

Brooklyn Arts

BROOKLYN HIGH SCHOOL OF THE ARTS

CLASS OF 2018

COLLEGE PLANNING GUIDE



Dr. Quinlan, Updated September 13, 2017

BROOKLYN HIGH SCHOOL OF THE ARTS

2017-2018

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COLLEGE PREPARATION TABLE OF CONTENTS

<i>Check-List for College Application Process</i>	5
<i>Spring of Junior Year</i>	5
<i>Senior Year</i>	5
<i>Types of Colleges</i>	7
<i>Colleges and Universities</i>	7
<i>Public vs. Private</i>	7
<i>Liberal Arts Colleges</i>	7
<i>Conservatories</i>	8
<i>Technical Institutes</i>	8
<i>Two-year Colleges</i>	8
<i>Military Service Academies</i>	8
<i>Career Schools</i>	8
<i>Variables That May Influence Your College Choice</i>	9
<i>Your College List Terms</i>	10
<i>Naviance</i>	11
<i>College Comparison Chart</i>	12
<i>Electronic Documents</i>	13
<i>Teacher Recommendation Request</i>	13
<i>Admissions Folder Components</i>	14
<i>Official High School Transcript</i>	15
<i>Standardized Examinations</i>	15
<i>SAT</i>	15
<i>SAT Subject Tests</i>	16
<i>ACT Examination</i>	16
<i>Comparing the New SAT vs. ACT</i>	17
<i>SAT Subject Test Overview</i>	20
<i>Suggested Schedule for Standardized College Admissions Testing</i>	21
<i>Letters of Recommendation</i>	22
<i>Counselor Letter of Recommendation</i>	22
<i>Teacher Letter of Recommendation</i>	22

<i>Brag Sheets</i>	24
<i>Personal Essay</i>	25
<i>Extracurricular Activities</i>	25
<i>College Personal Interview</i>	26
<i>Types of Interviews or Possible Interview Questions</i>	26
<i>Application Admissions Descriptions</i>	28
<i>Students with Learning Disabilities</i>	29
<i>Financial Aid</i>	30
<i>Financial Aid Myths</i>	30
<i>Federal Assistance Programs</i>	30
<i>Private Financing</i>	30
<i>Understanding the Language of Financial Aid</i>	31
<i>Financial Aid Formula (fafsa.ed.gov)</i>	33
<i>Tips for Students</i>	34
<i>Tips for Parents</i>	35
<i>College Information Websites / Publications</i>	36
<i>Brooklyn Arts Diploma Requirements</i>	37
<i>Brooklyn Arts College and Career Readiness Diploma Requirements</i>	38
<i>Brooklyn Arts Assessment Requirements for Graduation</i>	39
<i>Brooklyn Arts College and Career Readiness Examination Requirements</i>	40
<i>Brooklyn Arts Diploma Requirements for Students with Disabilities</i>	41
<i>Brooklyn Arts College and Career Readiness Diploma Requirements</i> <i>for Students with Disabilities</i>	42
<i>Brooklyn Arts Assessment Requirements for Graduation</i> <i>for Students with Disabilities</i>	43

CHECK-LIST FOR COLLEGE APPLICATION PROCESS

Spring of Junior Year:

February – June

- _____ Ensuring your Naviance account is up to date, accurate, and ready
- _____ Begin researching and visiting college campuses; register for information sessions and campus tours
- _____ Prepare and take the SAT or ACT and SAT Subject Tests
- _____ Make sure you pass all of your classes and look to take a solid academic program for senior year
- _____ Start researching colleges of interest much deeper through the use of Naviance
- _____ Start to have a conversation with your family about the financial realities for college
- _____ Ask two academic teachers to write a letter of recommendation
- _____ Provide your two academic teachers with thorough, accurate, and honest brag sheets
- _____ Create Common Application account and begin filling out personal data section
- _____ Speak with your studio teacher about your plan for applying for art institutes, conservatories, auditions
- _____ If you are applying to conservatory or art institute, start to finalize your personal portfolio for submission or practice/prepare for audition

July – August

- _____ Continue researching and visiting colleges
- _____ Continue fine-tuning and finalizing your personal portfolio for submission to conservatory or audition
- _____ Set up an appointment with Dr. Quinlan to get one-on-one coaching and support for personal statement and college application process
- _____ Continue/complete college applications
- _____ Develop and edit college essays
- _____ Double check to see if colleges you are interested in require supplemental essays or other elements for their audition process if it is a conservatory or arts school within a university
- _____ Create a college resume which includes all activities outside of the classroom that you have done

Fall of Senior Year:

September – October

- _____ Take / retake the ACT/SAT and/or SAT Subject Tests
- _____ Attend Senior College Night (date to be announced)
- _____ FAFSA forms become available October 1st online at www.fafsa.edu.gov
- _____ Update your Naviance account to reflect your applied colleges

- _____ Confirm with teachers writing letter of recommendation; be sure they are aware of how to upload to Common Application and/or Naviance
- _____ Provide recommending teachers with information they may request (DO NOT WAIT LAST MINUTE!)
- _____ Finalize your college essays – make sure you have had someone proofread it!
- _____ Begin submitting online applications to colleges
- _____ Make checklists for each college you are applying (i.e. “I submitted recommendation,” etc.)

November

- _____ Early Action and Early Decision dates are typically during November. Make sure you’ve submitted applications on time if you are doing early admission.
- _____ Take the SAT/ACT or SAT Subject Test, if needed
- _____ Continue submitting online applications
- _____ Begin to review scholarship options and submit appropriate applications
- _____ Request to send your first marking period grades, if applicable

December

- _____ All college materials should be submitted to Ms. Nasser before Winter Break
- _____ Early Action and Early Decision results are known by this point; students begin hearing back from colleges they’ve applied to

January

- _____ Remaining college applications should be submitted to Ms. Nasser
- _____ Request to send in January transcript / midyear grades, if applicable to your college
- _____ Be mindful of scholarship deadlines
- _____ Pass all of your classes!

April - June

- _____ Final notification of college acceptance and decisions
- _____ College deposits are due to college of choice by May 1st
- _____ Update Naviance with admissions results and share your choice of college with Ms. Nasser!
- _____ Pass all of your classes!

TYPES OF COLLEGES

Colleges and Universities

A **college** is defined as an institution of higher education offering instruction beyond high school whose programs satisfy the requirements for a degree at the associates and/or baccalaureate and graduate levels. Colleges usually offer a wide range of degree programs with faculty whose duties include teaching and scholarly research.

A **university** is defined as an institution of higher learning offering instruction beyond high school whose programs satisfy the requirements for a degree at the baccalaureate and graduate levels. Universities are generally comprised of several individual colleges and professional schools (e.g., College of Arts and Sciences, College of Business, School of Law).

Public vs. Private

All institutions are either privately or publically controlled. There are about 2,500 private institutions and 1,000 public institutions in the United States. The chart below highlights some basic differences:

PUBLIC VS. PRIVATE INSTITUTIONS		
	PRIVATE	PUBLIC
Student Body	These institutions may be co-educational, or exclusively for women or men.	These institutions are co-educational.
Control	These institutions are either non-sectarian and run by a board of trustees, with no special affiliation, or they are religiously affiliated. Some church-related institutions have strong affiliations that can affect curriculum and regulations while others have less strong affiliations.	These institutions are controlled by the state, county, or municipality.
Size	Sizes vary from small to large.	Size vary from small to large.
Tuition	Privately controlled institutions are usually more expensive. Financial aid programs may overcome this difference.	Publically supported institutions are often less expensive. Tuition is usually lower for in-state students than for out-of-state students.

Liberal Arts Colleges

This is the most common type of college. Its programs are designed to provide students with a broad foundation in the arts and sciences, as opposed to technical trainings. Students at liberal arts colleges

usually major in humanities, social sciences, natural science, mathematics, or the fine and performing arts while working towards a Bachelor of Arts or Bachelor of Sciences degree. Most colleges, even if not a liberal arts school, require students to complete a number of liberal arts core courses.

Conservatory

A music school, or **conservatory**, is an educational institution specialized in the study, training and research of music. Such an institution can also be known as a school of music, music academy, music faculty, **college** of music, music department (of a larger institution), **conservatory** or conservatoire.

Technical Institutes

A **technical institute** is a degree-granting college that offers intensive training in engineering and other scientific fields. Undergraduate study sometimes requires five years. Recently, some schools of technology have coordinated their programs with liberal arts colleges.

Two-year Colleges

A **two-year college** can be a junior college, community college or state college. A junior college is usually privately operated. A community college is supported by the county and state, and a state two-year college is operated by the state. These institutes offer the Associates of Arts, Associates of Science and Associate of Applied Science Degree. A two-year college can provide preparation for transfer to a four-year institution or general education to those not seeking a baccalaureate degree. Admissions criteria at community colleges are usually open, meaning that all high school graduates are accepted.

