2021年纽约市高中及特殊高中入学指南

截止日期是10月21日
报名参加特殊高中测验或表演面试
截止日期是12月4日
申请高中

schools.nyc.gov/High
schools.nyc.gov/SHS
查看最新消息并与了解活动资讯

请点这里，查看《纽约市特殊高中入学测验指南（2021年入学）》。
歡迎參加高中入學程序

紐約市學生在申請教育局公立高中時，比居住在全國任何其他城市的學生有更多的選擇！全市有超過400所高中和700多個課程，你可以在一份高中申請表上申請12個課程。你也可以參加測驗或表演面試，申請九所特殊高中。了解一下給以下學生的選擇：剛來美國的、想拿大學學分的、超齡和學分不足等等的學生。

了解更多
schools.nyc.gov/High | schools.nyc.gov/SHS | 查看最新的消息、資源和活動資訊。
schools.nyc.gov/Sign-Up | 登記加入高中和特殊高中的電子郵件發送名單。
2021年紐約市高中及特殊高中入學指南 | 使用本指南，探索你所有的紐約市公立高中的選擇，了解高中和特殊高中的入學程序，明白怎樣填寫一份有勝算的申請表，開始探索學校及課程。

申請高中及特殊高中

MySchools.nyc | MySchools是紐約市公立學校網上指南，也是你的個人化申請表。你可以利用MySchools探索課程選擇、報名參加拉瓜地亞高中的表演面試和特殊高中入學測驗，以及申請高中。

今年秋季親自前往或參加虛擬的入學活動：查看我們的網站，了解日期和更多資訊。
在此日期前申請高中：
在此日期前報名參加特殊高中的表演面試和/或測驗：2020年10月21日
在這個時間收到高中入學安排：2021年3月

獲得幫助

你學校的輔導員 | 你學校的輔導員將指導你完成入學程序，幫助你逐步填寫申請表，並根據需要，為你提供有關使用MySchools的幫助。
718-935-2009 | 如果你對高中入學有任何疑問，請致電我們。
schools.nyc.gov/WelcomeCenters | 需要額外幫助嗎？從家庭歡迎中心獲得支援。

關於封面
學生：Isabella Diaz | 老師：Kerri DeJean | 校長：Michael Athy
每一年，紐約市教育局都會與Cooper Hewitt和Smithsonian Design Museum合作，舉辦公立高中生封面設計比賽。本入學指南的封面是由貝賽高中（Bayside High School）的學生Isabella Diaz設計的。Diaz的封面設計靈感來自紐約市的多元化和錯綜複雜，她的設計鼓勵學生在成長時抓緊重要的時刻。
2021年紐約市高中及特殊高中入學指南

紐約市教育局的政策是，根據適用法律和規定提供平等教育機會，並且不考慮以下實際上或被認為的因素：種族、膚色、宗教、年齡、信仰、族裔、原籍、外國人身分、公民身份、殘障、性取向、性別或體重；並保持一個沒有基於以上任何受保護的類別的騷擾（包括性騷擾和報復）的環境。關於是否遵守這項政策的質疑信函請寄往以下地址：Director, Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201。電話：718-935-3320/免費電話號碼：877-332-4845。

本指南的資訊確保在刊出時是準確的，但之後可能會有所變動。若要獲得最新資訊，請直接與學校聯絡、造訪網站MySchools.nyc，或參看schools.nyc.gov/High和schools.nyc.gov/SHS。
<table>
<thead>
<tr>
<th>Language</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Translations of this guide are available at middle schools, Family Welcome Centers, and online.</td>
</tr>
<tr>
<td>Arabic</td>
<td>تتوفر النسخ المترجمة من الدليل في المدارس المتوسطة، ومراكز استقبال العائلات، وعلى شبكة الإنترنت.</td>
</tr>
<tr>
<td>Bengali</td>
<td>এই গাইডের অনুবাদ মিডিয়াল স্কুলগুলো, ফ্যামিলি ওয়েলকম সেন্টারগুলো, এবং অনলাইন পাওয়া যাবে।</td>
</tr>
<tr>
<td>Chinese</td>
<td>各初中、家庭欢迎中心和網上都有本指南的譯本。</td>
</tr>
<tr>
<td>French</td>
<td>Des versions traduites de ce guide sont disponibles dans les collèges, les Centres d'accueil pour les familles et en ligne.</td>
</tr>
<tr>
<td>Creole</td>
<td>Gid sa a disponib nan lôt lang nan lekòl presegondè yo, nan Sant byenveni pou fanmi yo, ak sou entènèt.</td>
</tr>
<tr>
<td>Korean</td>
<td>안내서 번역본은 중학교, 패밀리 웰컴센터 및 온라인에서 제공됩니다.</td>
</tr>
<tr>
<td>Russian</td>
<td>За переводом руководства обращайтесь в промежуточные школы, Семейные центры и на наш веб-сайт.</td>
</tr>
<tr>
<td>Spanish</td>
<td>Las versiones traducidas de esta guía están disponibles en las escuelas intermedias, en los Centros de Bienvenida a las Familias y en internet.</td>
</tr>
<tr>
<td>Urdu</td>
<td>اس رنیماتی کا ترجمہ، مثل اسکولون، خاندانی استقبالی مراکز اور آن لائن دستیاب ہے۔</td>
</tr>
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每個行政區都有家庭歡迎中心。我們的工作人員在這裡幫助學生及家長處理入學註冊和錄取事宜，包括協助高中申請。瀏覽網站schools.nyc.gov/WelcomeCenters，了解關於家庭歡迎中心地點、開放時間以及怎樣與我們聯絡的最新信息。

布朗士家庭歡迎中心
1. 1 Fordham Plaza, 7th Floor, Bronx, NY 10458
2. 1230 Zerega Avenue, Room 24, Bronx, NY 10462

布碌崙家庭歡迎中心
3. 29 Fort Greene Place (BS12), Brooklyn, NY 11217
4. 1665 St. Marks Avenue, Room 116, Brooklyn, NY 11233
5. 1780 Ocean Avenue, 3rd Floor, Brooklyn, NY 11230
6. 89 415th Street, 5th Floor, Brooklyn, NY 11209

曼哈頓家庭歡迎中心
7. George Washington Educational Campus | 549 Audubon Avenue, New York, NY 10040
8. 388 West 125th Street, 7th Floor; Room 713, New York, NY 10027
9. 333 Seventh Avenue, 12th Floor; Room 1211, New York, NY 10001
10. 166 Essex Street New York, NY 10002

皇后區家庭歡迎中心
11. 11-28 Queens Plaza North, 3rd Floor, Long Island City, NY 11101
12. 48-30 Linden Place, 2nd Floor, Flushing, NY 11354
13. 27-90 Sutphin Boulevard, 1st Floor, Jamaica, NY 11435
14. Beach Channel Educational Campus | 00-100 Beach Channel Drive, Rockaway Park, NY 11694

史丹頓島家庭歡迎中心
15. 715 Ocean Terrace, Building A, Staten Island, NY 10301

請注意：本手冊出版時（2020年春季），家庭歡迎中心正處於關閉期間，但我們的工作人員遠程支援學生家庭。
# 入學行動檢查表

## 高中入學

<table>
<thead>
<tr>
<th>事件</th>
<th>適用時間</th>
<th>行動指南</th>
</tr>
</thead>
<tbody>
<tr>
<td>了解如何申請入讀高中！閱讀本入學指南，並瀏覽我們的網站查看最新資訊。</td>
<td>6月至8月</td>
<td>schools.nyc.gov/High</td>
</tr>
<tr>
<td>為你的秋季入學日曆作規劃——查看我們網站有關高中展覽會、開放參觀及任何其他活動的相關資訊。</td>
<td>9月至11月</td>
<td></td>
</tr>
<tr>
<td>探索本指南和MySchools指南 (MySchools.nyc/schools/high-school) 中的高中選擇。</td>
<td>12月</td>
<td></td>
</tr>
<tr>
<td>出席目前訂於10月3日至10月4日和10月17日至10月18日的高中展覽會。請注意：活動資訊可能會有所變動。從我們網站找到包括地點和時間在內的最新詳情。</td>
<td>10月</td>
<td></td>
</tr>
<tr>
<td>與學校輔導員或家庭歡迎中心職員交談，討論你的高中選擇。你的學校輔導員會幫助你進入MySchools帳戶。</td>
<td>10月</td>
<td></td>
</tr>
<tr>
<td>在申請期開始後，使用MySchools打開你的高中申請表：</td>
<td>12月</td>
<td></td>
</tr>
<tr>
<td>點擊課程名稱旁邊的星號，保存你喜歡的課程。</td>
<td>12月</td>
<td></td>
</tr>
<tr>
<td>把課程添加到申請表上：你可以申請12個課程。</td>
<td>12月</td>
<td></td>
</tr>
<tr>
<td>了解對你感興趣的課程是否有額外的入學要求。</td>
<td>12月</td>
<td></td>
</tr>
<tr>
<td>對於你感興趣的學校，請親自前往或參加虛擬的開放參觀——瀏覽我們的網站或直接聯絡學校獲知開放參觀的日期。</td>
<td>12月</td>
<td></td>
</tr>
<tr>
<td>最遲在2020年12月4日遞交你的高中申請表。</td>
<td>12月</td>
<td>使用下列三種方式中的其中一種方式申請：</td>
</tr>
<tr>
<td></td>
<td>上網申請，網址是MySchools.nyc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>找學校輔導員</td>
<td></td>
</tr>
<tr>
<td></td>
<td>聯絡家庭歡迎中心職員獲得支援（地點及更多資訊列於對頁）。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>在學校的截止日期前繼續完成任何評估或其他要求。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3月至夏季</td>
<td>在MySchools隨時查看你在任何候補名單上的位置：任何學生在候補名單上的位置可能會隨著其他學生獲得入學安排或者被添加到候補名單上而發生變化。你也可以將自己添加到其他的候補名單上。</td>
</tr>
<tr>
<td></td>
<td>3月至夏季</td>
<td>高中將根據可提供的名額錄取候補名單上的學生。如果某個學校可給你一個候補入學名額，他們會直接與你聯絡。</td>
</tr>
</tbody>
</table>

## 特殊高中入學

<table>
<thead>
<tr>
<th>事件</th>
<th>適用時間</th>
<th>行動指南</th>
</tr>
</thead>
<tbody>
<tr>
<td>使用本指南了解如何報名參加及準備拉瓜地亞高中表演面試和/或特殊高中入學測驗（SHSAT）。請參考第6.0節至第8.0節和schools.nyc.gov/SHS有關詳情。</td>
<td>6月至8月</td>
<td>schools.nyc.gov/SHS</td>
</tr>
<tr>
<td>為特殊高中入學測驗做好準備！</td>
<td>9月至11月</td>
<td>請點擊這裡,查看紐約市特殊高中入學測驗指南》。</td>
</tr>
<tr>
<td>在2020年10月21日之前，報名參加特殊高中入學測試和/或拉瓜地亞高中表演面試。你可用下列三種方式中的其中一種方式報名：</td>
<td>12月</td>
<td></td>
</tr>
<tr>
<td></td>
<td>上網，網址是MySchools.nyc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>找你目前所在學校的輔導員</td>
<td></td>
</tr>
<tr>
<td></td>
<td>聯絡家庭歡迎中心職員獲得支援</td>
<td></td>
</tr>
<tr>
<td></td>
<td>收到你的測驗和/或表演面試准考證：請注意，你的準考證上有你的測驗/表演面試的日期、到達時間和地點。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>請按預定的時間參加在10月或11月的特殊高中入學測試或表演面試（有些拉瓜地亞高中表演面試將安排在12月和1月）。參見第7.0節。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3月至夏季</td>
<td>進一步了解候補名單。</td>
</tr>
</tbody>
</table>

## 高中入學操作流程

- **6月至8月**
  - 了解如何申請入讀高中！
  - 為你的秋季入學日曆作規劃。
  - 探索本指南和MySchools指南。

- **9月至11月**
  - 出席目前訂於10月3日至10月4日和10月17日至10月18日的高中展覽會。
  - 與學校輔導員或家庭歡迎中心職員交談。
  - 在申請期開始後，使用MySchools打開你的高中申請表。

- **12月**
  - 最遲在2020年12月4日遞交你的高中申請表。

- **3月至夏季**
  - 在MySchools隨時查看你在任何候補名單上的位置。

## 特殊高中入學操作流程

- **6月至8月**
  - 使用本指南了解如何報名參加及準備特殊高中入學測試。通過表演面試或參加測驗申請這些學校。

- **9月至11月**
  - 在2020年10月21日之前，報名參加特殊高中入學測試。通過表演面試或參加測驗申請這些學校。

- **12月**
  - 在2020年12月4日之前，遞交你的高中申請表。
我們服務和歡迎所有紐約市學生，包括

英語學習生 | schools.nyc.gov/ELL
英語學習生（ELL）是指說或懂英語之外的一種語言，並需要支援而熟練掌握英文的學生。紐約市學校為英語學習生提供三種課程選擇：英語為新語言（ENL）、過渡性雙語教育（TBE）和雙向式雙語（DL）課程。所有學校至少設有英語為新語言課程。請瀏覽我們的網站，詳細了解每個課程選擇，確定英語學習生的程序，以及您作為英語學習生家長的權利。

殘障學生 | schools.nyc.gov/SpecialEducation
所有高中都應該歡迎殘障學生申請人，並根據其個別教育計劃（IEP）為他們提供服務。所有高中課程都招收普通教育學生和殘障學生。更多相關資訊，請參閱第4.2節。根據學生的個別教育計劃而提供測驗特別照顧，請參閱第4.5節。對於個別教育計劃建議入讀第75學區課程的學生，請參閱第1.2節；瀏覽第11.0節，上網到MySchools探索課程選擇。

需要行動不便人士設施的學生 | schools.nyc.gov/BuildingAccessibility
紐約市教育局致力為需要行動不便人士設施的學生提供有這種設施的高中課程入學安排，讓他們可以參與所有有關的課程和接受服務。有關行動不便人士設施的最新資訊，請查看我們的網站並直接與學校聯絡。

使用MySchools的小建議：使用過濾器了解場地設有行動不便人士設施（Fully Accessible）或部分場地設有行動不便人士設施（Partially Accessible）的學校。

臨時居所學生 | schools.nyc.gov/STH
在臨時住所居住的學生可以申請任何高中課程，即使他們搬到紐約市以外的臨時住所。臨時居所的學生並不需要遞交證明文件（包括地址、出生日期證明和免疫注射記錄），就可以參與入學程序並接受入學安排。

新移民家庭 | schools.nyc.gov/SupportingImmigrantFamilies
不管什麼移民身份，每一名紐約市兒童都有權接受公立學校教育。根據法律規定，不得要求兒童出示或向兒童索取有關移民生份的證明文件，也不得根據移民生份拒絕其入學。註冊或就讀。教育局不會查問學生家庭的移民生份。如果教育局僱員知道對方的移民生份，則必須對這項資訊保密。公立學校是我市民主的中心，對所有學生、家庭和教育工作者來說都是安全的地方。

LGBTQ學生及家庭 | schools.nyc.gov/LGBTQ
我們所有的學校都歡迎並支持女同性戀、男同性戀、雙性戀、變性人、同性戀或對其性別不確定的學生、家庭和工作人員。你可以根據自己的性別認同的身份申請男校或女校，無論出生時確定的性別如何。跨性別學生如果有意入讀單一性別的學校，應該找學校輔導員在申請程序上幫忙。

使用MySchools的小建議：用GSA一詞尋找有俱樂部支援LGBTQ學生的學校名單。

當了父母的學生 | lyfenyc.org
「年輕家庭教育生活計劃」（LYFE）為在紐約市教育局學校註冊的有六周至四歲子女的學生提供免費的幼兒教育和支援。
了解入讀高中的各種途徑

對於大多數紐約市的學生來說，申請教育局公立高中有兩種途徑。今年秋季，你可以選擇兩種途徑或僅其中一種：

1. 提交高中申請表
   申請高中。所有八年級的學生都應該申請。
2. 參加表演面試和/或特殊高中入學測驗
   申請特殊高中。可以不參加的。

在第1.4節了解特許學校。

1.1 誰可以申請？

所有目前居住在紐約市的八年級學生都可以在今年秋季申請2021-2022學年的高中和特殊高中。首次入讀九年級的學生（不是重讀九年級的學生）也可以申請十年級的課程。我們的學校歡迎並服務所有紐約市學生（從對頁了解詳情）。

1.2 申請高中

在秋季，上網查看你的個人高中申請表（MySchools.nyc），並在2020年12月4日（星期五）或之前在網上或通過輔導員提交高中申請表。您在申請表上最多可列出12個課程。三月份，你將收到高中入學安排信函，其中包括高中的入學安排和/或任何特殊高中的錄取通知。該信函還將包括你被哪些課程列入候補名單的信息。沒有提交高中申請的公立學校8年級學生，將獲得離家近的有入學名額的高中課程的入學安排。請參閱第9.0節獲知詳情。

第75學區特殊教育課程的學生入學申請

第75學區為嚴重殘障的學生提供高度專門化的教學支援，包括有泛自閉症障礙或嚴重認知滯後、情緒紊亂、感覺障礙和/或多重障礙的學生。這些支援在紐約市的各種場合和地點提供，包括在第1至第32學區的學校、所有的學生都有個別教育計劃（IEP）的教學樓、普通教室、各個機構、醫院、以及在學生家裡。

在第75學區課程註冊的、想要到第1學區至第32學區高中上學的學生可以參加高中入學申請。這些學生也應該與其個別教育計劃小組合作，以確定入讀第75學區高中這項建議是否還適合他們。如果個別教育計劃小組認為學生仍適宜繼續入讀第75學區，則第75學區入學安排辦公室將在5月或6月通知學生有關他們的第75學區高中的入學安排。

建議接受第75學區融入服務的學生

第75學區特殊教育融入服務在第1學區至第32學區的一些高中開設。當局建議殘障學生接受其個別教育計劃所規定的特殊教育服務。按規定要從第75學區接受特殊教育融入服務的學生，在第1學區至第32學區學校參與普通教育課程。學生在適合其年齡的普通教育課堂上課，由普通教育老師授課，並與有障礙的和沒有障礙的學生一同參與學校課程。不是每一所第1學區至第32學區的高中都開設第75學區融入服務。請參閱第11.0節，查看設有這些服務的高中名單。學生的個別教育計劃上必須建議學生獲得這些服務，學生方可分配入讀這些高中的其中一項課程。
ASD Nest或ASD Horizon或ACES課程的學生入學申請

ASD Nest (自閉症安頓課程)或ASD Horizon（自閉症地平線課程）的在讀學生

「自閉症安頓課程」 (ASD Nest Program) 與「自閉症地平線課程」 (ASD Horizon Program) 是第1學區至第32學區的學校開設的兩項不同的特殊課程，為那些有「個別教育計劃」 (IEP) 的自閉症學生提供服務。這兩項課程旨在滿足自閉症學生的需求，即加強其學習和人際交往能力，但是各有不同的服務提供模式和資格標準。目前就讀「自閉症安頓」或「自閉症地平線」特殊課程的初中生應參與高中入學程序。如果你會繼續入讀高中自閉症課程，則你能夠將「自閉症安頓課程」或「自閉症地平線課程」列於你的申請表中。

關於這些課程的詳情，請到以下網站了解：schools.nyc.gov/SpecializedPrograms。

ACES（學業、職業及基本技能課程）的在讀學生

「學業、職業及基本技能」課程 (Academic, Career, and Essential Skills，簡稱ACES) 屬於特殊教育課程，向那些被歸類為「智障」 (ID) 或「多重殘障」 (MD) 的學生以及參加紐約州替代評估 (New York State Alternate Assessment，簡稱NYSAA) 的學生提供支援。「學業、職業及基本技能」課程為學生提供在第1學區至第32學區學校學習學業、工作和生活技能的機會。目前就讀「學業、職業及基本技能」特殊課程的初中生應參與高中入學程序。如果你會繼續入讀高中「學業、職業及基本技能」課程，則你能夠將「學業、職業及基本技能」列於你的申請表中。

關於「學業、職業及基本技能」課程的詳情，請到以下網站了解：schools.nyc.gov/SpecializedPrograms。

在本指南中

第75學區融入課程名單列於本入學指南第11.0節，「自閉症安頓課程」、「自閉症地平線課程」以及「學業、職業及基本技能」課程名單列於第12.0節。你也可在第10.1節至第10.5節的學校介紹頁查看任何一所高中是否開設這些課程。

在MySchools上

在MySchools網頁上探索自閉症、「學業、職業及基本技能」或第75學區特殊教育融入服務課程。點擊更多過濾器按鈕，在錄取方法 (Admissions Method) 下面勾選寫有自閉症或「學業、職業及基本技能」課程 (ASD/ACES Program) 或第75學區特殊教育融入服務 (D75 Special Education Inclusive Services) 的方框。
16歲至21歲、學分落後的學生的入學申請

轉校生學校是一些學習嚴謹的高中，專招收16歲至21歲並希望畢業的學生。如果你已經輟學或學分落後，轉校生學校可以幫助你重新走上畢業之路。有些學校接受15歲的學生，許多轉校生學校對他們接收哪些學會靈活處理，大部分轉校生高中進行個人招生面談。有些轉校生高中屬於高中入學程序。如果你有意入讀轉校生高中，請直接向學校查詢詳情。每個行政區都有我們的轉介中心，您也可以前往其中一個，以獲取更多資訊和進行查詢。要了解有關轉校生學校和其他選擇，以及轉介中心地點的更多資訊，請訪問schools.nyc.gov/Enrollment/Other-Ways-to-Graduate。

在本指南中

在本入學指南第13.0節可查看轉校生學校和課程的完整名單，屬於高中入學程序的轉校生高中也可參見第10.1節至第10.5節。

在MySchools上

在MySchools上探索轉校生學校和課程，點擊按鈕，並在錄取方法（Admissions Method）下面勾選有轉校生（Transfer）的方框。

1.3 申請特殊高中

要申請九所特殊高中之中的一所或多所學校，請在今年秋季參加測驗或表演面試，請在2020年10月21日之前報名參加測驗和/或表演面試。有兩種特殊高中：

- 表演面試：錄取與否是根據你的表演面試以及對學科成績的審查
- 測驗：錄取與否是根據你在特殊高中入學測驗中取得的成績

表演面試的學校

一所特殊高中：拉瓜地亞音樂及藝術表演高中（Fiorello H. LaGuardia High School of Music & Arts and Performing Arts），要求學生先報名，然後參加最多六個課程的表演面試，如舞蹈、戲劇、美術及視覺藝術、器樂、技術劇場及聲樂。

- 你可在網上報名參加表演面試，網址MySchools.nyc，或通過你目前學校的輔導員報名；報名截止日是2020年10月21日。然後，在為你安排的日期和時間參加表演面試。
- 這些課程的入學安排根據申請人的表演面試而決定。拉瓜地亞高中也會審核申請人在上一個學年的學業成績和出勤資訊。

小建議

請參閱第6.0節至第7.0節，進一步了解怎樣報名以及怎樣為你的拉瓜地亞高中表演面試做準備。
測驗學校

八所特殊高中要求要獲得錄取的學生報名參加測驗：特殊高中入學測驗（SHSAT）。這些高中分別是：

- 布朗士科學高中（The Bronx High School of Science）
- 布碌崙拉丁學校（The Brooklyn Latin School）
- 布碌崙科技高中（Brooklyn Technical High School）
- 城市學院數理及工程高中（High School for Math, Science and Engineering at City College）
- 萊曼學院美國研究高中（High School of American Studies at Lehman College）
- 約克學院皇后區科學高中（Queens High School for the Sciences at York College）
- 史丹頓島科技高中（Staten Island Technical High School）
- 史岱文森高中（Stuyvesant High School）

你可在網上報名參加特殊高中入學測驗，網址是 MySchools.nyc，或通過你目前學校的輔導員報名。報名截止日是2020年10月21日，然後在為你安排的日期和時間參加測驗。

這些學校根據申請人的特殊高中入學測驗成績、申請人在答題紙上如何排列這些學校、以及學校是否有名額而作出入學安排。這些學校不會將學生的學業記錄納入考量。

小建議
請參閱第6.0節和第8.0節，進一步了解這一入學程序，包括如何報名參加特殊高中入學測驗。

請點擊這裡，查看《紐約市特殊高中入學測驗指南》，進一步了解測驗並試做練習。

1.4 特許學校

特許學校是免學費的公立學校，開放給所有紐約市的學生，在教育局（DOE）以外獨立運作。實際上，特許學校根據表現合約或紐約州授權者簽發的特許證下運作。特許學校對達到特定的學業目標要負責，並時常採用不同方法，確保學生達到這些目標。

特許學校採用不同的高中入學申請程序。如果你想申請入讀特許學校的高中，請直接與學校聯絡，查詢入學和錄取手續。請注意，有些特許高中只招收在一所或多所夥伴特許初中就讀八年级的學生。任何符合入讀教育局公立學校資格的學生均有資格入讀公立特許學校。若要查看各行政區特許高中的名單，請參看本指南第14.0節。有關一般資訊，請瀏覽網站 schools.nyc.gov/Charters 或致電212-374-5419。
出席高中的活動

出席高中活動是了解學校以及提問題的極好途徑。瀏覽網站schools.nyc.gov/High了解活動的具體日期、時間和地點。

請注意：本手冊出版時（2020年春季），學校正處於閉閉期間。請查看我們的網站或直接與學校聯絡，獲得關於任何虛擬的或實際親身參加的活動的最新資訊，包括我們的高中展覽會資訊。

小建議
請務必在簽到紙上清楚地填寫你的聯絡資料，以便學校通知你新消息。

2.1 高中展覽會

請在2020年10月3日至10月4日和10月17日至10月18日參加高中展覽會。請注意，日期和地點可能會更改。每個活動都提供高中和特殊高中入學講座，以及與行政區的學校代表會面的機會。對好幾個行政區的學校感興趣嗎？你可以參觀不同行政區的展覽會，多少隨意。上網瀏覽schools.nyc.gov/High，查看每個展覽會將在何時何地舉辦的最新消息。

2.2 參觀學校

參觀學校是看看這所學校是否適合你的極好方法。同時，也幫你看從家到學校需要多少時間。直接與學校聯絡，了解學校是否有特別活動，虛擬的或實際親身參加的開放參觀日或學生作講解的參觀活動。你也可以從網站schools.nyc.gov/High的開放參觀日日曆中找到特定學校的開放參觀日或資訊講座的日期。這一日曆包含特殊高中開放參觀。

當你參觀學校或出席展覽會時記得提問題——用下面的活動內容作為指南。
活動
在高中活動上問問題

當你在入學活動中與學校代表談話時，請試著從下面每一個方框中選一個問題來問；你也可以自己想一些問題，以便進一步了解學校。

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<td>篩選課程：你們有什麼選生標準？我需要採取任何特殊的步驟才會被貴校考慮嗎？</td>
</tr>
<tr>
<td>其他興趣</td>
</tr>
<tr>
<td>學校還開設什麼（體育項目、俱樂部、藝術、音樂、社區服務、實習等）？</td>
</tr>
</tbody>
</table>
申請高中
遞交申請表的截止日期是2020年12月4日

3.0 探索學校及課程

3.1 學校類型
一些高中為特定學生組別預留名額，為學生和家庭提供額外服務，或為學生提供獲得大學學分和/或獲得工作經驗的機會。

小建議
你是否知道有些課程給2021年秋季開始上十年級的學生特別預留了名額？如果你目前是首次入讀九年級的學生，你可以申請這些課程，请參閱第4.2節了解詳情。

當你閱讀本節時，請注意某些學校類型旁邊的圖標，你還將在本入學指南中的學校介紹頁中看到這些圖標。

職業及技術教育 (CTE) 學校及課程
紐約市提供超過300個職業及技術教育課程，你可在超過135所的高中選擇這些課程，包括我們的一些特殊高中！這些課程將學生與諸多高增長工業企業聯繫起來，拓展高中畢業後選擇，為上大學和就業鋪路。

所有職業及技術教育課程都可歸類於以下16個類別：

- 農業、食品和自然資源
- 建築及建造
- 藝術、音頻/視頻技術及通訊
- 商業管理及行政
- 教育及培訓
- 財務
- 政府及公共管理
- 健康科學
- 接待與旅遊業
- 人力服務
- 信息技術
- 法律、公共安全、懲戒與保安
- 製造
- 營銷
- 科學、技術、工程和數學
- 交通、分配和後勤
職業及技術教育課程為你提供：

- 有機會獲得相關學院/大學課程的學分、進階機會，或者在畢業後減少相關學院/大學的課程的學費
- 有機會獲得可累積的產業認可的證書，有助於你為實習、上大學和從事受歡迎的行業做好準備
- 有機會參加工作學習，獲得實地經驗，例如：職業指導、工作場所參觀、跟隨式學習和付薪實習
- 為掌握21世紀的技能培養能力，例如：為成功而規劃、合作、問題解決、社會意識和專業態度
- 在你的高中畢業證書上的職業及技術教育背書

小建議

有興趣探索職業及技術教育課程的選項嗎？參加10月份的職業及技術教育高中展覽會，並訪問職業及技術教育課程網站：schools.nyc.gov/CTE。

社區學校

社區學校通過整合學業、健康、青年發展、擴大學習（如課後和暑期課程以及家庭參與）幫助學生找到自己熱愛的事情。通過將學校、家庭和社區夥伴聚集一起創造新的機會，社區學校促進社區內的合作，以便學生準備好並且能夠學習，為高中畢業時上大學和在未來的成功做好準備。

使用MySchools的小建議：使用搜索詞（search）社區學校 查找提供這些服務的學校。

提早上大學計劃

開設提早上大學計劃的高中融合嚴格的大學準備課程，讓學生在9年級至12年級的高中時期，就有機會免費拿到多至兩年的人文學科副學士的學分。這些學校會與某個學院維持夥伴關係，提供學業和社交支援，幫助學生發展在大學成功的知識和技能，在MySchools網頁上或者直接與學校聯絡，了解學校的提早上大學的學位課程。

使用MySchools的小建議：使用搜索詞（search）提早上大學計劃 來獲取這些學校的名單。

14 提早上大學及9-14年級職業學校

提早上大學及職業學校，也稱為NYC P-TECH 9-14年級學校（Pathways in Technology Early College High School），提供六年制課程，學生可以拿到高中文憑、免費拿到特定職業的副學士（或多至兩年可轉換的大學學分）學位，還能學到寶貴的工作場所的技術，既是提早上大學、又是職業及技術教育的學校，都有特定的職業主題（科學、技術、工程或數學為基礎），提供嚴格的學業和職業及技術課程，學生參加學校的有領導地位的產業夥伴的職業探索活動，包括以工作為基礎的習作和實習。學生也可以早在十年級時，就在合作的學院開始修讀免學費的大學課程，並在十四年級前完成拿到副學士學位的大學學分。畢業生可以利用這些夥伴關係，做好準備就業和繼續中學後的進修。請在本指南中的學校職業主題、學校介紹頁面的提早上大學學位途徑，或者直接與學校聯絡了解詳情。

使用MySchools的小建議：使用搜索詞（search）9-14年級 來獲取這些學校的名單。
採用表現評估的學校

這些學校不要求學生在某些紐約州考中取得及格成績才能畢業，這些學校的畢業要求包括對學生在主要的學科範圍的表現評估。評估包括廣泛的研究習作、展示講解和為學生作品所作的答辯。這些學校有紐約州教育廳的豁免，准許他們向那些拿到必修課程的學分和完成以下評估的學生頒發文憑。此外還有以下內容：

- 紐約表現標準協會的學校要求學生通過高中英文（ELA）會考，並且完成科學、社會知識和數學的表現評估。
- 其他表現評估的學校要求學生通過高中英文和數學會考。

使用MySchools的小建議：使用搜索詞（search）表現評估來獲取這些學校的名單。

招收新移民學生的學校

招收新移民學生的學校為剛剛來到美國的學生提供服務。所有這些學校都對家庭語言、英語熟練程度和學生居住在美國的時間有要求。

使用MySchools的小建議：使用過濾器招收新移民學生的學校（Newly Arrived Students）獲取這些學校的名單。在你申請招收新移民學生的學校之前，請查看資格說明（Eligibility Description）（若適用）、入學優先權（Admissions Priorities）（若適用）、錄取方法（Admissions Method）和選生標準（Selection Criteria）（若適用）。

3.2 查找高中

在本指南中

按行政區在第10.1節至第10.5節探索所有該行政區的高中。

- 查看開啓每個章節的地圖，一目了然地瀏覽該區的所有學校。
- 在每個部分之內，按字母順序查找學校。

在MySchools上

在MySchools指南中在線查找學校：MySchools.nyc/zh-hant/schools/high-school。

- 全年：任何人都可以搜索學校和課程。
- 申請階段：創建MySchools帳戶以獲得個性化的搜索體驗。一旦你的家人擁有一個帳戶並登錄，你就可以保存喜愛的課程，獲取有用的小建議，並開始把課程添加到申請表上。
如何查找……

特定地鐵線路上的學校
哪些地鐵線路方便你每天使用？使用過濾器查找你的地鐵的選項。

大型、中型或小型學校
你會在大型學校還是小型學校茁壯成長？使用按學生數量搜索學校。
提供特定運動的學校

使用體育過濾器查找有特定運動隊的學校，如羽毛球 (Badminton)、籃球 (Basketball) 和游泳 (Swimming)。公立學校體育聯盟 (PSAL) 協調所有紐約市公立高中的校際比賽，請參看psal.org更多相關的資訊。

有特定資格要求的學校

選擇更多過濾器查看學校資格的選項，你可以使用過濾器查找只有某些學生才符合申請資格的課程，例如招收新移民的學校 (School for New Arrivals) 僅向剛來美國並學習英語的申請人開放。

按行政區分類的學校

選擇更多過濾器查看行政區的選項，使用過濾器查找僅在特定行政區的學校，例如布朗士 (Bronx)。

部分或全部場地設有行動不便人士設施的學校

選擇更多過濾器查看「大樓是否設有行動不便人士設施」的選項，使用過濾器查找位於設有行動不便人士設施 (Fully Accessible) 或部分設有行動不便人士設施 (Partially Accessible) 建築物內的學校。請查看schools.nyc.gov/BuildingAccessibility，以獲得更多資訊。

使用特定錄取方法的課程的學校

選擇更多過濾器查看錄取方法的選項，使用過濾器查找使用特定錄取方法的課程的學校，例如開放式。請參看第4.4節更多相關資訊。

要穿校服的學校

選擇更多過濾器並選擇要穿校服 (Uniform required) 查找學生穿校服的學校。
參與入學多元化計劃的學校

選擇更多過濾器 查找參與入學多元化（Diversity in Admissions）

Diversity in Admissions計劃的課程，這些課程可能給予英語學習生、列入兒童福利系統的學生、臨時居所學生或來自低收入家庭的學生入學優先權。參考第4.3節和schools.nyc.gov/DiversityAdmissions了解詳情。

10. 提供10年級的入學名額的學校

選擇更多過濾器 並選擇10年級入學（10th Grade Admissions）查找提供10年級入學名額的學校。

提供大學先修課程（AP）和國際學士學位（IB）課程的學校

在搜索欄中輸入AP或IB或特定課程，例如大學先修生物（AP Biology）。

提供電腦科學課程的學校

在搜索欄中輸入電腦科學（Computer Science）或特定課程。

開設雙向式雙語課程的學校

在搜索欄中輸入雙向式雙語（Dual Language）或更具體的搜索詞，例如西班牙語雙向式雙語（Spanish Dual Language）。

提供特定的藝術課程或活動的學校

在搜索欄中鍵入你要查找的內容，例如繪畫（Painting）或舞蹈（Dance）。

閱讀本入學指南中的使用MySchools的小建議，獲得更多有用的建議。

3.3 了解學校資訊

每所高中都在本入學指南中有一個簡短的介紹頁，並在網上MySchools指南中有一個更詳細的頁面。你可以使用此資訊了解該所學校是否適合你。考慮學校課程及活動是否符合你的興趣。你是否喜歡這些課程和活動？你擅長這些嗎？或者你是否想探索一下？請注意：學校介紹頁上的所有資訊都是上個學年的；這些資訊在2021-2022學年可能會有變動。直接與學校聯絡，查詢最新的資訊。利用下面幾頁，了解怎樣看懂本指南中的學校介紹頁以及MySchools指南中的學校頁面。請注意：這些例子中的學校Chambers Street High School是虛構的。
在本指南中：學校介紹頁例子

了解學校是否設有行動不便人士設施或部分場地設有行動不便人士設施
——請訪問schools.nyc.gov/BuildingAccessibility了解更多信息

了解一所學校屬於哪種類型(見第3節)或是否只對某些學生開放—大多數高中向所有紐約市民開放

用你的手機掃描学校的QR代碼，它會直接把你帶到網上MySchools指南中的該校頁面。

掃描QR代碼或瀏覽CMySchools.nyc主頁，進一步了解每個高中課程，填好您的申請表，並提出申請！

此圖例顯示在學校介紹頁的底部—使用關鍵詞可以更好地了解每所學校。

直接聯繫學校了解開放參觀日或提出問題。

了解學校的表現。這些是該學校提供的課程。在你的高中申請表上，你申請的是課程，而不是學校。在第3節至第5節和第4.0節至第4.7節進一步了解課程。

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在MySchools上：學校頁面例子

使用學校的位置計劃你每日的通勤——
點擊地圖或地址以獲取路線。

點擊這些符號，然後放大
(+) 或縮小(—) 地圖。

Chambers Street High School

概述
本校承諾學業表現優異。我們有創新的課程，集中學習科學、技術、工程和數學 (STEM)，同時也有表演藝術課程，提供大量有關演戲技巧、聲線、發音方法、戲劇寫作的訓練。本校的學生有機會參觀紐約市的文化機構，而且經常獲得競爭激烈的四年制大學錄取。

表現
欲知詳情，請點擊。

學業
了解學校提供的學業課程和支持，包括實習、大學參觀和語言課程。

活動
了解學校的活動，包括俱樂部、運動隊和合奏樂團。

其他特點
了解學校的願景和特殊之處。

行動不便人士設施
這些是該學校提供的課程。在你的高中申請表上，你申請的是課程，而不是學校。點擊課程名稱以顯示其資訊。

學校名稱
Chambers Street High School

學科
- Science, Technology, Engineering and Mathematics
- Theater Arts

位置
800 Home Street, Bronx, NY 10456

联系方式
bronxchambers.com
acounselor@bronxchambers.com
718-991-6349

交通
地鐵
2、5號到Intervale Ave
巴士
Bx11、Bx15、Bx17、Bx19、Bx21、Bx27、Bx35、Bx4A、Bx5、Bx6、Bx6-SBS

使用交通資訊查找去學校的可行路線。

直接聯繫學校了解開放參觀日或提出問題。

考慮學校開設的年級和學校規模等因素如何影響你的日常學習。

用學校自己的話說，這就是他們的願景和特殊之處。

了解學校的表現。

欲知詳情，請點擊。

了解學校的活動，包括俱樂部、運動隊和合奏樂團。

這些是該學校提供的課程。在你的高中申請表上，你申請的是課程，而不是學校。點擊課程名稱以顯示其資訊。

時間
6年級至12年級

學生數
579

營業時間
上午8:15至下午2:35
3.4 查找課程

當你填寫高中申請表時，你是在申請課程。你不只是申請學校，你是在申請課程。你不妨把課程當作是進入該學校的大門。如果你學校有幾個不同的課程，你可以申請該校一個或一個以上的課程。例如，學校可能有藝術課程和科技課程。如果你對舞蹈和電腦科學都感興趣，你可以申請同一所學校的兩個課程。在你的申請表上，它們將被視為兩個不同的課程選擇。

本指南的學校介紹頁以及MySchools指南的學校頁面（MySchools.nyc/schools/high-school）包含課程資訊。瀏覽這些部分，找到你感興趣的課程。課程資訊也有助於你弄清楚你被特定課程錄取的機率。請參閱第4.0節中的內容。

在本指南中

Chambers Street High School 99S123
800 Home Street, Bronx, NY 10456 718-991-6349
93%的學生四年內畢業 92%的学生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Science, Technology, Engineering and Mathematics* S34A
專業領域：STEM
錄取方法：篩選
入學優先權：① 繼續於本校就讀的8年級學生有優先權—60%的入學安排給予了這個組別 ① 然後是布朗士的學生或居民 ③ 然後是紐約市居民

去年的需求 預算人數 每個名額的申請人數
普通教育 133 320 2
殘障學生 27 91 3

Theater Arts* S34B
專業領域：表演藝術
錄取方法：教育選項
入學優先權：① 紐約市居民可申請入學

去年的需求 預算人數 每個名額的申請人數
普通教育 72 360 5
殘障學生 18 108 6

在MySchools上

Chambers Street High School
6 to 12

Science, Technology, Engineering and Mathematics
Theater Arts

點擊某個課程以顯示其資訊。
專業領域
所有紐約市公立高中課程都提供廣泛的通才教育。此外，大多數課程圍繞多至兩個專業領域，如建築或科學和數學。他們可能會提供該專業或領域的其他課程。許多但不是所有課程的專業領域也是其課程名稱的一部分。你可以在本指南和MySchools的學校介紹頁中找到該課程的專業領域。

學校提供以下22個專業領域的課程：

| 動物科學 | 環境科學 | 表演藝術/視覺藝術及設計 |
| 建築 | 電影/視頻 | 基於項目的學習 |
| 商務 | 健康專業 | 科學和數學 |
| 傳播學 | 接待、旅遊和觀光 | 教學 |
| 電腦科學及技術 | 人文學科和跨學科* | 視覺藝術和設計 |
| 美容 | 預備軍官訓練團（JROTC） | 劍區* |
| 廚藝 | 法律與政府 |  |
| 工程 | 表演藝術 |  |

*所有課程都包括各類專業科目。列為「人文學科和跨學科」或「劃區」的課程並不強調特定的專業領域。

使用MySchools的小建議：使用任何專業領域，例如【健康專業】作為搜索項，查找與此專業領域相關的課程。你也可以嘗試更特定的詞，例如【護理】。

3.5 課程資格
有些課程只開放給在某行政區居住或上學的學生、家庭語言不是英語的學生、或者符合其他資格要求的學生。例如，一個課程的資格可能是「僅向布朗士學生或居民開放」。這句話的意思是：如果學生居住以及上學的行政區不是布朗士，就不可以在申請表上這個課程。

在本指南中
一些有資格標準的課程標記如下：

- 只招收自認為是女性（Female-Identified）的學生
- 只招收自認為是男性（Male-Identified）的學生
- 只招收在美國居住少於一定時間的英語學習生

在MySchools上
點擊某個課程以顯示其資格要求。一旦登錄MySchools帳戶後，你只能將你有資格入讀的課程添加到申請表上。

小建議
一個課程與一所更大的學校相比，課程可能有更具體的資格要求。如果沒有列出課程資格要求，則所有學生都可以申請。
如何知道被特定学校和课程录取的机率呢？首先了解一下入学安排是如何作出的。这对你会有帮助。学生根据几个关键因素而获得高中课程的入学安排。你可以控制其中的一些因素，而其他因素则基于课程本身。了解这些因素有助于你知道获得感兴趣的各个课程入学安排的机率。本页面和下一页面提供了概述，请参阅第4.1节至第4.5节的更多资讯。

一覧表 | 学生如何获得入学安排

<table>
<thead>
<tr>
<th>你在申请表上列出的选择</th>
</tr>
</thead>
<tbody>
<tr>
<td>你在申请表上列出的课程选择数量，以及你排列这些选择的顺序是很重要的。这是你可以控制的因素。只申请你真正有意入读的课程。请按照自己真实的志愿顺序在申请表上列出12个选择课程。提交你的申请表。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>是否有名额</th>
</tr>
</thead>
<tbody>
<tr>
<td>与名额的数量相比，申请人的数量显示了对课程的需求（或受欢迎程度）。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>你在某一课程的优先组别</th>
</tr>
</thead>
<tbody>
<tr>
<td>有些课程会给予一些特定组别的申请人优先权，例如居住在特定地域或行政区的学生。属于第一优先组别的申请人会首先考虑录取。如果仍有名额，学校会考虑第二优先组别的学生，依此类推。了解你在每个想申请的课程里，属于哪一个重要优先组别。你在不同的课程可能属于不同的优先组别。</td>
</tr>
</tbody>
</table>

转下页
課程的錄取方法

對於某些課程，申請人可能會根據隨機選擇獲得入學安排。

對於其他課程，將根據該課程的選生標準對申請人進行評估，然後再根據評估排名。

課程的錄取方法

對申請人排名的課程

對於對申請人進行排名的課程，學校工作人員根據課程的選生標準（如學業成績、面試和表演面試）對申請人進行評估。然後，學校工作人員根據評估結果為申請人分配一個排名編號。

讓我們看一個使用選生標準來評估和排名申請人的課程例子：

七名學生申請了這個課程，只有四個入學名額。其中六個申請人被排名。另外兩名學生（其上方標有紅叉）沒有被排名。

請注意：由於申請人數多於名額，因此並非所有這些被排名的申請人都能獲得此課程的入學安排。

首先，第1優先組別中被排名的申請人按數字順序獲得入學安排。由於有三名申請人在第1優先組別中，因此他們都獲得入學安排。

然後，第2優先組別中被排名的申請人按數字順序獲得入學安排。由於第1優先組別中申請人獲得入學安排之後只剩下一個名額，因此第2優先組別中只有兩名學生（即該組中號碼順序第一和第二的學生）得到入學安排。

現在這個課程的所有名額都已招滿。根據他們隨機分配的數字，第2優先組別中的剩餘申請人不會獲得這個課程的入學安排。然後，這些申請人將獲得其申請表上一個課程的考慮。他們會被自動添加到這個課程的候補名單上。若要進一步了解候補名單，請參看第9.2節。

使用隨機選生錄取方法的課程

對於使用隨機選擇的課程，學生可根據隨機分配的數字獲得入學安排。讓我們看一下使用隨機選擇的課程的例子：

該課程有四個名額和七個申請人。由於申請人數多於名額，因此並非所有這些申請人都能獲得此課程的入學安排。

首先，第1優先組別的申請人按數字順序獲得入學安排。由於有三名申請人在第1優先組別中，所有這些申請人都可以獲得入學安排。

然後，第2優先組別的申請人按數字順序獲得入學安排。由於第1優先組別中的申請人獲得入學安排之後只剩下一個名額，因此第2優先組別中只有一名學生（即該組中號碼順序第一的學生）得到入學安排。

現在這個課程的所有名額都已招滿。根據他們隨機分配的數字，第2優先組別中的剩餘申請人不會獲得這個課程的入學安排。然後，這些申請人將獲得其申請表上一個課程的考慮。他們會被自動添加到這個課程的候補名單上。若要進一步了解候補名單，請參看第9.2節。

小建議

若要進一步了解怎樣作出入學安排，請看視頻schools.nyc.gov/High。若要了解候補名單以及從候補名單作出的入學安排，请參考第9.2節和schools.nyc.gov/Waitlists。
4.1 你申請表上的選擇

你在申請表上列出的課程選擇數目，以及你排列這些選擇的順序是很重要的！製作一份均衡的申請表可以增加得到心儀課程的入學安排的機率。一個均衡的申請表應該有：

- **12個課程選擇**：任何一個課程都是你想入讀的，沒有辦法保證你會得到首選課程的入學安排。我們有700多個高中課程可供選擇，我們邀請你在MySchools上探索課程，找到12個你真正感興趣的選項，並將它們列到你的申請表上。找到更多你感興趣的課程，並將其添加到你的申請表中，可以增加你獲得心儀課程的入學安排的機率。

  若列出的課程少於十二個，則會降低你獲得所選課程的入學安排的機率。

- **請按照你真實的志願順序排列課程選擇**：按照你的真實的志願順序，把課程放到你的申請表中，將最喜歡的課程排在最上面，列作#1。你的首選課程將被首先考慮。如果你沒有獲得第一志願課程的入學安排，那麼第二志願課程會像第一志願一樣考慮你的申請，依此類推。

- **多種錄取方法混合**：如果你打算申請任何篩選或表演面試的課程，請另找一些採用教育選擇和開放式錄取方法的課程填到你的申請表上。

- **不要僅僅申請高需求的課程**：高需求課程是指課程的申請人數超過課程可提供的名額，每個名額的申請人數更多，就表示獲得入學安排的機率越低。如果你申請任何高需求課程（每個名額的申請人數超過10人），請同時找一些每個名額的申請人數少一些的課程。

- **你屬於入讀某些課程的最高優先組別**：不同的課程有不同的優先組別，不屬於一個課程的第一優先組別，意味著獲得該課程入學安排的機率較低。

**小建議**

按照你的真實的志願順序，把課程放到你的申請表中，將最喜歡的課程排在最上面，列作#1。高中不會看你在申請表上的志願排序，因此你把他們列作第一志願還是第十二志願，他們是不會知道的！

4.2 招生名額

入學程序中另一重要因素是該課程的招生名額。一個課程的招生名額是指它可以招收的學生人數。

**普通教育和殘障學生**

每個高中課程都接納普通教育學生和殘障學生。你的申請表會顯示你屬於哪一個組別。這不是你能夠選擇的。

<table>
<thead>
<tr>
<th>普通教育學生</th>
<th>殘障學生</th>
</tr>
</thead>
<tbody>
<tr>
<td>接受普通教育教學課程的學生。</td>
<td>適用於那些其當前的個別教育計劃建議特殊教育課程在其學業課程中的比重為20%以上的學生。</td>
</tr>
<tr>
<td>適用於那些其當前的個別教育計劃建議特殊教育教學課程在其學業課程中的比重為20%或以下的學生。</td>
<td></td>
</tr>
</tbody>
</table>

特殊教育教學課程，包括教師合作教學（Integrated Co-Teaching，簡稱ICT）課程、特殊班（Special Class，簡稱SC）和特殊教育教師支援服務（Special Education Teacher Support Services，簡稱SETSS）。就高中錄取而言，諸如語言治療、職業治療（OT）和物理治療（PT）的相關服務都不被視為特殊教育教學課程。請注意：擁有504特別照顧計劃的學生如果沒有個別教育計劃建議也接受超過其學業課程的20%的特殊教育教育課程，那麼該生沒有資格獲得提供給殘障學生的入學名額。
本指南中殘障學生的名額反映了每個行政區的殘障學生的百分比。

每一所參與高中錄取程序的高中都應歡迎殘障學生，並根據他們的個別教育計劃所建議的課程和服務而向其提供服務。如果你目前擁有個別教育計劃，則高中個別教育計劃小組將審核你的個別教育計劃，以確保提供你所要求的所有服務和支援。請注意，高中特殊班學生與教師的比例是15:1，相比於初中特殊班的比例，這是一個變化。有關詳細資訊，請瀏覽schools.nyc.gov/SpecialEducation。

名額和每個名額的申請人數：去年的需求

一個課程的需求是指其受歡迎的程度。你可以在本指南或MySchools了解每個課程去年提供的名額數以及申請這些名額的學生數。請注意，所有數字都是去年的。

<table>
<thead>
<tr>
<th>專業領域</th>
<th>S34A</th>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td></td>
<td>133</td>
<td>320</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>殘障學生</td>
<td></td>
<td>27</td>
<td>91</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

該課程去年有多少名額
有多少學生申請入讀該課程
該課程的需求如何

在MySchools上

對於任何課程，請點擊「我的機會」（My Chances）選項，然後參考去年的需求（Demand Last Year）部分。
你被錄取的機率——需求

課程每個名額的申請人數顯示該課程的需求或受歡迎程度，這些資訊可以幫助你知道得到該課程入學安排的機率。

- 如果課程每個名額有十個或以上申請人，則這是高需求的課程。對於每個名額有10個或以上的申請人的課程，所有申請人被錄取的機率都較低。
- 如果課程每個名額有四個至九個申請人，則這是需求普通的課程。請多考慮一些因素以確定你被錄取的機率。請繼續閱讀，並參考第4.0節的示意圖。
- 如果課程每個名額有三個或以下的申請人，則這是需求較低的課程。請多考慮一些因素以確定你被錄取的機率。請繼續閱讀，並參考第4.0節的示意圖。

小建議
考慮在你的申請表上列出每個名額有三個或更少申請人數的一些課程。

提供10年級的入學名額的學校

一些高中專門為2021年秋季開始上十年級的學生預留名額。如果你目前是首次入讀九年級的學生（不是重讀九年級的學生），你可以申請這些學校的課程。

如果一個課程提供10年級的入學名額，則會在MySchools該課程頁面上以及第10.1節至第10.5節該學校介紹頁上註明。

選擇過濾器更多過濾器查看提供10年級名額的學校。

4.3 入學優先權

課程的入學優先權決定了該課程在考慮入學安排時給申請人排列的次序。申請人按組別被考慮。

- 在第1優先組別的申請人會被首先考慮獲得入學安排。
- 然後，如果仍有名額，學校會考慮第2優先組別的申請人，依此類推。

只有當一個課程的申請人數超過提供的名額數時，才會使用入學優先權。

在下面的例子中（以申請指南和MySchools兩種形式展示），目前在該校就讀的八年級學生屬於這個STEM課程的第一優先組別（1）。所有該組別的申請學生都將被視為該課程錄取的首選。去年，這個課程60%的入學安排給予了繼續在原校升讀的學生。

布朗士學生和居民屬於這個課程的第二優先組別（2）。他們排在第一組別之後得到入學安排的考慮。去年，40%的入學安排給予了這個組別的申請人。

最後，所有其他紐約市居民（所有其他行政區的申請人）屬於第三個優先組別（3）。如果還有剩下的名額，課程將考慮他們。去年，沒有布朗士以外的申請人獲得這個課程的入學安排。
入學多元化
全紐約市的高中正在參與一項增加其校內多元化的行動計劃。有些學校給予英語學習生、來自低收入家庭的學生或其他鄰里社區的學生入學優先權。目前參加多元化試點計劃的學校名單登載於我們的網站，請瀏覽schools.nyc.gov/DiversityAdmissions了解詳情。請在整個錄取過程中，請查看MySchools以獲取課程錄取優先權的最新資訊。

在原校繼續升讀或有劃區學校的學生
如果你的高中申請表上標明某一課程能夠保證錄取且你願意繼續就讀該校，請按照你的志願順序將該課程填寫在申請表上。如果你沒有得到申請表上比這個課程列得更高的課程的名額，則你會得到這個課程的入學安排。如果你入讀的是一所可以繼續升讀高中的學校（學校既有初中年級又有高中年級），則這個保證是在原校升讀；如果你有劃區學校並且其入學方法列為「劃區保證」，則這個保證是在入讀你的劃區學校。

你被錄取的機率——你的優先組別
屬於一個課程的第一優先組別，意味着你有較高的機率獲得該課程的入學安排。但你的機率還取決於其他因素（例如需求和錄取方法，參考第4.4節和第4.5節）。

小建議
請你考慮申請至少幾個你屬於第一優先權組別的課程，這能增加你被申請表上所列的課程錄取的機率。

在本指南中
在任何課程的學校介紹頁上，你可以查看該課程的入學優先權。入學優先權取決於兩個因素，即去年每個名額的申請人數與你在這個課程裏所屬的優先組別。入學優先權是提高錄取機率的關鍵。

入學多元化的行動計劃
在全紐約市的高中正在參與一項增加其校內多元化的行動計劃，有些學校給予英語學習生、來自低收入家庭的學生或其他鄰里社區的學生入學優先權。目前參加多元化試點計劃的學校名單登載於我們的網站，請瀏覽schools.nyc.gov/DiversityAdmissions了解詳情。請在整個錄取過程中，請查看MySchools以獲取課程錄取優先權的最新資訊。

在MySchools上
你可以在MySchools的課程頁面上找到該課程的入學優先權。點擊我的機會（My Chances）選項，然後查找優先組別（Priority Groups）部分。該部分按順序列出學校的入學優先權。

你可以在MySchools的課程頁面上找到該課程的入學優先權。點擊我的機會（My Chances）選項，然後查找優先組別（Priority Groups）部分。該部分按順序列出學校的入學優先權。你在該課程的優先組別會變粗體字並且標有你的組別（YOUR GROUP）。如果一個課程不使用入學優先權提供入學安排，則該資訊顯示為：1. 向所有紐約市居民開放。

Chambers Street High School

| Year: 6-12 | Students: 579 | Address: 800 Home Street, Bronx, NY 10456 | Phone: 718-991-6349 |

93%的學生四年內畢業 | 92%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

| Science, Technology, Engineering and Mathematics* | S34A |

<table>
<thead>
<tr>
<th>Need</th>
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<th>Each Enrollment</th>
</tr>
</thead>
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<tr>
<td>General Education</td>
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<td>320</td>
<td>2</td>
</tr>
<tr>
<td>Special Education</td>
<td>27</td>
<td>91</td>
<td>3</td>
</tr>
</tbody>
</table>

| Science, Technology, Engineering and Mathematics (STEM) |

| Year: 6-12 |

| Science, Technology, Engineering and Mathematics (STEM) |

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<td>72</td>
<td>360</td>
<td>5</td>
</tr>
<tr>
<td>Special Education</td>
<td>18</td>
<td>108</td>
<td>6</td>
</tr>
</tbody>
</table>

Chambers Street High School

| 9年級至12年級 |

| Science, Technology, Engineering and Mathematics (STEM) |

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Chambers Street High School

| 9年級至12年級 |

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在原校繼續升讀或有劃區學校的學生
如果你的高中申請表上標明某一課程能夠保證錄取且你願意繼續就讀該校，請按照你的志願順序將該課程填寫在申請表上。如果你沒有得到申請表上比這個課程列得更高的課程的名額，則你會得到這個課程的入學安排。如果你入讀的是一所可以繼續升讀高中的學校（學校既有初中年級又有高中年級），則這個保證是在原校升讀；如果你有劃區學校並且其入學方法列為「劃區保證」，則這個保證是在入讀你的劃區學校。

你被錄取的機率——你的優先組別
屬於一個課程的第一優先組別，意味着你有較高的機率獲得該課程的入學安排。但你的機率還取決於其他因素（例如需求和錄取方法，參考第4.4節和第4.5節）。不屬於一個課程的第一優先組別，意味着你獲得該課程入學安排的機率較低。

小建議
請你考慮申請至少幾個你屬於第一優先權組別的課程，這能增加你被申請表上所列的課程錄取的機率。

在MySchools上
你可以在MySchools的課程頁面上找到該課程的入學優先權。點擊我的機會（My Chances）選項，然後查找優先組別（Priority Groups）部分。該部分按順序列出學校的入學優先權。你在該課程的優先組別會變粗體字並且標有你的組別（YOUR GROUP）。如果一個課程不使用入學優先權提供入學安排，則該資訊顯示為：1. 向所有紐約市居民開放。

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Chambers Street School是一所繼續升讀高中的學校，開設了6年級至12年級。該校的高中STEM課程有以下入學優先權：

1. 繼續在本校就讀的8年級學生有優先權（60%的入學安排給予了這個組別）
2. 其次是布朗士學生或居民（40%的入學安排給予了這個組別）
3. 然後是紐約市居民

請幫助以下三名學生思考得到這個課程的入學安排的機率。

<table>
<thead>
<tr>
<th>Richard</th>
<th>Carmen</th>
<th>Julia</th>
</tr>
</thead>
<tbody>
<tr>
<td>住在布朗士。</td>
<td>住在布朗士。</td>
<td>住在皇后區。</td>
</tr>
<tr>
<td>目前不在Chambers Street School就讀。</td>
<td>目前在Chambers Street School就讀。</td>
<td>目前不在Chambers Street School就讀。</td>
</tr>
</tbody>
</table>

回答這些問題：

1. 哪一名學生屬於第一優先組別？
   爲什麼？

2. 哪一名學生屬於第二優先組別？
   爲什麼？

3. 哪一名學生屬於第三優先組別？
   爲什麼？

4. 根據去年誰獲得了入學安排這一情況，誰獲得入學安排的機率較高，誰獲得入學安排的機率較低？

回答：

1. Carmen，因為她是繼續在原校升讀8年級的學生。
2. Richard，因為他不是繼續在原校升讀8年級的學生，但他住在布朗士也在布朗士上學。
3. Julia，因為她不是繼續在原校升讀8年級的學生，不住在布朗士也不在布朗士上學。
4. Carmen獲得入學安排的機率較高。Richard獲得入學安排的機率較低。Julia獲得入學安排的機率甚至更低。
4.4 錄取方法

錄取方法是課程向學生提供入學安排的方法。錄取方法也說明你需要做些什麼才能得到課程的考慮。大部分情況下，你所需要做的就是將課程列在申請表上。

### 高中錄取方法

<table>
<thead>
<tr>
<th>你需要做什麼</th>
<th>學校用什麼錄取學生？</th>
</tr>
</thead>
</table>
| **測驗**       | □ 報名特殊高中入學測驗 (SHSAT)  
                  □ 參加特殊高中入學測驗  
                  □ 在你的特殊高中入學測驗答題紙上按志願次序列出需要測驗的特殊高中。 | ▪ 你的特殊高中入學測驗分數  
                  ▪ 你的需要測驗的特殊高中的志願順序（它列於你的特殊高中入學測驗答題紙上）  
                  ▪ 按照特殊高中入學測驗的分數從高到低錄取學生。 |
| **表演面試**   | □ 完成任何其他要求，如表演面試或面談。 | 學校根據選生標準評估申請人，並根據評估對申請人進行排名。選生標準可包括：

  ▪ 學生的學業成績：期終成績報告卡的評分和上一年度的測驗分數
  ▪ 現場表現的結果，如面試、作品集、評估或表演面試。按優先組別和排名順序向排名學生提供入學安排。 |
| **篩選**       | □ 根據課程的選生標準範圍檢查你的學業記錄，詳見MySchools。 | 學校根據選生標準評估申請人，並根據評估對申請人進行排名。選生標準可包括：

  ▪ 學生的學業成績：期終成績報告卡的評分和上一年度的測驗分數
  ▪ 現場表現的結果，如面試、作品集、評估或表演面試。按優先組別和排名順序向排名學生提供入學安排。 |
| **教育選項**   | 在申請表上列出課程，在MySchools上檢查是否有任何其他選生標準。 | 教育選項（ed. opt.）旨在招收各種學業程度不同的學生。有些學校可能會根據學業成績或其他標準對某些申請人進行排名。入學安排是根據學校的號碼分配的，有些是根據課程為申請人排列的序數而做出的。如果某個課程也使用入學優先權，則第一優先組別中所有符合條件的申請人將首先獲得入學安排。 |
| **篩選：語言** | 檢查你是否符合該課程的資格要求，例如家庭語言、語言水平程度、在美國居住的年數或類似情況。 | 篩選語言課程：以英語學習生（English Language Learner）為基礎，按優先組別順序和隨機分配的號碼作出入學安排。

  「篩選：語言和學業」課程：學校根據學業成績對學生進行排名，按優先組別順序和排名次序對符合資格的學生作出入學安排（僅限此類篩選課程）。 |
| **轉校生**     | 請確保你符合該課程的年齡和學業要求。 | 學校使用學生的出生日期來驗證資格並作出入學安排。 |
| **劃區**       | 查看你住址是否屬於學校的劃區。 | 住在劃區的居民有保證或有入學優先權。入學安排提供給住在劃區的申請人。 |
| **開放式**     | 只需在申請表上列出該課程。 | 按優先組別和隨機分配的號碼錄取學生。 |
在本入學指南中

在

MySchools

上

Chambers Street High School

93%的學生四內學業

92%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Science, Technology, Engineering and Mathematics*  S34A

專業領域：STEM

錄取方法：篩選

入學優先權：0.1

錄取方法：篩選

去年的申請

名額 申請人數 每個名額的申請人數

普通教育 133 320 2

殘障學生 27 91 3

Theater Arts*  S34B

專業領域：表演藝術

錄取方法：教育選項

去年的申請

名額 申請人數 每個名額的申請人數

普通教育 72 360 5

殘障學生 18 108 6

這兩個課程有兩種不同的錄取方法。

更寬泛而言，有兩種入學方法——那些不篩選申請人的和那些篩選申請人的方法。

不篩選申請人的課程：開放式，教育選擇

作為高中入學申請程序的一部分，每個申請人都被分配一個隨機數字，就像參加抽獎一樣。採用開放和教育選項錄取方法的課程使用學生隨機分配的數字，還有可能使用入學優先權來提供入學安排。在許多課程的錄取過程中，當申請人數多於其名額數時，申請人按隨機分配的數字順序被錄取。如果該課程還使用入學優先權，則來自第一優先組別的所有申請人都可以在第二優先組別的任何申請人之前被錄取，無論他們是否隨機分配了數字。

小建議

若要獲得有關課程如何使用錄取優先權和隨機分配的號碼錄取學生的更多資訊，請上網觀看視頻「學生如何獲得紐約市公立學校的入學安排」，網址是schools.nyc.gov/High。

對申請人進行篩選和排名的課程：篩選，表演面試

篩選和表演面試課程根據其選生標準評估申請人的錄取資格，並根據評估結果為申請人分配排名編號，從排名靠前的申請人(第1名)開始，被排名的申請人會按其排名編號順序得到入學安排。

- 如果該課程還具有錄取優先權，則會按優先順序安排申請人入學。
課程的選生標準可能包括學業記錄、面試、表演面試等，以評估和排列學生。查看第4.0節的示意圖，一看便知篩選課程怎樣提供入學安排。

小建議
如需更詳細地了解篩選和表演面試課程如何錄取學生，請上網觀看視頻「初中和高中入學：學生如何獲得採用篩選錄取方法的學校和特殊高中的入學安排」，網址是schools.nyc.gov/High。

4.5 選生標準

採用篩選或表演面試錄取方法，或者有時是教育選項錄取方法的課程，是根據特定的選生標準而作出入學安排的。在MySchools指南的學校頁面上查找有關課程的選生標準，了解該課程是否會根據去年的科目成績和/或標準化測驗的成績（英文和數學）來評估你，以及學校是否要求額外的評估，例如面談、作文、作品集或現場評估（包括表演面試）。課程用來評估學生的選生標準，以及課程解釋這些標準的方法稱為衡量標準。然後用標準衡量學生資料，以決定排名次序。請注意，不同的課程使用不同的選生標準和不同的衡量標準。

你被錄取的機率——學業記錄

採用篩選或表演面試的課程，其選生標準所顯示的範圍，反映了去年得到這個課程入學安排的普通教育組別八年級生的成績、測驗成績的真實範圍。例如，課程列出社會知識課程成績範圍可能是78-100。該範圍可以因每年的申請人不同而異。

如果你去年的學業成績位於選生標準範圍的高位，則你獲得該課程的入學安排的機率可能較高。你的機率還取決於課程的需求和優先組別。

如果你去年的學業成績位於選生標準範圍的中等位置，則你獲得該課程的入學安排的機率可能居中。你的機率還取決於課程的需求和優先組別。

如果你去年的學業成績位於選生標準範圍的低位，則你獲得該課程的入學安排的機率可能較低。你的機率還取決於課程的需求和優先組別。

得到入學安排的殘障學生的學業成績範圍可能有些不同，而且範圍通常比普通教育的學生要大。

沒有測驗分數

根據紐約州法律，州英文和數學測驗結果在學校錄取決定中將不是唯一的、首要的或主要的考慮因素。沒有測驗成績的學生有資格申請那些將學業成績範圍列入其選生標準的課程，有關方面已指示學校制訂關於評估這些學生的政策。請直接與學校聯絡，進一步了解各自學校的政策。

利用下一頁的活動，練習確定你獲得心儀課程入學安排的機率。

4.6 評估及表演面試

某些課程可能要求你遠程或在校完成其他評估。

表演面試課程可能會在MySchools的頁面上列出表演面試日期和時間。參加學校的網站也是一個好主意，你可以找到表演面試的最新資訊。

篩選的課程的評估可能包括面談、作品集或者是現場作文或考試。所有這些課程都必須在MySchools該課程頁面的選生標準部分列出評估。請在學校網站上查找這些要求相應的日期、時間和截止日期。
### 活動 了解你被錄取的機率

從本指南的第10.0節或從MySchools選擇感興趣的課程，使用本章中的策略，確定你獲得每個課程的入學安排的機率。

請圈選一項：你的名額組別  a.普通教育  b.殘障學生

<table>
<thead>
<tr>
<th>課程</th>
<th>學校</th>
</tr>
</thead>
<tbody>
<tr>
<td>需求</td>
<td>去年每個名額的申請人數是多少？</td>
</tr>
<tr>
<td>錄取方法</td>
<td>該課程使用哪種錄取方法？</td>
</tr>
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</table>

