



NEW YORK CITY HIGH SCHOOL APPLICATION PROCESS

GUIDE FOR AGENCY STAFF SUPPORTING STUDENTS IN FOSTER CARE

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I. UNDERSTANDING THE NYC HIGH SCHOOL APPLICATION PROCESS

High school advisement is one of the most important jobs that we do for students in foster care. The high school a student attends can have a major impact on their graduation chances, their postsecondary readiness, and their social and emotional well-being during a critical stage of their adolescence.

The process by which the New York City Department of Education (DOE) matches 8th graders to public high schools is complicated. Students and their families are asked to come up with a ranked list of up to 12 schools they want to apply to, and they are admitted according to a range of criteria that might not be obvious to someone who is filling out the application for the first time. This complex system of school choice and NYC's wide disparity in high school quality lead directly to an unequal and segregated high school landscape. Too often, students who don't have access to strategic high school advising list only a handful of struggling schools on their application. Students in foster care deserve equal access to a quality high school education, and to this end, it is vital that we support them during the high school application process.

The goal of this guide is to help you assist your students in preparing a well-tailored application that will maximize their chances of receiving a high school education that supports and challenges them. It is intended as a supplement to both the DOE high school directory and the outstanding information available via the InsideSchools website at www.insideschools.org.

In this guide, we provide a brief overview of the different admissions methods that high schools use, the different types of high schools, and what to look for when helping your student choose schools. We will clarify the meaning of the statistics and school quality measures found in the High School Directory. We also provide information on transfer schools, charter schools, and high school advising for students with disabilities. At the end of this guide, you will find a [High School Checklist and Worksheet](#) that you can use to make sure you and your student are on track to submit a high school application that maximizes their chances of getting a school that supports their needs and aspirations.

High school applications are due in early December, but submitting a quality application takes time and should involve visiting potential schools and attending at least one high school fair. For that reason, it's important to start early!

Take some time each summer to identify all the rising 8th graders at your agency who will need to complete a high school application, including students who may be repeating 8th grade and students who are away at residential placements. First-time 9th graders who are unhappy with their high school match can also go through the process again to apply for limited 10th grade seats. Once you have a list of all your students, you will be ready to embark on the process together!

FIVE KEY FACTORS THAT GUIDE SUCCESSFUL HIGH SCHOOL APPLICATIONS:

1. List 12 high schools if possible, in order of the student's true preferences.
2. Always know the graduation rate and school safety stats for a school before listing it.
3. Always look up your student's commute time to a school before listing it.
4. Do not list low-performing high schools or schools that aren't a match for your student.
5. Always check the admissions method for the school your student is applying to and make sure they do not exclude your student. Students who struggled in 7th grade should focus on high-quality schools that use Ed Opt or Unscreened admissions methods (or Zoned if there is a good zoned school nearby).

NYC HIGH SCHOOL ADMISSIONS METHODS

New York City schools use a variety of admissions methods to decide who goes to which high school. Every high school entry in the NYC High School Directory lists the programs available in that high school and the admissions method used for each program (many high schools have multiple programs with different admissions methods). The table below can help you figure out what kinds of schools to direct your student towards, and what you and your student need to do to complete a successful application.

Note that outstanding high schools with Unscreened or Education Option (Ed Opt) admissions are often the best choices for students who struggled in 7th grade. Many Unscreened schools offer quality educational programs but don't screen for grades or test scores. High quality Ed Opt schools can also offer outstanding high school experiences to students who struggled in middle school.