Military Service Academies

The Service Academies include The U.S. Military Academy at West Point, NY; The U.S. Naval Academy at Annapolis, MD; The U.S. Coast Guard Academy at New London, CT; The U.S. Air Force Academy at Colorado Springs, CO; and the U.S. Merchant Marine Academy at Kings Point, NY. The Service Academies are four-year colleges offering baccalaureate degrees. Their primary purpose is to develop officers for military service.

Career Schools

Generally these schools are private, non-college professional schools that offer highly specialized training for specific careers such as music, photography, dramatics, culinary arts, court reporting, etc. Some career schools emphasize in business, with training in secretarial work. Other career schools offer technical programs such as air conditioning, heating and refrigeration, computer technology, medical technology, and automotive repair. Career programs are usually one to three years in length and offer a certification of completion.

VARIABLES THAT MAY INFLUENCE YOUR COLLEGE CHOICE

FACTOR	CHARACTERISTIC
Geographic Location	<p>How far do you want to live from home?</p> <p>Do you want a college in a city, town, rural?</p> <p>What kind of climate you want to live in?</p>
Size	<p>Do you want a small school (200 – 5,000 students)?</p> <p>Do you want a mid-size school (5,000 – 15,000 students)?</p> <p>Do you want a large school (15,000 – 100,000 students)?</p>
Population	<p>Single sex or co-educational population?</p> <p>Do you want a diverse campus?</p> <p>Gender ratio?</p>
Control and Support	<p>Public, private, or religious affiliation school?</p>
Costs	<p>How much tuition can you and your family afford?</p> <p>Can you / do you want to pay for room and board?</p>
Curriculum	<p>Does your school offer your major of interest?</p> <p>Does your school offer courses of your tentative career choice?</p> <p>If you are “Undecided” (not recommended), consider colleges offering a broad-based curriculum (usually called “liberal arts” or “arts and sciences”) which provide opportunities for exploring different fields of study.</p> <p>What is the school’s AP Policy?</p>
Resources	<p>Have you researched the faculty?</p> <p>What kinds of laboratories or libraries does the school have?</p> <p>How are the dormitories? The recreation facilities?</p> <p>If applicable, is their learning disabilities program?</p> <p>Are there student counseling services?</p>
Difficulty	<p>The more selective colleges accept limited numbers of students from among many well-qualified candidates. Most programs at these colleges are rigorous. Will you be comfortable rearranging your whole schedule to studying, ample reading, and high-pressure research and exam situations?</p>

Environment	The “atmosphere” or “tone” of a school. Try to get your impression of the college by visiting, reading catalogues or bulletins, checking out Facebook pages of the college, speaking to alumni, current students, counselors, etc.
Special Programs / Athletics	Are there athletics you’re interested in? What does the conservatory / arts program entail? Are there accelerated academic programs for you?
Scholarship	College selection may be made based upon merit scholarship. Merit scholarships are awarded based upon a student’s academic profile and is money that is usually awarded each year during undergraduate study. These scholarships do not require a separate application. Many times the dollar amount is included with the student’s acceptance letter.

YOUR COLLEGE LIST TERMS

Name	Definition
Safe Schools	College(s) to which the counselor is confident student will be admitted.
Target Schools	Colleges to which chances of admission are not assured, but are on target due to the historical data and comparable credentials of student.
Reach Schools	Colleges to which the possibility of admission are slim or unpredictable, either because the student’s credentials are more modest than those of the typical applicant or because the applicant pool is extremely competitive.

In general, students should apply to 1-2 safe schools, 2-3 target schools and 2-3 reach schools. Parents/guardians are highly encouraged to attend their child’s college conference. The college search process is a team effort that includes the student, teachers, school counselor and the parents.

NAVIANCE

Naviance is a college and career search program which offers each Brooklyn Arts student the ability to explore the many options available to them in their post-Brooklyn Arts years. Naviance is a critical tool in Brooklyn Arts’ college search process and is highly recommended to be used by both students and parents. Listed below are some of the functions of Naviance:

- Examine up-to-date college information for over 5,000 universities and colleges
- View voice-recorded videos of thousands of career possibilities
- Learn about a variety of scholarship opportunities
- Search for potential colleges based on personal preferences and academic standing
- Explore summer academic and social opportunities at colleges across the country
- Compare college admissions possibilities based on Brooklyn Arts’ historical data with hundreds of colleges and universities

This *comparison chart* is available to all students to pull information from Naviance in order to easily compare colleges of interest (see Ms. Nasser or Dr. Quinlan for a larger version of this document or the *Appendices*).

Name of College	Application Deadline	Size and Setting	Tuition Cost	Required Testing	Required GPA	Major	% Accepted	Reach Target Safety

NAVIANCE – COLLEGE COMPARISON CHART

Name of College	Application Deadline	Size and Setting	Tuition Cost	Required Testing	Required GPA	Major	% Accepted	Reach Target Safety

Adapted by Dr. Quinlan, July 2017


NAVIANCE: ELECTRONIC DOCUMENTS

Through Naviance, students can submit all supporting documents to college electronically. Naviance connects through most colleges and universities via Naviance. Once a Brooklyn Arts student uploads their applied colleges/universities to their Naviance account, teachers and Ms. Nasser can upload the supporting documents.


What exactly is submitted electronically through Naviance?

- Brooklyn Arts High School Profile
- Student's Official Brooklyn Arts High School Transcript
- Student's First Marking Period / Mid-Year Grades to Colleges
- Counselor Letter of Recommendation
- Teacher(s) Letter(s) of Recommendation
- Secondary School Report


Submission Symbols



This symbol indicates that the school does not accept electronic letters. You must provide a stamped addressed envelope to your teacher.



This symbol indicates that the school accepts the Common Application, and thus accepts letters electronically.



This symbol indicates that the school accepts letters electronically.

TEACHER RECOMMENDATION REQUESTS IN NAVIANCE

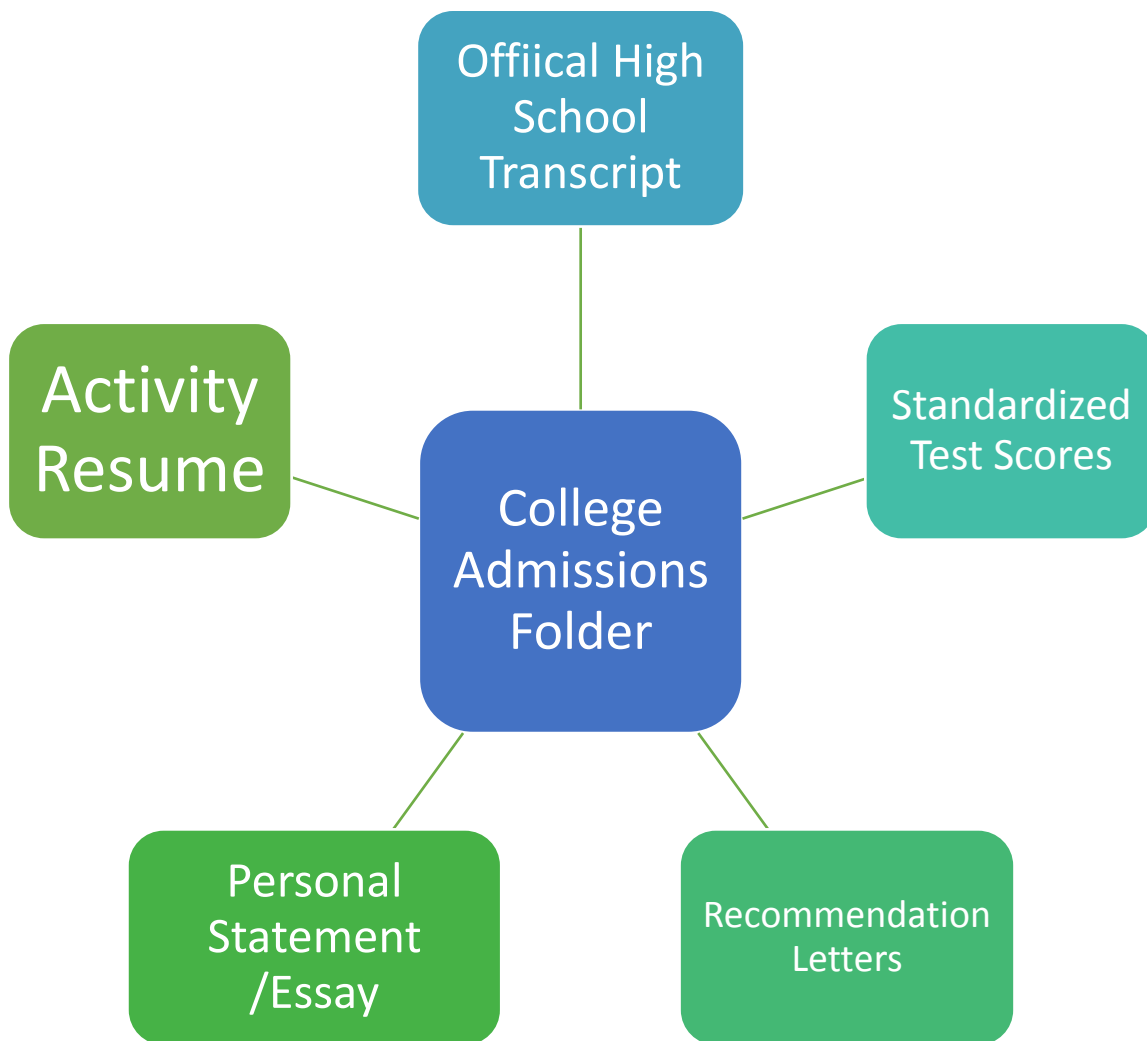
After asking your selected teacher(s) **in person** and **not last minute** to write a recommendation on your behalf, you must invite those teachers through your Naviance account. Search for “letters of recommendation” under the colleges tab and select your teacher from the dropdown menu.