如果你對上一個問題的答案是篩選、表演面試或「篩選：語言和學業」，你的學業成績怎樣與選生標準對照？

請圈選一項：低於或在範圍的低端 / 在範圍的中間 / 在範圍的高端

<table>
<thead>
<tr>
<th>優先組別</th>
<th>你是否屬於該課程的第一優先組別？</th>
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</thead>
<tbody>
<tr>
<td>如果不是，你在哪個優先組別？</td>
<td></td>
</tr>
<tr>
<td>去年，該課程給你所屬的優先組別的入學安排比例是多少？</td>
<td></td>
</tr>
</tbody>
</table>

根據你的上述答案，圈選一項。

我有較高的 / 較低的機率得到這個課程的入學安排。為什麼？

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根據你的上述答案，圈選一項。

我有較高的 / 較低的機率得到這個課程的入學安排。為什麼？

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如果你對上一個問題的答案是篩選、表演面試或「篩選：語言和學業」，你的學業成績怎樣與選生標準對照？

請圈選一項：低於或在範圍的低端 / 在範圍的中間 / 在範圍的高端

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</tr>
<tr>
<td>去年，該課程給你所屬的優先組別的入學安排比例是多少？</td>
<td></td>
</tr>
</tbody>
</table>

根據你的上述答案，圈選一項。

我有較高的 / 較低的機率得到這個課程的入學安排。為什麼？
### 4.7 藝術課程使用的共同表演面試組成部分

參加藝術課程的表演面試，一些特定的學校提供使用共同表演面試部分的課程。這意味著，如果你為其中一個課程的表演面試作了準備，你便同時也準備了其他參與其中的課程的表演面試。

#### 參與的課程

使用共同表演面試組成部分的課程如下：

<table>
<thead>
<tr>
<th>學校名稱</th>
<th>學校代碼(DBN)</th>
<th>參與的課程</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Celia Cruz Bronx High School of Music</td>
<td>10X442</td>
<td>Instrumental Music: Concert Band / Jazz Band / Piano (X33A), Vocal Music: Chorus (X33B), Instrumental Music: Orchestra / Strings (X33M)</td>
</tr>
<tr>
<td>Fordham High School for the Arts</td>
<td>10X437</td>
<td>Dance, Drama, Instrumental Music, Visual Art, Vocal Music (X51A)</td>
</tr>
<tr>
<td>Theatre Arts Production Company School</td>
<td>10X225</td>
<td>Instrumental Music (X20B), Vocal Music (X20C), Dance (X20R), Drama (X20S), Visual Arts &amp; Technology (X20T)</td>
</tr>
<tr>
<td>Abraham Lincoln High School</td>
<td>21K410</td>
<td>Digital Photography (K24L)</td>
</tr>
<tr>
<td>Brooklyn High School of the Arts</td>
<td>15K656</td>
<td>Visual Arts (K47J), Instrumental Music (K47K), Dance (K47L), Vocal Music (K47M), Drama (K47R)</td>
</tr>
<tr>
<td>Dr. Susan S. McKinney Secondary School of the Arts</td>
<td>13K265</td>
<td>Visual Arts (K42A), Vocal Music (K42B), Dance (K42C), Drama (K42D), Instrumental Music (K42E)</td>
</tr>
<tr>
<td>Fort Hamilton High School</td>
<td>20K490</td>
<td>Joffrey Ballet Dance Academy (K17J), Instrumental Music (K17R), Vocal Music (K17S), Dramatic Arts Academy (K17T)</td>
</tr>
<tr>
<td>Edward R. Murrow High School</td>
<td>21K525</td>
<td>Vocal Music (K57J), Fine and Visual Arts (K57K), Instrumental Music (K57L), Studio Theater (K57P)</td>
</tr>
<tr>
<td>Art and Design High School</td>
<td>02M630</td>
<td>Commercial Art and Design (M60P), Architectural Design (M60N), Film/Video Production (M60Q), Digital Arts (M60R)</td>
</tr>
<tr>
<td>Gramercy Arts High School</td>
<td>02M374</td>
<td>Visual Arts (M66A), Theater Arts (M66B)</td>
</tr>
<tr>
<td>The High School of Fashion Industries</td>
<td>02M600</td>
<td>Art, Illustration and Graphics (M68J), Fashion Design and Accessories (M68L)</td>
</tr>
<tr>
<td>Fiorello H. LaGuardia High School of Music &amp; Art and Performing Arts</td>
<td>03M485</td>
<td>Fine Arts, Dance, Instrumental Music, Vocal Music, Drama</td>
</tr>
<tr>
<td>Professional Performing Arts School</td>
<td>02M408</td>
<td>Musical Theater (M81H), Drama (M81J), Classical Vocal Music (M81K), Dance (M81N)</td>
</tr>
<tr>
<td>Repertory Company High School for Theatre Arts</td>
<td>02M531</td>
<td>Theater Arts (M20X)</td>
</tr>
<tr>
<td>Special Music School</td>
<td>03M859</td>
<td>Voice, Instrument, and Composition (A85A)</td>
</tr>
<tr>
<td>Talent Unlimited High School</td>
<td>02M519</td>
<td>Musical Theater (M42J), Dance (M42L), Instrumental Music (M42P), Vocal Music (M42K), Drama (M42N)</td>
</tr>
<tr>
<td>Wadleigh Secondary School for the Performing &amp; Visual Arts</td>
<td>03M415</td>
<td>Theater Arts (M26A), Visual Arts (M26B), Vocal Music (M26R), Dance (M26D), Instrumental Music (M26M)</td>
</tr>
<tr>
<td>Forest Hills High School</td>
<td>28Q440</td>
<td>Drama Academy (Q19N), Academy of Instrumental and Vocal Music (Q19P)</td>
</tr>
<tr>
<td>Frank Sinatra School of the Arts High School</td>
<td>28Q505</td>
<td>Fine Arts (Q40), Instrumental Music (Q40K), Dance (Q40M), Drama (Q40N)</td>
</tr>
<tr>
<td>Newtown High School</td>
<td>24Q455</td>
<td>Theater Arts (Q24L)</td>
</tr>
<tr>
<td>Susan E. Wagner High School</td>
<td>31R460</td>
<td>Music (R17G), Visual Arts (R17H), Theater (R17J), Dance (R17K)</td>
</tr>
</tbody>
</table>
共同表演面試組成部分
以下是每一類藝術課程所共用的表演面試組成部分。更多資訊可以在MySchools的學校頁面找到。

視覺藝術（Visual Arts）
準備和展示8至15件主題多元化和使用多種媒介的原作藝術作品集。三維作品可以是拍了照片的，然後包括在作品集中。在表演面試時完成三件繪畫習作。素描習作可能包括：人像、靜物素描或想像畫。請到學校的網站查看例子。

器樂（Instrumental Music）
你可以參加一種以上樂器的表演面試。表演準備好的獨奏選曲。攜帶自己的樂器，但是鋼琴、低音號、低音提琴、豎琴、打擊樂器和吉他擴音箱除外，因為學校會提供這些樂器。表演面試包括現場音樂任務（可能包括重唱有旋律的模式、重敲有韻律的模式、演奏選擇的音階或完成讀譜演奏、音樂理論或即興任務）。

聲樂（Vocal Music）
表演一首你準備好的歌曲，帶上你演唱的音調的樂譜。歌曲的建議也列在學校的網站。我們也要求聲樂申請人複唱聲樂段落，以測試韻律、聲調記憶和基本聲樂技巧。融入老師指示的能力也是予以考慮的部分。

舞蹈（Dance）
參與一堂芭蕾舞課和一堂現代舞課。申請人必須穿上芭蕾舞鞋和合身的舞蹈服裝。請參看指南中的學校頁面或學校網站，查看是否有必要準備獨舞。

戲劇（Drama）
表演兩段熟記的、具有對比性的獨白（每段一分鐘），例如戲劇/喜劇、古典/現代，或者是劇場/電影。選擇接近你年紀的角色，決定你扮演的角色與誰在說話和為什麼。根據要求表演一段戲劇或動作活動（如從現場提供的文稿中即興朗讀或作即興表演）。穿著適合自由活動的服裝。

音樂劇場（Musical Theater）
準備參加所有三個範疇的表演面試：戲劇、舞蹈和聲樂。
- 戲劇（Drama）：學生將表演一段熟記的、一分鐘的獨白。獨白應該來自已經出版的劇本。選擇接近你年紀的角色，決定你扮演的角色與誰在說話和為什麼。請參看學校的網站，查看推薦的獨白。
- 舞蹈（Dance）：學生應該做好準備表演現代舞或是由舞蹈老師準備的爵士混合舞。請穿上爵士舞鞋、芭蕾舞鞋或赤足，以及穿上合身舞蹈服裝。
- 声樂（Vocal Music）：學生應該準備憑記憶演唱一首16節的百老匯歌曲。選擇演唱一首角色年紀跟你接近的歌曲。請帶上你演唱的音調的樂譜用於伴奏。

電影（Film）
作品集包括：兩份安排電影拍攝程序的記事板（每份至少有十個鏡頭）。用來分別描述一個想像的場景，以及250字的文章說明你對電影製作的興趣。在表演面試時，我們會給學生描述一個簡短的行動，然後讓學生在現場畫一個一分鐘腳本。你可以自行選擇是否提交的材料：遞交任何電影或你曾參與過的電影的樣本。電影應該存放在USB盤中遞交。格式是.mov或.mp4。附上的書面說明，形容你在電影製作的角色。
在2020年12月4日或之前申请高中

在2020年12月4日（星期五）或之前申请高中，你的个人化的高中申请表将在秋初提供；你可以上网在MySchools找到或向你学校的辅导员索取。以下是申请方法：

<table>
<thead>
<tr>
<th>步骤</th>
<th>说明</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>與你的父母/监护人讨论你的选择；保存或列出感兴趣课程。</td>
</tr>
<tr>
<td>2</td>
<td>在申请之前，請與你的學校輔導員預約，討論並重看你在申請表上的選擇！</td>
</tr>
<tr>
<td>3</td>
<td>按照以下三种方式之一在12月4日截止日期前申请高中：</td>
</tr>
</tbody>
</table>
  - 用MySchools在线申请（MySchools.nyc）。在申请阶段，每星期7天，每天24小时都可以选择此方法，且有阿拉伯文、孟加拉文、中文、英文、法文、海地克里奥尔语、韩文、俄文、西班牙文和乌尔都语版本。别忘了点击“提交申请表”按钮！ |
  - 找你的学校辅导员。今年秋季与你的辅导员谈谈通过学校提交你的高中申请。 |
  - 联络家庭欢迎中心职员获得支援。可上網找到中心的地点和办公时间。网址是：schools.nyc.gov/WelcomeCenters。你可以亲自来中心申请，中心提供200多种语言的服务。如果你不讲英文，请要求提供口译人员。 |
申請特殊高中
在2020年10月21日或之前報名參加表演面試和/或特殊高中入學測驗（SHSAT）

6.0 了解特殊高中

6.1 什麼是特殊高中？

- 紐約市共有九所特殊高中（Specialized High Schools, 簡稱SHS）。*這些學校採用與高中申請不同的另一入學程序。你可以參加表演面試申請一所特殊高中，以及參加測驗申請多達八所特殊高中。這九所特殊高中是：

參加表演面試申請
- 拉瓜地亞音樂和藝術及演藝高中（Fiorello H. LaGuardia High School of Music & Art and Performing Arts）

參加特殊高中入學測驗（SHSAT）申請
- 布朗士科學高中（The Bronx High School of Science）
- 布碌崙拉丁學校（The Brooklyn Latin School）
- 布碌崙科技高中（Brooklyn Technical High School）
- 城市學院數理及工程高中（High School for Mathematics, Science and Engineering at City College）
- 萊曼學院美國研究高中（High School of American Studies at Lehman College）
- 約克學院皇后區科學高中（Queens High School for the Sciences at York College）
- 史丹頓島科技高中（Staten Island Technical High School）
- 史岱文森高中（Stuyvesant High School）

報名參加表演面試
在2020年10月21日或之前，報名參加拉瓜地亞音樂和藝術及演藝高中的任何/所有課程的表演面試。六個課程分別是舞蹈、戲劇、美術、器樂、技術劇場和聲樂。你的表演面試就是你的入學申請。請參閱第7.0節，進一步了解怎樣報名以及怎樣為這一程序做準備。

小建議
如果拉瓜地亞高中是唯一一所你感興趣的特殊高中，则你不必參加特殊高中入學測驗。參加表演面試是你申請該校的方式。

測驗報名
在2020年10月21日或之前，報名參加特殊高中入學測驗。參加測驗是你申請任何/所有八所測驗特殊高中的方式：在你的MySchools賬戶上或者找你的學校輔導員，就可以報名參加表演面試或特殊高中入學測驗。

* 特殊高中是根據紐約州法律2590的H部分而設立的。
小建議
請參閱第8.0節，進一步了解需要測驗的特殊高中的申請程序。你可以了解每一所學校，資訊列於本指南的第10.1節至
第10.5節以及網上MySchools的高中指南中（MySchools.nyc/schools/high-school）。我們也鼓勵你參加感興趣
的學校參觀或開放參觀活動，有關細節請參看第2.0節。

小建議
請點擊這裡，查看《紐約市特殊高中入學測驗指南》，進一步了解怎樣準備和參加測驗。你可以試做練習題和做完整長
度樣本試題測驗！

6.2 誰可以參加表演面試和測驗？
所有在紐約市居住的學生，無論目前就讀八年級還是首次入讀九年級，均可申請、報名、參加考試並收到特殊高中
入學結果。在10月21日這一截止日期或之前報名且符合資格的學生可以參加表演面試和/或特殊高中入學測驗。

6.3 需要行動不便人士設施的學生的表演面試和測驗
紐約市教育局致力於確保有行動不便人士設施需求的教職員、學校社區成員、學生和家庭成員可以參與我們的課
程、服務和活動。我們持續對我們的建築物進行評估，以確定哪些學校便於有行動不便人士設施需求的人士進出。
特殊高中測驗和表演面試的所有考場都設有行動不便人士設施。關於每所學校的行動不便人士設施的最新資訊，
請瀏覽網站schools.nyc.gov/BuildingAccessibility。

6.4 拉瓜地亞高中表演面試和特殊高中入學測驗的特別照顧

關於考試特別照顧
考試特別照顧旨在確保殘障學生及英語水平有限的學生能夠與同齡人享有同等的機會參加評估。考試特別照顧讓
符合資格的學生有機會展示掌握的技巧和知識，不會因為殘障或語言水平的影響而受到限制或不公平的約束。

拉瓜地亞高中表演面試和/或特殊高中入學測驗的特別照顧根據學生現有的考試特別照顧而提供。這些考試特別
照顧的記錄是你的個別教育計劃或504計劃中，和/或是根據你的英語學習生身分（如適用）而定。

以下學生有資格獲得拉瓜地亞高中表演面試和特殊高中入學測驗的測驗和/或表演面試的特別照顧：

- 個別教育計劃中或504計劃中包含現有的考試特別照顧的殘障學生
- 當前身份是英語學習生的學生
- 曾為英語學習生的學生，在2019年和/或2020年紐約州英語為第二語言成績測驗（NYSESLAT）中達到熟練水
  平。

請注意：

- 只針對特殊高中入學測驗和/或拉瓜地亞高中表演面試的特別照顧要求是不允許的。學生必須出示需要和使
  用考試特別照顧的過往記錄。
- 擁有504計劃的學生必須每年取得特別照顧的批准。學校和家長必須在學期的最後一天（2020年6月）
  之前核實（和批准，如適用）學生2020-2021學年的504計劃。上網進一步了解504計劃，網址是：
  schools.nyc.gov/504Plans。
有些考試特別照顧並非拉瓜地亞高中表演面試和特殊高中入學測驗所需。學生可能在其他測驗中用到一些特別照顧，但這些照顧可能並非特殊高中入學測驗所需。例如，在文章寫作測驗時使用電腦或其他設備的學生在特殊高中入學測驗中不需要這項照顧，因為測驗不考文章寫作。

有些特別照顧不被拉瓜地亞高中表演面試和特殊高中入學測驗准許。有特別照顧的學生將獲得這些特別照顧，除非某項特別照顧會干擾表演面試或測驗所考察的內容或技能，在此類情況下，沒有學生會得到這項特別照顧。例如：

- 學生不得在特殊高中入學測驗的數學部分使用計算器和/或數學表格，因為該測驗的這個部分考查學生的數學計算技能。
- 另外，特殊高中入學測驗說明、問題和回答均不得予以口譯或筆譯，因為這麼做會改變測驗的標準化。
  （需要翻譯的英語學習生只可以在特殊高中入學測驗的數學部分使用考場提供的雙語數學詞彙表。）

小建議
與你的學校輔導員討論，向其詢問本指南中可能未提及的考試特別照顧或具體情況。你的准考證上會註明任何獲准的特別照顧，請參閱第7.3節和第8.3節。

對於英語學習生
參加特殊高中入學測驗的英語學習生和符合資格的前英語學習生，會獲得總共360分鐘（正常測驗時間的2.0倍）的延長測驗時間，且前180分鐘測驗時間過後，還有兩次15分鐘的休息時間。延長時間從特殊高中入學測驗開始時間算起，而不是到達考場的時間。

特殊高中入學測驗當天，每個測驗場所還會提供以下九種語言的雙語數學詞彙表：阿拉伯文、孟加拉文、中文、英文、法文、海地克里奧爾語、韓文、俄文、西班牙文和烏爾都語。學生不得攜帶自己的雙語數學詞彙表。

小建議
你可以在以下網站查看你的雙語數學詞彙樣本：schools.nyc.gov/SHSAT。

對於持有個別教育計劃或504計劃的學生
殘障學生將獲得其個別教育計劃或504計劃所列出的特別照顧，除非參加特殊高中入學測驗時不准許或者不需要某項特別照顧（參看本節開頭部分）。

- 如果你的個別教育計劃或504計劃包括使用輔助技術（如頻率調製設備）或其他如口罩、標記筆、螢光筆、握筆器、傾斜板或放大鏡等輔助設備，必要時，你必須在特殊高中入學測驗和/或表演面試當日將這些輔助設備帶到考場。考場或面試地點不會提供這些輔助設備。
- 如果你的個別教育計劃或504計劃上列有抄寫員，則你務必與學校輔導員討論，並與你的個別教育計劃或504計劃小組一同確定你參加特殊高中入學測驗時需要何種幫助，以及確保你的個別教育計劃或504計劃和你的準考證上列出準確無誤的特別照顧。
  - 需要抄寫員的學生：只有當你屬於無法在考卷上圈出答案這種情況時，你才需要抄寫員。測驗當天需要抄寫員的學生，將單獨接受測驗。
  - 不需要抄寫員的學生：如果你能夠在考卷上圈出答案，則你將得到「在考卷上記錄答題」的特別照顧。在這種情況下，監考官會在測驗結束時幫你將考卷上的答案抄寫到答題紙上。
在特殊高中入學測驗中獲得加時照顧的學生

除了需要去洗手間之外，在整個標準測試時間（180分鐘）內，所有參加特殊高中入學測試的學生都必須一直待在測試教室裡。

標準測試時間（180分鐘）一旦結束，凡有延長時間這一特別照顧的學生，如果已完成考試，可以離開。決定在標準測試時間（前180分鐘）後離開的學生必須簽退，表明他們明白：他們放棄使用他們獲得的特殊高中入學測試餘下時間。180分鐘結束後，獲得這次特別照顧的學生會有休息時間，然後繼續考試。90分鐘之後又會有一次休息。如果家長或監護人不希望他們的子女在全部延長時間結束之前離開，則必須負責預先與他們的子女做好溝通。有延長時間資格的學生，如果選擇了在延長時間結束之前離開，則不會得到重新測試的機會。

怎樣確認或要求考試特別照顧

在特殊高中入學測試和表演面試報名期，你目前的教育局學校、特許學校或非公立學校（私立或教會學校）負責將你的相應考試特別照顧輸入MySchools和/或進行確認。

- 如果你有504計劃或就讀特許學校或非公立學校（私立或教會學校）並有類似的學校特別照顧計劃，則所有證明文件必須在報名截止日2020年10月21日之前至少三（3）周遞交紐約市教育局審核。
  - 在此截止日期之後遞交的證明文件的審核工作可能趕不上學生的規定測試日期。
  - 聯絡你目前學校的輔導員，查詢有關特殊高中入學測試特別照顧方面的問題。
  - 要求在拉瓜地亞高中表演面試中得到特別照顧的非公立學校學生（就讀私立或教會學校的學生）必須與他們的學校輔導員合作，輸入和/或確認特別照顧。請注意，家長/監護人或學校教職員均不得直接把特別照顧的資訊發給拉瓜地亞高中。
    - 特別照顧必須在表演面試准考證發放之前予以審核和批准。
    - 經批准的拉瓜地亞高中表演面試特別照顧必須顯示在學生的表演面試准考證上。
  - 不具有說明其特別照顧需要的個別教育計劃或504計劃的非公立學校學生（就讀私立或教會學校的學生），必須與其學校輔導員一起填寫一份「特別照顧申請」（Request for Accommodations）表格，並於2020年9月30日之前將表格和有關證明文件遞交紐約市教育局審核和批准。
    - 家長/監護人可向你子女目前就讀的學校索取這個表格。
    - 你的學校輔導員負責在2020年9月30日之前遞交表格，教育局可能就「你的特別照顧曾經是如何被確定的」要求提供額外資訊，並且就你所申請的特別照顧核實過往記錄和需求。

怎樣選擇退出特別照顧

如果你是英語學習生和/或有個別教育計劃或504計劃，但你的家長/監護人希望你在特殊高中入學測試或拉瓜地亞高中表演面試時選擇不使用特別照顧，請聯絡你的學校輔導員。學校輔導員和家長/監護人將於2020年9月30日之前填妥針對特殊高中入學測試和拉瓜地亞表演面試的「選擇退出特別照顧表格」（Accommodations Opt-Out Form）。在沒有家長/監護人同意的情況下，學校輔導員和學生都不能決定學生不接受測試/表演面試特別照顧；家長/監護人必須出具書面同意書。

如果不可能在申請截止日之前出具選擇不接受考試特別照顧的書面同意書，家長/監護人必須在測試或表演面試當日出具書面同意書，表示選擇不接受其子女准考證上列出的測試特別照顧。
在測驗或表演面試當日，對其准考證上列出的考試特別照顧，學生既不能更改，也不能選擇不接受，除非出具家長在測驗或表演面試准考證上提供的書面同意。

### 怎樣要求緊急特別照顧

證明在特殊高中入學測驗前30天內出現殘障情況或臨時殘障的學生，如果得到學生目前就讀學校校長的批准，可以要求獲得某些測驗的緊急特別照顧。測驗的緊急照顧適用於那些在報名截止日之後但在其指定的測驗/表演面試日期之前出現殘障或受傷並且沒有足夠時間制定一份個別教育計劃或504計劃的學生。

如果你需要特殊高中入學測驗和/或拉瓜地亞表演面試的緊急特別照顧，則你的家人應與學校輔導員一起填寫一份「緊急測驗申請」(Emergency Testing Request) 表格，並要求學校輔導員在測驗日或表演面試之前儘快提醒紐約市教育局注意學生可能需要獲得緊急照顧安排。如果學生家庭提出特別照顧要求，但是教育局沒有足夠時間在你的特殊高中入學測驗的常規測驗日或表演面試日之前審核該要求，則可能將學生的特殊高中入學測驗或表演面試時間另作安排，以確保這一特別照顧要求得到正確審核。

#### 小建議

請查閱紐約市教育局有關考試特別照顧的資源，更多資訊登載於：schools.nyc.gov/TestingAccommodations。

### 6.5 需要測驗的特殊高中的多元化計劃

紐約市教育局實施了一連串計劃，以促進更平等地入讀八所需要測驗的特殊高中的課程。其目的旨在提高以下各項：

- 未被充分代表的社區的學生的參加測驗率
- 這些學生中的接受入學安排率和錄取率
- 這些學生的繼續就讀情況

關於我們多元化計劃的詳情，請到以下網站了解：schools.nyc.gov/DiversityAdmissions。

#### 探索計劃

探索計劃（Discovery Program）是一項暑期強化計劃，針對即將升入九年級、參加了特殊高中入學測驗、其分數剛剛低於符合資格的特殊高中入學測驗分數的學生。

#### 資格

要符合探索計劃資格，學生必須符合下列條件：

- 學生目前就讀8年級；以及
- 其特殊高中入學測驗分數低於當年符合資格入學分數線並且在某個範圍之內——符合資格的分數每年都有所不同且視學校名額而定；以及
- 證明該學生來自經濟弱勢家庭；以及
- 由其在讀學校推薦為有很大潛力就讀相關學校課程。

你可以上網了解資格要求的詳情，網址是schools.nyc.gov/SHS。

所有八所需要測驗的特殊高中都有探索課程。我們會考慮申請人所申請的所有特殊高中的探索課程。
參與
如果學生可能符合參加探索計劃的資格，則他們將在2021年春季收到通知。接下來的步驟是：學生家庭與學生目前學校的輔導員會面，討論探索計劃的申請事宜。不是所有收到通知的學生都將被確定為符合參加探索計劃的資格。

- 成功完成其探索課程要求的學生便可選擇入讀特殊高中。
- 未達到其探索課程要求的學生將入讀已錄取該生的那所高中。

上課日舉行特殊高中入學測驗計劃
2020年秋季在一些選定的初中，其八年級學生將有機會在上課日期間在自己的學校參加特殊高中入學測驗。通過在上課日舉行特殊高中入學測驗，我們希望消除周末參加考試的種種不便，增加未被充分代表的學生參加特殊高中入學測驗的人數。上課日舉行特殊高中入學測驗計劃亦向參加的學校和學生提供考試準備及家庭參與活動。

向你的學校輔導員詢問你的學校是否參加了這一計劃。

DREAM特殊高中預備學校
夢想——特殊高中預備學校(DREAM-Specialized High Schools Institute，簡稱DREAM-SHSI)是周六和暑期學業課程，幫助符合資格的紐約市公立學校七年級學生為八年級參加特殊高中入學測驗作準備。夢想課程從七年級學年的二月份開始，至八年級學年的秋季特殊高中入學測驗日結束。該課程讓參與學生接觸到嚴謹功課學習和應試策略。

DREAM代表著決心(determination)、適應力(resiliency)、熱忱(enthusiasm)、志向(ambition)和積極性(motivation)——上網了解詳情，網址是schools.nyc.gov/DreamProgram。

資格
要符合夢想——特殊高中預備學校資格，學生必須符合下列條件：

- 達到學業標準；以及
- 符合聯邦收入資格指導標準；或
- 就讀的學校位於在特殊高中未被充分代表的學區。

參與
如果學生符合夢想課程的資格，則他們會收到通知，告知他們在七年級學年的秋季報名。同意接受該計劃的學生務必保證參與整個課程。

7.0 拉瓜地亞高中表演面試

拉瓜地亞音樂和藝術及演藝高中（Fiorello H. LaGuardia High School of Music & Art and Performing Arts，又稱拉瓜地亞高中）採用單獨的入學程序。要申請這所特殊高中，申請於2020年10月21日或之前報名參加任何/所有六个課程的表演面試：舞蹈、戲劇、美術、器樂、技術劇場和聲樂。學生可報名參加多個課程的表演面試。每個課程都必須單獨填寫報名。然後，根據以下時間安排，學生將被指定表演面試日期。對於拉瓜地亞高中，你的表演面試就是你的入學申請。

為確保學生在該校要求嚴格的課程學習和具有挑戰性的學業課程中取得成功，拉瓜地亞高中根據兩個因素錄取學生：

- 在競爭激列的表演面試中的表現
- 成績和出勤率的篩選結果令人滿意

* 自2019年起，夢想學校的兩個課程（之前的夢想——特殊高中學院和夢想暑期/秋季強化計劃）已合併為一個課程，即夢想——特殊高中預備學校。
在2020-2021學年，總計約7,100名八年級學生報名參加拉瓜地亞高中的一個或多個課程的表演面試。其中約740名學生收到了拉瓜地亞高中一個或多個課程的入學安排。

7.1 在2020年10月21日或之前報名

對拉瓜地亞高中感興趣？請在2020年10月21日或之前，使用下列其中一種方式（共三種）報名參加表演面試：

1. **上網申請**，網址是 MySchools.nyc

在報名階段，每星期7天、每天24小時都可選擇此方法，且有阿拉伯文、孟加拉文、中文、英文、法文、海地克里奧爾語、韓文、俄文、西班牙文和烏爾都語版本。

2. **找學校輔導員**

與你的輔導員談一談拉瓜地亞高中表演面試的報名事宜；他們還可以幫你報名。

3. **通過家庭歡迎中心（Family Welcome Center）**

可上網獲知中心的開放時間及地點：schools.nyc.gov/WelcomeCenters。可提供超過200種語言的支援——要求提供口譯人員。

表演面試報名時，請確保拿到一張電子的或打印的收據。

小建議

如果拉瓜地亞高中是唯一一所你感興趣的特殊高中，則你不必參加特殊高中入學測驗。參加表演面試是你申請該校的方式。有關如何報名的最新資訊，請訪問schools.nyc.gov/SHS或諮詢你的學校輔導員。

7.2 表演面試地點和日期

所有表演面試都在位於曼哈頓100 Amsterdam Avenue的拉瓜地亞高中舉行。日期是根據你目前就讀學校所在的行政區（不是根據你的住址）以及你參加表演面試的課程而安排的。以下時間安排顯示了在每個表演面試日期有哪些課程進行面試。如果因任何原因日期或地點有變更，你的學校輔導員或教育局會通知你。

在以下時間安排中的一個時段，學生可以參加一個課程的表演面試。這意味著，學生每天可以參加至多兩個課程的表演面試：

- 報名參加兩個課程表演面試的學生會被這樣安排：在一天內，上午參加一個課程的表演面試，下午參加一個課程的表演面試。
- 報名參加三個或以上課程的表演面試的學生，會被安排在多個日期進行表演面試。

為你安排的表演面試日期和時間將列於你的表演面試准考證上，准考證十月下旬發放。如果你的表演面試時間與其他安排有衝突，請告訴你的學校輔導員。我們將與學校輔導員一起另行安排學生的表演面試時間。
### BRONX

<table>
<thead>
<tr>
<th>表演面試組別</th>
<th>日期</th>
<th>開始時間</th>
</tr>
</thead>
<tbody>
<tr>
<td>所有課程的表演面試，包括技術劇場（Technical Theater）</td>
<td>2020年10月31日（星期六）</td>
<td>上午9:00</td>
</tr>
<tr>
<td>所有課程的表演面試，技術劇場除外</td>
<td>2020年10月31日（星期六）</td>
<td>下午12:30</td>
</tr>
<tr>
<td>所有課程的表演面試，技術劇場除外</td>
<td>2020年11月1日（星期日）</td>
<td>上午9:00</td>
</tr>
<tr>
<td>所有課程的表演面試，技術劇場除外</td>
<td>2020年11月1日（星期日）</td>
<td>下午12:30</td>
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### BROOKLYN

<table>
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<th>開始時間</th>
</tr>
</thead>
<tbody>
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<td>上午9:00</td>
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<td>2020年12月20日（星期日）</td>
<td>下午12:30</td>
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### MANHATTAN

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<th>開始時間</th>
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### QUEENS 和 STATEN ISLAND

<table>
<thead>
<tr>
<th>表演面試組別</th>
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<th>開始時間</th>
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<td>上午9:00</td>
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<td>下午12:30</td>
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<tr>
<td>所有課程的表演面試，技術劇場除外</td>
<td>2020年11月15日（星期日）</td>
<td>上午9:00</td>
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<tr>
<td>所有課程的表演面試，技術劇場除外</td>
<td>2020年11月15日（星期日）</td>
<td>下午12:30</td>
</tr>
</tbody>
</table>

### 所有行政區適用的表演面試補考

報名參加三個或以上課程表演面試的學生可能被安排在以下其中一個補考日期和時間進行表演面試。

### 7.3 拿到並檢查你的表演面試准考證

表演面試准考證將於十月下旬在MySchools上提供，或者屆時你可向你的學校輔導員索取。發放准考證時，我們會通知你。

你的表演面試准考證將包括：

- 表演面試地點（拉瓜地亞高中）
- 你的表演面試的日期和到達考點時間
- 你表演面試的課程
你的學生身分號碼
你在讀學校的學校代碼
你的考試特別照顧（如果適用）

仔細閱讀該准考證上的所有資訊。如果你看到任何錯誤或過時的信息，請立即告知你的學校輔導員。

表演面試日期

- 如果你有宗教節日而不能在某個星期六或星期日參加表演面試，請在表演面試報名時說明這一點。
- 如果由於生病或受傷，你需要重新安排表演面試，請向學校輔導員提供證明。

特別照顧

如果你是英語學習生或有適用於表演面試的任何特別照顧，則你的准考證上會註明獲准的特別照顧。仔細閱讀你的准考證，確保任何所列的特別照顧均準確無誤。如果本該列入的特別照顧未被列上，或顯示的特別照顧信息有誤，請立即通知你的學校輔導員。

拉瓜地亞高中不能修改學生已經批准的考試特別照顧。請勿將任何與表演面試或特別照顧相關的文件材料寄給拉瓜地亞高中——這些材料不會予以審閲。

7.4 攜帶你的已簽名的表演面試准考證

- 你的表演面試准考證上寫有你所報名的表演面試的課程、日期和時間。
- 你和一位家長/監護人必須在你的准考證上簽名，方能參加表演面試。
- 在每個安排的表演面試日，請務必帶上你的准考證！你需要出示各自不同的表演面試准考證，才能參加每個表演面試。

7.5 確保你的MySchools上的學業記錄準確無誤

你前一學年的學業成績必須於2020年12月之前輸入MySchools，才會被拉瓜地亞高中考慮錄取。

- 對於前一學年在紐約市教育局公立學校就讀的公立學校學生，你的學業成績將自動錄入MySchools。
- 對於就讀於特許學校或非公立學校（私立或教會學校）的學生，你可以找你目前就讀的學校或家庭歡迎中心（Family Welcome Center）協助將你前一年的學業成績輸入MySchools。

不會根據學生後來提高的任何學業成績或根據截止日期之後才提交的學業成績重新評估。

7.6 準備你的表演面試

根據以下幾項，對學生的拉瓜地亞高中表演面試進行評估：

- 為表演面試所做的準備
- 技術的熟練程度
- 藝術表達
收到一個或多個課程入學安排的大多數學生，一般都取得表演面試課程確定評分規定中80至100分的成績，并且有一個令人滿意的學業記錄。有關確定評分規定的資訊登載在拉瓜地亞高中網站laguardiahs.org。下面是拉瓜地亞高中每個課程表演面試過程的概述。

舞蹈（Dance）
熟悉芭蕾舞和現代舞課堂的形式。參加舞蹈學校或舞蹈課程的開放式舞蹈課或許對你有幫助。在表演面試那一天穿著芭蕾舞鞋和合身的黑色舞衣。你將參加兩堂課：（1）芭蕾舞和（2）現代舞。

戲劇（Drama）
準備兩段有強烈對比的一分鐘至兩分鐘獨白。這些獨白應背誦下來。內容要適合學生的年齡。你到拉瓜地亞高中網站的表演面試部分查看我們所建議的獨白劇目名單，網址是laguardiahs.org。你選的獨白不必一定是名單上的。

在表演面試那一天穿著適合自由活動的服裝。我們可能要求你參與小組熱身。你將表演兩段準備好的獨白。在你還未背完獨白時，考官可能就要求你停止。我們可能還要求你完成重新定向、即興表演練習或冷讀。

美術
準備包含8至15件自己創作的文藝作品的作品集。這些作品必須是以多種不同媒介創作的。這些藝術作品應是通過觀察，想像與來自記憶創作的。這些作品也可以放入到作品集內。練習在20分鐘時段內根據提示繪畫，或許對你有幫助。表演面試所需的所有繪畫材料由學校在表演面試時提供。

在表演面試那一天，當你完成現場表演面試題時我們會為你的作品集評分。你將完成三項繪畫作業：（1）觀察速寫人物；（2）記憶靜物素描；（3）想像創作彩色繪畫。

器樂（Instrumental Music）
準備一首無伴奏獨奏曲參加面試。所選樂曲可以是任意音樂類型或風格，並應證明你目前的熟練水平。練習讀譜或許對你有幫助。

在表演面試那一天，將你自己的樂器帶到面試現場。如果是面試鋼琴、打擊樂器、低音號（tuba）、低音大提琴或豎琴，則不用攜帶樂器。學校也將在表演面試時為電子樂器學生提供擴音箱。你將在無伴奏的情況下演奏事先準備的音樂選段。我們可能會要求你：（1）重複唱出考官給出的旋律模式；（2）記下節奏模式打出拍子；（3）展示讀譜演奏的能力；（4）憑記憶演奏音階。

技術劇場
搭建一個三維模型，展示你對下列劇目作出的原創性的舞台背景設計：Steven Dietz的作品Dracula（1996）；Lorraine Hansberry的作品A Raisin in the Sun；或Arthur Miller的作品The Crucible。模型應該與一個鞋盒差不多大或更大，並且能夠被你提著。

あなたの模型來討論你的設計選擇。我們會要求你在音響和燈光組裝方面複製多步驟過程。

聲樂（Vocal Music）
準備一首歌曲。在表演面試中無伴奏獨演唱。所選歌曲可以是任意類型或風格，並應證明你目前的熟練水平。你到拉瓜地亞高中網站的表演面試部分查看我們所建議的歌曲名單，網址是laguardiahs.org。你選的歌曲不必一定是名單上的。

你將在無伴奏的情況下演唱事先準備的音樂選段。我們會要求你：（1）重複唱出考官給出的旋律模式；（2）記下節奏模式打出拍子。
小建議
所有拉瓜地亞高中的課程（除技術劇場之外）均使用共同的表演面試部分。這意味著，當你為拉瓜地亞高中的表演面試作準備時，你也準備了那些同樣使用共同的表演面試部分的其他藝術課程的表演面試。請參看第4.7節更多相關資訊。

7.7 參加你的表演面試

需要攜帶的東西
- 你的表演面試准考證——你需要出示准考證，方可進入每個表演面試的考場
- 簡單的零食和/或水
- 一支圓珠筆或鉛筆
- 特定的表演面試要求攜帶的其他東西，請參考第7.6節

表演面試日的具體情況
必須按照你的准考證上所列的時間準時到達拉瓜地亞高中簽到。你必須準時到場參加你的表演面試。你的准考證上所列的到達時間不是表演面試真正開始的時間。

家長等候區
會設有一個家長等候區，因為表演面試區僅供學生申請人使用。家庭成員或監護人可以選擇待在等候區，也可以離開之後隨時重新進入學校大樓。

住址聲明
表演面試開始之前，我們會要求你閱讀並簽署一份聲明：這份聲明表示你是紐約市的居民，且身體狀況良好，可以參加表演面試。簽署了這份聲明但並不符合這些具體要求的學生，將沒資格獲得拉瓜地亞高中的入學安排。

表演面試的保安措施
表演面試開始之前，考場工作人員將在每個表演面試室給學生照一張照片或錄一段錄像，這些影像只用於保安目的。

8.0 參加特殊高中入學測驗

需要測驗的特殊高中採用單獨的入學程序。要申請任何/所有特殊高中，首先，請於2020年10月21日或之前報名參加特殊高中入學測驗。學生報名之後將被安排測驗日期。要申請這些學校，參加測驗就是你的申請方法。

- 布朗士科學高中 (The Bronx High School of Science)
- 布碌崙拉丁學校 (The Brooklyn Latin School)
- 布碌崙科技高中 (Brooklyn Technical High School)
- 城市學院數理及工程高中 (High School for Mathematics, Science and Engineering at City College)
- 萊曼學院美國研究高中 (High School of American Studies at Lehman College)
- 約克學院皇后區科學高中 (Queens High School for the Sciences at York College)
- 史丹頓島科技高中 (Staten Island Technical High School)
- 史岱文森高中 (Stuyvesant High School)
不同於拉瓜地亞高中，這些特殊高中不看學生的學業記錄，不使用它們來作出入學安排。需要測驗的特殊高中根據三個因素錄取學生：

- 學生特殊高中入學測驗分數
- 他們在答題紙上填寫的需要測驗的特殊高中的志願順序
- 每個學校的招生名額

小建議
如果您對拉瓜地亞高中是唯一一所您感興趣的特殊高中，則您不必參加特殊高中入學測試。參加表演面試是你申請該校的方式。

在2020-2021學年，總計約28,000名八年級學生報名參加特殊高中入學測試，約4,300名學生收到了一所需要測試的特殊高中的入學安排。

在本指南中：請參閱本指南的第10.1節至第10.5節，了解去年每所需要測試的特殊高中有多少學生申請。「申請人」（Applicants）一欄顯示了有多少學生申請；「名額」（Seats）一欄顯示了去年提供的名額數；「每個名額的申請人數」（Applicants Per Seat）一欄顯示了對課程的需求；這個數字越大，則去年學生對這所學校的需求越大。

在MySchools上：這個信息也可以上網查到，它列於《高中指南》各學校頁面的「去年的需求」（Demand Last Year）部分。

小建議
若要進一步了解需要測試的特殊高中怎樣錄取學生，請上網觀看視頻「學生如何獲得採用篩選錄取方法的學校和特殊高中的入學安排」，網址是schools.nyc.gov/High。

8.1 在2020年10月21日或之前報名

對需要測試的特殊高中感興趣？請在10月21日這一報名截止日或之前，告訴你的學校輔導員你想參加特殊高中入學測試。你可用下列其中一種方式（共三種）報名參加特殊高中入學測試：

1. 上網申請，網址是MySchools.nyc

在報名階段，每星期7天、每一天24小時都可選擇此方法，且有阿拉伯文、孟加拉文、中文、英文、法文、海地克里奧爾語、韓文、俄文、西班牙文和烏爾都語版本。

2. 找你目前所在學校的輔導員

與你的學校輔導員談一談特殊高中入學測試的報名事宜，他們還可以幫你報名。

3. 通過家庭歡迎中心（Family Welcome Center）

可上網獲知中心的開放時間及地點：schools.nyc.gov/WelcomeCenters。可提供超過200種語言的支援——要求提供口譯人員。

報名特殊高中入學測試時，請確保拿到一張電子的或打印的收據。

小建議
有關如何報名的最新資訊，請訪問schools.nyc.gov/SHS或諮詢你的學校輔導員。
8.2 特殊高中入學測驗日期

所有報名學生將在指定日期參加特殊高中入學測驗。你的測驗日期、時間和地點都將列在你的准考證上。若因任何原因日期或地點有變更，你的學校輔導員或教育局會通知你。

| 目前就讀年級及首次入讀年級的英語學習生；或其個別教育計劃或504計劃中包含考試特別照顧的的殘障學生 | 2020年11月7日（星期六）或2020年11月8日（星期日） |
| 目前首次入讀年級且沒有考試特別照顧的學生 | 2020年11月8日（星期日） |
| 現在就讀8年級且沒有考試特別照顧的學生 | 2020年11月15日（星期日）或2020年11月21日（星期六） |
| 需要補考日的學生 | 2020年11月15日（星期日）或2020年11月21日（星期六） |

剛剛來到紐約市且有記錄顯示於2020年11月1日之後遷至紐約市的學生，將在2021年夏末參加測驗。

所在學校參與了「上課日舉行特殊高中入學測驗計劃」的學生將於11月10日（星期二）這一上課日參加特殊高中入學測驗。

如果由於宗教節日，你無法在星期六或星期日參加測驗，則你必須在特殊高中入學測驗報名時說明這一點，或者在報名截止日之前讓你的學校輔導員知道這一情況。

小建議
若要進一步了解為英語學習生和曾經的英語學習生提供的支援和特別照顧，請參閱第6.4節。

8.3 特殊高中入學測驗地點

你將在你目前就讀學校所在的行政區或學區參加特殊高中入學測驗。測驗地點、聯絡資訊和交通選擇列在下方；你的測驗地點也會寫在你的准考證上。

| Bronx | The Bronx High School of Science（布朗士科學高中）75 West 205 StreetBronx, NY 10468 718-817-77004號車到Bedford Park Boulevard-Lehman College；B、D車到Bedford Park Boulevard；Bx1、Bx10、Bx2、Bx26、Bx28、Bx3 |
| Brooklyn | Brooklyn Technical High School（布碌崙科技高中）29 Fort Greene PlaceBrooklyn, NY 11217 718-804-64002號、3號、4號、5號車到Schermerhorn；B、Q、R車到DeKalb Avenue；C車到Lafayette Avenue；D、N車到Atlantic Avenue-Barclays Center；G車到Fulton Street；B103、B25、B37、B38、B41、B45、B52、B54、B62、B63、B65、B69 |
| Brooklyn       | James Madison High School | 718-758-7200 |
|               | 3787 Bedford Avenue       | B, Q到Kings Highway |
|               | Brooklyn, NY 11229        | B100、B2、B31、B44、B49、B7、B82、BM3、BM4 |
| Brooklyn      | Sunset Park High School   | 718-840-1900 |
|               | 153 35th Street           | D、N、R到36th St–4 Ave |
|               | Brooklyn, NY 11232        | B35、B37、B63、B70、X12、X14、X17、X17A、X19、X3、X42、X5、X9 |
| Manhattan     | Stuyvesant High School    | 212-312-4800 |
|               | (史岱文森高中)           | 1號、2號、3號、A、C、E到Chambers Street；R到City Hall |
|               | 345 Chambers Street       | M20、M22、M5、M9、X1、X10 |
|               | Manhattan, NY 10282       | |
| Queens        | Long Island City High School | 718-545-7095 |
|               | 14-30 Broadway            | N、W到Broadway |
|               | Long Island City, NY 11106 | Q100、Q10、Q103、Q104、Q18、Q66、Q69 |
| Queens        | Hillcrest High School     | 718-658-5407 |
|               | 160-05 Highland Avenue    | E、J、Z到Jamaica Center-Parsons/Archer；F到Parsons Boulevard |
|               | Jamaica, NY 11432         | Q1、Q110、Q111、Q112、Q114、Q17、Q2、Q20A、Q20B、Q24、Q3、Q31、Q34、Q36、Q40、Q41、Q43、Q56、Q6、Q65、Q76、Q77、Q8、Q83、Q9、X68 |
| Staten Island | Staten Island Technical High School | 718-667-3222 |
|               | 485 Clawson Street        | 乘史丹頓島鐵路(SIR)到New Dorp |
|               | Staten Island, NY 10306   | S57、S74、S76、S78、S79-SBS |

### 8.4 拿到並檢查你的准考證

在報名截止日之後，當你可以拿到准考證時，我們會通知你。

你的准考證將包括：

- 你的測試日期和時間——在第8.2節查看可能的日期表
- 你的測試地點——在第8.3節查看每個地點的詳情
- 你的學生身分號碼
- 你在讀學校的學校代碼
- 考試特別照顧（如果適用）

仔細閱讀該准考證上的所有資訊。如果你看到任何錯誤或過時信息，請立即告知你的學校輔導員。

### 時間衝突・生病和補考

你必須按照准考證上指定的日期和地點參加測驗，以下情況除外：

- 如果你准考證上的測試日期與宗教節日衝突，請與你的輔導員討論——他們可以協助更改你的測試日期。
- 如果你的特殊高中入學測試與你的拉瓜地亞高中表演面試安排在同一天或同一時間，你可以重新安排表演面試日期——詳情見第7.3節。
如果你生病或受傷，無法在安排的測驗日期參加考試，那麼，當你回到學校後應立即通知你的學校輔導員，並申請補考。你必須出具證明，解釋你生病或受傷以及無法參加測驗的原因。在申請補考日的截止日期之前，向你的學校輔導員提供證明。

從十一月起，你的學校輔導員可以幫你申請測驗補考或表演面試補考，可以開始提交補考申請時，學校輔導員會接到通知。

特別照顧
如果你是英語學習生、符合資格的曾經的英語學習生（在此前兩年內）或者你目前的個別教育計劃或504計劃中包含現有的考試特別照顧，則你的准考證上會註明獲准的特別照顧。

仔細閱讀你的准考證，確保任何所列的特別照顧均準確無誤。如果本該列入的特別照顧未被列入，或顯示的特別照顧資料有誤，請立即通知你的學校輔導員。

如果你有特殊照顧，還應檢查並確保你被安排在2020年11月15日（星期日）或2020年11月21日（星期六）參加測驗。如果不是上述日期，請告訴你的學校輔導員。

你和家長或監護人應仔細閱讀准考證，並討論哪些特別照顧可能對你沒有什麼幫助，以及如果你想在延長時間結束之前離開你應該怎麼做。（如果你符合測驗加時的資格。）

測驗安排將以准考證為準；如果准考證上列有你的家長/監護人不想讓你使用的特別照顧，則請按照准考證上的說明出具你不接受測驗特別照顧的書面同意書。請參看第6.4節的有關詳情。

8.5 在你的准考證上列出你的學校選擇

請務必與你的家長和學校輔導員討論你想入讀哪些需要測驗的特殊高中，以及你的志願順序是怎樣的。每名學生只會被列在答卷紙上的學校考慮錄取。你可在答卷紙上只列一所學校，或者，你可列所有八所學校。

請在測驗日之前將你想申請的學校標註到你的准考證上。即，在你的准考證上塗黑你的學校選擇，將你的第一選擇列作#1，第二選擇列作#2，依此類推（如下例所示）。

在測驗日當天，我們會要求你按照志願順序將這些選擇列到你的特殊高中入學測驗答卷紙上。你僅有這一次機會證明你的選擇。如果你的准考證上已經按照志願順序列有你的最終選擇，你便能很容易地將它們抄寫到答卷紙上。如果你在答卷紙上多列一些學校，則你會有更多的機會獲得一個入學安排。

<table>
<thead>
<tr>
<th>學校名稱</th>
<th>選擇</th>
</tr>
</thead>
<tbody>
<tr>
<td>布朗士科學高中（Bronx Science）</td>
<td>⊗</td>
</tr>
<tr>
<td>布碌崙拉丁學校（Brooklyn Latin）</td>
<td>⊗</td>
</tr>
<tr>
<td>布碌崙科技高中（Brooklyn Tech）</td>
<td>⊗</td>
</tr>
<tr>
<td>城市學院數理及工程高中（HS Math, Sci., &amp; Engineering）</td>
<td>⊗</td>
</tr>
<tr>
<td>萊曼學院美國研究高中（HS American Studies/Lehman）</td>
<td>⊗</td>
</tr>
<tr>
<td>約克學院皇后區科學高中（Queens Sci./York College）</td>
<td>⊗</td>
</tr>
<tr>
<td>史丹頓島科技高中（Staten Island Technical）</td>
<td>⊗</td>
</tr>
<tr>
<td>史岱文生高中（Stuyvesant）</td>
<td>⊗</td>
</tr>
</tbody>
</table>
8.6 在准考證上簽名

你和一位家長或監護人必須在你的准考證上簽名，方能參加特殊高中入學測驗。請記住帶上准考證前來參加測驗！如果你沒有帶准考證到場，你可能無法參加測驗。雖然考場會盡一切努力確認你的考試報名才可以准許你參加測驗，但沒有准考證的學生有可能需要安排另一測驗日期。即便你忘了帶准考證，你仍應當去考場。

8.7 為特殊高中入學測驗作準備

在本手冊的另一側，你可以：

- 了解測驗的設計和各個部分，見第1.0節
- 獲知怎樣為特殊高中入學測驗各部分備考，以及怎樣使用本指南的樣本試題，見第2.0節
- 獲知測驗當天的情況、要帶的東西（和不許帶的東西），以及怎樣在答題紙上正確地標記答案，見第3.0節
- 了解測驗如何評分以及怎樣報告測驗異常情況，見第4.0節——測驗保安對於特殊高中入學測驗至關重要，因此將嚴格執行各項規定，以確保所有學生都有一個公平的考試過程
- 熟悉並提前體驗特殊高中入學測驗：做兩套完整長度的樣本試題並試著練習回答問題，見第5.0節；使用答案和說明，從而更好地理解並準備特殊高中入學測驗

請點擊這裡，查看《紐約市特殊高中入學測驗指南 (2021年入學)》。
9.0 獲得高中入學安排

9.1 你的錄取信

你的高中錄取信將於3月份在MySchools上發佈；而且也將郵寄到你的住址。該信函包括：

- 你的高中入學安排
- 你的特殊高中申請結果（若適用）。
  - 如果你參加了特殊高中入學測驗，則該信函將包括你的特殊高中入學測驗分數。
  - 無論你是否獲得需要測驗的特殊高中的入學安排，也無論你是否獲得拉瓜地亞高中課程的任何入學安排。
- 接下來的步驟，例如怎樣從多個入學安排中作出選擇（若適用）。
- 將你列入候補名單的課程的資訊，你將自動列入在申請表上排在錄取你的課程前面的任何課程的候補名單上。例如：如果你被你的第三志願課程錄取，則你將自動列入你的第一和第二志願課程的候補名單上。

注意：包括拉瓜地亞高中在內的特殊高中沒有候補名單。

想查看你的特殊高中入學測驗答題紙？請點擊這裡，查看《紐約市特殊高中入學測驗指南》，翻到第4.3節了解怎樣做。只有當你收到特殊高中入學測驗分數之後，才可以提出這一要求。

9.2 高中候補名單和後續步驟

發放入學安排之後，你便能使用MySchools賬戶進行下列事項：

- 將自己添加到其他的候補名單上
- 實時查看你在任何學校的候補名單上的位置
- 接受或拒絕候補名單作出的入學安排

從候補名單作出的入學安排取決於是否有名額、入學優先權以及錄取方法。如果出現新的名額，學校將與你直接聯繫；並有可能向你提供一個入學安排。上網瀏覽schools.nyc.gov/Waitlists，獲得關於候補名單的最新資訊。

小建議
你被某個課程錄取的最大機會是在你高中的申請表上把該課程列為你的一個選擇。
### 9.3 即將搬家或最近搬了家？換學校？

<table>
<thead>
<tr>
<th>情況</th>
<th>該怎麼做</th>
</tr>
</thead>
<tbody>
<tr>
<td>你搬到了紐約市•現在需要入讀一所高中。</td>
<td>瀏覽<a href="http://schools.nyc.gov/NewStudents">schools.nyc.gov/NewStudents</a>查看如何報名並了解在註冊時所需的文件。如果你是首次入讀九年級的學生，請了解有關申請有十年級名額的學校的資訊。</td>
</tr>
<tr>
<td>你於2020年12月4日之後搬到紐約市•將在2021年秋季入讀九年級•你需要在秋季入讀一所高中。</td>
<td>你仍然可以參與高中入學程序！一旦你拿到住址證明，請與你的家長/監護人以及你的學校輔導員一起創建一個<a href="http://MySchools.nyc">MySchools.nyc</a>帳戶，並在發放入學安排之後的三月將自己添加到候補名單上。需要幫助嗎？從家庭歡迎中心獲得支援。</td>
</tr>
<tr>
<td>你在錄取程序期間搬離紐約市。</td>
<td>你不會收到紐約市公立高中的入學安排或收到特殊高中結果（若適用）。</td>
</tr>
<tr>
<td>在入學程序期間，你從一所公立學校轉入一所私立學校。</td>
<td>如果在入學程序期間，你從一所公立學校轉入一所私立學校，請聯絡家庭歡迎中心職員，獲得私立學校學生辨識號碼。請確保家庭歡迎中心職員將你的公立學校資訊（例如你的高中申請選擇）轉入你的新的私立學校辨識號碼。</td>
</tr>
<tr>
<td>在入學程序期間，你從一所私立學校轉入一所公立學校。</td>
<td>請確保你的新的公立學校的工作人員將你的資訊（例如你的高中申請選擇）轉入你的新公立學校學生辨識號碼。</td>
</tr>
</tbody>
</table>

所有五個行政區都有家庭歡迎中心。地點列於本指南的第[ix](http://ix)頁。若要查看有關地點和時間的最新資訊，請瀏覽網站[schools.nyc.gov/WelcomeCenters](http://schools.nyc.gov/WelcomeCenters)。

💡 **小建議**
做下一頁的小測驗，檢查你的高中和特殊高中入學知識。
閱讀有關申請高中的每一句話。請圈選句子是對還是錯。

1. 我應該在高中申請表上填上12個課程。
   - 對或錯

2. 我可以申請在我住所的社區之外的高中。
   - 對或錯

3. 我會收到列在高中申請表上的幾個課程的入學安排。
   - 對或錯

4. 如果某高中有多個課程，我可以在申請表上列出這所高中的一項以上的課程。
   - 對或錯

5. 我在今年秋天填寫的申請表可以申請紐約市教育局公立高中的最佳機會。
   - 對或錯

6. 我可以在MySchools上報名以參加特殊高中入學測驗。
   - 對或錯

7. 我申請時所有學校和課程都能看到我的學業成績。
   - 對或錯

8. 學校不知道我在申請表上將他們列作第一還是第十二。
   - 對或錯

9. 我越早提交我的高中入學申請，我就越有機會獲得我心儀課程的入學安排。
   - 對或錯

10. 如果我被我的第三志願課程錄取，則我也將自動列入我的第一和第二志願課程的候補名單上。
    - 對或錯
紐約市公立高中

10.0 紐約市教育局（DOE）公立高中

按行政區查找學校。

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布朗士有哪些高中課程？
- 110所學區高中
- 143個課程，還有兩個特殊高中課程
- 超過12,732個九年级的名額
- 58所學校提供十年級的名額

布朗士區高中的課程採用哪一種錄取方法？
布朗士區很多學校採用教育選擇（Educational Option，簡稱Ed. Opt.）的錄取方法。50%的入學安排是隨機挑選的，就是說，你在申請前不需要做些什麼。

### 專業領域
<table>
<thead>
<tr>
<th>課程</th>
</tr>
</thead>
<tbody>
<tr>
<td>建築</td>
</tr>
<tr>
<td>商務</td>
</tr>
<tr>
<td>傳播學</td>
</tr>
<tr>
<td>電腦科學與技術</td>
</tr>
<tr>
<td>烹飪</td>
</tr>
<tr>
<td>工程</td>
</tr>
<tr>
<td>電影/視頻</td>
</tr>
<tr>
<td>健康專業</td>
</tr>
<tr>
<td>接待、旅遊和觀光業</td>
</tr>
<tr>
<td>人文學科和跨學科</td>
</tr>
<tr>
<td>青少年預備役軍官訓練團（JROTC）</td>
</tr>
<tr>
<td>法律與政府</td>
</tr>
<tr>
<td>表演藝術</td>
</tr>
<tr>
<td>表演藝術/視覺藝術及設計</td>
</tr>
<tr>
<td>基於項目的學習</td>
</tr>
<tr>
<td>科學與數學</td>
</tr>
<tr>
<td>教學</td>
</tr>
<tr>
<td>視覺藝術與設計</td>
</tr>
<tr>
<td>劃區</td>
</tr>
</tbody>
</table>

### 10.1 Bronx

列出12個選擇很重要！
在申請表上列出12個選擇的布朗士學生

97% 賴獲他們申請表上其中一個課程選擇的入學安排

列出12個選擇很重要！
在申請表上列出12個選擇的布朗士學生

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Academy for Language and Technology | 09X365

99% 的學生四年內畢業 | 98%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Media Communications | Y31B

專業領域：視覺藝術與設計
錄取方法：篩選: 語言
資格：只招收住在紐約市且家庭語言是西班牙語的居民

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 25 | 406 | 16
殘障學生 | 7 | 38 | 5

Computer Technology | Y31C

專業領域：電腦科學及技術; 視覺藝術與設計
錄取方法：篩選: 語言
資格：只招收住在紐約市且家庭語言是西班牙語的居民

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 22 | 526 | 24
殘障學生 | 6 | 77 | 13

Computer Networking | Y31D

專業領域：電腦科學及技術
錄取方法：篩選: 語言
資格：只招收住在紐約市且家庭語言是西班牙語的居民

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 25 | 425 | 17
殘障學生 | 7 | 53 | 8

Academy for Scholarship and Entrepreneurship: A College Board School | 11X270

70% 的學生四年內畢業 | 70%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Academy for Scholarship and Entrepreneurship | X02R

專業領域：商務
錄取方法：教育選項

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 64 | 456 | 7
殘障學生 | 17 | 124 | 7

Alfred E. Smith Career and Technical Education High School | 07X600

88% 的學生四年內畢業 | 75%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

NATEF Automotive Technology | X69C

專業領域：工程
錄取方法：教育選項

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 82 | 343 | 4
殘障學生 | 22 | 197 | 9

Bilingual Spanish NATEF Automotive Technology | X69D

專業領域：工程
錄取方法：篩選: 語言
資格：只招收住在紐約市且家庭語言是西班牙語的居民

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 16 | 117 | 7
殘障學生 | 4 | 25 | 6

Graphic Arts | X69E

專業領域：視覺藝術與設計
錄取方法：篩選

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 22 | 351 | 16
殘障學生 | 6 | 139 | 23
### Antonia Pantoja Preparatory Academy: A College Board School | Y34A

<table>
<thead>
<tr>
<th>年級</th>
<th>學生</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12</td>
<td>396</td>
</tr>
</tbody>
</table>

67% 的學生四年內畢業  | 69%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **專業領域：** 表演藝術
- **錄取方法：** 開放式

- 入學優先權：① 繼續於本校就讀的8年級學生有優先權 (44%的入學安排給予了這個組別) ② 然後是布朗士的學生或居民 ③ 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>64</td>
<td>161</td>
<td>3</td>
</tr>
<tr>
<td>殘障學生</td>
<td>17</td>
<td>68</td>
<td>4</td>
</tr>
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</table>

### Archimedes Academy for Math, Science and Technology Applications | 08X367

<table>
<thead>
<tr>
<th>年級</th>
<th>學生</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12</td>
<td>593</td>
</tr>
</tbody>
</table>

65% 的學生四年內畢業  | 72%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **專業領域：** 科學和數學
- **錄取方法：** 教育選項

- 入學優先權：① 繼續於本校就讀的8年級學生有優先權 (24%的入學安排给予了這個組別) ② 然後是布朗士的學生或居民 ③ 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>76</td>
<td>474</td>
<td>6</td>
</tr>
<tr>
<td>殘障學生</td>
<td>20</td>
<td>106</td>
<td>5</td>
</tr>
</tbody>
</table>

### Astor Collegiate Academy | 11X299

<table>
<thead>
<tr>
<th>年級</th>
<th>學生</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>483</td>
</tr>
</tbody>
</table>

72% 的學生四年內畢業  | 79%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **專業領域：** 科學和數學
- **錄取方法：** 篩選

- 入學優先權：① 布朗士的學生和居民有優先權 (100%的入學安排给予了這個組別) ② 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>93</td>
<td>888</td>
<td>10</td>
</tr>
<tr>
<td>殘障學生</td>
<td>25</td>
<td>211</td>
<td>8</td>
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</table>

### College and University Transitional Seminar | X42A

<table>
<thead>
<tr>
<th>年級</th>
<th>學生</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-14</td>
<td>389</td>
</tr>
</tbody>
</table>

83% 的學生四年內畢業  | 87%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **專業領域：** 文人類科和跨學科課程
- **錄取方法：** 篩選

- 入學優先權：① 布朗士的學生和居民有優先權 (100%的入學安排给予了這個組別) ② 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>85</td>
<td>1,724</td>
<td>20</td>
</tr>
<tr>
<td>殘障學生</td>
<td>23</td>
<td>353</td>
<td>15</td>
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</tbody>
</table>

### Science | X17B

<table>
<thead>
<tr>
<th>年級</th>
<th>學生</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>396</td>
</tr>
</tbody>
</table>

70% 的學生四年內畢業  | 85%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **專業領域：** 科學和數學
- **錄取方法：** 教育選項

- 入學優先權：① 布朗士的學生和居民有優先權 (100%的入學安排给予了這個組別) ② 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>85</td>
<td>915</td>
<td>11</td>
</tr>
<tr>
<td>殘障學生</td>
<td>23</td>
<td>311</td>
<td>14</td>
</tr>
</tbody>
</table>

### Belmont Preparatory High School | 10X434

<table>
<thead>
<tr>
<th>年級</th>
<th>學生</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>389</td>
</tr>
</tbody>
</table>

83% 的學生四年內畢業  | 87%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

### Bronx Academy for Software Engineering (BASE) | 10X264

<table>
<thead>
<tr>
<th>年級</th>
<th>學生</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-14</td>
<td>396</td>
</tr>
</tbody>
</table>

70% 的學生四年內畢業  | 85%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **專業領域：** 電腦科學及技術
- **錄取方法：** 教育選項

- 入學優先權：① 布朗士的學生和居民有優先權 (100%的入學安排给予了這個組別) ② 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>85</td>
<td>915</td>
<td>11</td>
</tr>
<tr>
<td>殘障學生</td>
<td>23</td>
<td>311</td>
<td>14</td>
</tr>
<tr>
<td>School Name</td>
<td>Code</td>
<td>Yearly Graduates</td>
<td>Students:</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
<td>------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Bronx Academy of Health Careers</td>
<td>11X290</td>
<td>90%</td>
<td>359</td>
</tr>
<tr>
<td>Bronx Aerospace High School</td>
<td>11X545</td>
<td>85%</td>
<td>263</td>
</tr>
<tr>
<td>Bronx Bridges High School</td>
<td>08X432</td>
<td>66%</td>
<td>241</td>
</tr>
<tr>
<td>Bronx Career and College Preparatory High School</td>
<td>12X479</td>
<td>58%</td>
<td>275</td>
</tr>
<tr>
<td>Bronx Center for Science and Mathematics</td>
<td>09X260</td>
<td>90%</td>
<td>441</td>
</tr>
</tbody>
</table>

Table: Last year's demand, quota, application number, and number of applications per quota.

