Introduction to HIGH SCHOOL ADMISSIONS

Please get a Workshop Packet before the presentation starts!

Interpretation services are available. Please see a representative in the back for assistance.

This presentation and the Workshop Packet are available in:

العربية | বাংলা | 中文 | Français | Kreyòl Ayisyen | 한국어 | Русский | Español | اردو

You can also get interpretation services by calling 718-935-2399 or visiting a Family Welcome Center.
AGENDA

- Timeline
- How Offers Are Determined
- Developing a Thoughtful List
- Next Steps: Stay Connected
“In 2015, my child will be applying to high school.”
“I currently attend a private school.”
“I currently attend a charter school.”
“I am a student interested in learning more about High School Admissions.”
“This is my first time participating in High School Admissions as a parent.”
“I know I need to think about High School Admissions but I don’t know where to start.”
“I’m here to learn about how to get into my top choice schools.”
Complete this sentence:

“High School is...”
MEET JOT

A current 8\textsuperscript{th} grader who resides in Coney Island, attends a Brooklyn secondary school, and is eager to start High School Admissions!

Who supports Jot throughout High School Admissions?
DO YOU QUALIFY FOR NYC HIGH SCHOOL ADMISSIONS?

- NYC resident throughout the application/offer period

- Current 8\textsuperscript{th} grader or first time 9\textsuperscript{th} grader

- Homeschooled, charter, private school students and students new to NYC all qualify, as long as they fall into the two categories above
NYC HAS THE LARGEST PUBLIC SCHOOL SYSTEM IN THE U.S.

- 80,000 Applicants
- 700+ High School Programs
- Application 12 Program Choices
- 1 Offer *

* Students may receive additional Specialized High School offers.

Data based on the 2016 High School Directory
List 5 things you are looking for in a high school program:

- **EXTRACURRICULARS**
- **PROGRAM FEATURES**
- **INTEREST AREAS**
- **PARTNERSHIPS**
- **PROGRAM FEATURES**
- **INTEREST AREAS**
- **PARTNERSHIPS**

- **UNIFORM/DRESS CODE**
- **SCHOOL PERFORMANCE**
- **CLUBS**
- **ACADEMIC OPPORTUNITIES**
- **LOCATION**
- **SPORTS**

- **FRIENDS/FAMILY RECOMMENDATION**
- **SIZE**
- **COURSE OFFERINGS**
JOT IS LOOKING FOR...

- **Location:** A program in any borough, up to an hour away, by subway*
- **Interest Area(s):** Health Professions, Law/Government
- **Special Courses:** Advanced Placement (AP) courses in Science
- **Clubs:** Photography
- **Sports:** Baseball, Volleyball

*Use the MTA TripPlanner (tripplanner.mta.info) to determine travel time
# JOT’S 8TH GRADE YEAR

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>• Attend Family Workshops.</td>
</tr>
<tr>
<td>September – Early October</td>
<td>• Register for SHSAT and/or LaGuardia audition with school counselor.</td>
</tr>
<tr>
<td>Late September</td>
<td>• Attend the Citywide High School Fair.</td>
</tr>
<tr>
<td>Mid-October</td>
<td>• Receive and review high school application.</td>
</tr>
<tr>
<td>Late October</td>
<td>• Attend Borough High School Fairs.</td>
</tr>
<tr>
<td></td>
<td>• Obtain SHSAT test ticket or LaGuardia High School audition ticket.</td>
</tr>
<tr>
<td>Late October – Early November</td>
<td>• Take Specialized High School Admissions Test (if applicable).</td>
</tr>
<tr>
<td>December</td>
<td>• Submit 12 choices on the high school application.</td>
</tr>
<tr>
<td>Early March</td>
<td>• Receive Round 1 results.</td>
</tr>
<tr>
<td></td>
<td>• Participate in Round 2 &amp; attend Round 2 Fair (if applicable).</td>
</tr>
<tr>
<td>May</td>
<td>• Receive Round 2 results (if necessary).</td>
</tr>
<tr>
<td></td>
<td>• Opportunity to appeal.</td>
</tr>
</tbody>
</table>
### Request for Testing / Audition (RFT):
**Specialized High Schools**

- **Test:** 8 Specialized High Schools
- **Audition:** Fiorello H. LaGuardia High School of Music, Art and the Performing Arts

### High School Application

- List up to 12 program choices in priority order.

---

**ROUND 1 RESULTS**
**OCTOBER/NOVEMBER**

**AUDITION & TEST FOR SPECIALIZED HIGH SCHOOLS**

<table>
<thead>
<tr>
<th>Audition</th>
<th>Florello H. LaGuardia High School of Music &amp; Art and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Drama</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>Technical Theatre</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Vocal Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Take the Specialized High Schools Admissions Test (SHSAT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Bronx High School of Science</td>
</tr>
<tr>
<td>High School of American Studies at Lehman College</td>
</tr>
<tr>
<td>Brooklyn Technical High School</td>
</tr>
<tr>
<td>The Brooklyn Latin School</td>
</tr>
<tr>
<td>Stuyvesant High School</td>
</tr>
<tr>
<td>High School for Mathematics, Science and Engineering at the City College of NY</td>
</tr>
<tr>
<td>Queens High School for the Sciences at York College</td>
</tr>
<tr>
<td>Staten Island Technical High School</td>
</tr>
</tbody>
</table>
Note: Information is pre-populated for students who attended a public school the prior year.

ASK YOURSELF
Is all this information correct?
If information is missing or incorrect, speak with your guidance counselor.

Do I have a zoned school listed?
Do I have a continuing school listed?
If yes, these program codes will appear on the application.
DECEMBER
SUBMIT 12 CHOICES ON HIGH SCHOOL APPLICATION

- Enter your 12 High School Application program choices here.
- Sign and turn in by December 1.
- Ask your guidance counselor for a receipt.

X Do not list Specialized High Schools.
High School Admissions in Round 1 last year:

- 92% received an offer to one of their choices.
- 86% received an offer to one of their top five choices.
- 48% of students received an offer to their first choice.
- 8% did not receive an offer.
Your Specialized High School results will be included with your High School Round 1 offer letter.