This step is necessary in order to allow your teacher to upload their letter to your account for electronic submission through Naviance.

PARTS OF AN ADMISSIONS FOLDER

As you begin filling out college applications, you will notice that colleges are looking for a wide range of items to complete your application. When you apply to a college or university, the first piece of information received will start your admissions folder. At most colleges, admissions folders are considered incomplete until five components are received from the student. Admissions officers will read your folder, and these are the people who eventually determine whether or not you will be admitted to their college or university.

It is important to represent yourself strongly in each of the five areas listed below. Keep in mind that colleges are receiving many applications during the fall of senior year. A well-organized and thoughtful application lets the college admissions representatives know that you have taken great care in preparing your application and are serious about attending their college / university. Do not miss deadlines, fill in everything *as asked*, and stay on top of each aspect of the admissions folder.



OFFICIAL HIGH SCHOOL TRANSCRIPT

Grade point average (GPA), in conjunction with the quality of courses, is the most important criterion for virtually all colleges. Schools select students who have displayed solid academic programs throughout high school. This usually means enrolling in English, social studies, mathematics, science and foreign language courses for as many years as possible. Colleges strongly recommend at least three years of mathematics, science and foreign language, and preferably *more years* if a student demonstrates strong capabilities. During senior year, students should be enrolled in at least four academic subjects, and those who are considering a less demanding schedule should be encouraged to consult with their counselor, who can suggest ways to strengthen a program.

Colleges also examine the number of accelerated, honors and advanced placement courses on a transcript. Admissions committees prefer students who seek academic challenge. They recognize that students who, for example, receive a grade of "B" in AP American history could probably have achieved an "A" or an "A-" in the Regents level of the course. At the same time, the committee may question why a student who consistently excelled in Regents mathematics never enrolled in honors level courses.

In addition, colleges look for trends in grades on the transcript. If grades were declining, was there a valid reason for the decline. The junior year, through the first half of twelfth grade, is a very important part of the academic record because it provides the most recent information. Although the GPA is based upon final grades in freshman, sophomore and junior years (excluding physical education), a strong first quarter performance in senior year can be forwarded to colleges at the student's request. Midyear senior grades are often requested by colleges, and can make a difference, especially in borderline situations, of being accepted or rejected.

STANDARDIZED EXAMINATIONS

For most students, standardized tests mean the SAT/ACT and SAT Subject Tests. The SAT Reasoning measures generalized information and reasoning abilities which students have acquired over their lifetime. It is used as a predictive instrument by colleges to indicate the likelihood of a student's success in the first year of college. SAT Subject Tests measure knowledge gained in specific subject matter such as mathematics, foreign language, and science (e.g., biology). Most colleges use the SAT Reasoning as a component of the admission process, while only the more selective, private colleges typically require SAT Subject examinations.

SAT Examination

The SAT is a 3-hour+ exam (3 hours 50 minutes with the optional essay) administered by the College Board. The scores are provided in Evidence-Based Reading and Writing (200–800) and Math (200–800) for a total score between 400 and 1600. Scores for the Essay, if it is taken, are reported separately as three scores out of 8 points each. The SAT is offered several times during the school year. Carefully

note registration deadlines. Some colleges will use the highest Evidence-Based Reading and Writing and Math scores for admissions, even if they are from separate test dates, provided scores from all those dates are submitted. (This is sometimes called “superscoring”; each college’s admissions office determines its own score use policy.) Through the College Board’s Score Choice option, students can choose which test exam dates to forward to colleges. Keep in mind that a few of the more competitive colleges are still requesting that all scores be sent.

SAT Subject Tests

The SAT Subject Tests (formerly known as “SAT IIs”) are 1-hour, curriculum-based examinations in a wide range of subjects. You may sit for up to three tests on any given test date. Most colleges requiring the SAT Subject Tests prefer to see at least two or three examinations. They should be in subject areas in which students can demonstrate strength. Students typically elect to take one of the Mathematics subject exams; the others depend upon their academic program. Most students take the SAT Subject Tests examinations in June of the junior year (although some individuals may have previously taken SAT Subject Tests examinations in subjects such as biology). If you are uncertain about whether you should register for an SAT Subject Test, either contact your guidance counselor or speak with your current curriculum-based teacher. Please note that one cannot sit for the SAT and SAT Subject Tests on the same day.

ACT Examination

The ACT is a 2-hour 55-minute exam (3 hours 35 minutes with the optional essay) administered by the ACT. The exam comprises four main sections: English, Mathematics, Reading, and Science. Each section is scored on a scale from 1 to 36; the composite score is calculated as the average of the four section scores, and is also on a 1– 36 scale. The optional Writing section (essay), if taken, is scored separately on a scale of 2–12, and does not affect the composite score. The ACT is more closely tied to school curriculum and is, therefore, more achievement-oriented than the SAT. ACT permits students to choose which score results are sent to colleges. Some colleges will combine the best overall scores (“**Super Score**”), but each determines its own score use policy. Many colleges require the Writing section. In addition, many colleges view the ACT as a comprehensive test, equal to taking both the SAT and two Subject Tests.

Test Optional Colleges

Many colleges are choosing to become ‘test optional.’ This means that certain colleges make admissions decisions that do not include standardized test scores in the process. For a full list of colleges that are test optional, please visit www.fairtest.org.

COMPARING NEW SAT EXAM VS. THE ACT'S

GENERAL INFO	SAT	ACT
Total Time	3 hours (plus 50 minutes for essay)	2 hours and 55 minutes (plus 40 minutes for essay)
Number of sections	4 plus the essay	4 plus the essay
Sections	Reading: 65 minutes Writing and Language: 35 Math (no calculator): 25 Math (with calculator): 55 Optional essay: 50 minutes	English: 45 minutes Math: 60 minutes Reading: 35 minutes Science: 35 minutes Optional essay: 40 minutes
Scoring	Two section scores, Evidence-Based Reading and Writing (includes Reading and Writing & Language) and Math, both on a 200 – 800 scale combined for a total score from 400 - 1600	Four section scores scaled from 1-36 averaged for a composite from 1-36
Wrong answer penalty?	No	No
Reading	SAT	ACT
Time	65 minutes	35 minutes
Format	4 single passages and 1 pair, 10-11 questions each	4 passages, potentially including 1 paired passage, 10 questions each
Total # of questions	5 passages, 52 questions	4 passages, 40 questions
Time per passage / question	13 minutes / 75 seconds	8 minutes, 45 seconds / 53 sec
Passage Types	1 U.S. or World Literature, 2 History or Social Studies, 2 Science	1 Prose Fiction or Literary Narrative, 1 Social Sciences, 1 Humanities, 1 Natural Sciences
Question Types	Main Idea, Vocab-in-Context, Inference, Evidence Support, Data Reasoning, Technique, Detail-Oriented	Main Idea, Vocab-in-Context, Inference, Detail-Oriented
Key Skills	Reading comprehension, inferring ideas, identifying evidence	Reading comprehension, inferring ideas, locating details

