



The Pre-Governor's School @Freedom High School Application and Program Information

General Coursework Requirement

Rising ninth grade students may submit an application packet if they have completed **both** seventh and eighth grade core classes with an average grade of “B” or better.

Math Requirements:

Applicants to the Pre-Governor's School Program at Freedom High School (PGS@FHS) must complete a full-year of Algebra 1 for high school credit or a higher-level math course in middle school (Algebra 1, Part 1 does not satisfy the math prerequisite).

Homeschooled students should provide a detailed description of the curriculum for math courses taken in middle school with the application. Examples of useful documents include: syllabus, course objectives and outline, name of the textbook used, final exam, etc.

The Admission Process:

Student applications will be evaluated to identify evidence of students' interest and preparation to succeed in the accelerated math and science curriculum that is required through the Pre-Governor's School at Freedom. The evidence used during the application evaluation will be assigned point scores. Items that will be evaluated by a selection panel will include:

- ❑ **Student Information Sheet**

The Student Information Sheet is reviewed for student participation in science, technology, engineering, and math related activities. Responses will vary from student to student.

- ❑ **Teacher Recommendations**

All applicants must submit two teacher recommendations. Each is evaluated based on the teacher's score which focuses on the applicant's academic characteristics and curiosity.

- ❑ **8th grade Math SOL Score**

Eighth grade SOL scores, taken in 7th grade, will be scaled to a point value of between 1 and 6. Points will be applied to the student's application score total.

□ **Grade Point Average and Math/Science Grade Point Average**

Each applicant must maintain a “B” average in core classes to be eligible for acceptance into the Pre-Governor’s School at Freedom. Each student’s math/science GPA (grades from math and science courses taken in 7th grade along with the first and second quarter grades from the 8th grade) will be scaled to a point value and applied to the student’s application score total.

□ **Research/Study Experience Summary**

A student research and experience summary is completed by all applicants. Each summary is reviewed for content and clarity.

A rubric will be used to evaluate each application. A panel of reviewers (teachers, administrator, and counselor) will independently evaluate these components to contribute to each applicant’s total score. Upon the application review process’s completion, a final applicant score will be used to identify the strongest candidates to be offered admission to the Pre-Governor’s School at Freedom High School based on enrollment availability. The number of available spaces within the PGS@FHS will be communicated during the January Pre-Governors School information meeting at Freedom High School.

The Pre-Governor’s School @ Freedom High School Requirements

Course Requirements

Students are to remain on target to meet Advanced Diploma requirements and to adhere to the prescribed PGS@FHS schedule, while maintaining at least a “B” average in core classes.

The Pre-Governor’s School offers an accelerated program that requires all students to study two math classes in 9th grade and two science classes in the 10th grade.

The Governor’s School at Innovation Park (GS@IP) requires independent research as a part of the admission process. Students are strongly encouraged to participate in a science fair to support a GS@IP application. Other authentic research opportunities are also encouraged.

Science Strand: “B” or better earned in each course taken

- Advanced Biology (required 9th grade course)
- Advanced Chemistry (required 10th grade course)
- Physics I (required 10th grade course)

Math Strand: “B” or better earned in each course taken

- Advanced Geometry (required 9th grade course if not studied in middle school)
- Algebra II (required 9th grade course)
- Functions/ Trigonometry (required 10th grade course)

Humanities Strand: “B” or better earned in each course below

9th Grade:

- Advanced English 9
- Advanced World History I

10th Grade:

- World History II, AP World History, or AP European History
- AP Capstone Seminar is available to PGS@FHS students in 10th grade.
- Economics/Personal Finance or AP Economics (if available)

Course Studied Outside of the Regular Day:

- 9th grade Virtual High School Health/ PE (required 9th grade course)
- 10th grade Virtual High School Health/PE (required 10th grade course)
- Technical writing module will be offered to students outside of the regular school day on a quarterly basis (required in 10th grade).

