

Howard High School

Howard Scholars Program-Class of 2022

Statement of Interest Packet 2018

Packet Contents and Deadlines

The following packet contains all of the forms you will need to submit as a Statement of Interest for the *HOWARD Scholars Program* at Howard High School.

This packet contains:

Howard Scholars Program goals and requirements.

Form A – Student Statement of Interest Form with Parent Signature

Form B – Counselor and Principal Verification Form

Form C – List of References

Form D – Reference/Evaluation Form (4 copies needed)

Student Responsibilities

It is the **student's** responsibility to see that:

1. **Forms A, B, and C** are completed by you. These forms should be stapled in order and submitted *by the student* as part of the program's Statement of Interest process. A cover sheet is not needed. These forms are **due in the Middle School's Guidance Office by 3:15 p.m. Wednesday, January 31, 2018.**
2. The sixty-minute writing sample can be taken on **Saturday, February 10, 2018 from 9:00 AM until 10:00 AM or Wednesday, February 14, 2018 from 3:30 PM until 4:30 PM** at Howard High School in the Media Center. *Please mark on your calendar the date that you select on Form A, because we will not be sending out confirmation notices.*
3. **Form D** (4 copies) is submitted to teachers in a timely fashion so that they may be completed and **submitted to the Middle School Guidance Department Wednesday, January 31, 2018.**
 - Ask **four** of your **former seventh** or **current eighth grade academic teachers** (English, World Language, Math, Science and/or Social Studies) to fill out the confidential evaluation form.
 - Complete Part 1 of each and give the forms to the teachers who have agreed to evaluate your middle school progress for the Howard Scholars Program.
 - Give the forms to your teachers immediately for completion. Your teachers will return your evaluation to the Guidance Department in a sealed envelope. Private School evaluations should be given to the headmaster and returned with Forms A, B, and C to

Howard High School
Attention: Ms. Lisa Veslany

**The Howard Scholars Program Committee will not evaluate any candidate for whom an incomplete Statement of Interest Packet is submitted and who has not completed a writing sample.*

Dates of Importance

January 31, 2018	3:15 PM	Completed Statement of Interest Packet due to Middle School Guidance
February 10, 2018	9:00AM	Writing Sample administered at Howard High School in the Media Center. <i>No advance preparation is necessary. Remember to keep track of which date you select.</i>
February 14, 2018	3:30PM	
OR		
Spring 2018		Letters of Acceptance will be mailed

Howard High School

Howard Scholars Certificate Program

Program Goals

- ❖ **To increase the number of students in all student groups participating in advanced placement programs;**
- ❖ **To raise the performance of all students in all student groups by creating a culture of high academic achievement;**
- ❖ **To prepare students in all student groups for a competitive college admissions process; and**
- ❖ **To prepare students in all student groups for success in college classes.**

Course Requirements

Students in the program MUST

- Meet all state and local requirements for graduation, as well as the unique requirements for the Howard Scholars designation
- Earn a grade of "C" or better in all course work
- Successfully complete six AP courses and sit for corresponding AP examinations by the end of their senior year. These must include:
 - One Math AP course
 - One English AP course
 - One Science AP course
 - One Social Science AP course
 - Two or more student-selected AP courses
- Additionally, students are strongly encouraged to give back to the Howard High School community by volunteering to help mentor struggling classmates or to participate in the AP Boot Camp or AP shadow days.

**Students not enrolled in the program initially may apply during course registration of their sophomore year provided they are able to complete all requirements by graduation.*

AP Courses Offered at Howard High

Fine Arts

- Art III: Portfolio Development AP
- Art IV: Personal Directions in Art Studio AP
- Studio Art AP
- Photography II AP
- Photography III AP

Business & Computer Management Systems

- Computer Science A AP
- Computer Science Principles AP

English

- English 11 AP
- English 12 AP

Math

- Statistics AP
- Calculus AB
- Calculus C

Music

- Music Theory II AP

Science

- Biology AP
- Chemistry AP
- Environmental Science AP
- Physics 1 – AP
- Physics 2 – AP
- Physics C – Mechanics AP
- Physics C – Electricity AP

Social Studies

- Government & Politics AP
- World History AP
- European History AP
- Psychology AP
- Human Geography AP
- Economics AP
- U.S. History AP

World Languages

- Latin IV AP
- French V AP
- German IV AP
- Spanish V Literature AP
- Spanish V Language AP

Example Four Year Student Schedule

<p style="text-align: center;"><u>9th Grade</u> English GT Biology GT US History GT Geometry GT (or higher math) World Language PE/Health Fine Arts or Technology</p>	<p style="text-align: center;"><u>10th Grade</u> English GT Chemistry I GT AP Government and Politics Algebra II GT (or higher math) World Language 2 Electives</p>
<p style="text-align: center;"><u>11th Grade</u> <i>(2 or more AP level courses)</i> English 11 AP Physics AP Biology or AP Chemistry AP World History Pre-Calculus (or higher math) World Language Elective</p>	<p style="text-align: center;"><u>12th Grade</u> <i>(2 or more AP level courses)</i> English 12 GT/AP AP Calculus AB (or AP Statistics) Elective AP courses</p>

Instructions:

Guidance Office/Head Master forward all documents per candidate in one envelope to Howard High School.

