



High School Admissions **SPECIALIZED** **HIGH SCHOOLS**

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

This presentation is available in:

العربية | বাংলা | 中文 | Français | Kreyòl Ayisyen

한국어 | Русский | Español | اردو

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

AGENDA

- **The Nine Specialized High Schools**
 - **Introduction and Eligibility**
 - **Timeline**
 - **How to RFT (Request for Testing)**
 - **LaGuardia Auditions**
 - **Specialized HS Admissions Test (SHSAT)**
 - **Things to Remember**
- **Panel Discussion**
- **Question & Answer**

Turn & Talk

***What two things do you
want to learn from this
workshop?***

THE NINE SPECIALIZED HIGH SCHOOLS

Audition	Florello H. LaGuardia High School of Music & Art and Performing Arts	
	Dance	Drama
	Instrumental Music	Technical Theatre
	Fine Arts	Vocal Music
Take the Specialized High Schools Admissions Test (SHSAT)	The Bronx High School of Science	
	High School of American Studies at Lehman College	
	Brooklyn Technical High School	
	The Brooklyn Latin School	
	Stuyvesant High School	
	High School for Mathematics, Science and Engineering at the City College of NY	
	Queens High School for the Sciences at York College	
	Staten Island Technical High School	

HOW DO I APPLY TO HIGH SCHOOL?

High School Application

- **List up to 12 program choices**

Request for Testing (RFT) for Specialized High Schools

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

ARE YOU ELIGIBLE FOR SPECIALIZED HS ADMISSIONS?

Student must be a current New York City resident and current 8th grader or first time 9th grader throughout the:

- **RFT period**
- **Test/audition**
- **Time of notification of test/audition results**

SPECIALIZED HS TIMELINE

September 10 – October 15	SHSAT Registration and LaGuardia High School Audition Registration through counselors
Wednesday, October 21	Test/Audition Tickets distributed to students
Saturday, October 24 & Sunday, October 25	SHSAT: All 8th graders
Saturday, November 7 Sunday, November 15	SHSAT: All 9th graders and 8th & 9th graders with special needs or 504 accommodations Make-up Testing
Sunday, November 1	LaGuardia High School Auditions begin
Sunday, November 22	LaGuardia High School Auditions conclude
Early March	Round 1 results distributed (inclusive of Specialized High School results)

HOW TO REQUEST FOR TESTING (RFT)

Meet with Guidance Counselor

- **Between September 10 and October 15**
- **Make sure to notify of any accommodations or Religious Observance.**

Receive Test/ Audition Ticket(s)

- **From the Guidance Counselor by October**
- **Student must bring ticket to SHSAT or LaGuardia Audition!**

Check your Ticket(s)

- **Correct student info (name, ID#, grade)**
- **Correct test date and location**
- **Confirm testing accommodations (if applicable)**

ACCOMMODATIONS

- **Students with disabilities who have Individualized Education Programs (IEPs) or approved 504 Accommodation Plans and English Language Learners (ELLs) are eligible for supports and accommodations on tests and auditions.**
 - **ELL accommodations are available for students up to 2 years after they reach proficiency on the NYSESLAT.**
- **Students should work with their school guidance counselor to confirm testing accommodations on test/audition ticket.**
- **Students cannot opt-out of their accommodations on test/audition day unless they have written parent consent, including a signature on the test ticket.**
- **Please see the *Specialized High Schools Student Handbook* for more information.**

PREPARING FOR LAGUARDIA AUDITIONS

- **REVIEW** audition dates, locations, and further details on what to prepare.
- **SEND** accommodations information to LaGuardia High School.
- **PREPARE** for auditions!
- **BRING** report card from previous academic year to audition as well as food/water.

PREPARING FOR THE SHSAT

- **REVIEW** the *Specialized High Schools Student Handbook* which includes admissions information, sample tests, and sample answer sheets.
- **CONFIRM** testing accommodations.
- **GET TICKET SIGNED** and indicate the correct order of school preferences so that they can be correctly transferred to answer sheet on the day of the test.

THE DAY OF THE SHSAT

Be prepared to arrive on time.

- **Map your commute out the day before and check for public transit delays.**

Bring your signed test ticket, water, and a snack.

- **Students without test tickets may not be allowed to enter the test.**

Know the electronics policy for the test.

- **You can bring a cell phone but it cannot be used in the building.**

Know testing procedures.