WRITING & LANGUAGE	SAT	ACT
Time	35 minutes	45 minutes
Format	4 passages, 11 questions each	5 passages, 15 questions each
Total # of questions	44 questions	75 questions
Time per passage / question	8 min, 45 seconds / 48 seconds	9 minutes / 36 seconds
Content	<p><i>Standard English Conventions:</i> 20 questions (45%), covering sentence structure, conventions of usage, and conventions of punctuation</p> <p><i>Expression of Ideas:</i> 24 questions (55%), covering development, organization and effective language use</p>	<p><i>Usage and Mechanics:</i> sentence structure (20-25%), grammar and usage (15-20%), and punctuation (10-15%)</p> <p><i>Rhetorical Skills:</i> style (15-20%), strategy (15-20%), and organization (10-15%)</p>
Key Skills	Understanding grammar rules, expressing ideas clearly, connecting sentences logically, recognizing overall structure and argument	Understanding grammar rules, connecting sentences logically, recognizing overall structure and argument
MATH	SAT	ACT
Time	80 minutes	60 minutes
Format	<p>Divided into two sections:</p> <p><i>No Calculator:</i> 20 questions (15 multiple choice, 5 grid-ins), 25 minutes</p> <p><i>With Calculator:</i> 38 questions (30 multiple choice, 8 grid-ins), 55 minutes</p>	1 section, all questions multiple choice
Total # of questions	58 questions	60 questions
Time per question	<p>No Calculator: 75 seconds</p> <p>With Calculator: 87 seconds</p>	1 minute
Content	<p>Heart of Algebra – 33%</p> <p>Problem Solving and Data Analysis – 28%</p> <p>Passport to Advanced Math – 29%</p> <p>Additional Topics in Math – 10%</p>	<p>Pre-Algebra – 20-25%</p> <p>Elementary Algebra – 15-20%</p> <p>Intermediate Algebra – 15-20%</p> <p>Coordinate Geometry – 15-20%</p> <p>Plane Geometry – 20-25%</p> <p>Trigonometry – 5-10%</p>
Key Skills	Doing simple calculations without a calculator, translating word problems, analyzing data	Memorizing formulas, translating word problems, working quickly without making errors

SCIENCE	SAT	ACT
Time	N/A	35 minutes
Format	No specific section: 2 passages in Reading, 1 passage in Writing and Language, and 8 questions in Math will be science-related	6-7 passage, with 5-7 questions each
Total # of questions	35 questions	40 questions
Time per passage / question	Varies by section	5 minutes / 53 seconds
Content	Varies by section	Data Representation – 30-40% Research Summaries – 45-55% Conflicting Viewpoints – 15-20%
Key Skills	Understanding scientific ideas, reading charts and graphs	Doing simple calculations without a calculator, reading charts and graphs, analyzing experimental design
ESSAY	SAT	ACT
Time	50 minutes	40 minutes
Optional?	Yes	Yes
Format	Presented with an essay or article and asked to analyze the author’s argument	Presented with 3 viewpoints on a topic and asked to analyze those ideas as well as argue for your own perspective
Grading Criteria	Writing, Reading, and Analysis	Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions
Scoring	Given a score from 2-8 for each dimension	Scaled score from 1-36

SAT SUBJECT TEST OVERVIEW

The SAT Subject Tests are designed to test a student’s understanding of a particular subject area. These tests are not a substitute for the SAT Reasoning Test (formerly the SAT I), but rather should be taken in addition to the SAT Reasoning Test or ACT. **Many of the most selective colleges require one or more Subject Tests to be taken.** Although the basic knowledge needed for these tests is gained in high school classes, outside preparation is required for most of these examinations. Earning a nice grade in a class does not guarantee a high score on the corresponding Subject Test!

Exam	When to Take (Grade Level / Course)
Mathematics Level 1	10 th or 11 th Grades <i>Algebra or Geometry</i>
Mathematics Level 2	11 th or 12 th Grades <i>Pre-Calculus</i>
Biology	Multiple Grade Levels <i>Biology or AP Biology</i>
Chemistry	Multiple Grade Levels <i>Chemistry or AP Chemistry</i>
Literature	Multiple Grade Levels 11 th Grade ELA or <i>AP Literature</i>
Physics	Multiple Grade Levels <i>Physics or AP Physics</i>
World History	10 th Grade <i>Global History or AP World History</i>
U.S. History	11 th Grade <i>U.S. History or AP U.S. History</i>
French	Multiple Grade Levels <i>French Level 2 or French Level 3</i>

SUGGESTED SCHEDULE FOR STANDARDIZED COLLEGE ADMISSIONS TESTING

Students should identify and highlight the exams that are appropriate for them. The examination(s) that you take and when you take them depends largely upon your course history at Brooklyn Arts. Given that many of the most competitive colleges require 2-3 Subject Tests, it is important to begin planning for these examinations as early as possible.

Grade	Semester	Examinations to Consider									
9th Grade	<i>Fall</i>	N/A									
	<i>Spring</i>	Biology Subject Test									
10th Grade	<i>Fall</i>	PSAT PACT									
	<i>Spring</i>	Biology Subject Test Chemistry Subject Test Math Level 1 World History									
11th Grade	<i>Fall</i>	PSAT PACT									
	<i>Spring</i>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">ACT</td> <td style="text-align: center;">SAT</td> </tr> <tr> <td style="text-align: center;">Literature</td> <td style="text-align: center;">Physics</td> </tr> <tr> <td style="text-align: center;">Math Level 1</td> <td style="text-align: center;">Math Level 2</td> </tr> <tr> <td style="text-align: center;">U.S. History</td> <td style="text-align: center;">Chemistry</td> </tr> <tr> <td colspan="2" style="text-align: center;">French</td> </tr> </table>	ACT	SAT	Literature	Physics	Math Level 1	Math Level 2	U.S. History	Chemistry	French
ACT	SAT										
Literature	Physics										
Math Level 1	Math Level 2										
U.S. History	Chemistry										
French											
12th Grade	<i>Fall</i>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">ACT</td> <td style="text-align: center;">SAT</td> </tr> <tr> <td style="text-align: center;">Biology</td> <td style="text-align: center;">Chemistry</td> </tr> <tr> <td style="text-align: center;">French</td> <td style="text-align: center;">Math Level 2</td> </tr> </table>	ACT	SAT	Biology	Chemistry	French	Math Level 2			
	ACT	SAT									
Biology	Chemistry										
French	Math Level 2										
	<i>Spring</i>	N/A									

Students and parents should refer to the following web sites in order to help them understand more about the examinations.

- The College Board administers the SAT and the Subject Tests: www.collegeboard.org
- SAT Preparation Center: <http://sat.collegeboard.com/practice>
- The ACT administers the ACT examination: www.act.org

LETTERS OF RECOMMENDATION

Counselor Letter of Recommendation

The counselor recommendation is a significant component in the admission process. The more information counselors have about students, the more students will benefit. Even though counselors know most students for four years, we want to be certain that no significant information has eluded us. Consequently, we ask students to provide us with Teacher Appraisal Summary forms, Activity Sign-Off Sheet, Student Brag Sheet, and the Parent Brag Sheet.

Student Brag/Parent Brag Sheet

It is crucial for the counselor and the colleges to be aware of the personal attributes, highlights and accomplishments of our students. It is equally important for them to know the differences between poor performance due to immaturity or laziness as opposed to: a divorce or death in the family; a diagnosed learning or other disability; serious illness, etc. If you feel uncomfortable writing or talking about this, perhaps you should see your counselor. Please note that the information captured in the senior packet closely resembles that requested in actual college applications, so make a photocopy before submitting it.

Teacher Letter of Recommendation

In addition to counselor recommendations, students are asked to provide one or two teacher recommendations. Please be sure to give the teachers sufficient time to write the letters before they are due.

- The recommendation should come from a teacher of an academic subject you had in the junior year. However, there are some exceptions. For example, if you are a talented art student who intends to major in art, you should consider choosing an art teacher. Even if you do not major in art, a supplemental reference from the art teacher is recommended to highlight special talent. –
- If you did poorly on the Critical Reading portion on standardized tests but have solid English grades, you may want an English teacher to write one of the recommendations. The same holds true for poor standardized Math scores, yet stronger math grades.
- Select teacher recommendations to correspond with your choice of college major. For example, a science major should have a math and/or science teacher recommendation. A writing or journalism major should have one reference letter from an English teacher.
- If you are a talented artist or musician, request that your studio teacher write a recommendation letter to supplement the other recommendations.

After asking selected teacher(s) in person to write recommendation letter on your behalf, you must invite teacher on your Naviance account. Look for 'letters of recommendation' under the college tab.

This step is necessary in order to allow your teacher to upload his/her letter to your account for electronic submission.

Be aware that some teachers may have their own guidelines for writing recommendation letters. Talk with your recommending teacher(s) to determine whether they have individual guidelines. DO NOT WAIT UNTIL THE LAST MINUTE TO ASK!

While students have the right to read teacher and counselor recommendations, many colleges now ask students to waive that right by checking a specific box on the recommendation form. We strongly suggest that you sign the waiver. Colleges believe that educators will be more honest and forthright regarding a student's strengths and weaknesses if confidentiality prevails. Thus, the value of the letter written in confidence is enhanced immeasurably. If there is a concern about what an adult may write, you can rest assured that if a teacher had any concerns about submitting a positive letter, he/she would tactfully suggest that you consider someone else.

Don't forget to send a thank you note to your teacher(s) and/or studio teacher(s) who write recommendation letters for you...and keep them posted! Don't let them find out second-hand that you got into a college you had them write a recommendation letter for!