**Howard Scholars Program
Howard High School
8700 Old Annapolis Road
Ellicott City, MD 21043**

STUDENT STATEMENT OF INTEREST FORM

(Please print)

Last Name First M.I. Student Signature School ID #

Street Address or Box Number

Town/City State Zip Code

Home Phone Number Current School Current School's Phone Number

Home High School *Home Mid-Level School
(If different from present school)

Grade Level Male Female
(circle one) Student Email Address

Please check one: *I will take the writing test on* _____ Saturday, Feb. 10, 2018 at 9AM

Please mark on your calendar the date that you select, because we will not be sending out confirmation notices

or
_____ Wed., Feb. 14, 2018 at 3:30PM

**If necessary, the snow date for these sessions will be Wednesday, February 21st at 3:30PM.*

PARENT PERMISSION STATEMENT

I hereby submit this **Statement of Interest** for my child to be considered for the Howard Scholars Program at Howard High School and give my permission to school officials to administer and report my child's achievement and aptitude test scores when required. I understand that the **Statement of Interest** Packet including test results and teacher evaluations and recommendations will be held in confidence by all members of the Screening Committee and that **Statement of Interest** Packets will not be returned to students or parents.

Parent/Guardian Signature Date Phone Number

Parent Email address (PRINT) _____

Instructions:

Counselor/Head Master: complete the form and submit in envelope with transcripts and Forms A, C, and D by February 5, 2016 to Howard High School

**Howard Scholars Program
Howard High School
8700 Old Annapolis Road
Ellicott City, MD 21043**

Counselor Verification for:

Student's Last Name	First Name	M.I.	ID# (HCPSS #)
Current School		M / F (circle)	School Phone Number

1. Please enclose the following information about the student along with forms A, B, and D (4 copies) to the above address in the envelope provided by February 6, 2018. All information will remain confidential.
 - 7th grade report card photocopy
 - 8th grade report card photocopy with grades for marking periods ending by January 26, 2018.
 - Four (4) teacher recommendations from grade 7 or grade 8 teachers (Form D). The student has been instructed to distribute the forms directly to the teachers. The teachers have been instructed to forward completed forms in sealed envelopes to the guidance department for submission in one envelope.

2. Are there any special concerns you have about this student's participation in a very rigorous college preparatory academic program? (examples – attendance issues, behavioral concerns, special requirements, etc.)

- ◆ No

- ◆ Yes (if yes, please explain)

Principal/Designee's Verification: I verify the information attached to this form is an official photocopy of a valid transcript.

Principal/Designee's Signature	Date
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**Howard Scholars Program
Howard High School
8700 Old Annapolis Road
Ellicott City, MD 21043**

Student's Last Name	First Name	ID # (HCPSS #)
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LIST OF REFERENCES

Please provide the names of four teachers to whom you have given the evaluation forms (Form D). Four completed evaluations must be from former academic seventh grade teachers and current academic eighth grade teachers. The recommendations must be in the content areas of English, World Language, Math, Science or Social Studies.