ADMISSION METHOD	WHO SHOULD APPLY	APPLICATION PROCESS TIP
<p>Ed Opt Half of the students are admitted according to their grades and test scores, and the other half are chosen through a lottery system.</p>	Anyone: students who did not get strong grades or test scores in 7th grade still have a shot at getting in through the lottery system.	Ed Opt is by far the most common admissions method for NYC high school programs.
<p>Zoned Heavy priority or guaranteed admission to students who live in the geographic area zoned to the school.</p>	Students who live close to a great zoned high school (<i>This is unlikely for most of our students</i>).	If a student lives near a not-particularly-strong zoned school, they should put it at the bottom of their application or leave it off entirely.
<p>Unscreened (Open) Random Lottery</p>	Anyone	There are a lot more unscreened (and Ed Opt) programs in NYC now that Limited Unscreened has been discontinued!
<p>Screened Top tier of academic programs and quite selective – schools choose students according to their grades and test scores. Schools with screened admissions list their academic requirements in the High School Directory.</p>	Students with strong academic records in the 7th grade (high attendance, good grades, 2+ on ELA/STM exams)	Students with poor academic records in 7th grade should not list screened programs at the top of their applications! <i>Pay careful attention to the academic criteria listed in the High School Directory.</i> Some screened schools give priority to students who visit the school or sign in at a fair or other event.
<p>Screened Language Programs reserved for students who speak the target language, are still learning English, and/or have been in the country for four years or less.</p>	English Language Learners (ELLs) , especially students who are new to the country or students who are looking for transitional bilingual or dual language classes.	There are limited options for students who require bilingual classes at the high school level. To find International High Schools (<i>schools designed for newly arrived immigrant students</i>), filter for "School for New Arrivals" in the MySchools online directory .
<p>Audition Strong arts curriculum and require an audition or portfolio to apply. Admission to these schools is competitive.</p>	Students who have a strong interest in the visual or performing arts and are willing to prepare for an audition or submit a portfolio.	Find out the audition dates and portfolio deadlines as early as possible, and make sure your student signs up for them. <i>One audition school, LaGuardia, is a specialized high school and shouldn't be listed on the regular high school application – students apply to it separately.</i>
<p>Test Specialized high schools admit students via a challenging test, the SHSAT, and they are among the hardest schools to get into. Learn more about the SHSAT (Specialized High School Admissions Test) online.</p>	Students who are academically strong and are willing to prepare for the SHSAT. These schools don't take middle school grades or attendance into account, so in theory someone with a bad transcript has a shot at getting in.	Start preparing for the SHSAT at the beginning of the summer between 7th and 8th grade. Students should talk to their guidance counselor at the beginning of the school year about signing up for the SHSAT. Specialized High Schools like Stuyvesant, Brooklyn Tech, and LaGuardia should never be listed on the regular high school application. Students apply to these separately.

ADMISSIONS PRIORITIES

The factors that schools use to determine who gets admissions priority usually mirror the admissions method, but some high schools might give priority based on zone, borough, or middle school attended. Each program in the high school directory lists the kind of priority they use.

Continuing Eighth Graders Priority: Continuing students have a guaranteed match to the school if they list it on their application and do not match to a higher choice, regardless of the Admissions Method(s) and available seats. They are considered first for any open seats.

Feeder School Priority: Priority to applicants who attend identified middle schools.

Geographic Priority: Priority to applicants who live in a specific district, borough, or geographic area.

Zoned Priority: Priority or in some cases, a guaranteed match – is given to applicants who live in the geographic zone ([see page 3](#)). To find out if a student has a zoned high school, enter the student's address into the

DOE's "Find a School" search function at www.schools.nyc.gov/find-a-school.

Note that the Limited Unscreened priority option (*which gave preference to students attending open houses*) no longer exists. **Screened schools may still prioritize students who attend open houses.**

TYPES OF SCHOOLS

Aside from traditional comprehensive high schools, there are different types, or broad categories, of public high schools in NYC. While the city's 9 Specialized High Schools get most of the attention, the following types of high schools may also be of interest and a good fit for students in foster care.

CAREER AND TECHNICAL EDUCATION (CTE) SCHOOLS

CTE schools combine traditional high school coursework with professional training in a trade. Unlike the old-fashioned vocational schools, CTE schools aim for students to graduate college- and job-ready. Students may take a full load of college preparatory courses while earning professional certifications in a variety of fields, including science and engineering, health care, culinary, art and design, and more traditional trades like automotive repair or construction.