<table>
<thead>
<tr>
<th>High School</th>
<th>Code</th>
<th>Last Year's Demand</th>
<th>Quota</th>
<th>Application Number</th>
<th>Average Number of Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx Academy of Health Careers</td>
<td>X22A</td>
<td>85</td>
<td>683</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Bronx Aerospace High School</td>
<td>X30A</td>
<td>149</td>
<td>292</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bronx Bridges High School</td>
<td>Y47A</td>
<td>64</td>
<td>335</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Bronx Career and College Preparatory High School</td>
<td>Y43A</td>
<td>64</td>
<td>345</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Bronx Center for Science and Mathematics</td>
<td>X05R</td>
<td>85</td>
<td>3,503</td>
<td>41</td>
<td>41</td>
</tr>
</tbody>
</table>

Legend: a. Fully accessible facilities | b. Partial facilities accessible | 1. 10th-grade entry quota school |的表现评估学校 | 入學課程 | 招收新移民的學校 | 提供10年級入學名額的學校

Scan QR code or visit MySchools.nyc to further understand each high school program, fill out your application form, and submit it!
<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade Level</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx Collaborative High School</td>
<td>10X351</td>
<td>561</td>
<td>100 West Mosholu Parkway South, Bronx NY 10468</td>
<td>718-543-1023</td>
</tr>
<tr>
<td>Bronx Collegiate Academy</td>
<td>09X227</td>
<td>350</td>
<td>240 East 172nd Street, Bronx NY 10457</td>
<td>718-410-4077</td>
</tr>
<tr>
<td>Bronx Compass High School</td>
<td>08X561</td>
<td>374</td>
<td>1980 Lafayette Avenue, Bronx NY 10473</td>
<td>718-828-1206</td>
</tr>
<tr>
<td>Bronx Design and Construction Academy</td>
<td>07X522</td>
<td>382</td>
<td>333 East 151st Street, Bronx NY 10451</td>
<td>718-402-7690</td>
</tr>
</tbody>
</table>

**Bronx Collaborative High School**

70% of students graduate within four years. 84% of students feel safe in the school hallways, restrooms, lockers, and cafeteria.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade Level</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-International Baccalaureate Diploma Honors Program</td>
<td>09X324</td>
<td>466</td>
<td>250 East 164th Street, Bronx NY 10456</td>
<td>718-681-8287</td>
</tr>
</tbody>
</table>

**Bronx Collegiate Academy**

84% of students graduate within four years. 90% of students feel safe in the school hallways, restrooms, lockers, and cafeteria.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade Level</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Design</td>
<td>Y51B</td>
<td>29</td>
<td>59</td>
<td></td>
</tr>
</tbody>
</table>

**Bronx Compass High School**

80% of students graduate within four years. 79% of students feel safe in the school hallways, restrooms, lockers, and cafeteria.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade Level</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Construction and Technology</td>
<td>Y51A</td>
<td>125</td>
<td>59</td>
<td></td>
</tr>
</tbody>
</table>

**Bronx Design and Construction Academy**

67% of students graduate within four years. 73% of students feel safe in the school hallways, restrooms, lockers, and cafeteria.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade Level</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Design</td>
<td>Y51B</td>
<td>29</td>
<td>59</td>
<td></td>
</tr>
</tbody>
</table>

**Bronx Early College Academy for Teaching & Learning**

100% of students graduate within four years. 85% of students feel safe in the school hallways, restrooms, lockers, and cafeteria.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade Level</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-International Baccalaureate Diploma Honors Program</td>
<td>09X324</td>
<td>64</td>
<td>59</td>
<td></td>
</tr>
</tbody>
</table>

掃描QR代碼或瀏覽 [MySchools.nyc](https://MySchools.nyc)，進一步了解每個高中課程，填好您的申請表，並提出申請！
<table>
<thead>
<tr>
<th>学校名称</th>
<th>年级</th>
<th>学生人数</th>
<th>地址</th>
<th>电话</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx Engineering and Technology Academy</td>
<td>9-12</td>
<td>395</td>
<td>99 Terrace View Avenue, Bronx NY 10463</td>
<td>718-563-6678</td>
</tr>
<tr>
<td>Bronx Envision Academy</td>
<td>9-12</td>
<td>393</td>
<td>1619 Boston Road, Bronx NY 10460</td>
<td>718-589-1590</td>
</tr>
<tr>
<td>Bronx Health Sciences High School</td>
<td>9-12</td>
<td>287</td>
<td>750 Baychester Avenue, Bronx NY 10475</td>
<td>718-904-5450</td>
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<tr>
<td>Bronx High School for Law and Community Service</td>
<td>9-12</td>
<td>406</td>
<td>500 East Fordham Road, Bronx NY 10458</td>
<td>718-733-5274</td>
</tr>
<tr>
<td>Bronx High School for Medical Science</td>
<td>6-12</td>
<td>427</td>
<td>240 East 172nd Street, Bronx NY 10457</td>
<td>718-410-4040</td>
</tr>
</tbody>
</table>

### 布朗士工程和技术学院 (BETA)

- **专业领域**：工程
- **录取方法**：教育选项

**入学优先权**：
1. 布朗士的学生和居民有优先权 (92% 的入学安排给予了这个组别)
2. 然后是纽约市居民

### 布朗士展望学院 (BETA)

- **专业领域**：人文科学和跨学科学科；表演艺术/视觉艺术与设计
- **录取方法**：教育选项

**入学优先权**：
1. 布朗士的学生和居民有优先权 (99% 的入学安排给予了这个组别)
2. 然后是纽约市居民

### 布朗士卫生科学高中

- **专业领域**：健康保健
- **录取方法**：筛选

**入学优先权**：
1. 继续于本校就读的8年级学生有优先权 (14%的入学安排给予了这个组别)
2. 然后是布朗士的学生或居民

### 布朗士法律与社区服务高中

- **专业领域**：法律与政府
- **录取方法**：教育选项

**入学优先权**：
1. 布朗士的学生和居民有优先权 (100% 的入学安排给予了这个组别)
2. 然后是纽约市居民

### 布朗士医疗与健康科学高中

- **专业领域**：健康保健
- **录取方法**：筛选

**入学优先权**：
1. 继续于本校就读的8年级学生有优先权 (14%的入学安排给予了这个组别)
2. 然后是布朗士的学生或居民

---

**图例**

- 部分场地设有无障碍设施
- 完全无障碍设施
- 入学课程
- 特殊高中
- 提供10年级入学名额的学校

**扫描QR代码或浏览 [MySchools.nyc](http://MySchools.nyc)** 以进一步了解每个高中课程，填写您的申请表，并提出申请！
Bronx High School for the Visual Arts | 11X418

76% 的學生四年內畢業 | 77% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Visual Art | X35A
專業領域：視覺藝術與設計
錄取方法：教育選項
入學優先權：① 布朗士的學生和居民有優先權 (100%的入學安排給了這個組別) ② 然後是紐約市居民

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 43 | 614 | 14
殘障學生 | 6 | 178 | 30

Graphic Design | X35B
專業領域：視覺藝術與設計
錄取方法：教育選項
入學優先權：① 布朗士的學生和居民有優先權 (100%的入學安排給了這個組別) ② 然後是紐約市居民

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 43 | 438 | 10
殘障學生 | 7 | 153 | 22

Bronx High School for the Visual Arts D75 Inclusion Program | X35U
有關這一「第75學區特殊教育融入服務」(District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節

Bronx High School for Writing and Communication Arts | 11X253

71% 的學生四年內畢業 | 88% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Bronx High School for Writing & Communication Arts | X76X
專業領域：表演藝術
錄取方法：開放式
入學優先權：① 布朗士的學生和居民有優先權 (97%的入學安排給了這個組別) ② 然後是紐約市居民

Bronx High School of Business | 09X412

67% 的學生四年內畢業 | 83% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Bronx High School of Business | X55A
專業領域：商務
錄取方法：教育選項
入學優先權：① 紐約市居民可申請入學

Bilingual Education | X55B
專業領域：商務
錄取方法：篩選: 語言
入學優先權：① 紐約市居民可申請入學

Bronx High School of Science | 10X445

100% 的學生四年內畢業 | 91% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

The Bronx High School of Science
專業領域：科學和數學
錄取方法：測驗
資格：參加特殊高中入學測驗 (SHSAT) 的紐約市居民才可以申請入讀這所學校

The Bronx High School of Science
專業領域：科學和數學
錄取方法：測驗
資格：參加特殊高中入學測驗 (SHSAT) 的紐約市居民才可以申請入讀這所學校

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
特殊高中 | 748 | 19,396 | 26

掃描QR代碼或瀏覽 MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
76%的學生四年內畢業，91%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全。

**Bronx International High School**

<table>
<thead>
<tr>
<th>項目</th>
<th>級別</th>
<th>學生數量</th>
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<tbody>
<tr>
<td></td>
<td>9-12</td>
<td>375</td>
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地址：1110 Boston Road, Bronx NY 10456

聯絡電話：718-620-1053

普通教育

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>85</td>
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殘障教育

<table>
<thead>
<tr>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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</thead>
<tbody>
<tr>
<td>23</td>
<td>68</td>
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</tr>
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</table>

錄取方法：篩選

資格：根據紐約市教育局的指引，只有在美國本土居住不超過四年且目前被確定為英語學習生的新僑市居民才可申請入讀此學校；英語學習生是指在紐約市英語為第二語言成績測驗 (NYSESLAT) 紐約英語學習生識別測驗 (NYSITELL) 或最新版語言評核測驗 (LAB-R) 中取得「Entering」(入門)、「Emerging」(初級) 或「Transitioning」(過渡) 水平成績的學生。

**Bronx Lab School**

<table>
<thead>
<tr>
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<th>級別</th>
<th>學生數量</th>
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<tr>
<td></td>
<td>9-12</td>
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地址：800 East Gun Hill Road, Bronx NY 10467

聯絡電話：718-696-3700

普通教育

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<thead>
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<th>申請人數</th>
<th>每個名額的申請人數</th>
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<td>99</td>
<td>283</td>
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殘障教育

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<tr>
<td>23</td>
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錄取方法：教育選項

入學優先權：紐約市居民可申請入學

**Bronx Latin**

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<tr>
<th>項目</th>
<th>級別</th>
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地址：800 Home Street, Bronx NY 10456

聯絡電話：718-991-6349

普通教育

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<td>64</td>
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殘障教育

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<tr>
<td>17</td>
<td>305</td>
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錄取方法：教育選項

入學優先權：continue於本校就讀的8年級學生有優先權(43%的入學安排給予了這個組別) 紐約市居民

**Bronx Leadership Academy High School**

<table>
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<th>項目</th>
<th>級別</th>
<th>學生數量</th>
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<td></td>
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地址：1710 Webster Avenue, Bronx NY 10457

聯絡電話：718-299-4274

普通教育

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殘障教育

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<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
<td>29</td>
<td>176</td>
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錄取方法：教育選項

入學優先權：布朗士的學生和居民有優先權(99%的入學安排給予了這個組別) 然後是紐約市居民

**Bronx Leadership Academy II High School**

<table>
<thead>
<tr>
<th>項目</th>
<th>級別</th>
<th>學生數量</th>
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<tbody>
<tr>
<td></td>
<td>9-12</td>
<td>496</td>
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地址：730 Concourse Village West, Bronx NY 10451

聯絡電話：718-292-7171

普通教育

<table>
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<tr>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tbody>
<tr>
<td>85</td>
<td>832</td>
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殘障教育

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<thead>
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<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
<td>14</td>
<td>273</td>
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錄取方法：教育選項

入學優先權：布朗士的學生和居民有優先權(100%的入學安排給予了這個組別) 然後是紐約市居民

**Bronx Leadership Academy II High School D75 Inclusion Program**

有關這一「第75學區特殊教育融入服務」(District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節

掃描QR代碼或瀏覽MySchools.nyc進一步了解每個高中課程，填好您的申請表，並提出申請！
Bronx River High School 08X349
80%的學生四年內畢業 76%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
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<tr>
<th>級別</th>
<th>年級</th>
<th>學生</th>
<th>地址</th>
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<td>9-12</td>
<td>460</td>
<td>3000 East Tremont Avenue, Bronx NY 10461</td>
<td>718-904-4210</td>
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Bronx School for Law, Government and Justice 09X505
82%的學生四年內畢業 81%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>級別</th>
<th>年級</th>
<th>學生</th>
<th>地址</th>
<th>電話</th>
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<tbody>
<tr>
<td></td>
<td>6-12</td>
<td>740</td>
<td>244 East 163rd Street, Bronx NY 10451</td>
<td>718-410-3430</td>
</tr>
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</table>

Bronx School of Law and Finance 10X284
79%的學生四年內畢業 80%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>級別</th>
<th>年級</th>
<th>學生</th>
<th>地址</th>
<th>電話</th>
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<tbody>
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<td>9-12</td>
<td>392</td>
<td>99 Terrace View Avenue, Bronx NY 10463</td>
<td>718-561-0113</td>
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Bronx Studio School for Writers and Artists 08X269
73%的學生四年內畢業 82%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>級別</th>
<th>年級</th>
<th>學生</th>
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<tbody>
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<td>6-12</td>
<td>611</td>
<td>928 Simpson Street, Bronx NY 10459</td>
<td>718-893-5158</td>
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Bronx Theatre High School 10X546
84%的學生四年內畢業 76%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>年級</th>
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<th>電話</th>
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<td>718-329-2902</td>
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<td>Special Education</td>
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<tbody>
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<td>Bronxdale High School</td>
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<tbody>
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<tr>
<td>Special Education</td>
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<thead>
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<tbody>
<tr>
<td>Bronxdale High School</td>
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<table>
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<tbody>
<tr>
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<tr>
<td>Special Education</td>
<td>23</td>
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<table>
<thead>
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<tbody>
<tr>
<td>The Bronxwood Preparatory Academy</td>
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<tr>
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<table>
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<td>Special Education</td>
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### Instrumental Music: Orchestra / Strings

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入學優先權：玩約市居民可申請入學

### The Cinema School

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- **專業領域**：電影/視頻
- **錄取方法**：篩選
- **入學優先權**：玩約市居民可申請入學

### Claremont International High School

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- **專業領域**：人文學科和跨學科課程
- **錄取方法**：篩選
- **資格**：根據紐約市教育局的指引，只有在美國本土居住不超過四年且目前被確定為英語學習生的紐約市居民才可申請入讀這所學校；英語學習生是指在紐約市英語為第二語言成績測驗（NYSESLAT）、紐約英語學習生識別測驗（NYSITELL）或最新版語言評核測驗（LAB-R）中取得「Entering」（入門）、「Emerging」（初級）或「Transitioning」（過渡）水平成績的學生。

### Collegiate Institute for Math and Science (CIMS)

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- **專業領域**：科學和數學
- **錄取方法**：教育選項
- **入學優先權**：布朗士的學生和居民有優先權（100%的入學安排給予了這個組別）然後是紐約市居民

### CIMS Math & Science Academy

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- **專業領域**：科學和數學
- **錄取方法**：教育選項
- **入學優先權**：布朗士的學生和居民有優先權（100%的入學安排给予了這個組別）然後是紐約市居民

### Community School for Social Justice

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- **專業領域**：基於項目的學習
- **錄取方法**：教育選項
- **入學優先權**：布朗士的學生和居民有優先權（91%的入學安排给予了這個組別）然後是紐約市居民

### Social Action

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- **專業領域**：基於項目的學習
- **錄取方法**：教育選項
- **入學優先權**：布朗士的學生和居民有優先權（91%的入學安排给予了這個組別）然後是紐約市居民

### 圖例

- 部分場地設有無障礙設施
- 完全無障礙設施
- 表現評估學校
- 入學課程
- 招收新移民的學校
- 提供10年級入學名額的學校

掃描QR碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！ 65
Illustration: 表演評估學校 | 入學課程 | 招收新移民的學校 | 只招收自認為是男性的學生 | 提供10年級入學名額的學校

掃描QR代碼或瀏覽 MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
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<td>1363 Fulton Avenue, Bronx NY 10456</td>
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<td>Explorations Academy H.S.</td>
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<td>718-893-6173</td>
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### 学校介绍

- **Eximius College Preparatory Academy**: 80% 的学生四年毕业，93% 的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全。

- **Explorations Academy H.S.**: 65% 的学生四年毕业，86% 的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全。

- **Fannie Lou Hamer Freedom High School**: 74% 的学生四年毕业，88% 的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全。

- **Fordham High School for the Arts**: 95% 的学生四年毕业，94% 的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全。

- **Fordham Leadership Academy**: 85% 的学生四年毕业，85% 的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全。

### 学校数据

- **Eximius College Preparatory Academy**
  - 85 名普通教育学位，1,224 名申请者，每名学位 14 名申请者。
  - 23 名残障学生学位，291 名申请者，每名学位 13 名申请者。

- **Explorations Academy H.S.**
  - 85 名普通教育学位，472 名申请者，每名学位 6 名申请者。
  - 23 名残障学生学位，190 名申请者，每名学位 8 名申请者。

- **Fannie Lou Hamer Freedom High School**
  - 87 名普通教育学位，326 名申请者，每名学位 4 名申请者。
  - 23 名残障学生学位，129 名申请者，每名学位 6 名申请者。

- **Fordham High School for the Arts**
  - 85 名普通教育学位，1,510 名申请者，每名学位 18 名申请者。
  - 23 名残障学生学位，364 名申请者，每名学位 16 名申请者。

- **Fordham Leadership Academy**
  - 85 名普通教育学位，1,868 名申请者，每名学位 22 名申请者。
  - 23 名残障学生学位，430 名申请者，每名学位 19 名申请者。

### 学校录取

- **Eximius College Preparatory Academy**
  - 录取方法：教育选项。
  - 入学优先权：1. 布朗士的学生和居民有优先权 (100% 的入学安排给予了这个组别)。

- **Explorations Academy H.S.**
  - 录取方法：教育选项。
  - 入学优先权：1. 布朗士的学生和居民有优先权 (96% 的入学安排给予了这个组别)。

- **Fannie Lou Hamer Freedom High School**
  - 录取方法：表演面试，共同表演面试的课程。
  - 入学优先权：1. 就读于Fannie Lou Hamer初中的学生有优先权 (33% 的入学安排给予了这个组别)。

- **Fordham High School for the Arts**
  - 录取方法：表演面试，共同表演面试的课程。
  - 入学优先权：1. 布朗士的学生和居民有优先权 (100% 的入学安排给予了这个组别)。

- **Fordham Leadership Academy**
  - 录取方法：教育选项。
  - 入学优先权：1. 布朗士的学生和居民有优先权 (100% 的入学安排给予了这个组别)。

### 其他

- 扫描 QR 代码或浏览 MySchools.nyc，进一步了解每个高中课程，填写您的申请表，并提出申请！
### Frederick Douglass Academy III

**Secondary School**

- 年级：9-12
- 学生：333
- 3630 Third Avenue, Bronx NY 10456 | 718-538-9726

- 72% 的学生四年内毕业
- 89%的学生在学校走廊、洗手间、储物柜室和食堂均感到安全

<table>
<thead>
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### Gotham Collaborative High School

- 年级：9-12
- 学生：485
- 1980 Lafayette Avenue, Bronx NY 10473 | 718-597-1587

- 58% 的学生四年内毕业
- 82%的学生在学校走廊、洗手间、储物柜室和食堂均感到安全

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### College Prepatory Program

- 年级：9-12
- 学生：2,172
- 750 Baychester Avenue, Bronx NY 10475 | 718-904-5400

### H.E.R.O. High (Health, Education, and Research Occupations High School)

- 年级：9-14
- 学生：532
- 455 Southern Boulevard, Bronx NY 10455 | 718-585-8013

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### Harry S Truman High School

- 年级：9-12
- 学生：2,172
- 750 Baychester Avenue, Bronx NY 10475 | 718-904-5400

### Law and Legal Studies/Law Enforcement Academy

- 年级：9-12
- 学生：120

### Computer Technology

- 年级：9-12
- 学生：120

### Gotham Collaborative High School D75 Inclusion Program

有关这一「第75学区特殊教育融入服务」（District 75 Special Education Inclusive Services）课程的更详细资讯，请浏览第11.0节

### HERO High (Health, Education, and Research Occupations High School)

- 年级：9-12
- 学生：532

### Computer Technology

- 年级：9-12
- 学生：120

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<td>Media Communication and Video Journalism</td>
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<td>60%的學生四年內畢業</td>
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<td>68%的學生四年內畢業</td>
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掃描QR代碼或瀏覽MySchools.nyc, 進一步了解每個高中課程、填好您的申請表, 並提出申請！
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<tr>
<td>High School of Language and Innovation</td>
<td>11X509</td>
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<tr>
<td>High School of World Cultures</td>
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**High School for Violin and Dance**
- 年级：9-12
- 学生：225
- 地址：1110 Boston Road, Bronx NY 10456
- 电话：718-842-0687
- 63% 的学生四年内毕业
- 93% 的学生在学校的走廊、洗手间、储物室和食堂均感到安全

**High School of American Studies at Lehman College**
- 年级：9-12
- 学生：382
- 地址：2925 Goulden Avenue, Bronx NY 10468
- 电话：718-329-2144
- 100% 的学生四年内毕业
- 97% 的学生在学校的走廊、洗手间、储物室和食堂均感到安全

**High School of Computers and Technology**
- 年级：9-12
- 学生：543
- 地址：800 East Gun Hill Road, Bronx NY 10467
- 电话：718-696-3930
- 83% 的学生四年内毕业
- 71% 的学生在学校的走廊、洗手间、储物室和食堂均感到安全

**High School of Language and Innovation**
- 年级：9-12
- 学生：366
- 地址：925 Astor Avenue, Bronx NY 10469
- 电话：718-944-3625
- 83% 的学生四年内毕业
- 83% 的学生在学校的走廊、洗手间、储物室和食堂均感到安全

**High School of World Cultures**
- 年级：9-12
- 学生：421
- 地址：1300 Boynton Avenue, Bronx NY 10472
- 电话：718-860-8120
- 57% 的学生四年内毕业
- 90% 的学生在学校的走廊、洗手间、储物室和食堂均感到安全

*高中的录取要求、录取方法和入学优先权等信息，请扫描二维码或浏览`MySchools.nyc`进一步了解。*
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Knowledge and Power Preparatory Academy International High School (KAPPA)  |  10X374

**明星推薦：Knowledge and Power Preparatory Academy International High School | Y32A**

專業領域：人文學科和跨學科課程

錄取方法：教育選項

入學優先權：

| 年級 | 學生 | 年級 | 學生 |
| 9-12 | 421 | 9-12 | 421 |

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tbody>
<tr>
<td>普通教育</td>
<td>43</td>
<td>2,190</td>
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<tr>
<td>殘障學生</td>
<td>11</td>
<td>493</td>
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Doctors of Tomorrow | Y32B

專業領域：科學和數學

錄取方法：教育選項

入學優先權：

| 年級 | 學生 | 年級 | 學生 |
| 9-12 | 421 | 9-12 | 421 |

<table>
<thead>
<tr>
<th>去年的需求</th>
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<tr>
<td>普通教育</td>
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<td>1,433</td>
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<tr>
<td>殘障學生</td>
<td>11</td>
<td>256</td>
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</table>

The Laboratory School of Finance and Technology | 07X223

專業領域：電腦科學及技術

錄取方法：教育選項

入學優先權：

| 年級 | 學生 | 年級 | 學生 |
| 6-12 | 683 | 6-12 | 683 |

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<tr>
<td>普通教育</td>
<td>49</td>
<td>1,058</td>
<td>22</td>
</tr>
<tr>
<td>殘障學生</td>
<td>13</td>
<td>277</td>
<td>21</td>
</tr>
</tbody>
</table>

Dual Language Spanish Program | Y72A

專業領域：電腦科學及技術

錄取方法：語言

資格：只招收家庭語言是西班牙語和/or就讀過雙語教育西班牙語或雙向式雙語西班牙語初中課程的學生。

入學優先權：

| 年級 | 學生 | 年級 | 學生 |
| 6-12 | 683 | 6-12 | 683 |

<table>
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<tr>
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<td>21</td>
<td>375</td>
<td>18</td>
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<tr>
<td>殘障學生</td>
<td>5</td>
<td>64</td>
<td>13</td>
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The Laboratory School of Finance and Technology | Y72B

專業領域：電腦科學及技術

錄取方法：教育選項

入學優先權：

| 年級 | 學生 | 年級 | 學生 |
| 6-12 | 683 | 6-12 | 683 |

<table>
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<td>1,058</td>
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<td>13</td>
<td>277</td>
<td>21</td>
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</table>

Longwood Preparatory Academy | 08X530

專業領域：人文學科和跨學科課程

錄取方法：教育選項

入學優先權：

| 年級 | 學生 | 年級 | 學生 |
| 9-12 | 328 | 9-12 | 328 |

<table>
<thead>
<tr>
<th>去年的需求</th>
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<tr>
<td>殘障學生</td>
<td>16</td>
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Marble Hill High School for International Studies | 10X477

專業領域：人文學科和跨學科課程

錄取方法：篩選

入學優先權：

| 年級 | 學生 | 年級 | 學生 |
| 9-12 | 442 | 9-12 | 442 |

<table>
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<th>去年的需求</th>
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<tr>
<td>普通教育</td>
<td>43</td>
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<tr>
<td>殘障學生</td>
<td>11</td>
<td>96</td>
<td>9</td>
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<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Grade</th>
<th>Students</th>
<th>Phone</th>
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<tbody>
<tr>
<td>English Language Learners Academy</td>
<td>10X237</td>
<td>107</td>
<td>460</td>
<td>120 West 231st Street, Bronx NY 10463</td>
</tr>
<tr>
<td>The Marie Curie School for Medicine, Nursing, and Health Professions</td>
<td>12X248</td>
<td>119</td>
<td>195</td>
<td>1108 Rev. J.A. Polite Avenue, Bronx NY 10459</td>
</tr>
<tr>
<td>The Metropolitan High School</td>
<td>12X521</td>
<td>95</td>
<td>314</td>
<td>1300 Boynton Avenue, Bronx NY 10472</td>
</tr>
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<td>Millennium Art Academy</td>
<td>08X312</td>
<td>75</td>
<td>574</td>
<td>1980 Lafayette Avenue, Bronx NY 10473</td>
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</tbody>
</table>

**Example Table:**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th>Students</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>English Language Learners Academy</td>
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<td>The Metropolitan High School</td>
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<td></td>
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</tr>
<tr>
<td>Millennium Art Academy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example Summary:**

- **English Language Learners Academy**
  - Grade: 9-12
  - Students: 43
  - Phone: 718-432-6491

- **The Marie Curie School for Medicine, Nursing, and Health Professions**
  - Grade: 9-12
  - Students: 107
  - Phone: 718-991-4634

- **The Metropolitan High School**
  - Grade: 9-12
  - Students: 119
  - Phone: 718-860-8240

- **Millennium Art Academy**
  - Grade: 9-12
  - Students: 75
  - Phone: 718-824-0978

---

**Notes:**

- The table includes information on the number of students, the grade level, and contact information for each school.
- The schools listed are sample examples for demonstration purposes.
- The table is designed to provide an overview of different high schools and their respective details.

---

**Additional Information:**

- **Contact Information:**
  - Schools provide contact numbers for further inquiries.

---

**Diagram:**

- The diagram includes icons for various types of facilities and programs.
- Icons are used to represent different features and services offered by the schools.

---

**Application Process:**

- **Application Requirements:**
  - Students must submit applications through the MySchools.nyc website.
  - Applications are available for review online.

---

**Inclusive Services:**

- **District 75 Special Education Inclusive Services:**
  - More information available on MySchools.nyc website.

---

**School Facilities:**

- **Facility Access:**
  - Some facilities are fully accessible, while others have partial or full accessibility.

---

**Student Performance:**

- **Graduation Rates:**
  - Many schools have high graduation rates, with some exceeding 70%.

---

**School Locations:**

- **School Locations:**
  - Schools are located in the Bronx, with a range of facilities to accommodate students.

---

**Contact Information:**

- **Contact Information:**
  - Schools provide contact numbers for further inquiries.

---

**Application Information:**

- **Application Details:**
  - Applications are available through the MySchools.nyc website.
  - Applications are submitted online.

---

**School Programs:**

- **Program Options:**
  - Schools offer a variety of programs, including special education services.

---

**Support Services:**

- **Support Services:**
  - Schools offer support services to accommodate diverse student needs.

---

**Conclusion:**

- **Conclusion:**
  - The table provides an overview of different high schools and their respective details.
  - Further information is available on the MySchools.nyc website.

---

**QR Code:**

- **QR Code:**
  - Scan the QR code to access more detailed information about the high schools.

---

**MySchools.nyc Website:**

- **Website:**
  - Visit MySchools.nyc to explore more options and fill out your application.

---

**Further Information:**

- **Further Information:**
  - More information is available on the MySchools.nyc website.
  - Explore other schools and programs available in the area.

---

**Contact Information:**

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- **School Locations:**
  - Schools are located in the Bronx, with a range of facilities to accommodate students.

---

**Application Information:**

- **Application Details:**
  - Applications are available through the MySchools.nyc website.
  - Applications are submitted online.

---

**School Programs:**

- **Program Options:**
  - Schools offer a variety of programs, including special education services.

---

**Support Services:**

- **Support Services:**
  - Schools offer support services to accommodate diverse student needs.

---

**Conclusion:**

- **Conclusion:**
  - The table provides an overview of different high schools and their respective details.
  - Further information is available on the MySchools.nyc website.

---

**QR Code:**

- **QR Code:**
  - Scan the QR code to access more detailed information about the high schools.

---

**MySchools.nyc Website:**

- **Website:**
  - Visit MySchools.nyc to explore more options and fill out your application.

---

**Further Information:**

- **Further Information:**
  - More information is available on the MySchools.nyc website.
  - Explore other schools and programs available in the area.
Morris Academy for Collaborative Studies  |  09X297
年級: 9-12  | 學生: 432  | 1110 Boston Road, Bronx NY 10456  | 718-617-5312

🌟 Morris Academy for Collaborative Studies  |  X81X
81%的學生四年內畢業  | 95%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

專業領域：基於項目的學習

錄取方法：教育選項

入學優先權：1 布朗士的學生和居民有優先權 (100%的入學安排給予了這個組別) 2 然後是紐約市居民

去年的需求  | 名額  | 申請人數  | 每個名額的申請人數
普通教育  | 97  | 681  | 7
殘障學生  | 26  | 214  | 8

Mott Hall Bronx High School  |  09X252
年級: 9-12  | 學生: 356  | 1595 Bathgate Avenue, Bronx NY 10457  | 718-466-6800

🌟 Mott Hall Bronx High School  |  X04R
81%的學生四年內畢業  | 90%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

專業領域：人文學科和跨學科課程

錄取方法：教育選項

入學優先權：1 布朗士的學生和居民有優先權 (100%的入學安排给予了这个组别) 2 然後是紐約市居民

去年的需求  | 名額  | 申請人數  | 每個名額的申請人數
普通教育  | 69  | 1,123  | 16
殘障學生  | 18  | 316  | 18

Mott Hall V  |  12X242
年級: 6-12  | 學生: 662  | 1551 East 172nd Street, Bronx NY 10472  | 718-620-8160

🌟 Mott Hall V  |  Y45A
85%的學生四年內畢業  | 92%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

專業領域：科學和數學

錄取方法：教育選項

入學優先權：1 繼續於本校就讀的8年級學生有優先權 (68%的入學安排给予了这个组别) 2 然後是布朗士的學生或居民 3 然後是紐約市居民

去年的需求  | 名額  | 申請人數  | 每個名額的申請人數
普通教育  | 64  | 1,379  | 22
殘障學生  | 17  | 312  | 18

Mott Haven Village Preparatory High School  |  07X473
年級: 9-12  | 學生: 302  | 701 St. Anns Avenue, Bronx NY 10455  | 718-402-0571

🌟 Mott Haven Village Preparatory High School  |  X44X
51%的學生四年內畢業  | 87%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

專業領域：人文學科和跨學科課程

錄取方法：教育選項

入學優先權：1 布朗士的學生和居民有優先權 (98%的入學安排给予了这个组别) 2 然後是紐約市居民

去年的需求  | 名額  | 申請人數  | 每個名額的申請人數
普通教育  | 64  | 236  | 4
殘障學生  | 17  | 74  | 4

New Directions Secondary School  |  09X350
年級: 6-12  | 學生: 197  | 240 East 172nd Street, Bronx NY 10457  | 718-410-4343

🌟 New Directions Secondary School  |  X13A
76%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

專業領域：人文學科和跨學科課程

錄取方法：轉校生

資格：只招收在小學和/或初中時留級一次或以上的紐約市學生

入學優先權：1 繼續於本校就讀的8年級學生有優先權 (47%的入學安排给予了这个组别) 2 然後是布朗士的學生或居民 3 然後是紐約市居民

去年的需求  | 名額  | 申請人數  | 每個名額的申請人數
普通教育  | 20  | 84  | 4
殘障學生  | 5  | 32  | 6

圖例
部分場地設有無障礙設施  | 完全無障礙設施  | 轉校生學校  | 表現評估學校  | 入學課程  | 招收新移民的學校
提供10年級入學名額的學校

掃描QR代碼或瀏覽 MySchools.nyc 進一步了解每個高中課程，填好您的申請表，並提出申請！
New World High School  | 11X513

84% 的學生四年內畢業  86%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

专业领域：科学和数学

录取方法：筛选：语言

资格：根据纽约市教育局的指引，只有在本国居住不超过三年且目前被确定为英语学习生的纽约市居民才可申请入读该校；英语学习生是指在纽约市英语为第二语言成绩测试 (NYSESLAT)、纽约英语学习生识别测试 (NYSITELL) 或最新版语言评估测试 (LAB-R) 中取得「Entering」 (入门)、「Emerging」 (初级) 或「Transitioning」 (过渡) 水平成绩的学生。

Pan American International High School at Monroe  | 12X388

84% 的學生四年內畢業  93%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

专业领域：人文科学和跨学科课程

录取方法：筛选：语言

资格：根据纽约市教育局的指引，只有在本国居住不超过四年且目前被确定为英语学习生的纽约市居民才可申请入读该校；英语学习生是指在纽约市英语为第二语言成绩测试 (NYSESLAT)、纽约英语学习生识别测试 (NYSITELL) 或最新版语言评估测试 (LAB-R) 中取得「Entering」 (入门)、「Emerging」 (初级) 或「Transitioning」 (过渡) 水平成绩的学生。

Pelham Lab High School  | 08X320

69% 的學生四年內畢業  72%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

专业领域：科学和数学

录取方法：教育选选项

入学优先权：布朗士的学生和居民有优先权 (99%的入学安排给予了这个组别) 以及然后是纽约市居民。

Pelham Preparatory Academy  | 11X542

86% 的學生四年內畢業  83%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

专业领域：人文科学和跨学科课程

录取方法：教育选选项

入学优先权：布朗士的学生和居民有优先权 (100%的入学安排给予了这个组别) 以及然后是纽约市居民。

Renaissance High School for Musical Theater and the Arts  | 08X293

84% 的學生四年內畢業  89%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

专业领域：表演艺术/视觉艺术与设计

录取方法：教育选选项

入学者优先权：布朗士的学生和居民有优先权 (100%的入学安排给予了这个组别) 以及然后是纽约市居民。

有关这一「第75学区特殊教育融入服务」（District 75 Special Education Inclusive Services）课程的更详细资讯，请浏览第11.0节。
<table>
<thead>
<tr>
<th>学校名称</th>
<th>学校代码</th>
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<tbody>
<tr>
<td>Riverdale / Kingsbridge Academy (Middle School / High School 141) (RKA)</td>
<td>10X141</td>
</tr>
<tr>
<td>年级：6-12</td>
<td>学生：1,540</td>
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<tr>
<td>660 West 237th Street, Bronx NY 10463</td>
<td>718-796-8516</td>
</tr>
<tr>
<td>92%的學生四年內畢業</td>
<td>76%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
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<tr>
<td>RKA Humanities</td>
<td>X80A</td>
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<tr>
<td>專業領域：人文学科和跨学科課程</td>
<td></td>
</tr>
<tr>
<td>錄取方法：篩選</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布朗士的學生或居民</td>
<td></td>
</tr>
<tr>
<td>入學優先權：1 繼續於本校就讀的8年級學生有優先權 (92%的入學安排给予了這個組別) 2 然後是居住在本校地理鄰接地區的學生 3 然後是布朗士的學生或居民</td>
<td></td>
</tr>
<tr>
<td>去年的需求</td>
<td>名額</td>
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<tr>
<td>普通教育</td>
<td>126</td>
</tr>
<tr>
<td>殘障學生</td>
<td>34</td>
</tr>
</tbody>
</table>

| School for Excellence | 09X404 |
| 年级：9-12 | 学生：249 |
| 1110 Boston Road, Bronx NY 10456 | 718-860-1385 |
| 62%的學生四年內畢業 | 92%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全 |
| School for Excellence | X46A |
| 專業領域：人文学科和跨学科課程；科學和數學 |
| 錄取方法：教育選項 |
| 入學優先權：1 布朗士的學生和居民有優先權 (86%的入學安排给予了這個組別) 2 然後是紐約市居民 |
| 去年的需求 | 名額 | 申請人數 | 每個名額的申請人數 |
| 普通教育 | 85 | 229 | 3 |
| 殘障學生 | 23 | 71 | 3 |

| School for Tourism and Hospitality | 08X559 |
| 年级：9-12 | 学生：249 |
| 900 Tinton Avenue, Bronx NY 10456 | 718-401-4214 |
| 39%的學生四年內畢業 | 67%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全 |
| School for Tourism and Hospitality | Y59A |
| 專業領域：接待、旅行和旅遊 |
| 錄取方法：教育選項 |
| 入學優先權：1 布朗士的學生和居民有優先權 (100%的入學安排给予了這個組別) 2 然後是紐約市居民 |
| 去年的需求 | 名額 | 申請人數 | 每個名額的申請人數 |
| 普通教育 | 107 | 115 | 1 |
| 殘障學生 | 28 | 32 | 1 |

| Schuylerville Preparatory High School | 08X348 |
| 年级：9-12 | 学生：383 |
| 3000 East Tremont Avenue, Bronx NY 10461 | 718-904-5080 |
| 68%的學生四年內畢業 | 74%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全 |
| Schuylerville Preparatory High School | X57A |
| 專業領域：人文学科和跨学科課程 |
| 錄取方法：教育選項 |
| 入學優先權：1 布朗士的學生和居民有優先權 (99%的入學安排给予了這個組別) 2 然後是紐約市居民 |
| 去年的需求 | 名額 | 申請人數 | 毎個名額的申請人數 |
| 普通教育 | 85 | 488 | 6 |
| 殘障學生 | 23 | 120 | 5 |

| South Bronx Preparatory: A College Board School | 07X221 |
| 年级：6-12 | 学生：652 |
| 360 East 145th Street, Bronx NY 10454 | 718-292-2211 |
| 94%的學生四年內畢業 | 97%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全 |
| South Bronx Preparatory | X11X |
| 專業領域：人文学科和跨学科課程 |
| 錄取方法：教育選項 |
| 入學優先權：1 繼續於本校就讀的8年級學生有優先權 (58%的入學安排给予了這個組別) 2 然後是布朗士的學生或居民 3 然後是紐約市居民 |
| 去年的需求 | 名額 | 申請人數 | 每個名額的申請人數 |
| 普通教育 | 75 | 1,592 | 21 |
| 殘障學生 | 20 | 366 | 18 |

掃描QR代碼或瀏覽 MySchools.nyc 進一步了解每個高中課程，填好您的申請表，並提出申請！
84% of students graduate within four years. 84% of students feel safe in schools, hallways, restrooms, lockers, and cafeterias.

### Instrumental Music | X20B
- **Specialty Area:** Performing Arts
- **Admission Methods:** Performance Interview
- **Extra Credit Courses:** Performing Arts

### Vocal Music | X20C
- **Specialty Area:** Performing Arts
- **Admission Methods:** Performance Interview

### Dance | X2OR
- **Specialty Area:** Performing Arts
- **Admission Methods:** Performance Interview

### Drama | X2OS
- **Specialty Area:** Performing Arts
- **Admission Methods:** Performance Interview

### Visual Arts | X2OT
- **Specialty Area:** Performing Arts
- **Admission Methods:** Performance Interview

### Humanities | X96A
- **Specialty Area:** Humanities and Interdisciplinary Courses
- **Admission Method:** Selection

### STEM (Science, Technology, Engineering and Mathematics) | X96B
- **Specialty Area:** Science and Mathematics
- **Admission Method:** Selection

---

**University Heights Secondary School** | 07X495

99% of students graduate within four years. 95% of students feel safe in schools, hallways, restrooms, lockers, and cafeterias.

### Humanities | X96A
- **Specialty Area:** Humanities and Interdisciplinary Courses
- **Admission Method:** Selection

### STEM (Science, Technology, Engineering and Mathematics) | X96B
- **Specialty Area:** Science and Mathematics
- **Admission Method:** Selection
The Urban Assembly Bronx Academy of Letters  |  07X551

88% of students graduate within four years. 81% of students feel safe in the school’s hallways, bathrooms, lockers, and cafeterias.

Bronx Academy of Letters  |  X27A

- Subject Areas: Humanities and Interdisciplinary Courses
- Acceptance: Open
- Priority: Current school, Bronx residents, NYC residents

The Urban Assembly School for Applied Math and Science  |  09X241

71% of students graduate within four years. 86% of students feel safe in the school’s hallways, bathrooms, lockers, and cafeterias.

Urban Assembly School for Applied Math and Science  |  Y29A

- Subject Areas: Science and Mathematics
- Acceptance: Options
- Priority: Bronx residents, NYC residents

Validus Preparatory Academy  |  09X263

69% of students graduate within four years. 92% of students feel safe in the school’s hallways, bathrooms, lockers, and cafeterias.

Validus Preparatory Academy  |  X07R

- Subject Areas: Humanities and Interdisciplinary Courses
- Acceptance: Options
- Priority: Bronx residents, NYC residents

Walkabout Bronx High School  |  07X625

80% of students graduate within four years. 78% of students feel safe in the school’s hallways, bathrooms, lockers, and cafeterias.

Walkabout Bronx High School  |  X65A

- Subject Areas: Humanities and Interdisciplinary Courses
- Acceptance: Open
- Priority: Bronx residents

West Bronx Academy for the Future  |  10X243

80% of students graduate within four years. 78% of students feel safe in the school’s hallways, bathrooms, lockers, and cafeterias.

West Bronx Academy for the Future  |  X59X

- Subject Areas: Humanities and Interdisciplinary Courses
- Acceptance: Options
- Priority: Current school, Bronx residents, NYC residents

80% of students graduate within four years. 78% of students feel safe in the school’s hallways, bathrooms, lockers, and cafeterias.

西城未來高中  |  X59X

- 主題領域：人文學科和跨學科課程
- 接受方式：開放
- 入學優先權：現讀學校、布魯克林居民

銘記QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
### Westchester Square Academy | Y58A
- **專業領域:** 人文學科和跨學科課程
- **錄取方法:** 教育選項
- **入學優先權:** 布朗士的學生和居民有優先權 (100%的入學安排給予了這個組別)

### Westchester Square Academy Honors Program | Y58B
- **專業領域:** 人文學科和跨學科課程
- **錄取方法:** 篩選
- **入學優先權:** 布朗士的學生和居民有優先權 (96%的入學安排給予了這個組別)

### Wings Academy | 12X684
- **63%** 的學生四年內畢業
- **65%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

### Academy for Excellence | X93A
- **專業領域:** 電腦科學及技術
- **錄取方法:** 教育選項
- **入學優先權:** 布朗士的學生和居民有優先權 (88%的入學安排給予了這個組別)

### Women's Academy of Excellence | 08X282
- **66%** 的學生四年內畢業
- **69%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全
- **資格:** 只招收自認為是女性 (Female-Identified) 的學生

### World View High School | 10X353
- **93%** 的學生四年內畢業
- **91%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

### Spanish Transitional Bilingual | X89B
- **專業領域:** 科學和數學
- **錄取方法:** 篩選: 語言
- **入學優先權:** 紐約市居民可申請入學
Young Women's Leadership School of the Bronx (TYWLS)

年級：6-12 | 學生：537 | 📞 718-731-2590
1865 Morris Avenue, Bronx NY 10453

95% 的學生四年內畢業 | 83%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Young Womens Leadership School, Bronx</th>
<th>Y73A</th>
</tr>
</thead>
</table>

專業領域：電腦科學及技術

錄取方法：篩選

資格：只招收自認為是女性 (Female-Identified) 的學生

入學優先權：1. 繼續於本校就讀的8年級學生有優先權 (47%的入學安排給予了這個組別) 2. 然後是布朗士的學生或居民 3. 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>64</td>
<td>471</td>
<td>7</td>
</tr>
<tr>
<td>殘障學生</td>
<td>17</td>
<td>84</td>
<td>5</td>
</tr>
</tbody>
</table>

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布碌崙有哪些高中課程？
- 119所學區高中
- 230個課程，還有兩個特殊高中課程
- 超過19,693個九級名額
- 93所學校提供十年級名額

布碌崙高中的課程採用哪一種錄取方法？
學生在布碌崙區有最多學校和課程可以選擇，與其他行政區相比，也有最多的教育選擇（Educational Option，簡稱Ed. Opt.）的課程。

列出12個選擇很重要！
在申請表上列出12個選擇的布碌崙學生獲得他們申請表上其中一個課程選擇的入學安排。

<table>
<thead>
<tr>
<th>專業領域</th>
<th>課程</th>
</tr>
</thead>
<tbody>
<tr>
<td>動物科學</td>
<td>1</td>
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<td>建築</td>
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<tr>
<td>商務</td>
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<tr>
<td>傳播學</td>
<td>5</td>
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<tr>
<td>電腦科學與技術</td>
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</tr>
<tr>
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<td>煮食</td>
<td>7</td>
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<tr>
<td>工程</td>
<td>17</td>
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<td>環境科學</td>
<td>4</td>
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<tr>
<td>電影/視頻</td>
<td>3</td>
</tr>
<tr>
<td>健康專業</td>
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<tr>
<td>接待/旅遊和觀光業</td>
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</tr>
<tr>
<td>人文學科和跨學科</td>
<td>56</td>
</tr>
<tr>
<td>法律與政府</td>
<td>13</td>
</tr>
<tr>
<td>表演藝術</td>
<td>27</td>
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<td>表演藝術/視覺藝術及設計</td>
<td>11</td>
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<tr>
<td>基於項目的學習</td>
<td>10</td>
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<tr>
<td>科學與數學</td>
<td>30</td>
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<td>教學</td>
<td>2</td>
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<td>視覺藝術與設計</td>
<td>13</td>
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<tr>
<td>衝區</td>
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</tbody>
</table>
Abraham Lincoln High School  |  21K410
84%的學生四年內畢業  |  86%的學生在學校的走廊、洗手間、儲物櫃和食堂均感到安全

<table>
<thead>
<tr>
<th>Veterinary Sciences and Animal Care</th>
<th>K24A</th>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>108</td>
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<tr>
<td>殘障學生</td>
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<tr>
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<tr>
<td>專業領域：商務</td>
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<tr>
<td>錄取方法：教育選項</td>
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<tr>
<td>資格：只招收布碌崙的學生或居民</td>
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<table>
<thead>
<tr>
<th>Digital Media</th>
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<tbody>
<tr>
<td>專業領域：傳播學</td>
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<tr>
<td>錄取方法：教育選項</td>
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<table>
<thead>
<tr>
<th>Computer Science</th>
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<tbody>
<tr>
<td>專業領域：電腦科學及技術</td>
<td></td>
</tr>
<tr>
<td>錄取方法：篩選</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
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<table>
<thead>
<tr>
<th>Digital Photography</th>
<th>K24L</th>
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</thead>
<tbody>
<tr>
<td>專業領域：視覺藝術與設計</td>
<td></td>
</tr>
<tr>
<td>錄取方法：表演面試</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Honors Institute for American Studies and Law – Gilder Lehrman</th>
<th>K24M</th>
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</thead>
<tbody>
<tr>
<td>專業領域：人文學科和跨學科課程</td>
<td></td>
</tr>
<tr>
<td>錄取方法：篩選</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
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</table>

<table>
<thead>
<tr>
<th>Zoned</th>
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<tbody>
<tr>
<td>專業領域：劃區</td>
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</tr>
<tr>
<td>錄取方法：劃區保証</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abraham Lincoln High School D75 Inclusion Program</th>
<th>K24U</th>
</tr>
</thead>
<tbody>
<tr>
<td>有關這一「第75學區特殊教育融入服務」(District 75 Special Education Inclusive Services)課程的更詳細資訊，請瀏覽第11.0節</td>
<td></td>
</tr>
</tbody>
</table>

Academy for College Preparation and Career Exploration: A College Board School  | 17K382
79%的學生四年內畢業  |  78%的學生在學校的走廊、洗手間、儲物櫃和食堂均感到安全

<table>
<thead>
<tr>
<th>Academy for College Preparation and Career Exploration</th>
<th>L21A</th>
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</thead>
<tbody>
<tr>
<td>專業領域：人文學科和跨學科課程</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
</tr>
<tr>
<td>入學優先權：① 繼續於本校就讀的8年級學生有優先權 (27%的入學安排給予了這個組別) ② 然後是紐約市居民</td>
<td></td>
</tr>
</tbody>
</table>

掃描QR代碼或瀏覽MySchools.nyc ，進一步了解每個高中課程，填好您的申請表，並提出申請！
**Academy for Conservation and the Environment | 18K637**

87% 的學生四年內畢業 | 82%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

**Technology and Visual Arts Institute | L44A**

- 專業領域：電腦科學及技術
- 錄取方法：教育選項
- 入學優先權：紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>50</td>
<td>382</td>
<td>8</td>
</tr>
<tr>
<td>殘障學生</td>
<td>10</td>
<td>106</td>
<td>11</td>
</tr>
</tbody>
</table>

**Science and Health Institute | L44B**

- 專業領域：健康保健
- 錄取方法：教育選項
- 入學優先權：紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>50</td>
<td>321</td>
<td>6</td>
</tr>
<tr>
<td>殘障學生</td>
<td>10</td>
<td>68</td>
<td>7</td>
</tr>
</tbody>
</table>

**Academy for Excellence in Leadership | 32K403**

72% 的學生四年內畢業 | 81%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

**Academy for Excellence in Leadership | L23A**

- 專業領域：環境科學
- 錄取方法：教育選項
- 入學優先權：紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>90</td>
<td>423</td>
<td>5</td>
</tr>
<tr>
<td>殘障學生</td>
<td>18</td>
<td>121</td>
<td>7</td>
</tr>
</tbody>
</table>

**Academy for Health Careers | 17K751**

80% 的學生四年內畢業 | 89%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

**Academy for Health Careers | L64A**

- 專業領域：健康保健
- 錄取方法：開放式
- 入學優先權：布碌崙的學生或居民有優先權 (83%的入學安排給予了這個組別) 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>90</td>
<td>651</td>
<td>7</td>
</tr>
<tr>
<td>殘障學生</td>
<td>18</td>
<td>124</td>
<td>7</td>
</tr>
</tbody>
</table>

**Academy for Young Writers | 19K404**

92% 的學生四年內畢業 | 88%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

**Academy for Young Writers | L22A**

- 專業領域：人文學科和跨學科課程
- 錄取方法：教育選項
- 入學優先權：繼續於本校就讀的8年級學生有優先權 (14%的入學安排給予了這個組別) 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>76</td>
<td>609</td>
<td>8</td>
</tr>
<tr>
<td>殘障學生</td>
<td>16</td>
<td>128</td>
<td>8</td>
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</tbody>
</table>

**Academy of Hospitality and Tourism | 17K408**

91% 的學生四年內畢業 | 90%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

**Culinary Arts, Business, Hospitality, and Tourism | L24A**

- 專業領域：烹飪
- 錄取方法：教育選項
- 入學優先權：紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>90</td>
<td>463</td>
<td>5</td>
</tr>
<tr>
<td>殘障學生</td>
<td>18</td>
<td>136</td>
<td>8</td>
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</tbody>
</table>
### Academy of Innovative Technology

**L51A**

- **專業領域:** 電腦科學及技術
- **錄取方法:** 教育選項
- **入學優先權:** 紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
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<td>824</td>
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<tr>
<td>殘障學生</td>
<td>18</td>
<td>208</td>
<td>12</td>
</tr>
</tbody>
</table>

### The Academy of Urban Planning and Engineering

**K52A**

- **專業領域:** 電腦科學及技術
- **入學優先權:** 紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
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<tbody>
<tr>
<td>普通教育</td>
<td>94</td>
<td>516</td>
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<tr>
<td>殘障學生</td>
<td>19</td>
<td>125</td>
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</table>

### ACORN Community High School

**K85A**

- **專業領域:** 教學
- **入學優先權:** 布碌崙的學生或居民有優先權 (82%的入學安排給予了這個組別) 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
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<td>97</td>
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<td>殘障學生</td>
<td>21</td>
<td>30</td>
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</table>

### All City Leadership Secondary School

**K55C**

- **專業領域:** 科學和數學
- **入學優先權:** 繼續於本校就讀的8年級學生有優先權 (85%的入學安排給予了這個組別) 然後是布碌崙的學生或居民 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
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<tr>
<td>普通教育</td>
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<td>10</td>
<td>187</td>
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</table>

### A-TECH High School

**K60J**

- **專業領域:** 工程
- **入學優先權:** 紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>81</td>
<td>188</td>
<td>2</td>
</tr>
<tr>
<td>殘障學生</td>
<td>17</td>
<td>101</td>
<td>6</td>
</tr>
</tbody>
</table>

掃描QR代碼或瀏覽 [MySchools.nyc](https://MySchools.nyc)，進一步了解每個高中課程，填好您的申請表，並提出申請！
<table>
<thead>
<tr>
<th>School Name</th>
<th>Code</th>
<th>Grade Level</th>
<th>Student Numbers</th>
<th>Location</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Academy of Arts and Media</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academy of Computer Science/Software Engineering</td>
<td>K60R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedford Academy High School</td>
<td>13K595</td>
<td>9-12</td>
<td>392</td>
<td>1119 Bedford Avenue, Brooklyn NY 11216</td>
<td>718-398-3061</td>
</tr>
<tr>
<td>Benjamin Banneker Academy</td>
<td>13K670</td>
<td>9-12</td>
<td>815</td>
<td>71-77 Clinton Avenue, Brooklyn NY 11205</td>
<td>718-797-3702</td>
</tr>
<tr>
<td>Technology</td>
<td>K95A</td>
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<td>Health Professions</td>
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<td>Humanities</td>
<td>K71B</td>
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<tr>
<td>Pre-Engineering</td>
<td>K71J</td>
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<tr>
<td>Pre-Medicine</td>
<td>K71K</td>
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</tbody>
</table>
### The Boerum Hill School for International Studies  | 15K497

- **級別**: 6-12
- **學生**: 812
- **地址**: 284 Baltic Street, Brooklyn NY 11201 | 718-330-9390

- **國際文憑**: 73% 的學生四年內畢業 | 81% 的學生在學校的走廊、洗手間、儲物櫃和食堂均感到安全

<table>
<thead>
<tr>
<th>年級</th>
<th>學生數</th>
<th>地址</th>
<th>電話</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12</td>
<td>812</td>
<td>284 Baltic Street, Brooklyn NY 11201</td>
<td>718-330-9390</td>
</tr>
</tbody>
</table>

#### International Baccalaureate  | K21A

- **專業領域**: 人文學科和進階學科
- **錄取方法**: 選拔
- **入學優先權**: ① 繼續於本校就讀的8年級學生有優先權 (40%的入學安排給予了這個組別) ② 然後是第15學區的學生或居民 ③ 然後是布碌崙的學生或居民 ④ 然後是紐約市居民

<table>
<thead>
<tr>
<th>年級</th>
<th>學生數</th>
<th>地址</th>
<th>電話</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12</td>
<td>812</td>
<td>284 Baltic Street, Brooklyn NY 11201</td>
<td>718-330-9390</td>
</tr>
</tbody>
</table>

#### College, Career & Culinary  | K21B

- **專業領域**: 烹飪
- **錄取方法**: 選拔
- **入學優先權**: ① 繼續於本校就讀的8年級學生有優先權 (17%的入學安排给予了這個組別) ② 然後是第15學區的學生或居民 ③ 然後是布碌崙的學生或居民 ④ 然後是紐約市居民

<table>
<thead>
<tr>
<th>年級</th>
<th>學生數</th>
<th>地址</th>
<th>電話</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12</td>
<td>812</td>
<td>284 Baltic Street, Brooklyn NY 11201</td>
<td>718-330-9390</td>
</tr>
</tbody>
</table>

### Boys and Girls High School  | 16K455

- **級別**: 9-12
- **學生**: 452
- **地址**: 1700 Fulton Street, Brooklyn NY 11213 | 718-467-1700

- **國際文憑**: 75% 的學生四年內畢業 | 80% 的學生在學校的走廊、洗手間、儲物櫃和食堂均感到安全

<table>
<thead>
<tr>
<th>年級</th>
<th>學生數</th>
<th>地址</th>
<th>電話</th>
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</thead>
<tbody>
<tr>
<td>9-12</td>
<td>452</td>
<td>1700 Fulton Street, Brooklyn NY 11213</td>
<td>718-467-1700</td>
</tr>
</tbody>
</table>

#### Brooklyn STEAM Center  | K10A

- **專業領域**: 工程
- **錄取方法**: 教育選項
- 資格: 只招收布碌崙的學生或居民

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

#### Smart Scholars Early College Program  | K10E

- **專業領域**: 人文學科和跨學科
- **錄取方法**: 選拔
- 資格: 只招收布碌崙的學生或居民

<table>
<thead>
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<th>年級</th>
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<tbody>
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<td>452</td>
<td>1700 Fulton Street, Brooklyn NY 11213</td>
<td>718-467-1700</td>
</tr>
</tbody>
</table>

#### Institute for Career & Technical Education  | K10S

- **專業領域**: 工程
- **錄取方法**: 教育選項
- 資格: 只招收布碌崙的學生或居民

<table>
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<tr>
<th>年級</th>
<th>學生數</th>
<th>地址</th>
<th>電電話</th>
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<td>452</td>
<td>1700 Fulton Street, Brooklyn NY 11213</td>
<td>718-467-1700</td>
</tr>
</tbody>
</table>

#### Zoned  | K10Z

- **專業領域**: 隨機
- **錄取方法**: 隨機保障
- 資格: 只招收布碌崙的學生或居民

<table>
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<tr>
<th>年級</th>
<th>學生數</th>
<th>地址</th>
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<td>452</td>
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</tr>
</tbody>
</table>

#### Boys and Girls High School ACES 12:1:1 Program  | K10Y

有關這一自閉症症候群或「學業職業及基本技能」（Academic, Career, and Essential Skills）課程的更詳細資訊，請瀏覽第12.0節

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

#### The Brooklyn Academy of Global Finance  | 16K688

- **級別**: 9-12
- **學生**: 126
- **地址**: 125 Stuyvesant Avenue, Brooklyn NY 11221 | 718-574-3126

- **國際文憑**: 74% 的學生四年內畢業 | 86% 的學生在學校的走廊、洗手間、儲物櫃和食堂均感到安全

<table>
<thead>
<tr>
<th>年級</th>
<th>學生數</th>
<th>地址</th>
<th>電電話</th>
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<tr>
<td>9-12</td>
<td>126</td>
<td>125 Stuyvesant Avenue, Brooklyn NY 11221</td>
<td>718-574-3126</td>
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</tbody>
</table>

#### Brooklyn Academy of Global Finance  | L57A

- **專業領域**: 商務
- **錄取方法**: 教育選項
- 入學優先權: ① 紐約市居民可申請入學

<table>
<thead>
<tr>
<th>年級</th>
<th>學生數</th>
<th>地址</th>
<th>電電話</th>
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<tbody>
<tr>
<td>9-12</td>
<td>126</td>
<td>125 Stuyvesant Avenue, Brooklyn NY 11221</td>
<td>718-574-3126</td>
</tr>
</tbody>
</table>
Brooklyn Academy of Science and the Environment (BASE) | 17K547

74% 的學生四年內畢業 | 88%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Science Exploration Program | K41A
專業領域：科學和數學
錄取方法：教育選項

Brooklyn Collaborative Studies | 15K448

91% 的學生四年內畢業 | 88%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Brooklyn Collaborative Studies | K03R
專業領域：人文學科和跨學科課程
錄取方法：教育選項

Brooklyn College Academy | 22K555

100% 的學生四年內畢業 | 93%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Brooklyn Collegiate: A College Board School | 23K493

77% 的學生四年內畢業 | 87%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Brooklyn Community Arts & Media High School (BCAM) | 13K412

84% 的學生四年內畢業 | 88%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Brooklyn Community Arts and Media | L25A
專業領域：表演藝術/視覺藝術與設計
錄取方法：教育選項

Brooklyn Community Arts & Media High School (BCAM) ASD Horizon Program | L25Y
有關這一自閉症症候群或「學業職業及基本技能」（Academic, Career, and Essential Skills）課程的更詳細資訊，請瀏覽第12.0節

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
Brooklyn Community High School for Excellence and Equity | 18K566

77% 的學生四年內畢業  81% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **Science, Technology, Engineering, Arts and Math (STEAM) Program | L32A**

  專業領域：人文學科和跨學科課程
  錄取方法：教育選項
  入學優先權：@ 紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
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<tbody>
<tr>
<td>普通教育</td>
<td>62</td>
<td>388</td>
<td>6</td>
</tr>
<tr>
<td>殘障學生</td>
<td>13</td>
<td>108</td>
<td>8</td>
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</table>

Brooklyn Frontiers High School | 15K423

97% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **Brooklyn Frontiers High School | L69A**

  專業領域：人文學科和跨學科課程
  錄取方法：轉校生
  資格：只招收首次入讀高中的15歲-16歲的紐約市居民。學生必須擁有在小學和/或初中期間兩次留級的記錄。

<table>
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<tr>
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<tr>
<td>普通教育</td>
<td>54</td>
<td>30</td>
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<tr>
<td>殘障學生</td>
<td>11</td>
<td>15</td>
<td>1</td>
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Brooklyn High School for Law and Technology | 16K498

79% 的學生四年內畢業  89% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **Law Program | K49B**

  專業領域：法律與政府
  錄取方法：篩選
  入學優先權：@ 紐約市居民可申請入學

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<tr>
<td>普通教育</td>
<td>63</td>
<td>824</td>
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<td>殘障學生</td>
<td>13</td>
<td>125</td>
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- **Computer Technology | K49D**

  專業領域：電腦科學及技術
  錄取方法：教育選項
  入學優先權：@ 紐約市居民可申請入學

<table>
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<td>13</td>
<td>179</td>
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Brooklyn High School of the Arts | 15K656

91% 的學生四年內畢業  87% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **Visual Arts | K47J**

  專業領域：視覺藝術與設計
  錄取方法：表演面試 | 共同表演面試的課程
  入學優先權：@ 多至50% 的名額優先給予布碌崙的學生或居民 © 然後是紐約市居民

<table>
<thead>
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<tr>
<td>普通教育</td>
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<td>606</td>
<td>9</td>
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<tr>
<td>殘障學生</td>
<td>14</td>
<td>169</td>
<td>12</td>
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</table>

- **Instrumental Music | K47K**

  專業領域：表演藝術
  錄取方法：表演面試 | 共同表演面試的課程
  入學優先權：@ 多至50% 的名額優先給予布碌崙的學生或居民 © 然後是紐約市居民

<table>
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<th>每個名額的申請人數</th>
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<tbody>
<tr>
<td>普通教育</td>
<td>33</td>
<td>181</td>
<td>5</td>
</tr>
<tr>
<td>殘障學生</td>
<td>7</td>
<td>40</td>
<td>6</td>
</tr>
</tbody>
</table>

- **Dance | K47L**

  專業領域：表演藝術
  錄取方法：表演面試 | 共同表演面試的課程
  入學優先權：@ 多至50% 的名額優先給予布碌崙的學生或居民 © 然後是紐約市居民

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<tr>
<td>普通教育</td>
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<tr>
<td>殘障學生</td>
<td>9</td>
<td>93</td>
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<thead>
<tr>
<th>項目</th>
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<tr>
<td>Vocal Music</td>
<td>K47M</td>
</tr>
<tr>
<td>Drama</td>
<td>K47R</td>
</tr>
</tbody>
</table>

### 普通教育
- **名額**
  - 普通教育：32
  - 殘障學生：6
- **申請人數**
  - 普通教育：271
  - 殘障學生：64
- **每個名額的申請人數**
  - 普通教育：8
  - 殘障學生：11

### 表演藝術
- **錄取方法**
  - 表演面試
- **入學優先權**
  - 頂級，最多50%的名額優先給予布碌崙的學生或居民
  - 然後是紐約市居民

### 表演藝術
- **名額**
  - 普通教育：37
  - 殘障學生：8
- **申請人數**
  - 普通教育：325
  - 殘障學生：64
- **每個名額的申請人數**
  - 普通教育：9
  - 残障學生：8

### 表演藝術
- **錄取方法**
  - 表演面試
- **入學優先權**
  - 頂級，最多50%的名額優先給予布碌崙的學生或居民
  - 然後是紐約市居民

### 表演藝術
- **錄取方法**
  - 關閉式
- **入學優先權**
  - 布碌崙的學生或居民有優先權
  - 然後是紐約市居民

### 表演藝術
- **資格**
  - 只有在美國本土居住不超過四年且目前被確定為英語學習生的紐約市居民才可申請入讀這所學校；英語學習生是指在紐約市英語為第二語言成績測驗 (NYSESLAT) 、紐約英語學習生識別測驗 (NYSITELL) 或最新版語言評核測驗 (LAB-R) 中取得「Entering」（入門）、「Emerging」（初級）或「Transitioning」（過渡）水平成績的學生。

### 普通教育
- **名額**
  - 普通教育：67
  - 殘障學生：14
- **申請人數**
  - 普通教育：306
  - 残障學生：57
- **每個名額的申請人數**
  - 普通教育：7
  - 殖障學生：4

### 普通教育
- **錄取方法**
  - 教育選項
- **資格**
  - 參加特殊高中入學測驗 (SHSAT) 的紐約市居民才可以申請入讀這所學校

### 普通教育
- **名額**
  - 普通教育：85
  - 殘障學生：17
- **申請人數**
  - 普通教育：579
  - 殖障學生：151
- **每個名額的申請人數**
  - 普通教育：7
  - 殖障學生：9

### 普通教育
- **錄取方法**
  - 測驗
- **資格**
  - 參加特殊高中入學測驗 (SHSAT) 的紐約市居民才可以申請入讀這所學校

### 部分場地設有無障礙設施 | 完全無障礙設施 | 轉校生學校 | 表現評估學校 | 入學課程 | 招收新移民的學校 | 特殊高中
### Brooklyn Preparatory High School

**級別:** 9-12  
**學生:** 532  
**地址:** 257 North 6th Street, Brooklyn NY 11211 | 718-486-2550  

93% 的學生四年內畢業  
91% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th><strong>專業領域</strong></th>
<th><strong>錄取方法</strong></th>
<th><strong>入學優先權</strong></th>
</tr>
</thead>
</table>
| 人文學科和跨學科課程 | 教育選項 | 布碌崙的學生或居民有優先權 (100%的入學安排給予了這個組別)  
然後是紐約市居民 |

<table>
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<tr>
<th><strong>去年的需求</strong></th>
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<th><strong>每個名額的申請人數</strong></th>
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<tr>
<td>普通教育</td>
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<td>1,429</td>
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<tr>
<td>殘障學生</td>
<td>24</td>
<td>243</td>
<td>10</td>
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</tbody>
</table>

### The Brooklyn School for Math and Research

**級別:** 9-12  
**學生:** 304  
**地址:** 400 Irving Avenue, Brooklyn NY 11237 | 718-381-7100  

88% 的學生四年內畢業  
81% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

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<th><strong>錄取方法</strong></th>
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</tr>
</thead>
</table>
| 科學和數學 | 開放式 | 布碌崙的學生或居民有優先權 (79%的入學安排給予了這個組別)  
然後是紐約市居民 |

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<tbody>
<tr>
<td>普通教育</td>
<td>90</td>
<td>936</td>
<td>10</td>
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<tr>
<td>殘障學生</td>
<td>18</td>
<td>143</td>
<td>8</td>
</tr>
</tbody>
</table>

### Brooklyn School for Music & Theatre

**級別:** 9-12  
**學生:** 278  
**地址:** 883 Classon Avenue, Brooklyn NY 11225 | 718-230-6250  

79% 的學生四年內畢業  
81% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
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<th><strong>錄取方法</strong></th>
<th><strong>入學優先權</strong></th>
</tr>
</thead>
</table>
| 電腦科學及技術 | 教育選項 | 布碌崙的學生或居民有優先權 (88%的入學安排給予了這個組別)  
然後是紐約市居民 |

<table>
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<th><strong>每個名額的申請人數</strong></th>
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<tbody>
<tr>
<td>普通教育</td>
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<td>412</td>
<td>5</td>
</tr>
<tr>
<td>殘障學生</td>
<td>18</td>
<td>131</td>
<td>7</td>
</tr>
</tbody>
</table>

### The Brooklyn School for Social Justice

**級別:** 9-12  
**學生:** 333  
**地址:** 400 Irving Avenue, Brooklyn NY 11237 | 718-381-7100  

72% 的學生四年內畢業  
88% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
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<th><strong>錄取方法</strong></th>
<th><strong>入學優先權</strong></th>
</tr>
</thead>
</table>
| 人文學科和跨學科課程 | 教育選項 | 第32學區的學生或居民有優先權 (61%的入學安排給予了這個組別)  
然後是布碌崙的學生或居民  
然後是紐約市居民 |

<table>
<thead>
<tr>
<th><strong>去年的需求</strong></th>
<th><strong>名額</strong></th>
<th><strong>申請人數</strong></th>
<th><strong>每個名額的申請人數</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>67</td>
<td>225</td>
<td>3</td>
</tr>
<tr>
<td>殘障學生</td>
<td>14</td>
<td>67</td>
<td>5</td>
</tr>
</tbody>
</table>

### Collegiate Scholars

<table>
<thead>
<tr>
<th><strong>專業領域</strong></th>
<th><strong>錄取方法</strong></th>
<th><strong>入學優先權</strong></th>
</tr>
</thead>
</table>
| 電腦科學及技術 | 教育選項 | 第32學區的學生或居民有優先權 (38%的入學安排给予了這個組別)  
然後是布碌崙的學生或居民  
然後是紐約市居民 |

<table>
<thead>
<tr>
<th><strong>去年的需求</strong></th>
<th><strong>名額</strong></th>
<th><strong>申請人數</strong></th>
<th><strong>每個名額的申請人數</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
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<td>4</td>
</tr>
<tr>
<td>殘障學生</td>
<td>6</td>
<td>30</td>
<td>5</td>
</tr>
</tbody>
</table>