EVALUATIONS

1. Teacher's Name _____

Position/Subject Taught _____

2. Teacher's Name _____

Position/Subject Taught _____

3. Teacher's Name _____

Position/Subject Taught _____

4. Teacher's Name _____

Position/Subject Taught _____

CONFIDENTIAL Reference/Evaluation Form

<p>Part I – Students and parents complete Part I and forward to an academic teacher of 7th or 8th grade. A total of 4 evaluations from academic teachers are required for the <i>Statement of Interest Packet</i></p> <p>1. _____ Student's Full Name</p> <p>HCPSS ID # _____</p> <p>By signing below, student and parent waive their rights, under the Family Educational Rights and Privacy Act of 1974 , to review this evaluation or any specific part of the cumulative AP Scholars Program scoring rubric.</p> <p>_____ student</p> <p>_____ parent</p> <p style="text-align: center;">Part II – To be completed by teacher</p> <p>The Howard Scholars Program is a rigorous, interdisciplinary program in which students take and successfully complete a prescribed sequence of honors/GT classes and 6 or more AP courses and their AP exams by the time of graduation. Students participating in this program must be talented and highly motivated to succeed academically. Please complete and return to your guidance department by January 31, 2018 in a sealed envelope.</p> <hr/> <p>Person completing form, please type or print name</p> <hr/> <p style="text-align: center;">Signature Course Title</p> <p>Comments (Use back of form if needed.)</p>	<p>Please use the following rating scale in completing the descriptors for this student. Consider the student with reference to the program and to the full spectrum of students enrolled in HCPSS.</p> <p style="text-align: center;">5 = Exhibits this trait to an exceptional degree 4 = Exhibits this trait consistently 3 = Exhibits this trait frequently 2 = Exhibits this trait occasionally 1 = Exhibits this trait rarely</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">TRAITS</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr><td>Learns quickly with good retention</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates higher order thinking skills</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Is a keen and alert observer</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Quickly recognizes and understands conceptual relationships</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Applies concepts to new material</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Seeks intellectual challenges</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Meets clock and calendar deadlines</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Works well in group settings</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates ability to concentrate</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates strong skills in: Organization</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: right;">Reading comprehension</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: right;">Written expression</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Employs self-advocacy skills when appropriate</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates a strong work ethic</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates initiative and intellectual curiosity</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Is a self-starter</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Works independently</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Generates a large number of ideas or solutions to problems</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Is a high academic risk-taker</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	TRAITS	5	4	3	2	1	Learns quickly with good retention						Demonstrates higher order thinking skills						Is a keen and alert observer						Quickly recognizes and understands conceptual relationships						Applies concepts to new material						Seeks intellectual challenges						Meets clock and calendar deadlines						Works well in group settings						Demonstrates ability to concentrate						Demonstrates strong skills in: Organization						Reading comprehension						Written expression						Employs self-advocacy skills when appropriate						Demonstrates a strong work ethic						Demonstrates initiative and intellectual curiosity						Is a self-starter						Works independently						Generates a large number of ideas or solutions to problems						Is a high academic risk-taker					
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<p>Part I – Students and parents complete Part I and forward to an academic teacher of 7th or 8th grade. A total of 4 evaluations from academic teachers are required for the <i>Statement of Interest Packet</i></p> <p>4. _____ Student's Full Name</p> <p>HCPSS ID # _____</p> <p>By signing below, student and parent waive their rights, under the Family Educational Rights and Privacy Act of 1974 , to review this evaluation or any specific part of the cumulative AP Scholars Program scoring rubric.</p> <p>_____ student</p> <p>_____ parent</p> <p style="text-align: center;">Part II – To be completed by teacher</p> <p>The Howard Scholars Program is a rigorous, interdisciplinary program in which students take and successfully complete a prescribed sequence of honors/GT classes and 6 or more AP courses and their AP exams by the time of graduation. Students participating in this program must be talented and highly motivated to succeed academically. Please complete and return to your guidance department by January 31, 2018 in a sealed envelope.</p> <p>Person completing form, please type or print name _____</p> <p style="text-align: center;">Signature _____ Course Title _____</p> <p>Comments (Use back of form if needed.)</p>	<p>Please use the following rating scale in completing the descriptors for this student. Consider the student with reference to the program and to the full spectrum of students enrolled in HCPSS.</p> <p style="text-align: center;">5 = Exhibits this trait to an exceptional degree 4 = Exhibits this trait consistently 3 = Exhibits this trait frequently 2 = Exhibits this trait occasionally 1 = Exhibits this trait rarely</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">TRAITS</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr><td>Learns quickly with good retention</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates higher order thinking skills</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Is a keen and alert observer</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Quickly recognizes and understands conceptual relationships</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Applies concepts to new material</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Seeks intellectual challenges</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Meets clock and calendar deadlines</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Works well in group settings</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates ability to concentrate</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates strong skills in: Organization</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: right;">Reading comprehension</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: right;">Written expression</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Employs self-advocacy skills when appropriate</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates a strong work ethic</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Demonstrates initiative and intellectual curiosity</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Is a self-starter</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Works independently</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Generates a large number of ideas or solutions to problems</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Is a high academic risk-taker</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	TRAITS	5	4	3	2	1	Learns quickly with good retention						Demonstrates higher order thinking skills						Is a keen and alert observer						Quickly recognizes and understands conceptual relationships						Applies concepts to new material						Seeks intellectual challenges						Meets clock and calendar deadlines						Works well in group settings						Demonstrates ability to concentrate						Demonstrates strong skills in: Organization						Reading comprehension						Written expression						Employs self-advocacy skills when appropriate						Demonstrates a strong work ethic						Demonstrates initiative and intellectual curiosity						Is a self-starter						Works independently						Generates a large number of ideas or solutions to problems						Is a high academic risk-taker					
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