Offers to schools requiring the SHSAT are based on:

- Student’s score
- Student’s priority of choices as listed on the answer sheet
- Seat availability

Offers to LaGuardia High School are based on audition(s) and an academic review.

All Specialized High School offers are final.
If you do not receive a Round 1 offer or are interested in exploring other high school programs:

- You can fill out a Round 2 application and choose from a new list of programs with availability.
- A Round 2 offer replaces a Round 1 offer.
- If you are still unmatched in Round 2, you will be placed in a program with availability.
- All students receive an offer at the end of Round 2 in May.
- If you wish to appeal your offer, you may do so after Round 2 results are distributed. Appeals are only granted for exigent circumstances such as hardships.
# How is your offer determined?

<table>
<thead>
<tr>
<th>Choices on Application</th>
<th>Admissions Eligibility &amp; Priorities</th>
<th>Seat Availability</th>
<th>Admissions Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application choices are considered in the order students list them. High Schools cannot see this order.</td>
<td>Determine the order in which applicants are considered for placement in the match process.</td>
<td>Determines how many seats are available for the number of applicants.</td>
<td>Describe the method or the information programs use to consider applicants.</td>
</tr>
</tbody>
</table>

**Student Offer**
A school may have:

- Eligibility requirements
- Programs with different priorities (order in which applicants are considered)
- Several levels of priorities for each program

### Admissions Priorities and Programs

<table>
<thead>
<tr>
<th>Admissions Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eligibility</strong>: Open only to Queens students or residents</td>
</tr>
<tr>
<td>1. For Q80X only</td>
</tr>
<tr>
<td>a. Priority to Queens students or residents who attend an information session</td>
</tr>
<tr>
<td>b. Then to Queens students or residents</td>
</tr>
<tr>
<td>2. <strong>For Zoned Program only</strong>: Guaranteed offer to students who apply and live in the zoned area</td>
</tr>
</tbody>
</table>
SEAT AVAILABILITY
HOW DOES IT AFFECT THE OFFER?

- Review the number of available seats in a program and the number of applicants.
- Demand, or the number of Applicants per Seat, will affect your likelihood of being matched.
- The average demand for programs is 6 Applicants per Seat.

### Examples:

#### Program with Average Demand

<table>
<thead>
<tr>
<th>Grade</th>
<th>Seats</th>
<th>Applicants</th>
<th>Applicants per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>108</td>
<td>650</td>
<td>6 per seat</td>
</tr>
</tbody>
</table>

#### Program with High Demand

<table>
<thead>
<tr>
<th>Grade</th>
<th>Seats</th>
<th>Applicants</th>
<th>Applicants per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>275</td>
<td>5170</td>
<td>19 per seat</td>
</tr>
</tbody>
</table>
Screened programs rank students based on criteria that may include final report card grades, ELA and math state test scores, and attendance and punctuality from the prior school year.

Screened programs may also have additional requirements, such as an interview, essay, on-site exam, or demonstrated interest in the school listed in the selection criteria section of the Directory.

Jot’s To Do List:
- Check my 7th grade report card and the selection criteria in the Directory for any screened program in which I am interested
Audition programs rank students based on a performing arts audition or arts portfolio review and may consider students’ academic performance, attendance, and punctuality from the prior year.

Audition requirements, dates, and times are included on the school pages.

Jot’s To Do List:
- Add information on audition dates and times to my list of things to check in the Directory
Educational Option, or Ed. Opt., programs are meant to serve students who perform at diverse academic levels. These programs admit students who have high, middle and low reading levels.

Half of the students in each reading level group will be selected based on the school’s rankings of the students using multiple criteria. The other half will be selected randomly for each reading level.

Jot’s To Do List:
- Check my High School Application for my reading level
Admission is based on a student’s level of knowledge of the English language and, in some cases, on home language. English Language Learners have priority for these programs.

Jot’s To Do List:
- Check eligibility under Admissions Priorities on each school’s Directory page to find out if a program has a language requirement
Limited Unscreened programs give priority to students who sign in at an Information Session or Open House.

Jot’s To Do List:
- Go to every Open House for every limited unscreened program I’m interested in
- Write my name clearly and include my student ID number on the sign in sheets
These programs offer guaranteed or prioritized admissions for students who live in the Zone.

Jot’s To Do List:
- Check schools.nyc.gov/schoolsearch/or my application to see if I have a zoned school
Unscreened programs randomly admit students who applied.

Jot’s To Do List:
- See my chances of getting in by looking at the “Applicants per Seat” section in the Directory
Review the "High School of Your Favorite Studies" admissions page in your Notecatcher.
1. How many different programs does this school have?  

5 programs

2. If you live in Brooklyn, do you qualify for any of this school’s programs?  

No, Eligibility is only open to Queens students or residents.

3. Would you say that the school’s Computer Programming Institute (Q80W) has above average demand?  

Yes, 15 Applicants per Seat is higher than the average 6 Applicants per Seat.

4. How can a Queens student place herself in the first priority group for the Liberal Arts program (Q80X)?  

Sign in at an information session, open house, or at the school’s table at any of the High School Fairs.

5. If you live in Queens and scored in the middle on your 7th grade ELA test, do you have a chance of getting into the Health Professions Institute program (Q80R)?  

Yes, Ed. Opt. programs are meant to serve students who perform at diverse academic levels. This student should also consider other programs with different admissions methods.

6. If you like more than one program in this school, should you put all the ones you are interested in on the high school application?  

As long as the student is eligible, the student can apply to more than one program in a school in true preference order. Remember, the application only has twelve program choices.

7. Do you feel any of these programs reflect your interests?  

Think about it! Your interests play a major role in developing your high school application.
TIP #1
EXPLORE MANY OPTIONS & KEEP AN OPEN MIND

- Students who chose 10 to 12 programs across multiple schools on their application matched to one of their choices 97% of the time.