- **All responses must go on the answer sheet—not test booklet.**
- **There are no breaks in the 150 minute test. Bathroom breaks will come out of your time!**

SHSAT SCORING AND OFFERS

- **After all tests are scored, students' test scores are placed in order from highest to lowest.**
- **Offers are made, based on:**
 - **Student's score**
 - **Student's priority of choices as listed on the answer sheet**
 - **Seat availability**
- **All Specialized High School offers are final.**

SHSAT – HIGH SCHOOL CHOICES

After you Register

Guardian and student complete the grid on the test ticket indicating student preferences for Specialized Testing High Schools.

On Test Day

Students enter these **SAME** preferences on their answer sheet.

After the Test

ONLY choices on the test day answer sheet are final.

EXAMPLES OF CORRECT GRID 5

5. CHOICES OF SPECIALIZED HIGH SCHOOLS

Indicate your school choice in order of preference.

- Fill in only one school for each choice.
- You **must** fill in a first choice school,
- Fill in only one circle in a row and only one circle in a column.

School choices indicated on the answer sheet are final.

SCHOOLS	CHOICES							
	1st choice	2nd choice	3rd choice	4th choice	5th choice	6th choice	7th choice	8th choice
Bronx Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Latin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				
Brooklyn Tech	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HS Math, Sci., & Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HS American Studies/Lehman	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
Queens Sci./York	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staten Island Tech	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stuyvesant	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. CHOICES OF SPECIALIZED HIGH SCHOOLS

Indicate your school choice in order of preference.

- Fill in only one school for each choice.
- You **must** fill in a first choice school,
- Fill in only one circle in a row and only one circle in a column.

School choices indicated on the answer sheet are final.

SCHOOLS	CHOICES							
	1st choice	2nd choice	3rd choice	4th choice	5th choice	6th choice	7th choice	8th choice
Bronx Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Latin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HS Math, Sci., & Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HS American Studies/Lehman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Queens Sci./York	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>					
Staten Island Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stuyvesant	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You **MUST** fill in a first choice school.

DID YOU KNOW...

**Specialized Testing
High Schools**

DO

- **Do make offers based only on the SHSAT scores.**
- **Do release scores and offers with Round 1 results in March.**

**Specialized Testing
High Schools**

DO NOT

- **Do Not review state test scores, grades, attendance.**
- **Do Not have waitlists.**

The background is a solid purple color with various abstract black line drawings scattered across it. These drawings include vertical lines, circles, and scribbles, some resembling architectural or technical sketches. The text is centered in the middle of the image.

SPECIALIZED HIGH SCHOOLS
PANEL DISCUSSION

The Brooklyn Latin School



Brooklyn Technical High School

Largest public school in the United States

Most robust Advanced Placement program in the world



**18 “MAJOR” STEAM concentrations including:
Architecture, Digital Media, Engineering, and Health Sciences**

42 PSAL teams and 170+ clubs and other extracurricular options

15 Elective Music courses in Band, Orchestra, and Chorus

Intel School of Distinction / Project Lead The Way Model School

Easily accessible via public transportation

Bronx Science: We're Worth the Trip



Bronx Science offers a rich STEM curriculum within a well-rounded college prep program. With 3000+ students, and a committed faculty and guidance department, Bronx Science has something to offer every student.

- ◆ 32 AP classes and many post-AP, engineering and computer science classes
- ◆ Teacher office hours (Small Group Instruction) as part of the school day
- ◆ Intel Research program
- ◆ Nationally ranked Speech & Debate Team
- ◆ 43 PSAL Sports teams
- ◆ 80+ Clubs, S!NG, and two theater productions
- ◆ Two robotics teams
- ◆ Open campus with many food options
- ◆ A successful alumni network, including 8 Nobel Prize winners among other awards
- ◆ Private buses from Queens and Manhattan