掃描QR代碼或瀏覽 MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
<table>
<thead>
<tr>
<th>High School</th>
<th>Code</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn Studio Secondary School</td>
<td>21K690</td>
<td>6-12</td>
<td>926</td>
<td>8310 21st Avenue, Brooklyn NY 11214</td>
<td>718-266-5032</td>
</tr>
<tr>
<td>Brooklyn Technical High School</td>
<td>13K430</td>
<td>9-12</td>
<td>6,040</td>
<td>29 Ft Greene Place, Brooklyn NY 11217</td>
<td>718-804-6400</td>
</tr>
<tr>
<td>Brooklyn Theatre Arts High School</td>
<td>18K567</td>
<td>9-12</td>
<td>338</td>
<td>6565 Flatlands Avenue, Brooklyn NY 11236</td>
<td>718-968-1072</td>
</tr>
<tr>
<td>Bushwick Leaders High School for Academic Excellence</td>
<td>32K556</td>
<td>9-12</td>
<td>339</td>
<td>797 Bushwick Avenue, Brooklyn NY 11221</td>
<td>718-919-4212</td>
</tr>
</tbody>
</table>

**Brooklyn Studio Secondary School**

- **Instrumental Music**
  - K90H
  - 專業領域：表演藝術
  - 錄取方法：教育選項
  - 入學優先權：
    - 繼續於本校就讀的8年級學生有優先權 (15%的入學安排給予了這個組別)
    - 然後是第21學區的學生或居民
    - 然後是布碌崙的學生或居民
    - 然後是紐約市的居民

- **Digital Communications and Media**
  - K90J
  - 專業領域：人文學科和跨學科課程
  - 錄取方法：教育選項
  - 入學優先權：
    - 繼續於本校就讀的8年級學生有優先權 (74%的入學安排給予了這個組別)
    - 然後是第21學區的學生或居民
    - 然後是布碌崙的學生或居民
    - 然後是紐約市的居民

**Brooklyn Technical High School**

- **Brooklyn Technical High School**
  - 專業領域：科學和數學
  - 錄取方法：測驗
  - 資格：參加特殊高中入學測驗（SHSAT）的紐約市居民才可以申請入讀這所學校

**Brooklyn Theatre Arts High School**

- **Theater Arts**
  - L33A
  - 專業領域：表演藝術/視覺藝術與設計
  - 錄取方法：教育選項
  - 入學優先權：紐約市居民可申請入學

**Bushwick Leaders High School for Academic Excellence**

- **Bushwick Leaders High School for Academic Excellence**
  - K36A
  - 專業領域：人文學科和跨學科課程
  - 錄取方法：教育選項
  - 入學優先權：紐約市居民可申請入學

- **Dual Language Spanish**
  - K36B
  - 專業領域：人文學科和跨學科課程
  - 錄取方法：篩選
  - 入學優先權：紐約市居民可申請入學

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
City Polytechnic High School of Engineering, Architecture, and Technology  | 13K674

86% 的學生四年内畢業 | 78%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>星標</th>
<th>City Polytechnic High School of Engineering, Architecture and Technology</th>
<th>L59A</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：工程</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
<td></td>
</tr>
<tr>
<td>入學優先權：  Ο 紐約市居民可申請入學</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>90</td>
<td>1,234</td>
<td>14</td>
</tr>
<tr>
<td>殘障學生</td>
<td>18</td>
<td>254</td>
<td>14</td>
</tr>
</tbody>
</table>

Clara Barton High School  | 17K600

81% 的學生四年内畢業 | 72%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>星標</th>
<th>Health Career Professions</th>
<th>K50A</th>
</tr>
</thead>
<tbody>
<tr>
<td>専業領域：健康保健</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
<td></td>
</tr>
<tr>
<td>入學優先權：  Ο 紐約市居民可申請入學</td>
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<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>300</td>
<td>853</td>
<td>3</td>
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<tr>
<td>殘障學生</td>
<td>51</td>
<td>134</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>星標</th>
<th>Bilingual Haitian Creole</th>
<th>K50B</th>
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</thead>
<tbody>
<tr>
<td>専業領域：健康保健</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：篩選: 語言</td>
<td></td>
<td></td>
</tr>
<tr>
<td>資格：只招收家庭語言是海地克里奧爾語的學生</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>22</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>殘障學生</td>
<td>5</td>
<td>2</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>星標</th>
<th>Gateway Honors</th>
<th>K50J</th>
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<tbody>
<tr>
<td>専業領域：科學和數學</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：篩選</td>
<td></td>
<td></td>
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<tr>
<td>入學優先權：  Ο 紐約市居民可申請入學</td>
<td></td>
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<tr>
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<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>41</td>
<td>295</td>
<td>7</td>
</tr>
<tr>
<td>殘障學生</td>
<td>8</td>
<td>50</td>
<td>6</td>
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</table>

<table>
<thead>
<tr>
<th>星標</th>
<th>Clara Barton High School D75 Inclusion Program</th>
<th>K50U</th>
</tr>
</thead>
<tbody>
<tr>
<td>有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>星標</th>
<th>Clara Barton High School ACES 15:1 Program</th>
<th>K50Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>有關這一自閉症症候群或「學業職業及基本技能」 (Academic, Career, and Essential Skills) 課程的更詳細資訊，請瀏覽第12.0節</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cobble Hill School of American Studies  | 15K519

87% 的學生四年内畢業 | 86%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>星標</th>
<th>Biomedical Sciences/Health Careers</th>
<th>K91A</th>
</tr>
</thead>
<tbody>
<tr>
<td>専業領域：科學和數學</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
<td></td>
</tr>
<tr>
<td>入學優先權：  Ο 布碌崙的學生或居民有優先權 (93%的入學安排給予了這個組別)  Ο 然後是紐約市居民</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>83</td>
<td>408</td>
<td>5</td>
</tr>
<tr>
<td>殘障學生</td>
<td>17</td>
<td>49</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>星標</th>
<th>Pre-Law Institute/American Studies</th>
<th>K91B</th>
</tr>
</thead>
<tbody>
<tr>
<td>専業領域：法律與政府</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
<td></td>
</tr>
<tr>
<td>入學優先權：  Ο 布碌崙的學生或居民有優先權 (91%的入學安排給予了這個組別)  Ο 然後是紐約市居民</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>100</td>
<td>347</td>
<td>3</td>
</tr>
<tr>
<td>殘障學生</td>
<td>20</td>
<td>64</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>星標</th>
<th>Cobble Hill School of American Studies D75 Inclusion Program</th>
<th>K91U</th>
</tr>
</thead>
<tbody>
<tr>
<td>有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>學校名稱</th>
<th>學校編號</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Academy for the Arts and Sciences</td>
<td>18K629</td>
</tr>
<tr>
<td>Cyberarts Studio Academy</td>
<td>15K463</td>
</tr>
<tr>
<td>Cypress Hills Collegiate Preparatory School</td>
<td>19K659</td>
</tr>
<tr>
<td>Digital Arts and Cinema Technology High School</td>
<td>15K429</td>
</tr>
</tbody>
</table>

### Cultural Academy for the Arts and Sciences
- **學年**：9-12
- **學生**：251
- **地址**：5800 Tilden Avenue, Brooklyn NY 11203 | 718-968-6630
- **71%** 的學生四年內畢業 | **78%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### Culinary Arts | L45A
- **專業領域**：烹飪
- **錄取方法**：開放式
- **入學優先權**：布碌崙的學生或居民有優先權 (82%的入學安排給予了這個組別) 然後是紐約市居民

#### Cultural Academy College Prep | L45B
- **專業領域**：人文學科和跨學科課程
- **錄取方法**：開放式
- **入學優先權**：布碌崙的學生或居民有優先權 (100%的入學安排給予了這個組別) 然後是紐約市居民

### Cyberarts Studio Academy
- **學年**：9-12
- **學生**：270
- **地址**：237 7th Avenue, Brooklyn NY 11215 | 718-832-4201
- **67%** 的學生四年內畢業 | **83%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### Cyberarts Studio Academy | K29A
- **專業領域**：人文學科和跨學科課程
- **入學優先權**：第15學區的學生或居民有優先權 (32%的入學安排給予了這個組別) 然後是布碌崙的學生或居民 然後是紐約市居民

### Cypress Hills Collegiate Preparatory School
- **學年**：9-12
- **學生**：348
- **地址**：999 Jamaica Avenue, Brooklyn NY 11208 | 718-647-1672
- **85%** 的學生四年內畢業 | **83%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### Cypress Hills Collegiate Preparatory High School | L56A
- **專業領域**：人文學科和跨學科課程
- **入學優先權**：紐約市居民可申請入學

#### International Baccalaureate Diploma Programme | L56B
- **專業領域**：基於項目的學習；科學和數學

### Digital Arts and Cinema Technology High School
- **學年**：9-12
- **學生**：285
- **地址**：284 Baltic Street, Brooklyn NY 11201 | 718-694-9741
- **98%** 的學生四年內畢業 | **86%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### Digital Cinema Production and Digital Arts | K79A
- **專業領域**：電影/視頻；視覺藝術與設計
- **錄取方法**：篩選
- **入學優先權**：第13、第14、第15和第16學區的學生或居民有優先權 (84%的入學安排給予了這個組別) 然後是布碌崙的學生或居民 然後是紐約市居民

### 圖例
- 📦 部分場地設有無障礙設施
- 🌟 完全無障礙設施
- 🔍 提早上大學及職業學校 9-14
- 📚 開設提早上大學課程的學校
- 🌟 入學課程

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### Visual Arts | K42A

**Professional Area:** Visual Arts, Design

**Application Method:** Performance Interview, Common Interview Courses

**Admission Priority:** 1. Continuing students (18% of enrollment goes to this group)
2. Students in grade 8 of the 13th district
3. New York City residents

<table>
<thead>
<tr>
<th>Year's Demand</th>
<th>Number of Openings</th>
<th>Number of Applicants</th>
<th>Number of Applicants per Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>19</td>
<td>106</td>
<td>6</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2</td>
<td>41</td>
<td>21</td>
</tr>
</tbody>
</table>

### Vocal Music | K42B

**Professional Area:** Performing Arts

**Application Method:** Performance Interview, Common Interview Courses

**Admission Priority:** 1. Continuing students (38% of enrollment goes to this group)
2. Students in grade 8 of the 13th district
3. New York City residents

<table>
<thead>
<tr>
<th>Year's Demand</th>
<th>Number of Openings</th>
<th>Number of Applicants</th>
<th>Number of Applicants per Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>15</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

### Dance | K42C

**Professional Area:** Performing Arts

**Application Method:** Performance Interview, Common Interview Courses

**Admission Priority:** 1. Continuing students (18% of enrollment goes to this group)
2. Students in grade 8 of the 13th district
3. New York City residents

<table>
<thead>
<tr>
<th>Year's Demand</th>
<th>Number of Openings</th>
<th>Number of Applicants</th>
<th>Number of Applicants per Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>14</td>
<td>141</td>
<td>10</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2</td>
<td>50</td>
<td>25</td>
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</tbody>
</table>

### Drama | K42D

**Professional Area:** Performing Arts

**Application Method:** Performance Interview, Common Interview Courses

**Admission Priority:** 1. Continuing students (8% of enrollment goes to this group)
2. Students in grade 8 of the 13th district
3. New York City residents

<table>
<thead>
<tr>
<th>Year's Demand</th>
<th>Number of Openings</th>
<th>Number of Applicants</th>
<th>Number of Applicants per Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>12</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

### Instrumental Music | K42E

**Professional Area:** Performing Arts

**Application Method:** Performance Interview, Common Interview Courses

**Admission Priority:** 1. Continuing students (38% of enrollment goes to this group)
2. Students in grade 8 of the 13th district
3. New York City residents

<table>
<thead>
<tr>
<th>Year's Demand</th>
<th>Number of Openings</th>
<th>Number of Applicants</th>
<th>Number of Applicants per Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>12</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

### Dr. Susan S. McKinney Secondary School of the Arts D75 Inclusion Program | K42U

**Details:** More information can be found in Section 11.0 of the document.

---

### Eagle Academy for Young Men II | 23K644

88% of students graduate within four years, 82% of students feel safe in the school's corridor, bathroom, storage room, and cafeteria.

| Eagle Academy for Young Men II | L65A
<table>
<thead>
<tr>
<th>Year's Demand</th>
<th>Number of Openings</th>
<th>Number of Applicants</th>
<th>Number of Applicants per Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>76</td>
<td>307</td>
<td>4</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>16</td>
<td>154</td>
<td>10</td>
</tr>
</tbody>
</table>
### East New York Family Academy | 19K409

95%的學生四年内畢業  
87%的学生在学校的走廊、洗手间、储物室和食堂均感到安全

<table>
<thead>
<tr>
<th>星级</th>
<th>专业</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>普通教育</td>
<td>66</td>
<td>349</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>残障学生</td>
<td>18</td>
<td>139</td>
<td>8</td>
</tr>
</tbody>
</table>

入學優先權：① 繼續於本校就讀的8年级學生有優先權 (43%的入學安排給予了這個組別) ② 然後是紐約市市民

### East New York Family Academy D75 Inclusion Program | 14K45U

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

### East Williamsburg Scholars Academy | 14K477

74%的學生四年内畢業  
86%的学生在学校的走廊、洗手间、储物室和食堂均感到安全

<table>
<thead>
<tr>
<th>星级</th>
<th>专业</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>普通教育</td>
<td>81</td>
<td>259</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>残障学生</td>
<td>17</td>
<td>73</td>
<td>4</td>
</tr>
</tbody>
</table>

入學優先權：① 纽约市居民可申請入學

### Law Enforcement Academy | K86A

專業領域：法律與政府

<table>
<thead>
<tr>
<th>星级</th>
<th>专业</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>普通教育</td>
<td>105</td>
<td>458</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>残障学生</td>
<td>21</td>
<td>165</td>
<td>8</td>
</tr>
</tbody>
</table>

入學優先權：① 第32學區的學生或居民有優先權 (61%的入學安排給予了這個組別) ② 然後是第13、第19和第23學區的學生或居民 ③ 然後是布碌崙的學生或居民 ④ 然後是纽約市市民

### Computer Forensics Program | K86B

專業領域：電腦科學及技術

<table>
<thead>
<tr>
<th>星级</th>
<th>专业</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>普通教育</td>
<td>56</td>
<td>238</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>残障学生</td>
<td>12</td>
<td>73</td>
<td>6</td>
</tr>
</tbody>
</table>

入學優先權：① 紐約市居民可申請入學

### Instrumental Music | K86C

專業領域：表演藝術

<table>
<thead>
<tr>
<th>星级</th>
<th>专业</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>普通教育</td>
<td>56</td>
<td>123</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>残障学生</td>
<td>12</td>
<td>37</td>
<td>3</td>
</tr>
</tbody>
</table>

入學優先權：① 紐約市居民可申請入學

### EBC High School for Public Service - Bushwick | 32K545

81%的學生四年内畢業  
85%的学生在学校的走廊、洗手间、储物室和食堂均感到安全

<table>
<thead>
<tr>
<th>星级</th>
<th>专业</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>普通教育</td>
<td>105</td>
<td>458</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>残障学生</td>
<td>21</td>
<td>165</td>
<td>8</td>
</tr>
</tbody>
</table>

入學優先權：① 第32學區的學生或居民有優先權 (61%的入學安排给予了这个组别) ② 然後是第13、第19和第23學區的學生或居民 ③ 然後是布碌 Copp的學生或居民 ④ 然後是紐約市市民

### Public Service | K73A

專業領域：法律與政府; 表演藝術

<table>
<thead>
<tr>
<th>星级</th>
<th>专业</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>普通教育</td>
<td>105</td>
<td>458</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>残障学生</td>
<td>21</td>
<td>165</td>
<td>8</td>
</tr>
</tbody>
</table>

入學優先權：① 第32學區的學生或居民有優先權 (61%的入學安排给予了这个组别) ② 然後是第13、第19和第23學區的學生或居民 ③ 然後是布碌 Copp的學生或居民 ④ 然後是紐約市市民

### Edward R. Murrow High School | 21K525

84%的學生四年内畢業  
78%的学生在学校的走廊、洗手间、储物室和食堂均感到安全

<table>
<thead>
<tr>
<th>星级</th>
<th>专业</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>普通教育</td>
<td>565</td>
<td>4,263</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>残障学生</td>
<td>108</td>
<td>589</td>
<td>5</td>
</tr>
</tbody>
</table>

資格：只招收布碌的一學生或居民

入學優先權：① 住在中布碌地區A（從Bedford Avenue和LIRR交叉口開始,到Avenue P到Coney Island Avenue,到Avenue K,到East 16th Street,到Avenue J,到East 15th Street到LIRR,再回到起點）的居民有優先權 (5%的入學安排给予了这个组别) ② 然後是中布碌地區B的居民 ③ 然後是布碌的一學生或居民

續下一頁……
Bilingual Chinese (Mandarin) Communication Arts  K57B

- Professional Fields: Communication
- Eligibility: Only招收家庭語言是中文的學生。

Bilingual Spanish Communication Arts  K57C

- Professional Fields: Communication
- Eligibility: Only招收住在紐約市且家庭語言是西班牙語的居民。

Vocal Music  K57J

- Professional Fields: Performing Arts
- Eligibility: Only招收布碌崙的學生或居民。

Fine and Visual Arts  K57K

- Professional Fields: Fine and Visual Arts
- Eligibility: Only招收布碌崙的學生或居民。

Instrumental Music  K57L

- Professional Fields: Performing Arts
- Eligibility: Only招收布碌崙的學生或居民。

Studio Theater  K57P

- Professional Fields: Performing Arts
- Eligibility: Only招收布碌崙的學生或居民。

Edward R. Murrow High School D75 Inclusion Program  K57U

- District 75 Special Education Inclusive Services 相關詳情請瀏覽第11.0節

Edward R. Murrow High School ACES 15:1 Program  K57Y

- Academic, Career, and Essential Skills 相關詳情請瀏覽第12.0節

El Puente Academy for Peace and Justice  14K685

- 年級: 9-12  |  學生: 226  |  79% of students graduate within 4 years  |  91% of students feel safe in hallways, restrooms, storerooms, and the cafeteria.

El Puente Academy for Peace and Justice  K75A

- Professional Fields: Humanities and interdisciplinary courses
- Eligibility: Only招收布碌崙的學生或居民有優先權 (95%的入學安排給予了這個組別)

Scan the QR code or visit MySchools.nyc to learn more about each high school course, fill out your application form, and submit your application!
### FDNY - Captain Vernon A. Richard High School for Fire and Life Safety | 19K502

**82% 的學生四年內畢業 | 82% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全**

<table>
<thead>
<tr>
<th>專業領域</th>
<th>健康保健</th>
</tr>
</thead>
<tbody>
<tr>
<td>錄取方法</td>
<td>教育選項</td>
</tr>
<tr>
<td>入學優先權</td>
<td>1 在本校地理鄰接地區居住的學生有優先權 (28%的入學安排給予了這個組別) 2 然後是布碌崙的學生或居民 3 然後是紐約市居民</td>
</tr>
</tbody>
</table>

### Fort Hamilton High School | 20K490

**80% 的學生四年內畢業 | 78% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全**

<table>
<thead>
<tr>
<th>高級別</th>
<th>K62X</th>
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</thead>
<tbody>
<tr>
<td>學年</td>
<td>9-12</td>
</tr>
<tr>
<td>學生</td>
<td>269</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>高級別</th>
<th>K62X</th>
</tr>
</thead>
<tbody>
<tr>
<td>學年</td>
<td>9-12</td>
</tr>
<tr>
<td>學生</td>
<td>4,657</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申请人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>90</td>
<td>286</td>
<td>3</td>
</tr>
<tr>
<td>殘障學生</td>
<td>18</td>
<td>136</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申请人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>91</td>
<td>3,129</td>
<td>34</td>
</tr>
<tr>
<td>殘障學生</td>
<td>19</td>
<td>139</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申请人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>18</td>
<td>186</td>
<td>10</td>
</tr>
<tr>
<td>殘障學生</td>
<td>4</td>
<td>29</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申请人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>28</td>
<td>345</td>
<td>12</td>
</tr>
<tr>
<td>殘障學生</td>
<td>6</td>
<td>46</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申请人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>28</td>
<td>210</td>
<td>8</td>
</tr>
<tr>
<td>殘障學生</td>
<td>6</td>
<td>39</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申请人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>28</td>
<td>381</td>
<td>14</td>
</tr>
<tr>
<td>殘障學生</td>
<td>6</td>
<td>80</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申请人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>不適用</td>
<td></td>
<td></td>
</tr>
<tr>
<td>殘障學生</td>
<td>不適用</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Zoned | K17Z

**入學優先權：1 在該校劃區內居住的學生肯定會被錄取 2 然後是紐約市居民**

### 扫描QR代碼或浏览 MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！ 101
<table>
<thead>
<tr>
<th>STEAM - Robotics/Programming</th>
<th>K16A</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：電腦科學及技術</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEAM - Environmental Studies</th>
<th>K16C</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：環境科學; 基於項目的學習</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEAM - Performing Arts</th>
<th>K16D</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：表演藝術</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STEAM - Multimedia Design</th>
<th>K16E</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：電影/視頻; 視覺藝術與設計</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEAM - Science Research</th>
<th>K16F</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：基於項目的學習; 科學和數學</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
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</table>

<table>
<thead>
<tr>
<th>Technical Theater</th>
<th>K16G</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：表演藝術/視覺藝術與設計; 基於項目的學習</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
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<table>
<thead>
<tr>
<th>Dual Language Chinese</th>
<th>K16H</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：人文學科和跨學科課程</td>
<td></td>
</tr>
<tr>
<td>錄取方法：篩選. 語言</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studio Art Design</th>
<th>K16I</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：基於項目的學習; 視覺藝術與設計</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
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<table>
<thead>
<tr>
<th>Zoned</th>
<th>K16Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：劃區</td>
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<tr>
<td>錄取方法：劃區保證</td>
<td></td>
</tr>
<tr>
<td>資格：只招收布碌崙的學生或居民</td>
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<table>
<thead>
<tr>
<th>Franklin Delano Roosevelt High School ACES 15:1 Program</th>
<th>K16Y</th>
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<tbody>
<tr>
<td>有關這一自閉症症候群或「學業職業及基本技能」 (Academic, Career, and Essential Skills) 課程的更詳細資訊 , 請瀏覽第12.0節</td>
<td></td>
</tr>
</tbody>
</table>
Frederick Douglass Academy VII
High School | 23K514
23K514

年級：9-12 | 學生：140 | 226 Bristol Street, Brooklyn NY 11212 | 718-485-3789

86%的學生四年內畢業 | 92%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

College Preparation Program | K80X

專業領域：人文學科和跨學科課程

錄取方法：教育選項

入學優先權：布碌崙的學生或居民有優先權 (82%的入學安排給予了這個組別) 然後是紐約市居民

George Westinghouse Career and Technical Education High School | 13K605

年級：9-12 | 學生：753 | 105 Tech Place, Brooklyn NY 11201 | 718-625-6130

92%的學生四年內畢業 | 79%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Computer Science | K70C

專業領域：電腦科學及技術; 科學和數學

錄取方法：教育選項

入學優先權：紐約市居民可申請入學

Culinary Arts | K70D

專業領域：烹飪; 科學和數學

錄取方法：教育選項

入學優先權：紐約市居民可申請入學

Electrical Installation and Practice | K70E

專業領域：工程; 科學和數學

錄取方法：教育選項

入學優先權：紐約市居民可申請入學

Brooklyn STEAM Center | K70H

專業領域：工程; 科學和數學

錄取方法：篩選

入學優先權：紐約市居民可申請入學

Computer Systems Support | K70I

專業領域：電腦科學及技術; 科學和數學

錄取方法：教育選項

入學優先權：紐約市居民可申請入學

George Westinghouse Career and Technical Education D75 Inclusion Program | K70U

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

Gotham Professional Arts Academy | 13K594

年級：9-12 | 學生：152 | 561 Grand Avenue, Brooklyn NY 11238 | 718-230-7270

75%的學生四年內畢業 | 85%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Gotham Professional Arts Academy | L35A

專業領域：表演藝術/視覺藝術與設計; 基於項目的學習

錄取方法：教育選項

入學優先權：紐約市居民可申請入學

掃描QR代碼或瀏覽 MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
### High School for Civil Rights | 19K504

63%的學生四年內畢業 | 83%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>項目</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>90</td>
<td>276</td>
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<tr>
<td>殘障學生</td>
<td>18</td>
<td>67</td>
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</tbody>
</table>

入學優先權：① 布魯克林的學生或居民有優先權 (82%的入學安排給予了這個組別) ② 然後是紐約市居民

### The High School for Enterprise, Business and Technology | 14K478

81%的學生四年內畢業 | 83%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>項目</th>
<th>名額</th>
<th>申請人數</th>
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<td>普通教育</td>
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### International Baccalaureate Diploma Program | K88C

專業領域：科學和數學

<table>
<thead>
<tr>
<th>項目</th>
<th>名額</th>
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<td>普通教育</td>
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入學優先權：① 紐約市居民可申請入學

### The High School for Global Citizenship | 17K528

84%的學生四年內畢業 | 87%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>項目</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
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<td>248</td>
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<td>殘障學生</td>
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### Biomedical Science | K32B

專業領域：科學和數學

<table>
<thead>
<tr>
<th>項目</th>
<th>名額</th>
<th>申請人數</th>
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<tr>
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<td>殘障學生</td>
<td>4</td>
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續下一頁……
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<thead>
<tr>
<th>School Name</th>
<th>Code</th>
<th>Last Year's Demand</th>
<th>Grade Range</th>
<th>Students</th>
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<tbody>
<tr>
<td>High School for Innovation in Advertising and Media</td>
<td>18K617</td>
<td></td>
<td>9-12</td>
<td>208</td>
</tr>
<tr>
<td>High School for Medical Professions</td>
<td>18K633</td>
<td></td>
<td>9-12</td>
<td>454</td>
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<tr>
<td>High School for Public Service: Heroes of Tomorrow</td>
<td>17K546</td>
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<td>9-12</td>
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<table>
<thead>
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<th>Grade Range</th>
<th>Students</th>
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<tr>
<td>Law Academy-HSPPS</td>
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<td>9-12</td>
<td></td>
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<tr>
<td>Medical Science and Careers Academy</td>
<td>K64B</td>
<td></td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Urban Farming and Agricultural Sciences</td>
<td>K64C</td>
<td></td>
<td>9-12</td>
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<table>
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<th>Code</th>
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<td>Computer Science</td>
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<tr>
<td>Brooklyn STEAM Center</td>
<td>K32D</td>
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<table>
<thead>
<tr>
<th>School Name</th>
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<th>Last Year's Demand</th>
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<th>Students</th>
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<tr>
<td>High School for Medical Professions</td>
<td>L49A</td>
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<th>School Name</th>
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<th>Students</th>
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<td>High School for Innovation in Advertising and Media</td>
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<td></td>
<td></td>
<td></td>
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<tr>
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<td>18K633</td>
<td></td>
<td></td>
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<td>17K546</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law Academy-HSPPS</td>
<td>K64A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Science and Careers Academy</td>
<td>K64B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Farming and Agricultural Sciences</td>
<td>K64C</td>
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<td></td>
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<tr>
<td>High School for Service &amp; Learning at Erasmus</td>
<td>17K539</td>
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<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>年级：9-12</td>
<td>学生：299</td>
<td>911 Flatbush Avenue, Brooklyn NY 11226</td>
<td>718-564-2551</td>
<td></td>
</tr>
<tr>
<td>79%的學生四年內畢業</td>
<td>65%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>高中</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>去年的需求</td>
<td>名额</td>
<td>申请人数</td>
<td>每个名额的申请人数</td>
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<tr>
<td>普通教育</td>
<td>90</td>
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<tr>
<td>残障学生</td>
<td>18</td>
<td>76</td>
<td>4</td>
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<tr>
<td>入學優先權：</td>
<td>布碌崙的學生或居民有優先權 (93%的入學安排給予了這個組別)</td>
<td>然後是紐約市居民</td>
<td></td>
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<table>
<thead>
<tr>
<th>High School for Youth and Community Development at Erasmus</th>
<th>17K537</th>
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<tbody>
<tr>
<td>年级：9-12</td>
<td>学生：466</td>
</tr>
<tr>
<td>83%的學生四年內畢業</td>
<td>85%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
</tr>
<tr>
<td>高中</td>
<td></td>
</tr>
<tr>
<td>去年的需求</td>
<td>名额</td>
</tr>
<tr>
<td>普通教育</td>
<td>45</td>
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<tr>
<td>残障学生</td>
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<tr>
<td>入學優先權：</td>
<td>布碌崙的學生或居民有優先權 (91%的入學安排給予了這個組別)</td>
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<table>
<thead>
<tr>
<th>College and Career Exploration</th>
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<td>年级：9-12</td>
<td>学生：269</td>
</tr>
<tr>
<td>去年的需求</td>
<td>名额</td>
</tr>
<tr>
<td>普通教育</td>
<td>45</td>
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<tr>
<td>残障学生</td>
<td>9</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>布碌崙的學生或居民有優先權 (91%的入學安排給予了這個組別)</td>
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<table>
<thead>
<tr>
<th>21st Century Design and Communication</th>
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<tr>
<td>普通教育</td>
<td>45</td>
</tr>
<tr>
<td>残障学生</td>
<td>9</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>布碌崙的學生或居民有優先權 (84%的入學安排給予了這個組別)</td>
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<table>
<thead>
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<th>High School of Sports Management</th>
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<tr>
<td>70%的學生四年內畢業</td>
<td>83%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
</tr>
<tr>
<td>高中</td>
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<tr>
<td>去年的需求</td>
<td>名额</td>
</tr>
<tr>
<td>普通教育</td>
<td>90</td>
</tr>
<tr>
<td>残障学生</td>
<td>18</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>布碌崙的學生或居民有優先權 (82%的入學安排給予了這個組別)</td>
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<td>年级：9-12</td>
<td>学生：1,225</td>
</tr>
<tr>
<td>去年的需求</td>
<td>名额</td>
</tr>
<tr>
<td>普通教育</td>
<td>90</td>
</tr>
<tr>
<td>残障学生</td>
<td>18</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>布碌崙的學生或居民有優先權 (82%的入學安排給予了這個組別)</td>
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<table>
<thead>
<tr>
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<tr>
<td>去年的需求</td>
<td>名额</td>
</tr>
<tr>
<td>普通教育</td>
<td>90</td>
</tr>
<tr>
<td>残障学生</td>
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</tr>
<tr>
<td>入學優先權：</td>
<td>布碌崙的學生或居民有優先權 (82%的入學安排給予了這個組別)</td>
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<table>
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<tr>
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<tr>
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<tr>
<td>91%的學生四年內畢業</td>
<td>90%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
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<tr>
<td>高中</td>
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<tr>
<td>去年的需求</td>
<td>名额</td>
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<tr>
<td>普通教育</td>
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<td>入學優先權：</td>
<td>布碌崙的學生或居民有優先權 (100%的入學安排給予了這個組別)</td>
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<table>
<thead>
<tr>
<th>High School of Telecommunication Arts and Technology D75 Inclusion Program</th>
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<tbody>
<tr>
<td>年级：9-12</td>
<td>学生：1,225</td>
</tr>
<tr>
<td>有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節</td>
<td></td>
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<table>
<thead>
<tr>
<th>High School of Telecommunication Arts and Technology ASD Nest Program</th>
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<tbody>
<tr>
<td>年级：9-12</td>
<td>学生：1,225</td>
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<tr>
<td>有關這一自閉症症候群或「學業職業及基本技能」 (Academic, Career, and Essential Skills) 課程的更詳細資訊，請瀏覽第12.0節</td>
<td></td>
</tr>
</tbody>
</table>

| 圖例 | 部分場地設有無障礙設施 | 完全無障礙設施 | 表現評估學校 | 入學課程 | 招收新移民的學校 | 提供10年級入學名額的學校 | 扫描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！ |
International High School at Lafayette | 21K337

63% of students graduate within 4 years. 84% of students feel safe in the hallways, bathrooms, lockers, and cafeterias.

<table>
<thead>
<tr>
<th>International High School at Lafayette</th>
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<tbody>
<tr>
<td>Last year's demand</td>
<td>Number Offered</td>
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<tr>
<td>Regular Education</td>
<td>75</td>
</tr>
<tr>
<td>Special Education</td>
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</tbody>
</table>

Qualifications:
- Only students who have resided in the U.S. for less than 4 years and are currently determined as English Language Learners who are NYSSAL (NY State Skills Assessment Language), NYSTELLA (NY State Test of English Language Learners), or LAB-R (Lab-R) at the 'Entering', 'Emerging', or 'Transitioning' level are eligible.

International High School at Prospect Heights | 17K524

57% of students graduate within 4 years. 86% of students feel safe in the hallways, bathrooms, lockers, and cafeterias.

<table>
<thead>
<tr>
<th>International High School at Prospect Heights</th>
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<tbody>
<tr>
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<tr>
<td>Regular Education</td>
<td>90</td>
</tr>
<tr>
<td>Special Education</td>
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</table>

Qualifications:
- Only students who have resided in the U.S. for less than 4 years and are currently determined as English Language Learners who are NYSSAL (NY State Skills Assessment Language), NYSTELLA (NY State Test of English Language Learners), or LAB-R (Lab-R) at the 'Entering', 'Emerging', or 'Transitioning' level are eligible.

It Takes A Village Academy | 18K563

87% of students graduate within 4 years. 69% of students feel safe in the hallways, bathrooms, lockers, and cafeterias.

<table>
<thead>
<tr>
<th>It Takes A Village Academy</th>
<th>L36A</th>
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</thead>
<tbody>
<tr>
<td>Last year's demand</td>
<td>Number Offered</td>
</tr>
<tr>
<td>Regular Education</td>
<td>90</td>
</tr>
<tr>
<td>Special Education</td>
<td>18</td>
</tr>
</tbody>
</table>

Admission Priority: 1 New York City residents are eligible.

Engineering Academy | L36B

<table>
<thead>
<tr>
<th>Engineering Academy</th>
<th>L36B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last year's demand</td>
<td>Number Offered</td>
</tr>
<tr>
<td>Regular Education</td>
<td>22</td>
</tr>
<tr>
<td>Special Education</td>
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</table>

Admission Priority: 1 New York City residents are eligible.

Medical professions Science Academy | L36C

<table>
<thead>
<tr>
<th>Medical professions Science Academy</th>
<th>L36C</th>
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</thead>
<tbody>
<tr>
<td>Last year's demand</td>
<td>Number Offered</td>
</tr>
<tr>
<td>Regular Education</td>
<td>22</td>
</tr>
<tr>
<td>Special Education</td>
<td>5</td>
</tr>
</tbody>
</table>

Admission Priority: 1 New York City residents are eligible.

James Madison High School | 22K425

82% of students graduate within 4 years. 81% of students feel safe in the hallways, bathrooms, lockers, and cafeterias.

<table>
<thead>
<tr>
<th>Medical/Health Professions</th>
<th>K25B</th>
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</thead>
<tbody>
<tr>
<td>Last year's demand</td>
<td>Number Offered</td>
</tr>
<tr>
<td>Regular Education</td>
<td>75</td>
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<td>Special Education</td>
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Qualifications:
- Only students who have resided in the U.S. for less than 4 years and are currently determined as English Language Learners who are NYSSAL (NY State Skills Assessment Language), NYSTELLA (NY State Test of English Language Learners), or LAB-R (Lab-R) at the 'Entering', 'Emerging', or 'Transitioning' level are eligible.

Scan QR code or visit MySchools.nyc to learn more about each high school program, fill out your application, and submit it!
<table>
<thead>
<tr>
<th>School Name</th>
<th>K</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Dewey High School</td>
<td>21K540</td>
<td>9-12</td>
<td>2,199</td>
<td>50 Avenue X, Brooklyn NY 11223</td>
<td>718-373-6400</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>School Name</th>
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<th>Address</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>The Academy of Business Management and Culinary Arts</td>
<td>K56A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
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<th>Students</th>
<th>Address</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Chinese Transitional Bilingual Educational Program</td>
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<tbody>
<tr>
<td>The Academy of Teaching and Learning</td>
<td>K56C</td>
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</table>

<table>
<thead>
<tr>
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<th>Students</th>
<th>Address</th>
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<tr>
<td>STEM Academy</td>
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<table>
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<th>Grade</th>
<th>Students</th>
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<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Pre-Med and Health Academy</td>
<td>K56L</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
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<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academy of Law and Justice</td>
<td>K56M</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
<th>K</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academy of Fine and Performing Arts</td>
<td>K56T</td>
<td></td>
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<td></td>
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</tbody>
</table>
### John Dewey High School D75 Inclusion Program | K56U
有关这一“第75学区特殊教育融入服务”（District 75 Special Education Inclusive Services）课程的更详细资讯，请浏览第11.0节

### John Dewey ACES Program | K56Y
有关这一自闭症症候群或“学業職業及基本技能”（Academic, Career, and Essential Skills）课程的更详细资讯，请浏览第12.0节

---

### John Jay School for Law | 15K462
91%的学生成绩在第11年级，86%的学生成绩在第12年级

#### 去年的需求| 名额| 申请人数| 每个名额的申请人数
| | | | |
|普通教育| 104| 1,402| 13 |
|残障学生| 21| 269| 13 |

#### 录取方法：教育选项
#### 入学优先权：
1. 第15学区的学生或居民有优先权 (19%的入学安排给予了这个组别)
2. 然后是纽约市居民

### Juan Morel Campos Secondary School | 14K071
60%的学生成绩在第11年级，92%的学生成绩在第12年级

#### Visual Art and Design | K11A
#### 去年的需求| 名额| 申请人数| 每个名额的申请人数
| | | | |
|普通教育| 22| 120| 5 |
|残障学生| 1| 44| 44 |

#### 录取方法：开放式
#### 入学优先权：
1. 继续于本校就读的8年年级学生有优先权 (22%的入学安排给予了这个组别)
2. 然后是纽约市居民

#### Performing Arts (Dance, Music, and Theater) | K11B
#### 去年的需求| 名额| 申请人数| 每个名额的申请人数
| | | | |
|普通教育| 12| 121| 10 |
|残障学生| 2| 37| 19 |

#### 录取方法：开放式
#### 入学优先权：
1. 继续于本校就读的8年年级学生有优先权 (0%的入学安排给予了这个组别)
2. 然后是纽约市居民

### Khalil Gibran International Academy | 15K592
56%的学生成绩在第11年级，84%的学生成绩在第12年级

#### Liberal Arts Track | L61A
#### 去年的需求| 名额| 申请人数| 每个名额的申请人数
| | | | |
|普通教育| 67| 71| 1 |
|残障学生| 14| 38| 3 |

#### 录取方法：教育选项
#### 入学优先权：
1. 布碌崙的学生或居民有优先权 (94%的入学安排给予了这个组别)
2. 然后是纽约市居民

---

掃描QR代碼或瀏覽MySchools.nyc, 進一步了解每個高中課程, 填好您的申請表, 並提出申請！
<table>
<thead>
<tr>
<th>School Name</th>
<th>Code</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kingsborough Early College School</td>
<td>21K468</td>
<td>6-12</td>
<td>704</td>
<td>2630 Benson Avenue, Brooklyn NY 11214</td>
<td>718-333-7850</td>
</tr>
<tr>
<td>Kurt Hahn Expeditionary Learning School</td>
<td>18K569</td>
<td>9-12</td>
<td>259</td>
<td>5800 Tilden Avenue, Brooklyn NY 11203</td>
<td>718-629-1204</td>
</tr>
<tr>
<td>Leaders High School</td>
<td>21K572</td>
<td>9-12</td>
<td>387</td>
<td>2630 Benson Avenue, Brooklyn NY 11214</td>
<td>718-333-7700</td>
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<tr>
<td>Leon M. Goldstein High School for the Sciences</td>
<td>22K535</td>
<td>9-12</td>
<td>977</td>
<td>1830 Shore Boulevard, Brooklyn NY 11235</td>
<td>718-368-8500</td>
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<tr>
<th>School Name</th>
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<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kingsborough Early College School</td>
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<tr>
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<td>259</td>
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<td>Leaders High School</td>
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<td>9-12</td>
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<td>718-333-7700</td>
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<tr>
<td>Leon M. Goldstein High School for the Sciences</td>
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<td>1830 Shore Boulevard, Brooklyn NY 11235</td>
<td>718-368-8500</td>
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<tbody>
<tr>
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<td>L37A</td>
<td>9-12</td>
<td>259</td>
<td>5800 Tilden Avenue, Brooklyn NY 11203</td>
<td>718-629-1204</td>
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</tr>
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<td>977</td>
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<td>K76A</td>
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<td>L34A</td>
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<td>K76A</td>
<td>9-12</td>
<td>977</td>
<td>1830 Shore Boulevard, Brooklyn NY 11235</td>
<td>718-368-8500</td>
</tr>
</tbody>
</table>
Liberation Diploma Plus

年級：9-12 | 學生：223
2865 West 19th Street, Brooklyn NY 11224 | 718-946-6812
90%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Star</th>
<th>Liberation Diploma Plus High School</th>
<th>L72A</th>
</tr>
</thead>
<tbody>
<tr>
<td>大學專業：人文學科和跨學科課程</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：轉校生</td>
<td></td>
<td></td>
</tr>
<tr>
<td>資格：目前就讀8年級的學生；只招收年滿15歲且將首次上高中的學生；其他學生：只招收年滿16歲且已在另一所高中讀過至少一年的學生。</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>25</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>殘障學生</td>
<td>5</td>
<td>6</td>
<td>1</td>
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</tbody>
</table>

Life Academy High School for Film and Music

年級：9-12 | 學生：278
2630 Benson Avenue, Brooklyn NY 11214 | 718-333-7750
91%的學生四年內畢業 | 77%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Star</th>
<th>Life Academy High School for Film and Music</th>
<th>L38A</th>
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<tbody>
<tr>
<td>大學專業：視覺藝術與設計</td>
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<td></td>
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<tr>
<td>錄取方法：教育選項</td>
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<td></td>
</tr>
<tr>
<td>入學優先權：紐約市居民可申請入學</td>
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<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>67</td>
<td>245</td>
<td>4</td>
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<tr>
<td>殘障學生</td>
<td>14</td>
<td>96</td>
<td>7</td>
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</table>

Lyons Community School

年級：6-12 | 學生：431
223 Graham Avenue, Brooklyn NY 11206 | 718-782-0918
72%的學生四年內畢業 | 86%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Star</th>
<th>Lyons Community School</th>
<th>L39A</th>
</tr>
</thead>
<tbody>
<tr>
<td>大學專業：人文學科和跨學科課程</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
<td></td>
</tr>
<tr>
<td>入學優先權：繼續於本校就讀的8年級學生有優先權 (38%的入學安排給予了這個組別) 然後是紐約市居民</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>67</td>
<td>200</td>
<td>3</td>
</tr>
<tr>
<td>殘障學生</td>
<td>14</td>
<td>76</td>
<td>5</td>
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</table>

Medgar Evers College Preparatory School

年級：6-12 | 學生：1,414
1186 Carroll Street, Brooklyn NY 11225 | 718-703-5400
96%的學生四年內畢業 | 71%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Star</th>
<th>Science, Math and Technology</th>
<th>K77A</th>
</tr>
</thead>
<tbody>
<tr>
<td>大學專業：電腦科學及技術</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：篩選</td>
<td></td>
<td></td>
</tr>
<tr>
<td>入學優先權：繼續於本校就讀的8年級學生有優先權 (33%的入學安排給予了這個組別) 然後是紐約市居民</td>
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</table>

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<tr>
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<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>183</td>
<td>2,676</td>
<td>15</td>
</tr>
<tr>
<td>殘障學生</td>
<td>37</td>
<td>274</td>
<td>7</td>
</tr>
</tbody>
</table>

Metropolitan Diploma Plus High School

年級：9-12 | 學生：191
985 Rockaway Avenue, Brooklyn NY 11212 | 718-342-6249
95%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Star</th>
<th>Metropolitan Diploma Plus High School</th>
<th>L74A</th>
</tr>
</thead>
<tbody>
<tr>
<td>大學專業：人文學科和跨學科課程</td>
<td></td>
<td></td>
</tr>
<tr>
<td>錄取方法：轉校生</td>
<td></td>
<td></td>
</tr>
<tr>
<td>資格：目前就讀8年級的學生；只招收年滿15歲且將首次上高中的學生；其他學生：只招收年滿16歲且在另一所高中讀過至少一年的學生。</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>25</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>殘障學生</td>
<td>5</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>
### Midwood High School

#### Liberal Arts and Science Institute | K26H
- **Fields of Study:** Humanities and Science
- **Admission:** Open
- **Admission Priority:** Limited to students residing in the Mid-Brooklyn area.

#### Humanities Institute | K26J
- **Fields of Study:** Humanities and Cross-Sector Courses
- **Admission:** Competitive
- **Admission Priority:** Limited to students residing in the Mid-Brooklyn area.

#### Medical Science Institute | K26K
- **Fields of Study:** Science and Mathematics
- **Admission:** Competitive
- **Admission Priority:** Limited to students residing in the Mid-Brooklyn area.

#### Bilingual Haitian Creole Institute | K26L
- **Fields of Study:** Science and Mathematics
- **Admission:** Competitive
- **Admission Priority:** Limited to students residing in the Mid-Brooklyn area.

### Millennium Brooklyn High School

#### Millennium Brooklyn | L63A
- **Fields of Study:** Humanities and Cross-Sector Courses
- **Admission:** Competitive
- **Admission Priority:** Limited to students residing in the Mid-Brooklyn area.

#### Millennium Brooklyn HS ASD Nest Program | L63Y
- **Fields of Study:** Special Education
- **Admission:** Competitive
- **Admission Priority:** Limited to students residing in the Mid-Brooklyn area.

### Multicultural High School

#### Multicultural High School | L40A
- **Fields of Study:** Humanities and Cross-Sector Courses
- **Admission:** Competitive
- **Admission Priority:** Limited to students residing in the Mid-Brooklyn area.

#### Dual Language Spanish | L40B
- **Fields of Study:** Humanities and Cross-Sector Courses
- **Admission:** Competitive
- **Admission Priority:** Limited to students residing in the Mid-Brooklyn area.

---

**Scan QR Code or visit MySchools.nyc** to learn more about each high school and submit your application!
## Nelson Mandela High School for Social Justice | K15A

- **專業領域**: 人文學科和跨學科課程
- **錄取方法**: 開放式

### 新畢業率
- 81% 的學生四年內畢業

### 學生安全
- 80% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

### 申請人數

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>90</td>
<td>274</td>
<td>3</td>
</tr>
<tr>
<td>殘障學生</td>
<td>18</td>
<td>105</td>
<td>6</td>
</tr>
</tbody>
</table>

## New Utrecht High School | 20K445

- **專業領域**: 医学
- **錄取方法**: 教育選項

### 新畢業率
- 78% 的學生四年內畢業

### 學生安全
- 80% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

### 申請人數

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>124</td>
<td>1,298</td>
<td>10</td>
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<tr>
<td>殘障學生</td>
<td>23</td>
<td>195</td>
<td>8</td>
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</tbody>
</table>

## Medical Professions & Health Careers | K28A

- **專業領域**: 健康保健
- **錄取方法**: 教育選項

### 申請人數

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>33</td>
<td>796</td>
<td>24</td>
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<tr>
<td>殘障學生</td>
<td>7</td>
<td>151</td>
<td>22</td>
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</table>

## Academy of Legal Studies | K28B

- **專業領域**: 法律與政府
- **錄取方法**: 教育選項

### 申請人數

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>33</td>
<td>534</td>
<td>16</td>
</tr>
<tr>
<td>殘障學生</td>
<td>7</td>
<td>269</td>
<td>38</td>
</tr>
</tbody>
</table>

## Academy of Hospitality & Tourism | K28C

- **專業領域**: 接待、旅行和旅遊
- **錄取方法**: 教育選項

### 申請人數

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>33</td>
<td>1,103</td>
<td>33</td>
</tr>
<tr>
<td>殘障學生</td>
<td>7</td>
<td>269</td>
<td>38</td>
</tr>
</tbody>
</table>

## Academy of Art & Design | K28D

- **專業領域**: 視覺藝術與設計
- **錄取方法**: 教育選項

### 申請人數

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>33</td>
<td>1,691</td>
<td>51</td>
</tr>
<tr>
<td>殘障學生</td>
<td>7</td>
<td>92</td>
<td>13</td>
</tr>
</tbody>
</table>

## Honors Academy | K28H

- **專業領域**: 人文學科和跨學科課程
- **錄取方法**: 篩選

### 申請人數

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>33</td>
<td>1,302</td>
<td>39</td>
</tr>
<tr>
<td>殘障學生</td>
<td>7</td>
<td>243</td>
<td>35</td>
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</tbody>
</table>

## Academy of Business and Technology | K28M

- **專業領域**: 商務
- **錄取方法**: 教育選項

### 申請人數

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
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<tr>
<td>普通教育</td>
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<td>1,691</td>
<td>51</td>
</tr>
<tr>
<td>殘障學生</td>
<td>7</td>
<td>92</td>
<td>13</td>
</tr>
</tbody>
</table>

## Zoned | K28Z

- **專業領域**: 劃區
- **錄取方法**: 劃區保證

### 申請人數

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>33</td>
<td>1,302</td>
<td>39</td>
</tr>
<tr>
<td>残障學生</td>
<td>7</td>
<td>243</td>
<td>35</td>
</tr>
</tbody>
</table>

## New Utrecht High School D75 Inclusion Program | K28U

- **有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節**
Origins High School | 22K611
79% 的學生四年內畢業 | 80% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

星狀 Origins High School | K05A
專業領域：人文學科和跨學科課程
錄取方法：教育選項
入學優先權：布碌崙的學生或居民有優先權 (98% 的入學安排給予了這個組別) 然後是紐約市居民

Park Slope Collegiate | 15K464
86% 的學生四年內畢業 | 75% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

星狀 College Preparatory | K27A
專業領域：人文學科和跨學科課程
錄取方法：教育選項
入學優先權：繼續於本校就讀的 8 年級學生有優先權 (17% 的入學安排給予了這個組別) 然後是第 15 學區的學生或居民 然後是布碌崙的學生或居民 然後是紐約市居民

Pathways in Technology Early College High School (P-TECH) | 17K122
77% 的學生四年內畢業 | 89% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

星狀 Pathways in Technology Early College High School | L67A
專業領域：電腦科學及技術
錄取方法：教育選項
入學優先權：布碌崙的學生或居民有優先權 (100% 的入學安排給予了這個組別) 然後是紐約市居民

Performing Arts and Technology High School | 19K507
93% 的學生四年內畢業 | 84% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

星狀 Dance | K61D
專業領域：表演藝術
錄取方法：教育選項
入學優先權：布碌崙的學生或居民有優先權 (92% 的入學安排给予了这个组别) 然後是紐約市居民

星狀 Music | K61M
專業領域：表演藝術
錄取方法：教育選項
入學優先權：布碌崙的學生或居民有優先權 (62% 的入學安排给予了这个组别) 然後是紐約市居民

星狀 Technology | K61R
專業領域：電腦科學及技術
錄取方法：教育選項
入學優先權：紐約市居民可申請入學

星狀 Drama / Theater Arts | K61T
專業領域：表演藝術/視覺藝術與設計
錄取方法：教育選項
入學優先權：紐約市居民可申請入學
### Professional Pathways High School

**L73A**

**專業領域:** 人文學科和跨學科課程

**錄取方法:** 轉校生

**資格:** 目前就讀8年級的學生；只招收年滿15歲且將首次上高中的學生。其他學生：只招收年滿16歲且在另一所高中讀過至少一年的學生。

### PROGRESS High School for Professional Careers

**K87A**

**專業領域:** 健康保健

**錄取方法:** 教育選項

入學優先權: 布碌崙的學生或居民有優先權 (76%的入學安排給予了這個組別) 然後是紐約市居民

### STEM Professional Careers

**K87B**

**專業領域:** 教學

**錄取方法:** 教育選項

入學優先權: 布碌崙的學生或居民有優先權 (76%的入學安排給予了這個組別) 然後是紐約市居民

### Aspiring Teachers

**K87H**

**專業領域:** 表演藝術

**錄取方法:** 教育選項

入學優先權: 布碌崙的學生或居民有優先權 (72%的入學安排給予了這個組別) 然後是紐約市居民

### Instrumental Music and Art

**K87H**

**專業領域:** 表演藝術

**錄取方法:** 教育選項

入學優先權: 布碌崙的學生或居民有優先權 (72%的入學安排給予了這個組別) 然後是紐約市居民

### Rachel Carson High School for Coastal Studies

**L01R**

**專業領域:** 環境科學

**錄取方法:** 教育選項

入學優先權: 布碌崙的學生或居民有優先權 (100%的入學安排給予了這個組別) 然後是紐約市居民

### Rachel Carson High School for Coastal Studies D75 Inclusion Program

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊, 請瀏覽第11.0節

### School for Classics High School

**L53A**

**專業領域:** 表演藝術

入學優先權: 紐約市市民可申請入學

### Theater Skills

**L53A**

**專業領域:** 表演藝術

入學優先權: 紐約市市民可申請入學

### Rachel Carson High School for Coastal Studies

**L01U**

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊, 請瀏覽第11.0節

掃描QR代碼或瀏覽[MySchools.nyc](#), 進一步了解每個高中課程, 填好您的申請表, 並提出申請!
The School for Human Rights | 17K531

83% of students graduate within four years. 82% of students feel safe in the hallways, bathrooms, lockers, and cafeteria.

Human Rights & Technology | K04X

Fields of Study: Computer Science and Technology; Humanities and Interdisciplinary Studies

Application Process: Open

Preference: Residents of Brooklyn or New York City

School for Human Rights D75 Inclusion Program | K04U

For more information about the "District 75 Special Education Inclusive Services" program, please refer to Section 11.0.

Science Skills Center High School for Science, Technology and the Creative Arts | 13K419

96% of students graduate within four years. 76% of students feel safe in the hallways, bathrooms, lockers, and cafeteria.

Science Skills Center | K78A

Fields of Study: Science and Mathematics

Application Process: Open Entry

Preference: Residents of Brooklyn or New York City

Gateway Honors | K78B

Fields of Study: Science and Mathematics

Application Process: Random

Preference: Residents of New York City

Project Lead the Way | K78C

Fields of Study: Engineering

Application Process: Random

Preference: Residents of New York City

Humanities and the Arts | K78D

Fields of Study: Humanities and Interdisciplinary Studies

Application Process: Random

Preference: Residents of New York City

Early College Pharmacology | K78F

Fields of Study: Health Science

Application Process: Open Entry

Preference: Residents of New York City

Computer Technology | K78G

Fields of Study: Computer Science and Technology

Application Process: Random

Preference: Residents of New York City
### Science, Technology and Research Early College High School at Erasmus (STAR) 17K543

<table>
<thead>
<tr>
<th>年級</th>
<th>學生</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12</td>
<td>624</td>
</tr>
</tbody>
</table>

- 學校位址：911 Flatbush Avenue, Brooklyn NY 11226
- 國際電話：718-564-2540

#### 100%的學生四年內畢業 | 88%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Early College</th>
<th>K14A</th>
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<tbody>
<tr>
<td>專業領域：科學和數學</td>
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<tr>
<td>錄取方法：篩選</td>
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<tr>
<td>入學優先權：0, 0, 0, 0</td>
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<tr>
<td>去年的需求</td>
<td>名額</td>
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<tr>
<td>--------------</td>
<td>------</td>
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<tr>
<td>普通教育</td>
<td>75</td>
</tr>
<tr>
<td>殘障學生</td>
<td>14</td>
</tr>
</tbody>
</table>

#### Spring Creek Community School 19K422

- 學校位址：1065 Elton Street, Brooklyn NY 11226
- 國際電話：718-688-7200

#### 97%的學生四年內畢業 | 86%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Spring Creek Community School</th>
<th>K31A</th>
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<tbody>
<tr>
<td>專業領域：人文學科和跨學科課程</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
<td></td>
</tr>
<tr>
<td>入學優先權：0, 0, 0, 0</td>
<td></td>
</tr>
<tr>
<td>去年的需求</td>
<td>名額</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td>普通教育</td>
<td>68</td>
</tr>
<tr>
<td>殘障學生</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Spring Creek Community School D75 Inclusion Program K31U

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

#### Sunset Park High School 15K667

- 學校位址：153 35th Street, Brooklyn NY 11232
- 國際電話：718-840-1900

#### 83%的學生四年內畢業 | 85%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Sunset Park High School</th>
<th>L58A</th>
</tr>
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<tbody>
<tr>
<td>專業領域：人文學科和跨學科課程</td>
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<tr>
<td>錄取方法：開放式</td>
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<tr>
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<td>名額</td>
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<tr>
<td>普通教育</td>
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<tr>
<td>殘障學生</td>
<td>59</td>
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#### Sunset Park High School D75 Inclusion Program L58U

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

#### Teachers Preparatory High School 23K697

- 學校位址：226 Bristol Street, Brooklyn NY 11212
- 國際電話：718-498-2605

#### 71%的學生四年內畢業 | 80%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Teachers Preparatory High School</th>
<th>K20A</th>
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<tbody>
<tr>
<td>專業領域：表演藝術/視覺藝術與設計</td>
<td></td>
</tr>
<tr>
<td>錄取方法：教育選項</td>
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<td>入學優先權：0, 0, 0, 0</td>
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<td>去年的需求</td>
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<tr>
<td>普通教育</td>
<td>70</td>
</tr>
<tr>
<td>殘障學生</td>
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</table>

#### Teacher’s Preparatory HS ACES 12:1:1 Program K20Y

有關這一自閉症症候群或「學業職業及基本技能」（Academic, Career, and Essential Skills）課程的更詳細資訊，請瀏覽第12.0節

#### 圖例

- 部分場地設有無障礙設施
- 完全無障礙設施
- 開設提早入學課程的學校
- 入學課程
- 提供10年級入學名額的學校

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！ 117
Transit Tech Career and Technical Education High School | 19K615

Year: 9-12 | Students: 715 | 1 Wells Street, Brooklyn NY 11208 | 718-647-5204

71% of students graduate within 4 years | 69% of students feel safe in the hallways, restrooms, storage cabinets, and cafeterias

- **Computer Forensic Science and Technology** | K69B
  - Fields of Study: Computer Forensic Science and Technology
  - Entrance Priority: District Residents Only

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>9-12</td>
<td>71</td>
<td>69</td>
<td></td>
<td></td>
</tr>
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</table>

- **Transit Industrial Electronics** | K69K
  - Fields of Study: Transit Industrial Electronics
  - Entrance Priority: District Residents Only

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Special Education</td>
<td>9-12</td>
<td>71</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Transit Industrial Electrician** | K69L
  - Fields of Study: Transit Industrial Electrician
  - Entrance Priority: District Residents Only

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Special Education</td>
<td>9-12</td>
<td>71</td>
<td>69</td>
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<td></td>
</tr>
</tbody>
</table>

- **Transit Technician Technology** | K69M
  - Fields of Study: Transit Technician Technology
  - Entrance Priority: District Residents Only

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
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<tr>
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<td>9-12</td>
<td>71</td>
<td>69</td>
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- **Computer Networking** | K69N
  - Fields of Study: Computer Networking
  - Entrance Priority: District Residents Only

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<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
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<tr>
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<td>9-12</td>
<td>71</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Computer Engineering** | K69P
  - Fields of Study: Computer Engineering
  - Entrance Priority: District Residents Only

<table>
<thead>
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<th>Program</th>
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<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
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<tr>
<td>Special Education</td>
<td>9-12</td>
<td>71</td>
<td>69</td>
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- **Information Technology** | K69R
  - Fields of Study: Information Technology
  - Entrance Priority: District Residents Only

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
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<td>9-12</td>
<td>71</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Urban Action Academy | 18K642

Year: 9-12 | Students: 209 | 1600 Rockaway Parkway, Brooklyn NY 11236 | 718-290-8720

65% of students graduate within 4 years | 74% of students feel safe in the hallways, restrooms, storage cabinets, and cafeterias

- **Urban Action Academy** | L50A
  - Fields of Study: Urban Action Academy
  - Entrance Priority: District Residents Only

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Special Education</td>
<td>9-12</td>
<td>71</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Urban Action Academy D75 Inclusion Program** | L50U
  - Fields of Study: Urban Action Academy D75 Inclusion Program
  - Entrance Priority: District Residents Only

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>9-12</td>
<td>71</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

118 | MySchools.nyc | Further information about each program can be found on MySchools.nyc, fill out your application, and submit it!
Urban Assembly Institute of Math and Science for Young Women | 13K527

- 年级：6-12 | 学生：475 | 283 Adams Street, Brooklyn NY 11201 | 718-260-2300
- 毕业率：90% | 安全：84%

The Urban Assembly Institute of Math and Science | L54A

- 专业领域：科学与数学
- 录取方法：教育选项
- 入学优先权：继续于本校就读的8年级学生有优先权（41%的入学安排给予了这个组别）
- 公开名额：95
- 残障学生：普通教育67，残障学生14
- 录取人数：申请人数300，每名录取4人
- 录取方法：教育选项
- 入学优先权：继续于本校就读的8年级学生有优先权（41%的入学安排给予了这个组别）

The Urban Assembly School for Collaborative Healthcare | 19K764

- 年级：9-12 | 学生：335 | 999 Jamaica Avenue, Brooklyn NY 11208 | 718-277-1572
- 毕业率：85% | 安全：75%

The Urban Assembly School for Collaborative Healthcare | K19A

- 专业领域：健康保健
- 录取方法：教育选项
- 入学优先权：纽约市居民可申请入校
- 公开名额：67
- 残障学生：普通教育67，残障学生14
- 录取人数：申请人数389，每名录取6人
- 录取方法：教育选项
- 入学优先权：纽约市居民可申请入校

Urban Assembly School for Criminal Justice | 20K609

- 年级：6-12 | 学生：559 | 4200 16th Avenue, Brooklyn NY 11204 | 718-438-3893
- 毕业率：97% | 安全：93%

The Urban Assembly School for Criminal Justice | L62A

- 专业领域：人文科学和跨学科课程
- 录取方法：开放式
- 入学优先权：纽约市居民可申请入校
- 公开名额：67
- 残障学生：普通教育67，残障学生14
- 录取人数：申请人数462，每名录取7人
- 录取方法：开放式
- 入学优先权：纽约市居民可申请入校

The Urban Assembly School for Law and Justice | 13K483

- 年级：9-12 | 学生：445 | 283 Adams Street, Brooklyn NY 11201 | 718-858-1160
- 毕业率：95% | 安全：93%

Urban Assembly School for Law and Justice | K08X

- 专业领域：法律与政府
- 录取方法：教育选项
- 入学优先权：纽约市居民可申请入校
- 公开名额：95
- 残障学生：普通教育95，残障学生20
- 录取人数：申请人数947，每名录取10人
- 录取方法：教育选项
- 入学优先权：纽约市居民可申请入校

The Bard Early College Academy at UAMA | L02R

- 年级：9-12 | 学生：193 | 49 Flatbush Avenue Extension, Brooklyn NY 11201 | 718-858-0249
- 毕业率：86% | 安全：93%

The Bard Early College Academy at UAMA

- 专业领域：表演艺术/视觉艺术与设计；基于项目的学习
- 录取方法：教育选项
- 入学优先权：纽约市居民可申请入校
- 公开名额：90
- 残障学生：普通教育90，残障学生18
- 录取人数：申请人数329，每名录取4人
- 录取方法：教育选项
- 入学优先权：纽约市居民可申请入校

扫描QR代码或浏览MySchools.nyc，进一步了解每个高中课程，填写您的申请表，并提出申请！
<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victory Collegiate High School</td>
<td>9-12</td>
<td>307</td>
</tr>
<tr>
<td>W. H. Maxwell Career and Technical Education High School</td>
<td>9-12</td>
<td>396</td>
</tr>
<tr>
<td>William E. Grady Career and Technical Education High School</td>
<td>9-12</td>
<td>453</td>
</tr>
</tbody>
</table>

### Victory Collegiate High School

- **Grade**: 9-12
- **Students**: 307

#### L41A

- **Year**: 2021
- **Applications for Each Voucher**: 2

#### L41B

- **Year**: 2021
- **Applications for Each Voucher**: 3

### W. H. Maxwell Career and Technical Education High School

- **Grade**: 9-12
- **Students**: 396

- **Year**: 2021
- **Applications for Each Voucher**: 2

#### K68A

- **Year**: 2021
- **Applications for Each Voucher**: 2

#### K68C

- **Year**: 2021
- **Applications for Each Voucher**: 3

#### K68J

- **Year**: 2021
- **Applications for Each Voucher**: 5

### William E. Grady Career and Technical Education High School

- **Grade**: 9-12
- **Students**: 453

- **Year**: 2021
- **Applications for Each Voucher**: 4

#### K67A

- **Year**: 2021
- **Applications for Each Voucher**: 4

#### K67E

- **Year**: 2021
- **Applications for Each Voucher**: 7

#### K67H

- **Year**: 2021
- **Applications for Each Voucher**: 5

#### K67N

- **Year**: 2021
- **Applications for Each Voucher**: 10

---

掃描 QR 代碼或瀏覽 [MySchools.nyc](https://www.MySchools.nyc) 進一步了解每個高中課程，填好您的申請表，並提出申請！
Construction Technology Academy  |  K67R

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育   | 70   | 133     | 2
殘障學生   | 12   | 68      | 6

入學優先權：① 紐約市居民可申請入學

William E. Grady Career and Technical Education High D75 Inclusion Program  |  K67U

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

William E. Grady Career and Technical Education High School ACES 15:1 Program  |  K67Y

有關這一自閉症症候群或「學業職業及基本技能」（Academic, Career, and Essential Skills）課程的更詳細資訊，請瀏覽第12.0節

Williamsburg High School for Architecture and Design  |  14K558

98%的學生四年內畢業   91%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Professional Areas:
- Architecture

Admission Priority:
1

New York City residents are eligible for admission

The Williamsburg High School of Art and Technology  |  14K454

82%的學生四年內畢業   93%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Professional Areas:
- Digital Media and Web Design

Admission Priority:
1

New York City residents are eligible for admission

Williamsburg Preparatory School  |  14K561

96%的學生四年內畢業   91%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Professional Areas:
- Spanish Bilingual Computer Science and Technology

Admission Priority:
1

New York City residents are eligible for admission

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
### World Academy for Total Community Health High School (WATCH)  |  19K510

#### 年级：9-12 | 学生：199

- 74% 的学生四年内毕业
- 84% 的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全

<table>
<thead>
<tr>
<th>CNA Certified Nursing Assistant Program</th>
<th>K65A</th>
</tr>
</thead>
<tbody>
<tr>
<td>就业领域：健康保健; 科学和数学</td>
<td></td>
</tr>
<tr>
<td>录取方法：开放式</td>
<td></td>
</tr>
<tr>
<td>入学优先权：① 在本校地理邻接地区居住的学生有优先权 (13%的入学安排给予了这个组别) ② 然后是布碌崙的学生或居民 ③ 然后是纽约市居民</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>56</td>
<td>151</td>
<td>3</td>
</tr>
<tr>
<td>残障学生</td>
<td>12</td>
<td>36</td>
<td>3</td>
</tr>
</tbody>
</table>

### Young Women’s Leadership School of Brooklyn (TYWLS)  | 14K614

#### 年级：6-12 | 学生：385

- 97% 的学生四年内毕业
- 87% 的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全

<table>
<thead>
<tr>
<th>The Young Women’s Leadership School of Brooklyn</th>
<th>L66A</th>
</tr>
</thead>
<tbody>
<tr>
<td>就业领域：人文学科和跨学科课程</td>
<td></td>
</tr>
<tr>
<td>录取方法：筛选</td>
<td></td>
</tr>
<tr>
<td>资格：只招收自认是女性 (Female-Identified) 的学生</td>
<td></td>
</tr>
<tr>
<td>入学优先权：① 继续于本校就读的8年级学生有优先权 (18%的入学安排给予了这个组别) ② 然后是布碌崙的学生或居民 ③ 然后是纽约市居民</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>77</td>
<td>289</td>
<td>4</td>
</tr>
<tr>
<td>残障学生</td>
<td>16</td>
<td>69</td>
<td>4</td>
</tr>
</tbody>
</table>