- Listing more programs on your application will offer a higher likelihood of matching in Round 1.
TIP #2
RANK CHOICES IN ORDER OF PREFERENCE

- High Schools cannot see how you rank their programs on your list.
- Do not list programs you are not interested in attending just for the sake of getting in somewhere.
**TIP #3**

**INCLUDE A BALANCE OF PROGRAM SELECTIVITY**

<table>
<thead>
<tr>
<th>What makes a program very selective?</th>
<th>What makes a program somewhat selective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Above average demand</td>
<td>• Average demand</td>
</tr>
<tr>
<td>• Your academic scores fall on the low to middle of a program’s selection criteria.</td>
<td>• You have Zoned Priority, but the offer is not guaranteed.</td>
</tr>
<tr>
<td>• You are not in the program’s first priority group.</td>
<td>• Your academic results fall on the higher end of the selection criteria.</td>
</tr>
</tbody>
</table>
Rank these programs in your true order of preference, if you are eligible and they reflect your interests:

- Zoned Guarantee programs
- If you attend a continuing school
### EVALUATE JOT’S LIST

<table>
<thead>
<tr>
<th>Choice Order</th>
<th>Program Code</th>
<th>Program Name</th>
<th>School Name</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M38X</td>
<td>PACE High School</td>
<td>PACE High School</td>
<td>Limited Unscreened program with 31 Applicants per Seat</td>
</tr>
<tr>
<td>2</td>
<td>K55C</td>
<td>All City Leadership School</td>
<td>All City Leadership School</td>
<td>Current school which continues on to grades 9-12</td>
</tr>
<tr>
<td>3</td>
<td>K26K</td>
<td>Medical Science Institute</td>
<td>Midwood High School</td>
<td>Screened program; First choice but Jot heard putting such a selective school first might waste a choice</td>
</tr>
<tr>
<td>4</td>
<td>Q80R</td>
<td>Health Professions Institute</td>
<td>High School of Your Favorite Studies</td>
<td>Ed. Opt. Program; Admissions Priorities eligibility states only open to Queens students or residents</td>
</tr>
</tbody>
</table>
### Midwood’s Medical Science Institute (K26K):
Selection Criteria/Demand

- English: 90-100
- Math: 90-100
- Science: 90-100
- Social Studies: 90-100
- Math State Test: 3.0-4.5
- ELA State Test: 3.0-4.5
- Review of Attendance & Punctuality
- 12 Applicants per Seat

### Jot’s 7th Grade Year
Academic Results

- English: 80
- Math: 90
- Science: 90
- Social Studies: 85
- Math State Test: 3.3
- ELA State Test: 3.4
- Days Absent: 7
- Days Late: 2
TRUE/FALSE?

1. Move his first choice to the top of his application.
   **TRUE:** It does not hurt to show his true preference.

2. Find more programs that reflect his interests and ideal location.
   **TRUE:** Doing so increases his chances of receiving an offer in Round 1.

3. Make sure he has a mix of Admissions Methods represented and adds programs of interest that are less selective.
   **TRUE:** Doing so increases his chances of receiving an offer in Round 1.

4. Move his continuing school program to his last choice.
   **TRUE:** His desire to attend a different school is greater than his desire to stay at his current school for high school.

5. Remove High School of Your Favorite Studies from his list.
   **TRUE:** He is not eligible since it is only open to Queens students and residents and Jot lives in Brooklyn.
WOULD JOT’S LIST CHANGE IF...?

...he has an Individualized Education Program (IEP)?

**NO.**

- As a student with an IEP, Jot may apply to any high school program in New York City.
- If Jot currently attends a District 75 school, he should work with the District 75 team to submit his application.
- All schools must provide services for their students who have an IEP.
...If he is new to the country and/or is an English Language Learner (ELL)?

**NO.**

- As an ELL student, Jot may apply to any high school in New York City.
- But if Jot wishes to attend a school or program that focuses on the needs of ELL students, he may seek more information about Schools for New Arrivals, bilingual programs, or dual language programs.
- All schools must provide services for their ELL students.
### NEXT STEPS FOR RISING 8TH GRADERS

<table>
<thead>
<tr>
<th><strong>Visit Schools</strong></th>
<th>Contact schools directly to find out if they have open houses or student-guided tours. Talk to the principal, teachers, current students and sign in at information sessions. Test the commute.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attend Fairs</strong></td>
<td>Attend the Citywide High School Fair in September and Borough Fairs in October. Meet with representatives from different schools in the same place, on the same day and make sure to sign in.</td>
</tr>
<tr>
<td><strong>Talk to your Guidance Counselor</strong></td>
<td>Work with your guidance counselor to receive, complete and submit your high school application and all testing/audition registration in the Fall.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Use <a href="http://nyc.gov/schools/highschool">nyc.gov/schools/highschool</a>, school websites and other online resources for high school information.</td>
</tr>
</tbody>
</table>
SURVEY

Please remember to complete your survey and return it to the Survey Drop-Off.
**STAY CONNECTED**

**CONTACT THE OFFICE OF STUDENT ENROLLMENT**
718-935-2399
nyc.gov/schools/highschool

**USE HIGH SCHOOL ADMISSIONS RESOURCES**
schools.nyc.gov/ChoicesEnrollment/High/Resources

**SIGN UP FOR EMAIL UPDATES**
schools.nyc.gov/Subscribe

**FIND YOUR ZONED SCHOOL**
schools.nyc.gov/SchoolSearch

**CHECK TRAVEL TIME**
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2015 High School Admissions Family Workshops

NOTECATCHER

High School is...

What Matters to Me? List 5 things you are looking for in a high school program.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

YOUR 8TH GRADE YEAR

| Summer                                      | • Attend Family Workshops.  
| September – Early October                   | • Register for SHSAT and/or LaGuardia audition with school counselor.  
| Late September                              | • Attend the Citywide High School Fair.  
| Mid-October                                 | • Receive and review high school application.  
| Late October                                | • Attend Borough High School Fairs.  
|                                             | • Obtain SHSAT test ticket or LaGuardia High School audition ticket.  
| Late October – Early November               | • Take Specialized High School Admissions Test (if applicable).  
| December                                    | • Submit 12 choices on the high school application.  
| Early March                                 | • Receive Round 1 results.  
|                                             | • Participate in Round 2 & attend Round 2 Fair (if applicable).  
| May                                         | • Receive Round 2 results (if necessary).  
|                                             | • Opportunity to appeal.  