BROOKLYN ARTS HIGH SCHOOL BRAG SHEET

CLASS OF 2018

Directions: The questions that follow will help Ms. Nasser and/or your teacher(s) to write a meaningful recommendation letter. The more information you provide, the more thorough the recommender can be in writing their letter. **It is highly recommended** that you type out and email the responses to the people you are asking letters from in order to make it as easy as possible for them.

1. What do you consider your greatest **academic** strengths/achievements and weaknesses?
2. What do you consider your greatest **personal** strengths/achievements and weaknesses?
3. How would your peers describe you?
4. What is your greatest academic achievement?
5. What is your greatest achievement in your studio?
6. Are there any factors or circumstances in your life related to your grades or admission test scores that you would like colleges to be aware of?
7. Is there anything you would like to share about your cultural background or upbringing that has had a significant impact on you?
8. Please highlight the activities which are most meaningful to you. Discuss why you came to Brooklyn Arts, chose the studio that you did, community service, work experience, clubs, etc.
9. What will you contribute to your future college community?
10. Is there anything else the recommender needs to know to help them write your letter? Short-term or long-term goals?

THE PERSONAL ESSAY

The personal essay can very often tip the scales in the admission process either in your favor or to your disadvantage. It is crucial that students allow parents, and/or an English teacher and/or a counselor to review the essays. Content, organization, grammar and spelling are important. A superficial or shallow essay that is well written is as harmful as an outstanding essay that is characterized by grammatical errors, misspelled words and poor organization.

Remember that the purpose of an essay is to learn more about you on a personal level. If you have trouble getting started, make a list of possible topics to write about, and share these ideas with teachers, your counselor, and your parents. Write a draft, allowing interested parties to review it and make suggestions. Finally, do not allow yourself to fall into the trap of using "creative" essay topics from college books.

Make sure you answer the question thoroughly and crisply. Try to link to what you would like to major in at the university (do it organically, not forced).

EXTRACURRICULAR ACTIVITIES

While colleges say that the "love of learning" comes first, most admissions officers do examine the student's extracurricular activities. Here are some highlights that admission officers are looking for:

- How long was the student a member of that organization, and how much time was devoted to its activities?
- Did the student accomplish anything special or hold elective or appointive office (e.g., president or treasurer)?
- What did the student give to his/her school community (e.g., peer tutoring)?
- Highlight employment with job description and period of time employed.

Other items considered by selection committees include the personal interview, alumni relationships, geographic distribution, character and personality, and any special talents (e.g., art, computers, music, leadership, sports). Students with special talent should work closely with a faculty advisor in that subject to devise ways to demonstrate their talent. An art student might work on a portfolio, a computer student might create an original, unique program, a music student might make cassette recordings of his work and an athlete might collaborate with his coach to contact college coaches. Talented students should ask a teacher for a recommendation in their areas of strength — especially if they plan to major in that subject in college.

COLLEGE PERSONAL INTERVIEW

Some colleges and universities require a personal interview with a current member of the faculty, an admissions officer, a current student, or an alumnus. It is highly recommended that you take advantage of this opportunity if given to you in the admissions process. Some students may not have a choice and will have to interview as a requirement while other students may not be asked at all. Your personal interview demonstrates to the university that you are serious in your interest to attend the school.

Different Types of Interviews

The Personal Interview

These interviews are typically held at the college.

- A relaxed, informative conversation between a student and college personnel.
- Generally runs from 15 - 45 minutes.
- Usually parents are not a part of this process. They may be involved at the end of the interview, or in a special parent's session.
- The candidate is searching for the right college; the interviewer is searching for the right candidate.
- The candidate should come prepared with well thought-out questions.
- The interview can focus upon the candidate in ways that the application, recommendations, grades and test scores cannot.
- The weight placed on the written evaluation of the interview depends upon the individual college. In some cases it is very important, in others little weight is placed on it.

The Alumni Interview

This interview takes place either in the home or office of the alumnus or at the candidate's high school. Candidates must contact the admissions office to make necessary arrangements. This interview can help to:

- Update your school and personal record. Confirm the impression you made in the personal interview.
- Provide another positive impression of you.
- Usually includes many candidates.

When To Schedule Your Interview

- Usually during your junior year or senior year.
- Although summer allows you more leisure time and a visit can be combined with vacation plans, it does not offer you the opportunity to observe the campus while in full session.
- A fall visit will give you a more complete picture of the college. You can sit in on classes, stay in the dorm and eat in the cafeteria.

- Be certain to make an appointment well in advance.

Typical Questions that Are Asked of Students

- Tell me about yourself.
- Why are you interested in our college?
- What are you thinking of studying?
- Who or what has been the biggest influence in your life?
- Share a challenge that you faced during high school.
- What will you contribute to our campus community?
- Where do you see yourself in ten years?
- Does your high school record accurately reflect your abilities?
- What is the last book you enjoyed and why?
- If you could do one thing over in high school, what would that be?
- You could have dinner with one person from the past, who would that be and what would you ask?

Suggested Interview Questions to Ask the Admissions Representative

- What is distinctive about the education here?
- What is the educational philosophy of the college?
- What is the most popular major on campus? Why?
- Do you think that students are generally enthusiastic about their classes?
- How would you characterize the academic pressure and workload?
- Are there research possibilities with the faculty? In what areas?
- Is there a good balance of academics, social life, and extracurricular activities?
- What were the social or cultural highlights last year?
- What is the role of the campus newspaper?

Do Not Forget To...

- Be polite. Smile frequently. Good eye contact is very important.
- Dress appropriately.
- Listen! Do not do all the talking. (And, don't chew gum!)
- Shake hands firmly.
- Be relaxed but show good posture. (Don't slouch!)
- Be aware of your body language.
- Show genuine enthusiasm.
- Send thank you note to interviewer.

APPLICATION ADMISSIONS DESCRIPTIONS

The chart below outlines the many admissions options students will face in this process. It is important to learn the guidelines of your selected college's application procedures. Deadlines are firmly adhered to in the admissions process. Application materials must be handed into Ms. Nasser three weeks prior to the college's deadline. During the fall, Ms. Nasser is processing a great deal of paperwork and sufficient time is needed to meet college deadlines.

Strong Suggestion:

If your college(s) offers Early Action or Rolling Admissions, submit your applications as early as possible. Many applications become available on-line during the summer. This is the ideal time to complete your college applications as it reduces the additional stress that comes with senior year coursework!

The Common Application is widely used by students since more than 400 colleges participate. Visit commonapp.org to view the listing of participating colleges along with their specific deadline dates.

<i>Which College Admissions Process Best Suits You?</i>				
Non-Restrictive Application Plans			Restrictive Application Plans	
Regular Decision	Rolling Admissions	Early Action (EA)	Early Decision (ED)	Restrictive Early Action (REA)
Definition: Students submit an application by a specified date and receive a decision in a clearly stated period of time.	Definition: Institutions review applications as they are submitted and render admissions decisions throughout the admission cycle.	Definition: Students apply early and receive a decision well in advance of the institution's regular response date.	Definition: Students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. The application deadline and decision deadline occur early.	Definition: Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 st to confirm.
Commitment: Non-Binding	Commitment: Non-Binding	Commitment: Non-Binding	Commitment: Binding	Commitment: Non-Binding
Students are not restricted from applying to other institutions and have until May 1 st to consider their options and confirm enrollment.			Students are responsible for determining and following restrictions.	

STUDENTS WITH LEARNING DISABILITIES

As a result of the need for programs to be in compliance with the Individuals with Disabilities Education Act (IDEA), many colleges have developed varied programs to make themselves more accessible to those students with learning disabilities. If your child has been classified as learning disabled, has a current Individualized Educational Plan (IEP), or has other handicapping conditions, they may be eligible for non-standardized administration of the SAT I and/or admission to a special college program for students with learning difficulties. See Mr. Weit, Ms. Nasser, or Mr. Kosoff for information pertaining to this college process.

For students with special needs, the College Board has established eligibility criteria for non-standardized administrations of their tests (e.g., SAT Reasoning). The College Board's publication "Information for Students with Special Needs" says:

To be eligible, you must have on file at your school either a current Individualized Education Program (IEP) or two signed documents based on results obtained within the last three years from any of the following: physician(s), psychologist(s), child-study team(s), or learning disability specialist(s). Both documents cannot be from the same individual or team.

The IEP must state the nature and effect of the disability, and the need for modified testing arrangements. Signed documents must state and describe the disability, the tests used in diagnosis, and the need for special testing arrangements. In addition, the signed documents must affirm that the disability meets state guidelines.

If it is determined that a college support program will be appropriate, special testing will likely be required as part of the application.

FINANCIAL AID

Before making any decisions about which college to attend, it is important for students and parents to understand the financial aid process. Make sure to attend financial aid information meeting offered at Hewlett High School.