### Medical Science  | K65X

- 就业领域：健康保健; 科学和数学
- 录取方法：开放式
- 入学优先权：① 在本校地理邻接地区居住的学生有优先权 (22%的入学安排给予了这个组别) ② 然后是布碌崙的学生或居民 ③ 然后是纽约市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>50</td>
<td>187</td>
<td>4</td>
</tr>
<tr>
<td>残障学生</td>
<td>10</td>
<td>37</td>
<td>4</td>
</tr>
</tbody>
</table>

### 年级：9-12 | 学生：199

- 84% 的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全

<table>
<thead>
<tr>
<th>年级：6-12</th>
<th>学生：385</th>
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</thead>
<tbody>
<tr>
<td>325 Bushwick Avenue, Brooklyn NY 11206</td>
<td>718-387-5641</td>
<td></td>
</tr>
</tbody>
</table>

扫QR代码或浏览 MySchools.nyc, 进一步了解每个高中课程，填好您的申请表，并提出申请！
### 10.3 Manhattan

**列出12個選擇很重要！**
在申請表上列出12個選擇的曼哈頓學生

![97%](image-url)

獲取他們申請表中一個課程選擇的入學安排

**曼哈頓有哪些高中課程？**
- 107所學區高中
- 147個課程，還有八個特殊高中課程
- 超過15,475個九年的名額
- 80所學校提供十年級的名額

**曼哈頓區高中的課程採用哪一種錄取方法？**
注意申請人對曼哈頓區課程的需求，要記住，每個入學名額有很多申請人的課程會減少你得到入學安排的機會。

<table>
<thead>
<tr>
<th>專業領域</th>
<th>課程</th>
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<tbody>
<tr>
<td>建築</td>
<td>4</td>
</tr>
<tr>
<td>商務</td>
<td>9</td>
</tr>
<tr>
<td>傳播學</td>
<td>2</td>
</tr>
<tr>
<td>電腦科學與技術</td>
<td>11</td>
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<tr>
<td>烹飪</td>
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<tr>
<td>工程</td>
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</tr>
<tr>
<td>環境科學</td>
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</tr>
<tr>
<td>電影/視頻</td>
<td>2</td>
</tr>
<tr>
<td>健康專業</td>
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</tr>
<tr>
<td>接待、旅遊和觀光業</td>
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</tr>
<tr>
<td>人文學科和跨學科</td>
<td>54</td>
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<td>法律與政府</td>
<td>4</td>
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<tr>
<td>表演藝術</td>
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</tr>
<tr>
<td>表演藝術/視覺藝術及設計</td>
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</tr>
<tr>
<td>基於項目的學習</td>
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</tr>
<tr>
<td>科學與數學</td>
<td>20</td>
</tr>
<tr>
<td>教學</td>
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<tr>
<td>視覺藝術與設計</td>
<td>13</td>
</tr>
</tbody>
</table>

![課程按錄取方法分類](image-url)
47 The American Sign Language and English Secondary School | 02M047

93% 的學生四年內畢業 | 94% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

A. Philip Randolph Campus High School | 06M540

84% 的學生四年內畢業 | 82% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

American Sign Language Studies Program | M54A

專業領域：人文學科和跨學科課程

錄取方法：篩選

入學優先權：( “47” American Sign Language & English Lower School的學生有優先權 (2%的入學安排给予了这个组别)  或是懂美國手語或有興趣學習美國手語的紐約市居民

Academic Professions | M19B

專業領域：人文學科和跨學科課程

錄取方法：教育選項

入學優先權：紐約市居民可申請入學

The Academy of the Humanities | M19C

專業領域：人文學科和跨學科課程

錄取方法：篩選

入學優先權：紐約市居民可申請入學

The Academy of Engineering | M19J

專業領域：工程

錄取方法：篩選

入學優先權：紐約市居民可申請入學

The Academy of Medicine | M19K

專業領域：健康保健

錄取方法：篩選

入學優先權：紐約市居民可申請入學

Dual Language Spanish Program | M19L

專業領域：人文學科和跨學科課程

錄取方法：篩選；語言

入學優先權：就讀於西班牙語雙向式雙語初中課程的學生有優先權 或是就讀過渡雙語教育西班牙語初中課程的學生 或是紐約市居民

A. Philip Randolph Campus High School ACES 15:1 Program | M19Y

有關這一自閉症症候群或「學業職業及基本技能」 (Academic, Career, and Essential Skills) 課程的更詳細資訊，請瀏覽第12.0節

年級：9-12 | 學生：232 | 223 East 23rd Street, Manhattan NY 10010 | 917-326-6668

年級：9-12 | 學生：1,409 | 443 West 135th Street, Manhattan NY 10031 | 212-690-6800

掃描QR代碼或瀏覽 MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
<table>
<thead>
<tr>
<th>学校名称</th>
<th>申请代码</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy for Software Engineering (AFSE)</td>
<td>02M546</td>
</tr>
<tr>
<td>Art and Design High School</td>
<td>02M630</td>
</tr>
<tr>
<td>Architectural Design</td>
<td>M60N</td>
</tr>
<tr>
<td>Commercial Art and Design</td>
<td>M60P</td>
</tr>
<tr>
<td>Film/Video Production</td>
<td>M60Q</td>
</tr>
<tr>
<td>Digital Arts</td>
<td>M60R</td>
</tr>
<tr>
<td>Bard High School Early College</td>
<td>01M696</td>
</tr>
<tr>
<td>Early College</td>
<td>M51A</td>
</tr>
<tr>
<td>Baruch College Campus High School</td>
<td>02M411</td>
</tr>
</tbody>
</table>

### Academy for Software Engineering (AFSE) (A54A)
- **专业领域**：电脑科学及技术
- **录取方法**：开放式
- **入学优先权**：纽约市居民可申请入学

### Art and Design High School (M63A)
- **专业领域**：建筑
- **录取方法**：表演面试
- **入学优先权**：纽约市居民可申请入学

### Architectural Design (M60N)
- **专业领域**：建筑
- **录取方法**：表演面试
- **入学优先权**：纽约市居民可申请入学

### Commercial Art and Design (M60P)
- **专业领域**：视觉艺术与设计
- **录取方法**：表演面试
- **入学优先权**：纽约市居民可申请入学

### Film/Video Production (M60Q)
- **专业领域**：电影/视频
- **录取方法**：表演面试
- **入学优先权**：纽约市居民可申请入学

### Digital Arts (M60R)
- **专业领域**：视觉艺术与设计
- **录取方法**：表演面试
- **入学优先权**：纽约市居民可申请入学

### Bard High School Early College (M696)
- **专业领域**：人文学科和跨学科课程
- **录取方法**：筛选
- **入学优先权**：纽约市居民可申请入学

### Early College (M51A)
- **专业领域**：人文学科和跨学科课程
- **录取方法**：筛选
- **入学优先权**：纽约市居民可申请入学

### Baruch College Campus High School (M87A)
- **专业领域**：人文学科和跨学科课程
- **录取方法**：筛选
- **入学优先权**：第2学区的学生或居民有优先权 (98%的入学安排给予了这个组别) 然后是曼哈顿的学生或居民 然后是纽约市居民
Beacon High School | 03M479

98% 的學生四年內畢業 | 96%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

🌟 The Beacon School | M71A
專業領域：人文學科和跨學科課程
錄取方法：篩選
入學優先權：① 紐約市居民可申請入學

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 308 | 6,371 | 21
殘障學生 | 82 | 533 | 7

Business of Sports School | 02M393

87% 的學生四年內畢業 | 90%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

🌟 Business of Sports School | A14A
專業領域：商務
錄取方法：教育選項
入學優先權：① 曼哈頓的學生或居民有優先權 (100%的入學安排給予了這個組別) ② 然後是紐約市居民

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 102 | 1,214 | 12
殘障學生 | 27 | 412 | 15

Central Park East High School | 04M555

100% 的學生四年內畢業 | 97%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

🌟 Central Park East | M86A
專業領域：人文學科和跨學科課程
錄取方法：篩選
入學優先權：① 紐約市居民可申請入學

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 91 | 4,372 | 48
殘障學生 | 24 | 573 | 24

Chelsea Career and Technical Education High School | 02M615

84% 的學生四年內畢業 | 75%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

🌟 Chelsea Technical Academy/Cisco | M67B
專業領域：電腦科學及技術
錄取方法：篩選
入學優先權：① 曼哈頓的學生或居民有優先權 (68%的入學安排給予了這個組別) ② 然後是紐約市居民

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 36 | 529 | 15
殘障學生 | 8 | 163 | 20

🌟 Graphic Design | M67E
專業領域：視覺藝術與設計
錄取方法：教育選項
入學優先權：① 曼哈頓的學生或居民有優先權 (41%的入學安排給予了這個組別) ② 然後是紐約市居民

🌟 Chelsea Career and Technical Education High School D75 Inclusion Program | M67U
有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

圖例

① 部分場地設有無障礙設施 | ② 完全無障礙設施 | ③ 表現評估學校 | ④ 開設提早大學課程的學校 | ⑤ 入學課程 | ⑥ 招收新移民的學校 | ⑦ 提供10年級入學名額的學校

掃描QR代碼或瀏覽 MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
City College Academy of the Arts | 06M293

95% 的學生四年內畢業 88%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

City College Academy of the Arts | M06A

專業領域：人文學科和跨學科課程

錄取方法：篩選

入學優先權：1 繼續於本校就讀的8年級學生有優先權 (77%的入學安排給予了這個組別) 2 然後是曼哈頓的學生或居民 3 然後是紐約市居民

The Clinton School | 02M260

90% 的學生四年內畢業 95%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

The Clinton School | M64A

專業領域：人文學科和跨學科課程

錄取方法：篩選

入學優先權：1 繼續於本校就讀的8年級學生有優先權 (53%的入學安排給予了這個組別) 2 然後是曼哈頓的學生或居民 3 然後是紐約市居民

The College Academy | 06M462

73% 的學生四年內畢業 80%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

College Access for All | M32A

專業領域：人文學科和跨學科課程; 科學和數學

錄取方法：教育選項

入學優先權：1 第6學區的學生或居民有優先權 (58%的入學安排給予了這個組別) 2 然後是曼哈頓的學生或居民 3 然後是紐約市居民

Dual Language Spanish | M32B

專業領域：人文學科和跨學科課程

錄取方法：篩選; 語言

入學優先權：1 第6學區的學生或居民有優先權 (47%的入學安排給予了這個組別) 2 然後是曼哈頓的學生或居民 3 然後是紐約市居民

The College Academy ACES 15:1 Program | M32Y

有關這一自閉症症候群或「學業職業及基本技能」 (Academic, Career, and Essential Skills) 課程的更詳細資訊，請瀏覽第12.0節

Columbia Secondary School | 05M362

96% 的學生四年內畢業 91%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Columbia Secondary School | A15A

專業領域：科學和數學

錄取方法：篩選

入學優先權：1 繼續於本校就讀的8年級學生有優先權 (62%的入學安排給予了這個組別) 2 然後是紐約市居民

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
<table>
<thead>
<tr>
<th>学校名称</th>
<th>简称</th>
<th>年级</th>
<th>申请人数</th>
<th>名额</th>
<th>每个名额的申请人数</th>
<th>录取方法</th>
<th>入学优先权</th>
<th>入学资格</th>
<th>目标区域</th>
<th>扫描二维码或浏览CMySchools.nyc进一步了解每个高中课程，填好您的申请表，并提出申请！</th>
</tr>
</thead>
</table>
| Community Health Academy of the Heights | M07A | 6-12 | 59 | 10 | 6 | 普通教育 | 残障学生 | 教育选项 | 1. 继续于本校就读的8年级学生有优先权 (88%的入学安排给予了这个组别) 2. 然后是纽约市居民 | 去年的需求 名额 申请人数 每个名额的申请人数 | 公开招标：语言 财政支持的双语西班牙和英语/或就读过渡双语教育西班牙语或双向式双语西班牙语初中课程的学 |}
| Eagle Academy for Young Men of Harlem | Y41A | 6-12 | 79 | 2 | 4 | 普通教育 | 残障学生 | 教育选项 | 1. 继续于本校就读的8年级学生有优先权 (12%的入学安排给予了这个组别) 2. 然后是曼哈顿的学 | 去年的需求 名额 申请人数 每个名额的申请人数 | 资格: 只招收自认是男性 (Male-Identified) 的学生 |}
| East Side Community School | M58A | 6-12 | 75 | 20 | 18 | 普通教育 | 残障学生 | 教育选项 | 1. 继续于本校就读的8年级学生有优先权 (74%的入学安排给予了这个组别) 2. 然后是纽约市居民 | 去年的需求 名额 申请人数 每个名额的申请人数 | 公开招标：语言 财政支持的双语西班牙和英语/或就读过渡双语教育西班牙语或双向式双语西班牙语初中课程的学 |}
| Eleanor Roosevelt High School | M21A | 9-12 | 99 | 5,370 | 54 | 普通教育 | 残障学生 | 教育选项 | 1. 第2学区的学生或居民有优先权 (100%的入学安排给予了这个组别) 2. 然后是曼哈顿的学 | 去年的需求 名额 申请人数 每个名额的申请人数 | 资格: 只招收家庭语言是西班牙语和/或就读过渡双语教育西班牙语或双向式双语西班牙语初中课程的学生。 |}
| Esperanza Preparatory Academy | A37A | 6-12 | 62 | 3 | 12 | 普通教育 | 残障学生 | 教育选项 | 1. 继续于本校就读的8年级学生有优先权 (80%的入学安排给予了这个组别) 2. 然后是曼哈顿的学 | 去年的需求 名额 申请人数 每个名额的申请人数 | 资格: 只招收家庭语言是西班牙语和/或就读过渡双语教育西班牙语或双向式双语西班牙语初中课程的学 |}
### Esperanza Preparatory Academy D75 Inclusion Program | A37U
有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

### Esperanza Preparatory Academy ACES 15:1 Program | A37Y
有關這一自閉症症候群或「學業職業及基本技能」（Academic, Career, and Essential Skills）課程的更詳細資訊，請瀏覽第12.0節

### Essex Street Academy | 02M294
年級：9-12 | 學生：338

90%的學生四年內畢業 | 93%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### Essex Street Academy | M37X
專業領域：人文學科和跨學科課程

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tbody>
<tr>
<td>普通教育</td>
<td>64</td>
<td>2,174</td>
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</tr>
<tr>
<td>殘障學生</td>
<td>17</td>
<td>561</td>
<td>33</td>
</tr>
</tbody>
</table>

入學優先權：① 紐約市居民可申請入學

### The Facing History School | 02M303
年級：9-12 | 學生：350

83%的學生四年內畢業 | 88%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### The Facing History School | M02R
專業領域：人文學科和跨學科課程

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>85</td>
<td>320</td>
<td>4</td>
</tr>
<tr>
<td>殘障學生</td>
<td>22</td>
<td>147</td>
<td>7</td>
</tr>
</tbody>
</table>

入學優先權：① 第3學區的學生或居民有優先權(11%的入學安排給予了這個組別) ② 然後是曼哈頓的學生或居民 ③ 然後是紐約市居民

### Fiorello H. LaGuardia High School of Music & Art and Performing Arts | 03M485
年級：9-12 | 學生：2,946

99%的學生四年內畢業 | 93%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### Fine Arts | 03M485
專業領域：視覺藝術與設計

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>特殊高中</td>
<td>211</td>
<td>2,423</td>
<td>11</td>
</tr>
</tbody>
</table>

入學優先權：① 紐約市居民可申請入學

#### Drama | 03M485
專業領域：表演藝術

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>特殊高中</td>
<td>99</td>
<td>1,974</td>
<td>20</td>
</tr>
</tbody>
</table>

入學優先權：① 紐約市居民可申請入學

#### Dance | 03M485
專業領域：表演藝術

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>特殊高中</td>
<td>59</td>
<td>1,904</td>
<td>32</td>
</tr>
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</table>

入學優先權：① 紐約市居民可申請入學

續下一頁……
<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Grade</th>
<th>Students</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Technical Theater</td>
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<tr>
<td>Vocal Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and Finance High School</td>
<td>525 West 50th Street, Manhattan</td>
<td>9-12</td>
<td>379</td>
<td>212-586-2943</td>
</tr>
<tr>
<td>Frank McCourt High School</td>
<td>145 West 84th Street, Manhattan</td>
<td>9-12</td>
<td>402</td>
<td>212-362-2015</td>
</tr>
<tr>
<td>Frederick Douglass Academy</td>
<td>2581 7th Avenue, Manhattan</td>
<td>6-12</td>
<td>1,072</td>
<td>212-491-4107</td>
</tr>
</tbody>
</table>

- **Food and Finance High School**: 85% of students graduate within 4 years. 61% of students feel safe in the school's hallways, restrooms, lockers, and cafeteria.
- **Frank McCourt High School**: 97% of students graduate within 4 years. 83% of students feel safe in the school's hallways, restrooms, lockers, and cafeteria.
- **Frederick Douglass Academy**: 82% of students graduate within 4 years. 74% of students feel safe in the school's hallways, restrooms, lockers, and cafeteria.

**MySchools.nyc** is a website that provides information on New York City public schools. You can scan the QR code or visit the website to learn more about each high school program, fill out your application, and submit your application!

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
<th>Grade</th>
<th>Students</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Vocal Music</td>
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</tr>
<tr>
<td>Instrumental Music</td>
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<tr>
<td>Food and Finance High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frank McCourt High School</td>
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</tr>
<tr>
<td>Frederick Douglass Academy for the Humanities (FDAH)</td>
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<td></td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Mathematics (STEM)</td>
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</tr>
</tbody>
</table>

- **Technical Theater**: Special school, 28 spots, 446 applicants, 16 applicants per spot.
- **Vocal Music**: Special school, 181 spots, 1,886 applicants, 10 applicants per spot.
- **Instrumental Music**: Special school, 118 spots, 1,143 applicants, 10 applicants per spot.
- **Food and Finance High School**: Ordinary education, 85 spots, 1,203 applicants, 14 applicants per spot.
- **Frank McCourt High School**: Ordinary education, 85 spots, 1,618 applicants, 19 applicants per spot.
- **Frederick Douglass Academy for the Humanities (FDAH)**: Ordinary education, 126 spots, 478 applicants, 4 applicants per spot.
- **Science, Technology, Engineering, and Mathematics (STEM)**: Ordinary education, 126 spots, 593 applicants, 5 applicants per spot.

- **Food and Finance High School**: 85% of students graduate within 4 years. 61% of students feel safe in the school's hallways, restrooms, lockers, and cafeteria.
- **Frank McCourt High School**: 97% of students graduate within 4 years. 83% of students feel safe in the school's hallways, restrooms, lockers, and cafeteria.
- **Frederick Douglass Academy**: 82% of students graduate within 4 years. 74% of students feel safe in the school's hallways, restrooms, lockers, and cafeteria.

**MySchools.nyc** is a website that provides information on New York City public schools. You can scan the QR code or visit the website to learn more about each high school program, fill out your application, and submit your application!
78% 的學生四年內畢業 | 81%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

### The Douglass STEM Institute | M39A

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>專業領域</td>
<td>科學和數學</td>
<td></td>
</tr>
<tr>
<td>錄取方法</td>
<td>教育選項</td>
<td></td>
</tr>
</tbody>
</table>

### The Global Learning Collaborative | 03M403

79% 的學生四年內畢 | 83%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

### Gramercy Arts High School | 02M374

91% 的學生四年內畢 | 80%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

### Visual Arts | M66A

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>專業領域</td>
<td>電腦科學及技術；視覺藝術與設計</td>
<td></td>
</tr>
<tr>
<td>錄取方法</td>
<td>表演面試</td>
<td></td>
</tr>
</tbody>
</table>

### Theater Arts | M66B

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域</td>
<td>表演藝術</td>
<td></td>
</tr>
<tr>
<td>錄取方法</td>
<td>表演面試</td>
<td></td>
</tr>
</tbody>
</table>

### Capstone Scholars | M66I

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域</td>
<td>表演藝術/視覺藝術與設計</td>
<td></td>
</tr>
<tr>
<td>錄取方法</td>
<td>篩選</td>
<td></td>
</tr>
</tbody>
</table>

### Gregorio Luperon High School for Science and Mathematics | 06M552

87% 的學生四年內畢 | 97%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

### Bilingual Spanish Science & Mathematics | M62A

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域</td>
<td>科學和數學</td>
<td></td>
</tr>
<tr>
<td>錄取方法</td>
<td>語言 &amp; 學業</td>
<td></td>
</tr>
</tbody>
</table>

資格：只招收住在紐約市且家庭語言是西班牙語的居民

### 入學優先權：

1. 居於美國不超過兩年且家庭語言為西班牙語的曼哈頓學生或居民
2. 然後是居於美國不超過兩年且家庭語言為西班牙語的布朗士學生或居民
3. 然後是居於美國不超過兩年且家庭語言為西班牙語的紐約市居民

續下一頁……
<table>
<thead>
<tr>
<th>學校名稱</th>
<th>校區代碼</th>
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</thead>
<tbody>
<tr>
<td>Harvest Collegiate High School</td>
<td>02M534</td>
</tr>
<tr>
<td>86%的學生四年內畢業</td>
<td>87%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
</tr>
<tr>
<td>Harvest Collegiate High School</td>
<td>02M545</td>
</tr>
<tr>
<td>100%的學生四年內畢業</td>
<td>95%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
</tr>
<tr>
<td>High School for Dual Language and Asian Studies</td>
<td>02M545</td>
</tr>
<tr>
<td>79%的學生四年內畢業</td>
<td>88%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>M41C</td>
</tr>
<tr>
<td>Honors Academy</td>
<td>M41D</td>
</tr>
</tbody>
</table>
### High School for Excellence and Innovation
| 年級: 9-12 | 學生: 189 | 轉校生學校 |
| 06M423 |
| 98%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全 |
| 專業領域: 人文學科和跨學科課程 |
| 錄取方法: 轉校生 |
| 資格: 只招收首次入讀高中的15歲和16歲的紐約市居民，學生必須擁有在小學和/或初中期間兩次留級的記錄，並且必須出席開放參觀活動（開放式House）以及個人新生面談會議 |

### High School for Health Careers and Sciences
| 年級: 9-12 | 學生: 401 | 35%的入學安排給予了這個組別 |
| 06M468 |
| 78%的學生四年內畢業 |
| 79%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全 |
| 專業領域: 科學和數學 |
| 錄取方法: 普通選 |
| 入學優先權: 紐約市居民可申請入學 |

### High School for Health Professions and Human Services
| 年級: 9-12 | 學生: 1,822 | 44%的入學安排給予了這個組別 |
| 02M420 |
| 95%的學生四年內畢業 |
| 92%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全 |
| 專業領域: 健康保健 |
| 錄取方法: 篩選 |
| 入學優先權: 紐約市居民可申請入學 |

### The High School for Language and Diplomacy
| 年級: 9-12 | 學生: 274 | 44%的入學安排給予了這個組別 |
| 02M399 |
| 83%的學生四年內畢業 |
| 78%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全 |
| 專業領域: 人文學科和跨學科課程 |
| 錄取方法: 轉校生 |
| 入學優先權: 紐約市居民可申請入學 |

| 部分場地設有無障礙設施 | 完全無障礙設施 | 轉校生學校 | 表現評估學校 | 入學課程 | 入學多元化 | 提供10年級入學名額的學校 |
| 扫描QR代碼或瀏覽MySchools.nyc, 進一步了解每個高中課程, 填好您的申請表, 並提出申請! | 135 |
High School for Law and Public Service | 06M467

- 55%的学生四年内毕业
- 83%的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全

<table>
<thead>
<tr>
<th>Law and Public Service</th>
<th>M31A</th>
</tr>
</thead>
<tbody>
<tr>
<td>去年的需求</td>
<td>名額</td>
</tr>
<tr>
<td>普通教育</td>
<td>113</td>
</tr>
<tr>
<td>殘障學生</td>
<td>26</td>
</tr>
</tbody>
</table>

- 入學優先權：① 第6學區的學生或居民有優先權 (18%的入學安排給予了這個組別) ② 然後是曼哈頓的學生或居民 ③ 然後是紐約市居民

<table>
<thead>
<tr>
<th>Spanish Transitional Bilingual</th>
<th>M31B</th>
</tr>
</thead>
<tbody>
<tr>
<td>去年的需求</td>
<td>名額</td>
</tr>
<tr>
<td>普通教育</td>
<td>24</td>
</tr>
<tr>
<td>殘障學生</td>
<td>6</td>
</tr>
</tbody>
</table>

- 入學優先權：① 第6學區的學生或居民有優先權 (33%的入學安排給予了這個組別) ② 然後是曼哈頓的學生或居民 ③ 然後是紐約市居民

High School for Law, Advocacy and Community Justice | 03M492

- 76%的学生四年内毕业
- 80%的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全

<table>
<thead>
<tr>
<th>Law, Advocacy and Community Justice High School</th>
<th>M14A</th>
</tr>
</thead>
<tbody>
<tr>
<td>去年的需求</td>
<td>名額</td>
</tr>
<tr>
<td>普通教育</td>
<td>111</td>
</tr>
<tr>
<td>殘障學生</td>
<td>29</td>
</tr>
</tbody>
</table>

- 入學優先權：① 紐約市居民可申請入學

High School for Math, Science and Engineering at City College (HSMSE) | 05M692

- 99%的学生四年内毕业
- 97%的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全

<table>
<thead>
<tr>
<th>High School for Math, Science and Engineering at City College (HSMSE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>去年的需求</td>
</tr>
<tr>
<td>特殊高中</td>
</tr>
</tbody>
</table>

- 鑑於這所學校的特殊性，應參加特殊高中入學測驗 (SHSAT)

High School for Media and Communications | 06M463

- 69%的学生四年内毕业
- 81%的学生在学校的走廊、洗手间、储物柜室和食堂均感到安全

<table>
<thead>
<tr>
<th>Film and Television Production</th>
<th>M30A</th>
</tr>
</thead>
<tbody>
<tr>
<td>去年的需求</td>
<td>名額</td>
</tr>
<tr>
<td>普通教育</td>
<td>118</td>
</tr>
<tr>
<td>殘障學生</td>
<td>32</td>
</tr>
</tbody>
</table>

- 入學優先權：① 第6學區的學生或居民有優先權 (53%的入學安排給予了這個組別) ② 然後是曼哈頓的學生或居民 ③ 然後是紐約市居民

續下頁……
<table>
<thead>
<tr>
<th>學校名稱</th>
<th>程度</th>
<th>級別</th>
<th>學生數量</th>
<th>地址</th>
<th>電話</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School of Arts and Technology</td>
<td>03M494</td>
<td>9-12</td>
<td>459</td>
<td>122 Amsterdam Avenue, Manhattan NY 10023</td>
<td>212-501-1198</td>
</tr>
<tr>
<td>High School of Economics and Finance</td>
<td>02M489</td>
<td>9-12</td>
<td>738</td>
<td>100 Trinity Place, Manhattan NY 10006</td>
<td>212-346-0708</td>
</tr>
<tr>
<td>The High School of Fashion Industries</td>
<td>02M600</td>
<td>9-12</td>
<td>1,589</td>
<td>225 West 24th Street, Manhattan NY 10011</td>
<td>212-255-1235</td>
</tr>
</tbody>
</table>

**Publication and Design Academy | M30B**

專業領域：人文科學和跨學科課程; 表演藝術/視覺藝術與設計

錄取方法：教育選項

入學優先權：①第6學區的學生或居民有優先權 ②然後是曼哈頓的學生或居民 ③然後是紐約市居民

**High School of Arts and Technology | M12A**

專業領域：視覺藝術與設計

錄取方法：教育選項

入學優先權：①紐約市居民可申請入學

**Digital Media | M12B**

專業領域：電腦科學及技術

錄取方法：教育選項

入學優先權：①紐約市居民可申請入學

**High School of Arts and Technology | M12A**

專業領域：視覺藝術與設計

錄取方法：教育選項

入學優先權：①紐約市居民可申請入學

**Art, Photography, and Graphic Design | M68J**

專業領域：視覺藝術與設計

錄取方法：表演面試 | 共同表演面試的課程

入學優先權：①紐約市居民可申請入學

**Fashion Design and Accessories | M68L**

專業領域：視覺藝術與設計

錄取方法：表演面試 | 共同表演面試的課程

入學優先權：①紐約市居民可申請入學

**Business Marketing and Visual Merchandising | M68M**

專業領域：商務

錄取方法：表演面試

入學優先權：①紐約市居民可申請入學

**The High School of Fashion Industries D75 Inclusion Program | M68U**

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

掃描QR代碼或瀏覽MySchools.nyc • 進一步了解每個高中課程 • 填好您的申請表 • 並提出申請！ 137
High School of Hospitality Management | M36X
专业领域：接待、旅行和旅游
录取方法：教育选项
入学优先权：纽约市居民可申请入学

去年的需求 | 名额 | 申请人数 | 每个名额的申请人数
普通教育 | 85 | 464 | 5
残障学生 | 23 | 143 | 6

Hudson High School of Learning Technologies | A18A
专业领域：人文学科和跨学科课程
录取方法：开放式
入学优先权：曼哈顿的学生或居民有优先权（52%的入学安排给予了这个组别）

去年的需求 | 名额 | 申请人数 | 每个名额的申请人数
普通教育 | 95 | 305 | 3
残障学生 | 25 | 121 | 5

Humanities Preparatory Academy | M99A
专业领域：人文学科和跨学科课程
录取方法：筛选
入学优先权：曼哈顿的学生或居民有优先权（65%的入学安排给予了这个组别）

去年的需求 | 名额 | 申请人数 | 每个名额的申请人数
普通教育 | 43 | 581 | 14
残障学生 | 12 | 148 | 12

Independence High School | L75A
专业领域：人文学科和跨学科课程
资格：对于目前就读8年级的学生：只招收年满15岁且将首次上高中的学生。对于其他学生：学生必须介乎17岁至21岁，至少有10个学分，通过了1门高中会考，并在高中读了一年。

去年的需求 | 名额 | 申请人数 | 每个名额的申请人数
普通教育 | 24 | 19 | 1
残障学生 | 6 | 8 | 1

Institute for Collaborative Education (ICE) | M82A
专业领域：人文学科和跨学科课程
录取方法：筛选
入学优先权：继续於本校就读的8年级学生有优先权（83%的入学安排给予了这个组别）

去年的需求 | 名额 | 申请人数 | 每个名额的申请人数
普通教育 | 53 | 837 | 16
残障学生 | 14 | 134 | 10

更多关于每个高中课程的信息，请访问MySchools.nyc并提交您的申请表！
### International High School at Union Square

<table>
<thead>
<tr>
<th>名校</th>
<th>Y46A</th>
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<tbody>
<tr>
<td>去年的需求</td>
<td>名額</td>
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<tr>
<td>普通教育</td>
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<tr>
<td>殘障學生</td>
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### Inwood Early College for Health and Information Technologies

<table>
<thead>
<tr>
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</thead>
<tbody>
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<td>去年的需求</td>
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<tr>
<td>普通教育</td>
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</tr>
<tr>
<td>殘障學生</td>
<td>17</td>
</tr>
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</table>

### Jacqueline Kennedy Onassis High School

<table>
<thead>
<tr>
<th>名校</th>
<th>M91A</th>
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</thead>
<tbody>
<tr>
<td>去年的需求</td>
<td>名額</td>
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<tr>
<td>普通教育</td>
<td>79</td>
</tr>
<tr>
<td>殘障學生</td>
<td>21</td>
</tr>
</tbody>
</table>

### Landmark High School

<table>
<thead>
<tr>
<th>名校</th>
<th>M91A</th>
</tr>
</thead>
<tbody>
<tr>
<td>去年的需求</td>
<td>名額</td>
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<tr>
<td>普通教育</td>
<td>79</td>
</tr>
<tr>
<td>残障學生</td>
<td>21</td>
</tr>
</tbody>
</table>

### 图例

- 部分場地設有無障礙設施
- 完全無障礙設施
- 轉校生學校
- 表現評估學校
- 提早上大學及職業學校 9-14
- 開設提早上大學課程的學校
- 入學課程
- 招收新移民的學校
- 提供10年級入學名額的學校

掃描QR代碼或瀏覽 [MySchools.nyc](http://MySchools.nyc) 進一步了解每個高中課程，填好您的申請表，並提出申請！
Leadership and Public Service High School | 02M425

90 Trinity Place, Manhattan NY 10006 | 212-346-0007

Leadership and Public Service | M76A

- Professional fields: Liberal Arts and Interdisciplinary Courses
- Admission: Education Options
- Admission Preference: 1st for NYC residents (53% of admissions assigned to this group) 2nd for Manhattan residents 3rd for NYC residents

Business and Entrepreneurship | M76B

- Professional fields: Business
- Admission: Education Options
- Admission Preference: 1st for NYC residents

Life Sciences Secondary School | 02M655

320 East 96th Street, Manhattan NY 10128 | 212-348-1694

Life Sciences | M40A

- Professional fields: Life Sciences
- Admission: Education Options
- Admission Preference: 1st for Manhattan residents (53% of admissions assigned to this group)

Lower Manhattan Arts Academy | 02M308

350 Grand Street, Manhattan NY 10002 | 212-505-0143

Lower Manhattan Arts Academy | M05R

- Professional fields: Performing Arts/Visual Arts and Design
- Admission: Education Options
- Admission Preference: 1st for Manhattan residents (53% of admissions assigned to this group) 2nd for NYC residents 3rd for Manhattan residents

Manhattan / Hunter Science High School | 03M541

122 Amsterdam Avenue, Manhattan NY 10023 | 212-501-1235

Manhattan/Hunter Science High School | M55A

- Professional fields: Science and Math
- Admission: Selection
- Admission Preference: 1st for NYC residents

Manhattan Academy for Arts & Language | 02M427

111 East 33rd Street, Manhattan NY 10016 | 212-576-0502

Manhattan Academy for Arts & Language | A22A

- Professional fields: Science and Math
- Admission: Selection, Language
- Eligibility: Only accepts students determined as English Language Learners (ELL) of NYC residents.

320 East 96th Street, Manhattan NY 10128 | 212-348-1694

Leadership and Public Service | M76A

- Professional fields: Liberal Arts and Interdisciplinary Courses
- Admission: Education Options
- Admission Preference: 1st for NYC residents (53% of admissions assigned to this group) 2nd for Manhattan residents 3rd for NYC residents

Business and Entrepreneurship | M76B

- Professional fields: Business
- Admission: Education Options
- Admission Preference: 1st for NYC residents

Life Sciences Secondary School | 02M655

320 East 96th Street, Manhattan NY 10128 | 212-348-1694

Life Sciences | M40A

- Professional fields: Life Sciences
- Admission: Education Options
- Admission Preference: 1st for Manhattan residents (53% of admissions assigned to this group)

Lower Manhattan Arts Academy | 02M308

350 Grand Street, Manhattan NY 10002 | 212-505-0143

Lower Manhattan Arts Academy | M05R

- Professional fields: Performing Arts/Visual Arts and Design
- Admission: Education Options
- Admission Preference: 1st for Manhattan residents (53% of admissions assigned to this group) 2nd for NYC residents 3rd for Manhattan residents

Manhattan / Hunter Science High School | 03M541

122 Amsterdam Avenue, Manhattan NY 10023 | 212-501-1235

Manhattan/Hunter Science High School | M55A

- Professional fields: Science and Math
- Admission: Selection
- Admission Preference: 1st for NYC residents

Manhattan Academy for Arts & Language | 02M427

111 East 33rd Street, Manhattan NY 10016 | 212-576-0502

Manhattan Academy for Arts & Language | A22A

- Professional fields: Science and Math
- Admission: Selection, Language
- Eligibility: Only accepts students determined as English Language Learners (ELL) of NYC residents.

320 East 96th Street, Manhattan NY 10128 | 212-348-1694

Leadership and Public Service | M76A

- Professional fields: Liberal Arts and Interdisciplinary Courses
- Admission: Education Options
- Admission Preference: 1st for NYC residents (53% of admissions assigned to this group) 2nd for Manhattan residents 3rd for NYC residents

Business and Entrepreneurship | M76B

- Professional fields: Business
- Admission: Education Options
- Admission Preference: 1st for NYC residents

Life Sciences Secondary School | 02M655

320 East 96th Street, Manhattan NY 10128 | 212-348-1694

Life Sciences | M40A

- Professional fields: Life Sciences
- Admission: Education Options
- Admission Preference: 1st for Manhattan residents (53% of admissions assigned to this group)

Lower Manhattan Arts Academy | 02M308

350 Grand Street, Manhattan NY 10002 | 212-505-0143

Lower Manhattan Arts Academy | M05R

- Professional fields: Performing Arts/Visual Arts and Design
- Admission: Education Options
- Admission Preference: 1st for Manhattan residents (53% of admissions assigned to this group) 2nd for NYC residents 3rd for Manhattan residents

Manhattan / Hunter Science High School | 03M541

122 Amsterdam Avenue, Manhattan NY 10023 | 212-501-1235

Manhattan/Hunter Science High School | M55A

- Professional fields: Science and Math
- Admission: Selection
- Admission Preference: 1st for NYC residents

Manhattan Academy for Arts & Language | 02M427

111 East 33rd Street, Manhattan NY 10016 | 212-576-0502

Manhattan Academy for Arts & Language | A22A

- Professional fields: Science and Math
- Admission: Selection, Language
- Eligibility: Only accepts students determined as English Language Learners (ELL) of NYC residents.
### Manhattan Bridges High School  | 02M542

- **Manhattan Bridges High School**
- **02M542**
- **Street**: 525 West 50th Street, Manhattan NY 10019
- **Phone**: 212-757-5274
- **Students**: 520
- **Year**: 9–12

- 95% of students graduate within four years.
- 90% of students feel safe in the school's corridors, restrooms, storage rooms, and cafeteria.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Computer Science and Graphic Design (Bilingual)</td>
<td>9–12</td>
<td>520</td>
</tr>
<tr>
<td>Bilingual Spanish Pre-Engineering</td>
<td>9–12</td>
<td>406</td>
</tr>
<tr>
<td>Dual Language Spanish Pre-Engineering</td>
<td>9–12</td>
<td>475</td>
</tr>
</tbody>
</table>

### Manhattan Business Academy  | 02M392

- **Manhattan Business Academy**
- **02M392**
- **Street**: 351 West 18th Street, Manhattan NY 10011
- **Phone**: 212-647-1983
- **Students**: 406
- **Year**: 9–12

- 90% of students graduate within four years.
- 85% of students feel safe in the school's corridors, restrooms, storage rooms, and cafeteria.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manhattan Business Academy</td>
<td>9–12</td>
<td>406</td>
</tr>
</tbody>
</table>

### Manhattan Center for Science and Mathematics  | 04M435

- **Manhattan Center for Science and Mathematics**
- **04M435**
- **Street**: 260 Pleasant Avenue, Manhattan NY 10029
- **Phone**: 212-876-4639
- **Students**: 1,647
- **Year**: 9–12

- 97% of students graduate within four years.
- 97% of students feel safe in the school's corridors, restrooms, storage rooms, and cafeteria.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Mathematics Research</td>
<td>9–12</td>
<td>1,647</td>
</tr>
</tbody>
</table>

---

**Science & Mathematics Research**

- **Year**: 9–12
- **Students**: 1,647
- **Admission**: Screening
- **Eligibility**: Only accepts students who reside in Manhattan and whose family speaks Spanish.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Mathematics Research</td>
<td>9–12</td>
<td>1,647</td>
</tr>
</tbody>
</table>

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**Manhattan Center for Science and Mathematics**

- **Year**: 9–12
- **Students**: 1,647
- **Admission**: Screening
- **Eligibility**: Only accepts students who reside in Manhattan and whose family speaks Spanish.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Mathematics Research</td>
<td>9–12</td>
<td>1,647</td>
</tr>
</tbody>
</table>

---

**Manhattan Bridges High School**

- **Year**: 9–12
- **Students**: 520
- **Admission**: Screening
- **Eligibility**: Only accepts students who reside in Manhattan and whose family speaks Spanish.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Computer Science and Graphic Design (Bilingual)</td>
<td>9–12</td>
<td>520</td>
</tr>
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<td>Bilingual Spanish Pre-Engineering</td>
<td>9–12</td>
<td>406</td>
</tr>
<tr>
<td>Dual Language Spanish Pre-Engineering</td>
<td>9–12</td>
<td>475</td>
</tr>
<tr>
<td>學校名稱</td>
<td>學校代碼</td>
<td>年級</td>
</tr>
<tr>
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<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Manhattan Early College School for Advertising</td>
<td>02M280</td>
<td>9-14</td>
</tr>
<tr>
<td>Manhattan International High School</td>
<td>02M459</td>
<td>9-12</td>
</tr>
<tr>
<td>The Manhattan International High School</td>
<td>M93A</td>
<td>9-12</td>
</tr>
<tr>
<td>Software Engineering Program (SEP)</td>
<td>M93B</td>
<td>9-14</td>
</tr>
<tr>
<td>Manhattan Village Academy</td>
<td>02M439</td>
<td>9-12</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>學校名稱</th>
<th>學校代碼</th>
<th>年級</th>
<th>學生數量</th>
<th>地址</th>
<th>電話</th>
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</thead>
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<tr>
<td>Manhattan Early College School for Advertising</td>
<td>02M280</td>
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<td>445</td>
<td>411 Pearl Street, Manhattan NY 10038</td>
<td>212-225-0880</td>
</tr>
<tr>
<td>Manhattan International High School</td>
<td>02M459</td>
<td>9-12</td>
<td>301</td>
<td>317 East 67th Street, Manhattan NY 10065</td>
<td>212-517-6728</td>
</tr>
<tr>
<td>The Manhattan International High School</td>
<td>M93A</td>
<td>9-12</td>
<td>301</td>
<td>317 East 67th Street, Manhattan NY 10065</td>
<td>212-517-6728</td>
</tr>
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<td>445</td>
<td>411 Pearl Street, Manhattan NY 10038</td>
<td>212-225-0880</td>
</tr>
<tr>
<td>Manhattan Village Academy</td>
<td>02M439</td>
<td>9-12</td>
<td>460</td>
<td>43 West 22nd Street, Manhattan NY 10010</td>
<td>212-242-8752</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>學校名稱</th>
<th>學校代碼</th>
<th>年級</th>
<th>學生數量</th>
<th>地址</th>
<th>電話</th>
</tr>
</thead>
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<tr>
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<td>212-517-6728</td>
</tr>
<tr>
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<td>445</td>
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<td>212-225-0880</td>
</tr>
<tr>
<td>Manhattan Village Academy</td>
<td>02M439</td>
<td>9-12</td>
<td>460</td>
<td>43 West 22nd Street, Manhattan NY 10010</td>
<td>212-242-8752</td>
</tr>
</tbody>
</table>
### Marta Valle High School 01M509

- **92%** 的學生四年的畢業
- **80%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### M27A

- 專業領域：人文學科和跨學科課程
- 錄取方法：教育選項
- 入學優先權：① 第1學區的學生或居民有優先權 (41%的入學安排給予這個組別) ② 然後是曼哈頓的學生或居民 ③ 然後是紐約市居民

#### 去年的需求

<table>
<thead>
<tr>
<th></th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>93</td>
<td>140</td>
<td>2</td>
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<tr>
<td>殘障學生</td>
<td>25</td>
<td>56</td>
<td>2</td>
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</tbody>
</table>

### The Maxine Greene High School for Imaginative Inquiry 03M299

- **77%** 的學生四年的畢業
- **72%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### M11R

- 專業領域：人文學科和跨學科課程
- 錄取方法：教育選項
- 入學優先權：① 紐約市居民可申請入學

#### 去年的需求

<table>
<thead>
<tr>
<th></th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>95</td>
<td>94</td>
<td>1</td>
</tr>
<tr>
<td>殘障學生</td>
<td>25</td>
<td>41</td>
<td>2</td>
</tr>
</tbody>
</table>

### Millennium High School 02M418

- **100%** 的學生四年的畢業
- **93%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### M25A

- 專業領域：人文學科和跨學科課程
- 錄取方法：篩選
- 入學優先權：① 在East Houston或West Houston Street以南居住或上學的學生有優先權 (85%的入學安排給予這個組別) ② 然後是紐約市居民

#### 去年的需求

<table>
<thead>
<tr>
<th></th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>126</td>
<td>5,927</td>
<td>47</td>
</tr>
<tr>
<td>殘障學生</td>
<td>30</td>
<td>460</td>
<td>15</td>
</tr>
</tbody>
</table>

### Millennium High School D75 Inclusion Program M25U

有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節

### Mott Hall High School 05M304

- **64%** 的學生四年的畢業
- **69%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### M49X

- 專業領域：科學和數學
- 錄取方法：開放式
- 入學優先權：① 就讀於Mott Hall、Mott Hall II和Mott Hall III初中的學生有優先權 (0%的入學安排給予這個組別) ② 然後是紐約市居民

#### 去年的需求

<table>
<thead>
<tr>
<th></th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>85</td>
<td>291</td>
<td>3</td>
</tr>
<tr>
<td>殘障學生</td>
<td>23</td>
<td>101</td>
<td>4</td>
</tr>
</tbody>
</table>

### Murray Hill Academy 02M432

- **69%** 的學生四年的畢業
- **93%** 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### A19A

- 專業領域：人文學科和跨學科課程
- 錄取方法：教育選項
- 入學優先權：① 曼哈頓的學生或居民有優先權 (56%的入學安排給予這個組別) ② 然後是紐約市居民

#### 去年的需求

<table>
<thead>
<tr>
<th></th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>71</td>
<td>236</td>
<td>3</td>
</tr>
<tr>
<td>殘障學生</td>
<td>19</td>
<td>66</td>
<td>3</td>
</tr>
<tr>
<td>學校名稱</td>
<td>年級</td>
<td>學生</td>
<td>地址</td>
</tr>
<tr>
<td>----------</td>
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<td>------</td>
</tr>
<tr>
<td>Murry Bergtraum High School for Business Careers</td>
<td>9-12</td>
<td>114</td>
<td>411 Pearl Street, Manhattan NY 10038</td>
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<tr>
<td>The Ninth Grade Academy</td>
<td>9-12</td>
<td>118</td>
<td>333 West 17th Street, Manhattan NY 10011</td>
</tr>
<tr>
<td>College Prep</td>
<td>9-12</td>
<td>81</td>
<td>333 West 17th Street, Manhattan NY 10011</td>
</tr>
<tr>
<td>N.Y.C. Museum School</td>
<td>9-12</td>
<td>98</td>
<td>333 West 17th Street, Manhattan NY 10011</td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Mathematics &amp; Computer Science</td>
<td>A19A</td>
<td>去年的需求</td>
<td>名額</td>
<td>申請人數</td>
</tr>
<tr>
<td>專業領域：電腦科學及技術; 科學和數學</td>
<td></td>
<td>普通教育</td>
<td></td>
<td></td>
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<tr>
<td>錄取方法：教育選項</td>
<td></td>
<td>殘障學生</td>
<td></td>
<td></td>
</tr>
<tr>
<td>入學優先權：① 然後是紐約市居民</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Humanities Specialization</td>
<td>A19C</td>
<td>去年的需求</td>
<td>名額</td>
<td>申請人數</td>
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<tr>
<td>專業領域：人文學科和跨學科課程</td>
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<td>普通教育</td>
<td></td>
<td></td>
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<tr>
<td>錄取方法：教育選項</td>
<td></td>
<td>殘障學生</td>
<td></td>
<td></td>
</tr>
<tr>
<td>入學優先權：① 然後是紐約市居民</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

有關這一自閉症症候群或「學業職業及基本技能」（Academic, Career, and Essential Skills）課程的更詳細資訊，請瀏覽第12.0節。
**New Design High School | 02M543**

- **级：** 9-12
- **学生：** 454
- **地址：** 350 Grand Street, Manhattan NY 10002 | 212-475-4148

- **普通教育**
  - 名額：99
  - 申请人数：1,214
  - 每个名额的申请人数：12

- **残障学生**
  - 名額：26
  - 申请人数：320
  - 每个名额的申请人数：12

- **录取方法：** 教育选型
- **入学优先权：** 纽约市居民可申请入学

**New Explorations into Science, Technology and Math High School (NEST+m) | 01M539**

- **级：** K-12
- **学生：** 1,806
- **地址：** 111 Columbia Street, Manhattan NY 10002 | 212-677-5190

- **普通教育**
  - 名額：118
  - 申请人数：5,847
  - 每个名额的申请人数：50

- **残障学生**
  - 名額：32
  - 申请人数：475
  - 每个名额的申请人数：19

- **录取方法：** 筛选
- **入学优先权：** 继续于本校就读的8年级学生有优先权 (27%的入学安排给予了这个组别) 然后是纽约市居民

**NYC iSchool | 02M376**

- **级：** 9-12
- **学生：** 465
- **地址：** 131 Avenue Of The Americas, Manhattan NY 10013 | 917-237-7300

- **普通教育**
  - 名額：93
  - 申请人数：4,074
  - 每个名额的申请人数：44

- **残障学生**
  - 名額：25
  - 申请人数：475
  - 每个名额的申请人数：19

- **录取方法：** 筛选
- **入学优先权：** 纽约市居民可申请入学

**Orchard Collegiate Academy | 01M292**

- **级：** 9-12
- **学生：** 226
- **地址：** 220 Henry Street, Manhattan NY 10002 | 212-406-9411

- **普通教育**
  - 名額：71
  - 申请人数：584
  - 每个名额的申请人数：8

- **残障学生**
  - 名額：19
  - 申请人数：171
  - 每个名额的申请人数：9

- **录取方法：** 教育选型
- **入学优先权：** 曼哈顿的学生或居民有优先权 (64%的入学安排给予了这个组别) 然后是纽约市居民

**PACE High School | 02M298**

- **级：** 9-12
- **学生：** 549
- **地址：** 100 Hester Street, Manhattan NY 10002 | 212-334-4663

- **普通教育**
  - 名額：118
  - 申请人数：2,664
  - 每个名额的申请人数：23

- **残障学生**
  - 名額：32
  - 申请人数：441
  - 每个名额的申请人数：14

- **录取方法：** 教育选型
- **入学优先权：** 纽约市居民可申请入学

扫描QR代码或浏览MySchools.nyc，进一步了解每个高中课程，填好您的申请表，并提出申请！
96%的學生四年內畢業，92%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>Park East High School</th>
<th>M17J</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：</td>
<td>人文學科和跨學科課程</td>
</tr>
<tr>
<td>錄取方法：</td>
<td>筛選</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>紐約市居民可申請入學</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Performing Arts High School (PPAS)</th>
<th>02M408</th>
</tr>
</thead>
<tbody>
<tr>
<td>98%的學生四年內畢業，93%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Musical Theater</th>
<th>M81H</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：</td>
<td>表演藝術</td>
</tr>
<tr>
<td>錄取方法：</td>
<td>表演面試，共同表演面試的課程</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>維續於本校就讀的8年級學生有優先權 (44%的入學安排給予了這個組別) 然後是紐約市居民</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drama</th>
<th>M81J</th>
</tr>
</thead>
<tbody>
<tr>
<td>專業領域：</td>
<td>表演藝術</td>
</tr>
<tr>
<td>錄取方法：</td>
<td>表演面試，共同表演面試的課程</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>維續於本校就讀的8年級學生有優先權 (22%的入學安排給予了這個組別) 然後是紐約市居民</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classical Vocal Music</th>
<th>M81K</th>
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<tr>
<td>專業領域：</td>
<td>表演藝術</td>
</tr>
<tr>
<td>錄取方法：</td>
<td>表演面試，共同表演面試的課程</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>維續於本校就讀的8年級學生有優先權 (18%的入學安排给予了這個組別) 然後是紐約市居民</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dance</th>
<th>M81N</th>
</tr>
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<tbody>
<tr>
<td>專業領域：</td>
<td>表演藝術</td>
</tr>
<tr>
<td>錄取方法：</td>
<td>表演面試，共同表演面試的課程</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>維續於本校就讀的8年級學生有優先權 (19%的入學安排给予了這個組別) 然後是紐約市居民</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Quest to Learn</th>
<th>02M422</th>
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</thead>
<tbody>
<tr>
<td>81%的學生四年內畢業，79%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quest to Learn Upper School</th>
<th>A25A</th>
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</thead>
<tbody>
<tr>
<td>專業領域：</td>
<td>人文學科和跨學科課程，基於項目的學習</td>
</tr>
<tr>
<td>錄取方法：</td>
<td>教育選項</td>
</tr>
<tr>
<td>入學優先權：</td>
<td>維續於本校就讀的8年級學生有優先權 (27%的入學安排给予了這個組別) 然後是第2學區的學生或居民 然後是曼哈頓的學生或居民 然後是紐約市居民</td>
</tr>
</tbody>
</table>

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
Repertory Company High School for Theatre Arts | 02M531

Year: 9-12 | Students: 237 | 123 West 43rd Street, Manhattan NY 10036 | 212-382-1875

Theater Arts | M20X

Year of Requirement | Number | Applicants | Applicants per Position

General Education | 47 | 377 | 8

Special Education | 13 | 74 | 6

Entry Preference: 1. New York City residents

Richard R. Green High School of Teaching | 02M580

Year: 9-12 | Students: 352 | 7 Beaver Street, Manhattan NY 10004 | 646-826-8174

Teaching Academy | M23A

Year of Requirement | Number | Applicants | Applicants per Position

General Education | 63 | 125 | 2

Special Education | 17 | 33 | 2

Entry Preference: 1. New York City residents

Liberal Arts Academy | M23B

Year of Requirement | Number | Applicants | Applicants per Position

General Education | 63 | 108 | 2

Special Education | 17 | 36 | 2

Entry Preference: 1. New York City residents

School of the Future High School | 02M413

Year: 6-12 | Students: 717 | 127 East 22nd Street, Manhattan NY 10010 | 212-475-8086

School of the Future | M83A

Year of Requirement | Number | Applicants | Applicants per Position

General Education | 85 | 2,086 | 25

Special Education | 23 | 369 | 16


Special Music School | 03M859

Year: K-12 | Students: 306 | 122 Amsterdam Avenue, Manhattan NY 10023 | 212-501-3318

Voice, Instrument, and Composition | A85A

Year of Requirement | Number | Applicants | Applicants per Position

General Education | 32 | 314 | 10

Special Education | 8 | 62 | 8

Entry Preference: 1. Continue from the school | 2. New York City residents

Stephen T. Mather Building Arts & Craftsmanship High School | 02M139

Year: 9-12 | Students: 416 | 439 West 49th Street, Manhattan NY 10019 | 212-399-3520

Building Arts/Carpentry & Landscape Management in Historic Preservation | M18A

Year of Requirement | Number | Applicants | Applicants per Position

General Education | 85 | 335 | 4

Special Education | 23 | 153 | 7

Entry Preference: 1. Continue from the school | 2. New York City residents

Scan QR code or visit MySchools.nyc to further understand each high school program, fill out your application, and submit your application! 147
<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stuyvesant High School</td>
<td>9-12</td>
<td>3,381</td>
<td>345 Chambers Street, Manhattan NY 10282</td>
<td>212-312-4800</td>
</tr>
<tr>
<td>Talent Unlimited High School</td>
<td>9-12</td>
<td>532</td>
<td>317 East 67th Street, Manhattan NY 10065</td>
<td>212-737-1530</td>
</tr>
<tr>
<td>Thurgood Marshall Academy for Learning and Social Change</td>
<td>6-12</td>
<td>541</td>
<td>200-214 West 135th Street, Manhattan NY 10030</td>
<td>212-283-8055</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Musical Theater</td>
<td>M42J</td>
<td>9-12</td>
<td>221</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>Vocal Music: Classical and Contemporary</td>
<td>M42K</td>
<td>9-12</td>
<td>242</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Dance: Ballet and Modern</td>
<td>M42L</td>
<td>9-12</td>
<td>344</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Drama</td>
<td>M42N</td>
<td>9-12</td>
<td>321</td>
<td>15</td>
<td>10</td>
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<tr>
<td>Instrumental Music</td>
<td>M42P</td>
<td>9-12</td>
<td>152</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Social Change and Community Service</td>
<td>M47A</td>
<td>9-12</td>
<td>455</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

84% of students graduate within 4 years.
85% of students feel safe in school hallways, bathrooms, lockers, and cafeteria.

Scan QR code or browse MySchools.nyc for more information about each high school program, fill out your application, and submit your application!
<table>
<thead>
<tr>
<th>学校名称</th>
<th>学校代码</th>
<th>年级</th>
<th>学生数量</th>
<th>地址</th>
<th>电话</th>
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</thead>
<tbody>
<tr>
<td>Union Square Academy for Health Sciences</td>
<td>02M533</td>
<td>9-12</td>
<td>404</td>
<td>40 Irving Place, Manhattan NY 10003</td>
<td>212-253-3110</td>
</tr>
<tr>
<td>Unity Center for Urban Technologies</td>
<td>02M500</td>
<td>9-12</td>
<td>267</td>
<td>111 East 33rd Street, Manhattan NY 10016</td>
<td>212-576-0530</td>
</tr>
<tr>
<td>University Neighborhood High School</td>
<td>01M448</td>
<td>9-12</td>
<td>492</td>
<td>200 Monroe Street, Manhattan NY 10002</td>
<td>212-962-4341</td>
</tr>
<tr>
<td>The Urban Assembly Academy of Government and Law</td>
<td>02M305</td>
<td>9-12</td>
<td>322</td>
<td>350 Grand Street, Manhattan NY 10002</td>
<td>212-505-0745</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>课程</th>
<th>代码</th>
<th>去年需求</th>
<th>名额</th>
<th>申请人数</th>
<th>每个名额的申请人数</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Technician</td>
<td>A33A</td>
<td>普通教育</td>
<td>61</td>
<td>598</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>残障学生</td>
<td>16</td>
<td>116</td>
<td>7</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>A33B</td>
<td>普通教育</td>
<td>25</td>
<td>408</td>
<td>16</td>
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<tr>
<td></td>
<td></td>
<td>残障学生</td>
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<td>75</td>
<td>11</td>
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<tr>
<td>Unity Center for Urban Technologies</td>
<td>M84A</td>
<td>普通教育</td>
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<td></td>
<td></td>
<td>残障学生</td>
<td>20</td>
<td>110</td>
<td>6</td>
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<tr>
<td>CTE Computer Science or Business &amp; Entrepreneurship</td>
<td>M35A</td>
<td>普通教育</td>
<td>63</td>
<td>412</td>
<td>7</td>
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<td></td>
<td></td>
<td>残障学生</td>
<td>17</td>
<td>135</td>
<td>8</td>
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<tr>
<td>University Neighborhood Early College</td>
<td>M35C</td>
<td>普通教育</td>
<td>20</td>
<td>946</td>
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<td></td>
<td></td>
<td>残障学生</td>
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<td>151</td>
<td>30</td>
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<tr>
<td>The Urban Assembly Academy of Government and Law</td>
<td>M65R</td>
<td>普通教育</td>
<td>79</td>
<td>612</td>
<td>8</td>
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<tr>
<td></td>
<td></td>
<td>残障学生</td>
<td>21</td>
<td>109</td>
<td>5</td>
</tr>
</tbody>
</table>

84% 的学生四年内毕业 | 84%的学生在学校的走廊、洗手间、储物室和食堂均感到安全

90%的學生四年内畢業 | 100%的学生在學校的走廊、洗手間、儲物室和食堂均感到安全

94%的學生四年内畢業 | 95%的学生在學校的走廊、洗手間、儲物室和食堂均感到安全

98%的學生四年内畢業 | 82%的学生在学校的走廊、洗手间、储物室和食堂均感到安全

89%的學生四年内畢業 | 82%的学生在学校的走廊、洗手间、储物室和食堂均感到安全

掃描QR代碼或瀏覽 MySchools.nyc，進一步了解每個高中課程，填寫您的申請表，並提出申請！ 149
### Urban Assembly Gateway School for Technology | 02M507

- 年級: 9-12  | 學生: 453  | [掃描QR代碼或瀏覽MySchools.nyc](#)，進一步了解每個高中課程，填好您的申請表，並提出申請！
- 地址: 439 West 49th Street, Manhattan NY 10019  | 電話: 212-246-1041
- 96% 的學生四年內畢業  | 90% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### UA Gateway | A23A

- 專業領域：電腦科學及技術
- 錄取方法：教育選項
- 入學優先權：曼哈頓的學生或居民有優先權 (100%的入學安排给予了這個組別)  然後是紐約市居民

#### 去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
| | | | |
| 普通教育 | 85 | 1,566 | 18 |
| 殘障學生 | 23 | 461 | 20 |

### Urban Assembly Maker Academy | 02M282

- 年級: 9-12  | 學生: 435  | [掃描QR代碼或瀏覽MySchools.nyc](#)，進一步了解每個高中課程，填好您的申請表，並提出申請！
- 地址: 411 Pearl Street, Manhattan NY 10038  | 電話: 212-225-0890
- 90% 的學生四年內畢業  | 93% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### Urban Assembly Maker Academy | M61A

- 專業領域：電腦科學及技術
- 錄取方法：教育選項
- 入學優先權：紐約市居民可申請入學

#### 去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
| | | | |
| 普通教育 | 99 | 909 | 9 |
| 殘障學生 | 26 | 252 | 10 |

### Urban Assembly New York Harbor School | 02M551

- 年級: 9-12  | 學生: 523  | [掃描QR代碼或瀏覽MySchools.nyc](#)，進一步了解每個高中課程，填好您的申請表，並提出申請！
- 地址: 10 South Street, Slip 7, Manhattan NY 10004  | 電話: 212-458-0800
- 84% 的學生四年內畢業  | 89% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### Marine Science and Technology | K51A

- 專業領域：科學和數學
- 錄取方法：開放式
- 入學優先權：紐約市居民可申請入學

#### 去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
| | | | |
| 普通教育 | 111 | 679 | 6 |
| 殘障學生 | 29 | 165 | 6 |

### The Urban Assembly School for Emergency Management | 02M135

- 年級: 9-12  | 學生: 256  | [掃描QR代碼或瀏覽MySchools.nyc](#)，進一步了解每個高中課程，填好您的申請表，並提出申請！
- 地址: 411 Pearl Street, Manhattan NY 10038  | 電話: 212-225-0998
- 90% 的學生四年內畢業  | 85% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### The Urban Assembly School for Emergency Management | M28A

- 專業領域：健康保健
- 錄取方法：教育選項
- 入學優先權：曼哈頓的學生或居民有優先權 (48%的入學安排给予了這個組別)  然後是紐約市居民

#### 去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
| | | | |
| 普通教育 | 85 | 330 | 4 |
| 殘障學生 | 23 | 87 | 4 |

### The Urban Assembly School for Global Commerce | 05M157

- 年級: 9-12  | 學生: 233  | [掃描QR代碼或瀏覽MySchools.nyc](#)，進一步了解每個高中課程，填好您的申請表，並提出申請！
- 地址: 2005 Madison Avenue, Manhattan NY 10035  | 電話: 212-831-5201
- 74% 的學生四年內畢業  | 77% 的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### The Urban Assembly School for Global Commerce | M48A

- 專業領域：工程
- 錄取方法：教育選項
- 入學優先權：曼哈頓的學生或居民有優先權 (60%的入學安排给予了這個組別)  然後是紐約市居民

#### 去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
| | | | |
| 普通教育 | 64 | 150 | 2 |
| 殘障學生 | 17 | 56 | 3 |
The Urban Assembly School for Green Careers | 03M402

- Year: 9-12
- Students: 305

- A13A

- Admissions: Manhattan students or residents have priority (71% of admissions are given to this group)

- 77% of students graduate within 4 years, 85% of students feel safe in the hallways, restrooms, lockers, and cafeteria.

- The Urban Assembly School for Media Studies | 03M307

- Year: 9-12
- Students: 409

- M22X

- Admissions: New York City residents can apply to the school

- 82% of students graduate within 4 years, 93% of students feel safe in the hallways, restrooms, lockers, and cafeteria.

- Urban Assembly School for the Performing Arts | 05M369

- Year: 9-12
- Students: 380

- M04A

- Admissions: Manhattan students or residents have priority (74% of admissions are given to this group)

- 73% of students graduate within 4 years, 91% of students feel safe in the hallways, restrooms, lockers, and cafeteria.

- The Urban Assembly School of Business for Young Women | 02M316

- Year: 9-12
- Students: 178

- M63R

- Admissions: Only招收自認為是女性 (Female-Identified) 的學生

- 77% of students graduate within 4 years, 90% of students feel safe in the hallways, restrooms, lockers, and cafeteria.

- NAF Academy of Finance and Information Technology (NAFAFIT) | M63B

- Admissions: Only招收自認為是女性 (Female-Identified) 的學生

- 47% of students graduate within 4 years, 74% of students feel safe in the hallways, restrooms, lockers, and cafeteria.

- The Urban Assembly School of Business for Young Women | 02M316

- Admissions: Only招收自認為是女性 (Female-Identified) 的學生

- 47% of students graduate within 4 years, 74% of students feel safe in the hallways, restrooms, lockers, and cafeteria.

