled in at least one lab-based course and one nonelective mathematics course each semester. Certain courses such as statistics, study skills, career education, and science and technology seminar and project are required for all SWVGS students. Students earn a minimum of six high school credits in their two years at SWVGS, three in their junior year and three in their senior year. The accelerated, differentiated, and enriched science and mathematics curriculum allows students to earn more than 45 college credits at no cost to students or families.

To receive a certificate certifying successful completion of program requirements of the Southwest Virginia Governor's School with seals from the Virginia Academic Year Governor's School program and the National Consortium of Specialized Secondary Schools for Mathematics, Science, and Technology, a student must earn passing grades for the semester/year in the following:

- Study Skills
- Career Education
- College Statistics
- Science and Technology Seminar and Project (Junior and Senior Year)
- A lab-based science course (Junior and Senior Year)
- A mathematics* course (Junior and Senior Year)
- Senior Year math/science elective

* Elective math courses alone are not sufficient to fulfill this requirement.

Course Descriptions

The following four listings describe the classes students will be required to take at the Governor's School, should they be accepted to attend.

Career Education

The career education course is held in the spring semester of a student's junior year. This course is an opportunity to explore various opportunities available that are related to scientific research, and applications of scientific knowledge. Students research careers and write summaries about the careers of current practicing scientists and engineers. The internship program is also part of this course. Students earn one college credit from New River Community College (NRCC) for this one semester course.

Statistics I and II

This two semester research course introduces students to the fundamentals of scientific research, scientific writing, computer applications for data analysis, information retrieval, statistical analysis, data presentation, and multimedia presentations. The course begins with a field study where students collect scientific data from an ecosystem, identify environmental problems, and learn the basics of developing descriptive scientific research papers. This course emphasizes selection of appropriate statistical techniques, calculation of statistics using a graphing calculator, statistical software, and Excel, as well as the interpretation of results. Three dual-enrollment college credit hours are earned from NRCC per semester.

Science and Technology Seminar and Project

This course serves as an exploration of scientific and engineering research. The primary goal is to provide a comprehensive overview of the wide variety of research disciplines and the vast career opportunities associated with research. The process of research and design will be reviewed. Ethical issues in research will also be introduced. Successful completion and presentation of a science or engineering project is required in order for credit to be granted for the course. The three earned credits from NRCC for this course will be awarded at the end of the spring semester of students' junior and senior years.

Study Skills

This course educates students on the need for study strategies, types of study techniques that can be implemented, how to assess their own learning styles, and how to create an overall plan that will help them to increase their academic success. This course aims to help students adjust to their new learning environment. Students will become more self-aware, learn to set goals, practice time management, practice effective note taking, and learn the importance of reading and comprehension. Two college credit hours from NRCC are earned in this one semester class.

The following pages list descriptions of classes students may elect to take at the Governor's School, should they be accepted to attend. Each student takes at least one main math course and one main basic science course each year while attending SWVGS.

Science

The science curricula are designed to build a strong foundation in the basic sciences, while also providing students with the knowledge necessary to conduct research investigations and to understand and appreciate the connections among different fields of science as well as the interdisciplinary nature of advanced scientific explorations.

COURSE NUMBER	COURSE NAME	DESCRIPTION	CREDITS	ENROLLED THROUGH
ASTR 151	Intermediate Solar System Astronomy	The astronomy within a solar system is discussed including star formation, solar system formation, planet formation, our solar system, and making observations of the cosmos.	3	RU
ASTR 152	Intermediate Galactic Astronomy	Discusses astronomy on the galactic scale including the Milky Way galaxy, foundations of modern cosmology, Galaxy evolution, dark matter and dark energy, and the formation of the universe.	3	RU
BIO 101	General Biology I	Explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Introduces the diversity of living organisms, their structure, function and evolution. Part I of II.	4	NRCC
BIO 102	General Biology II	Explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Introduces the diversity of living organisms, their structure, function and evolution. Part II of II.	4	NRCC
BIO 141	Human Anatomy and Physiology I	Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part I of II.	4	NRCC
BIO 142	Human Anatomy and Physiology II	Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part II of II.	4	NRCC
BIO 146	Human Heredity	Surveys basic principles of classical and molecular genetics as applied to humans.	3	NRCC
BIO 220	Immunology	Provides students with and in-depth understanding of the mammalian immune system. Students begin with a detailed study of the immune system components and move on to an integrated look at the immune response with respect to clinical applications and human health.	3	NRCC
BIO 253	Biotechnology Concepts	Explores the growing field of biotechnology ranging from basic cellular and molecular biology concepts to both basic and advanced laboratory techniques. Emphasizes the application of biotechnology to medicine, agriculture, environmental science, and forensics. Includes discussion of the business, regulatory/legal, ethical, and societal issues of this topic as well as bioinformatics.	3	NRCC
BIO 285	Biological Problems in Contemporary Society	Discusses major biological problems facing society which may include environmental and health concerns such as pollution, bioengineering, drug abuse, conservation, famine and others.	3	NRCC

