

WELCOME TO THE 2016 CITYWIDE HIGH SCHOOL FAIR

SEPTEMBER 24 and 25

10am–3pm

FLOOR DIRECTORY: FIND SCHOOLS AND RESOURCES

- Use the directory below to find the schools you want to meet.
- Schools are in alphabetical order on each floor.
- Start from the top! All elevators run express to the 7th floor. Walk down the stairs to visit lower floors.
- There is one Limited Mobility elevator for families. It will stop on all floors.

Available on each floor:

♿ Restrooms

ⓘ Information

🗣 Interpretation Services: Multilingual staff are here to help families who need language interpretation services in: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, Urdu.

Floor	Schools and Resources	
7	Brooklyn Schools	
6	Queens Schools (school names A-L)	
5	Queens Schools (school names M-Z)	Staten Island Schools
4	Bronx Schools	
3	Manhattan Schools (school names A-L)	
2	Manhattan Schools (school names M-Z)	
1	Center Hall 🗣 Auditorium 📄 Materials 🗣 Interpretation Services Meeting Place: Cell phone service is limited—meet here if you are separated from your family or group.	Gym Specialized High Schools

FAMILY WORKSHOPS: LEARN MORE ABOUT HIGH SCHOOL ADMISSIONS

🗣 Workshops are on the first floor in the Auditorium. Enter through the Center Hall.

Introduction to High School Admissions Learn how to find NYC high schools that fit your needs and get important tips on developing your High School Application.	10:15–11:15am 12–1pm
Auditioning for Arts Schools and Programs Learn about the unique audition and portfolio processes for arts high schools and programs in dance, music, theater, visual arts, and film/media.	1:30–2:30pm

BOROUGH HIGH SCHOOL FAIRS: GET TO KNOW HIGH SCHOOLS IN YOUR BOROUGH

Saturday, October 15 and Sunday, October 16

11am–3pm

Borough	Location
Bronx	DeWitt Clinton Educational Campus 100 West Mosholu Parkway, 10468
Brooklyn	Sunset Park High School 153 35th Street, 11232
Manhattan	Martin Luther King, Jr. Educational Campus 122 Amsterdam Avenue, 10023
Queens	Francis Lewis High School 58-20 Utopia Parkway, 11365
Staten Island	Port Richmond High School 85 St. Josephs Avenue, 10302

STAY CONNECTED

 Visit schools.nyc.gov/high for key dates and a calendar of high school information sessions and open houses.

 Sign up for high school email updates: schools.nyc.gov/subscribe.

 Save the date for the High School Application deadline on December 1, 2016.

2017 NYC HIGH SCHOOL DIRECTORY UPDATES

For the most current version of the Directory and other admissions resources, please visit the High School Admissions resources page at schools.nyc.gov/ChoicesEnrollment/High/Resources

Accessibility Information Update – Information in the printed *2017 New York City High School Directory* is not correct for Manhattan and Queens; schools that are accessible and those that are not have been reversed. Please reference the updated accessibility list. More information about accessibility can be found at: schools.nyc.gov/Offices/OSP/Accessibility.

Transportation Update – The MTA and DOE have updated the public bus transportation information since the printing of the *2017 NYC High School Directory*—view the most up-to-date bus information in the digital version at schools.nyc.gov/ChoicesEnrollment/High/Resources.

English Language Learner Program Eligibility Update – Eligibility requirements for Schools for New Arrivals have been updated to reflect the language of current scoring guidelines:

Students eligible for these programs are English Language Learners per New York City Department of Education guidelines scoring at the **Entering, Emerging, or Transitioning** levels on the NYSESLAT, NYSITELL, or LAB-R.

Additional Updates

Page	Section – School Page	Correction
p. 19	Get Ready for Auditions!	Program code for the High School of Fashion Industries: Art, Illustration and Graphics should be M68J
p. 79	Bronx – Crotona Academy High School	School DBN: 12X321 (Note: the school moved and is now located in District 12)
p. 169	Brooklyn – Academy of Hospitality and Tourism	Email: smiller18@schools.nyc.gov Website: www.aohterasmus.org Typical 9 th Grade Schedule: 8am-2:20pm
p. 212	Brooklyn – Digital Arts and Cinema Technology High School	Website: www.digitaltechhs.com
p. 224	Brooklyn – FDNY –High School for Fire and Life Safety	New School and Program Name: FDNY – Captain Vernon A. Richards High School for Fire and Life Safety
p. 296	Brooklyn – Secondary School for Law	New School and Program Name: John Jay School for Law
p. 363	Manhattan – Henry Street School for International Studies	New School and Program Name: Orchard Collegiate Academy Email: mdoyle9@schools.nyc.gov Grade Span: 9-12 Language Courses: Spanish AP Courses: US History School Sports: Wrestling, Soccer, Boxing
p. 378	Manhattan – The High School of Fashion Industries	Language Courses: Spanish
p. 480	Queens – Energy Tech High School	10 th Grade Seats Offered: Yes – New Program
p. 563	Queens – Young Women’s Leadership School, Queens	Email: VBurdier@twylsqueens.org Website: www.tywlsqueens.org

SPECIALIZED HIGH SCHOOLS: 2016 TESTING AND AUDITION INFORMATION

September 8–October 13, 2016

Register for the SHSAT and LaGuardia High School audition(s) with guidance counselors.