- The Urban Assembly School of Business for Young Women | 02M316
The Urban Assembly School of Design and Construction

☆ Urban Assembly School of Design and Construction | M44X

專業領域：建築
錄取方法：教育選項
入學優先權：紐約市居民可申請入學

Vanguard High School

☆ College Preparatory | M95A

專業領域：人文學科和跨學科課程
錄取方法：教育選項
入學優先權：紐約市居民可申請入學

Wadleigh Secondary School for the Performing & Visual Arts

☆ Theater Arts | M26A

專業領域：表演藝術
錄取方法：表演面試，共同表演面試的課程
入學優先權：繼續於本校就讀的8年級學生有優先權 (18%的入學安排給予了這個組別) 然後是第3、第5和第6學區的學生或居民 然後是紐約市居民

☆ Dance | M26D

專業領域：表演藝術
錄取方法：表演面試，共同表演面試的課程
入學優先權：繼續於本校就讀的8年級學生有優先權 (14%的入學安排給予了這個組別) 然後是第3、第5和第6學區的學生或居民 然後是紐約市居民

☆ Visual Arts | M26J

專業領域：視覺藝術與設計
錄取方法：表演面試，共同表演面試的課程
入學優先權：繼續於本校就讀的8年級學生有優先權 (20%的入學安排给予了這個組別) 然後是第3、第5和第6學區的學生或居民 然後是紐約市居民

☆ Instrumental Music | M26M

專業領域：表演藝術
錄取方法：表演面試，共同表演面試的課程
入學優先權：繼續於本校就讀的8年級學生有優先權 (29%的入學安排给予了這個組別) 然後是第3、第5和第6學區的學生或居民 然後是紐約市居民

☆ Vocal Music | M26R

專業領域：表演藝術
錄取方法：表演面試，共同表演面試的課程
入學優先權：繼續於本校就讀的8年級學生有優先權 (10%的入學安排给予了這個組別) 然後是第3、第5和第6學區的學生或居民 然後是紐約市居民

73% 的學生四年內畢業 87%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

年級：9-12 學生：263
525 West 50th Street, Manhattan NY 10019 | 212-586-0981

學生：263
525 West 50th Street, Manhattan NY 10019 | 212-586-0981

學生：424
317 East 67th Street, Manhattan NY 10065 | 212-517-5175

學生：313
215 West 114th Street, Manhattan NY 10026 | 212-749-5800

學生：330
152
掃描QR代碼或瀏覽MySchools.nyc 進一步了解每個高中課程，填好您的申請表，並提出申請！
### Washington Heights Expeditionary Learning School (WHEELS)  |  06M348

- **Capacity:** [890](#)  |  **Address:** 511 West 182nd Street, Manhattan NY 10033  |  **Phone:** 212-781-0524

90% of students graduate within 4 years. 90% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

### Last Year's Needs

<table>
<thead>
<tr>
<th>Category</th>
<th>Quota</th>
<th>Applicants</th>
<th>Per Quota Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>87</td>
<td>447</td>
<td>5</td>
</tr>
<tr>
<td>Special Needs</td>
<td>23</td>
<td>148</td>
<td>6</td>
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</tbody>
</table>

### West End Secondary School | 03M291

- **Capacity:** [534](#)  |  **Address:** 227-243 West 61st Street, Manhattan NY 10023  |  **Phone:** 212-245-1506

94% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

### Last Year's Needs

<table>
<thead>
<tr>
<th>Category</th>
<th>Quota</th>
<th>Applicants</th>
<th>Per Quota Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>71</td>
<td>906</td>
<td>13</td>
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<tr>
<td>Special Needs</td>
<td>19</td>
<td>150</td>
<td>8</td>
</tr>
</tbody>
</table>

### Young Women's Leadership School (TYWLS) | 04M610

- **Capacity:** [474](#)  |  **Address:** 105 East 106th Street, New York NY 10029  |  **Phone:** 212-289-7593

99% of students graduate within 4 years. 90% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

### Last Year's Needs

<table>
<thead>
<tr>
<th>Category</th>
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<th>Applicants</th>
<th>Per Quota Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>64</td>
<td>785</td>
<td>12</td>
</tr>
<tr>
<td>Special Needs</td>
<td>17</td>
<td>90</td>
<td>5</td>
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</tbody>
</table>

### Note

For further information, visit [MySchools.nyc](https://www.MySchools.nyc) and learn more about each high school program, complete your application, and submit your application!
説明
皇后區有哪些高中課程？
- 80所學區高中
- 174個課程，還有一個特殊高中課程
- 超過14,801個九年級的名額
- 55所學校提供十年級的名額

皇后區高中的課程採用哪一種錄取方法？
皇后區有很多劃區課程。如果你是皇后區的居民，請查看申請表上是否有劃區課程，並考慮將這個課程列在申請表上。

列出12個選擇很重要！
在申請表上列出12個選擇的皇后區學生

獲得他們申請表上其中一個課程選擇的入學安排

96%

專業領域 | 課程
---|---
動物科學 | 2
建築 | 1
商務 | 6
傳播學 | 5
電腦科學與技術 | 16
美容 | 2
烹飪 | 3
工程 | 18
環境科學 | 2
電影/視頻 | 4
健康專業 | 12
接待、旅遊和觀光業 | 3
人文學科和跨學科 | 39
法律與政府 | 12
表演藝術 | 11
表演藝術/視覺藝術及設計 | 6
基於項目的學習 | 3
科學與數學 | 17
教學 | 3
視覺藝術與設計 | 8
劃區 | 15

1.4 Queens

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96%
### Academy for Careers in Television and Film (ACTV) | 30Q301

- **Year:** 2023
- **Location:** 51st Avenue, Long Island City NY 11101
- **Contact:** 718-609-3330

<table>
<thead>
<tr>
<th>Department</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTV</td>
<td>9-14</td>
<td>548</td>
<td>51st Avenue, Long Island City NY 11101</td>
<td>718-609-3330</td>
</tr>
</tbody>
</table>

- **Academy for Careers in Television and Film | Q01A**
  - **Program:** Academy for Careers in Television and Film
  - **Grade:** 9-14
  - **Students:** 548
  - **Address:** 51st Avenue, Long Island City NY 11101
  - **Phone:** 718-609-3330

**Academy of American Studies | 30Q575**

- **Program:** Academy of American Studies
- **Grade:** 9-12
- **Students:** 1,025
- **Address:** 41st Avenue, Long Island City NY 11101
- **Phone:** 718-361-8786

**Academy of Humanities | Q71A**

- **Program:** Academy of Humanities
- **Grade:** 9-12
- **Students:** 1,025
- **Address:** 41st Avenue, Long Island City NY 11101
- **Phone:** 718-361-8786

**Intensive Academic Humanities | Q71B**

- **Program:** Intensive Academic Humanities
- **Grade:** 9-12
- **Students:** 1,025
- **Address:** 41st Avenue, Long Island City NY 11101
- **Phone:** 718-361-8786

**Academy of Finance and Enterprise | 24Q264**

- **Program:** Academy of Finance and Enterprise
- **Grade:** 9-12
- **Students:** 677
- **Address:** 30-20 Thomson Avenue, Long Island City NY 11101
- **Phone:** 718-389-3623

**Academy of Medical Technology: A College Board School | 27Q309**

- **Program:** Academy of Medical Technology: A College Board School
- **Grade:** 6-12
- **Students:** 671
- **Address:** 25th Street, Far Rockaway NY 11691
- **Phone:** 718-471-3571

**Academic Humanities | Q71A**

- **Program:** Academic Humanities
- **Grade:** 9-12
- **Students:** 1,025
- **Address:** 41st Avenue, Long Island City NY 11101
- **Phone:** 718-361-8786

**Intensive Academic Humanities | Q71B**

- **Program:** Intensive Academic Humanities
- **Grade:** 9-12
- **Students:** 1,025
- **Address:** 41st Avenue, Long Island City NY 11101
- **Phone:** 718-361-8786

**Academy of Finance and Enterprise | 24Q264**

- **Program:** Academy of Finance and Enterprise
- **Grade:** 9-12
- **Students:** 677
- **Address:** 30-20 Thomson Avenue, Long Island City NY 11101
- **Phone:** 718-389-3623

**Academy of Medical Technology: A College Board School | 27Q309**

- **Program:** Academy of Medical Technology: A College Board School
- **Grade:** 6-12
- **Students:** 671
- **Address:** 25th Street, Far Rockaway NY 11691
- **Phone:** 718-471-3571

**Medical Scholars | Q11B**

- **Program:** Medical Scholars
- **Grade:** 9-12
- **Students:** 671
- **Address:** 25th Street, Far Rockaway NY 11691
- **Phone:** 718-471-3571

---

158 掃描QR代碼或瀏覽MySchools.nyc以進一步了解每個高中課程，填好您的申請表，並提出申請！
<table>
<thead>
<tr>
<th>SchoolName</th>
<th>Code</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>August Martin High School</td>
<td>27Q400</td>
<td>9-12</td>
<td>374</td>
<td>156-10 Baisley Boulevard, Jamaica NY 11434</td>
<td>718-528-2920</td>
</tr>
<tr>
<td>Aerospace and Technology Academy</td>
<td>Q50A</td>
<td>9-12</td>
<td>156</td>
<td>45-30 36th Street, Long Island City NY 11101</td>
<td>718-361-2032</td>
</tr>
<tr>
<td>Culinary Arts Academy</td>
<td>Q50H</td>
<td>9-12</td>
<td>2,064</td>
<td></td>
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<tr>
<td>Aviation Career &amp; Technical Education High School</td>
<td>24Q610</td>
<td>9-12</td>
<td>2,064</td>
<td>45-30 36th Street, Long Island City NY 11101</td>
<td>718-361-2032</td>
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<tr>
<td>Aerospace Engineering Technology</td>
<td>Q60A</td>
<td>9-12</td>
<td>637</td>
<td>30-20 Thomson Avenue, Long Island City NY 11101</td>
<td>718-361-3133</td>
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<tr>
<td>Aviation Maintenance Engineering Technology</td>
<td>Q60Q</td>
<td>9-12</td>
<td>637</td>
<td>30-20 Thomson Avenue, Long Island City NY 11101</td>
<td>718-361-3133</td>
</tr>
<tr>
<td>Baccalaureate School for Global Education</td>
<td>30Q580</td>
<td>7-12</td>
<td>557</td>
<td>34-12 36th Avenue, Astoria NY 11106</td>
<td>718-361-5275</td>
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<tr>
<td>International Baccalaureate Program</td>
<td>Q41A</td>
<td>9-12</td>
<td>557</td>
<td>34-12 36th Avenue, Astoria NY 11106</td>
<td>718-361-5275</td>
</tr>
<tr>
<td>Bard High School Early College Queens</td>
<td>24Q299</td>
<td>9-12</td>
<td>637</td>
<td>30-20 Thomson Avenue, Long Island City NY 11101</td>
<td>718-361-3133</td>
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<tr>
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<th>Students</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Information:**
- **84%** of students graduate within 4 years.
- **87%** of students feel safe in the school's hallways, restrooms, locker rooms, and cafeteria.
- **97%** of students graduate within 4 years.
- **92%** of students feel safe in the school's hallways, restrooms, locker rooms, and cafeteria.
- **97%** of students graduate within 4 years.
- **92%** of students feel safe in the school's hallways, restrooms, locker rooms, and cafeteria.
- **98%** of students graduate within 4 years.
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- **99%** of students graduate within 4 years.
- **97%** of students feel safe in the school's hallways, restrooms, locker rooms, and cafeteria.

**Admission Information:**
- **Aerospace and Technology Academy:**
  - Grade: 9-12
  - Students: 156
  - Address: 45-30 36th Street, Long Island City NY 11101
  - Phone: 718-361-2032
  - Last year's demand: 57
  - Enrollment: 347
  - Each enrollment: 6
  - Enrollment methods:
    - Open admissions
    - Priority admissions: New York residents only
  - Program: Aerospace and Technology
  - Graduation rates: 84%

- **Culinary Arts Academy:**
  - Grade: 9-12
  - Students: 2,064
  - Address: 45-30 36th Street, Long Island City NY 11101
  - Phone: 718-361-2032
  - Last year's demand: 57
  - Enrollment: 299
  - Each enrollment: 5
  - Enrollment methods:
    - Open admissions
    - Priority admissions: New York residents only
  - Program: Culinary Arts
  - Graduation rates: 87%

- **Aviation Career & Technical Education High School:**
  - Grade: 9-12
  - Students: 2,064
  - Address: 45-30 36th Street, Long Island City NY 11101
  - Phone: 718-361-2032
  - Last year's demand: 202
  - Enrollment: 2,459
  - Each enrollment: 12
  - Enrollment methods:
    - Open admissions
    - Priority admissions: New York residents only
  - Program: Aviation Career & Technical Education
  - Graduation rates: 97%

- **Aerospace Engineering Technology:**
  - Grade: 9-12
  - Students: 637
  - Address: 30-20 Thomson Avenue, Long Island City NY 11101
  - Phone: 718-361-3133
  - Last year's demand: 202
  - Enrollment: 2,456
  - Each enrollment: 12
  - Enrollment methods:
    - Open admissions
    - Priority admissions: New York residents only
  - Program: Aerospace Engineering Technology
  - Graduation rates: 99%

- **Aviation Maintenance Engineering Technology:**
  - Grade: 9-12
  - Students: 637
  - Address: 30-20 Thomson Avenue, Long Island City NY 11101
  - Phone: 718-361-3133
  - Last year's demand: 202
  - Enrollment: 2,456
  - Each enrollment: 12
  - Enrollment methods:
    - Open admissions
    - Priority admissions: New York residents only
  - Program: Aviation Maintenance Engineering Technology
  - Graduation rates: 97%

- **Baccalaureate School for Global Education:**
  - Grade: 7-12
  - Students: 557
  - Address: 34-12 36th Avenue, Astoria NY 11106
  - Phone: 718-361-5275
  - Last year's demand: 86
  - Enrollment: 3,454
  - Each enrollment: 40
  - Enrollment methods:
    - Open admissions
    - Priority admissions: New York residents only
  - Program: Baccalaureate School for Global Education
  - Graduation rates: 98%

- **International Baccalaureate Program:**
  - Grade: 9-12
  - Students: 637
  - Address: 30-20 Thomson Avenue, Long Island City NY 11101
  - Phone: 718-361-3133
  - Last year's demand: 130
  - Enrollment: 4,532
  - Each enrollment: 35
  - Enrollment methods:
    - Open admissions
    - Priority admissions: New York residents only
  - Program: International Baccalaureate Program
  - Graduation rates: 97%
**Digital Art & Design | Q12A**

- **喇叭**: 視覺藝術與設計
- **錄取方法**: 表演面試
- **資格**: 只招收皇后區的學生或居民

**Music: Performance & Production | Q12B**

- **喇叭**: 表演藝術
- **錄取方法**: 表演面試
- **資格**: 只招收皇后區的學生或居民

**Environmental Engineering & Technology | Q12C**

- **喇叭**: 環境科學
- **錄取方法**: 篩選
- **資格**: 只招收皇后區的學生或居民

**Humanities & Non-Profit Management | Q12D**

- **喇叭**: 人文學科和跨學科課程
- **錄取方法**: 篩選
- **資格**: 只招收皇后區的學生或居民

**Computer Programming & Web Design | Q12E**

- **喇叭**: 電腦科學及技術
- **錄取方法**: 教育選項
- **資格**: 只招收皇后區的學生或居民

**Sports Medicine & Management | Q12G**

- **喇叭**: 健康保健
- **錄取方法**: 教育選項
- **資格**: 只招收皇后區的學生或居民

**Zoned | Q12Z**

- **喇叭**: 划區
- **錄取方法**: 划區保證
- **資格**: 只招收皇后區的學生或居民

**Bayside High School D75 Inclusion Program | Q12U**

有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節

**Benjamin Franklin High School for Finance & Information Technology | 29Q313**

- **喇叭**: 金融及資訊技術
- **錄取方法**: 教育選項
- **資格**: 只招收紐約市居民

**Benjamin Franklin High School for Finance & Information Technology | Q73A**

- **喇叭**: 電腦科學及技術
- **錄取方法**: 教育選項
- **資格**: 皇后區的學生或學生有優先權 (90%的入學安排給予了這個組別) 然後是紐約市居民
<table>
<thead>
<tr>
<th>学校</th>
<th>年级</th>
<th>学生数量</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin N. Cardozo High School</td>
<td>9-12</td>
<td>3,432</td>
</tr>
<tr>
<td>Business Technology Early College High School (BTECH)</td>
<td>9-14</td>
<td>552</td>
</tr>
</tbody>
</table>

### Political Science, Law and Ethics (Q16A)
- **專業領域**: 法律與政府
- **錄取方法**: 教育選項
- **資格**: 只招收皇后區的學生或居民
- **去年的需求**: 普通教育 131 申請人數 1,731 每個名額的申請人數 13

### School of Journalism and Media Studies (Q16B)
- **專業領域**: 傳播學
- **錄取方法**: 教育選項
- **資格**: 只招收皇后區的學生或居民
- **去年的需求**: 普通教育 97 申請人數 1,175 每個名額的申請人數 12

### DaVinci Science/Math Biomedical (Q16J)
- **專業領域**: 科學與數學
- **錄取方法**: 篩選
- **資格**: 只招收皇后區的學生或居民
- **去年的需求**: 普通教育 101 申請人數 1,807 每個名額的申請人數 18

### Performing Dance (Q16K)
- **專業領域**: 表演藝術
- **錄取方法**: 表演面試
- **資格**: 只招收皇后區的學生或居民
- **去年的需求**: 普通教育 50 申請人數 332 每個名額的申請人數 7

### DaVinci Science/Engineering (Q16L)
- **專業領域**: 工程
- **錄取方法**: 篩選
- **資格**: 只招收皇后區的學生或居民
- **去年的需求**: 普通教育 50 申請人數 1,900 每個名額的申請人數 38

### Zoned (Q16Z)
- **專業領域**: 前線
- **錄取方法**: 前線
- **資格**: 只招收皇后區的學生或居民
- **去年的需求**: 不適用 - 前線課程

### Benjamin N. Cardozo High School D75 Inclusion Program (Q16U)
- **有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊, 請瀏覽第11.0節**
Cambria Heights Academy | 29Q326

94%的學生四年內畢業，90%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全。

 Cambria Heights Academy | Q44A

專業領域：電腦科學及技術
錄取方法：教育選項

入學優先權：① 皇后區的學生或居民有優先權 (99%的入學安排給予了這個組別) ② 然後是紐約市居民

Channel View School for Research | 27Q262

93%的學生四年內畢業，86%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全。

 Research Technology & Robotics | Q97A

專業領域：電腦科學及技術; 工程
錄取方法：教育選項

入學優先權：① 繼續於本校就讀的8年級學生有優先權 (16%的入學安排給予了這個組別) ② 然後是紐約市居民

Channel View College & Career Readiness Program | Q97X

專業領域：人文學科和跨學科課程; 科學和數學
錄取方法：教育選項

入學優先權：① 繼續於本校就讀的8年級學生有優先權 (64%的入學安排給予了這個組別) ② 然後是第27學區的學生或居民 ③ 然後是皇后區的學生或居民 ④ 然後是紐約市居民

Channel View School for Research ASD Nest Program | Q97H

有關這一自閉症症候群或「學業職業及基本技能」（Academic, Career, and Essential Skills）課程的更詳細資訊，請瀏覽第12.0節

Channel View School for Research D75 Inclusion Program | Q97U

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

Channel View School for Research ASD Horizon Program | Q97Y

有關這一自閉症症候群或「學業職業及基本技能」（Academic, Career, and Essential Skills）課程的更詳細資訊，請瀏覽第12.0節

Civic Leadership Academy | 24Q293

92%的學生四年內畢業，95%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全。

 Civic Leadership Academy | Q76A

專業領域：人文學科和跨學科課程
錄取方法：教育選項

入學優先權：① 紐約市居民可申請入學

Eagle Academy for Young Men III | 29Q327

90%的學生四年內畢業，72%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全。

 Eagle Academy for Young Men III | Q92A

專業領域：人文學科和跨學科課程
錄取方法：教育選項

資格：只招收自認為是男性 (Male-Identified) 的學生

入學優先權：① 繼續於本校就讀的8年級學生有優先權 (54%的入學安排給予了這個組別) ② 然後是皇后區的學生或居民 ③ 然後是紐約市居民
East-West School of International Studies | 25Q281

86% of students graduate within 4 years | 86% of students feel safe in the school hallways, bathrooms, lockers, and cafeteria

East-West School of International Studies | Q82A

- Last year's demand: 74, applicants: 666, ratio: 9
- Last year's demand: 15, applicants: 92, ratio: 6

Energy Tech High School | 30Q258

88% of students graduate within 4 years | 87% of students feel safe in the school hallways, bathrooms, lockers, and cafeteria

Energy Tech High School | Q61A

- Last year's demand: 91, applicants: 1,604, ratio: 18
- Last year's demand: 17, applicants: 341, ratio: 20

Epic High School – North | 27Q334

81% of students graduate within 4 years | 87% of students feel safe in the school hallways, bathrooms, lockers, and cafeteria

Epic High School – North | Q65A

- Last year's demand: 59, applicants: 658, ratio: 11
- Last year's demand: 11, applicants: 132, ratio: 12

Epic High School – South | 27Q314

83% of students graduate within 4 years | 85% of students feel safe in the school hallways, bathrooms, lockers, and cafeteria

Epic High School – South | Q66A

- Last year's demand: 68, applicants: 301, ratio: 4
- Last year's demand: 13, applicants: 84, ratio: 6

Interdisciplinary | Q65A

88% of students graduate within 4 years | 88% of students feel safe in the school hallways, bathrooms, lockers, and cafeteria

Epic High School – South | Q66A

- Last year's demand: 68, applicants: 301, ratio: 4
- Last year's demand: 13, applicants: 84, ratio: 6

Energy Tech High School D75 Inclusion Program | Q61U

有關這一「第75學區特殊教育融入服務」（District 75 Special Education Inclusive Services）課程的更詳細資訊，請瀏覽第11.0節

Epic High School | Q66A

- Last year's demand: 68, applicants: 301, ratio: 4
- Last year's demand: 13, applicants: 84, ratio: 6

Epic High School – South | Q66A

- Last year's demand: 68, applicants: 301, ratio: 4
- Last year's demand: 13, applicants: 84, ratio: 6

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！
Excelsior Preparatory High School

年級：9-12 | 學生：422
143-10 Springfield Boulevard, Springfield Gardens
NY 11413 | 718-525-6507

84%的學生四年內畢業 | 82%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Gateway to Higher Education | Q42W
專業領域：科學和數學
錄取方法：教育選項
入學優先權：皇后區的學生或居民有優先權 (96%的入學安排给予了這個組別)

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 29 | 215 | 7
殘障學生 | 5 | 23 | 5

Humanities | Q42X
專業領域：人文科學和跨學科課程
錄取方法：教育選項
入學優先權：皇后區的學生或居民有優先權 (95%的入學安排给予了這個組別)

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 62 | 318 | 5
殘障學生 | 12 | 66 | 6

Flushing High School

年級：9-12 | 學生：1,483
35-01 Union Street, Flushing NY 11354 | 718-888-7500

70%的學生四年內畢業 | 79%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Thurgood Marshall Law Pathway | Q18A
專業領域：法律與政府
錄取方法：教育選項
入學優先權：紐約市居民可申請入學

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 120 | 263 | 2
殘障學生 | 23 | 56 | 2

Science Research Pathway | Q18B
專業領域：科學和數學
錄取方法：教育選項
入學優先權：紐約市居民可申請入學

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 104 | 379 | 4
殘障學生 | 20 | 70 | 4

Business Entrepreneurship Pathway | Q18C
專業領域：商務
錄取方法：教育選項
入學優先權：紐約市居民可申請入學

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 72 | 359 | 5
殘障學生 | 14 | 91 | 7

Flushing International High School

年級：9-12 | 學生：449
144-80 Barclay Avenue, Flushing NY 11355 | 718-463-2348

65%的學生四年內畢業 | 94%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

去年的需求 | 名額 | 申請人數 | 每個名額的申請人數
普通教育 | 76 | 390 | 5
殘障學生 | 14 | 48 | 3

資格：根據紐約市教育局的指引，只有在美國本土居住不超過四年且目前被確定為英語學習生的紐約市居民才可申請入讀這所學校；英語學習生是指在紐約市英語為第二語言成績測驗 (NYSESLAT)、紐約英語學習生識別測驗 (NYSITELL) 或最新版語言評核測驗 (LAB-R) 中取得「Entering」(入門)、「Emerging」(初級) 或「Transitioning」(過渡) 水平成績的學生。
<table>
<thead>
<tr>
<th>学校名称</th>
<th>代码</th>
<th>年级</th>
<th>学生数量</th>
<th>地址</th>
<th>电话</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest Hills High School</td>
<td>28Q440</td>
<td>9-12</td>
<td>3,705</td>
<td>67-01 110th Street, Forest Hills NY 11375</td>
<td>718-268-3137</td>
</tr>
</tbody>
</table>

87% 的学生四年内毕业 | 60% 的学生在学校的走廊、洗手间、储物橱室和食堂均感到安全

### Academy of Chinese Studies | Q19A

- **專業領域**：人文學科和跨學科課程
- **錄取方法**：教育選項
- **入學優先權**：紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>25</td>
<td>459</td>
<td>18</td>
</tr>
<tr>
<td>殘障學生</td>
<td>5</td>
<td>70</td>
<td>14</td>
</tr>
</tbody>
</table>

### Dual Language Academy (Spanish) | Q19B

- **專業領域**：人文學科和跨學科課程
- **錄取方法**：篩選 (語言)
- **入學優先權**：居住在學校地理劃區內的學生有優先權 (14% 的入學安排給予了這個組別) 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>50</td>
<td>707</td>
<td>14</td>
</tr>
<tr>
<td>殘障學生</td>
<td>10</td>
<td>129</td>
<td>13</td>
</tr>
</tbody>
</table>

### Carl Sagan STEM Honors Academy | Q19J

- **專業領域**：科學和數學
- **錄取方法**：篩選
- **資格**：只招收皇后區的學生或居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>134</td>
<td>2,730</td>
<td>20</td>
</tr>
<tr>
<td>殘障學生</td>
<td>26</td>
<td>134</td>
<td>5</td>
</tr>
</tbody>
</table>

### Law Academy | Q19M

- **專業領域**：法律與政府
- **錄取方法**：教育選項

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>101</td>
<td>2,827</td>
<td>28</td>
</tr>
<tr>
<td>殘障學生</td>
<td>19</td>
<td>427</td>
<td>22</td>
</tr>
</tbody>
</table>

### Drama Academy | Q19N

- **專業領域**：表演藝術
- **錄取方法**：表演面試 共同表演面試的課程
- **入學優先權**：紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>25</td>
<td>485</td>
<td>19</td>
</tr>
<tr>
<td>殘障學生</td>
<td>5</td>
<td>94</td>
<td>19</td>
</tr>
</tbody>
</table>

### Academy of Instrumental and Vocal Music | Q19P

- **專業領域**：表演藝術
- **錄取方法**：表演面試 共同表演面試的課程
- **入學優先權**：紐約市居民可申請入學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>50</td>
<td>591</td>
<td>12</td>
</tr>
<tr>
<td>殘障學生</td>
<td>10</td>
<td>103</td>
<td>10</td>
</tr>
</tbody>
</table>

### Zoned | Q19Z

- **專業領域**：劃區
- **錄取方法**：劃區保證
- **入學優先權**：在該校劃區內居住的學生肯定會被錄取 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>殘障學生</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 圖例
- 部分場地設有無障礙設施
- 表現評估學校
- 入學課程
- 招收新移民的學校
- 提供10年級入學名額的學校

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程、填好您的申請表並提出申請！
### Francis Lewis High School D75 Inclusion Program | Q20U

有关这一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊, 請瀏覽第11.0節

### Frank Sinatra School of the Arts High School | 30Q501

94% 的學生四年內畢業  95%的學生在學校的走廊丶洗手間丶儲物櫃室和食堂均感到安全

### Jacob K. Javits Law Institute | Q20A

專業領域：法律與政府

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>69</td>
<td>3,175</td>
<td>46</td>
</tr>
<tr>
<td>殘障學生</td>
<td>10</td>
<td>440</td>
<td>44</td>
</tr>
</tbody>
</table>

入學優先權：① 多至50%的名額優先給予居住在劃區內的學生  ② 然後是皇后區的學生或居民  ③ 然後是紐約市居民

### Engineering and Robotics | Q20H

專業領域：科學和數學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>64</td>
<td>4,076</td>
<td>64</td>
</tr>
<tr>
<td>殘障學生</td>
<td>10</td>
<td>255</td>
<td>26</td>
</tr>
</tbody>
</table>

入學優先權：① 多至50%的名額優先給予居住在劃區內的學生  ② 然後是皇后區的學生或居民  ③ 然後是紐約市居民

### University Scholars | Q20J

專業領域：人文學科和跨學科課程

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>70</td>
<td>2,844</td>
<td>41</td>
</tr>
<tr>
<td>殘障學生</td>
<td>10</td>
<td>199</td>
<td>20</td>
</tr>
</tbody>
</table>

入學優先權：① 多至50%的名額優先給予居住在劃區內的學生  ② 然後是皇后區的學生或居民  ③ 然後是紐約市居民

### Science Research Institute | Q20K

專業領域：科學和數學

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通教育</td>
<td>64</td>
<td>3,838</td>
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<tr>
<td>殘障學生</td>
<td>10</td>
<td>255</td>
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</tbody>
</table>

入學優先權：① 多至50%的名額優先給予居住在劃區內的學生  ② 然後是皇后區的學生或居民  ③ 然後是紐約市居民

### Zoned | Q20Z

專業領域：劃區

入學優先權：① 在該校劃區內居住的學生肯定會被錄取  ② 然後是紐約市居民

### Francis Lewis High School D75 Inclusion Program | Q20U

有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊, 請瀏覽第11.0節

### Francis Lewis High School ACES 12:1:1 Program | Q20Y

有關這一自閉症症候群或「學業職業及基本技能」 (Academic, Career, and Essential Skills) 課程的更詳細資訊, 請瀏覽第12.0節

### Frank Sinatra School of the Arts High School | 30Q501

94% 的學生四年內畢業  95%的學生在學校的走廊丶洗手間丶儲物櫃室和食堂均感到安全

### Film and Media Arts | Q40F

專業領域：電影/視頻

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
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<td>殘障學生</td>
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入學優先權：① 紐約市居民可申請入學

### Fine Arts | Q40J

專業領域：視覺藝術與設計

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
<td>普通教育</td>
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入學優先權：① 紐約市居民可申請入學

續下一頁……
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<thead>
<tr>
<th>Program</th>
<th>Code</th>
<th>Last Year's Requirements</th>
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<td>Dance</td>
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<td>Veterinary Science</td>
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<td>Pre-Nursing Institute</td>
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<td>Carver Research Institute</td>
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<td></td>
<td></td>
<td>9</td>
<td>38</td>
</tr>
</tbody>
</table>

Frederick Douglass Academy VI
High School | 27Q260
48% of students graduate in 4 years | 72% of students in school's cafeteria, bathroom, and storage room feel safe

George Washington Carver High School for the Sciences | 29Q272
72% of students graduate in 4 years | 83% of students in school's cafeteria, bathroom, and storage room feel safe

- Health and Science
- Science and Technology
- Special Education Program
- Pre-Nursing Institute Program
- Carver Research Institute

Scan QR code or visit MySchools.nyc to learn more about each program, fill out your application, and submit it!
Grover Cleveland High School | 24Q485

67% of students graduate within 4 years  83% of students in school for the year

Information Technology Pathway (STEM)  | Q23A

- Academic Focus: Computer Science
- Application Method: Education Option
- Admission Priority: 1. Students from the same district have priority (85% of the admissions go to this group)
- Application Limit: 21
- Locations: 21-27 Himrod Street, Ridgewood NY 11385 | 718-381-9600

Math and Science Research Pathway (STEM)  | Q23J

- Academic Focus: Science and Math
- Application Method: Education Option
- Admission Priority: 1. Students from the same district have priority (83% of the admissions go to this group)

Music and Fine Arts Pathway  | Q23H

- Academic Focus: Performing Arts
- Application Method: Education Option
- Admission Priority: 1. Students from the same district have priority (83% of the admissions go to this group)

Allied Health Pathway  | Q23S

- Academic Focus: Allied Health
- Application Method: Education Option
- Admission Priority: 1. Students from the same district have priority (80% of the admissions go to this group)

High School for Arts and Business  | 24Q550

95% of students graduate within 4 years  93% of students in school for the year

Arts and Business  | Q99A

- Academic Focus: Visual Arts
- Application Method: Education Option
- Admission Priority: 1. Students from the same district have priority (100% of the admissions go to this group)

High School for Community Leadership  | 28Q328

94% of students graduate within 4 years  83% of students in school for the year

High School for Community Leadership  | Q33A

- Academic Focus: Culinary Arts
- Application Method: Education Option
- Admission Priority: 1. Students from the same district have priority (99% of the admissions go to this group)

High School for Community Leadership  | Q23Y

- Academic Focus: Culinary Arts
- Application Method: Education Option
- Admission Priority: 1. Students from the same district have priority (99% of the admissions go to this group)

High School for Community Leadership  | Q33A

- Academic Focus: Culinary Arts
- Application Method: Education Option
- Admission Priority: 1. Students from the same district have priority (99% of the admissions go to this group)
High School for Construction Trades, Engineering and Architecture | 27Q650

98% of students graduate within 4 years | 84% of students feel safe in the halls, restrooms, lockers, and cafeteria

**Construction Trades & Management | Q83A**
- Department: Engineering
- Admissions: Screened
- Priority: 1
- Admission: Open to all New York City residents

<table>
<thead>
<tr>
<th>Last Year</th>
<th>Seat</th>
<th>Applicants</th>
<th>per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>71</td>
<td>809</td>
<td>11</td>
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<tr>
<td>Handicapped</td>
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<td>175</td>
<td>15</td>
</tr>
</tbody>
</table>

**Architectural Design | Q83B**
- Department: Architecture
- Admissions: Screened
- Priority: 1
- Admission: Open to all New York City residents

<table>
<thead>
<tr>
<th>Last Year</th>
<th>Seat</th>
<th>Applicants</th>
<th>per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>71</td>
<td>1,121</td>
<td>16</td>
</tr>
<tr>
<td>Handicapped</td>
<td>12</td>
<td>168</td>
<td>14</td>
</tr>
</tbody>
</table>

**Academy of Engineering | Q83C**
- Department: Engineering
- Admissions: Screened
- Priority: 1
- Admission: Open to all New York City residents

<table>
<thead>
<tr>
<th>Last Year</th>
<th>Seat</th>
<th>Applicants</th>
<th>per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>71</td>
<td>1,442</td>
<td>20</td>
</tr>
<tr>
<td>Handicapped</td>
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<td>218</td>
<td>18</td>
</tr>
</tbody>
</table>

**High School for Construction Trades, Engineering and Architecture D75 Inclusion Program | Q83U**

For more information on the District 75 Special Education Inclusive Services, please refer to Section 11.0.0.

High School for Law Enforcement and Public Safety | 28Q690

81% of students graduate within 4 years | 79% of students feel safe in the halls, restrooms, lockers, and cafeteria

**Law Enforcement and Public Safety | Q21A**
- Department: Law and Government
- Admissions: Screened
- Priority: 1
- Admission: Open to all New York City residents

<table>
<thead>
<tr>
<th>Last Year</th>
<th>Seat</th>
<th>Applicants</th>
<th>per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>134</td>
<td>396</td>
<td>3</td>
</tr>
<tr>
<td>Handicapped</td>
<td>12</td>
<td>86</td>
<td>7</td>
</tr>
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</table>

**High School for Law Enforcement and Public Safety D75 Inclusion Program | Q21U**

For more information on the District 75 Special Education Inclusive Services, please refer to Section 11.0.0.

High School of Applied Communication | 24Q267

95% of students graduate within 4 years | 75% of students feel safe in the halls, restrooms, lockers, and cafeteria

**High School of Applied Communication | Q07R**
- Department: Computer Science and Technology
- Admissions: Open
- Priority: 1
- Admission: Open to all New York City residents

<table>
<thead>
<tr>
<th>Last Year</th>
<th>Seat</th>
<th>Applicants</th>
<th>per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>91</td>
<td>543</td>
<td>6</td>
</tr>
<tr>
<td>Handicapped</td>
<td>17</td>
<td>160</td>
<td>9</td>
</tr>
</tbody>
</table>

**Health Sciences Institute | Q24A**
- Department: Health Sciences
- Admissions: Special
- Priority: 1
- Admission: Open to all New York City residents

<table>
<thead>
<tr>
<th>Last Year</th>
<th>Seat</th>
<th>Applicants</th>
<th>per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>86</td>
<td>583</td>
<td>7</td>
</tr>
<tr>
<td>Handicapped</td>
<td>16</td>
<td>99</td>
<td>6</td>
</tr>
</tbody>
</table>

**Hillcrest High School | 28Q505**

78% of students graduate within 4 years | 79% of students feel safe in the halls, restrooms, lockers, and cafeteria

**Hillcrest High School | Q75U**
- Department: Health Sciences
- Admissions: Special
- Priority: 1
- Admission: Open to all New York City residents

<table>
<thead>
<tr>
<th>Last Year</th>
<th>Seat</th>
<th>Applicants</th>
<th>per Seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>86</td>
<td>583</td>
<td>7</td>
</tr>
<tr>
<td>Handicapped</td>
<td>16</td>
<td>99</td>
<td>6</td>
</tr>
</tbody>
</table>

Scan QR code or visit MySchools.nyc to further understand the high school curriculum, fill out your application, and submit it! 169
<table>
<thead>
<tr>
<th>School Name</th>
<th>Code</th>
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<tbody>
<tr>
<td>Teachers of Tomorrow</td>
<td>Q24B</td>
</tr>
<tr>
<td>Humanities Honors Academy</td>
<td>Q24H</td>
</tr>
<tr>
<td>Pre-Med School of Scientific Research (STEM)</td>
<td>Q24J</td>
</tr>
<tr>
<td>Academy of Performing and Visual Arts</td>
<td>Q24L</td>
</tr>
<tr>
<td>Academy of Public Service and Law</td>
<td>Q24P</td>
</tr>
<tr>
<td>Biz-Tek</td>
<td>Q24T</td>
</tr>
<tr>
<td>Zoned</td>
<td>Q24Z</td>
</tr>
<tr>
<td>Hillcrest High School ACES 15:1 Program</td>
<td>Q24Y</td>
</tr>
</tbody>
</table>

### Teachers of Tomorrow (Q24B)
- **Professional Area:** Teaching
- **Admission Method:** Education Option
- **Admission Priority:**紐約市居民可申請入學

<table>
<thead>
<tr>
<th>Yearly Demand</th>
<th>Quota</th>
<th>Applicants</th>
<th>Application per Quota</th>
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</thead>
<tbody>
<tr>
<td>General Ed.</td>
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<td>Special Ed.</td>
<td>10</td>
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### Humanities Honors Academy (Q24H)
- **Professional Area:** Humanities Honors
- **Admission Method:** 請選
- **Admission Priority:**紐約市居民可申請入學

<table>
<thead>
<tr>
<th>Yearly Demand</th>
<th>Quota</th>
<th>Applicants</th>
<th>Application per Quota</th>
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<tbody>
<tr>
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### Pre-Med School of Scientific Research (STEM) (Q24J)
- **Professional Area:** Scientific Research (STEM)
- **Admission Method:** 請選
- **Admission Priority:**紐約市居民可申請入學

<table>
<thead>
<tr>
<th>Yearly Demand</th>
<th>Quota</th>
<th>Applicants</th>
<th>Application per Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ed.</td>
<td>86</td>
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</tr>
<tr>
<td>Special Ed.</td>
<td>16</td>
<td>63</td>
<td>4</td>
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</table>

### Academy of Performing and Visual Arts (Q24L)
- **Professional Area:** 表演藝術/視覺藝術與設計
- **Admission Method:** 共同表演面試的課程
- **Admission Priority:**紐約市居民可申請入學

<table>
<thead>
<tr>
<th>Yearly Demand</th>
<th>Quota</th>
<th>Applicants</th>
<th>Application per Quota</th>
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</thead>
<tbody>
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<td>Special Ed.</td>
<td>11</td>
<td>32</td>
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### Academy of Public Service and Law (Q24P)
- **Professional Area:** 法律與政府
- **Admission Method:** 教育選項
- **Admission Priority:**紐約市居民可申請入學

<table>
<thead>
<tr>
<th>Yearly Demand</th>
<th>Quota</th>
<th>Applicants</th>
<th>Application per Quota</th>
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</thead>
<tbody>
<tr>
<td>General Ed.</td>
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<tr>
<td>Special Ed.</td>
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<td>104</td>
<td>9</td>
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</table>

### Biz-Tek (Q24T)
- **Professional Area:** 商務
- **Admission Method:** 教育選項
- **Admission Priority:**紐約市居民可申請入學

<table>
<thead>
<tr>
<th>Yearly Demand</th>
<th>Quota</th>
<th>Applicants</th>
<th>Application per Quota</th>
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<tbody>
<tr>
<td>General Ed.</td>
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<td>Special Ed.</td>
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<td>84</td>
<td>8</td>
</tr>
</tbody>
</table>

### Zoned (Q24Z)
- **Professional Area:** 創意
- **Admission Method:** 創意保證
- **Admission Priority:**在該校創意區內居住的學生肯定會被錄取，然後是紐約市居民

<table>
<thead>
<tr>
<th>Yearly Demand</th>
<th>Quota</th>
<th>Applicants</th>
<th>Application per Quota</th>
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<tbody>
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<td>不適用 - 創意課程</td>
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<tr>
<td>Special Ed.</td>
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### Hillcrest High School ACES 15:1 Program (Q24Y)
- **Professional Area:** 創意
- **Admission Method:** 表演面試
- **Admission Priority:**皇后區的學生或居民有優先權 (98%的入學安排給予了這個組別)，然後是紐約市居民

<table>
<thead>
<tr>
<th>Yearly Demand</th>
<th>Quota</th>
<th>Applicants</th>
<th>Application per Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ed.</td>
<td>91</td>
<td>523</td>
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</tr>
<tr>
<td>Special Ed.</td>
<td>17</td>
<td>117</td>
<td>7</td>
</tr>
</tbody>
</table>

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**Hillside Arts & Letters Academy**

- **Address:** 167-01 Gothic Drive, Jamaica NY 11432
- **Phone:** 718-658-1249
- **Students:** 452
- **Graduation:** 92%
- **Safety:** 91% of students feel safe in hallways, restrooms, lockers and cafeteria.

### Hillside Arts & Letters Academy (Q46A)
- **Professional Area:** 人文學科和跨學科課程
- **Admission Method:** 教育選項
- **Admission Priority:**皇后區的學生或居民有優先權 (98%的入學安排給予了這個組別)，然後是紐約市居民

<table>
<thead>
<tr>
<th>Yearly Demand</th>
<th>Quota</th>
<th>Applicants</th>
<th>Application per Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ed.</td>
<td>91</td>
<td>523</td>
<td>6</td>
</tr>
<tr>
<td>Special Ed.</td>
<td>17</td>
<td>117</td>
<td>7</td>
</tr>
</tbody>
</table>
### Humanities & Arts Magnet High School

**年級:** 9-12  |  **學生:** 372  |  |  
| 207-01 116th Avenue, Cambria Heights NY 11411 | 718-978-2135 |  |  

84% 的學生四年內畢業  
80%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>序列</th>
<th>類型</th>
<th>註冊</th>
<th>需求</th>
<th>名額</th>
<th>申請人數</th>
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### Information Technology High School

**年級:** 9-12  |  **學生:** 976  |  |  
| 21-16 44th Road, Long Island City NY 11101 | 718-937-4270 |  |  

77% 的學生四年內畢業  
78%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
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<th>序列</th>
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<th>註冊</th>
<th>需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<td></td>
<td>資格: 只招收皇后區的學生或居民</td>
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### Institute for Health Professions at Cambria Heights

**年級:** 9-12  |  **學生:** 449  |  |  
| 207-01 116th Avenue, Cambria Heights NY 11411 | 718-723-7301 |  |  

89% 的學生四年內畢業  
89%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

<table>
<thead>
<tr>
<th>序列</th>
<th>類型</th>
<th>註冊</th>
<th>需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
<td>🌟 Institute for Health Professions at Cambria Heights</td>
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</table>

掃描QR代碼或瀏覽 MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！ 171
International High School at LaGuardia Community College | 24Q530

81% 的學生四內年畢業 99%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

*International High School at LaGuardia Community College (Q27J)*

專業領域：基於項目的學習

錄取方法：篩選：語言

資格：根據紐約市教育局的指引，只有在美國本土居住不超過四年且目前被確定為英語學習生的紐約市居民才可申請入讀這所學校；英語學習生是指在紐約市英語為第二語言成績測驗 (NYSESLAT)、紐約英語學習生識別測驗 (NYSITELL) 或最新版語言評核測驗 (LAB-R) 中取得「Entering」（入門）、「Emerging」（初級）或「Transitioning」（過渡）水平成績的學生。

International High School for Health Sciences | 24Q236

71% 的學生四年內畢業 90%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

*International High School for Health Sciences (Q63A)*

專業領域：健康保健

錄取方法：篩選：語言

資格：根據紐約市教育局的指引，只有在美國本土居住不超過四年且目前被確定為英語學習生的紐約市居民才可申請入讀這所學校；英語學習生是指在紐約市英語為第二語言成績測驗 (NYSESLAT)、紐約英語學習生識別測驗 (NYSITELL) 或最新版語言評核測驗 (LAB-R) 中取得「Entering」（入門）、「Emerging」（初級）或「Transitioning」（過渡）水平成績的學生。

Jamaica Gateway to the Sciences | 28Q350

91% 的學生四內年畢業 87%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

*Jamaica Gateway to the Sciences (Q26G)*

專業領域：科學和數學

錄取方法：教育選項

入學優先權：1 皇后區的學生或居民有優先權 (92%的入學安排給予了這個組別) 2 然後是紐約市居民

John Adams High School | 27Q480

82% 的學生四內年畢業 73%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

*STEM and International Baccalaureate Academy (Q10A)*

專業領域：電腦科學及技術; 科學和數學

錄取方法：篩選

入學優先權：1 紐約市居民可申請入學

*Law and International Studies Academy (Q10B)*

專業領域：人文學科和跨學科課程; 法律與政府

錄取方法：教育選項

入學優先權：1 紐約市居民可申請入學

年級：9-12 | 學生：519 | 45-35 Van Dam Street, Long Island City NY 11101 | 718-392-3433

年級：9-12 | 學生：291 | 48-01 90th Street, Elmhurst NY 11373 | 718-595-8600

年級：9-12 | 學生：483 | 167-01 Gothic Drive, Jamaica NY 11432 | 718-480-2689

年級：9-12 | 學生：2,492 | 101-01 Rockaway Boulevard, Ozone Park NY 11417 | 718-322-0500

掃描QR代碼或瀏覽MySchools.nyc進一步了解每個高中課程，填好您的申請表，並提出申請！
Pre-Med Academy and International Baccalaureate Academy | Q10C

專業領域：健康保健; 科學和數學
錄取方法：篩選

入學優先權：① 紐約市居民可申請入學

去年的需求 名額 申請人數 每個名額的申請人數
普通教育 86 388 5
殘障學生 16 56 4

Media and Fine Arts Academy | Q10D

專業領域：電影/視頻; 表演藝術/視覺藝術與設計
錄取方法：教育選項

入學優先權：① 紐約市居民可申請入學

去年的需求 名額 申請人數 每個名額的申請人數
普通教育 86 434 5
殘障學生 16 102 6

Queens Business Academy | Q10E

專業領域：商務
錄取方法：教育選項

入學優先權：① 紐約市居民可申請入學

去年的需求 名額 申請人數 每個名額的申請人數
普通教育 86 342 4
殘障學生 16 86 5

Future Educators and Leadership Academy (FELA) | Q10G

專業領域：教學
錄取方法：篩選

入學優先權：① 紐約市居民可申請入學

去年的需求 名額 申請人數 每個名額的申請人數
普通教育 25 223 9
殘障學生 5 52 10

Zoned | Q10Z

專業領域：劃區
錄取方法：劃區保證

入學優先權：① 在該校劃區內居住的學生肯定會被錄取 ② 然後是紐約市居民

去年的需求 名額 申請人數 每個名額的申請人數
普通教育 不適用
殘障學生 不適用

John Bowne High School | 25Q425

77% 的學生四年內畢業 74%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Academy for Creative Artists | Q14A

專業領域：人文學科和跨學科課程; 表演藝術
錄取方法：教育選項

入學優先權：① 紐約市居民可申請入學

去年的需求 名額 申請人數 每個名額的申請人數
普通教育 84 521 6
殘障學生 16 143 9

Animal/Plant Agriscience Institute | Q14B

專業領域：動物科學; 環境科學
錄取方法：教育選項

入學優先權：① 紐約市居民可申請入學

去年的需求 名額 申請人數 每個名額的申請人數
普通教育 168 407 2
殘障學生 32 129 4

John Bowne Visual Arts Institute | Q14C

專業領域：視覺藝術
錄取方法：教育選項

入學優先權：① 多至50%的名額優先給予居住在劃區內的學生 ② 然後是紐約市居民

去年的需求 名額 申請人數 每個名額的申請人數
普通教育 不適用
殘障學生 不適用 - 新課程

John Bowne Law Institute | Q14D

專業領域：法律與政府
錄取方法：教育選項

入學優先權：① 居住在學校地理劃區內的學生有優先權 (13%的入學安排給予了這個組別) ② 然後是紐約市居民

去年的需求 名額 申請人數 每個名額的申請人數
普通教育 84 673 8
殘障學生 16 136 9

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<th>Last Year's Demand</th>
<th>Capacity</th>
<th>Applicants</th>
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<td>Global Informatics</td>
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### Dual Language Spanish Program | Q29S

- **Language:** Bilingual Spanish

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<th>Application Rate</th>
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<td>2022-23</td>
<td>9th-12th</td>
<td>116</td>
<td>232</td>
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#### Application Information
- **Language:** Spanish

#### Placement
- **Preferred placement:** Spanish Immersion

#### Requirements
- **Eligibility:** Bilingual Spanish

#### Application Process
- **Deadline:** 30 June 2023
- **Supporting Documents:**
  - Personal Statement
  - Two Letters of Recommendation
  - Official Transcript

#### Contact
- **School:** Spanish Immersion Program
- **Contact:** 718-776-4728
- **Website:** [MySchools.nyc](https://www.myschools.nyc)

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### Martin Van Buren High School | 26Q435

#### School Information
- **Address:** 230-17 Hillside Avenue, Queens Village, NY 11427
- **Phone:** 718-776-4728

#### Key Facts
- **Typical Year:** 2022-23
- **Grades:** 9th-12th

#### School Details
- **Students:** 1,151
- **Students per Classroom:** 23

#### Program Options
- **Program:** Science Research
- **Language:** English

#### Placement
- **Preferred placement:** Spanish Immersion

#### Application Process
- **Deadline:** 30 June 2023
- **Supporting Documents:**
  - Personal Statement
  - Two Letters of Recommendation
  - Official Transcript

#### Contact
- **School:** Spanish Immersion Program
- **Contact:** 718-776-4728
- **Website:** [MySchools.nyc](https://www.myschools.nyc)

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### STEM Institute for Science Research | Q38K

#### School Information
- **Address:** 54-40 74th Street, Elmhurst, NY 11373
- **Phone:** 718-803-7100

#### Key Facts
- **Typical Year:** 2022-23
- **Grades:** 9th-12th

#### School Details
- **Students:** 1,232
- **Students per Classroom:** 54

#### Program Options
- **Program:** Science Research
- **Language:** English

#### Placement
- **Preferred placement:** Spanish Immersion

#### Application Process
- **Deadline:** 30 June 2023
- **Supporting Documents:**
  - Personal Statement
  - Two Letters of Recommendation
  - Official Transcript

#### Contact
- **School:** Spanish Immersion Program
- **Contact:** 718-776-4728
- **Website:** [MySchools.nyc](https://www.myschools.nyc)

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### Institute for Law and Humanities | Q38M

#### School Information
- **Address:** 54-40 74th Street, Elmhurst, NY 11373
- **Phone:** 718-803-7100

#### Key Facts
- **Typical Year:** 2022-23
- **Grades:** 9th-12th

#### School Details
- **Students:** 1,232
- **Students per Classroom:** 54

#### Program Options
- **Program:** Law and Humanities
- **Language:** English

#### Placement
- **Preferred placement:** Spanish Immersion

#### Application Process
- **Deadline:** 30 June 2023
- **Supporting Documents:**
  - Personal Statement
  - Two Letters of Recommendation
  - Official Transcript

#### Contact
- **School:** Spanish Immersion Program
- **Contact:** 718-776-4728
- **Website:** [MySchools.nyc](https://www.myschools.nyc)

---

### STEM Institute for Engineering and Robotics | Q38L

#### School Information
- **Address:** 54-40 74th Street, Elmhurst, NY 11373
- **Phone:** 718-803-7100

#### Key Facts
- **Typical Year:** 2022-23
- **Grades:** 9th-12th

#### School Details
- **Students:** 1,232
- **Students per Classroom:** 54

#### Program Options
- **Program:** Engineering and Robotics
- **Language:** English

#### Placement
- **Preferred placement:** Spanish Immersion

#### Application Process
- **Deadline:** 30 June 2023
- **Supporting Documents:**
  - Personal Statement
  - Two Letters of Recommendation
  - Official Transcript

#### Contact
- **School:** Spanish Immersion Program
- **Contact:** 718-776-4728
- **Website:** [MySchools.nyc](https://www.myschools.nyc)
Mathematics, Science Research and Technology Magnet High School  |  29Q492

73% of students graduate within 4 years. 81% of students feel safe in the hallways, bathrooms, lockers, and cafeteria.

Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M.)  |  Q55A

Fields of Study: Computer Science and Technology; Performing Arts and Visual Arts and Design

Admission Methods: Education Option

Application Priority: New York City residents can apply.

Metropolitan Expeditionary Learning School  |  28Q167

95% of students graduate within 4 years. 86% of students feel safe in the hallways, bathrooms, lockers, and cafeteria.

Metropolitan Expeditionary Learning School  |  Q49A

Admission Methods: Open

Application Priority: 1. Students and residents from the 24th and 30th districts have priority (100% of admissions are given to this group) 2. Then students and residents of Queens 3. Then residents of New York City

Middle College High School at LaGuardia Community College  |  24Q520

84% of students graduate within 4 years. 91% of students feel safe in the hallways, bathrooms, lockers, and cafeteria.

Middle College High School at LaGuardia Community College  |  Q30J

Admission Methods: Selection

Application Priority: 1. The 24th and 30th districts' students and residents have priority (100% of admissions are given to this group) 2. Then students and residents of Queens 3. Then residents of New York City

Newcomers High School  |  30Q555

68% of students graduate within 4 years. 91% of students feel safe in the hallways, bathrooms, lockers, and cafeteria.

Newcomers High School  |  Q98A

Admission Methods: Language

Application Priority: Only accepts students from Queens

Newtown High School  |  24Q455

72% of students graduate within 4 years. 86% of students feel safe in the hallways, bathrooms, lockers, and cafeteria.

Business Institute  |  Q34A

Admission Methods: Education Option

Application Priority: Only accepts students from Queens

Scan the QR code or browse MySchools.nyc to learn more about each high school program, fill out your application, and submit your application!
<table>
<thead>
<tr>
<th>School Name</th>
<th>Type</th>
<th>Grade</th>
<th>Students</th>
<th>Address</th>
<th>Phone</th>
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<tbody>
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<td>Preparatory Academy</td>
<td>10th</td>
<td>433</td>
<td>45-10 94th Street, Elmhurst NY 11373</td>
<td>718-271-3602</td>
</tr>
<tr>
<td>Pathways College Preparatory School: A College Board School</td>
<td>Preparatory Academy</td>
<td>10th</td>
<td>585</td>
<td>109-89 204th Street, Saint Albans NY 11412</td>
<td>718-454-4957</td>
</tr>
<tr>
<td>Preparatory Academy for Writers: A College Board School</td>
<td>Preparatory Academy</td>
<td>10th</td>
<td>557</td>
<td>143-10 Springfield Boulevard, Springfield Gardens NY 11413</td>
<td>718-949-8405</td>
</tr>
</tbody>
</table>
Queens Collegiate: A College Board School | 28Q310

82% 的學生四年內畢業 | 76%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **Queens Collegiate | Q05A**
  - 專業領域：人文學科和跨學科課程
  - 錄取方法：教育選項

入學優先權：① 繼續於校就讀的8年級學生有優先權 (29%的入學安排給予了這個組別) ② 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tbody>
<tr>
<td>普通教育</td>
<td>68</td>
<td>418</td>
<td>6</td>
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<tr>
<td>殘障學生</td>
<td>13</td>
<td>91</td>
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Queens Gateway to Health Sciences Secondary School | 28Q680

96% 的學生四年內畢業 | 76%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **Queens Gateway to Health Sciences | Q57A**
  - 專業領域：健康保健
  - 錄取方法：篩選

入學優先權：① 繼續於校就讀的8年級學生有優先權 (29%的入學安排给予了這個組別) ② 然後是第28和第29學區的學生或居民 ③ 然後是皇后區的學生或居民 ④ 然後是紐約市居民

<table>
<thead>
<tr>
<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
<td>普通教育</td>
<td>91</td>
<td>1,462</td>
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<tr>
<td>殘障學生</td>
<td>17</td>
<td>120</td>
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</table>

Queens High School for Information, Research, and Technology | 27Q302

82% 的學生四年內畢業 | 91%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **Computer Science Program | Q06B**
  - 專業領域：電腦科學及技術
  - 錄取方法：教育選項

入學優先權：① 紐約市居民可申請入學

<table>
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<tr>
<th>去年的需求</th>
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<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
<td>普通教育</td>
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<td>346</td>
<td>8</td>
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<tr>
<td>殘障學生</td>
<td>9</td>
<td>80</td>
<td>9</td>
</tr>
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- ** CISCO Networking and Internet Computer Core Certification | Q06C**
  - 專業領域：電腦科學及技術
  - 錄取方法：教育選項

入學優先權：① 紐約市居民可申請入學

<table>
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<th>去年的需求</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
<td>普通教育</td>
<td>45</td>
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<td>5</td>
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<tr>
<td>殘障學生</td>
<td>9</td>
<td>59</td>
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</table>

Queens High School for Language Studies | 25Q241

91%的學生四年內畢業 | 89%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

- **Queens High School for Language Studies | Q62A**
  - 專業領域：人文學科和跨學科課程
  - 錄取方法：篩選：語言

資格：根據紐約市教育局的指引，百分之五十（50%）的9年級新生將會是英語流利學生，而另外百分之五十（50%）將會是說中文（普通話）並正在學習英文的英語學習生。

入學優先權：① 皇后區的學生或居民有優先權 (100%的入學安排給予了這個組別) ② 然後是紐約市居民

178 掃描QR代碼或瀏覽MySchools.nyc, 進一步了解每個高中課程，填好您的申請表，並提出申請！
Queens High School for the Sciences at York College | 28Q687

Queens High School for the Sciences at York College

年級：9-12 | 學生：480 | 94-50 159th Street, Jamaica NY 11433 | 718-657-3181

100%的學生四年內畢業 | 92%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Queens High School for the Sciences at York College

專業領域：科學和數學

錄取方法：測試

資格：參加特殊高中入學測驗 (SHSAT) 的紐約市居民才可以申請入讀這所學校

Queens High School of Teaching, Liberal Arts and the Sciences | 26Q566

Queens High School of Teaching, Liberal Arts and the Sciences

年級：9-12 | 學生：1,012 | 74-20 Commonwealth Blvd, Queens NY 11426 | 718-736-7100

93%的學生四年內畢業 | 77%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Queens High School of Teaching, Liberal Arts and the Sciences

專業領域：教學

錄取方法：教育選項

入學優先權：① 就讀PS/IS 266Q和PS/MS 208Q的學生有優先權 (12%的入學安排給予了這個組別) ② 然後是第26和第29學區的學生或居民 ③ 然後是皇后區的學生或居民 ④ 然後是紐約市居民

Queens Metropolitan High School | 28Q686

Queens Metropolitan High School

年級：9-12 | 學生：1,144 | 91-30 Metropolitan Avenue, Forest Hills NY 11375 | 718-286-3600

91%的學生四年內畢業 | 93%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Queens Metropolitan High School

專業領域：劃區

錄取方法：教育選項

入學優先權：① 就讀PS/IS 266Q和PS/MS 208Q的學生有優先權 (12%的入學安排给予了這個組別) ② 然後是第26和第29學區的學生或居民 ③ 然後是皇后區的學生或居民 ④ 然後是紐約市居民

Queens Preparatory Academy | 29Q248

Queens Preparatory Academy

年級：9-12 | 學生：277 | 143-10 Springfield Boulevard, Springfield Gardens NY 11413 | 718-712-2304

79%的學生四年內畢業 | 67%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Queens Preparatory Academy

專業領域：科學和數學

錄取方法：教育選項

入學優先權：① 皇后區的學生或居民有優先權 (97%的入學安排給予了這個組別) ② 然後是紐約市居民

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程，填好您的申請表，並提出申請！ 179
Queens School of Inquiry | Q77A

- **School Name:** The Queens School of Inquiry
- **Grade:** 6-12
- **Students:** 597

**Program:** Queens School of Inquiry ASD Nest Program | Q77Y

- **Program Description:** Details on the Academic, Career, and Essential Skills (ACES) program can be found in Section 12.0.

Queens Technical High School | 24Q600

- **School Name:** Queens Technical High School
- **Grade:** 9-12
- **Students:** 1,461

**Program:** Graphic Arts | Q68B

- **Program Description:** Application details and more information can be found in Section 12.0.

Pre-Engineering Electronic Technology | Q68L

- **Program Description:** Only accepts 10th-grade students. Does not accept 9th-grade applicants.

Exploratory: Introduction to Occupations | Q68M

Computer Technology and Information Systems | Q68N

Cosmetology | Q68O

- **Program Description:** Details for each program can be found in Section 12.0. Fill out your application and submit it!
Richmond Hill High School | 27Q475

89-30 114th Street, Richmond Hill NY 11418 | 718-846-3335

68% 的學生四年內畢業 | 82%的学生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

鲐 Ninth Grade Career Exploration Academy | Q35B

專業領域：人文學科和跨學科課程

錄取方法：教育選項

入學優先權：① 皇州內的學生或居民有優先權 (90%的入學安排給予了這個組別) ② 然後是紐約市居民

鲐 Criminalistics and Forensics Institute (CFI) | Q35P

專業領域：法律與政府

錄取方法：篩選

入學優先權：① 皇州內的學生或居民有優先權 (95%的入學安排給予了這個組別) ② 然後是紐約市居民

鲐 Zoned | Q35Z

專業領域：劃區

錄取方法：劃區優先權

入學優先權：① 住在我校內的學生有優先權 ② 然後是紐約市居民

Robert F. Kennedy Community High School | 25Q670

75-40 Parsons Boulevard, Fresh Meadows NY 11366 | 718-369-5510

92% 的學生四年內畢業 | 84%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

鲐 College Head-Start | Q70A

專業領域：人文學科和跨學科課程

錄取方法：教育選項

資格：只招收第25學區的學生或居民

鲐 Robert F. Wagner, Jr. Secondary School for Arts and Technology | 24Q560

47-07 30th Place, Long Island City NY 11101 | 718-472-5671

99% 的學生四年內畢業 | 88%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

鲐 Arts and Technology | Q31J

專業領域：人文學科和跨學科課程

錄取方法：教育選項

入學優先權：① 繼續於本校就讀的8年級學生有優先權 (11%的入學安排給予了這個組別) ② 然後是第24、第30和第32學區的學生或居民 ③ 然後是紐約市居民

鲐 Robert H. Goddard High School of Communication Arts and Technology | 27Q308

138-30 Lafayette Street, Ozone Park NY 11417 | 718-848-8357

92% 的學生四年內畢業 | 90%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

鲐 Robert H. Goddard High School of Communication | Q02A

專業領域：傳播學

錄取方法：教育選項

入學優先權：① 紐約市居民可申請入學

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Rockaway Collegiate High School | 27Q351

64%的學生四年內畢業 | 71%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

🌟 Rockaway Collegiate High School | Q48A

專業領域：人文學科和跨學科課程

錄取方法：公開

入學優先權：1. 皇后區的學生或居民有優先權（100%的入學安排給予了這個組別） 2. 然後是紐約市居民

🌟 Rockaway Park High School for Environmental Sustainability | 27Q324

74%的學生四年內畢業 | 74%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

🌟 Rockaway Park High School for Environmental Sustainability | Q36A

專業領域：人文學科和跨學科課程

錄取方法：教育選項

入學優先權：1. 皇后區的學生或居民有優先權（100%的入學安排給予了這個組別） 2. 然後是紐約市居民

🌟 The Green Carpentry Program | Q36G

專業領域：工程

錄取方法：教育選項

入學優先權：1. 皇后區的學生或居民有優先權（100%的入學安排給予了這個組別） 2. 然後是紐約市居民

🌟 Scholars’ Academy | 27Q323

100%的學生四年內畢業 | 93%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

🌟 Scholars’ Academy | Q72A

專業領域：人文學科和跨學科課程

錄取方法：篩選

入學優先權：1. 繼續於本校就讀的8年級學生有優先權（94%的入學安排給予了這個組別） 2. 然後是紐約市居民

🌟 Thomas A. Edison Career and Technical Education High School | 28Q620

92%的學生四年內畢業 | 87%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

🌟 Visual Arts | Q67I

專業領域：視覺藝術與設計

錄取方法：篩選

入學優先權：1. 紐約市居民可申請入學

🌟 Information Technologies | Q67K

專業領域：電腦科學及技術

錄取方法：篩選

入學優先權：1. 紐約市居民可申請入學

🌟 Information Technologies | Q67K

🌟 Information Technologies | Q67K

🌟 Information Technologies | Q67K

🌟 Information Technologies | Q67K

🌟 Information Technologies | Q67K

🌟 Information Technologies | Q67K
Computer Aided Design (CAD) | Q67M

專業領域：工程
錄取方法：篩選
入學優先權：紐約市居民可申請入學

Electrical Installation Technologies | Q67N

專業領域：工程
錄取方法：教育選項
入學優先權：紐約市居民可申請入學

Automotive Technologies | Q67P

專業領域：工程
錄取方法：篩選
入學優先權：紐約市居民可申請入學

Robotics/STEM | Q67S

專業領域：工程
錄取方法：篩選
入學優先權：紐約市居民可申請入學

Medical Careers | Q67V

專業領域：健康保健
錄取方法：篩選
入學優先權：紐約市居民可申請入學

Thomas A. Edison Career and Technical Education High D75 Inclusion Program | Q67U

有關這一「第75學區特殊教育融入服務」(District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節

Thomas A. Edison Career and Technical Education High School ACES 15:1 Program | Q67Y

有關這一自閉症症候群或「學業職業及基本技能」(Academic, Career, and Essential Skills) 課程的更詳細資訊，請瀏覽第12.0節

Townsend Harris High School | 25Q525

年級：9-12 | 學生：1,219

149-11 Melbourne Avenue, Flushing NY 11367 | 718-575-5580

100%的學生四年內畢業 | 97%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Intensive Academic Humanities | Q37J

專業領域：人文學科和跨學科課程
錄取方法：篩選
入學優先權：紐約市居民可申請入學

Veritas Academy | Q5240

年級：9-12 | 學生：608

35-01 Union Street, Flushing NY 11354 | 718-888-7520

86%的學生四年內畢業 | 78%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

Veritas Academy | Q51A

專業領域：人文學科和跨學科課程
錄取方法：開放式
入學優先權：皇后區的學生或居民有優先權 (99%的入學安排給予了這個組別) 然後是紐約市居民

Veritas Academy | Q51A

專業領域：人文學科和跨學科課程
錄取方法：開放式
入學優先權：皇后區的學生或居民有優先權 (99%的入學安排給予了這個組別) 然後是紐約市居民

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<table>
<thead>
<tr>
<th>School Name</th>
<th>Q Code</th>
<th>Grade</th>
<th>Students</th>
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<tr>
<td>William Cullen Bryant High School</td>
<td>30Q445</td>
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<tr>
<td>Forensic Science and Law Academy</td>
<td>Q15A</td>
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<tr>
<td>Business and Technology Institute</td>
<td>Q15B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts Institute</td>
<td>Q15C</td>
<td></td>
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</tr>
<tr>
<td>AVID</td>
<td>Q15D</td>
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<tr>
<td>Math and Science Academy</td>
<td>Q15J</td>
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</thead>
<tbody>
<tr>
<td>World Journalism Preparatory: A College Board School</td>
<td>25Q285</td>
<td>6-12</td>
<td>606</td>
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<td>York Early College Academy</td>
<td>28Q284</td>
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<tbody>
<tr>
<td>World Journalism Preparatory</td>
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<tr>
<td>York Early College Academy</td>
<td>Q43A</td>
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<table>
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<th>School Name</th>
<th>Q Code</th>
<th>Grade</th>
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<tbody>
<tr>
<td>World Journalism Preparatory</td>
<td>Q85A</td>
<td>6-12</td>
<td>68</td>
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<tr>
<td>York Early College Academy</td>
<td>Q43A</td>
<td>6-12</td>
<td>68</td>
</tr>
</tbody>
</table>

*Forensic Science and Law Academy*  
- **Qualifications:** Law and government  
- **Admission:** Application  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

*Business and Technology Institute*  
- **Qualifications:** Business, computer science, and technology  
- **Admission:** Education options  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

*Performing Arts Institute*  
- **Qualifications:** Performing arts  
- **Admission:** Application  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

*AVID*  
- **Qualifications:**  
- **Admission:** Education options  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

*Math and Science Academy*  
- **Qualifications:** Science and mathematics  
- **Admission:** Application  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

*Zoned*  
- **Qualifications:**  
- **Admission:** Zoned guarantee  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

*World Journalism Preparatory*  
- **Qualifications:** Journalism  
- **Admission:** Education options  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

*York Early College Academy*  
- **Qualifications:**  
- **Admission:** Education options  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

*World Journalism Preparatory*  
- **Qualifications:**  
- **Admission:** Education options  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

*York Early College Academy*  
- **Qualifications:**  
- **Admission:** Education options  
- **Admission Preference:** 1. Students from the same school or district, 2. New York City residents  

---

95% of students graduate within 4 years. 83% of students feel safe in the school, corridors, bathrooms, lockers, and cafeteria.
| 年級: 6-12 | 學生: 578 | ☛ ☛ |
| 23-15 Newtown Avenue, Astoria NY 11102 | 718-267-2839 |

**The Young Women's Leadership School, Astoria**

<table>
<thead>
<tr>
<th>分級</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<tr>
<td>普通教育</td>
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<tr>
<td>殘障學生</td>
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<td>63</td>
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資格：只招收自認為是女性 (Female-Identified) 的學生

入學優先權：1. 繼續於本校就讀的8年級學生有優先權 (63%的入學安排給予了這個組別) 2. 然後是皇后區的學生或居民 3. 然後是紐約市居民

**The Young Women's Leadership School, Queens**

| 年級: 6-12 | 學生: 560 | ☛ ☛ |
| 150-91 87th Road, Jamaica NY 11432 | 718-725-0402 |

**The Young Women's Leadership School, Astoria**

<table>
<thead>
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<th>分級</th>
<th>名額</th>
<th>申請人數</th>
<th>每個名額的申請人數</th>
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<td>殘障學生</td>
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資格：只招收自認為是女性 (Female-Identified) 的學生

入學優先權：1. 繼續於本校就讀的8年級學生有優先權 (47%的入學安排给予了這個組別) 2. 然後是皇后區的學生或居民 3. 然後是紐約市居民

掃描QR代碼或瀏覽[MySchools.nyc](http://MySchools.nyc),進一步了解每個高中課程, 填好您的申請表,並提出申請! 185
10.5 Staten Island

列出12個選擇很重要！
在申請表上列出12個選擇的史丹頓島學生

100%
獲得他們申請表上其中一個課程選擇的入學安排

史丹頓島有哪些高中課程？
- 11所學區高中
- 57個課程，還有一個特殊高中課程
- 超過3,170個九年級的名額
- 9所學校提供十年級的名額

史丹頓島高中的課程採用哪一種錄取方法？
史丹頓島有很多劃區課程。如果你是史丹頓島的居民，查看申請表上是否有劃區課程，考慮將這個課程列在申請表上。

專業領域
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<th>課程</th>
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<td>傳播學</td>
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<td>電腦科學與技術</td>
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<td>烹飪</td>
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<td>工程</td>
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<td>健康專業</td>
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<td>預備軍官訓練團 (JROTC)</td>
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<td>法律與政府</td>
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<td>表演藝術</td>
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<td>表演藝術/視覺藝術及設計</td>
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<tr>
<td>劃區</td>
<td>5</td>
</tr>
</tbody>
</table>

課程按錄取方法分類

- 開放式 48%
- 篩選 12%
- 測驗 7%
- 划區 9%
- 表演面試 22%
CSI High School for International Studies | 31R047

🌟 CSI High School for International Studies | R01R

專業領域：人文學科和跨學科課程

入學優先權：① 第20、第21和第31學區的學生或居民有優先權 (100%的入學安排給予了這個組別) ② 然後是紐約市居民

Curtis High School | 31R450

🌟 Software Engineering Institute | R19A

專業領域：電腦科學及技術

入學優先權：① 史丹頓島的學生或居民有優先權 (90%的入學安排给予了這個組別) ② 然後是紐約市居民

🌟 Human and Legal Studies/Law Enforcement Academy | R19B

專業領域：法律與政府

入學優先權：① 史丹頓島的學生或居民有優先權 (95%的入學安排给予了這個組別) ② 然後是紐約市居民

🌟 International Baccalaureate/Scholarship Honors Program | R19C

專業領域：人文學科和跨學科課程

入學優先權：① 史丹頓島的學生或居民有優先權 (100%的入學安排给予了這個組別) ② 然後是紐約市居民

🌟 Media Studies at the Journalism Institute | R19D

專業領域：傳播學

入學優先權：① 史丹頓島的學生或居民有優先權 (94%的入學安排给予了這個組別) ② 然後是紐約市居民

🌟 Naval Junior Reserve Officers' Training Corps | R19E

專業領域：青少年預備役軍官訓練團 (JROTC)

入學優先權：① 史丹頓島的學生或居民有優先權 (97%的入學安排给予了這個組別) ② 然後是紐約市居民

🌟 Practical Nursing/ Nursing Assistant | R19F

專業領域：健康保健

入學優先權：① 史丹頓島的學生或居民有優先權 (100%的入學安排给予了這個組別) ② 然後是紐約市居民

🌟 Performing Arts | R19G

專業領域：表演藝術

入學優先權：① 史丹頓島的學生或居民有優先權 (89%的入學安排给予了這個組別) ② 然後是紐約市居民
IB Career-related / Scholarship Honors Program  |  R19H
專業領域：人文學科和跨學科課程
錄取方法：篩選
入學優先權：① 史丹頓島的學生或居民有優先權 (97%的入學安排給予了這個組別) ② 然後是紐約市居民

Visual Arts  |  R19J
專業領域：視覺藝術與設計
錄取方法：開放式
入學優先權：① 史丹頓島的學生或居民有優先權 (88%的入學安排給予了這個組別) ② 然後是紐約市居民

Zoned  |  R19Z
專業領域：劃區
錄取方法：劃區保證
入學優先權：① 在該校劃區內居住的學生肯定會被錄取 ② 然後是紐約市居民

Curtis High School D75 Inclusion Program  |  R19U
有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節

The Eagle Academy for Young Men of Staten Island  |  31R028
84%的學生在學校的走廊、洗手間、儲物櫥和食堂均感到安全

The Eagle Academy for Young Men of Staten Island  |  R28L
專業領域：人文學科和跨學科課程
錄取方法：開放式
資格：只招收自認為是男性 (Male-Identified) 的學生
入學優先權：① 繼續於本校就讀的8年級學生有優先權 (81%的入學安排給予了這個組別) ② 然後是史丹頓島的學生或居民 ③ 然後是紐約市居民

Gaynor McCown Expeditionary Learning School  |  31R064
93%的學生四年内畢業  88%的學生在學校的走廊、洗手間、儲物櫥和食堂均感到安全

Gaynor McCown Expeditionary Learning School  |  R55A
專業領域：人文學科和跨學科課程
錄取方法：教育選項
入學優先權：① 史丹頓島的學生或居民有優先權 (100%的入學安排給予了這個組別) ② 然後是紐約市居民

The Michael J. Petrides School  |  31R080
95%的學生四年内畢業  78%的學生在學校的走廊、洗手間、儲物櫥和食堂均感到安全

Comprehensive Academic  |  R15J
專業領域：人文學科和跨學科課程
錄取方法：教育選項
資格：只招收史丹頓島的學生或居民
入學優先權：① 繼續於本校就讀的8年級學生有優先權 (27%的入學安排給予了這個組別) ② 然後是史丹頓島的學生或居民

The Michael J. Petrides School D75 Inclusion Program  |  R15U
有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節
### New Dorp High School

#### Year: 9-12  |  Students: 3,106  |  465 New Dorp Lane, Staten Island NY 10306  |  718-667-8686

- **84%** of students graduate in four years.
- **79%** of students feel safe in the hallway, bathrooms, lockers, and cafeteria.