[Click here to learn more about CTE schools.](#)

CONSORTIUM (OR PBAT) SCHOOLS

Also known as "Performance Assessment Schools," Consortium Schools follow the philosophy that small schools that concentrate on teaching a few subjects well are more effective than large schools that teach many subjects. Many classes are project-based and prioritize student discussion and collaboration. Consortium schools are exempt from administering most Regents exams, with the exception of ELA. Instead, students create a portfolio of their work and complete oral presentations in each subject called performance-based assessment tasks, or PBATs. Consortium schools may be a good option for students who prefer a non-traditional environment and/or who struggle with standardized tests. Some transfer schools are also consortium schools.

[Click here to learn more about PBAT schools.](#)

EARLY COLLEGE AND P-TECH SCHOOLS

Early College schools combine a high school curriculum with the opportunity to earn up to two years of college credit free of charge at a partner CUNY campus. Pathways in Technology Early College High Schools, or P-TECH schools, offer a six-year program (grades 9-14) where students can earn a career-specific Associate Degree in the field of science, math, technology or engineering. Each school is paired with an industry leader in the field to offer job shadowing, mentoring and internships to students.

[Click here to learn more about Early College and P-Tech schools.](#)

INTERNATIONAL SCHOOLS

These schools are designed for newly arrived immigrant students who are developing proficiency in English. In addition to providing language supports, international schools help students acclimate to a new culture while recognizing the traditions and cultures of their home countries. In most international schools, classes are taught in English by ESL teachers. Students who are looking for bilingual instruction in their native language should search for screened language programs in other high schools, not international schools.

[Click here to learn more about international schools.](#)

SPECIALIZED HIGH SCHOOLS

These nine schools are for students who excel academically or artistically. They are highly competitive and offer rigorous college preparatory instruction. Students are admitted based on the results of a standardized test the DOE administers in the fall of 8th grade, or, in the case of [LaGuardia High School](#), based on student academic records and an audition process.

[Click here to learn more about Specialized High Schools.](#)

TRANSFER SCHOOLS

Transfer schools are designed for students who are over-age for their grade or behind in credits. For more information, refer to the [Transfer School section](#) of this guide ([page 10](#)) or click [here](#).

CHOOSING AND RANKING SCHOOLS

Students get to choose up to 12 high school programs that they want to apply to and will eventually list them in order of preference on their high school application. Most high schools offer multiple programs to which a student can apply, and students can apply to several different programs at the same school.

It's almost always a good idea to fill out the entire list: according to the DOE, students who listed 12 high schools received an offer of admissions at one of the schools on their list 97% of the time. **With that said, students should never include a school with poor outcomes or a school that they don't want to attend, just to get an offer in Round 1.** There will be other opportunities after Round 1 to find a school match somewhere else. If a student only has a few target high schools, they should be sure to apply to multiple programs at those schools!

The best way to rank schools is in order of preference, with a student's true first choice school at the top of the list, so long as the student qualifies academically to attend (i.e. a screened school that a student doesn't have the grades to get into should never be at the top of the list). Students will receive an offer from the highest-ranked school that admits them. **If a student lists their zoned school at the top of their application, or a school that has a lot of open spaces due to low demand, this is likely where they will end up receiving an offer.**

6 FACTORS TO CONSIDER WHILE HELPING A STUDENT PICK AND RANK THE BEST SCHOOLS FOR THEM:

SCHOOL SAFETY AND ATTENDANCE DATA

Also in the "performance" section of the [online directory](#), you can find two key indicators of school safety and attendance. The first is the percentage of students who feel comfortable in the hallways, bathrooms, locker room, and cafeteria. **This is a critical metric for many students in care, for whom a toxic school culture – especially one that includes bullying – can be particularly detrimental, while a safe and supportive school can be a huge protective factor.**

Student attendance is less significant but still worth considering, as it speaks to the student's peers and the culture of the school around regular attendance. Higher student attendance is better, and 85% and above is preferable.

GRADUATION AND COLLEGE ENROLLMENT RATES

Looking at how many students graduate from a school in four years and how many enroll in college and career programs afterwards can tell you a lot about a school. Generally speaking, the higher these two numbers are, the better the school, though it's not a perfect measure!