Financing a college education may seem like a daunting task. However, keep in mind that funding may come from a variety of sources including parental contributions, loans, grants, scholarships and/or federal programs. Parents play a very important role. Discussions should begin no later than junior year and should be ongoing through mid-senior year. To apply for federal assistance, parents will have to disclose a great deal of financial information pertaining to their income and taxes.

Three Myths

- 1) I am not filling out the FAFSA form because my family will never qualify for financial aid This may be true, but you will never know if the form is not submitted. Plus, many colleges will NOT award merit based scholarships (based on grades and scores) unless the FAFSA form has been filed.
- 2) I am not an "A" student so I won't get any financial aid Most federal aid is based on financial need, and grades are not considered
- 3) I won't apply to private colleges because my parents cannot afford to send me Don't rule out attending a private college or university based solely on cost. Begin by researching schools that fit your criteria, and when you have all the facts then make your decision. Often, private schools offer more financial aid than public schools. Remember higher college expenses also mean a better chance of showing financial need.

Federal Assistance Programs

Federal assistance programs play a major role in helping students fund their college educations, and most college students are receiving federal assistance of one sort or another. In order to qualify, students and parents must first fill out the Free Application for Federal Student Aid (FAFSA). Several weeks after correctly submitting this form, you will receive a Student Aid Report (SAR), which contains the Expected Family Contribution (EFC). The EFC is the annual amount of money the government thinks your family should contribute toward the cost of your college education.

Private Financing

You may finance a portion of your education through private scholarships and grants. Many scholarships are awarded for a variety of reasons, some for academic performance, some for particular skills and abilities and others for less obvious reasons. A scholarship or grant does not have to be repaid.

Understanding the Language of Financial Aid

Review the terms listed below. For further clarification, make an appointment to see Ms. Nasser.

APTS (Aid for Part-Time Students)

Awarded to part-time students who live and attend colleges in New York State. Each academic year, grants of up to \$2,000 are awarded.

CSS Profile (College Scholarship Search Profile)

Financial aid form required by many private colleges requesting additional information.

EFC

Expected Family Contribution.

FAFSA

Free Application for Federal Student Aid.

Federal Perkins Loan

Low interest loan based on financial need and other limitations.

Federal Scholarships and Grants

Offered by colleges, and do not have to be repaid. Federal assistance includes the Federal Pell Grant and the Federal Supplemental Educational Opportunities Grant (FSEOG).

FSEOG (Federal Supplemental Educational Opportunity Grant)

Awarded to students who demonstrate exceptional need. Limited and only distributed in some colleges. Grants range from \$100- \$4,000 per year.

FWS (Federal Work Study)

Based on financial need. It provides students with jobs both on and off campus. Program funding changes yearly, and there is no guarantee that money will be awarded year after year. These jobs pay at least the federal minimum wage and may pay more depending on the skill and responsibilities required. Money earned must be used toward educational expenses and cannot exceed your total federal award.

Grace Period

Time between when a student leaves college and before loan repayment begins.

HEOP/EOP (Higher/ Education Opportunity Program)

Program is available to some public and private colleges in New York State. Provides financial and academic support for students who are educationally and economically disadvantaged.

Loan

Borrowed money that must be repaid. If you receive a loan from the government, the finance rate is usually low; those from a bank or a savings and loan are higher. Of course, you want to pay back what you borrow at the lowest possible rate.

Pell Grant

Federal grant that ranges from \$400-\$4,000 per academic year. Based on demonstrated financial need of students. Grants do not have to be paid back.

Perkins Loans Low interest loan awarded by the student's college. Students must show exceptional financial need. Repayment begins nine months after the student graduates, leaves school or drops to less than half-time student status.

Private Scholarships and Grants

Many scholarships are awarded for a variety of reasons. Organizations awarding them include colleges, fraternal organizations, unions, businesses and private foundations. Ask your parents to find out if their place of business offers scholarships. Also, find out if any are awarded where you work. Your counselor should be your first source of college-related information. Prompt emails will be sent to you from the Counseling Center regarding scholarship opportunities. Also, visit the local library and bookstore for additional scholarship postings. Refer to page 34 and 35 for scholarship websites.

SAR (Student Aid Report)

Includes the EFC. It is sent to the colleges and listed on the FAFSA.

TAP (Tuition Assistance Program)

Provides New York State students, who demonstrate financial need, with grants that range from \$100-\$5,000. Available only to students attending a New York State college.

FINANCIAL AID FORMULA

Cost of Total Education – Expected Family Contribution = Financial Need
--

- 8% Combined Household Income
- + 8% Savings and Assets
- + 33% Savings in Student’s Name

Expected Family Contribution (Using approximate percentage amounts)

After the FAFSA form is processed, a SAR (Student Aid Report) is mailed home, which states the amount of federal funding the student is eligible for, and how much the government expects your family to pay. The SAR report is then routed to each school listed on the FAFSA where a financial aid package is constructed. Please note that Financial Aid packages will vary from college to college. Many colleges also require the CSS Profile form in addition to the FAFSA. The CSS Profile can be found on the College Board website. View the participating colleges on www.collegeboard.com.

Examples

New York University – Private Institution	SUNY Albany – Public Institution
<div style="margin-bottom: 10px;"> \$60,000 (Cost of Education) • \$21,000 (Expected Family Contribution) </div> <hr style="width: 20%; margin-left: 0;"/> <div style="margin-bottom: 10px;"> \$39,000 </div> <p>\$39,000 in financial aid may resemble an assortment / variation of funds listed below based on NYU’s assessment:</p> <ul style="list-style-type: none"> \$7,500 – Student Loan \$4,500 – Work Study \$15,000 – Scholarship Grant from college \$7,000 – Scholarship from outside sources \$1,000 – TAP Award (if NYS school) \$4,000 – Parent Loans 	<div style="margin-bottom: 10px;"> \$22,000 (Cost of Education) - \$21,000 (Expected Family Contribution) </div> <hr style="width: 20%; margin-left: 0;"/> <div style="margin-bottom: 10px;"> \$1,000 </div> <p>Based on the above formula, no federal aid would be awarded.</p> <p>However, student loans and outside scholarships could be applied toward tuition.</p>

Colleges and Universities are required to post a ‘Net Price Calculator’ on their website for families to have an estimated idea of total college costs.

STUDENT TIPS FOR APPLYING FOR COLLEGE

Applying to college is a task that will require your continued effort and attention over a period of months before you can reach an intelligent decision. You will be gathering information, weighing alternatives, writing letters, keeping appointments, and seeking advice.

You and your family are partners in this enterprise of making a wise decision about college. Counselors, teachers and friends become members of the team as you seek information and advice.

Strong Suggestions

- Create an organizational system for all your college material. An accordion folder is highly effective.
- Purchase a marble notebook for your College Log. All notes regarding colleges should be taken in log.
- Keep track of all user names and passwords for online applications – have page dedicated in college log.
- Application Status Codes are an important part of process. After application is submitted, app status codes are given so student can track application. Jot down all codes in college log.
- Seek out your counselor throughout the spring of junior year and fall of senior year.
- Utilize your Naviance account, go to the library, PPS Department, or bookstore and obtain a copy of the college guide that best suits your needs.
- **Thoroughly** research the colleges and universities which interest you.
- To cut your list to manageable size, eliminate colleges which obviously do not fit your needs, or those whose admissions requirements you cannot meet.
- Beginning in your junior year, request information and catalogues from colleges still on your list. This initial request will get you on college mailing lists. Be sure to visit each college's online website.
- Arrange to visit your three or four top college choices. Always sign in at the Admissions Office, so representatives know you have displayed interest.
- As the applications become available online, read them thoroughly, note deadline dates, supplemental information requested, fees to be paid, and specific admissions procedures.
- Seek help from all available sources as you decide which college you will apply. Six to eight well-selected colleges is a good number for most students. Be sure that you include at least one college where you are certain you will be accepted and at the same time be willing to attend.
- Let your application reflect that you are a responsible person. Watch for supplemental applications on the Common Application. Complete each one completely, neatly and intelligently. Read application instructions carefully. Give special thought to essays or autobiographies and ask a teacher or counselor to read them.

- In support of your application to highly selective colleges, submit any additional materials such as:
 - Exceptional term papers
 - Tapes of musical performances
 - Slides of art work, photography
 - Other examples of special talents and/or interests
- Read all correspondence you receive from a college thoroughly and carefully. Do not stop reading a letter of acceptance after the first sentence; continue on for specific instructions regarding deadlines for deposits and other items. Some colleges require a response before May, especially in cases where housing is limited.
- Notify all colleges which have accepted you about your plans, e.g., if you plan to deny an offer of admission it is important that you notify the college. It is even more important that you inform the college you plan to attend of your intention by sending the required deposits as quickly as possible.
- Students accepting Early Decision must withdraw other active applications since this decision is legally binding. This procedure allows the colleges to become aware that more seats are available to other students.