October 19, 2016

Test Tickets and Audition Tickets are available.

Test Dates* For test locations, see page 11 of the <i>2017 Specialized High Schools Student Handbook</i>		Audition Dates For audition schedule details, see page 12 of the <i>2017 Specialized High Schools Student Handbook</i>
Specialized High Schools Admissions Test <ul style="list-style-type: none"> For all current eighth grade students 	Specialized High Schools Admissions Test <ul style="list-style-type: none"> For all current ninth grade students For eighth and ninth grade students who are English Language Learners or students with disabilities who have Individualized Education Programs (IEPs) or approved 504 plans For make-up test requests 	LaGuardia High School Auditions 100 Amsterdam Avenue, New York, NY 10023 <ul style="list-style-type: none"> First Day of Auditions: Saturday, October 29 Last Day of Auditions: Saturday, December 3 Dates are scheduled according to the borough in which your school is located, not your current home address, and by the first letter of your last name.
 	 	

*Seven schools were selected to offer the SHSAT to eighth grade students during the school day. Ask your school's principal if this applies to your child.

Prepare!

Practice tests and audition information are in the *2017 Specialized High Schools Student Handbook*.

Reminders

- Tell your guidance counselor in September that you are interested in registering for the SHSAT or LaGuardia High School auditions.
- Check your Test or Audition Ticket for your test/audition time and location.
- List up to eight SHSAT schools in order of preference on your SHSAT Test Ticket and then write that same list on the answer sheet on test day.
- Taking the SHSAT or auditioning for LaGuardia High School means you have applied to those schools.
- Dress comfortably and bring water and a snack.
- If applicable, testing accommodations are listed on your ticket.

For more information, call (718) 935-2399 or visit our website: schools.nyc.gov/shs.

SPECIALIZED HIGH SCHOOLS: 2016 FALL OPEN HOUSE DATES

How Admission Is Determined	Specialized High School	Location	Date	Time
The Specialized High Schools Admissions Test (SHSAT)	The Bronx High School of Science www.bxscience.edu	75 West 205 Street Bronx, NY 10468	Thursday, October 20 <i>sign-up at www.bxscience.edu</i>	5–7pm
	The Brooklyn Latin School www.brooklynlatin.org	223 Graham Avenue Brooklyn, NY 11206	Wednesday, October 19 <i>no sign-up necessary</i>	5–7pm
	Brooklyn Technical High School www.bths.edu	29 Fort Greene Place Brooklyn, NY 11217	Monday, October 17 <i>no sign-up necessary</i>	6–8:30pm
	High School for Mathematics, Science and Engineering at the City College of New York www.hsmse.org	Great Hall, The City College of New York 240 Convent Avenue New York, NY 10031	Tuesday, October 18 <i>no sign-up necessary</i>	5–8pm
	High School of American Studies at Lehman College www.hsas-lehman.org	Lehman College Performing Arts Ctr. 2925 Goulden Avenue Bronx, NY 10468	Thursday, October 13 <i>no sign-up necessary</i>	5:30–7:30pm
	Queens High School for the Sciences at York College www.qhss.org	York College Center for the Performing Arts 94-20 Guy R Brewer Blvd Jamaica, NY 11451	Tuesday, October 11 <i>no sign-up necessary</i>	5–7pm
	Staten Island Technical High School www.siths.org	485 Clawson Street Staten Island, NY 10306	Thursday, October 6 <i>no sign-up necessary</i>	6–8pm
	Stuyvesant High School www.stuy.edu	345 Chambers Street New York, NY 10007	Wednesday, October 5 <i>no sign-up necessary</i>	5–8pm
Auditions for: Dance, Drama, Instrumental Music, Fine Arts, Technical Theater, Vocal Music	Fiorello H. LaGuardia High School of Music & Art and Performing Arts www.laguardiahs.org	100 Amsterdam Avenue New York, NY 10023	Monday, October 24 <i>no sign-up necessary</i>	6–8pm

Visual and Performing Arts High Schools: Preparing Your Audition/Arts Portfolio

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.