New York City public schools have about a 75% four-year graduation rate overall. Therefore: if you see a 4-year graduation rate around 75%, that means you are looking at a middle-of-the-road high school in terms of graduation outcomes. Anything above an 80% is very good. Above 90% is outstanding.

When it comes to college enrollment rates, we want to see at least 45% of students enrolling in a college or career program after graduation. Some schools have outstanding numbers on this front, which speaks to a very prepared student population and/or an outstanding guidance office. Either way, a high number is a good sign. You'll find this information in the "performance" section of the [online directory](#).

EXTRACURRICULAR AND ACADEMIC OPPORTUNITIES

If you want to dive deeper on a school, it can make sense to take a look at the extracurricular and academic opportunities that the school offers. If a school has a lot of AP classes available, it can be a sign that a school is particularly academically rigorous. In other cases, you may find that the student you're working with is particularly interested in a certain after school club or activity. This information is available in the [online directory](#).

SIZE OF THE SCHOOL

It's useful to look at the size of the school when considering a student's potential comfort there. Large schools have more programs and extracurricular opportunities but could feel overwhelming to certain students. Small schools are at times able to offer more individual attention, but may lack certain resources (for instance, they might have to share a school psychologist or some of their physical facilities with another school). Discussing the size of a potential high school in relation to the student's current school can be a good strategy for helping them visualize what their high school experience could be like.

LOCATION

This may seem obvious, but always look to see where a school is relative to where the student will be living during high school! Schools in the same borough as your student's home can be farther than schools in another borough. For example, there are plenty of Brooklyn schools that are 1.5-hour commutes from a Brooklyn foster home, and sometimes a Manhattan school can be a better option.

It's also important to consider the likelihood that a student might undergo a major transition or placement change before or during high school. Applying to a school in deep Queens is probably not a good idea for a student who is likely to move to Brooklyn or the Bronx in the next year! In general, Manhattan schools or schools with good access to multiple subway lines are preferable for students with placement uncertainty in the future. Students who are definitely planning to move should consider a school close to where they will be living during high school.

VISITING SCHOOLS

Whenever possible, try to visit the schools a student wants to list on their application with the student, especially schools ranked higher on their application. Visiting a school is the best way to explore if it may be the right fit for a student. Contact schools directly or visit their webpage to find out if they have special events, open houses, or student-guided tours scheduled. You can also find a [calendar](#) with some high school admissions events on the [DOE's high school admissions page](#).

SPECIAL CONSIDERATIONS

Aside from academic factors, special education or language needs, and their status as a student in foster care, some of the students we work with may have other needs or interests that should be considered during the high school application process.

WE HAVE IDENTIFIED THE FOLLOWING AS PARTICULARLY IMPORTANT TO SOME STUDENTS IN CARE:

ATHLETICS

All schools offer some sports teams and larger schools often have more options for students. Look at the “activities” section of the [MySchools online directory](#) to see which sports a school offers. You can also filter for different sports when searching for schools.

LGBTQIA STUDENTS

While there is no vetted list of schools that are particularly welcoming or inclusive toward LGBTQIA students, one potential sign that a school is safe for students of diverse sexual orientations and gender identities is the presence of a **GSA**, or **Gay-Straight Alliance** (*also known as a Gender and Sexuality Alliance*).

A GSA is a student-run organization that unites LGBTQ and allied students to build community and organize around issues impacting them in their schools and communities. Research shows that GSAs can have a positive impact on student health, wellness, and academic performance, and can help protect students from harassment based on sexual orientation or gender identity. You can see if a school has a GSA by looking under the “activities” section of the [MySchools online directory](#) or searching for “GSA”.

PREGNANT AND PARENTING STUDENTS

The **DOE’s LYFE program** provides free, on-site childcare to the children of student parents who attend DOE schools. LYFE can accommodate children from six weeks old through age three.