The Types of High School Admissions Methods

How are students admitted?

Offers are made based on score attained on the Specialized High Schools Admissions Test (SHSAT)

What do schools see?

Test
- Most Selective
- Least Selective

Audition
- Most Selective
- Least Selective

Screened
- Most Selective
- Least Selective

Educational Option
- Most Selective
- Least Selective

Screened Language
- Most Selective
- Least Selective

Limited Unscreened
- Most Selective
- Least Selective

Zoned
- Least Selective

Unscreened
- Least Selective

Biographical Information
- (Student's name, address, current school, gender)
- Final Report Card Grades
- Standardized Test Scores
- Attendance
- Special Education Status
- English Language Learner Status (Screened for Language & Academics only)

Seats reserved by ELA category (16% Low, 68% Mid, 16% High)
50% of offers to students ranked by school, 50% of offers are random
Students ranked based on language proficiency
Priority to those students who attend an information session
Offers are based on residence
Students are randomly selected

What do students see?

How are students admitted?

Offers are made based on score attained on the Specialized High Schools Admissions Test (SHSAT)

What do schools see?

Test
- Most Selective
- Least Selective

Audition
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Educational Option
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Screened Language
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Unscreened
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Offers are based on residence
Students are randomly selected
HIGH SCHOOL ADMISSIONS TO-DO LIST

☐ Check my 7th grade report card and the selection criteria in the Directory for any Screened program in which I am interested

☐ Add information on audition dates and times to my list of things to check in the Directory

☐ Check my High School Application for my reading level

☐ Check eligibility under Admissions Priorities on each school’s Directory page to find out if a program has a language requirement

☐ Go to every Open House for every Limited Unscreened program I’m interested in

☐ Write my name clearly and include my student ID number on the sign in sheets

☐ Check schools.nyc.gov/schoolsearch or my application to see if I have a zoned school

☐ See my chances of getting in to Unscreened programs by looking at the “Applicants per Seat” section in the Directory

MY NOTES / MY TO-DO LIST:
## Admissions Priorities and Programs

### Admissions Priorities

**Eligibility:** Open only to Queens students or residents

1. **For Q80X only:**
   a. Priority to Queens students or residents who attend an information session
   b. Then to Queens students or residents

2. **For Zoned Program only:** Guaranteed offer to students who apply and live in the zoned area

### Prior Year Admissions

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Code</th>
<th>Interest Area</th>
<th>Admissions Method</th>
<th>Grade</th>
<th>Seats</th>
<th>Applicants</th>
<th>Applicants per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Music</td>
<td>Q80V</td>
<td>Performing Arts</td>
<td>Audition</td>
<td>9</td>
<td>85</td>
<td>603</td>
<td>7 per seat</td>
</tr>
</tbody>
</table>

**Program Description:** Learn to play an instrument or deepen your skill in preparation for advanced study in college; Regents preparatory curriculum; Perform, compose and create music electronically

**Selection Criteria** - Programs may adjust their selection criteria ranges based on the applicant pool. See p. 7 for more information.

- Course Grades: English (75-100), Math (75-100), Social Studies (75-100), Science (75-100)
- Standardized Test Scores: English Language Arts, Math

**Audition Information:** Students may audition for the program by playing a piece for instrument of choice. Also prepare for on-site music tasks.

| Computer Programming Institute      | Q80W | Computer Science & Technology | Screened | 9     | 70    | 1055       | 15 per seat         |

**Program Description:** Learn how to use different software programs and code create for mobile applications and websites; CTE certification courses available; Strong math and science foundation for further study in college.

**Selection Criteria** - Programs may adjust their selection criteria ranges based on the applicant pool. See p. 7 for more information.

- Course Grades: Math (85-100), Science (85-100)
- Standardized Test Scores: English Language Arts (3.0-4.5), Math (3.0-4.5)
- Attendance and Punctuality

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th>Q80X</th>
<th>Humanities &amp; Interdisciplinary</th>
<th>Limited Unscreened</th>
<th>9</th>
<th>110</th>
<th>1342</th>
<th>12 per seat</th>
</tr>
</thead>
</table>

**Program Description:** Writing intensive, research driven program that prepares students for any course of study toward a Bachelors’ degree in college.

| Health Professions Institute        | Q80R | Health Professions            | Ed. Opt.          | 9     | 90    | 757        | 8 per seat          |

**Program Description:** Allows students to pursue health profession courses of study in college, including nursing, physical therapy and pre-med programs; Internship opportunities and college credit-bearing courses in eleventh and twelfth grades.

| Zoned                               | Q80Z | Zoned                         | Zoned Guarantee   | 9     | 10    | Guaranteed offer to students who apply and live in the zoned area. |

### 2015-2016 Audition Information

Please note that one or more programs at this school allow students to utilize common audition components. Please refer to the program information above for more details. Students auditioning for Instrumental Music should arrive on all dates by 9:30 AM.

<table>
<thead>
<tr>
<th>Audition Groups</th>
<th>Registration Information</th>
<th>Date</th>
<th>Arrival Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Music Last Name A-L</td>
<td>Pre-registration is not required</td>
<td>Saturday, November 14, 2015</td>
<td>10:00 AM</td>
</tr>
<tr>
<td>Instrumental Music Last Name M-Z</td>
<td>Pre-registration is not required</td>
<td>Sunday, November 22, 2015</td>
<td>10:00 AM</td>
</tr>
</tbody>
</table>

Questions please email: Instrumentalmusic@hsofs.edu
# HIGH SCHOOL DIRECTORY QUIZ

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many different programs does this school have?</td>
<td></td>
</tr>
<tr>
<td>2. If you live in Brooklyn, do you qualify for any of this school’s programs?</td>
<td></td>
</tr>
<tr>
<td>3. Would you say that the school’s Computer Programming Institute (Q80W) has above average demand?</td>
<td></td>
</tr>
<tr>
<td>4. How can a Queens student place herself in the first priority group for the Liberal Arts program (Q80X)?</td>
<td></td>
</tr>
<tr>
<td>5. If you live in Queens and scored in the middle on your 7th grade ELA test, do you have chance of getting into the Health Professions Institute program (Q80R)?</td>
<td></td>
</tr>
<tr>
<td>6. If you like more than one program in this school, should you put all the ones you are interested in on the high school application?</td>
<td></td>
</tr>
<tr>
<td>7. Do you feel any of these programs suit your interest?</td>
<td></td>
</tr>
</tbody>
</table>

## TIPS FOR DEVELOPING YOUR LIST

**Tip # 1**
- **Explore as many options as possible** to create a list of all possible programs of interest.
- Listing more programs on your application will give you a higher likelihood of matching.