Sample Course Schedule

The following schematic reflects a sample course schedule for a PGS@FHS student during a two year sequence of study. It indicates the additional program opportunities that will be available to PGS@FHS students in an effort to accelerate the study of math and science.

Grade 9 Courses	Grade 10 Courses
Advanced English 9	Advanced English 10
Advanced World History I	AP World History, AP European History, <u>or</u> World History II
Advanced Biology	Functions/Trigonometry *
Advanced Geometry	Advanced Chemistry
Algebra II *	Physics I *
Foreign Language	Foreign Language
Elective/Fine Art	Economics and Personal Finance or AP Economics
Health and PE I (Virtual)	Health and PE II (Virtual)

Notes:

1. 3 years of a single foreign language, or 2 years of two separate languages are required for advanced diploma candidates.
2. Courses marked with * are courses in which PGS@FHS students will be grouped for accelerated study.
3. Students who complete high school Geometry in 8th grade will take Algebra II in 9th grade. Options to study AP Capstone Seminar or Economics and Personal Finance will then be offered as students in 10th grade by moving Advanced Chemistry to 9th grade.



The Pre-Governor's School @ Freedom Application Packet

Pre-Governor's School Application Guidelines

Students must submit a complete application packet to include the following components:

- a) A completed specialty program application form (available through pwcs.edu)
- b) Two teacher recommendation forms from the student's math and science teachers
- c) Information sheet describing the student's interests in research and experimentation
- d) Parent/legal guardian's signature on the application form

The evaluation panel will review applications to look for evidence of the following:

- a) An aptitude for advanced study in Science, Math, Engineering, and Technology
- b) A record of strong academic achievement (particularly in math and science);
- c) A curiosity about the fields of science, mathematics, computer science, engineering and/or technology;
- d) An interest in experimentation or independent study. This may be demonstrated by completing a science fair project, internships, volunteer experiences, attendance at a STEM camp, participation in Robotics, and/or another form of in-school or out-of-school STEM/research pursuit.

Student Information Sheet

Activities and Programs: List the three most significant activities and/or programs in which you have participated **during the past three years that relate to science, technology, engineering, and/or mathematics.** Include the name of the organization, sponsoring agency, or group and describe the activities in which you were involved. Under “Year” indicate the calendar year of the activity. If you need more space, you may attach a second page. Please do not use acronyms.

Activity and Organization	Position Held	Time Involved	Year
EXAMPLE: Science Club	Vice President	2 hours/week	20113-14
1.			
2.			
3.			

Honors and Recognition: In this section, please list up to three significant honors/recognitions you have received during the last three years that relate to science, technology, engineering, and math. These honors can relate to the activities listed above.

Honor/Recognitions	Level of Competition	Year
EXAMPLE: First Place in Science Fair	School and Regional Fair	2015
1.		
2.		
3.		

Research/Study Experience: Choose one mathematics or science project/activity in which you have participated. Write a brief statement of no more than one page to describe how the experience was of value to you. You should use a separate sheet of paper. Please use 12-point type; Times New Roman font; 1” margins; and include your name in the upper left-hand corner of the paper.
Staple your typed statement to this sheet.

STUDENT NAME _____

Academic Recommendation – Science Teacher

Rating Scale

1. What course or program of studies has the student taken under your supervision?
_____ During _____ school year
2. Please rate the student against the statements below, based on performance in your class.
Use the scale from 1-3 as indicated. Be sure to respond to all qualities and use only whole number values: **1=Good, 2=Excellent (Top 10%) 3=Outstanding (Top 3%)**

	SCORE
1. Motivation and initiative	
2. Intellectual curiosity	
3. Originality of thought/idea	
4. Depth and clarity of understanding	
5. Capacity to collaborate with others	
6. Acceptance of others' thoughts and ideas	
7. Self-discipline in academic settings	
8. Interest in experimentation/exploration of ideas	
Total – SCIENCE (out of 24)	

Instructions for Submitting the Science Teacher Recommendation

Please sign and date this document and return it directly to Pre-Governor's School Program at Freedom High School. You are welcome to scan and email it as an attachment to doironjb@pwcs.edu