You can find a list of schools and campuses with LYFE programs at lyfenyc.org/locations. While student parents do not need to attend school in the same building as the LYFE program, they will need to attend school close by since LYFE program hours coincide with the regular school day.

SINGLE-SEX SCHOOLS

The DOE offers a number of single-sex middle and high schools, as do many charter school networks.

These include the [Young Women’s Leadership Schools](#) and the [Eagle Academies for Young Men](#).

To find a complete list of DOE schools, filter for female or male students only using the [MySchools app](#).

ADDITIONAL RESOURCES

When working with a student on high school admissions, have a physical and electronic copy of the High School Directory to consult. If your student wants to apply to a Specialized High School, bring them a copy of the Specialized High School Handbook, which contains information on all the schools, tips on taking the SHSAT, and a couple of practice tests.

In late September and early October, the DOE holds high school fairs in each borough, where students can meet with DOE admissions specialists and representatives from high schools across the city. There is a city-wide fair for CTE high schools each fall as well. These fairs offer students a great opportunity to learn about different schools and narrow down their high school selections. Make sure each student you’re working with attends at least one.

The DOE also runs workshops on the high school application process for parents each year. Parents should be encouraged to attend these workshops during the summer before or after their child enters 7th grade. Additional information is available online: www.schools.nyc.gov/enrollment/enroll-grade-by-grade/high-school.

Finally, [Insideschools.org](http://insideschools.org) is a great way to find out more about good schools and schools to avoid. Each school’s page includes an independent review, a summary of the school’s statistics, and a section for public comment. The site also identifies “Noteworthy” schools in every district and includes staff picks for schools that do a particularly good job serving certain populations of students, including ELLs and students with disabilities.

II. HIGH SCHOOL SELECTION FOR STUDENTS WITH DISABILITIES

For the most part, the high school admissions process for students with IEPs or 504 plans will look similar to the process for other students. Each NYC DOE high school program sets aside seats for students with disabilities, and students with IEPs or 504 plans can apply to any NYC public high school program unless their IEP mandates a **District 75 placement**.

STUDENTS IN DISTRICT 75 SCHOOLS do not participate in the regular high school admissions process. Instead, they will receive a placement in May or June from the **D75 Placement Office**.

In general, the transition to high school is a good time to meet with the student's IEP team and decide whether District 75 is a fit for the student going forward. *This determination should be made well before the high school application is due!* If there is a chance the student will be moving to a District 1-32 school for high school, speak to the student's guidance counselor and make sure they complete a high school application, just in case.

District 75 inclusion programs can provide a happy medium between a separate District 75 school placement and integration into a community school environment.

For students with standard assessment on their IEP, the stand-alone District 75 high schools do not, as a general rule, offer an environment that is conducive for most students to earn a high school diploma. If you are working with an 8th grader with significant social-emotional, behavioral or mental health needs who cannot be successful in a less restrictive setting, consider exploring nonpublic schools for the student for high school. While not perfect, many nonpublic schools have a track record of graduating students with disabilities that far exceeds the results we see at the District 75 high schools for standard assessment students. For more information on applying to nonpublic schools, refer to the Education Specialists' manual (*coming soon!*).

STUDENTS WITH ACCESSIBILITY NEEDS should check the high school directory or the Building Accessibility page on the DOE website to determine whether a school meets their accessibility needs: schools.nyc.gov/BuildingAccessibility.

STUDENTS WITH IEPs OR 504 PLANS can receive testing accommodations on any tests related to high school admissions, just like they would in school. Testing accommodations should be requested in advance from the school the student is applying to, or (in the case of the SHSAT) from the student's guidance counselor when signing up for the test.

All high schools are required to provide the services and accommodations indicated on a student's IEP or 504 Plan. With that said, not all schools are equal in their ability and track record for supporting students with disabilities. *It is particularly useful for students with disabilities to visit schools before listing them on their application, and parents and agency staff should reach out to target schools to learn more about how the school supports students with disabilities.*

FOR STUDENTS CURRENTLY IN GENERAL EDUCATION WITH SETSS OR RELATED SERVICES, OR STUDENTS IN INTEGRATED CO-TEACHING (ICT) CLASSES, they should expect that whatever high school they apply to offers, or will be able to offer, the program recommended on their IEP.