**Tip # 2**
- **Rank in order of true preference!**
- Do not list programs you are not interested in attending just for the sake of getting in somewhere.

**Tip #3**
- **Include a balance of program selectivity on your list!**
- **Very selective programs** have above average Applicants per Seat, and you are not in the school's first priority group or on the top end of the program's selection criteria.

**Tip #4**
- Some programs **guarantee admission** - if you attend a middle school that continues grades 9-12 or you live in a neighborhood that has a Zoned guarantee.
**EVALUATE JOT’S LIST**

<table>
<thead>
<tr>
<th>Choice Order</th>
<th>Program Code</th>
<th>Program Name</th>
<th>School Name</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M38X</td>
<td>PACE High School</td>
<td>PACE High School</td>
<td>Limited Unscreened program with 31 Applicants per Seat</td>
</tr>
<tr>
<td>2</td>
<td>K55C</td>
<td>All City Leadership School</td>
<td>All City Leadership School</td>
<td>Current school which continues on to grades 9-12</td>
</tr>
<tr>
<td>3</td>
<td>K26K</td>
<td>Medical Science Institute</td>
<td>Midwood High School</td>
<td>Screened program; First choice but Jot heard putting such a selective school first might waste a choice</td>
</tr>
<tr>
<td>4</td>
<td>Q80R</td>
<td>Health Professions Institute</td>
<td>High School of Your Favorite Studies</td>
<td>Ed. Opt. Program; Admissions Priorities eligibility states only open to Queens students or residents</td>
</tr>
</tbody>
</table>

**A CLOSER LOOK AT JOT’S SCREENED PROGRAM CHOICE**

**Medical Science Institute (K26K)**

*Selection Criteria/Demand:*
- English: 90-100
- Math: 90-100
- Science: 90-100
- Social Studies: 90-100
- Math State Test: 3.0-4.5
- ELA State Test: 3.0-4.5
- Review of Attendance & Punctuality
- 12 Applicants per Seat

*Jot’s 7th Grade Year Academic Results:*
- English: 80
- Math: 90
- Science: 90
- Social Studies: 85
- Math State Test: 3.2
- ELA State Test: 3.4
- Days Absent: 7
- Days Late: 2

**TRUE(FALSE)?**

- **Move his first choice to the top of his application.**
- **Try to find more programs that reflect his interests and ideal location.**
- **Make sure he has a mix of Admissions Methods and add programs of interest that are less selective.**
- **Move his continuing school to his last choice.**
- **Remove High School of Your Favorite Studies from his list.**

*How selective is this program?*
Applying to High School
Students with disabilities participate in High School Admissions in the same way as their non-disabled peers. All schools are expected to deliver special education supports and services to meet students’ needs. Students in 8th grade whose Committee on Special Education (CSE) develops an Individualized Education Programs (IEPs) with a recommendation for special education services within a community school submit applications during the annual high school admissions process in December. Students with disabilities may apply to all programs listed in the Directory of NYC Public High Schools. The Directory outlines each school’s admissions requirements, which are applicable to all students. The High School Application shows information about students’ current recommended special education instructional program and support services, as well as attendance data, reading and math standardized test scores, and subject area grades from the 7th grade. Resources related to High School Admissions may be found at www.nyc.gov/schools/ChoicesEnrollment/High and special education programs and services may be found at www.nyc.gov/schools/Academics/SpecialEducation/programs.

Test- or Audition-Based Admissions Schools (Including Specialized High Schools)
Students with disabilities who are interested in applying to schools with admissions criteria that include tests and/or auditions may receive certain testing accommodations, as specified on their IEPs, as long as the accommodation does not impact what the test or audition is trying to measure. Review the Directory of NYC Public High Schools for information about admissions criteria, test and audition dates. For information on testing accommodations, visit http://schools.nyc.gov/Academics/SpecialEducation/Classroom/instruction/accommodations.htm.

Students who are interested in applying to the nine Specialized High Schools must take the Specialized High Schools Admissions Test (SHSAT). To apply for Fiorello H. LaGuardia High School of Music & Art and Performing Arts, a Specialized High School for performing/visual arts, students must participate in the school’s audition process but are not required to take the SHSAT. Students may audition for more than one studio at LaGuardia. If specified in their IEPs or approved 504 plans, students may receive accommodations on the exam and/or audition(s). Students and their families should review the Specialized High School Student Handbook or contact LaGuardia directly for more information.

Specialized Programs in Community Schools
Specialized programs provide targeted services and supports for students with autism spectrum disorders (ASD), students with intellectual disabilities, and students who need bilingual special education. Specialized programs are not available in all schools, and students must meet specific eligibility requirements. Therefore, students who are continuing in a specialized program or entering one for high school should work with their guidance counselors to also complete the regular high school application to ensure they apply to community schools that have the program the CSE has determined best meets the student’s needs. Students may receive both a specialized program offer and a community high school offer. In these cases, students and families should carefully consider which program option best meets the student’s academic and personal goals. See below for additional information about specialized programs. You may also visit http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm or contact specializedprograms@schools.nyc.gov for information about the application process.

- **ASD Nest and ASD Horizon** programs are offered within some community schools and include a therapeutic component, coordinated and provided by a multi-disciplinary team.

- **Academics, Career, Essential Skills Program for Students with Intellectual Disabilities (ACES-ID)** are offered within some community schools for eligible students who are formally classified by the Committee on Special Education as “intellectually disabled.” These students typically participate in New York State Alternate Assessments (NYSAA).