1 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:

- All monologues should be published. Original student writing or internet monologue material is not appropriate.
- All monologues should be 1-2 minutes in length.
- Monologue characters should be age-appropriate.
- 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
- ✓ Characterization
- ✓ Diction
- ✓ Clarity of Communication
- ✓ No Costume or Prop Pieces

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.

- *Audition Monologues for Student Actors: Selections from Contemporary Plays* by Roger Ellis
- *Red Licorice: Monologues for Young People* by Carole Tippit
- *Monologues for Young Actors* by Lorraine Cohen
- *100 Great Monologues: A Versatile Collection of Monologs, Duologs and Trilogys for Student Actors* by Rebecca Young
- *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 Hackett."

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 31. 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 \$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.

Performing Arts High Schools: Preparing Your Audition/Arts Portfolio

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 and water

Students with disabilities participate in high school admissions in the same way as their non-disabled peers. Students in 8th grade whose Individualized Education Program (IEP) Teams develop IEPs with a recommendation for special education services within a district school submit applications during the annual high school admissions process in December. Students with disabilities may apply to all programs listed in the [New York City High School Directory](#). The Directory outlines each school's admissions requirements, which are applicable to all students. Additional information on the high school admissions process may be found at www.nyc.gov/schools/ChoicesEnrollment/High and information on special education programs and services may be found at www.nyc.gov/schools/Academics/SpecialEducation/programs.

Applying to High School

Students with disabilities may apply to any high school program, and all schools are expected to deliver special education supports and services to meet students' needs. The high school application shows information about students' current recommended special education instructional program and support services, prior year attendance data, reading and math standardized test scores, and subject area grades. Students and families can learn more about the programs and services available at each high school by meeting with guidance counselors, reviewing the [New York City High School Directory](#) or other resources provided by the NYCDOE, and attending high school admissions [events and workshops](#) and school [information sessions](#).

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 [New York City High School Directory](#) for information about admissions criteria and test and audition dates, and, for information on testing accommodations, visit <http://schools.nyc.gov/Academics/SpecialEducation/Classroom/instruction/accommodations.htm>.

Students who are interested in applying to one of the Specialized High Schools must take the Specialized High Schools Admissions Test (SHSAT) and, if specified in their IEPs, may receive testing accommodations on the exam. 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. The only accommodations that are not permitted for tests or auditions are ones that change what is being measured. Students and their families should review the [Specialized High Schools Student Handbook](#) to learn more about the Specialized High Schools admissions process and related testing accommodations.

Special Education Specialized Programs in District Schools

Special education specialized programs provide targeted services and supports for students with autism spectrum disorders (ASD), students with intellectual disabilities, and students recommended for 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 district schools that have the program the IEP Team has determined best meets the student's needs. Students may receive both a specialized program offer and a district 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 district 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 district schools for eligible students who are classified by the IEP Team as having an "Intellectual Disability" and 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 a language other than English to meet the needs of students with emergent English language skills. Currently, bilingual special education programs are offered in Spanish, Chinese, and Yiddish.

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 visit the school 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 IEP Teams, including the family, consider a transition to a more inclusive program in a district 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 District High School:** current 8th graders in District 75 who are preparing to transition to a district 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 district high school choices and options.
- **Continuing in District 75 for High School:** current 8th graders who will be transitioning to high school in a specialized District 75 school will get placement into high school through the District 75 Placement Office. Students will be notified of the high school placement in April or May. Current 8th grade students who have a recommendation of SETSS provided by a District 75 provider will be transitioning to high school in a specialized District 75 school and 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 are 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 our [Family Guide to Special Education](#).

Academic Planning and Post-Secondary Goals

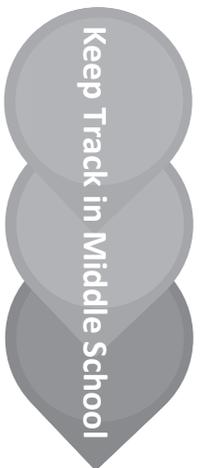
Students and families are encouraged to think about post-secondary goals and engage with support staff at school to strategically plan for life after high school. Ideally, these discussions are held throughout middle school as students' 8th grade IEPs must specify post-secondary goals. Students, families, and school staff should work together to consider which academic program, assessment (standard vs. alternate), and graduation pathway best supports the student toward achieving those goals. Students' IEPs should reflect the specially designed instruction, supports, services, goals, and post-secondary objectives needed 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 [Graduation Requirements Cards](#) are a quick reference for families to understand all the requirements.

For more information, call (718) 935-2399 or visit our website: www.nyc.gov/schools/ChoicesEnrollment/High

Last Updated: May, 2016



Keep Track in Middle School

High School Planning

Ask your child's school or check online to stay up to date on important events, deadlines, and resources.