TIP: Once the student is admitted, it's a good idea to reach out to the IEP coordinator or school-based team to make sure they can provide all the student's services, especially less common related services like physical therapy, hearing education, etc. It's unlikely the school will have anyone on staff and they may need to contract the service out to an independent agency, so the sooner they know about it, the better.

FOR STUDENTS IN 12:1 OR 12:1:1 CLASSES IN MIDDLE SCHOOL, consider the student's ability to function in a larger setting, such as an ICT, with SETSS, a 1:1 para, or other supports.

Many high schools, especially the smaller ones, do not offer self-contained 15:1 classes, or may only offer 15:1 classes for ELA and math.

It's best to reach out to schools and discuss your student's special education needs as soon as they are matched to the high school, rather than waiting until September, so the school can begin planning for their arrival. Schools may need to reconfigure the class schedule or modify their budget to hire an additional special education teacher, paraprofessional or other staff.

For some students used to a 12:1:1 program, the transition to high school is particularly difficult.

Even if the school offers a 15:1 setting for some classes, the larger class size and lack of additional adult support may be hard to manage. Additionally, the student will likely be in general education classes for electives, and they will need to navigate the building on their own unless they qualify for a health or crisis para. For these students, you may need to consider other options, like District 75 inclusion, nonpublic schools, or specialized programs for students with Autism Spectrum Disorders (ASD) or Intellectual Disabilities (ID).

Refer to the [Special Education Section of the Education Specialist's Manual](#) (coming soon!) for more information and next steps.

Students should still fill out the high school application, even if they currently need or may eventually need a temporary school placement such as a day treatment or residential program. Students in these placements do not automatically lose their high school offer – they can return to the high school offered to them until the end of their 9th grade year.

III. TRANSFER SCHOOLS

Transfer schools are DOE-run schools specially designed for students who have dropped out of high school or who are very behind in credits for their age. They tend to be small and offer extracurricular activities as well as tutoring, counseling, attendance interventions, and other supports. Many offer a “Learning to Work” program which provides students with academic support, college preparation, job and career development and paid internships.

Typically, students apply directly to transfer schools after they have completed at least one year of high school. However, some transfer schools have a hybrid admissions model and will accept overage students directly from 8th grade through the high school application process. The following transfer schools accept applications from 8th grade students who are two years overage (15 years or older) at the time they complete their high school application.

TRANSFER SCHOOL LOCATIONS

BRONX

New Directions Secondary School
(Grades 6-12)

BROOKLYN

Brooklyn Frontiers High School
Liberation Diploma Plus High School
Metropolitan Diploma Plus High School
Professional Pathways High School

MANHATTAN

High School for Excellence and Innovation
Independence High School
Murray Hill Academy

IN ADDITION:

The **Judith S. Kaye High School**, a transfer school co-located with Co-op Tech in Manhattan, accepts applications from rising 9th grade students who are 16 and older, as well as overage 8th graders. Contact school directly to apply; they do not participate in the high school admissions process.

New Visions AIM Charter High Schools, located in East New York, Brooklyn, and the South Bronx, also accept 15- and 16-year-old, first-time 9th graders as well as students who are 15 or 16 and currently in 8th grade. Contact school directly to apply; they do not participate in the high school admissions process.

For more information on transfer schools, including a vetted list of recommended schools by borough, refer to [Fair Futures Program Manual Appendix F8 Alternative High School Selection and Application Guide](#) and [Appendix F7 High School Graduation Options for Students with Disabilities](#).

IV. CHARTER SCHOOLS

Charter schools are independent public schools founded by not-for-profit Boards of Trustees. They operate under a contract (or "charter") of up to five years. Many charter schools have unique educational approaches that may include longer school days, a longer school year, or themed programs.