- **Bilingual special education** programs are provided for students whose IEPs recommend special education supports and services in an alternate language, to meet the needs of students with emergent English language skills. Currently, bilingual special education programs are offered in Spanish, Chinese, and Yiddish.
High School Admissions for Families of Students with Disabilities

Functionally Accessible Schools or Programs for Students with Mobility Impairments
Fully or partially accessible buildings are available for students with mobility impairment(s) to ensure they can enter and access the necessary areas of their school. A list of accessible schools can be found on the Office of Space Planning website at http://schools.nyc.gov/Offices/OSP/Accessibility.htm. Site accessibility is also described in the Directory of NYC Public High Schools. Students and families are encouraged to contact and visit the school prior to applying to determine whether the level of accessibility is appropriate to meet specific mobility needs.

Students in Specialized Schools (District 75)
In New York City, specialized schools for students with disabilities are managed by District 75. The transition to high school is a time when many CSE teams, including the family, consider a transition to a more inclusive program in a community school, if appropriate. For additional information about District 75 schools, please visit www.nyc.gov/schools/Offices/District75 or email d75info@schools.nyc.gov.

- **Transitioning to a Community High School**: current 8th graders in District 75 who are preparing to transition to a community high school participate in High School Admissions. This transition should be discussed and planned for at the 8th grade annual review meeting. Students and families are encouraged to work with their guidance counselors and attend a high school fair to learn more about their community high school choices and options.

- **Continuing in District 75 for High School**: current 8th grade students who will be transitioning to high school in a specialized District 75 school participate in an application and placement process managed directly by District 75. Applications are provided directly to students and are due in December. Students will be notified of their high school placement by the District 75 Placement Office in May or June.

Special Education Services and Supports in High School
When students transition to high school, the special education services, supports, and instructional strategies listed on their IEPs may be provided in a variety of ways depending on their needs in each subject and/or functional area, and schools’ instructional approach and academic program. For more information, please see the Family Guide to Special Education: http://schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments.htm.

Academic Planning and Post-Secondary Goals
Students and families are encouraged to think about post-secondary goals and engage with support staff at school to strategically plan for life after high school. Ideally, these discussions are held throughout middle school since students’ 8th grade IEPs must specify post-secondary goals. Students, families, and school staff should work together to consider which academic program, assessment, and graduation pathway best supports the student toward achieving those goals. Students’ IEPs should reflect the supports, services, courses, assessments, and performance benchmarks needed in order to meet specific graduation requirements.

Graduation Requirements
Students in New York City must complete a minimum of 44 credits of coursework in specific subject areas and pass New York State Regents exams to graduate from high school. Students with disabilities are encouraged to pursue the most rigorous diploma option appropriate, based on their interests and goals. Eligible students with disabilities may also earn a commencement credential in addition to a diploma or as a standalone credential. These credentials are not equivalent to a diploma, but provide students the opportunity to demonstrate their preparation for entry-level work. For additional information on graduation requirements, visit http://www.nyc.gov/schools/RulesPolicies/GraduationRequirements and talk to your child’s guidance counselor. The following Graduation Requirements Cards are a quick reference for families to understand all the requirements: http://schools.nyc.gov/GR/rdonlyres/531C5296-BC35-43E0-BD29-2D7E29BAB2C7/0/AcpolicySWD.pdf.
New York City students with an interest in the arts have an array of high school choices dedicated to cultivating artistic talent. To gain admission to these schools, in addition to demonstrating your academic aptitude, you must also exhibit strong artistic skills in the form of an audition and/or portfolio.

How to Prepare for a Visual Arts Audition
When applying to a Visual Arts program, you may be asked to demonstrate your skill and commitment in up to four ways: through a portfolio of your work, a writing component such as an essay, completion of a new artwork upon request, and/or an interview.

The Portfolio
The visual arts portfolio is a critical part of the visual arts audition. A well thought-out portfolio shows your strengths and your potential for high school-level work. It is an opportunity to display your best efforts. Individual schools may vary slightly in their requirements. Check the school’s website for complete information. The following guidelines will help you assemble a competitive portfolio.

Presentation: You can protect your work and make a good impression by using a sturdy, high-quality portfolio case. A neat and attractive presentation is extremely important. It tells the reviewing committee that you have taken care of your work and that you are proud of it.

Your pieces should be:
- Clean, undamaged, and in good shape
- Unframed
- Labeled on the reverse side with:
  - Your name
  - School name
  - Title
  - Date of work
  - Either “Under Supervision” or “Without Supervision”

Number and Type of Artwork: This varies from school to school, with some programs requesting six works and others requesting anywhere from 10-20. Some schools request only 2-dimensional work and some allow you to include photographs of 3-dimensional work. When submitting digitals/photographs of 3-dimensional work, label each one and put them in presentation sleeves, or other neat packets.

Content: As you assemble your portfolio, carefully select the works that you feel represent your best efforts. (“Less is more” is an excellent guideline!) Consider the following:
- Select current artwork (work completed in 7th or 8th grade)
- Schools enjoy looking at sketchbooks
- Do not include work done in the style of a famous artist, copies of famous works, or work copied from photographs
- Most of the work should be done from observation but you may include some work done from imagination or memory
- Cartooning should be limited to a minimum

(Portfolio: Content Considerations continued on next page)
Performing Arts High Schools: Preparing Your Audition/Arts Portfolio

The selections should demonstrate your understanding of composition and the principles of design:

- Unity
- Balance
- Repetition
- Variety
- Emphasis
- Proportion
- Rhythm
- Figure-Ground Relationship
- Scale

You may select works that are thematic to show an in-depth investigation of an idea OR you may include a variety of subjects to show a breadth of interests.

You may wish to prepare pieces using a variety of media (such as drawing, painting, printmaking, media technology, etc.) to demonstrate your skill with different tools, materials, and techniques.

Review the specific portfolio requirements for the schools to which you wish to apply in the High School Directory and on the school’s website.