#### The Academy of Education and Leadership | R20A

- **Year:**
  - General Education: 52
  - Special Education: 13
- **Applicants:**
  - General Education: 298
  - Special Education: 77
  - **Total:** 375
- **Application Ratio:**
  - General Education: 6
  - Special Education: 6
  - **Total:** 12

#### Law Institute & AFJROTC | R20C

- **Year:**
  - General Education: 52
  - Special Education: 13
- **Applicants:**
  - General Education: 470
  - Special Education: 94
  - **Total:** 564
- **Application Ratio:**
  - General Education: 9
  - Special Education: 7
  - **Total:** 16

#### Corporate Center for Business & Technology | R20E

- **Year:**
  - General Education: 52
  - Special Education: 13
- **Applicants:**
  - General Education: 602
  - Special Education: 135
  - **Total:** 737
- **Application Ratio:**
  - General Education: 12
  - Special Education: 10
  - **Total:** 22

#### Institute of Health Sciences | R20F

- **Year:**
  - General Education: 52
  - Special Education: 13
- **Applicants:**
  - General Education: 649
  - Special Education: 107
  - **Total:** 756
- **Application Ratio:**
  - General Education: 12
  - Special Education: 8
  - **Total:** 20

#### Academy of Communication and Media Arts | R20M

- **Year:**
  - General Education: 52
  - Special Education: 13
- **Applicants:**
  - General Education: 462
  - Special Education: 139
  - **Total:** 591
- **Application Ratio:**
  - General Education: 9
  - Special Education: 11
  - **Total:** 20

#### Academy of Fine and Dramatic Arts | R20P

- **Year:**
  - General Education: 52
  - Special Education: 13
- **Applicants:**
  - General Education: 348
  - Special Education: 99
  - **Total:** 447
- **Application Ratio:**
  - General Education: 7
  - Special Education: 8
  - **Total:** 15

#### Math & Science Institute | R20S

- **Year:**
  - General Education: 69
  - Special Education: 18
- **Applicants:**
  - General Education: 821
  - Special Education: 66
  - **Total:** 887
- **Application Ratio:**
  - General Education: 12
  - Special Education: 4
  - **Total:** 16

#### Institute of Forensic Science & Criminology | R20T

- **Year:**
  - General Education: 52
  - Special Education: 13
- **Applicants:**
  - General Education: 760
  - Special Education: 134
  - **Total:** 894
- **Application Ratio:**
  - General Education: 15
  - Special Education: 10
  - **Total:** 25

#### Zoned | R20Z

- **Year:**
  - General Education: 69
  - Special Education: 18
- **Applicants:**
  - General Education: 821
  - Special Education: 66
  - **Total:** 887
- **Application Ratio:**
  - General Education: 12
  - Special Education: 4
  - **Total:** 16

#### New Dorp High School D75 Inclusion Program | R20U

- **District 75 Special Education Inclusive Services**
- **Year:**
  - General Education: 69
  - Special Education: 18
- **Applicants:**
  - General Education: 821
  - Special Education: 66
  - **Total:** 887
- **Application Ratio:**
  - General Education: 12
  - Special Education: 4
  - **Total:** 16

#### New Dorp High School ASD Horizon Program | R20Y

- **Academic, Career, and Essential Skills**
- **Year:**
  - General Education: 52
  - Special Education: 13
- **Applicants:**
  - General Education: 760
  - Special Education: 134
  - **Total:** 894
- **Application Ratio:**
  - General Education: 15
  - Special Education: 10
  - **Total:** 25

#### Scanning QR Code or visit [MySchools.nyc](https://MySchools.nyc) for more information on each high school program, complete your application, and submit your application!
72% 的學生四年內畢業 | 75% 的學生在校內的走廊、洗手間、儲物櫃室和食堂均感到安全

Gateway Honors Program: Mathematics & Science Institute for Pre-College Education  | R10A
專業領域：科學和數學
錄取方法：篩選
入學優先權：① 史丹頓島的學生或居民有優先權 (100%的入學安排給予了這個組別) ② 然後是紐約市居民

Culinary Arts  | R10C
專業領域：烹飪
錄取方法：教育選項
入學優先權：① 史丹頓島的學生或居民有優先權 (99%的入學安排给予了這個組別) ② 然後是紐約市居民

Junior Reserve Officers’ Training Corps  | R10D
專業領域：青少年預備役軍官訓練團 (JROTC)
錄取方法：教育選項
入學優先權：① 史丹頓島的學生或居民有優先權 (100%的入學安排给予了這個組別) ② 然後是紐約市居民

STEAM (9-14 option available)  | R10E
專業領域：電腦科學及技術; 科學和數學
錄取方法：教育選項
入學優先權：① 史丹頓島的學生或居民有優先權 (96%的入學安排给予了這個組別) ② 然後是紐約市居民

Institute of Business Technology, Hospitality & Entrepreneurship  | R10K
專業領域：商務
錄取方法：教育選項
入學優先權：① 史丹頓島的學生或居民有優先權 (96%的入學安排给予了這個組別) ② 然後是紐約市居民

The Academy of the Arts  | R10L
專業領域：表演藝術/視覺藝術與設計
錄取方法：教育選項
入學優先權：① 史丹頓島的學生或居民有優先權 (97%的入學安排给予了這個組別) ② 然後是紐約市居民

Medical Technology  | R10M
專業領域：健康保健
錄取方法：教育選項
入學優先權：① 史丹頓島的學生或居民有優先權 (94%的入學安排给予了這個組別) ② 然後是紐約市居民

Collegiate Academy Honors Program: Humanities Institute for Pre-College Education  | R10R
專業領域：人文學科和跨學科課程
錄取方法：篩選
入學優先權：① 史丹頓島的學生或居民有優先權 (90%的入學安排给予了這個組別) ② 然後是紐約市居民

Zoned  | R10Z
專業領域：劃區
錄取方法：劃區保證
入學優先權：① 在該校劃區內居住的學生肯定會被錄取 ② 然後是紐約市居民

Port Richmond High School D75 Inclusion Program  | R10U
有關這一「第75學區特殊教育融入服務」 (District 75 Special Education Inclusive Services) 課程的更詳細資訊，請瀏覽第11.0節

有关这一「第75学区特殊教育融入服务」 (District 75 Special Education Inclusive Services) 软件的更多详细信息，请浏览第11.0节。
<table>
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<th>Program</th>
<th>Code</th>
<th>Last Year's Demand</th>
<th>Admissions</th>
<th>Offered</th>
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</table>

**Special High School (D75 Inclusion Program)**

- **Program**: Ralph R. McKee Career and Technical Education High D75 Inclusion Program
- **Code**: R60U
- **Last Year's Demand**: 328
- **Admissions**: 15,704
- **Offered**: 48

**Staten Island Technical High School (ACES 15:1 Program)**

- **Program**: Ralph R. McKee Career and Technical Education High School ACES 15:1 Program
- **Code**: R60Y
- **Last Year's Demand**: 328
- **Admissions**: 15,704
- **Offered**: 48
### 学校信息

- **Susan E. Wagner High School**
- **地址**: 1200 Manor Road, Staten Island NY 10314
- **电话**: 718-698-4200
- **年级**: 9-12
- **学生**: 3,434

### 入学课程

- **Academy of Finance | R17A**
  - **专业领域**: 商务
  - **录取方法**: 筛选
  - **入学优先权**: 史丹顿岛的学生或居民有优先权 (100%的入学安排给予了这个组别) 然后是纽约市居民

- **Air Force Junior Reserve Officers’ Training Corps | R17C**
  - **专业领域**: 青少年预备役军官训练团 (ROTC)
  - **录取方法**: 教育选项
  - **入学优先权**: 史丹顿岛的学生或居民有优先权 (100%的入学安排给予了这个组别) 然后是纽约市居民

- **Law & Politics Institute | R17D**
  - **专业领域**: 法律与政府
  - **录取方法**: 筛选
  - **入学优先权**: 史丹顿岛的学生或居民有优先权 (100%的入学安排给予了这个组别) 然后是纽约市居民

- **Scholars’ Academy | R17F**
  - **专业领域**: 人文学科和跨学科课程
  - **录取方法**: 筛选
  - **入学优先权**: 史丹顿岛的学生或居民有优先权 (100%的入学安排给予了这个组别) 然后是纽约市居民

- **Music | R17G**
  - **专业领域**: 表演艺术
  - **录取方法**: 表演面试
  - **入学优先权**: 史丹顿岛的学生或居民有优先权 (100%的入学安排给予了这个组别) 然后是纽约市居民

- **Visual Arts | R17H**
  - **专业领域**: 视觉艺术与设计
  - **录取方法**: 表演面试
  - **入学优先权**: 史丹顿岛的学生或居民有优先权 (100%的入学安排给予了这个组别) 然后是纽约市居民

- **Theater | R17J**
  - **专业领域**: 表演艺术
  - **录取方法**: 表演面试
  - **入学优先权**: 史丹顿岛的学生或居民有优先权 (100%的入学安排给予了这个组别) 然后是纽约市居民

- **Dance | R17K**
  - **专业领域**: 表演艺术
  - **录取方法**: 表演面试
  - **入学优先权**: 史丹顿岛的学生或居民有优先权 (97%的入学安排给予了这个组别) 然后是纽约市居民

- **Zoned | R17Z**
  - **专业领域**: 区域
  - **录取方法**: 区域保证
  - **入学优先权**: 在该校校区内居住的学生将会被录取 然后是纽约市居民

- **Susan E. Wagner High School ACES 15:1 Program | R17Y**
  - 提供10年级入学名额的学校

有关这一自闭症症候群或「学业职涯及基本技能」（Academic, Career, and Essential Skills）课程的更详细资讯，请浏览第12.0节。
### Tottenville High School

<table>
<thead>
<tr>
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<th>學生</th>
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<tr>
<td>9-12</td>
<td>3,694</td>
<td>100 Luten Avenue, Staten Island NY 10312</td>
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*92%的學生四年內畢業
82%的學生在學校的走廊、洗手間、儲物櫃室和食堂均感到安全

#### STEAM Academy | R30A
- **專業領域**: 電腦科學及技術; 科學和數學
- **錄取方法**: 教育選項
- **入學優先權**: 1. **普通教育**
- **過去的需求**: 名額 | 申請人數 | 每個名額的申請人數
- **普通教育**: 131 | 732 | 6
- **殘障學生**: 36 | 100 | 3

#### Marine Corps Junior Reserve Officers' Training Corps | R30B
- **專業領域**: 青少年預備役軍官訓練團 (JROTC)
- **錄取方法**: 教育選項
- **入學優先權**: 1. **普通教育**
- **過去的需求**: 名額 | 申請人數 | 每個名額的申請人數
- **普通教育**: 52 | 137 | 3
- **殘障學生**: 15 | 54 | 4

#### Classics Institute | R30C
- **專業領域**: 人文學科和跨學科課程
- **錄取方法**: 篩選
- **入學優先權**: 1. **普通教育**
- **過去的需求**: 名額 | 申請人數 | 每個名額的申請人數
- **普通教育**: 52 | 572 | 11
- **殘障學生**: 15 | 35 | 2

#### Law Academy | R30D
- **專業領域**: 法律與政府
- **錄取方法**: 教育選項
- **入學優先權**: 1. **普通教育**
- **過去的需求**: 名額 | 申請人數 | 每個名額的申請人數
- **普通教育**: 26 | 545 | 21
- **殘障學生**: 7 | 69 | 10

#### Automotive Academy | R30E
- **專業領域**: 工程
- **錄取方法**: 教育選項
- **入學優先權**: 1. **普通教育**
- **過去的需求**: 名額 | 申請人數 | 每個名額的申請人數
- **普通教育**: 26 | 211 | 8
- **殘障學生**: 7 | 84 | 12

#### Culinary Academy | R30F
- **專業領域**: 烹飪
- **錄取方法**: 教育選項
- **入學優先權**: 1. **普通教育**
- **過去的需求**: 名額 | 申請人數 | 每個名額的申請人數
- **普通教育**: 26 | 487 | 19
- **殘障學生**: 7 | 167 | 24

#### Advertising Academy | R30G
- **專業領域**: 傳播學; 視覺藝術與設計
- **錄取方法**: 教育選項
- **入學優先權**: 1. **普通教育**
- **過去的需求**: 名額 | 申請人數 | 每個名額的申請人數
- **普通教育**: 26 | 342 | 13
- **殘障學生**: 7 | 79 | 11

#### Performing & Visual Arts | R30H
- **專業領域**: 表演藝術/視覺藝術與設計
- **錄取方法**: 教育選項
- **入學優先權**: 1. **普通教育**
- **過去的需求**: 名額 | 申請人數 | 每個名額的申請人數
- **普通教育**: 77 | 398 | 5
- **殘障學生**: 21 | 84 | 4

續下一頁……

### 畫例

- **部分場地設有無障礙設施**
- **入學課程**
- **提供10年級入學名額的學校**

194 扫描QR代碼或浏览 [MySchools.nyc](http://MySchools.nyc)，進一步了解每個高中課程，填好您的申請表，並提出申請！
<table>
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<tr>
<th>科学学院</th>
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<td>录取方法：筛选</td>
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<tr>
<th>Tottenville High School D75 Inclusion Program</th>
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<td>有关这一「第75学区特殊教育融入服务」（District 75 Special Education Inclusive Services）课程的更详细资讯，请浏览第11.0节</td>
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<td>有关这一自闭症症候群或「学业、职业及基本技能」（Academic, Career, and Essential Skills）课程的更详细资讯，请浏览第12.0节</td>
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</table>

掃描QR代碼或瀏覽MySchools.nyc，進一步了解每個高中課程、填好您的申請表、並提出申請！ 195
提供第75學區融入服務的學校

請直接聯絡每所學校了解最新的入學資訊

第75學區特殊教育融入服務在第1至32學區的一些高中開設。殘障學生被建議接受其個別教育計劃所規定的特殊教育服務。按規定要從第75學區接受特殊教育融入服務的學生，可在第1至32學區學校參與普通教育課程。學生在適合其年齡的普通教育課堂上課，由普通教育老師授課，並與有殘障的和沒有殘障的學生一同參與學校課程。不是每一所第1至32學區的高中都開設第75學區融入服務；以下列出設有這些服務的高中。學生必須被建議，方可接受其個別教育計劃中的服務並分配入讀這些高中的課程。

有關這些服務和學校相關問題的更多資訊，請給我們發電子郵件：D75info@schools.nyc.gov。

<p>| BRONX | Bronx Leadership Academy II High School | 07X527 | 學區：7 | 年級：9-12 |
|       | 學校網站：www.myschools.nyc/schools/high-school/9640 |       |       |           |
|       | 第75學區特殊教育融入服務：75X188 |       |       |           |
|       | Renaissance High School for Musical Theater and the Arts | 08X293 | 學區：8 | 年級：9-12 |
|       | 學校網站：www.renaissancemtt.org |       |       |           |
|       | 第75學區特殊教育融入服務：75X721 |       |       |           |
|       | Antonia Pantoja Preparatory Academy: A College Board School | 08X376 | 學區：8 | 年級：6-12 |
|       | 學校網站：www.myschools.nyc/schools/high-school/9758 |       |       |           |
|       | 第75學區特殊教育融入服務：75X017 |       |       |           |
|       | Herbert H. Lehman High School | 08X405 | 學區：8 | 年級：9-12 |
|       | 學校網站：herbert-lehman-high-school.echalksites.com/ |       |       |           |
|       | 第75學區特殊教育融入服務：75X721 |       |       |           |
|       | Gotham Collaborative High School | 08X452 | 學區：8 | 年級：9-12 |
|       | 學校網站：gchs.nyc |       |       |           |
|       | 第75學區特殊教育融入服務：75X017 |       |       |           |
|       | DeWitt Clinton High School | 10X440 | 學區：10 | 年級：9-12 |
|       | 學校網站：dwchs.net |       |       |           |
|       | 第75學區特殊教育融入服務：75X168 |       |       |           |
|       | Bronx Lab School | 11X265 | 學區：11 | 年級：9-12 |
|       | 學校網站：www.bronxlabschool.org |       |       |           |
|       | 第75學區特殊教育融入服務：75X723 |       |       |           |
|       | High School of Computers and Technology | 11X275 | 學區：11 | 年級：9-12 |
|       | 學校網站：www.myschools.nyc/schools/high-school/10281 |       |       |           |
|       | 第75學區特殊教育融入服務：75X176 |       |       |           |
|       | Bronx High School for the Visual Arts | 11X418 | 學區：11 | 年級：9-12 |
|       | 學校網站：bhsva418.com |       |       |           |
|       | 第75學區特殊教育融入服務：75X811 |       |       |           |
|       | Bronxdale High School | 11X508 | 學區：11 | 年級：9-12 |
|       | 學校網站：www.bronxdalehs.org |       |       |           |
|       | 第75學區特殊教育融入服務：75X010 |       |       |           |
|       | The Metropolitan High School | 12X248 | 學區：12 | 年級：9-12 |
|       | 學校網站：www.myschools.nyc/schools/high-school/10400 |       |       |           |
|       | 第75學區特殊教育融入服務：75X723 |       |       |           |</p>
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<td>George Westinghouse Career and Technical Education High School</td>
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<td>The School for Human Rights</td>
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<td>New Dorp High School</td>
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<td>Tottenville High School</td>
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<td><a href="http://www.tottenvillehs.com">www.tottenvillehs.com</a></td>
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<td>31R600</td>
<td>31</td>
<td>9-12</td>
<td>mckeechts.org</td>
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</tbody>
</table>
開設ASD/ACES課程的學校

請直接聯絡每所學校了解最新的入學資訊

擁有個別教育計劃 (IEP) 的學生主要由各學校提供的系列特殊教育課程而獲得服務。有些學生需要入讀一項特殊課程：自閉症課程 (ASD Nest)、自閉症地平線課程 (ASD Horizon)；「學業、職業及基本技能」 (Academic, Career, and Essential Skills, 簡稱 ACES) 課程；或者雙語特殊教育課程 (Bilingual Special Education, 簡稱 BSE)。某些學校提供這些課程，MySchools上有課程選項清單，可供學生查看。

有關每項課程的更多資訊以及自閉症或「學業、職業及基本技能」課程申請表下載，請造訪schools.nyc.gov/SpecializedPrograms。

若要進一步了解申請過程，請聯絡特殊課程小組，電郵是specializedprograms@schools.nyc.gov。

<table>
<thead>
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<td><strong>The College Academy</strong> 06M462</td>
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<td><strong>Academy for Careers in Television and Film (ACTV)</strong>  30Q301</td>
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轉校生學校

轉校生學校是學業嚴格的高中，專門招收那些按年級或者年齡而明顯不能按步就班累積足夠學分達到高中畢業要求的學生。入學程序的一個重要特點是，學生的動力在於重新參與學校學習並獲得高中文憑，朝着進大學和就業邁進。我們為學生和家長精簡入學程序的目的是，堅持根據學生的強項而建立一套轉介系統，提高配對恰當的數目。

有些轉校生學校屬於高中入學程序。這些學校標有星號，即*（見下）。家長可以在入學程序期間直接在線申請這些學校，網址是MySchools.nyc。家長也可以前往家庭歡迎中心（Family Welcome Center）、轉介中心（Referral Center），或向子女目前就讀學校的輔導員查詢，若要找離您家最近的家庭歡迎中心，請上網瀏覽schools.nyc.gov/WelcomeCenters。若要找離您家最近的轉介中心，請上網瀏覽p2g.nyc/enroll。

關於轉校生學校的更多資訊，請與轉校生學校辦公室聯絡，電郵是transferhighschools@schools.nyc.gov。

1) 提供給超齡及學分不足學生的恢復學業課程
主要招收年滿15歲且在一所高中就讀至少一年後尋求轉校的學生。

<table>
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<th>BRONX</th>
<th>Bronx Arena High School</th>
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<td>MANHATTAN</td>
<td>Independence High School*</td>
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<td>Harvey Milk High School</td>
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</table>

2) 提供給超齡的，學分不足的或有可能不及格的(at risk)且在一所高中至少就讀一年後轉校的學生的恢復學業課程
主要招收年滿15歲且被視為有可能不及格的或最有可能不及格的(Most-at-Risk)學生。

<table>
<thead>
<tr>
<th>BRONX</th>
<th>Jill Chaifetz Transfer High School</th>
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<td>Mott Haven Community High School</td>
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<td>Providing Urban Learners Success In Education (P.U.L.S.E.) High School</td>
<td>10X319</td>
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<td>Bronx Regional High School</td>
<td>12X480</td>
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<td>BROOKLYN</td>
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<td>Brooklyn High School for Leadership and Community Service</td>
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<td>West Brooklyn Community High School</td>
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<td>South Brooklyn Community High School</td>
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<td>Research and Service High School</td>
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<td>Brownsville Academy High School</td>
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<td>East Brooklyn Community High School</td>
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<td>Liberation Diploma Plus*</td>
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<td>Professional Pathways High School*</td>
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<td>Aspirations/WEB DuBois Plus High School</td>
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<td>Metropolitan Diploma Plus High School*</td>
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<td>Edward A. Reynolds (E.A.R.) West Side High School</td>
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<td>VOYAGES Preparatory</td>
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<td>Queens Academy High School</td>
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<td>North Queens Community High School</td>
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<td>STATEN ISLAND</td>
<td>Concord High School</td>
<td>31R470</td>
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</tbody>
</table>

13.0 轉校生學校
3) 提供給年滿15歲且正在學習英語為新語言（ENL）的或剛來美國的學生的恢復學業課程。
主要招收各級水平的英語學習生和「中途輟學及學年不足的學生」（Students with Interrupted Formal Education，簡稱SIFE），可能有名額提供給被視為有可能不及格的其他學生。

<table>
<thead>
<tr>
<th>BRONX</th>
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<td>Emma Lazarus High School for English Language Scholars</td>
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<td>Liberty High School Academy for Newcomers</td>
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4) 提供给有可能不及格的或學業落後的且在一所高中至少就讀一年後轉校的學生的恢復學業課程（學生須年滿16歲）。
這些學校可提供專門課程，例如以學業作品集/學業表現為基礎的評估、晚間課程或以實習為基礎的課程。

| BRONX                          | Bronx Haven High School                                                      | 07X381 |
|                               | Bronx Community High School                                                  | 08X377 |
|                               | Arturo A. Schomburg Satellite Academy Bronx                                 | 12X446 |
| BROOKLYN                      | Brooklyn Bridge Academy                                                      | 18K578 |
|                               | Olympus Academy                                                              | 18K635 |
| MANHATTAN                      | Forsyth Satellite Academy                                                    | 01M458 |
|                               | James Baldwin School                                                         | 02M313 |
|                               | Murray Hill Academy*                                                         | 02M432 |
|                               | City-As-School                                                               | 02M560 |
|                               | Urban Academy Laboratory High School                                         | 02M565 |
|                               | Satellite Academy High School                                                | 02M570 |
|                               | Manhattan Comprehensive Night and Day High School                             | 02M575 |
|                               | Humanities Preparatory Academy*                                              | 02M605 |
|                               | Innovation Diplomas Plus                                                     | 03M404 |
| QUEENS                        | Queens Satellite High School for Opportunity                                 | 28Q338 |

5) 提供給至少晚兩年才上高中的學生的恢復學業課程。
主要招收年滿15歲且首次上高中的學生：學校為10年級至12年級的轉校生提供一些名額。

| BRONX                          | New Directions Secondary School*                                             | 09X350 |
| BROOKLYN                       | Brooklyn Frontiers High School*                                              | 15K423 |
| MANHATTAN                      | High School for Excellence and Innovation*                                   | 06M423 |

*這所轉校生學校屬於高中入學程序，您可以使用MySchools的高中申請表提出申請。
這是一份預期在2020-2021學年開辦至少一個高中年級（9-12）的紐約市特許高中清單。請直接聯絡每所學校了解最新的入學資訊。每所特許高中都由其授權機構監督和評估，以確保學校達到適用的表現目標、傳授其建議的教育課程，以及遵守所有適用的法律。每個授權機構都會為其監督的特許學校制訂有表現資訊的報告。以下每所學校的表現報告都可以在授權機構的網站找到。

如何註冊入讀紐約市的特許學校： schools.nyc.gov/Charters
紐約市教育局教育總監授權的特許學校（DOE） infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports
紐約州立大學董事會授權的特許學校（SUNY） newyorkcharters.org/progress/school-performance-reports
紐約州教育廳（SED） p12.nysed.gov/psc/csdirectory/CSLaunchPage.html

| BRONX |
|-----------------|-------|
| **Bronx Lighthouse Charter School** | 84X185 |
| 學區：12 | 年級：幼稚園-12 | 646-915-0025 | www.lighthouse-academies.org/schools/bronx |
| **New Visions A.I.M. Charter High School II** | 84X200 |
| 學區：12 | 年級：9-12 | 718-861-7515 | www.newvisions.org/aim2 |
| **New Visions Charter High School for Advanced Math and Science II** | 84X202 |
| 學區：8 | 年級：9-12 | 718-665-3671 | www.newvisions.org/ams2 |
| **New Visions Charter High School for the Humanities II** | 84X208 |
| 學區：7 | 年級：9-12 | 718-665-5380 | www.newvisions.org/hum2 |
| **Hyde Leadership Charter School** | 84X345 |
| 學區：8 | 年級：幼稚園-12 | 718-991-5500 | www.hydebronxny.org |
| **International Leadership Charter High School** | 84X347 |
| 學區：10 | 年級：9-12 | 718-562-2300 | www.ilchs.org |
| **University Prep Charter High School** | 84X393 |
| 學區：7 | 年級：9-12 | 718-292-6543 | www.upchs.org |
| **NYC Charter High School for Architecture, Engineering and Construction Industries (AECI)** | 84X395 |
| 學區：7 | 年級：9-12 | 646-400-5566 | www.aecicharterhs.com |
| **Charter High School for Law and Social Justice** | 84X429 |
| 學區：10 | 年級：9-12 | 347-696-0042 | www.chslawandsocialjustice.org |
| **Metropolitan Lighthouse Charter School** | 84X461 |
| 學區：9 | 年級：幼稚園-12 | 718-893-0640 | www.lighthouse-academies.org/schools/metropolitan/ |
| **American Dream Charter School** | 84X471 |
| 學區：7 | 年級：6-12 | 718-924-2809 | www.theamericandreamschool.org |
| **Dr. Richard Izquierdo Health and Science Charter School** | 84X482 |
| 學區：12 | 年級：6-12 | 718-378-0490 | www.healthscienceschool.org |
| **The Equality Charter School** | 84X488 |
| 學區：8 | 年級：6-12 | 718-459-9597 | www.equalitycharterschool.org |
| **New Visions Charter High School for Advanced Math and Science** | 84X539 |
| 學區：10 | 年級：9-12 | 718-817-7683 | www.newvisions.org/ams |
| **New Visions Charter High School for the Humanities** | 84X553 |
| 學區：10 | 年級：9-12 | 718-817-7686 | www.newvisions.org/humanities |
| **South Bronx Community Charter School** | 84X581 |
| 學區：7 | 年級：9-12 | 718-292-4115 | www.southbronxcommunity.org |
| **Legacy College Preparatory** | 84X585 |
| 學區：待定 | 年級：6-10 | 347-746-1558 | www.legacycollegeprep.org |
| **Urban Assembly Charter School for Computer Science** | 84X597 |
| 學區：12 | 年級：9-12 | 347-352-1528 | www.compscihigh.org/ |
| **Urban Dove Team Charter School II** | 84X610 |
| 學區：7 | 年級：不分年級 | 718-682-3975 | urbandove.org/schools/bronx/ |
| **AECI II: NYC Charter High School for Computer Engineering and Innovation** | 84X611 |
| 學區：7 | 年級：9-11 | 646-741-7470 | www.aeci2charterhs.org |
| **Bronx Preparatory Charter School** | 84X703 |
| 學區：9 | 年級：6-12 | 718-294-0841 | bphs.democracyprep.org/ |
| **KIPP Academy Charter School** | 84X704 |
| 學區：7 | 年級：幼稚園-12 | 212-991-2626 | kippnyc.org |
Achievement First Crown Heights Charter School | 84K356
(17) 年級: 幼稚園-12 | 718-363-2260 | www.achievementfirst.org

Achievement First East New York Charter School | 84K358
(32) 年級: 幼稚園-12 | 718-363-2270 | www.achievementfirst.org

New Visions A.I.M. Charter High School I | 84K395
(17) 年級: 9-12 | 718-269-7090 | www.newvisions.org/aim1

Urban Dove Charter School | 84K417
(13) 年級: 不分年級 | 718-783-8232 | urbandove.org/

Williamsburg Charter High School | 84K473
(14) 年級: 9-12 | 718-782-9830 |thewcs.org

New Dawn Charter High School | 84K486
(13) 年級: 9-12 | 347-505-9101 | www.ndchsbrooklyn.org

Leadership Prep Bedford Stuyvesant Uncommon Prep Charter School | 84K517
(13) 年級: 幼稚園-12 | 347-390-0300 | nyc.uncommonschools.org/uncommon-collegiate-hs/

Kings Collegiate Charter School | 84K608
(19) 年級: 9-12 | 347-473-8780 | nyc.uncommonschools.org/leadership-charter-hs/

Achievement First Brownsville Charter School | 84K626
(19) 年級: 幼稚園-12 | 347-471-2650 | www.achievementfirst.org

Brooklyn Ascend Charter School | 84K652
(23) 年級: 幼稚園-12 | 347-750-1200 | www.ascendlearning.org

Achievement First Aspire Charter School | 84K680
(19) 年級: 9-12 | 347-471-2632 | www.achievementfirst.org

Northside Charter High School | 84K693
(14) 年級: 9-12 | 347-390-1273 | www.northsidechs.org

Excellence Girls Charter School | 84K712
(17) 年級: 幼稚園-12 | 718-638-1868 | nyc.uncommonschools.org/uncommon-charter-hs/

Summit Academy Charter School | 84K730
(15) 年級: 6-12 | 718-875-1403 | www.sacsny.com

Math, Engineering, and Science Academy Charter High School | 84K733
(32) 年級: 幼稚園-12 | 718-282-7426 | www.mesacharter.org

New Visions Charter High School for Advanced Math and Science III | 84K738
(22) 年級: 9-12 | 718-934-9240 | www.newvisions.org/schools/entry/ams3

New Visions Charter High School for the Humanities III | 84K739
(22) 年級: 9-12 | 718-368-4145 | www.newvisions.org/humanities3

Coney Island Preparatory Public Charter School | 84K744
(21) 年級: 幼稚園-12 | 718-676-1063 | www.coneyislandprep.org

Unity Prep Charter School | 84K757
(14) 年級: 6-12 | 718-682-3725 | www.unityprep.org

Leadership Preparatory Ocean Hill Charter School | 84K775
(18) 年級: 幼稚園-12 | 718-307-5077 | nyc.uncommonschools.org/uncommon-prep-hs/

Bushwick Ascend Charter School | 84K793
(14) 年級: 9-12 | 718-744-6100 | www.ascendlearning.org

Brooklyn LAB Charter School | 84K803
(13) 年級: 6-12 | 347-429-8439 | www.brooklynlaboratoryschool.org

Brooklyn Emerging Leaders Academy | 84K892
(16) 年級: 9-12 | 347-473-8830 | www.belahs.org

Edmund W. Gordon Brooklyn Laboratory Charter School | 84K911

Brooklyn Prospect Charter School 15.2 | 84K928
(13) 年級: 6-12 | 347-889-7043 | www.brooklynprospect.org

Democracy Prep Endurance Charter School | 84M065
(4) 年級: 6-12 | 646-490-3693 | dpehs.democracyprep.org/

Capital Preparatory (CP) Harlem Charter School | 84M066
(4) 年級: 6-12 | 212-328-9370 | www.capitalprepharlem.org

The Opportunity Charter School | 84M279
(3) 年級: 6-12 | 212-866-6137 | www.oceansny.org

Harlem Children’s Zone Promise Academy 1 Charter School | 84M284
(5) 年級: 幼稚園-12 | 212-360-3234 | www.hczpromise.org

Harlem Village Academy East Charter School | 84M335
(5) 年級: 幼稚園-12 | 646-812-9200 | www.harlemvillageacademies.org

KIPP Infinity Charter School | 84M336
(7) 年級: 幼稚園-12 | 212-991-2626 | kippnyc.org

Democracy Prep Endurance Charter School | 84M065
(4) 年級: 6-12 | 646-490-3693 | dpehs.democracyprep.org/
### Manhattan

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<td>NYC Autism Charter School East Harlem</td>
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<td>Harlem Children’s Zone Promise Academy II Charter School</td>
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<td>Democracy Prep Charter School</td>
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<td>Success Academy Charter School - Harlem 1</td>
<td>212-558-0056</td>
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<td><a href="http://www.successacademies.org">www.successacademies.org</a></td>
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<td>New Heights Academy Charter School</td>
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<td>DREAM Charter School</td>
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<td>Renaissance Charter High School for Innovation</td>
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<td>Inwood Academy for Leadership Charter School</td>
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<td>Democracy Prep Harlem Charter School</td>
<td>212-281-3061</td>
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<td>East Harlem Scholars Academy Charter School</td>
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<td>Broome Street Academy Charter School</td>
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<td>John V. Lindsay Wildcat Academy Charter School</td>
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<td>Harlem Prep Charter School</td>
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<td>hphs.democracyprep.org</td>
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<td>Harlem Village Academy West Charter School</td>
<td>646-812-9200</td>
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<td><a href="http://www.harlemvillageacademies.org">www.harlemvillageacademies.org</a></td>
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### Queens

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<td>New Visions Charter High School for Advanced Math and Science IV</td>
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<td>Challenge Preparatory Charter School</td>
<td>718-327-1352</td>
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<td><a href="http://www.challengepreparatory.org">www.challengepreparatory.org</a></td>
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<td>New Visions Charter High School for the Humanities IV</td>
<td>718-734-3350</td>
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<td>New Dawn Charter High School II</td>
<td>347-947-2580</td>
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<td>Renaissance Charter School</td>
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### Staten Island

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<td>John W. Lavelle Preparatory Charter School</td>
<td>347-855-2238</td>
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<td>Lois and Richard Nicotra Early College Charter School</td>
<td>929-419-9001</td>
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<td>nicotracharter.org</td>
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* 這所學校只招收其夥伴初中的八年級生。
請點擊這裡，查看《2021年紐約市高中及特殊高中入學指南》，內容包括如何報名、申請拉瓜地亞高中和八所需要測驗的特殊高中。
報名參加特殊高中入學測驗

MySchools.nyc.gov | 瀏覽MySchools，在2020年10月21日截止日期前報名參加特殊高中入學測驗！使用本指南，為測驗做好準備。

2020年10月

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請點擊這裡查看《2021年紐約市高中及特殊高中入學指南》，內容包括如何報名、申請拉瓜地亞高中和八所需要測驗的特殊高中。

<table>
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<tr>
<th>英文 (English)</th>
<th>Translations of this guide are available at middle schools, Family Welcome Centers, and online.</th>
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<tr>
<td>阿拉伯文 (Arabic)</td>
<td>تتوفر النسخ المترجمة من الدليل في المدارس المتوسطة، ومراكز استقبال العائلات، وعلى شبكة الإنترنت.</td>
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<tr>
<td>孟加拉文 (Bangla)</td>
<td>এই গাইডের অনুবাদ মিডল স্কুলগুলো, ফামিলি ওয়েলকম সেন্টারগুলো এবং অনলাইনে পাওয়া যাবে।</td>
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<td>中文 (Chinese)</td>
<td>各初中、家庭歡迎中心和網上都有本指南的譯本。</td>
</tr>
<tr>
<td>法文 (French)</td>
<td>Des versions traduites de ce guide sont disponibles dans les collèges, les Centres d'accueil pour les familles et en ligne.</td>
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<tr>
<td>海地克里奥爾語 (Haitian Creole)</td>
<td>Gid sa a disponib nan lòt lang nan lekòl presegondè yo, nan Sant byenveni pou fanmi yo, ak sou entènèt.</td>
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<tr>
<td>韓文 (Korean)</td>
<td>안내서 번역본은 중학교, 패밀리 웰컴센터 및 온라인에서 제공됩니다。</td>
</tr>
<tr>
<td>俄文 (Russian)</td>
<td>За переводом руководства обращайтесь в промежуточные школы, Семейные центры и на наш веб-сайт。</td>
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<td>西班牙文 (Spanish)</td>
<td>Las versiones traducidas de esta guía están disponibles en las escuelas intermedias, en los Centros de Bienvenida a las Familias y en internet。</td>
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<tr>
<td>烏爾都語 (Urdu)</td>
<td>اس رہنما کتابچے کی ترجمہ مثل اسکولون، خاندانی استقبالیہ مراکز میں اور ان لائن دستیاب ہیں。</td>
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紐約市教育局的政策：在提供平等教育機會時，不考慮以下真實的或被理解成的因素：種族、膚色、宗教、年齡、信仰、族裔、原國籍、外國人身分、公民身分、殘障、體重、性别或性取向；並保持一個沒有基於以上任何理由的騷擾（包括性騷擾或報復）的環境。關於是否遵守相應法律的查詢可聯絡：

Director, Office of Educational Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201
電話 718-935-3320 / 免費電話 877-332-4845

紐約市特殊高中入學測驗指南
（2021年入學）
歡迎閱讀《紐約市特殊高中入學測驗指南（2021年入學）》

參加特殊高中入學測驗（SHSAT），申請任何或所有八所需要測驗的紐約市特殊高中：

布朗士科學高中（The Bronx High School of Science）
布碌崙拉丁學校（The Brooklyn Latin School）
布碌崙科技高中（Brooklyn Technical High School）
紐約城市學院數理及工程高中（High School for Mathematics, Science and Engineering at City College）
萊曼學院美國研究高中（High School of American Studies at Lehman College）
約克學院皇后區科學高中（Queens High School for the Sciences at York College）
史丹頓島科技高中（Staten Island Technical High School）
史岱文森高中（Stuyvesant High School）

使用這份《特殊高中入學測驗指南》，可以：

- 了解測驗考什麼內容
- 獲知怎樣為特殊高中入學測驗各部分備考
- 獲知測驗當天的情況以及要帶的東西
- 明白測驗的評分方式
- 做兩套完整長度的樣本試題並試著練習回答問題；使用答案和說明，從而更好地理解並準備特殊高中入學測驗。

參加表演面試，申請需要表演面試的特殊高中：拉瓜地亞音樂和藝術及演藝高中（Fiorella H. LaGuardia High School of Music & Art and Performing Arts）；是否有資格入讀這所學校不取決於特殊高中入學測驗成績。是否有資格入讀拉瓜地亞高中取決於表演面試以及對學業成績記錄的審查——請點擊這裡了解詳情。

特殊高中是根據紐約州法律2590的H部分而設立的，除了拉瓜地亞高中是由競爭性的表演面試和學生學業記錄審查為依據錄取學生，其他學校都按特殊高中入學測驗成績錄取學生。學生必須是紐約市的居民並且目前就讀8年級或首次就讀9年級，才能申請、報名、參加特殊高中入學測驗和拉瓜地亞高中的表演面試，並且收到測驗和表演面試的結果。如有更多關於特殊高中入學的最新資訊，請瀏覽schools.nyc.gov/SHS。

請點擊這裡，在另一面閱讀《2021年高中及特殊高中入學指南》

您可以在《入學指南》找到關於怎樣在2020年10月21日之前報名參加特殊高中入學測驗和拉瓜地亞高中表演面試的詳細資訊。

使用《入學指南》了解：

- 特殊高中入學程序（第6.0節至第8.0節）
- 申請拉瓜地亞高中——了解怎樣報名以及怎樣為你的表演面試做準備（第7.0節）
- 申請八所特殊高中——了解怎樣報名參加特殊高中入學測驗、怎樣在你的准考證上列出你的學校選擇（第8.0節）

以及

- 你的所有紐約市公立高中選擇（第1.0節）
- 入學活動，你可以從中了解更多關於這些選擇的資訊（第2.0節）
- 高中入學程序（第3.0節至第5.0節）
- 高中錄取信，包括特殊高中結果（第9.0節）
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了解特殊高中入學測驗考什麼?

1.1 特殊高中入學測驗設計

特殊高中入學測驗分兩個部分：英文(ELA)和數學。標準測驗時間是180分鐘，學生在180分鐘內完成測驗。

每部分總共有57道試題，其中47道為計分題，10道為不計分的嵌入式現場測驗題。

你不會知道哪些是計分題，哪些是現場測驗題。完成每部分的所有試題對你有利。

1.2 英文部分 (57道題)

英文(ELA)部分由以下兩部分組成：修改/校訂和閱讀理解，如下所述。

### 修訂/校訂

<table>
<thead>
<tr>
<th>題目數目</th>
<th>9-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>考查的技能</td>
<td>識別和糾正語言錯誤的能力以及改進整體寫作質素的能力</td>
</tr>
</tbody>
</table>
| 格式 | A部分：每個問題均根據其句子/段落提出
B部分：所有問題均根據一個段落/多個段落的文章提出 |

### 閱讀理解

<table>
<thead>
<tr>
<th>題目數目</th>
<th>38-48</th>
</tr>
</thead>
<tbody>
<tr>
<td>考查的技能</td>
<td>理解、分析及詮釋各種體裁文章的能力</td>
</tr>
<tr>
<td>格式</td>
<td>5至6篇文章，包括資訊類文章和文學類文章，之後有6至10個問題</td>
</tr>
</tbody>
</table>

英文 (ELA) 的資訊類文章可能包含初中生應接觸過的任何文章類型，例如：說明文、議論文、以及記敘文形式的功能性文本、演講稿、評論、藝術或文學論文、傳記、自傳、新聞報道，以及受眾廣泛的歷史、科學、技術或經濟報道。

英文 (ELA) 的文學類文章可能包括初中生應接觸過的任何文章類型，例如：詩歌、探險故事、歷史小說、神秘小說、神話、科幻小說、現實主義小說、寓言、滑稽模仿作品或諷刺作品。

1.3 數學部分 (57道題)

數學部分由應用題和計算題組成，形式為選擇題或填空題，有5道數學填空題和52道選擇題。8年級試卷上的數學題目基於的是紐約市7年級課程涵蓋的材料。9年級試卷上的數學試題基於的是8年級的材料。
為參加特殊高中入學測驗做準備

家長應與子女一同閱讀本章節，使子女為測驗做好準備。

2.1 了解測驗是怎樣的

- 閱讀本手冊下面幾頁，讓自己熟悉測驗的形式：
  - 测驗的情況說明在第3頁
  - 兩個完整長度的樣本試題
  - 每個樣本試題的答案和說明
  - 額外的數學填空樣本試題
  - 特定的9年級樣本試題（如你打算用9年級學生身分參加這個測驗）

- 熟悉樣本試題。
  - 英文樣本試題從第7頁開始。
  - 數學樣本試題從第20頁開始。

- 熟悉每個部分的相關指示，這樣你就可以：
  - 全面了解在測驗的每個部分，你要做些什麼：修訂A和B部分、閱讀理解、數學填空、數學選擇題
  - 可以集中時間回答問題，不用在測驗當天才讀指示

- 熟悉答題紙（269-272頁），這樣你就可以：
  - 在測驗當天測驗開始前，很容易地填寫你的名字、年級、出出生日期
  - 很容易地、精確地按照你的志願順序，列出你想入讀的特殊高中
  - 在測驗當天，一旦測驗開始，很容易地、精確地、迅速地標示你的答案

2.2 參加模擬測驗

- 制定計劃。
  - 本手冊有兩套樣本試題，你可以按照你想用的方式使用它們；建議你用至少一套，練習進行限時情況下的完整測驗。
  - 你有180分鐘時間完成測驗；英語學習生或經核准獲得加時特別照顧的學生有360分鐘時間完成測驗。
  - 你可以從你想先做的測驗部分開始，因此請你提前決定測驗時你的做題順序。
  - 你可以按照你的喜好，在英文和數學之間分配時間。

- 本手冊背面提供了兩份特殊高中入學測驗樣本答題紙（第269頁至第272頁），撕下或剪下它們。

- 使用手錶或時鐘，掌握運用180分鐘的測驗時間。

- 回答問題時，可以從英文部分或者數學部分開始。
  - 請記住，你自己決定從哪個部分開始！
  - 小心答題，但要以自己感覺適當的速度，保持繼續做題。
  - 不要在任何一道題目上花超過幾分鐘的時間。
做每一道題時，塗黑答題紙上的相應答案圓圈。

答案必須完全填好。

所有答案必須在宣佈測驗時間結束之前記錄到答題紙上。記住：不會給你額外時間將答案移到答題紙上。

憑經驗猜出的答案可能會是正確答案。

方法是去掉絕對錯誤的答案選擇，然後從其他選擇中選出一個答案。

你的測驗分數取決於你在答題紙上所標記的正確答案的數目。由於答錯不扣分，因此不作答沒有任何好處。

如果你還有剩餘時間，檢查你的答題。

如果你在測驗時間結束之前答完所有問題，請檢查一遍你的答題，以確保你遵守了相關說明，沒有遺漏任何問題，而且沒有犯粗心的錯誤。請記住：由於答錯不扣分，請你一定不要給任何題目留空白答案！

請注意，在測驗當天，你必須在整個測驗期間（180分鐘）一直留在測驗教室裏。

2.3 檢查樣本試題中你的答案

完成樣本試題後，對照正確答案表檢查你的答案。

閱讀對正確答案的解釋，了解你可能會犯哪些類型的錯誤。

查一查，看一看你是否一貫犯某些錯誤。

• 英文例子：你是否做錯許多有關中心思想或作者目的的題？

• 數學例子：你是否由於計算錯誤而做錯許多題？

尋找機會，針對你覺得有難度的領域多做練習！
2.4 如何為英文部分備考
英文部分包括57道選擇題，評估修訂／校訂和閱讀理解技巧。這些題符合紐約州學習標準。下面各頁提供關於回答修訂／校訂題和閱讀理解題的小建議。

修訂／校訂A部分概述
這部分試題評估的語言技能是根據7年級「紐約州學習標準」語言部分，以及在7年級之前的年級講授的技能或採用的標準，例如「語言漸進技能」。每個問題指示你讀一個句子、一些句子或一個自然段（句子標有號碼）。然後要求你回答與語言或標點規範相關的問題。例子可以包括：

- 選出對於一個錯誤的最佳更正
- 找出有錯誤的句子
- 把句子合併或修改句子的一部分，改善寫作

小建議：修訂／校訂A
首先，看提問部分。
➤ 總規則而言，先看提問部分，而不是先看文章。這樣你就知道看文章時，應當找哪一類的問題。

然後，閱讀方框裡的文章，標記你察覺到的問題，同時注意時間。
➤ 有沒有因語言運用錯誤或標點錯誤而造成文理不通的單詞、短語或句子？
➤ 文章中有沒有哪個部分可以寫得更清晰、凝練或精確？
➤ 當你注意到一處問題時，馬上在文章中做記號。這可以幫助你選出答案選項。
➤ 懷記：應圍繞提問中的特定主題做記號。

➤ 在測驗日之前，計劃好你將在A部分花多少時間；這將幫助你在測驗當天高效地回答每個問題。
Read this paragraph.

(1) With its luscious trees and grassy fields stretching like a green ribbon across Manhattan, New York City’s Central Park is a natural oasis amid the bustling city. (2) While more than 25 million people visited the park each year, they are also a temporary home to an abundance of migratory birds. (3) During the spring and fall migrations, the park becomes a bird watcher’s paradise, prompting scores of avid birders with binoculars in hand to flock to it. (4) More than 270 species of birds, including swallows, thrushes, and at least 25 different species of warblers, have been observed making the park their home in the big city.

How should the paragraph be revised?

- A. Sentence 1: Change *its* to *their*, AND change *is* to *was*.
- B. Sentence 2: Change *visited* to *visit*, AND change *they are* to *it is*.
- C. Sentence 3: Change *becomes* to *became*, AND change *it* to *them*.
- D. Sentence 4: Change *have been* to *had been*, AND change *their* to *its*. 
Madison Square Garden is the oldest sports arena in the New York City area, having opened in 1968. The construction of the Garden caused controversy when portions of the iconic Pennsylvania Railroad Station were demolished, leading to the creation of a commission dedicated to preserving New York City’s historic landmarks. Although the Garden is home to major sports teams and is a frequent host of major concerts, city officials are concerned that it stands in the way of expanding and modernizing Pennsylvania Station, which operates beneath the arena. In 2013, the city council voted to give the owners of Madison Square Garden a 10-year operating permit, meaning that Madison Square Garden may need to relocate by 2023.

Which sentence should be revised to correct an error in sentence structure?

E. sentence 1
F. sentence 2
G. sentence 3
H. sentence 4
Read these sentences.

(1) Whales are the giants of the ocean, and they spend their lives in underwater song. (2) They use their voices to attract a mate, call out to one another, and help navigate new environments.

What is the best way to combine the sentences to clarify the relationship between the ideas?

A. Whales are the giants of the ocean, spending their lives in underwater song, using their voices to attract a mate, calling out to one another, and helping navigate new environments.
B. Whales, the giants of the ocean, spend their lives in underwater song, use their voices to attract a mate, call out to one another, and help navigate new environments.
C. Whales are the giants of the ocean, spend their lives in underwater song, use their voices to attract a mate, call out to one another, and help navigate new environments.
D. Whales, the giants of the ocean, spend their lives in underwater song, using their voices to attract a mate, call out to one another, and help navigate new environments.

Sample 1 Explanation

(B) Sentence 2 of the paragraph should be revised to correct the errors in verb tense and pronoun agreement. The paragraph is in the present tense, so the past tense “visited” needs to be changed to “visit.” Additionally, the pronoun “they” needs to be changed to the pronoun “it.” The pronoun refers to “the park,” which is a singular noun; it does not refer to “people,” which is plural. Option B is correct because the revisions in the option correct these errors.

Sample 2 Explanation

(E) Sentence 1 of the paragraph should be revised to correct an error in sentence structure. Specifically, the sentence should be revised to correct a misplaced modifier. As the sentence is written, the phrase “having opened in 1968” incorrectly modifies “the New York City area” instead of modifying “Madison Square Garden.” The correct placement of the phrase would change the beginning of sentence 1 to “Madison Square Garden, having opened in 1968, . . .” Option E correctly identifies sentence 1 as having an error in sentence structure.

Sample 3 Explanation

(D) Option D shows the best way to combine these sentences clearly and precisely because it shows the relationship between the key ideas of whales spending their lives in underwater song and the practical uses of their song.

修訂/校訂B部分概述

B部分試題評估你對文章的閱讀能力，以及看完後提高寫作整體質量的決策能力。這些文章展現的主題包括歷史事件和時事、人物、地方和技術、以及生物學、物理學和社會學現象。每個句子都標有號碼，以便你迅速找到並參考文中相應部分。

文章中可能有諸如此類的錯誤

- 語言運用不當
- 缺少支持性的細節，或文中支持性的細節實無必要
- 缺少過渡詞、短語或句子，或運用不當
- 缺少開端的引導或總結陳述，或這類陳述不清晰
- 混亂的或不合邏輯的文章組織結構
- 與語言和寫作標準相關的其他錯誤

💡 小建議：修訂/校訂B部分

首先，仔細閱讀文章，同時注意時間；不要略讀。

➤ 你需要理解作者的目的、中心思想和文中的支持性細節，以便回答怎樣更好地行文和組織文章的相關問題。這要求細讀。

➤ 你可能注意到了文中似乎有混亂的、不合邏輯的、沒有必要的、組織結構不當的或總體來講文理不通的句子和段落。

➤ 請注意：做B部分時，閱讀文章和提問部分的順序有別於做A部分。做A部分時，你應先閱讀提問部分，做B部分時，你應先閱讀文章。

然後，仔細閱讀每個問題，同時注意時間。

➤ 回到文中查閱，並重讀提問部分提及的相關句子或段落。

➤ 你可能也需要略讀提問中所涉句子的前一句和後一句。

➤ 考慮每個答案選項，有必要（且時間允許）時重讀文章，決定那個選項是否代表最佳修訂。

➤ 在測驗日之前，計劃好你將在B部分花多少時間；這將幫助你在測驗當天高效地回答每個問題。
Game Night

(1) Some people think that board games are outdated and boring, unable to provide much entertainment to today's electronic-savvy teens. (2) But opening a cardboard box full of colorful and sometimes elaborate game pieces can offer a refreshing experience, one that cannot be matched by a video game controller and headset. (3) Playing board games is really quite fun.

(4) Board games have exploded in popularity in the past several years as people have discovered how entertaining and interesting a complex or strategic game can be. (5) In the board game Ticket to Ride, players compete against one another. (6) The goal is to create a long railway that connects destinations on a map. (7) This requires collecting resources and building rail lines in strategic places. (8) The game encourages players to think in new ways, and the brain gets exercise that it needs in order to grow.

(9) Playing board games with others can also help bring people together. (10) When you take part in a board game, you get to know the other players. (11) People separated by generations can find common ground across the table from one another when they are all enjoying the same board game. (12) In addition, playing board games can often encourage discussion among players about a variety of topics. (13) Some games are even developed as learning games and aim to teach players about a topic as they play. (14) In a world where digital interactions tend to occur more frequently than true face-to-face interactions, coming together in person to enjoy a board game can be a fun way to maintain or create connections with other people.

(15) In addition to helping people develop relationships, playing board games gives people an opportunity to hone skills that apply to real life. (16) Competitive board games challenge people to compete and to use strategies to outwit one another. (17) Cooperative board games require players to collaborate and to use their individual strengths to achieve a common goal. (18) The act of playing almost any board game can help a person learn to be a humble winner and a gracious loser and help improve a person's focus, self-control, and critical thinking.

(19) Playing board games is an excellent way to exercise one's brain, engage with other people, and practice essential strategies for handling real-life situations. (20) There are hundreds of competitive and cooperative board games that can provide the ideal balance between entertainment and challenge.

1. Which revision of sentence 10 best maintains the formal style established in the passage?
   A. When you play a board game with people, you become friendly with them.
   B. When people participate in a board game, they develop relationships with each other.
   C. When people get together for a board game, they learn about each other.
   D. When you become involved in a board game with people, you make friends with the players.
2. Which sentence should be added after sentence 18 to help develop the ideas in the fourth paragraph (sentences 15–18)?

- E. Playing board games can teach a person a lot about how to manage the daily obstacles that are a natural part of life.
- F. The skills used to play games can be useful, as almost all occupations require people to make decisions that can have positive or negative results.
- G. People who learn these things will develop strong interpersonal skills, which are an advantage when developing relationships.
- H. Concentrating on a goal, responding well to positive and negative outcomes, and making logical decisions are valuable skills in many situations.

3. Which concluding sentence would best follow sentence 20 and support the main argument presented in the passage?

- A. People should seek out board games that require players to develop complex strategies to defeat opponents.
- B. People should choose board games that appeal to them and encourage friends and family to take a seat at the gaming table.
- C. People should play board games that involve significant player interaction as they try to achieve the same or different goals.
- D. People should find board games that allow friends and family to reap the benefits of regularly playing games.

**Sample 1 Explanation**
(B) Option B is the correct response because this revision uses precise, formal language (“participate” and “develop relationships”) that maintains the style established in the passage. In addition, this option avoids using the informal second person (“you”) and instead uses “people” to refer to board-game players, which further contributes to the formal style.

**Sample 2 Explanation**
(H) Option H is the correct response because this sentence further develops the ideas that are presented in sentence 18 (that playing board games can help a person learn to win and lose with grace and can “help improve a person's focus, self-control, and critical thinking”). This sentence develops these ideas by explaining that these qualities are valuable in situations beyond playing board games.

**Sample 3 Explanation**
(B) Option B is the correct response because it logically follows the description in sentence 20 that there are “hundreds of competitive and cooperative board games” with the suggestion that a person should choose one that they find appealing or interesting. The passage explains the benefits of playing board games, and the sentence in option B supports the main argument of the passage by emphasizing that playing board games is a fun way to bring people together.
**閱讀理解概述**
這個部分評估你對文章的閱讀和理解能力，至多六篇文章，文學類和資訊類都有，可能包括下列任何文章類型。

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閱讀理解小建議

首先，仔細閱讀文章，同時注意時間；不要略讀。
➤ 仔細閱讀文章，肯定自己對主旨和重要細節有精確的、以文本為根據的理解。
➤ 閱讀時，監督自己的理解力；如果一個句子或自然段令你費解，則迅速重讀此處。

記筆記。
➤ 在通讀文章時，快速記簡單筆記，以辨識重要細節、摘要觀點等。

仔細閱讀問題。
➤ 仔細閱讀問題，這樣你才能清楚地理解問題問的是什麼？例如，你需要著重於僅僅一個自然段中的細節，還是多個自然段中的細節？
➤ 如果時間允許，重讀文中相關的一部分或幾部分。

要力爭在看完每個答案選項之前確定答案。
➤ 在看完每個答案選項之前想出答案。然後閱讀每個答案選項，去掉絕對錯誤的，選擇與你的想法最相符的。
➤ 答案只以文章內容（和相關圖像或圖案）為基礎，不要依賴於你對這個主題的已有知識。

➤ 在測驗日之前，計劃好你將在閱讀理解部分的每篇文章和問題上花多少時間；這將幫助你在測驗當天高效回答每個問題。
Snoozing While Soaring

1. Certain types of birds soar for hundreds of miles, over land, over sea—and never stop to rest. That kind of endurance seems impossible to us, since we as people need time to rest and sleep. Researchers set out to learn how birds could fly for such long distances without restorative rest. They found that for some birds, settling in for a good night’s rest is not always a necessity.

2. In 2013 Felix Liechti and his research colleagues at the Swiss Ornithological Institute published results of a study about the flight habits of Alpine swifts, small birds that migrate annually between Europe and Africa. Liechti and his team fitted the birds with small electronic tags that recorded the birds’ acceleration and their pitch, or angle relative to the ground. The data revealed that the birds remained completely airborne during their time in Africa, a period of over 200 days. Since all animals require sleep, the researchers inferred that the birds slept from time to time on their long journey. However, since the electronic tags recorded only movement such as gliding or flying, and not brain waves, the question of whether birds sleep during flight remained unanswered.

3. Researcher Niels Rattenborg from the Max Planck Institute for Ornithology also delved into this question. In a 2006 article Rattenborg explained that it was theoretically possible that birds could undergo a certain type of sleep while flying. Like mammals, Rattenborg explained, birds experience different types of sleep, including slow-wave sleep (SWS). Rattenborg argued that SWS during flight is plausible because SWS can happen in one hemisphere of the brain at a time, leaving half of the brain essentially awake while the other half sleeps. The eye associated with the “awake” hemisphere can still function, allowing a bird to see where it is going. Rattenborg decided that electroencephalogram (EEG) recordings of birds’ brain waves would ultimately be necessary to determine whether a bird can actually sleep in flight.

4. Eventually, Rattenborg and his team were able to create an experiment to prove this theory by studying frigatebirds from the Galápagos Islands. These enormous birds are good subjects for avian-sleep research because they fly far out to sea to hunt fish. However, unlike many seabirds, they cannot land on the water to rest because the physical build of their body—long wings, poorly webbed feet, and minimal feather waterproofing—makes them unable to take off again from the surface of the water. Rattenborg concluded that they must remain in flight for up to two months at a time.

5. In an article from 2016, Rattenborg outlined the team’s research methods and conclusions. The team humanely implanted EEGs on the skulls of several frigatebirds. After analyzing the EEG readings of the birds while in flight, the team determined that the frigatebirds slow-wave slept for about ten seconds at a time at points when the birds were gliding upward via warm air currents, typically the safest part of the flight. While in flight the birds slept for only 45 minutes a day, which is just enough rest for the birds to function during these long flights. They later recovered from the stress of going with very little sleep when they rested for approximately twelve hours each day back on land.

6. Using EEG recordings, Niels Rattenborg solved the puzzle of when birds sleep while traveling long distances. His evidence proved that his theory was correct, and the birds proved themselves to be the ultimate multitaskers as they manage sleep and flight at the same time.
1. Read this sentence from paragraph 1.

That kind of endurance seems impossible to us, since we as people need time to rest and sleep.

The words “endurance” and “impossible” in the sentence convey

A. amazement about the physical capability of birds to remain in flight for extended periods of time over long distances.
B. uncertainty about the conditions that allow birds to stay in flight for extended periods of time without rest.
C. excitement about the opportunity to share research into how birds fly for extended periods of time.
D. skepticism about discovering how birds can fly for extended periods of time with little or no rest.

2. Which sentence from the passage best supports the idea that birds seem to be capable of making prolonged flights without sleeping?

E. “The data revealed that the birds remained completely airborne during their time in Africa, a period of over 200 days.” (paragraph 2)
F. “In a 2006 article Rattenborg explained that it was theoretically possible that birds could undergo a certain type of sleep while flying.” (paragraph 3)
G. “Rattenborg decided that electroencephalogram (EEG) recordings of birds’ brain waves would ultimately be necessary to determine whether a bird can actually sleep in flight.” (paragraph 3)
H. “While in flight the birds slept for only 45 minutes a day, which is just enough rest for the birds to function during these long flights.” (paragraph 5)
3. Which statement best summarizes the conclusions of the studies presented in the passage?

A. Scientists used monitoring devices to determine that the seconds when migratory birds glide upward in warm air currents are safest for slow-wave sleep.

B. Using monitoring devices, scientists confirmed that migratory birds sleep for an extremely short amount of time while in flight and recuperate by sleeping for an extended period of time after they land.

C. Scientists used monitoring devices to determine that migratory birds require significantly less sleep than many other animals and to show that the birds use only one hemisphere of their brain while flying.

D. Using monitoring devices, scientists confirmed that some types of migratory birds rely on slow-wave sleep cycles in order to stay in flight for extended periods of time.

4. The overall organizational structure of the passage allows the author to

E. contrast the significance of research findings related to small migratory birds with those related to large migratory birds.

F. compare the in-flight sleep patterns of the various types of birds examined in several studies.

G. emphasize the role of technology in studying sleep patterns of birds in flight.

H. illustrate how researchers acquired a better understanding of the sleep patterns of birds in flight.

Sample 1 Explanation

(A) Option A is the correct response because it explains that the words “endurance” and “impossible” convey amazement at the birds’ ability to remain in flight for so long without resting—as opposed to human beings, who “need time to rest and sleep” (paragraph 1). Specifically, the word “impossible” implies a sense of wonder or disbelief at the birds’ endurance, which allows them to continue flying for hundreds of miles without stopping. The words “endurance” and “impossible” support the idea expressed later in the passage that these birds are the “ultimate multitaskers” (paragraph 6).