PARENT TIPS FOR APPLYING FOR COLLEGE

Strong Suggestions

- Do not assume anything. When in doubt, contact your child's school counselor.
- Create a college log for you and your child. Keep track of all contacts in one journal so you may stay organized throughout this process.
- Help your child develop an organizational system. An accordion folder works very well as it helps organize all correspondence, application forms, college log, essay(s), resume, etc.
- Encourage your child to "visit" with admission representatives, even if she has already visited the college. Colleges often track 'interest' of an applicant. Students should express interest in universities via Naviance.
- Most junior college conferences occur between February and April. If your child has not scheduled a meeting with their counselor before summer vacation, be certain that he/she arranges one early in the fall. Sometimes students are hesitant and/or fearful about beginning the college process and may require some encouragement. You may want to contact the counselor for advice if your child seems reluctant to begin to the process.
- The PPS Department needs a minimum of 15 school days to process the first application, and that all applications to be mailed before Christmas vacation must be submitted at least two weeks before the start of the holiday.
- Remember the number 330583 (also listed as 330-583). This is called the "CEEB Code", the high school code and the secondary school code, and all college applications ask for it.

- Watch application deadlines. Colleges and testing centers firmly adhere to all deadlines.
- A parent signature is required on a "Brooklyn Arts Transcript Request Form" to forward records and recommendations. These forms will be given out at Senior College Night and also available on the Guidance website.
- For special education/504 students, a parent signature is required on a separate "Release of Confidential Records" form. This form is available in the Guidance Suite.
- Students often worry about the order in which the colleges receive materials about them. The answer is that it does not matter. Once a college receives one piece of information - a teacher recommendation, a transcript, the application, etc., a file is created for that student, expecting that additional materials will be forthcoming. The real issue is not what comes first or last, but making sure that nothing arrives after the deadline.
- Usually when a college receives the data required from a student, an email is sent giving the student an access code to a secured website to allow them to view their admission status. This system informs the student if the application is incomplete, complete, or if a decision has been rendered.
- Financial aid information is available in the Counseling Center and on the Guidance website for both merit and need based situations. It is suggested that parents consult with their accountants because the financial aid applications are comprehensive documents.
- When college applications require your child to list any honors or awards, be sure he/she lists selections in any accelerated (e.g. mathematics or science), honors (e.g., English or mathematics), or advanced placement courses (including SUPA). Admission to these courses is highly selective and if he/she met the criteria to enroll, please consider this an honor.

COLLEGE INFORMATION WEBSITES

www.act.org

www.collegeboard.com

www.collegeconfidential.com

www.collegenet.com

www.collegedata.com

www.collegeresultsonline.com

www.bigfuture.collegeboard.org/collegesearch

www.colleges.us.com/best-colleges

www.fastweb.com

www.collegequest.com

www.collegepossible.org

www.collegeplan.org

www.college411.org

www.princetonreview.com

www.scholarships.com

www.campustours.com

www.collegeplanning.org

www.collegesearchengine.org

www.commonapp.org

www.educaid.com

www.fafsa.ed.gov

www.hesc.com

www.guaranteed-scholarships.com

www.kiplinger.com/personal_finance

www.nycareerzone.org

www.studentaid.ed.gov

BROOKLYN ARTS DIPLOMA REQUIREMENTS

Course Requirements for Graduation		
Course	Regents Diploma	Advanced Regents Diploma
<i>Minimum Requirements¹</i>		
English Language Arts (ELA)	8	8
Math <i>Including at least 2 credits of advanced math (e.g., Geometry or Algebra II/Trig)</i>	6	6
Social Studies <i>Distributed as follows:</i> <i>Global History (4) U.S. History (2)</i> <i>Participation in Government (1) Economics (1)</i>	8	8
Science (including labs) <i>Distributed as follows:</i> <i>Life Science (2) Physical Science (2)</i> <i>Life Science of Physical Science (2)</i>	6	6
Language Other Than English (LOTE)	2	6 ²
Visual Art, Music, Dance, and/or Theater	2	2
Physical Education <i>Every year, distributed in specific patterns</i>	4	4
Health	1	1
Electives	7	3
Total	44	44

1. The number of credits required for State-approved Career and Technical (CTE) sequences varies depending on the specific program of study. Students may be required to earn more than 44 total credits in order to graduate with a CTE endorsement. Students in CTE programs should ask their school about these requirements.

2. Students completing Arts or CTE endorsements to the Advanced Regents diploma are required to complete only 2 credits of LOTE.

BROOKLYN ARTS COLLEGE AND CAREER READINESS DIPLOMA REQUIREMENTS

Toward College and Career Readiness

Academics

Students must earn the credits listed on the previous page, “Course Requirements for Graduation,” in order to receive a Regents or Advanced Regents diploma. Completing the additional courses listed below can support students in successfully transitioning to college or the workplace.

Courses that Support College and Career Readiness

Subject-Specific Course Sequences

Math: 8 Regents-level credits, including a sequence that consists of at least the following courses:

- π Algebra I
- π Geometry
- π Algebra II / Trigonometry

Science: 8 Regents-level credits, including a sequence that consists of at least three of the following courses:

- ✓ Living Environment
- ✓ Chemistry
- ✓ Physics
- ✓ An AP science course

Advanced Courses

Advanced Placement (AP) courses:

- Biology*
- English Language & Composition*
- English Literature & Composition*
- Environmental Science*
- French Language & Culture*
- Human Geography*
- Psychology*
- Statistics*
- United States History*
- World History*

Courses for college credit, such as:

- ✓ College Now
- ✓ CUNY Early College

Arts

Students must become knowledgeable not only in preparation for their concerts, galleries, matinees, performances, or shows, but also “masters of their craft” in the sense that they take a deep dive into the history and current events of their studio. It is important that students are well-rounded Scholar-Artists who prepare themselves, starting as a freshmen, for auditions and portfolios for the conservatories of their dreams. It will take thousands of hours of practice, determination, and the heart to be great.

BROOKLYN ARTS ASSESSMENT REQUIREMENTS FOR GRADUATION

Examination Requirements for Graduation		
	Regents Diploma Required Regents Exams 5 Exams Requires (Passing Score of 65 and Above)	Regents Diploma with Advanced Designation Required
Regents Exam³	Minimum Requirements	
ELA	65+	65+
Math	65+ on <u>One</u> Math Exam: <ul style="list-style-type: none"> • <i>Algebra I or</i> • <i>Geometry or</i> • <i>Algebra II</i> 	65+ on <u>Three</u> Math Exams: <ul style="list-style-type: none"> • <i>Algebra I and</i> • <i>Geometry and</i> • <i>Algebra II</i>
Social Studies	65+ on <u>One</u> Social Studies exam: <ul style="list-style-type: none"> • <i>U.S. History or</i> • <i>Global History</i> 	65+ on <u>One</u> Social Studies exam: <ul style="list-style-type: none"> • <i>U.S. History or</i> • <i>Global History</i>
Science	65+ on <u>One</u> Science exam: <ul style="list-style-type: none"> • <i>Earth Science or</i> • <i>Living Environment or</i> • <i>Chemistry or</i> • <i>Physics</i> 	65+ on Living Environment <u>AND ONE</u> other Science exam: <ul style="list-style-type: none"> • <i>Earth Science or</i> • <i>Chemistry or</i> • <i>Physics</i>
Language Other Than English (LOTE)	Not Required	65+ on one NYC LOTE exam ⁴
+1 Option ³	65+ on any additional Regents exam or State-approved +1 option <i>(see your guidance counselor for more information and/or eligibility)</i>	65+ on any additional Regents exam or State-approved +1 option

3. Other assessments and learning experiences approved by the New York State Education Department may fulfill the +1 option or replace a required exam. Students should ask their schools about the availability of these options, including the Career Development and Occupational Studies (CDOS) +1 Option. Students using the CDOS +1 option must complete a career plan, employability profile, and 216 hours of career preparation experiences, which must include at least 54 hours of work-based learning.

4. Students completing an Arts or CTE endorsement to the Advanced Regents diploma and students whose IEPs indicate a disability that affects their ability to learn a language are not required to take the LOTE exam. NOTE: Students with disabilities have additional options for fulfilling exam requirements. Students should ask their schools about whether these options apply to them.

Diploma Endorsements

Students may earn diploma endorsements recognizing the successful completion of additional courses and exams. Students should ask their schools if they are eligible for any of the following endorsements: Arts, CTE, Honors Designation, Mastery in Math, Mastery in Science, and Service.

BROOKLYN ARTS COLLEGE AND CAREER READINESS **EXAMINATION REQUIREMENTS**

Toward College and Career Readiness

Students must earn passing scores on the exams listed on the previous page, “Examination Requirements for Graduation,” in order to receive a Regents or Advanced Regents diploma. Earning higher scores on these exams, taking additional exams, and achieving diploma endorsements can support students in successfully transitioning to college or the workplace.