2 The Writing Component

Some schools require students to write an essay or answer a series of questions about why they want to attend that particular school. You also may be asked to compare two works of art. Schools will be looking at the content of your writing as well as the level of literacy. As in any piece of writing you would submit for examination, the writing component of your audition should be:

- Well organized
- Demonstrate correct sentence structure, spelling, punctuation and paragraphing
- Address the questions

The writing component is intended as a way for you to convey your commitment to the study of visual arts and your interest in attending the school.

3 Completion of New Artwork upon Request

Many schools will ask you to complete one or two pieces of art “on the spot.” The most common art activities are drawing a figure or inanimate object from observation, though you also may be asked to draw an object from memory. Work is usually done on 8.5” x 11” paper. Bring a drawing pencil and eraser with you. Examiners will be looking for imaginative and creative approaches to the assignment within the parameters given at the audition.

4 The Interview

Schools may include interviews in their admissions process. While questions and procedures vary from school to school, remember:

- Poise and appearance count
- Attitude is important; show respect to teachers and other students
- Convey your commitment to the visual arts
- Listen closely and try to provide answers that directly address the questions you were asked. Possible questions:
  - Why did you choose to audition for this school?
  - How did you decide what to include in your portfolio?
  - Which art museums or galleries have you visited lately?
  - In the future, how do you plan to use the art education you receive here?

The interview will most likely be in the form of a conversation. You may be asked about your background, experience, knowledge and interest in the visual arts. This will be a friendly conversation; interviewers want you to feel at ease.
Performing Arts High Schools: Preparing Your Audition/Arts Portfolio

How to Prepare for a Drama/Theater Audition

Requirements  Different schools have different audition requirements – check your High School Directory for specific requirements. In general, students may be required to do any of the following:

Recite two prepared monologues. The two monologues should differ in style (for example, one comic and one dramatic) and meet the following requirements:
  o  All monologues should be published. Original student writing or internet monologue material is not appropriate.
  o  All monologues should be 1-2 minutes in length.
  o  Monologue characters should be age-appropriate.
  o  Generally, classical theater or verse such as Shakespeare is discouraged unless the student can reveal real facility with complex language.

Participate in theater games or improvisations in order for auditioners to judge students’ ability to collaborate in a group and to be spontaneously creative.

Verbally answer questions about reasons for wanting to be in a theater program in general and at that school in particular. Auditioners will want to know that students are committed to this particular school and the demands of a theater program.

Sing a musical selection from a Broadway show (for students applying to musical theater programs only). Check with individual schools about their musical theater audition requirements.

Note: Schools may call students back to present their monologues a second time. Typically, no additional preparation would be required for a “call back” audition.

Monologue Criteria:  The specific criteria by which students are evaluated vary among schools. However, auditioners may look for the following features:

✔ Dramatic Understanding  ✔ Clarity of Communication
✔ Characterization  ✔ No Costume or Prop Pieces
✔ Diction

Preparing a Monologue:  Audition monologues are available from a variety of print and published sources. Please consider the following recommendations:

You may select either an independent monologue or a monologue taken directly from a play and edited for your purposes. If you select a monologue from a play, please be aware of the entire play from which the monologue is taken. You should read the play and be familiar with the character you are portraying.

Listed below are some published monologue books to consider. These books are readily available online or at the Drama Bookshop, 250 W 40th St., New York, NY 10018: (212) 944-0595. The Performing Arts Library at Lincoln Center is also a good resource for monologue books.

  o  Audition Monologues for Student Actors: Selections from Contemporary Plays by Roger Ellis
  o  Red Licorice: Monologues for Young People by Carole Tippit
  o  Monologues for Young Actors by Lorraine Cohen
  o  100 Great Monologues: A Versatile Collection of Monologs, Duologs and Trilogos for Student Actors by Rebecca Young
  o  Multiplicity: A Collection of Monologues for Student Performance by R. James Scott & Bianca Cowan

Students should be coached on the presentation of the monologue for the above criteria. If you have an in-school theater teacher, ask for assistance with your preparation. An English teacher may also be able to help.

At the audition, students should be prepared to announce their name, monologue selection and the playwright. For example: “My name is _____________________. I will be performing one of Anne’s monologues from The Diary of Anne Frank by Frances Goodrich and Albert Hacket.”

For more information, call (718) 935-2399 or visit our website www.nyc.gov/schools/ChoicesEnrollment/High
Performing Arts High Schools: Preparing Your Audition/Arts Portfolio

How to Prepare for a Music Audition

Selecting and Practicing Your Audition Repertoire

- Choose your repertoire well in advance of the audition
- Select music that is written specifically for solo instrument or voice (not music for which your instrument or vocal part provides the harmony for other instruments or voices)
- Select music that highlights your strengths. A difficult selection played or sung well can show off your skills. However, an easier selection played or sung with strong musicality and good intonation can be equally impressive
- When practicing, prepare slow, expressive parts as carefully as you would up-tempo, technically challenging sections
- Isolate and practice your weak areas. Spend time building your capacity so that all sections of your piece are performed with equal competency
- Use a tuner and a metronome during the early stages of your practice to help with pitch and rhythm
- Practice performing your audition repertoire in front of an audience. Ask them to critique your performance and overall presentation
- Practice sight-reading every day

Vocal Audition

- Prepare at least two pieces in contrasting styles from memory. However, you may not be asked to sing a second selection
- Prepare one song in a foreign language, if possible
- Choose songs from musical theater productions, American traditions, world-folk traditions, or art song collections. Note, most schools discourage performing R&B, Rock, and Rap selections for the audition. Check each school's preferences.
- Be prepared to match pitches, echo rhythms and melodies provided by the adjudicator
- Be prepared to vocalize (arpeggios, leaps, runs, etc.) to demonstrate vocal range and placement

Instrumental Audition

- Prepare one piece that can be played through to the end
- Be prepared to play a second selection in a contrasting style or tempo. However, you may not be asked to play a second selection
- Be prepared to sight read a short musical passage (4-8 measures)
- Be prepared to play at least one scale and know all required scales from memory. However, it is acceptable to use sheet music when playing your prepared audition selection(s)

Resources for Selecting your Repertoire

- Ask your music teacher for help when selecting repertoire
- New York State School Music Association Manual, Edition 28. A professional resource for teachers and conductors, this book contains graded lists of repertoire for all voice types and instruments. It is available in some libraries or may be purchased from www.nyssma.org at a cost of $47-55
- You may be able to purchase sheet music for your repertoire at the following stores: Sam Ash Music, The Guitar Center Stores, Music Time (on line), J. W. Pepper (on line), Catalano Music (Long Island)

General Audition Advice

- Keep going even if you make a mistake. Do not get flustered. The adjudicator is most interested in determining your potential.
- If the adjudicator asks you to change the way you performed a passage, it doesn’t necessarily mean you played or sang it incorrectly. He or she may wish to see how readily you are able to receive feedback and/or make a correction.