CHM 111	College Chemistry I	Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. Part I of II.	4	NRCC
CHM 112	College Chemistry II	Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. Part II of II.	4	NRCC
CHM 241	Organic Chemistry I	Introduces fundamental chemistry of carbon compounds, including structures, physical properties, syntheses, and typical reactions. Emphasizes reaction mechanisms. Part I of II	3	NRCC
CHM 242	Organic Chemistry II	Introduces fundamental chemistry of carbon compounds, including structures, physical properties, syntheses, and typical reactions. Emphasizes reaction mechanisms. Part II of II.	3	NRCC
ENV 100	Basic Environmental Science	Presents and discusses basic scientific, health-related, ethical, economic, social and political aspects of environmental activities, policies/decisions. Emphasizes the multidisciplinary nature of environmental problems and their potential solutions.	3	NRCC
PHY 201	General College Physics I	Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics. Part I of II.	4	NRCC
PHY 202	General College Physics II	Teaches fundamental principles of physics. Covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics. Part II of II.	4	NRCC
PHY 231	General University Physics I	Teaches principles of classical physics. Includes mechanics, wave phenomena, heat, electricity, magnetism, and optics, with extended coverage of selected topics. Includes recitation as part of the lecture. Part I of II.	5	NRCC
PHY 232	General University Physics II	Teaches principles of classical physics. Includes mechanics, wave phenomena, heat, electricity, magnetism, and optics, with extended coverage of selected topics. Includes recitation as part of the lecture. Part II of II.	5	NRCC
SCT 198	Junior Science and Technology Seminar and Project	Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field.	3	NRCC
SCT 298	Senior Science and Technology Seminar and Project	Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field.	3	NRCC

Math

The study of mathematics is highly differentiated to meet the varied needs and interests of the students served. An exhaustive range of courses is offered and instructors focus on ensuring that students develop strong math skills, independent of a calculator, so that they are able to complete required calculations in a given field of science.

COURSE NUMBER	COURSE NAME	DESCRIPTION	CREDITS	ENROLLED THROUGH
MATH 140	Trigonometry and Analytic Geometry	This course presents exponential and logarithmic functions, trigonometric functions, complex numbers and polar coordinates. Fundamental concepts of plane trigonometry and of plane analytic geometry are covered along with trig functions, trig identities, solving triangles, analytic geometric proofs, conics, parametric equations.	3	RU
MTH 161	PreCalculus I	Presents college algebra, matrices, and algebraic, exponential, and logarithmic functions.	3	NRCC
MTH 162	PreCalculus II	Presents trigonometry, analytic geometry, and sequences and series.	3	NRCC
MTH 167	PreCalculus w/ Trigonometry	Presents college algebra, analytic geometry, trigonometry, and algebraic exponential and logarithmic functions.	5	NRCC
MTH 245	Statistics I	Covers descriptive statistics, elementary probability, probability distributions, estimation, and hypothesis testing.	3	NRCC
MTH 246	Statistics II	Continues the study of estimation and hypothesis testing with emphasis on correlation and regression, analysis of variance, chi-square tests, and non-parametric methods.	3	NRCC
MTH 261	Applied Calculus I	Presents limits, continuity, differentiation of algebraic and transcendental functions with applications, and an introduction to integration.	3	NRCC
MTH 262	Applied Calculus II	Covers techniques of integration, multivariable calculus, and an introduction to differential equations.	3	NRCC
MTH 263	Calculus I	Presents analytic geometry and the calculus of algebraic and transcendental functions including the study of limits, derivatives, differentials, and introduction to integration along with their applications. Designed for mathematical, physical and engineering science programs.	4	NRCC
MTH 264	Calculus II	Continues the study of analytic geometry and the calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, and power series along with applications. Designed for mathematical, physical, and engineering science programs.	4	NRCC
MTH 265	Calculus III	Presents vector valued functions, partial derivatives, multiple integrals, and topics from the calculus of vectors. Designed for mathematical, physical, and engineering science programs.	4	NRCC
MTH 266	Linear Algebra	This course covers matrices, vector spaces, determinants, solutions of systems of linear equations, basis and dimension, Eigen values, and Eigen vectors.	3	NRCC
MTH 267	Differential Equations	Introduces ordinary differential equations. Includes first order differential equations, second and higher order ordinary differential equations with application. Designed for mathematical, physical, and engineering science programs.	3	NRCC