The Bronx High School of Science
Dr. Jean M. Donahue, Principal

inquire
discover
create



LAGUARDIA ARTS

Dr. Lisa Mars, Principal



The High School of American Studies at Lehman College

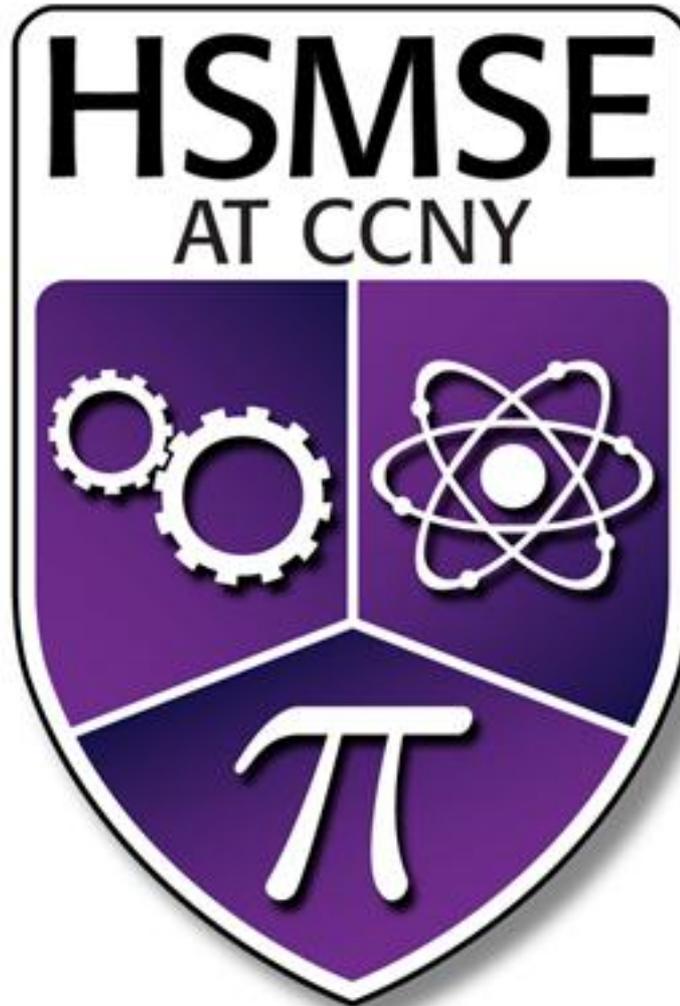


At HSAS, we emphasize advanced research in history and the humanities and offer challenging honors-level, AP, and post-AP electives in all subjects. Students may also take classes at Lehman College during the school day.



We are a warm, caring community of students, teachers, and parents who value substance over style, enjoy working hard, and appreciate a quirky sense of humor.

**High School for Mathematics, Science and Engineering
at the City College of New York**



Staten Island Technical High School

Mark D. Erlenwein, Principal



- **#44 in the US**
- **# 6 in NYS**



- **Respect For All School since 2011**



SITHS's college preparatory curriculum provides a robust and innovative experience through courses in Science, Technology, Engineering, Arts and Mathematics (STEAM), as well as the Liberal Arts, Health and Physical Education, along with a cutting edge Career and Technical Education program and extensive PSAL opportunities for the scholar-athlete. All 9th grade students receive an iPad to use in school and take home for four years via a 1:1 Digital Education Initiative.

Queens High School for the Sciences at York College

Lenneen Gibson, Principal
Greg Reo, Assistant Principal

Queens High School for the Sciences at York College (QHSS) is small familial high school nestled on the campus of York College with access to all the college amenities.

The school has a Joule program which prepares students for prestigious Math and Science competitions such as Intel and Siemens.

The QHSS Writing lab is a student run, teacher supervised writing lab which provides students support in their writing assignments.

Only 1 of 2 New York City high-schools to pilot AP Seminar.

Ranked number 3 in New York State according to The US News and World Report Best High Schools!



STUYVESANT HIGH SCHOOL



We provide an environment which nurtures the special academic talents of our students and instills the intellectual, moral and humanistic values necessary for each child to achieve his/her maximum potential as a student and as a caring citizen of the world.

Although our school is known for its traditional excellence in science, mathematics, and technology, we are equally proud of our students' achievements in the Humanities.



Our students are also incredibly active outside the classroom: 41 PSAL sports teams and more than 150 student clubs provide great opportunities to socialize, interact, and develop into mature and confident young adults.

Question & Answer

If you have a question, please raise your hand for an index card.

Please write your question on the index card and return to an usher.

SURVEY

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

STAY CONNECTED

CONTACT THE OFFICE OF STUDENT ENROLLMENT

718-935-2399

nyc.gov/schools/highschool

USE HIGH SCHOOL ADMISSIONS RESOURCES

schools.nyc.gov/ChoicesEnrollment/High/Resources

SIGN UP FOR EMAIL UPDATES

schools.nyc.gov/Subscribe

CHECK TRAVEL TIME

<http://tripplanner.mta.info/>

SPECIALIZED HIGH SCHOOLS Workshop Packet

**Interpretation services are available.
Please see a representative for assistance.**

This Workshop Packet is available in:

ةيبرعلا | বাংলা | 中文 | Français | Kreyòl Ayisyen | 한국어 | Русский |
Español | ودرا

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



Applying to High School

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

Test- or Audition-Based Admissions Schools (Including Specialized High Schools)

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

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

Specialized Programs in Community Schools

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

- **ASD Nest and ASD Horizon** programs are offered within some community schools and include a therapeutic component, coordinated and provided by a multi-disciplinary team.
- **Academics, Career, Essential Skills Program for Students with Intellectual Disabilities (ACES-ID)** are offered within some community schools for eligible students who are formally classified by the Committee on Special Education as "intellectually disabled." These students typically participate in New York State Alternate Assessments (NYSAA).
- **Bilingual special education** programs are provided for students whose IEPs recommend special education supports and services in an alternate language, to meet the needs of students with emergent English language skills. Currently, bilingual special education programs are offered in Spanish, Chinese, and Yiddish.