For more information, call (718) 935-2399 or visit our website www.nyc.gov/schools/ChoicesEnrollment/High
How to Prepare for a Dance Audition

Requirements Different schools have different audition requirements -- Check your High School Directory for specific requirements. In general, students may be required to do any of the following:

- **Participate in a dance class.** Dance classes usually involve a combination of ballet and modern dance techniques, though some schools may require separate classes for each style. Some schools may also require students to participate in other forms of dance in the class, such as jazz or improvisation.

- **Perform a solo dance.**
  - The solo should show off the student’s best dance and performance abilities.
  - Students should prepare a solo piece of original choreography, although some schools may allow pieces choreographed by someone other than the student.
  - The solo may be in a style other than ballet or modern dance (such as Jazz, African, or Indian Classical dance) if that has been the student’s primary training.
  - Schools may require the solo dance to be anywhere from 1 to 3 minutes in length.
  - In some schools, all students have a chance to perform their solo pieces. In other schools, only students who are called back after the technique class will perform their solo pieces.

- **Complete a written audition.** Some schools require students either to write an essay about why they want to attend the school or to take an exam to determine the extent of their dance knowledge.

Dance Criteria The specific way students are evaluated varies among schools. However, keep in mind the following criteria:

- Poise and appearance, as shown through neatness and attentiveness
- Attitude: Appropriate classroom behavior, showing respect to teachers and peers, a sense of commitment to dance, and a desire to learn
- Technical Ability: Demonstrated achievement in dance technique and the ability to pick up new movement information, take verbal and demonstrated corrections, and revise one’s work on the spot
- Body Alignment: Knowledge of basic anatomical relationships
- Musicality and Rhythm
- Creativity, as shown in improvisation and the student’s solo choreography
- Performance Skills: The ability to communicate with an audience
- General Understanding of Dance, as demonstrated in movement and/or in verbal or written form

Attire: Students should come dressed in appropriate dance clothes for ballet and modern dance work: Footless tights, leotard, soft ballet slippers (no pointe shoes unless specifically requested). Other recommendations:

- Wear solid colors – no fancy appliqués or patterns.
- Do not wear midriff-baring outfits.
- Do not wear baggy shirts or baggy pants.
- Hair should be neatly pulled off the face in a bun or pony tail if long or neatly combed if short. This applies to girls and boys alike.

Remember to Bring to Your Audition

- Your Audition Ticket
- Your dance clothes and shoes
- A pen/pencil
- The tape or CD for your solo
- A light snack

For more information, call (718) 935-2399 or visit our website www.nyc.gov/schools/ChoicesEnrollment/High
Please complete and drop off in the box labeled “Surveys” on your way out.
2015 Introduction to High School Admissions Summer Workshop Survey

I am a:
☐ Student attending with my parent/guardian
☐ Student attending by myself
☐ Parent/guardian attending without my child
☐ Other_______________________________

This fall, I/my child will be entering:
☐ 7th grade
☐ 8th grade
☐ 9th grade
☐ Other_______________________________

I am/my child is currently enrolled in a:
☐ New York City public DOE school
☐ New York City charter school
☐ New York City non-public school
☐ Other_______________________________

My zip code is:______________________________

If you would like to receive email updates about High School Admissions, please sign up with your email address:
__________________________________________

1) Before coming to this event, I/my child...
   (check all that apply)
☐ Received a 2016 High School Directory in English
☐ Received a 2016 High School Directory translated in my home language
☐ Received a 2015-2016 Specialized High School Student Handbook in English
☐ Received a 2015-2016 Specialized High School Student Handbook translated in my home language
☐ Viewed the 2016 High School Directory online
☐ Spoke to the guidance counselor about High School Admissions
☐ Participated in classroom activities around High School Admissions
☐ Participated in after school activities around High School Admissions
☐ Used a High School Admissions App

2) The most useful part of today’s workshop was learning about...
   (choose one)
☐ Admissions methods
☐ Admissions priorities
☐ How to read the High School Directory
☐ How to find schools I’m interested in
☐ Tips for creating a final list of schools
☐ Other_______________________________

3) What is one new thing you learned about High School Admissions today?
__________________________________________
__________________________________________
__________________________________________
__________________________________________

4) What is most important to you when thinking about high school programs that you will put on your application?
   (rank up to 5, where 1 is the most important to you)
☐ Travel time
☐ Where older sibling or family member attends
☐ The program’s interest area (ex: Engineering)
☐ Admissions method (ex: Limited Unscreened)
☐ Chances of getting in
☐ Safety of the school and neighborhood
☐ School size
☐ Graduation rate
☐ Advanced Placement (AP) courses offered
☐ Sports offered
☐ Extracurricular activities offered (ex: school clubs)
☐ Guidance counselor input
☐ If the school shares space with other schools
☐ Uniform requirement
☐ Other (please write below)
__________________________________________

5) How did you find out about this workshop?
☐ Department of Education postcard
☐ Department of Education email list
☐ My school/my child’s school
☐ Social media (ex: Facebook, Twitter)
☐ Other_______________________________

6) Would you recommend this workshop to another family?
☐ Yes  ☐ No

Please write in any other thoughts/suggestions:
__________________________________________
__________________________________________
__________________________________________
PLEASE COMPLETE SURVEY ON OTHER SIDE AND DROP OFF IN A ‘SURVEYS’ BOX AS YOU LEAVE.

THANK YOU!