Computer Science

Technology and computer programming are part of numerous devices used on a daily basis. Many SWVGS students design fully functional electronic devices incorporating skills in engineering, electronics, design, and programming. Laser alarm clocks, automatic sheet music advancers, and an electrocardiogram monitor are examples of equipment students created using skills acquired in Governor's School courses.

COURSE NUMBER	COURSE NAME	DESCRIPTION	CREDITS	ENROLLED THROUGH
CSC 201	Computer Science I	Introduces algorithm and problem solving methods. Emphasizes structured programming concepts, elementary data structures and the study and use of a high level programming language. Corequisite MTH 173 or equivalent or divisional approval.	4	NRCC
ITEC 145	Data Ethics, Privacy, and Security	This course is designed to foster ethical online behavior, introduce students to privacy and security issues of their personal data on mobile devices and social media. The course is designed for non-majors with limited background in Information Technology, so students do not need prior computer science course or experience with coding to succeed.	3	RU
ITP 100	Software Design	Introduces principles and practices of software development. Includes instruction in critical thinking, problem solving skills, and essential programming logic in structured and object-oriented design using contemporary tools.	3	NRCC
AP CS A	Advanced Placement Computer Science A	The course is designed to prepare a student for the Advanced Placement Computer Science exam, level A. Topics include: simple, user defined and structured data types, algorithm development, decisions and loops, arrays, recursion, searches and sorts, data abstraction, and classes.	NA	edhesive

Career Development

Students develop skills in active learning, consistent study practices, and time-management to maximize their success. They also shadow someone in an occupation that interests them during the eight week junior internship program. This opportunity assists students in finalizing college major choices and, for many, cements their decision to pursue a science and math related career.

COURSE NUMBER	COURSE NAME	DESCRIPTION	CREDITS	ENROLLED THROUGH
SDV 104	Study Skills	Assists students in planning strategies to overcome nonproductive study habits and in implementing positive study behaviors. Includes management, memory improvement, note taking, and test taking.	2	NRCC
SDV 107	Career Education	Surveys career options available to students. Stresses career development and assists in the understanding of self in the world of work. Assists students in applying decision-making to career choice.	1	NRCC

SWVGS is More Than Just a School

SWVGS leads students to solve math problems independent of a calculator. Students are encouraged to understand and practice the steps of completing calculations by hand. Development of proficiency in solving fractions, equations, factoring, etc. is a high priority. Students are asked to use mathematics to analyze data, understand scientific principles, and explore relationships among different fields of knowledge. Knowledge of basic facts and proficiency in applying basic skills allow students to understand what they are doing, make connections, and give meaningful interpretations of their results. Understanding how to use a variety of mathematical tools independent of a calculator gives students the self-confidence to think for themselves, analyze new and more complex problems, determine appropriate strategies for solving those problems, and then apply those strategies. Thinking conceptually, using logical reasoning, and making connections are skills that lead to success not only in SWVGS math and science classes, but also in college classes and in the workplace.

At SWVGS, there is a focus on understanding the process of science and the use of the scientific method to reveal new knowledge. Students are required to take the Science and Technology Seminar and Project course each year they attend SWVGS and all students complete independent research projects each year. Additionally, the process of scientific discovery and the impact of significant discoveries are discussed within specific science courses. Experience with research develops critical thinking and problem solving skills, skepticism and curiosity about the world, ability to acquire and apply knowledge, joy of discovery, persistence, time management skills, a strong work ethic, and intellectual integrity, as well as collaborative, leadership, and communication skills.

The SWVGS compacted curriculum model is designed to challenge gifted students. Faculty members work to actively engage students in learning through demonstrations, projects, lab experiments, and group experiences. Development of problem solving and critical thinking skills are emphasized as students complete their dual-enrolled courses.