While many charter schools offer rigorous instruction and have high graduation rates, many also have strict discipline codes or promotion policies and may not be the right choice for some students in care. Similarly, some charter schools are designed to support students with special education needs, while others struggle to provide special education services and are not a good fit for students who need substantial supports. Before enrolling, make sure to visit charter schools with families to learn more about their discipline and promotion policies and their approach to providing special education services, to ensure the school is a good fit for your student.

CHARTER SCHOOLS ADMISSIONS PROCESS:

Because charter schools are not standardized, each school has its own admission process. The deadline to apply to most charter schools is April 1st. Some charters may have a later deadline; for information about a specific charter school, contact the school directly.

Most charter schools conduct admissions through a lottery. Each school has its own application form, but many also use the NYC Charter School Center's Common Application. All charter schools give enrollment preferences in the lottery to returning students, siblings, and students who live in the same school district as the school.

Charter schools may also give preferences to the following groups, depending on their charter:

- English language learners
- Students with disabilities
- Students who are eligible for free or reduced-price lunch
- Students in temporary housing, with child welfare involvement, or involved with the juvenile or criminal justice system

Specific Charter Schools to note include:

Broome Street Academy is a charter high school housed at the Door, a youth services agency in downtown Manhattan that offers many services and afterschool programs. The school gives admissions preference to students in temporary housing, and to students who have been in foster care or received preventive services. Its location at the Door makes it a good option for some LGBTQIA students.

New Visions for Public Schools runs a network of district and charter high schools. New Visions schools are data-driven and have strong graduation rates, making them a solid option to explore for many students.

If you are interested in learning more about charter schools in your student's area, visit the NYC Charter School Center's website at www.nyccharterschools.org.

V. 8TH GRADE HIGH SCHOOL APPLICATION CHECKLIST

STUDENT NAME: _____

WHEN	WHAT	COMPLETED
Summer After 7th Grade	Discuss the high school application process with your Education Specialist. Learn about the different types of schools and how the process works.	
	Talk to your Education Specialist about your interests, like music, technology, or sports, since these can impact your high school choices.	
	At the beginning of the summer, decide if you want to apply to specialized high schools. If so, you will need to start preparing for the test right away.	
September of 8th Grade	Make a draft list of high schools using the worksheet below. Note any schools that require an interview, open house attendance, portfolio, etc.	
	A personalized application will be available online through myschools.nyc . Confirm information is accurate, especially contact info and mailing address	
	Register on MySchools for the Specialized High School Admissions Test (SHSAT) or LaGuardia Performing Arts Audition.	
	If you are interested in other arts high schools, find out how to audition and make sure you sign up on time.	
	Go to a High School Fair.	
October of 8th Grade	Go on school visits to learn more about different schools. Consider attending another Borough Fair or the CTE High School Fair.	
	Take the SHSAT (if applying).	
	Audition or submit portfolios for arts high schools.	
November of 8th Grade	Finish your high school list and submit your high school application.	
Early December of 8th Grade	High school application deadline! Check with your guidance counselor to make sure your application is complete.	
March of 8th Grade	Receive a High School Offer.	
	Apply to Charter Schools (typically by April 1st) if you're interested.	
Spring of 8th grade	Monitor your position on the waitlist of any schools you're interested in.	
	If needed, appeal your High School match.	
Acceptance Letter Received (IF STUDENT HAS AN IEP/504 PLAN OR DISABILITY)	Reach out to schools' IEP coordinator school-based team and discuss student special education needs, classroom needs, accessibility needs, etc., to make sure they can provide all the student's services, <i>especially less common services like physical therapy, hearing education, etc.</i>	

8TH GRADE HIGH SCHOOL RANKING WORKSHEET

STUDENT NAME: _____

	SCHOOL NAME / PROGRAM NAME	ADMISSIONS METHOD	LENGTH OF COMMUTE (MINUTES)	SCHOOL GRADUATION RATE	% OF STUDENTS FEEL SAFE IN SCHOOL
1.				%	%
2.				%	%
3.				%	%
4.				%	%
5.				%	%
6.				%	%
7.				%	%
8.				%	%
9.				%	%
10.				%	%
11.				%	%
12.				%	%