Achievements that Support College and Career Readiness

Earn any of these scores to avoid remediation at CUNY:

Reading and Writing

- English Regents exam score of 75+
- SAT Critical Reading score of 480+
- ACT English score of 20+
- Passing score on CUNY Assessments Tests

Math

- Any Math Regents exam score of 80+ AND a passing grade in Algebra II/Trigonometry or a higher level math course
- Common Core-aligned Algebra I or Common Core-aligned Geometry exam score of 70+ AND a passing grade in Algebra II/Trigonometry or a higher level math course
- Math SAT score of 500+
- ACT Math score of 21+
- Passing score on the CUNY Assessment Tests

Other Achievements

- Earn a score of 3+ on any Advanced Placement (AP) exam
- Pass a course that earns college credit with a “C” or higher
- Earn an Advanced Regents diploma
- Earn a CTE diploma endorsement and/or pass an industry-recognized technical assessment for licensure and/or certification
- Earn an Arts diploma endorsement

BROOKLYN ARTS DIPLOMA REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Course Requirements for Graduation		
Course	Local & Regents Diploma	Advanced Regents Diploma
<i>Minimum Requirements¹</i>		
English Language Arts (ELA)	8	8
Math <i>Including at least 2 credits of advanced math (e.g., Geometry or Algebra II/Trig)</i>	6	6
Social Studies <i>Distributed as follows:</i> <i>Global History (4) U.S. History (2)</i> <i>Participation in Government (1) Economics (1)</i>	8	8
Science (including labs) <i>Distributed as follows:</i> <i>Life Science (2) Physical Science (2)</i> <i>Life Science of Physical Science (2)</i>	6	6
Language Other Than English (LOTE)²	2	6 ³
Visual Art, Music, Dance, and/or Theater	2	2
Physical Education <i>Every year, distributed in specific patterns</i>	4	4
Health	1	1
Electives	7	3
Total	44	44

1 The number of credits required for State-approved Career and Technical Education (CTE) sequences varies depending on the specific program of study. Students may be required to earn more than 44 total credits in order to graduate with a CTE endorsement. Students in CTE programs should ask their school about these requirements.

2 A student whose IEP indicates a disability that adversely affects his or her ability to learn a language may be exempted from these requirements.

3 Students completing Arts or CTE endorsements to the Advanced Regents diploma are required to complete only 2 credits of LOTE. See reverse for more information about these endorsements.

BROOKLYN ARTS COLLEGE AND CAREER READINESS **DIPLOMA REQUIREMENTS FOR STUDENTS WITH** **DISABILITIES**

Toward College and Career Readiness

Academics

Students must earn the credits listed on the previous page, “Course Requirements for Graduation, Students with Disabilities” in order to receive a Local, Regents or Advanced Regents diploma. Completing the additional courses listed below can support students in successfully transitioning to college or the workplace.

Courses that Support College and Career Readiness

Subject-Specific Course Sequences

Math: 8 Regents-level credits, including a sequence that consists of at least the following courses:

- π Algebra I
- π Geometry
- π Algebra II / Trigonometry

Science: 8 Regents-level credits, including a sequence that consists of at least three of the following courses:

- ✓ Living Environment
- ✓ Chemistry
- ✓ Physics
- ✓ An AP science course

Advanced Courses

Advanced Placement (AP) courses:

- Biology*
- English Language & Composition*
- English Literature & Composition*
- Environmental Science*
- French Language & Culture*
- Human Geography*
- Psychology*
- Statistics*
- United States History*
- World History*

Courses for college credit, such as:

- ✓ College Now
- ✓ CUNY Early College

Alternative Exiting Credentials

Alternative exiting credentials are not equivalent to a high school diploma. Students who receive these credentials are eligible to continue attending school until they earn a high school diploma or until the end of the full school year in which they turn 21 (whichever occurs first). These credentials may only be awarded after at least 12 years of education, excluding kindergarten. For more information on these credentials, students should ask their school.

Career Development & Occupational Studies (CDOS) Commencement Credential

Recognizes student preparation for entry-level work through mastery of the CDOS learning standards. Students may receive this credential upon completion of a career plan, employability profile, and 216 hours of career preparation experiences, including at least 54 hours of work-based learning. This credential may be awarded as an endorsement to a diploma or as the sole exiting credential. These career preparation experiences may also be used as a +1 option (see the reverse side for more information).

Skills & Achievement Commencement Credential

Recognizes students’ skills and achievements in academics, career development, and other foundations needed for post-school living, learning, and working. This credential may only be awarded to students with severe cognitive disabilities who participate in the New York State Alternate Assessment (NYSAA).

BROOKLYN ARTS ASSESSMENT REQUIREMENTS FOR GRADUATION FOR STUDENTS WITH DISABILITIES

Examination Requirements for Graduation for Students with Disabilities			
	Local Diploma (Safety Net)⁵	Regents Diploma Required Regents Exams 5 Exams Requires (Passing Score of 65 and Above)	Regents Diploma with Advanced Designation Required
Regents Exam⁴	Minimum Requirements		
ELA	55+	65+	65+
Math	55+ on <u>One</u> Math Exam: <ul style="list-style-type: none"> • <i>Algebra I</i> or • <i>Geometry</i> or • <i>Algebra II</i> 	65+ on <u>One</u> Math Exam: <ul style="list-style-type: none"> • <i>Algebra I</i> or • <i>Geometry</i> or • <i>Algebra II</i> 	65+ on <u>Three</u> Math Exams: <ul style="list-style-type: none"> • <i>Algebra I</i> and • <i>Geometry</i> and • <i>Algebra II</i>
Social Studies	55+ on <u>One</u> Social Studies exam: <ul style="list-style-type: none"> • <i>U.S. History</i> or • <i>Global History</i> 	65+ on <u>One</u> Social Studies exam: <ul style="list-style-type: none"> • <i>U.S. History</i> or • <i>Global History</i> 	65+ on <u>One</u> Social Studies exam: <ul style="list-style-type: none"> • <i>U.S. History</i> or • <i>Global History</i>
Science	55+ on <u>One</u> Science exam: <ul style="list-style-type: none"> • <i>Earth Science</i> or • <i>Living Environment</i> or • <i>Chemistry</i> or <i>Physics</i> 	65+ on <u>One</u> Science exam: <ul style="list-style-type: none"> • <i>Earth Science</i> or • <i>Living Environment</i> or • <i>Chemistry</i> or <i>Physics</i> 	65+ on Living Environment <u>AND ONE</u> other Science exam: <ul style="list-style-type: none"> • <i>Earth Science</i> or • <i>Chemistry</i> or <i>Physics</i>
Language Other Than English (LOTE)	Not Required	Not Required	65+ on one NYC LOTE exam ⁶
+1 Option ³	55+ on any additional Regents exam or State-approved +1 option <i>(see your guidance counselor for more information and/or eligibility)</i>	65+ on any additional Regents exam or State-approved +1 option <i>(see your guidance counselor for more information and/or eligibility)</i>	65+ on any additional Regents exam or State-approved +1 option <i>(see your guidance counselor for more information and/or eligibility)</i>

4. Other assessments/experiences approved by the New York State Education Department may fulfill the +1 option or replace a required exam. Students should ask their school about the availability of these options, including the CDOS +1 option.

5. Safety Net eligible students may graduate with scores as low as 45 on certain exams, so long as those scores are compensated for by a score of 65 or above on another exam. For more information, students should ask their school about the compensatory score option.

6. Students completing an Arts or CTE endorsement to the Advanced Regents diploma and students whose IEPs indicate a disability that affects their ability to learn a language are not required to take the LOTE exam. NOTE: The Local diploma option is available to students with IEPs, students with 504 Plans specifying Safety Net eligibility, and students with disabilities who were declassified while in grades 8–12 whose last IEPs specify Safety Net eligibility.

BROOKLYN ARTS ASSESSMENT REQUIREMENTS FOR GRADUATION FOR STUDENTS WITH DISABILITIES (continued)

Diploma Endorsements

Students may earn diploma endorsements recognizing the successful completion of additional courses and exams. Students should ask their schools if they are eligible for any of the following endorsements: Arts, CTE, Honors Designation, Mastery in Math, Mastery in Science, Service, and CDOS.

PATHWAYS FOR LOCAL DIPLOMA, EXAMINATION REQUIREMENTS, FOR STUDENTS WITH DISABILITIES

Non-Diploma Exiting Credentials:

Low Pass Safety Net	Compensatory Safety Net
<p>55-64 on the following Regents:</p> <ul style="list-style-type: none"> • ELA Common Core • One Math • One Science • Global History • U.S. History Regents 	<ul style="list-style-type: none"> • 45-54 on one required Regents exam other than ELA or one Math • ELA and one Math must be a minimum 55

Brooklyn Arts

BROOKLYN HIGH SCHOOL OF THE ARTS

Dr. Quinlan, July 2017

Adapted from G.W. Hewlett