Governor's School students are part of a community of similarly motivated and talented learners. Students like the atmosphere at SWVGS and enjoy being in classrooms filled with other students who are focused on learning and achieving.

Grading

A nine week grading system is used at SWVGS. Students are given letter grades. Because the school population is highly motivated and is selected via a competitive admissions process, the majority of the students are clustered near the top of the grading scale. Class rank is not determined.

Application for Admission to the Southwest Virginia Governor's School for Science, Mathematics and Technology

Admission Process

Note: *Please read these instructions in full before completing this application.*

Students are required to obtain a nomination to the school. Applications may also be initiated by school personnel, parents, or community leaders. A checklist for students, counselors, and math/science teachers is provided on the following page.

Selection

A selection committee from each school district reviews all data about each applicant. Selection criteria considered by the screening committee may include:

1. Standardized test scores: 90th percentile or above
2. SOL scores 500 or greater are ideal
3. Ability score: 90th percentile or above
4. DAT/Stanford Scores (If available): Abstract Reasoning score above average
5. High science or mathematics course grades
6. PSAT/SAT Scores: 90th percentile or above
7. Consistent Attendance Record
8. Teacher and Counselor Recommendations
9. Mathematics preparation: Completion of Algebra I and Algebra II
(also completion of Geometry is preferred)

Students, as well as parents, may visit the Governor's school for a tour. Finalists and alternates are chosen by the selection committee in each school division. No review of the selection committee's assessment of students is done by the Director of the Governor's school unless the Director is invited to interview applicants.

Application Considerations

Interested students should:

- Currently be enrolled in a participating public school division
- Have high scores on achievement and/or aptitude tests
- Exhibit above-average school performance in most subjects and superior performance in science and mathematics
- Exhibit evidence of intellectual curiosity, analytical thinking, and imagination
- Demonstrate the extent to which they have taken advantage of opportunities or have overcome lack of opportunities in the local school/community
- Show evidence of aptitude, potential, and strong interest in science and mathematics
- Have a sincere desire to attend SWVGS



How to Apply

The application forms you will need to complete are enclosed in this booklet.

Here is what you need to do:

1. Complete the Student Application form. **Please print legibly in ink.**
2. Ask your guidance counselor to complete the Student Record form and the School Recommendation form.
3. Ask three (3) of your teachers - 1 math teacher, 1 science teacher, and 1 teacher of any other subject of your choice - to provide recommendations for you using the Faculty Recommendation forms.
4. Return the application and recommendation forms to your counselor. Your counselor will forward your completed application packet to the school division selection committee.

You must:

- **complete the SWVGS Application Packet enclosed here**
- **complete every portion of the NRCC online application**
 - **begin by creating an account at https://www.apply.vccs.edu/Home/Sign_In/Logon.aspx and then follow the instructions to complete the application**
- **submit a signed NRCC Parental Signature Page that includes your NRCC Student ID Number**
 - **you will receive this number with the confirmation that you have successfully completed the online application.**

All components should be submitted together as part of your SWVGS Application Packet.

Student Application

STUDENT'S FULL NAME _____ BIRTH DATE _____

CURRENT HIGH SCHOOL _____ SCHOOL DIVISION _____

HOME ADDRESS _____
P.O. BOX/STREET CITY STATE ZIP

STUDENT HOME TELEPHONE _____ STUDENT CELL _____

PARENT/GUARDIAN INFORMATION:

NAME _____ RELATIONSHIP TO STUDENT _____

ADDRESS (IF DIFFERENT FROM ABOVE) _____
P.O. BOX/STREET CITY STATE ZIP

CELL NUMBER _____ EMAIL _____

NAME _____ RELATIONSHIP TO STUDENT _____

ADDRESS (IF DIFFERENT FROM ABOVE) _____
P.O. BOX/STREET CITY STATE ZIP

CELL NUMBER _____ EMAIL _____

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

(Answers should be completed on a separate sheet of paper and attached to the Student Application.)

1. What past experience have you had in working with science and mathematics? How have you demonstrated your interest in these areas?
2. What academic awards you have received? What effort did you invest to earn these?
3. Why do you want to participate in the Governor's School?
4. Describe a problem you have solved. It can be anything that is of personal importance to you, no matter the scale. Explain its significance to you and the steps you took to identify a solution.
5. Please feel free to make any additional comments that you feel might support your application to the Governor's School.

NRCC Parental Signature Page

Complete the form below. You should enter your NRCC Student ID in the blank marked “Applicant’s EMPL ID”.

