



Longview High School
(International Baccalaureate Diploma Programme Candidate School)
2010 Student Application



BIOGRAPHICAL DATA (Please print.)

Last name:	First name:	Middle name:
------------	-------------	--------------

Street Address:	City:	Zip Code:
-----------------	-------	-----------

Telephone:	E-mail for student newsletter: <i>(Note: All newsletters and special information will be sent via e-mail.)</i>	E-mail for parent newsletter: <i>(Note: All parents automatically become part of International Scholars Parent Committee. All parent newsletters are sent via e-mail.)</i>
------------	-------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Current school:	Current grade:	If LISD student, student ID number:
-----------------	----------------	-------------------------------------

TEACHER REFERENCES (one for English, one for Math – even if the same teacher)

Name of English Teacher:	
Name of Math Teacher:	

ATTACHMENTS:

- Resume of activities on back of application completed
- Student statement on back of application completed with maximum of 250 words
- Copy of current report card if applicant is not currently in LISD
- Copy of last TAKS results if applicant is not currently in LISD
- Participated in Duke University Talent Identification Program (TIP) state ceremonies or grand ceremonies? If yes, please provide 7th grade SAT or ACT scores if applicant was NOT attending an LISD school.

Applications will be reviewed by the LISD International Scholars/IB Committee on a monthly basis. Applications received by the 1st of the month will be processed by the 30th of the month. Please return the completed application to:

Ms. Margaret Davis
Longview Independent School District
Office of International Baccalaureate Initiatives
P. O. Box 3269 / 1301 E. Young Street
Longview, TX 75606

The IB is structured to meet the needs and develop the talents of each individual student. To help the admissions committee know you better, please include a résumé of activities and student statement:

Activities in school:

Activities outside school:

Student statement: Discuss the character trait which best describe you from the IB Learner Profile (shown on the following page). Then choose one about which you feel you need to improve and explain why. (250 word maximum)

(Please do this by yourself. The committee reviewing your application wants to know what you think, not what others think about you.)

The IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

- Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.