Functionally Accessible Schools or Programs for Students with Mobility Impairments

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

Students in Specialized Schools (District 75)

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

- **Transitioning to a Community High School:** current 8th graders in District 75 who are preparing to transition to a community high school participate in High School Admissions. This transition should be discussed and planned for at the 8th grade annual review meeting. Students and families are encouraged to work with their guidance counselors and attend a high school fair to learn more about their community high school choices and options.
- **Continuing in District 75 for High School:** current 8th grade students who will be transitioning to high school in a specialized District 75 school participate in an application and placement process managed directly by District 75. Applications are provided directly to students and are due in December. Students will be notified of their high school placement by the District 75 Placement Office in May or June.

Special Education Services and Supports in High School

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

Academic Planning and Post-Secondary Goals

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

Graduation Requirements

Students in New York City must complete a minimum of 44 credits of coursework in specific subject areas and pass New York State Regents exams to graduate from high school. Students with disabilities are encouraged to pursue the most rigorous diploma option appropriate, based on their interests and goals. Eligible students with disabilities may also earn a commencement credential in addition to a diploma or as a standalone credential. These credentials are not equivalent to a diploma, but provide students the opportunity to demonstrate their preparation for entry-level work. For additional information on graduation requirements, visit <http://www.nyc.gov/schools/RulesPolicies/GraduationRequirements> and talk to your child's guidance counselor. The following Graduation Requirements Cards are a quick reference for families to understand all the requirements: <http://schools.nyc.gov/NR/rdonlyres/531C5296-BC35-43E0-BD29-2D7E29BAB2C7/0/AcpolicySWD.pdf>.

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

General Audition Advice

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

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

**Please complete and drop off in the box labeled "Surveys" on your way out.
2015 Specialized High School Summer Workshop Survey**

I am a:

- Student attending with my parent/guardian
- Student attending by myself
- Parent/guardian attending without my child
- Other _____

This fall, I/my child will be entering:

- 7th grade
- 8th grade
- 9th grade
- Other _____

I am/my child is currently enrolled in a:

- New York City public DOE school
- New York City charter school
- New York City non-public school
- Other _____

My zip code is: _____

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

1) Did you attend an Introduction to High School Admissions Summer Workshop last week?

- Yes No

2) The *most* useful part of today's workshop was... (choose **one)**

- Learning about LaGuardia auditions
- Learning about the Specialized High Schools Admissions Test (SHSAT)
- Learning about testing accommodations
- The Q&A with the panel of Specialized High School representatives
- Learning how offers are made for the testing schools
- Other _____

3) What is one new thing you learned today?

4) Which (if any) of the following do you plan to do before applying to Specialized High Schools?

(check all that apply)

- Talk to my guidance counselor
- Read school descriptions in the *2015-2016 Specialized High School Student Handbook*
- Take sample SHSAT questions in the *2015-2016 Specialized High School Student Handbook*
- Prepare for the SHSAT in another way (please describe below)

5) Are you planning on auditioning or testing for the Specialized High Schools? (check all that apply)

- Yes, auditioning
- Yes, testing
- No
- Unsure

6) What is most important to you when thinking about high school programs that you will apply to?

(rank up to 5 where 1 is the most important to you)

- Travel time
- Where older sibling or family member attends
- The program's interest area (ex: Engineering)
- Admissions method (ex: Limited Unscreened, Test)
- Chances of getting in
- Safety of the school and neighborhood
- School size
- Graduation rate
- Advanced Placement (AP) courses offered
- Sports offered
- Extracurricular activities offered (ex: school clubs)
- Guidance counselor input
- If the school shares space with other schools
- Uniform requirement
- Other (please write below)

7) How did you find out about this workshop?

- Department of Education postcard
- Department of Education email list
- My school/my child's school
- Social media (ex: Facebook, Twitter)
- At an Intro to High School Admissions Workshop
- Other _____

8) Would you recommend this workshop to another family?

- Yes No

Please write in any other thoughts/suggestions:

**PLEASE COMPLETE
SURVEY ON OTHER
SIDE AND DROP OFF
IN A 'SURVEYS' BOX
AS YOU LEAVE.**

THANK YOU!