Teacher's Name

Signature

Date

School Phone Number

Email Address

Academic Recommendation – Math Teacher

Rating Scale

1. What course or program of studies has the student taken under your supervision?
_____ During _____ school year
2. Please rate the student against the statements below, based on performance in your class.
Use the scale from 1-3 as indicated. Be sure to respond to all qualities and use only whole
number values: **1=Good, 2=Excellent (Top 10%) 3=Outstanding (Top 3%)**

	SCORE
1. Motivation and initiative	
2. Intellectual curiosity	
3. Originality of thought/idea	
4. Depth and clarity of understanding	
5. Capacity to collaborate with others	
6. Acceptance of others' thoughts and ideas	
7. Self-discipline in academic settings	
8. Interest in experimentation/exploration of ideas	
Total – SCIENCE (out of 24)	

Instructions for Submitting the Math Teacher Recommendation

Please sign and date this document and return it directly to Pre-Governor's School Program at Freedom High School. You are welcome to scan and email it as an attachment to doironjb@pwcs.edu

Teacher's Name

Signature

Date

School Phone Number

Email Address

Pre-Governor's School Application Rubric

I. Student Information sheet:

Activities/Programs- students earn 1 point for each appropriate STEM based activity or program listed _____ **(3 points max)**

Honors/Recognitions- student earn 1 point for each school level, and 2 points for each regional or national level honor or recognition _____ **(6 points max)**

Total I: (_____ Activities) + (_____ Honors) = _____ **(9 points max)**

II. Teacher Recommendations:

Rating Scale (max 24 points for each teacher):

(_____ Math Teacher + _____ Science Teacher) ÷ 2 = _____ (24 points max)

Total II: _____ **(24 points max)**

III. Achievement Test Score, and Unweighted GPA in STEM Coursework

Mark the correct response in each category. Include the test information below. Use scale (5-10) to assign point to each category.

Achievement Test Score (8 th Grade Math SOL Score)					
600-560	<input type="checkbox"/> 6	500-529	<input type="checkbox"/> 4	431-460	<input type="checkbox"/> 2
530-559	<input type="checkbox"/> 5	461-499	<input type="checkbox"/> 3	400-430	<input type="checkbox"/> 1

Un-weighted Math and Science GPA					
4.0-3.91	<input type="checkbox"/> 6	3.80-3.71	<input type="checkbox"/> 4	3.6-3.51	<input type="checkbox"/> 2
3.90-3.81	<input type="checkbox"/> 5	3.70-3.61	<input type="checkbox"/> 3	<3.5	<input type="checkbox"/> 1

(Achievement Test Score _____ + GPA Score _____) x2= _____

Total III: _____ **(24 point max)**

IV. Research/Study Experience

3 points	2 points	1 points
<p>A detailed account of research or independent study is provided. Indication of self-directed study is evident along with some originality of approach.</p> <p>The student identifies several valuable learning outcomes from the activity and can relate them to the study of science and math.</p> <p>Capacity to use scientific or engineering processes is evident with great autonomy and/or significant levels of initiative have been demonstrated in the pursuit of this study.</p>	<p>Involvement in additional scientific study or experimentation is clearly evident. The student identifies at least one valuable learning outcome from the activity. The student shows the capacity to transfer learning to new settings.</p> <p>Capacity to use scientific or engineering processes is evident with some degree of autonomy.</p>	<p>Some involvement in research/independent study described. Experience is either limited in relevance or scope, or no reflection of value was provided.</p> <p>Student has an interest in additional scientific study. However, it is hard to determine the level of involvement and the level of independent study undertaken.</p>

Points for reader 1: _____

Points for reader 2: _____

Total IV: (Reader 1 total _____ + Reader 2 total _____) ÷ 2 = _____ (3 points max)

GRAND TOTAL: (Add totals for parts I + II + III + IV) = _____ (60 Points max)
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