Instructional Programs

Attend parent/teacher events at your child's school to discuss how your child's current instructional program is preparing your child for high school.

Have ongoing conversations with your child's teacher about your child's progress.

Individualized Education Programs (IEPs)

Meet with your child's IEP team and attend your child's annual IEP meetings. Share your unique perspective on your child's strengths, interests, needs, and goals for the future.

For More Information:

Contact:

Your child's guidance counselor:

Phone: _____

Email: _____

High School Enrollment:

Phone: (718) 935-2399

Email: HS_Enrollment@schools.nyc.gov

Family Welcome Centers:

<http://schools.nyc.gov/ChoicesEnrollment>

[/NewStudents/WelcomeCenters](http://NewStudents>WelcomeCenters)

Subscribe for updates:

<http://schools.nyc.gov/Subscribe>

Visit NYC DOE Websites:

High School Enrollment:

<http://schools.nyc.gov/ChoicesEnrollment>

[/High](http://High)

High School Directory:

<http://schools.nyc.gov/ChoicesEnrollment>

[/High/Resources](http://High/Resources)

Graduation Requirements:

<http://schools.nyc.gov/RulesPolicies/GraduationRequirements>

[Special Education:](http://schools.nyc.gov/Academics/SpecialEducation)

[http://schools.nyc.gov/Academics/Special Education](http://schools.nyc.gov/Academics/SpecialEducation)



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Roadmap: Transition to High School

The 6-7-8 Roadmap is designed to help middle school students and their families plan for high school and the high school admissions process. It provides families with guidance on what they can do each year to support their child's academic growth and ensure their child's instructional program is preparing their child for success in high school and beyond.

The 6-7-8 Roadmap also contains important information about the high school admissions process, including events, deadlines, and additional resources. Thinking about high school beginning in the 6th grade gives middle school students the opportunity to explore different options so that they can fulfill their goals for high school, college, and their future careers.

Grade 6

Transitioning to Middle School

1. Reflect on the transition from elementary to middle school. What went well? What would you have changed or improved?
2. Attend parent/teacher events at the:
 - **Beginning of the year** to get to know your child's new school, teachers, and staff.
 - **End of the year** to ask questions about expectations for 7th grade.
3. Meet with your child's teachers and/or IEP team to:
 - Share your child's **strengths, interests, needs, and goals**.
 - Ask questions about the instruction and services your child receives, what assessments your child will take, and how your child's promotion to the next grade will be determined.
4. At your child's **annual IEP meeting**:
 - Ask how your child's special education programs/services will help your child meet the challenges of 7th grade.
 - Discuss whether changes to your child's IEP may be needed to support growth and progress in 7th grade and prepare your child for 8th grade and high school.
5. If your child has an IEP, complete the **Level 1 Vocational Interview**, a helpful tool for matching your child's academic program to your child's college and career goals.

Grade 7

Thinking about High School

1. Reflect on your child's strengths, interests, needs, and goals and **start thinking about the type of high school your child may want to attend**.
2. Meet with your child's teachers to discuss how the instruction and services your child receives are preparing your child for high school.
3. Start exploring the **New York City High School Directory**, which is available at your child's school or online.
4. Speak to your child's **guidance counselor** about high school options, the admissions process, and any special admissions criteria.
5. Attend high school fairs and admissions workshops.
6. At your child's **annual IEP meeting**:
 - Ask about your child's progress and how your child's special education programs/services will help your child meet the challenges of 8th grade and high school.
 - Discuss whether changes to your child's IEP may be needed to support growth and progress in 8th grade and prepare your child for high school.
7. To better understand the high school admissions process, attend **family workshops** the summer before your child begins 8th grade.

Grade 8

Applying to High School

1. Reflect on the progress your child has made in the past two years and begin the high school application process by researching high schools and developing a **list of 20 to 30 programs** that would be a good fit for your child.
2. High school applications are **distributed in October**. They are **due in December**. Ask your child's school or check online for updates on events and deadlines.
3. Contact high schools with special admissions criteria about **information sessions, auditions, or school-based admissions tests**. Create a schedule with these dates.
4. Attend the citywide and/or borough high school fairs.
5. If your child is interested in attending a specialized high school, register your child for the **Specialized High Schools Admissions Test (SHSAT)** and/or **LaGuardia High School Auditions**.
6. **Complete the high school application**. Rank **12 programs** in your true order of preference based on your child's strengths, interests, needs, and goals.
7. At your child's **annual IEP meeting**:
 - Ask about transition planning and the special education programs/services that will help your child achieve your child's goals.
 - Discuss high school graduation requirements and diploma options.
8. In June and over the summer, **attend high school orientations and/or information sessions** at your child's future high school.