Include this signed form with your application packet to the Southwest Virginia Governor’s School even if your parent has already signed a similar form for NRCC.



A signature is required.

FROM THE NEW RIVER COMMUNITY COLLEGE ADMISSIONS AND RECORDS OFFICE

We have received your application for dual enrollment with your high school and New River Community College. The signature of a parent or guardian is required for applicants who are dual enrolled.

Applicant's Name: (Please Print) _____
First Full Middle Last

Applicant's EMPL ID (if known) _____

Parent/Guardian Signature: _____

STUDENT RECORD

TO BE COMPLETED BY STUDENT

Student Name _____ Birth Date _____

Current High School _____ Current Grade Level _____

TO BE COMPLETED BY COUNSELORS

Name of High School _____ School Division _____

Name of Counselor _____ Phone _____

STANDARDIZED TEST RECORD

Stanford 10 (if available)

Total Math (Percentile) _____

Total Science (Percentile) _____

Total Reading (Percentile) _____

PSAT (if available)

Math	_____	_____
	Score	Date

Evidence-Based Reading & Writing	_____	_____
	Score	Date

SAT (if available)

Math	_____	_____
	Score	Date

Evidence-Based Reading & Writing	_____	_____
	Score	Date

VCCS VPT (if available; this section will assist us in registering students with NRCC)

English VPT:
Did the student qualify for ENG 111? Yes No

Math VPT:
Did the student qualify for Precalculus? Yes No

Did the student qualify for Calculus? Yes No

TO BE COMPLETED BY COUNSELORS

SOL

ENGLISH	READING	_____	_____
		Scores	Date
	WRITING	_____	_____
		Scores	Date
MATH	ALGEBRA I	_____	_____
		Scores	Date
	GEOMETRY	_____	_____
		Scores	Date
	ALGEBRA II	_____	_____
		Scores	Date
SCIENCE	EARTH SCIENCE	_____	_____
		Scores	Date
	BIOLOGY	_____	_____
		Scores	Date
	CHEMISTRY	_____	_____
		Scores	Date

ACHIEVEMENT RECORD

GPA _____ Class Rank _____

FINAL GRADES

GRADE 9

1ST SEMESTER

GRADE 10

Science	Course _____ Grade _____	Course _____ Grade _____
Math	Course _____ Grade _____	Course _____ Grade _____
English	Course _____ Grade _____	Course _____ Grade _____
Soc. Stu.	Course _____ Grade _____	Course _____ Grade _____
Other	Course _____ Grade _____	Course _____ Grade _____
	Course _____ Grade _____	Course _____ Grade _____
	Course _____ Grade _____	Course _____ Grade _____
	Course _____ Grade _____	Course _____ Grade _____

If any courses listed above were dual enrolled courses, please include the VCCS course number.

Signature of Counselor _____

School Recommendation

TO BE COMPLETED BY STUDENT

Student Name _____ Birth Date _____

Current High School _____ Current Grade Level _____

SUMMARY:

SCHOOL RECOMMENDATION

Circle Response

LOW										HIGH
1	2	3	4	5	6	7	8	9	10	

Principal _____ Date _____

Counselor _____ Date _____

Superintendent _____ Date _____

School Board Chairperson _____ Date _____

FACULTY RECOMMENDATION

DIRECTIONS FOR STUDENT: Complete the designated parts of this form. Be sure to allow at least one week for the teacher to complete the recommendation form.

TO BE COMPLETED BY STUDENT

Student Name _____

Grade Level _____ Gender _____ Birthdate ____/____/____

PLEASE RETURN TO THE DESIGNATED COUNSELOR BY _____

TO BE COMPLETED BY FACULTY MEMBER MAKING RECOMMENDATION

Please rate the candidate in the following categories by choosing the appropriate category. Consider students taught through your career and mark this student according to your experience.

1. Shows desire and curiosity for learning	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
2. Is self-disciplined in establishing and reaching goals	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
3. Has a strong work ethic	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
4. Demonstrates effective study skills and work habits	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
5. Completes high quality written work with attention to detail	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
6. Interacts well with other students and teachers	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
7. Works toward group goals when in a subordinate position	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
8. Influences others in a positive manner	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
9. Demonstrates personal integrity	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
10. Communicates effectively in face to face discussion	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed

Continues on the back

11. Exerts maximum effort showing a strong desire to achieve in every field	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
12. Sets high standards for own performance in a number of areas of activity	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
13. Accepts criticism and makes improvements from it	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
14. Adjusts to a demanding schedule of activities without neglecting school work	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
15. Accepts full responsibility for own actions	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
16. Persists when solving problems	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
17. Seeks academic challenges beyond that required by normal course work	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
18. Has aptitude and potential for successful study in math and science	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed

COMMENTS: Please address the following with examples; you may use a separate page.

1. Provide an example which illustrates the student as an achiever.

2. Describe the student's potential for success at the Governor's School.

3. Add any other comments which will help the selection committee make a decision about the student.

Overall Faculty Member Recommendation:

_____ **Recommend Highly** _____ **Recommend** _____ **Recommend with Reservations** _____ **Do Not Recommend**

Signature

Subject Area

Date

FACULTY RECOMMENDATION

DIRECTIONS FOR STUDENT: Complete the designated parts of this form. Be sure to allow at least one week for the teacher to complete the recommendation form.

TO BE COMPLETED BY STUDENT

Student Name _____

















































Grade Level _____ Gender _____ Birthdate ____ / ____ / ____

PLEASE RETURN TO THE DESIGNATED COUNSELOR BY _____

TO BE COMPLETED BY FACULTY MEMBER MAKING RECOMMENDATION

Please rate the candidate in the following categories by choosing the appropriate category. Consider students taught through your career and mark this student according to your experience.

1. Shows desire and curiosity for learning	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
2. Is self-disciplined in establishing and reaching goals	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
3. Has a strong work ethic	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
4. Demonstrates effective study skills and work habits	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
5. Completes high quality written work with attention to detail	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
6. Interacts well with other students and teachers	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
7. Works toward group goals when in a subordinate position	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
8. Influences others in a positive manner	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
9. Demonstrates personal integrity	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
10. Communicates effectively in face to face discussion	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed

			Average		Below Average	
11. Exerts maximum effort showing a strong desire to achieve in every field	 Top 1%	 Top 10%	 Above Average	 Average	 Below Average	 Not Observed
12. Sets high standards for own performance in a number of areas of activity	 Top 1%	 Top 10%	 Above Average	 Average	 Below Average	 Not Observed
13. Accepts criticism and makes improvements from it	 Top 1%	 Top 10%	 Above Average	 Average	 Below Average	 Not Observed
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15. Accepts full responsibility for own actions	 Top 1%	 Top 10%	 Above Average	 Average	 Below Average	 Not Observed
16. Persists when solving problems	 Top 1%	 Top 10%	 Above Average	 Average	 Below Average	 Not Observed
17. Seeks academic challenges beyond that required by normal course work	 Top 1%	 Top 10%	 Above Average	 Average	 Below Average	 Not Observed
18. Has aptitude and potential for successful study in math and science	 Top 1%	 Top 10%	 Above Average	 Average	 Below Average	 Not Observed

COMMENTS: Please address the following with examples; you may use a separate page.

1. Provide an example which illustrates the student as an achiever.

2. Describe the student's potential for success at the Governor's School.

3. Add any other comments which will help the selection committee make a decision about the student.

Overall Faculty Member Recommendation:

_____ **Recommend Highly** _____ **Recommend** _____ **Recommend with Reservations** _____ **Do Not Recommend**

Signature

Subject Area

Date

FACULTY RECOMMENDATION

DIRECTIONS FOR STUDENT: Complete the designated parts of this form. Be sure to allow at least one week for the teacher to complete the recommendation form.

TO BE COMPLETED BY STUDENT

Student Name _____

















































Grade Level _____ Gender _____ Birthdate ____ / ____ / ____

PLEASE RETURN TO THE DESIGNATED COUNSELOR BY _____

TO BE COMPLETED BY FACULTY MEMBER MAKING RECOMMENDATION

Please rate the candidate in the following categories by choosing the appropriate category. Consider students taught through your career and mark this student according to your experience.

1. Shows desire and curiosity for learning	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
2. Is self-disciplined in establishing and reaching goals	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
3. Has a strong work ethic	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
4. Demonstrates effective study skills and work habits	<input type="radio"/> Top 1%	<input type="radio"/> Top 10%	<input type="radio"/> Above Average	<input type="radio"/> Average	<input type="radio"/> Below Average	<input type="radio"/> Not Observed
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_____ **Signature**

_____ **Subject Area**

_____ **Date**