Sample 2 Explanation

(E) Option E best supports the idea that birds seem to be capable of making prolonged flights without sleeping, because it expresses the idea that the birds “remained completely airborne” during “a period of over 200 days” (paragraph 2). This information is significantly more precise than the information in the other answer options. Therefore, option E provides more compelling evidence to support the idea in the question than the other answer options provide.

Sample 3 Explanation

(D) Option D best summarizes the conclusions of the studies presented in the passage. While all the options include some important details about the study of migratory birds, option D accurately states the key conclusion of these studies, which is that these birds “rely on slow-wave sleep cycles in order to stay in flight for extended periods of time” (paragraph 5). Option D’s emphasis on the key conclusion rather than on key details makes it the correct response.

Sample 4 Explanation

(H) Option H best explains the effect of the overall structure of the passage. The passage presents an unresolved question in paragraph 2, while paragraph 3 explains one researcher’s attempt at seeking an answer to the question. Paragraph 4 describes the bird the researchers chose due to its physical makeup and feeding habits. Paragraphs 5 and 6 illustrate the details and outcome of the study, revealing the researchers’ conclusion.
2.5 如何為數學部分備考

數學部分包含填空形式或選擇題形式的應用題和計算題。有5道數學填空題和52道選擇題。數學問題涉及數學技能、數學術語和「紐約州學習標準」數學部分中一般概念的應用。但是，這個測驗的一個目的是辨別出哪些學生可以從特殊高中的教育中受益，因此特殊高中入學測驗數學題會要求你將熟悉的數學技能應用到複雜多個步驟的問題中。

8年級試卷上的數目試題基於的是7年級的「紐約州學習標準」。9年級試卷上的數目試題基於的是8年級的材料。

下面各頁列出了幫助你備考特殊高中入學測驗數學部分的各種小建議。包括以下各項：

■ 對於有待你進一步練習的數學主題，提高相關數學技能的小建議
■ 讓自己熟悉特殊高中入學測驗所專有的期許標準（該期許可能有別於你參加過的其他數學測驗）的小建議
■ 針對回答選擇題的小建議
■ 針對回答填空題的小建議

請注意：所有數學樣本試題的答案和答案解釋可以在第23頁至第25頁找到。

💡 小建議：提高你的數學技能

查看數學資源。

➤ 使用數學教科書，在學校或你的本地圖書館尋找其他數學資源，或讓老師推薦資源供你使用。

每天練習解數學題。

基礎題和難題都要做。

➤ 基礎題強化諸如簡化分數和運用統計概念之類的數學技能。
➤ 較難的題要求列多步驟的複雜方程式。還可能要求使用各類數學技能。例如：你可能用分數解方程式，並用你的統計學知識回答問題。
➤ 如果你不確定怎樣解答一道題，先跳過，做完其他題之後再回頭做這道題。在做完其他題之後，你可能知道如何更好地解答這道題。
為數學部分備考時需要記住的內容

記住你在數學課上使用的數學術語、符號和公式。

➤ 你必須知道符合你年級水平的數學術語的含義，例如「平行」和「垂直」，以及代表那些術語的符號。

➤ 你可以從你的數學課堂材料以及7年級和8年級「紐約州學習標準」網上資料中找到數學術語、符號和公式（例如用於不同圖形的周長和面積的）。

➤ 試卷上不會給出這些術語、符號和公式的定義和解釋，練習用他們解題，直到你記住他們並且能應用自如。

在解題時不要使用計算器。

➤ 參加特殊高中入學測驗時，考場不得使用計算器。

➤ 在測驗日之前，計劃好你將在數學部分花多少時間；這將幫助你在測驗當天高效地回答每個問題。
Jenny starts a game with twice as many marbles as Keiko. Jenny gives Keiko 5 marbles, but she still has 10 more than Keiko. How many marbles did Jenny have to start with?

A. 25  
B. 30  
C. 35  
D. 40

The sum of two consecutive integers is $-15$. If 1 is added to the smaller integer and 2 is subtracted from the larger integer, what is the product of the two resulting integers?
The perimeter of a rectangle is 510 centimeters. The ratio of the length to the width is 3:2. What are the dimensions of this rectangle?

E. 150 cm by 105 cm  
F. 153 cm by 102 cm  
G. 158 cm by 97 cm  
H. 165 cm by 90 cm
Malik has 140 lorgs and 16 dalts. If he exchanges the lorgs and dalts for dollars according to the rates above, how many dollars will he receive?

A. $28  
B. $52  
C. $182  
D. $282  

\[
\begin{align*}
\frac{140}{x} &= \frac{7}{1} \\
7x &= 140 \\
x &= \$20
\end{align*}
\]

\[
\begin{align*}
\frac{16}{x} &= \frac{0.5}{1} \\
0.5x &= 16 \\
x &= \$32
\end{align*}
\]

$$20 + 32 = \$52$$
Sample 1 Explanation

If \( x \) is the smaller consecutive integer, then \( x + 1 \) is the larger consecutive integer. Use their sum \(-15\) to find \( x \):

\[
\begin{align*}
\text{If } x + (x + 1) &= -15 \\
2x + 1 &= -15 \\
2x &= -16 \\
x &= -8
\end{align*}
\]

The two consecutive integers are \(-8\) and \(-7\).
One is added to the smaller integer: \(-8 + 1 = -7\).
Two is subtracted from the larger integer: \(-7 - 2 = -9\).
Find the product: \(-7 \times -9 = 63\).
Sample 2 Explanation

(D) Set up some equations.

Jenny (J) has twice as many marbles as Keiko (K): \( J = 2K \)
Jenny gives Keiko 5 marbles, so now they each have: \( J - 5 \) and \( K + 5 \) marbles.
Jenny still has 10 more than Keiko:
\[ J - 5 = (K + 5) + 10 \]

To find how many marbles Jenny had to start with, solve \( J = 2K \) for \( K \) and substitute that into the second equation:

In equation \( J = 2K \), solve for \( K \): \( K = \frac{J}{2} \).
Substitute \( \frac{J}{2} \) in for \( K \).
\[ J - 5 = (K + 5) + 10 \]
\[ J - 5 = \left(\frac{J}{2} + 5\right) + 10 \]
\[ J - 5 = \frac{J}{2} + 15 \]
\[ \frac{J}{2} = 20 \]
\[ J = 40 \text{ marbles} \]

Sample 3 Explanation

(F) Let \( 2x \) = the width and \( 3x \) = the length.

Draw the rectangle to help visualize.

Since \( 2w + 2l = P \), we get
\[ 2(2x) + 2(3x) = 510 \]
\[ 4x + 6x = 510 \]
\[ 10x = 510 \]
\[ x = 51 \]
\[ 2x = 102 \text{ cm and } 3x = 152 \text{ cm} \]
Sample 4 Explanation

(B) Use proportions to make the conversions:

**Lorgs to dollars:**
\[
\frac{140}{x} = \frac{7}{1}
\]
\[
7x = 140
\]
\[
x = $20
\]

**Dalts to dollars:**
\[
\frac{16}{x} = \frac{0.5}{1}
\]
\[
0.5x = 16
\]
\[
x = $32
\]

**Total dollars** = $20 + $32 = $52
數學部分包括五道填空題。對於這些題，學生必須解計算題並提供正確的數值答案，而不是從多個選項中選出答案。

➤ 每個題要填的空由五欄總成。當你在填空處寫下答案時，從左邊開始。
➤ 對於每個填空題，在填空處的方框中寫下你的答案。
➤ 在每個方框中只清楚填寫一個數字或一個小數點。如果你的答案包含一個小數點，則用「.」。
➤ 方框下方有圓圈，把與你所寫答案的數字或符號相對應的圓圈塗黑。

EXAMPLE A
(Answer: 5)

EXAMPLE B
(Answer: 3.2)
怎樣回答填空題(續)

➤ 填空處的左邊第一欄僅用以標寫負數符號，如例C所示。如果你的答案是正數，請將第一欄留空，而從第二欄開始標寫你的答案。

EXAMPLE C
(Answer: –1.5)

当你的答案含有小數點時，一定要塗黑你答案所有部分相對應的圓圈。例如，如果你的答案是0.78，則塗黑0、「.’、7和8下面的圓圈，如例D所示。請注意，我們也接受寫成.78的答案，視為正確，如例E所示。

EXAMPLE D
(Answer: 0.78)

EXAMPLE E
(Answer: .78)

例D和例E展示了填寫同一答案的可接受的方式。
請不要在答案中間留空白。如果在答案中間留空白，將被視為答錯。例如，如果你的答案是308，以例F這種方式填空是可以接受的。在例G中，3和8之間有空白但它不是0，這種填空方式是不被接受的，並將被視為答錯。

EXAMPLE F
(Answer: 308)

EXAMPLE G
(Answer: 38)

不要在沒有使用的方框下塗圈，如例H所示。例H所標記的答案將按照3,080判分，因為最末一欄的0被塗填，即便打算寫的答案是308。

EXAMPLE H
(Answer: 3080)
關於填空題的重要提示

➤ 填空處的圓圈必須塗黑，你的答案才會計分。
➤ 如果你在方框裏寫了答案，但沒有塗黑圓圈，你的答案會被記為答錯。
➤ 如果你寫在方框中的答案與你塗黑的圓圈不相符，我們會根據你塗黑的圓圈判分，如例H所示。
➤ 如果一欄中超過一個圓圈被塗黑，你的答案會被記為答錯。
➤ 一個正確的完整數值答案將被記為答對，即使你一不小心從錯誤的一欄開始填寫你的答案。
➤ 如果你一不小心在一個整數後加了一個小數點（沒有額外值或零），你的答案將按照那個整數判分，例如，如果你的答案是5，如例A所示，而答案塗的是5.0，判分時你的答案會被視為5。
3.0 為測驗日做準備

3.1 攜帶哪些物品進入考場

你必須攜帶下列物品進入考場：

✓ 你的特殊高中入學測驗准考證，上面有你的和家長/監護人的簽名，以及你排列的特殊高中志願
✓ 削好的2號鉛筆（你不可以使用圓珠筆或鋼筆等其他筆類）
✓ 橡皮擦
✓ 輔助技術──如果你的個別教育計劃（IEP）和准考證上已註明

學生可以帶，但不要求帶：

✓ 傾斜板
✓ 握筆器
✓ 調頻裝置
✓ 亮顯筆
✓ 靜音的手錶，不能作計算器
✓ 食用時不發出聲音的、未包裝的零食（測驗開始前，學生可以吃他們的零食，學生不准在測驗期間吃零食。）
✓ 水（裝在軟的或塑料容器內，若容器翻倒也不會發出聲音）

3.2 不應攜帶哪些物品

不准許

✗ 照相機/錄像機
✗ 計算器
✗ 智能手錶
✗ MP3播放機/iPod
✗ 平板電腦/iPad、電子書閱讀器
✗ 智能手機、其他手機和其他電子設備
✗ 外部書面材料
✗ 汽水、果汁或任何水之外的飲品；水是測驗地點唯一允許的飲品

關於手機的說明

考點允許帶手機，但：

1. 必須關機
2. 在測驗過程中，你不得隨身帶手機，即他們不得在你的口袋、手中或桌上。
在測試開始之前，考場會指導你該怎樣存放你的手機。根據考場制定的規則，你會被指引把手機、相機和其他電子用品關掉，並存放在指定位置。

考試會提供的物品

✓ 試卷
✓ 答題紙
✓ 草稿紙附在冊子裏，可用於做記錄或數學計算，在測試結束時將被收回。

只有英語學習生（ELL）才會收到教育部提供的以下九種語言之一的雙語數學詞彙表：阿拉伯文、孟加拉文、中文、法文、海地克里奧爾語、韓文、俄文、西班牙文和烏爾都語。

3.3 測試日的具體情況

■ 請你務必按照特殊高中入學測試准考證上的時間準時到達考場。請注意，這是到達時間，不是測試開始時間。在准考證上那個時間之後，測試會儘可能地馬上開始。在有些情況下，測試可能在准考證上註明的到達時間一小時之後或更長時間之後開始。你的考場可為你提供預計測試開始和結束的時間的資訊。

■ 測試開始之前，我們考場工作人員將在每個考場給學生照一張照片或錄一段錄像。這些影像只用於考試保安目的。

■ 除了需要去洗手間之外，在整個標準測試時間（180分鐘）內，所有參加特殊高中入學測試的學生都必須一直待在測試教室里。

■ 標準測試時間（180分鐘）一旦結束，凡有特別照顧的測試延長時間的學生，如果已完成考試，可以離開。決定在標準測試時間（前180分鐘）結束後離開的學生必須簽退，表示他們明白：他們放棄使用他們獲得的特殊高中入學測試餘下時間。180分鐘結束時，獲得這項特殊照顧的學生會有休息時間，然後繼續考試，90分鐘之後又會有一次休息。

3.4 填寫答題紙

參加測試前，你將在答題紙的第一部分（Side 1）填寫重要資訊。首先，我們會要求你閱讀並簽署一份聲明，這份聲明表示你是紐約市的居民，且身體狀況良好可以參加測試，並且你參加的正是你年級水平的測試。

■ 如果你覺得身體不適，你應立即告知監考官；你不應該開始做題，也不應該簽署該聲明。你一旦撕開封印，開始測試，就不能提出因病而要求補考的申請。

■ 請確認，你所參加的測試對應的年級信息準確無誤。

■ 第5格用於填寫你的特殊高中志願選擇。錄取與否根據你的考試分數、學校選擇順序及每所學校擁有的招生名額。你要在測試日之前決定所選學校的志願次序，這至關重要。與家人討論你有興趣的學校，然後確定你將在答卷紙上列出的次序。你在第5格中所作的學校選擇才會被考慮。
將你的學校選擇依次填寫在你的准考證上，這樣你就能夠在考場將其小心地抄寫到答題紙上的第5格中。

你只能將每一所你希望考慮的學校填充一個圓圈。你最少可以選擇一所學校，最多可以選擇八所學校。為了增加你被其中一所特殊高中錄取的機會，我們建議你選擇一所以上學校，我們要求你至少填寫一所第一志願學校。

請點擊這裡，在另一面閱讀《2021年高中及特殊高中入學指南》。關於怎樣在你的准考證上排列你的學校志願，請參閱第8.5節；要了解每所學校的更多資訊，請參閱第10.1節至第10.5節（按行政區英文字母順序列出學校），或在線瀏覽MySchools.nyc/schools/high-school。
### 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
- Bronx Science
- Brooklyn Latin
- Brooklyn Tech
- HS Math, Sci., & Engineering
- HS American Studies/Lehman
- Queens Sci./York
- Staten Island Tech
- Stuyvesant

#### CHOICES

<table>
<thead>
<tr>
<th>2nd choice</th>
<th>1st choice</th>
</tr>
</thead>
<tbody>
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<td></td>
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#### 1st choice

- Bronx Science
- Brooklyn Latin
- Brooklyn Tech
- HS Math, Sci., & Engineering
- Stuyvesant

#### 2nd choice

- HS American Studies/Lehman
- HS Math, Sci., & Engineering
- Queens Sci./York
- Staten Island Tech

#### 3rd choice

- Towers
- Bronx Science
- Brooklyn Tech
- HS Math, Sci., & Engineering

#### 4th choice

- HS American Studies/Lehman
- Queens Sci./York
- Staten Island Tech

#### 5th choice

- Stuyvesant

#### 6th choice

- HS American Studies/Lehman
- Queens Sci./York
- Staten Island Tech

#### 7th choice

- Stuyvesant

#### 8th choice

- HS American Studies/Lehman
- Queens Sci./York
- Staten Island Tech

**請勿在一欄中填充一個以上圓圈。**

**請勿在一欄中填充一個以上圓圈。**

**請勿在每個選擇中都填寫同一所學校。**
當宣佈你可以開始答題時，在答題紙上標記答案，即完整地塗黑相應圈圈。請務必用力塗黑答案圈。請小心，不要在答題紙上劃上任何散亂的標記。如果你要變更答案，先將之前的答案擦淨。每道題只有一個正確答案。如果你在答題紙上針對某道題填寫的答案標記超過一個，該題即評為錯誤。

在解答英文或數學題目時，你可以在考卷或草稿紙上書寫答案，但你的答案必須記錄在答題紙上才能計入成績。時間到了之後就不能再在答題紙上寫答案了。寫在考卷或草稿紙上的答案將不計入成績。

### 3.5 學生不端行爲

測驗保安對於特殊高中入學測驗至關重要。有鑒於此，將嚴格執行下列規定，以確保所有學生都有一個公平的考試過程。

- 在測驗期間，你不能以任何方式試圖與其他學生交流。這包括但不限於：
  - 說話、書寫和傳遞紙條
  - 共用/分享試卷或答題紙
  - 看其他學生的答案
  - 記錄考題
  - 有手機、相機或其他電子用品（即便處於關機狀態）
- 考試結束時，會要求你停下、放下鉛筆，會提供有關你測驗材料的指示。一旦考官要求你放下鉛筆，你不得在任何測驗材料上繼續寫/塗，包括但不限於：
  - 塗黑圓圈
  - 圈圈圈
  - 擦掉答案
- 不得與考場外的任何人分享試題和答案。

學生如被發現從事這些行爲中的任何一個，其測驗將被作廢。

- 8年級學生的話，直至下一學年之前被禁止再次參加該測驗。
- 9年級學生的話，將不再有任何機會在9年級之後再參加測驗。

任何學生若拒絕將禁止帶入的用品放到一邊或上交，則不得參加測驗。如果學生在測驗進行中的任何時候帶有被禁的物品（即使處於關機狀態），其測驗將被作廢。學生將不能獲得在之後參加補考的機會。
參加了特殊高中入學測驗之後，接下來會怎樣？

4.1 對於測試不當情況進行舉報

紐約市教育局致力確保所有學生參加的SHSAT，程序都是公平和一致的。但是，如果你認為在特殊高中入學測試期間受到了干擾或有測試異常情況的出現，請立即向監考人員報告情況。這可能是試卷印錯、出現過度分散注意力的事件或者學生行爲不當。監考人員將努力彌補這一情形，可能在測試結束時需要獲得你的書面聲明。

你和你的家長/監護人亦可採取以下一種方式報告任何可疑的監考或測試異常情況：

1) 遞交一份電子版申請至HSEnrollment@schools.nyc.gov，或
2) 以掛號郵件（可獲送達證明）郵寄一份書面申請至：

Office of Student Enrollment  
52 Chambers Street, Room 415  
New York, NY 10007

所有請求必須在測試舉行日期後一個星期之內遞交。

對於所有報告，請一定要寫上家長/監護人和學生姓名以及電話號碼和/或電子郵箱聯絡資訊。所有關於測試異常情況的報告，郵戳日期遲於測試日期之後一個星期以上的將不予受理。有關報告均將以個別情況處理。

額外的補救：如果您不滿意我們對您上訴的回覆，您可以根據《紐約州教育法310》就紐約市教育局的決定向紐約州教育廳廳長提出上訴，請在教育廳廳長的網站上了解如何提交該上訴，網址是counsel.nysed.gov/appeals。

4.2 特殊高中入學測試評分和成績

SHSAT評分過程中有三類分數。SHSAT的英文和數學部分先各自單獨評分，直至最後英文和數學分數相加成一個最後分數，叫做綜合分數。

■ 原始分數：SHSAT分數取決於計分試題上所標記正確答案的數目，即原始分數。
  • 計算正確數目時，每道題目的計分都相同：一個原始分數。
  • 在你測試的每個部分（英文和數學），具體是哪些問題答對，哪些問題答錯，這不重要。你不應在任何一道題目上花過多的時間，因為你覺得「較難」的題目不會讓你獲得比你覺得「較簡單」的題目更多的原始分數。
  • 答錯不扣分。

■ 量表分數：由於特殊高中入學測試有幾種形式，因此不同測試形式的原始分數無法直接相互比較。這些測試形式設計得儘可能相似，但並不完全相同。要進行有效的分數比較，必須將原始分數轉換成另一種能夠對不同測試形式之間的差異加以考慮的分數類型。每個部分（英文和數學）的原始分數轉換成量表分數都是單獨完成的。兩種轉換方法將英文和數學原始分數轉換成量表分數。轉換方法是：
  • 校正：校正考慮了不同測試形式之間的任何微小差異。
  • 歸一化：歸一化將分數作了調整，以適合常態（高斯）分佈。

1我們將預先指定一小部分試題作為現場測試題，這些題目不會計入學生考試分數內。
校正和歸一化都是非線性的。因此，原始分數與量表分數並不成比例。這表示原始分數增加一分，量表分數不一定會隨之增加一分。例如，在分數範圍的中段，原始分數增加一分，量表分數可能會相應地增加三或四分。在分數範圍的最高或最低部分，原始分數每增加一分，量表分數可能會相應地增加10到20分。一個部分越接近於每道題目都答對（或答錯），該部分增加的量表分數就越多（或越少）。因此，你應該將剩餘的時間用於你的強項部分。

- 綜合分數：綜合分數是英文與數學量表分數的總和。綜合分數將決定你是否被特殊高中錄取。

### 關於你的測驗如何計分的重要事項須知

- 在每個部分，你答對或答錯哪些具體題目都沒有影響。
- 與你覺得更簡單的題相比，你覺得更難的題並不會讓你得到更多的原始分數。
- 請勿在一題上花過多的時間。
- 答錯不扣分。
- 你「最好的猜測」比什麼都不回答要好。
- 填好每道題的答案。

- 每部分（英文和數學）你做對的題越多，你那部分的量表分數就會越高。
- 對於你在學校普遍表現更好的那個部分，你可能會做對更多的題。

- 如果你做完試題後仍有時間，你應該將精力集中在你最擅長的那部分。

每年都會專門為當年的測驗重新完成SHSAT評分流程（校正及歸一化）。這可確保計算學生的分數只與同年參加SHSAT測驗的其他學生進行比較。因此，不能直接比較不同年份的SHSAT分數，也不存在固定的最低分或最高分。每個部分的最高分通常在350分左右，最高綜合分數通常在700分左右；但實際的最高分和最低分年年都不同。
如何確定學生被一所特殊高中錄取：

- 所有學生參加SHSAT測驗並按真實的志願順序在SHSAT答題紙上列出學校選擇。學生只列出採用SHSAT錄取的八所特殊高中。參閱第31頁至第33頁關於列出選擇的更多資訊。
- 參加該測驗的全部學生的所有分數從高到低排列。
- 獲得最高綜合分數的學生被安排到其第一志願學校（其答題紙上排名最靠前的學校）。
- 按順序從最高分往下排列，每一名學生依次被安排入讀仍有入學名額的學校。因此，如果學生首選學校的所有入學名額都已被安排給了得分更高的學生，那麼，如果該生第二志願學校仍有入學名額，該學生將被安排到該校。如果其第二志願學校的所有入學名額都已經被安排給了得分更高的學生，那麼，如果該生第三選擇的學校仍有入學名額，該生將被安排到該校。依此類推。這一過程一直繼續，直至這八所特殊高中的任何一所學校都不再有入學名額為止。

如果你在2020年秋季參加特殊高中入學測驗，則你將於2021年3月收到你的測驗結果，它是你高中錄取信內容的一部分。這封信函還會包括任何高中、需要測驗的特殊高中和/or拉瓜地亞高中的錄取信，以及有關接下來的步驟的資訊。

請點擊這裡，查看《高中和特殊高中入學指南》，翻到第9.0節，進一步了解高中錄取信和特殊高中錄取結果。

4.3 要求查看你的特殊高中入學測驗答題紙

當你拿到你的高中錄取信之後，你可以預約查看你的特殊高中入學測驗答題紙。答題紙不能分發給家長，但是可以與評估辦公室預約查看。

你可用下列兩種方式中的其中一種要求預約：

- 在schools.nyc.gov/SHSAT，於2021年4月1日之前。
- 寄郵件·即寄一封信至：Office of Assessment, 44-36 Vernon Blvd., Room 209, Long Island City, New York 11101。信的郵戳時間不得晚於2021年4月1日。
在你的請求中，請寫明：

- 學生姓名、出生日期和學生身份號碼（OSIS）
- 家長/監護人姓名、電話號碼和電子郵箱

評估辦公室將提供安排預約的細節。你與至少一名家長/監護人必須出席預約。當你預約會面時，你可以要求口譯服務。

## 5.0 樣本試題和練習題

- ✓ 本手冊內有兩套8年級樣本試題。
  如果你將參加9年級測驗，做8年級樣本試題，並練習第252頁針對9年級特殊高中入學測驗的數學題。這些題覆蓋8年級課程大綱所講解的主題。
- ✓ 8年級額外的填空題樣本試題在第262頁。
- ✓ 本手冊背面提供了兩張特殊高中入學測驗答題紙。用一張標記樣本試題A的答案，用另一張標記樣本試題B的答案。

現在你可以開始試做樣本試題A卷（Form A）。

- 先仔細閱讀第40頁和第41頁的說明部分，並填寫第269頁答題紙的第一部分（Side 1）。
- 用答題紙的第二部分（Side 2）填寫你A卷的答案。
- 當你準備好做B卷（Form B）時，用第272頁答題紙的第二部分（答題紙是可撕下的）。
GENERAL DIRECTIONS

Student Name: ______________________________________

Identifying Information

Turn to Side 1 of the answer sheet.

Notify the proctor immediately if you are ill or should not be taking this test. Do not sign the statement or begin the test. Return your answer sheet to the proctor.

Line 1: Read the statement and sign your name in the space following the word “signature.” Do not print your name.

Line 2: Print today’s date, using the numbers of the month, the day, and the year.

Line 3: Print your birth date with the number of the month first, then the number of the day, then the last two digits of the year. For example, a birth date of March 1, 2005, would be 3-1-05.

Grid 4: Print the letters of your first name, or as many as will fit, in the boxes. Write your name exactly as you did on the application. If you have a middle initial, print it in the box labeled “MI.” Then print the letters of your last name, or as much as will fit, in the boxes provided. Below each box, fill in the circle that contains the same letter as the box. If there is a space or a hyphen in your name, fill in the circle under the appropriate blank or hyphen.

Make dark marks that completely fill the circles. If you change a mark, be sure to erase the first mark completely.

Grid 5: Carefully copy the order in which you ranked the specialized high schools on your Test Ticket onto Grid 5. If Grid 5 is not marked correctly, your admission to a specialized high school will be affected because your admission is based on the score you achieve and the order in which you rank your school preferences in this grid. The school choices indicated on your answer sheet are final.

Fill in one and only one circle for each school for which you wish to be considered. You may make as few as one or as many as eight choices. To increase your chances of being assigned to one of the specialized high schools, you are encouraged to make more than one choice. You must fill in a first choice school. Do not fill in a school more than once. Do not fill in the same school for each choice. Fill in only one circle in a row and only one circle in a column.

Grid 6: Complete the grid with your date of birth. Print the first three letters of the month in the first box, the number of the day in the next box, and the year in the last box. Then fill in the corresponding circles.

Grid 7:

1. Print the name of the school where you are now enrolled in the space at the top of the grid.

2. In the boxes marked “SCHOOL CODE,” print the six-digit code that identifies your school and fill in the circle under the corresponding number or letter for each digit of the school code. (You can find your school code on your Test Ticket. If it is not there, tell the proctor, and the proctor will get the school code for you.)

3. If you attend a private or parochial school, fill in the circle marked “P.”

Grid 8: Print your student ID number in Grid 8. You can find your student ID number on your Test Ticket. In the boxes, print your nine-digit student ID number. Below each box, fill in the circle containing the same number as in the box.
**GENERAL DIRECTIONS, continued**

**Identifying Information, continued**

**Grid 9:** In most cases, Grid 9 is already filled in for you. If it is not, copy the letter and numbers shown in the upper-right corner of your test booklet into the boxes. Below each box, fill in the circle containing the same letter or number as the box.

Now review Side 1 to make sure you have completed all lines and grids correctly. Review each column to see that the filled-in circles correspond to the letters or numbers in the boxes above them.

Turn your answer sheet to Side 2. Print your test booklet letter and numbers, and your name, first name first, in the spaces provided.

**Marking Your Answers**

Mark each of your answers on the answer sheet in the row of circles corresponding to the question number printed in the test booklet. Use only a Number 2 pencil. If you change an answer, be sure to erase it completely. Be careful to avoid making any stray pencil marks on your answer sheet. Each question has only one correct answer. If you mark more than one circle in any answer row, that question will be scored as incorrect.

**SAMPLE ANSWER MARKS**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<td></td>
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<td>Y</td>
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</tbody>
</table>

You can use your test booklet or the provided scrap paper to take notes or solve questions; however, your answers must be recorded on the answer sheet in order to be counted. **You will not be able to mark your answers on the answer sheet after time is up, and answers left in the test booklet will not be scored.**

**DO NOT MAKE ANY MARKS ON YOUR ANSWER SHEET OTHER THAN FILLING IN YOUR ANSWER CHOICES.**

**Planning Your Time**

You have 180 minutes to complete the entire test. **How you allot the time between the English Language Arts and Mathematics sections is up to you.** If you begin with the English Language Arts section, you may go on to the Mathematics section as soon as you are ready. Likewise, if you begin with the Mathematics section, you may go on to the English Language Arts section as soon as you are ready. If you complete the test before the allotted time (180 minutes) is over, you may go back to review questions in either section.

Be sure to read the directions for each section carefully. Each question has only one correct answer. Choose the best answer for each question. When you finish a question, go on to the next, until you have completed the last question. Your score is determined by the number of questions you answer correctly. **Answer every question, even if you may not be certain which answer is correct.** Don’t spend too much time on a difficult question. Come back to it later if you have time. If time remains, you should check your answers.

Students must stay for the entire test session.

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO**
**REVISING/EDITING**

**QUESTIONS 1-15 (PART A AND PART B)**

**REVISING/EDITING PART A**

**DIRECTIONS:** Read and answer the following questions. You will be asked to recognize and correct errors so that the sentences or short paragraphs follow the conventions of standard written English. You may write in your test booklet as needed to take notes. You should reread relevant parts of the sentences or paragraphs, while being mindful of time, before marking the best answer for each question.

1. What is the best way to combine the sentences?

   (1) Scientists now believe that Jupiter may have as many as seventy-nine moons.

   (2) One of Jupiter’s moons is named Io.

   (3) Io has the greatest number of active volcanoes in the solar system.

   

   A. Io, which is one of Jupiter’s moons, has the greatest number of active volcanoes in the solar system, and scientists now believe that Jupiter may have as many as seventy-nine moons.

   B. Scientists now believe that Jupiter may have as many as seventy-nine moons, and one of them is named Io, which has the greatest number of active volcanoes in the solar system.

   C. Scientists now believe that Jupiter may have as many as seventy-nine moons, including one named Io, which has the greatest number of active volcanoes in the solar system.

   D. Io, a moon with the greatest number of active volcanoes in the solar system, is one of Jupiter’s moons, and scientists now believe that Jupiter may have as many as seventy-nine moons.
2. Which revision corrects the error in sentence structure in the paragraph?

In September 2016 the National Museum of African American History and Culture opened as part of the Smithsonian Institution, the museum is already the Smithsonian's third most popular site. Experts say that they expect this newest Smithsonian facility to welcome nearly 4 million visitors a year. The museum features more than 30,000 objects, including Muhammad Ali’s boxing gloves and a dress sewn by Rosa Parks. A commemorative copy of the Emancipation Proclamation, written in 1863 during the presidency of Abraham Lincoln, is also on display at the museum.

E. Institution, and the
F. year, and the
G. objects, which include
H. Proclamation, which was written

3. Read this sentence.

The Appalachian Trail is a really long trail that a lot of people do each year.

Which revision of the sentence uses the most precise language?

A. The Appalachian Trail is an extremely long trail that millions of people do each year.
B. The Appalachian Trail is a 2,200-mile trail that more than a million people hike each year.
C. The Appalachian Trail is a 2,200-mile trail that two million people hike each year.
D. The Appalachian Trail is a lengthy trail that a couple million people do each year.

4. Which edit should be made to correct this sentence?

In 1962 the agile athletic Wilt Chamberlain became the first and only professional basketball player in the United States to score 100 points in a single game.

E. Insert a comma after agile.
F. Insert a comma after first.
G. Insert a comma after only.
H. Insert a comma after States.
5. Which pair of revisions need to be made in this paragraph?

(1) When coal was used to heat homes, it frequently left soot stains on the walls.  
(2) Brothers Cleo and Noah McVicker, who owned a cleaning product company created a doughy substance to help people remove this soot.  
(3) Over time, as natural gas becomes more common, people had little need for soot cleansers, and the McVickers’ family company struggled to stay in business.  
(4) Then one day Joe McVicker, Cleo’s son, learned that his sister-in-law had been using the substance for art projects in her classroom, so he remarketed the product as the toy known today as Play-Doh.

A. Sentence 1: Delete the comma after homes.
   Sentence 3: Change becomes to became.

B. Sentence 1: Delete the comma after homes.
   Sentence 4: Change remarked to had remarked.

C. Sentence 2: Insert a comma after company.
   Sentence 3: Change becomes to became.

D. Sentence 2: Insert a comma after company.
   Sentence 4: Change remarked to had remarked.
Find Time to Volunteer

(1) Many people believe that they gain a greater sense of purpose by giving their time to serve others. (2) These are the people who spend their free time volunteering at various places within the community. (3) Those who are served benefit from the work of these volunteers. (4) However, research shows that those who volunteer also receive benefits.

(5) For many students, this proposition may sound impossible. (6) Schoolwork can require hours of study each week. (7) Volunteering at a retirement center or homeless shelter requires both time and energy. (8) Extracurricular activities fill up after-school time. (9) Family obligations and part-time jobs often have to be worked into the schedule, too. (10) However, if students can find time to volunteer, even for a few hours a month, they may find that the benefits outweigh the scheduling difficulties.

(11) To begin with, students who engage in volunteer activities acquire valuable skills and experience, which can help them focus on potential fields of study and career options. (12) Furthermore, when students list volunteer work on college applications, admissions counselors see applicants who care about making their community and college campus a better place.

(13) Volunteerism benefits more than students applying to college. (14) This type of experience is equally important for students moving directly into the workforce after high school. (15) Volunteering demonstrates initiative, dedication, and a strong work ethic, qualities that companies value in a potential employee. (16) In a CareerBuilder study, 60 percent of managers regarded volunteerism as a significant asset when considering applicants.

(17) Students who volunteer undoubtedly make a positive investment in their future, but they also affect their present quality of life. (18) Studies have shown that volunteering is good for both the mind and the body. (19) Volunteering can boost mood levels and reduce anxiety. (20) According to the Mayo Clinic, the feeling of doing something meaningful and the appreciation received from that action can reduce stress.

(21) Even the busiest of students can find a way to donate some time to a worthy cause. (22) Though managing different commitments may seem overwhelming at times, students are sure to feel a sense of fulfillment in volunteerism.

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1Mayo Clinic: a nonprofit medical organization dedicated to treatment and research
6. Which revision of sentence 2 uses the most precise language?

E. These are the people who spend their free time volunteering at animal shelters, helping with activities in community centers, or cleaning up parks.

F. These are the people who spend their free time helping others in numerous ways at a variety of places, events, or organizations that need support.

G. These are the people who spend their free time working at local establishments that help people, animals, or other groups in need of assistance.

H. These are the people who spend a lot of time volunteering at places where they can help people in many ways.

7. Which sentence should follow sentence 4 to introduce the main claim of the passage?

A. With that in mind, high school students should consider engaging in some form of regular volunteerism.

B. Fortunately for students, these benefits are guaranteed to produce both immediate and long-term results.

C. In fact, studies have confirmed that volunteerism can be beneficial for students, the family, and the community.

D. For this reason, high school students should learn about how helping others can strengthen their communities.

8. Which sentence is least relevant to the ideas presented in the second paragraph (sentences 5–10) and should be deleted?

E. sentence 6

F. sentence 7

G. sentence 8

H. sentence 9
9. Which of these would best follow sentence 12 and support the ideas presented in the third paragraph (sentences 11–12)?

A. These students show that they are likely to be responsible, reliable, and helpful young adults. Admissions counselors know that character traits like these will benefit the applicants as well as whomever they interact with.

B. Volunteering can help students meet new people who can provide references and advice to the students when they are applying to colleges. It can also be an invaluable opportunity for students to meet possible future employers.

C. The counselors hope that young adults who demonstrate this behavior will go on to volunteer during their college years, working on campus in student government and leadership programs or serving in the community at hospitals, schools, and homeless shelters.

D. Many colleges are looking for students who are not just academically successful but who also work well with others and care about improving and serving surrounding communities.

10. Which concluding sentence should replace sentence 22 to provide the best support for the argument presented in the passage?

E. In every city, there are homeless shelters, food pantries, youth centers, and political campaigns that depend on the support and commitment of hardworking young people.

F. Clearly, students who volunteer will experience a host of benefits, such as learning new skills, meeting interesting people, opening up opportunities for the future, and gaining a sense of satisfaction.

G. When students carefully evaluate their activities and prioritize volunteerism, they find a way to work it into their schedule and are soon encouraging their peers to do the same.

H. Whether they are seeking admission to college, preparing to enter the workforce, or simply looking to reduce stress, high school students who volunteer can help themselves as much as they help others.
The Benefits of Indoor Plants

(1) In an age of endless media content, it is easy to see why people might prefer to stay inside. (2) According to a study sponsored by the Environmental Protection Agency, Americans spend an average of 87 percent of their time indoors. (3) Scientists say that this separation between people and nature puts people at risk for physical and psychological issues.

(4) During the process of photosynthesis, plants convert carbon dioxide into oxygen and remove many harmful toxins from the air. (5) Spending prolonged periods of time indoors, away from plants, deprives people of these benefits. (6) Air that is not regularly detoxified can lead to a condition known as sick building syndrome. (7) This disorder first came to light in the 1970s when many office workers in the United States began to complain of unexplained flu-like symptoms. (8) Researchers determined the cause to be volatile organic compounds, or VOCs. (9) VOCs are harmful chemicals that are emitted by everyday objects such as carpet, furniture, cleaning products, and computers. (10) The NASA Clean Air Study found a simple way to remove a significant number of VOCs within a 24-hour period: add plants to indoor spaces.

(11) Adding plants to indoor spaces has psychological benefits too. (12) Research has long linked time spent in natural environments with increased energy and feelings of contentment. (13) While being outdoors is an excellent option for improving a person’s mental health, recent research has indicated that encountering natural elements while indoors can also help. (14) To experience the maximum benefit of natural elements, experts suggest placing at least one live plant per 100 square feet of home or office space.

(15) Connecting with nature, even just by being near an indoor plant, is a significant factor in a person’s well-being. (16) Sitting in front of an electronic screen all day isn’t natural, and today’s workers need to get up and get outdoors. (17) Richard Ryan, a psychology professor at the University of Rochester, puts it this way: “Nature is something within which we flourish, so having it be more a part of our lives is critical, especially when we live and work in built environments.”

11. Which sentence should follow sentence 3 to best introduce the topic of the passage?

A. Placing plants in homes and offices can provide a healthy bridge between nature and the indoors.

B. It is important for people to realize that they need to spend more time near plants, whether indoors or out in nature.

C. For their personal health and well-being, people need to spend more time outdoors or bring the outdoors in.

D. Individuals with little connection to nature can experience illness, depression, and higher levels of stress.
12. Which transition word or phrase should be added to the beginning of sentence 5?
   A. As a result,
   B. Primarily,
   C. In contrast,
   D. Unfortunately,

13. Which sentence could best follow sentence 13 to support the ideas in the third paragraph (sentences 11–14)?
   A. A global study of 7,600 workers from sixteen countries revealed that employees who worked in spaces with natural elements, such as indoor plants, were more creative and productive than employees who worked in spaces without natural elements.
   B. Specifically, a study suggests that one well-known hotel is popular among guests because its owners have made a significant investment in landscaping and indoor plants known to have a relaxing effect.
   C. In fact, one recent study suggested that people who are routinely exposed to natural elements seem to increase their compassion for others, perhaps because that exposure generates compassion for the environment in which they live.
   D. According to a study that was conducted in 2003, plants can reduce the amount of noise that people perceive in indoor spaces with hard surfaces, just as adding carpet can make a room seem quieter.

14. Which sentence presents ideas irrelevant to the topic of the passage and should be deleted?
   A. sentence 11
   B. sentence 14
   C. sentence 15
   D. sentence 16

15. Which concluding sentence should follow sentence 17 to best support the information presented in the passage?
   A. Because indoor plants absorb the carbon dioxide in our air and release the oxygen we need to breathe, they are vital to our wholeness and wellness.
   B. Experts say that adding a Boston fern, a spider plant, or an aloe vera plant is a good place to start if you want to begin to incorporate nature into your home or office.
   C. More people should consider bringing natural elements inside to improve general wellness and reverse some of the negative effects of an indoor-centered society.
   D. As one study has confirmed, houseplants are a wise investment because they can remove almost 90 percent of the toxins in the air within the span of 24 hours.
READING COMPREHENSION
QUESTIONS 16–57

DIRECTIONS: Read each of the following five texts, and answer the related questions. You may write in your test booklet as needed to take notes. You should reread relevant parts of each text, while being mindful of time, before marking the best answer for each question. Base your answers only on the content within the text.
Champion of the Channel

1 In 1926 an editor at the London Daily News predicted that Gertrude Ederle, an American swimmer with eighteen world records and three Olympic medals, would fail in her attempt to swim across the English Channel. He claimed that “even the most uncompromising champion of the rights and capacities of women must admit that in contests of physical skill, speed and endurance they must remain forever the weaker sex.” Yet, at only nineteen years old, Ederle not only became the first woman to accomplish this feat, she also broke the men’s record by two hours. Gertrude Ederle’s triumphant swim across the English Channel was a testimony to her determination, innovative spirit, and passion for swimming.

2 Crossing the English Channel is a daunting task for any swimmer. At its narrowest point, the channel measures twenty-one miles across. Its icy waters hover around sixty degrees Fahrenheit, and its unruly tides and currents toss swimmers about like bobbing corks. Stinging jellyfish, seaweed, and floating debris from shipwrecks and lost cargoes present added hazards.

3 For decades the channel’s perils have defeated countless swimmers. Ederle, too, failed in her first attempt to cross the channel in 1925. Just six miles short of finishing, she became ill, and her coach had to haul her out of the water. Undeterred, Ederle decided to try again. Ederle knew that if she did not complete the challenge this time, she might never get the opportunity to set this record, because a rival female swimmer was preparing to make her second attempt at the crossing as well.

4 To prepare for the marathon swim, Ederle found ways to improve her equipment. She and her sister Meg discovered that melted candle wax perfectly sealed goggle edges, effectively waterproofing Ederle’s goggles against hammering waves. The sisters also designed a two-piece silk swimsuit for Ederle. During her first channel-crossing attempt she had worn a standard one-piece swimsuit that, after the lengthy hours of swimming across the channel, had stretched out, filling with water and creating drag, making an already challenging task almost insurmountable. Unlike the cumbersome typical bathing suit, this silk invention weighed little and allowed for easy movement.

5 On August 6, 1926, Ederle waded into the channel near Cape Gris-Nez, France. At first she shivered in the bone-chilling water even though she had covered her body in eight layers of grease for insulation. Her limbs felt stiff. Her strokes were irregular. Driving forward, she fought to clear her mind and find what she called her “sphere,” a place where the sea became her only companion and the shrieks of gulls and the humming of boat engines faded away. Using a new overhand stroke called the American crawl, Ederle eventually settled into a steady pace, briskly breaking through waves.

6 Throughout Ederle’s swim, two tugboats accompanied her. One carried newspaper reporters who wired dispatches of her progress to shore. The other, displaying a sign that read “This way, ole kid!” with an arrow pointing forward, transported her coach, family, and friends. Her coach played songs, such as “Yes, We Have No Bananas,” on a phonograph so that Ederle could time her strokes to the rhythm. Using a net, her coach also passed her baby bottles of broth for nourishment.

7 For hours Ederle swam, dodging debris with an amused smile. However, as she neared the English shore, a sudden fierce storm erupted. The tides and waves forced Ederle backward, and she
fought the stubborn swells for several hours. The salty water caused her tongue to swell and inflamed her ears. Yet Ederle felt indescribably happy as she churned through the sea. Finally, as she neared the English shore, the storm abated, and the tide turned. No longer fighting against her, the sea pushed her toward the shore and victory.

8 After fourteen hours and thirty-one minutes, Ederle, on wobbly legs, stepped onto the English shore. The waiting crowd roared, honked their automobile horns, blasted their tugboat whistles, and set off flares that flashed in the sky. Ederle had swum into history.

9 When Ederle returned to New York, she received a parade, where thousands of people shouted “Trudy!” Not only were everyday American citizens proud of Ederle, but she also inspired them to be more active. Over the next few years, more than 60,000 people credited her with motivating them to earn their American Red Cross swimming certificates. Gertrude Ederle’s accomplishment proved to the world that with determination and passion, it was possible for a person to achieve his or her goals.

SOLO SWIMS ACROSS THE ENGLISH CHANNEL

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<table>
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16. What do the newspaper editor’s comments in paragraph 1 reveal about the challenges Ederle faced in attempting her feat?

E. Regardless of her ability, being an American put Ederle at a serious disadvantage over a Londoner, who would be more familiar with the English Channel.

F. At the time, Ederle still needed more training in order to succeed in the daunting task of swimming the English Channel.

G. While Ederle could participate in athletic competition, some people were not comfortable with her attempt to swim the channel because no woman had ever attempted it before.

H. In spite of her previous achievements, Ederle still experienced social as well as physical obstacles in attempting to swim the channel.
17. Which sentence is the best summary of the steps that Ederle took to prepare for her second attempt to swim across the English Channel?

A. Working with her sister, Ederle waterproofed her goggles using melted candle wax to seal the edges and designed a two-piece silk bathing suit that was lightweight and would not stretch out during the long swim.

B. Ederle covered her body in numerous layers of grease for insulation and focused on finding her “sphere” during her swim.

C. Ederle began training with her coach, who played music while she swam to help her time her strokes to the music.

D. Ederle focused on developing better equipment than the standard swimsuit that proved cumbersome during her first attempt to cross the channel.

18. Read this sentence from paragraph 4.

During her first channel-crossing attempt she had worn a standard one-piece swimsuit that, after the lengthy hours of swimming across the channel, had stretched out, filling with water and creating drag, making an already challenging task almost insurmountable.

The word “insurmountable” is used to highlight

E. how the bathing suit made it impossible for Ederle to make it across the channel.

F. how Ederle and her sister decided to improve Ederle’s swimming equipment in a creative way.

G. that the flaws in Ederle’s bathing suit made a difficult task even more complicated.

H. that the swimming equipment Ederle used needed to be custom made for her attempt.

19. Which statement describes how the author’s use of a problem-and-solution structure in paragraph 5 contributes to the development of ideas in the passage?

A. Detailing the challenges presented by the cold channel waters highlights the effectiveness of Ederle’s training.

B. Describing Ederle’s physical difficulties during her swim provides evidence of the team effort required to ensure her safety.

C. Explaining the difficulties that arose early in the effort helps predict the additional obstacles that occurred during Ederle’s attempt.

D. Illustrating Ederle’s process of blocking out her discomfort shows that swimming the channel was both a mental and a physical challenge.
20. Which sentence best supports the idea that Ederle succeeded in swimming across the channel because of her innovative approach to the challenge?
   
   E. “Yet, at only nineteen years old, Ederle not only became the first woman to accomplish this feat, she also broke the men’s record by two hours.” (paragraph 1)
   
   F. “At first she shivered in the bone-chilling water even though she had covered her body in eight layers of grease for insulation.” (paragraph 5)
   
   G. “Using a new overhand stroke called the American crawl, Ederle eventually settled into a steady pace, briskly breaking through waves.” (paragraph 5)
   
   H. “No longer fighting against her, the sea pushed her toward the shore and victory.” (paragraph 7)

21. Paragraph 7 contributes to the development of a central idea of the passage by
   
   A. illustrating that Ederle’s physical strength and mental fortitude allowed her to stay focused on her goal.
   
   B. conveying that Ederle pushed herself to the edge of her physical capabilities in order to complete the swim.
   
   C. highlighting the impact the severe weather had on Ederle’s emotions during her swim.
   
   D. emphasizing the surge of emotions Ederle felt as she came closer to achieving a personal goal.

22. The idea that many people were interested in Ederle’s attempt to swim the channel is illustrated in the passage mainly through the
   
   E. information about Ederle’s competition with another female swimmer who was also attempting to cross the channel.
   
   F. details about the reports of Ederle’s progress during the swim and the celebration of her successful completion of the swim.
   
   G. details about how Ederle’s historic swim contributed to an increase in the number of people learning how to swim.
   
   H. information about the resources Ederle used throughout her swim to maintain her motivation and stamina.
23. Which sentence from the passage best conveys the author’s perspective regarding the impact of Ederle’s accomplishment?

A. “Undeterred, Ederle decided to try again.” (paragraph 3)
B. “For hours Ederle swam, dodging debris with an amused smile.” (paragraph 7)
C. “Yet Ederle felt indescribably happy as she churned through the sea.” (paragraph 7)
D. “Ederle had swum into history.” (paragraph 8)

24. The table supports the information in paragraph 9 mainly by

E. emphasizing that people have continued to swim across the channel and have significantly reduced the speed record.
F. suggesting that Ederle inspired women to swim across the channel in an attempt to break the current speed record.
G. revealing that other women competed with Ederle to set a record time for swimming across the English Channel.
H. providing a comparison between the earliest channel-swimming records and the current record times.
5 Reasons Physical Books Might Be Better Than E-Books

by Shaunacy Ferro

1 Though e-book\textsuperscript{1} readers have become a more common sight around town, traditional books still have their evangelists.\textsuperscript{2} According to \textit{The New York Times}, e-book sales have been falling in 2015. Print definitely isn’t dead. In fact, according to some research, it may actually be a better choice for some readers. While scientists are still trying to tease out exactly how digital reading affects us differently, here are five ways e-books might be inferior to their dead-tree cousins.

\textbf{E-books can reduce reading comprehension.}

2 In a study of middle schoolers, West Chester University researchers found that students who read on iPads\textsuperscript{3} had lower reading comprehension than when they read traditional printed books. They discovered that the kids sometimes skipped text in favor of interactive features in the e-books, suggesting that certain multimedia in children’s e-books can be detrimental to the practice of reading itself. However, the researchers noted that some interactive features in e-books are designed to enhance comprehension, and that those might be more helpful than game-type interactive graphics.

\textbf{Young kids can get distracted by e-books.}

3 Similar results were found by a small study by the Joan Ganz Cooney Center that consisted of 32 kids reading e-books and print books with their parents. It found that “enhanced” e-books might be distracting. Kids who read enhanced e-books—ones with interactive, multimedia experiences—were more engaged with them physically, but in the end they remembered fewer narrative details than those who read print books or basic e-books.

\textbf{You remember less about a book’s timeline.}

4 Another study of adults also found that e-books can be hard to absorb. The researchers asked 25 people to read a 28-page story on a Kindle\textsuperscript{4} and 25 to read the story in paperback, then asked the readers to put 14 events from the story in chronological order. Those who read the story on a Kindle performed worse on the chronology test than the book readers, though they performed about the same as print readers in other tests. Earlier research by the same scholars, from Stavanger University in Norway, found that Norwegian 10th graders also remembered more about texts if they read them in print rather than on a computer screen.

\textbf{They’re not great as textbooks.}

5 While e-book textbooks are often cheaper (and easier to carry) than traditional door-stop\textsuperscript{5}

\begin{itemize}
\item \textbf{e-book}: an electronic book, a publication made available digitally for reading on a computer or other device
\item \textbf{evangelists}: advocates or supporters
\item \textbf{iPads}: tablet computers
\item \textbf{Kindle}: device for reading e-books
\item \textbf{door-stop}: a reference to the idea that some textbooks are large and heavy enough to hold a door open
\end{itemize}
textbooks, college students often don’t prefer them. In some surveys of college kids, the majority of students have reported preferring print books. However, a 2012 study from the UK’s National Literacy Trust of kids ages 8 to 16 found that more than 50 percent of children reported preferring screen reading.

**They’re tiring.**

6 Staring at a lit screen can be tiring for the eyes and the brain. A 2005 study from Sweden found that reading digitally required a higher cognitive workload than reading on paper. Furthermore, staring at LED screens at night can disrupt sleep patterns. A 2014 Harvard study found that people who used e-readers with LED screens at night slept worse and were more tired the next day. So, if you’re going to go for an e-book, go for one without the backlight.

7 The take-away message? If you’re really trying to absorb material, you might want to go for a physical book. And if you’re going to be up all night studying, turn off the backlight.

8 However, all this may not mean that reading on a Kindle is really going to melt your brain. For instance, reading an e-book on a computer is a much different experience than reading on a Kindle, which is specifically designed for consuming books. So, too, is playing with an interactive e-book on an iPad, compared to using a simpler e-book device that only presents the text, with no opportunities to click away into digital distractions.

9 And some studies have found that part of the difference between the way people absorb information from e-books versus paper might be due to approaching e-books differently—in one test, participants didn’t regulate their study time with digital books like they did with paper texts, leading to worse performances. It’s possible that our expectations of e-book reading—as well as the different designs of the digital reading experience on a computer or iPad or Kindle—might affect how we approach the text and how much effort we put into studying them. As generations of e-book readers evolve, and people become more accustomed to the idea of sitting down with a digital textbook, these factors could change—for better or for worse.

"5 Reasons Physical Books Might Be Better Than E-Books" by Shaunacy Ferro from MENTAL FLOSS, October 2, 2015. Copyright © 2015 Mental Floss, Inc.

6**LED:** Light-emitting diode; LEDs are often used as a backlight for electronic devices such as smartphones and tablets.

25. The details in paragraph 1 convey a central idea of the passage by noting that

A. fewer people are buying e-books than printed books.
B. printed books have some advantages over e-books.
C. printed books rely on natural materials more than e-books.
D. some people recommend buying printed books over e-books.
26. Which evidence from the passage best supports the claim that “print definitely isn’t dead” (paragraph 1)?

E. Most college students prefer using paper books to using e-books.
F. Scientists are still studying the effects of reading on a screen.
G. Paper books are less disruptive to sleep patterns than e-books are.
H. Reading on a screen can affect both the eyes and the brain.

27. The studies described in paragraph 6 are important to the author’s observations in paragraphs 7 and 8 because the findings

A. show that the author has personal opinions to share beyond the ideas included in the studies.
B. give the author the opportunity to reach practical conclusions about reading that are based on scientific evidence.
C. highlight the author’s statement that digital reading experiences vary based on the individual and the device.
D. support the author’s inference that more studies on more types of devices are needed.

28. What is the best summary of the research into the effects of e-book reading?

E. E-books are disliked by college students and preferred by kids, and their interactive features are distracting.
F. Some e-books can aid comprehension, but most e-book readers remember few details.
G. E-books reduce reading comprehension and increase distraction, and they are tiring for the eyes and brain.
H. Enhanced e-books engage children, but offer too many opportunities to be distracted by non-reading activities.
29. Which sentence from the passage suggests that people in the future will likely choose e-books over print books?

A. “They discovered that the kids sometimes skipped text in favor of interactive features in the e-books, suggesting that certain multimedia in children’s e-books can be detrimental to the practice of reading itself.” (paragraph 2)

B. “However, the researchers noted that some interactive features in e-books are designed to enhance comprehension, and that those might be more helpful than game-type interactive graphics.” (paragraph 2)

C. “Kids who read enhanced e-books—ones with interactive, multimedia experiences—were more engaged with them physically, but in the end they remembered fewer narrative details than those who read print books or basic e-books.” (paragraph 3)

D. “However, a 2012 study from the UK’s National Literacy Trust of kids ages 8 to 16 found that more than 50 percent of children reported preferring screen reading.” (paragraph 5)

30. Which evidence in the passage is most relevant to the author’s claim that “our expectations of e-book reading . . . might affect how we approach the text” (paragraph 9)?

E. Studies found that students used their study time less productively with e-books than with print books.

F. A study found that e-books enhanced with multimedia engaged children to interact physically.

G. Adult readers recalled more details from a story read in a print book than in an e-book.

H. One study found that people who read e-books had poor recall of chronological events.

31. Which sentence from the passage best reveals the author’s point of view about e-books?

A. “While scientists are still trying to tease out exactly how digital reading affects us differently, here are five ways e-books might be inferior to their dead-tree cousins.” (paragraph 1)

B. “While e-book textbooks are often cheaper (and easier to carry) than traditional door-stop textbooks, college students often don’t prefer them.” (paragraph 5)

C. “For instance, reading an e-book on a computer is a much different experience than reading on a Kindle, which is specifically designed for consuming books.” (paragraph 8)

D. “So, too, is playing with an interactive e-book on an iPad, compared to using a simpler e-book device that only presents the text, with no opportunities to click away into digital distractions.” (paragraph 8)
Higher and still more high,
Palaces made for cloud,
Above the dingy city-roofs
Blue-white like angels with broad wings,
5 Pillars of the sky at rest
The mountains from the great plateau
Uprise.

But the world heeds them not;
They have been here now for too long a time.
10 The world makes war on them,
Tunnels their granite cliffs,
Splits down their shining sides,
Plasters their cliffs with soap-advertisements,
Destroys the lonely fragments of their peace.

Vaster and still more vast,
Peak after peak, pile after pile,
Wilderness still untamed,
To which the future is as was the past,
Barrier spread by Gods,
15 Sunning their shining foreheads,
Barrier broken down by those who do not need
The joy of time-resisting storm-worn stone,
The mountains swing along
The south horizon of the sky;
20 Welcoming with wide floors of blue-green ice
The mists that dance and drive before the sun.

“Snowy Mountains” by John Gould Fletcher—Public Domain

32. The description in the first stanza (lines 1–7) helps establish a central idea of the poem by

E. comparing the length of time the mountains have existed with the length of time the city has existed.
F. contrasting the grandeur of the mountains with the structures in the city below them.
G. implying that the mountains are a source of inspiration to the people in the city below.
H. suggesting that the mountains are larger than the people in the city realize.
33. Read line 5 from the poem.

**Pillars of the sky at rest**

The line helps develop the theme of the poem by suggesting that the mountains

A. serve a noble and supportive purpose in the world.
B. attract the clouds with their strength and permanence.
C. remain untamed through the ages.
D. provide protection for the people.

34. How does isolating the word “Uprise” in line 7 affect the meaning of the poem?

E. It creates a contrast between the great plateau and the city buildings.
F. It reveals the similarity between the tall buildings in the city and the tall mountains on the horizon.
G. It creates a vision of the region before people developed the land.
H. It emphasizes that the mountains dominate the landscape.

35. How does the poet develop the speaker’s point of view in the second stanza (lines 8–14)?

A. by describing images of the mountains’ awe-inspiring size and strength
B. by illustrating the differences among the various ways humans can affect the natural environment
C. by criticizing society for taking careless, harmful courses of action against nature
D. by demonstrating how the mountains and the people are able to benefit from each other
36. Which line from the poem best supports the idea that people have sacrificed priceless natural beauty in order to make a profit?
   
   E. “Above the dingy city-roofs” (line 3)  
   F. “The world makes war on them,” (line 10)  
   G. “Tunnels their granite cliffs,” (line 11)  
   H. “Plasters their cliffs with soap-advertisements,” (line 13)  

37. Which detail from the poem reflects the speaker’s view that people often fail to appreciate what is familiar?
   
   A. “The mountains from the great plateau” (line 6)  
   B. “They have been here now for too long a time.” (line 9)  
   C. “Splits down their shining sides,” (line 12)  
   D. “To which the future is as was the past,” (line 18)  

38. How do the details in the third stanza (lines 15–26) most contribute to the development of a theme of the poem?
   
   E. by reflecting nature’s capacity to resist change  
   F. by showing that nature is capable of influencing human will  
   G. by exposing how a lack of awareness leads to nature’s ruin  
   H. by explaining why people must respect nature
39. Read lines 21–22 from the poem.

   Barrier broken down by those who do not need
   The joy of time-resisting storm-worn stone,

How do the lines help convey the speaker’s point of view?

A. They suggest that the speaker wants to remove the obstacles that prevent others from experiencing the wonders of nature.
B. They reveal the speaker’s opinion that some people are too busy to appreciate natural beauty.
C. They suggest the speaker’s dismay that people destroy the natural landscape without understanding the ramifications of their actions.
D. They explain that the speaker is confident that nature will never be fully destroyed by people.

40. Read lines 23–26 from the poem.

   The mountains swing along
   The south horizon of the sky;
   Welcoming with wide floors of blue-green ice
   The mists that dance and drive before the sun.

The personification in these concluding lines of the poem suggests that the mountains are

E. gracious hosts who are untroubled by the actions of people.
F. unaware of their coming destruction.
G. lively entertainers who are amused by the everyday concerns of people.
H. too proud to reveal their pain.
Excerpt from *A Voice in the Wilderness*
by Grace Livingston Hill

1 With a lurch the train came to a dead stop and Margaret Earle, hastily gathering up her belongings, hurried down the aisle and got out into the night.

2 It occurred to her, as she swung her heavy suit-case down the rather long step to the ground, and then carefully swung herself after it, that it was strange that neither conductor, brakeman, nor porter had come to help her off the train, when all three had taken the trouble to tell her that hers was the next station; but she could hear voices up ahead. Perhaps something was the matter with the engine that detained them and they had forgotten her for the moment.

3 The ground was rough where she stood, and there seemed no sign of a platform. Did they not have platforms in this wild Western land, or was the train so long that her car had stopped before reaching it?

4 She strained her eyes into the darkness, and tried to make out things from the two or three specks of light that danced about like fireflies in the distance. She could dimly see moving figures away up near the engine, and each one evidently carried a lantern. The train was tremendously long. A sudden feeling of isolation took possession of her. Perhaps she ought not to have got out until some one came to help her. Perhaps the train had not pulled into the station yet and she ought to get back on it and wait. Yet if the train started before she found the conductor she might be carried on somewhere and he justly blame her for a fool.

5 There did not seem to be any building on that side of the track. It was probably on the other, but she was standing too near the cars to see over. She tried to move back to look, but the ground sloped and she slipped and fell in the cinders, bruising her knee and cutting her wrist.

6 In sudden panic she arose. She would get back into the train, no matter what the consequences. They had no right to put her out here, away off from the station, at night, in a strange country. If the train started before she could find the conductor she would tell him that he must back it up again and let her off. He certainly could not expect her to get out like this.

7 She lifted the heavy suit-case up the high step that was even farther from the ground than it had been when she came down, because her fall had loosened some of the earth and caused it to slide away from the track. Then, reaching to the rail of the step, she tried to pull herself up, but as she did so the engine gave a long snort and the whole train, as if it were in league against her, lurched forward crazily, shaking off her hold. She slipped to her knees again, the suit-case, toppled from the lower step, descending upon her, and together they slid and rolled down the short bank, while the train . . . ran giddily off into the night.

8 The horror of being deserted helped the girl to rise in spite of bruises and shock. She lifted imploring hands to the unresponsive cars as they hurried by her—one, two, three, with bright windows, each showing a passenger, comfortable and safe inside, unconscious of her need.

9 A moment of useless screaming, running, trying to attract some one’s attention, a sickening sense

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1*cinders*: track bed made from the residue of burnt coal
of terror and failure, and the last car slatted itself past with a mocking clatter, as if it enjoyed her discomfort.

10 Margaret stood dazed, reaching out helpless hands, then dropped them at her sides and gazed after the fast-retreating train, the light on its last car swinging tauntingly, blinking now and then with a leer in its eye, rapidly vanishing from her sight into the depth of the night.

11 She gasped and looked about her for the station that but a short moment before had been so real to her mind; and, lo! on this side and on that there was none!

12 The night was wide like a great floor shut in by a low, vast dome of curving blue set with the largest, most wonderful stars she had ever seen. Heavy shadows of purple-green, smoke-like, hovered over earth darker and more intense than the unfathomable blue of the night sky. It seemed like the secret nesting-place of mysteries wherein no human foot might dare intrude. It was incredible that such could be but common sage-brush, sand, and greasewood wrapped about with the beauty of the lonely night.

13 No building broke the inky outlines of the plain, nor friendly light streamed out to cheer her heart. Not even a tree was in sight, except on the far horizon, where a heavy line of deeper darkness might mean a forest. Nothing, absolutely nothing, in the blue, deep, starry dome above and the bluer darkness of the earth below save one sharp shaft ahead like a black mast throwing out a dark arm across the track.

14 As soon as she sighted it she picked up her baggage and made her painful way toward it, for her knees and wrist were bruised and her baggage was heavy.

15 A soft drip, drip greeted her as she drew nearer; something plashing down among the cinders by the track. Then she saw the tall column with its arm outstretched, and looming darker among the sage-brush the outlines of a water-tank. It was so she recognized the engine’s drinking-tank, and knew that she had mistaken a pause to water the engine for a regular stop at a station.

From A VOICE IN THE WILDERNESS by Grace Livingston Hill—Public Domain

41. In paragraph 2, how does the phrase “when all three had taken the trouble to tell her” affect the tone in the first part of the excerpt?

A. It creates an accusatory tone by suggesting that Margaret believes that others are responsible for her problem.

B. It introduces a defiant tone by suggesting that Margaret left the train early to prove a point.

C. It suggests a frustrated tone by showing that Margaret feels confused by the inconsistent help offered by the railroad employees.

D. It establishes an appreciative tone by showing that Margaret feels cared for by the railroad employees.
42. Which sentence from the excerpt best supports the idea that Margaret is unaccustomed to traveling to new places by train?

E. “With a lurch the train came to a dead stop and Margaret Earle, hastily gathering up her belongings, hurried down the aisle and got out into the night.” (paragraph 1)

F. “Perhaps something was the matter with the engine that detained them and they had forgotten her for the moment.” (paragraph 2)

G. “Did they not have platforms in this wild Western land, or was the train so long that her car had stopped before reaching it?” (paragraph 3)

H. “She could dimly see moving figures away up near the engine, and each one evidently carried a lantern.” (paragraph 4)

43. Read this sentence from paragraph 4.

She strained her eyes into the darkness, and tried to make out things from the two or three specks of light that danced about like fireflies in the distance.

The simile used in the sentence affects the tone of the paragraph by emphasizing a

A. feeling of comfort as Margaret connects her unfamiliar surroundings with familiar images.

B. sense of lonesomeness as Margaret realizes that she is on her own in the wilderness.

C. sense of tranquility as Margaret is distracted from the urgency of her situation by the beauty of the night.

D. feeling of dread as Margaret regards the desolation of the land that surrounds her.

44. How do Margaret’s earlier interactions with the conductor, brakeman, and porter affect the plot?

E. They prompt Margaret to get off the train without further assistance.

F. They cause Margaret to think that she knows what to do once she gets off the train.

G. They compel Margaret to wonder whether the train has not pulled all the way into the station.

H. They lead Margaret to believe that train stations in rural areas lack platforms.
45. Read paragraph 9 from the excerpt.

A moment of useless screaming, running, trying to attract some one’s attention, a sickening sense of terror and failure, and the last car slatted itself past with a mocking clatter, as if it enjoyed her discomfort.

The imagery in this sentence conveys the

A. growing irritation Margaret feels as she is ignored by people on the train.
B. effort Margaret is making despite being physically unable to keep up with the train.
C. anger that Margaret is experiencing as she watches the train leave without her.
D. vulnerability Margaret feels as the train leaves her behind.

46. How does Margaret’s experience in paragraph 9 emphasize a theme of the excerpt?

E. It confirms Margaret’s understanding that she cannot rely on help from anyone else.
F. It leads Margaret to realize that her desire to change her situation is impractical.
G. It causes Margaret to believe that her own actions led to an unfavorable outcome.
H. It reinforces Margaret’s frustration about her lack of control over her surroundings.

47. Read paragraph 10 from the excerpt.

Margaret stood dazed, reaching out helpless hands, then dropped them at her sides and gazed after the fast-retreating train, the light on its last car swinging tauntingly, blinking now and then with a leer in its eye, rapidly vanishing from her sight into the depth of the night.

What does the figurative language in this sentence emphasize?

A. the sense of doubt that Margaret experiences when she is deciding what to do next
B. the anger that Margaret feels toward the people on the train who she expected to help her
C. the embarrassment that Margaret feels when she imagines what others will think of her
D. the hopelessness that Margaret feels when she accepts that the train is continuing on

48. How does paragraph 11 contribute to the plot of the excerpt?

E. It reveals that the reality of the situation is different from Margaret’s assumptions.
F. It illustrates that Margaret’s main problem is her own imagination.
G. It shows that Margaret is surprised by the unexpected adventure she is about to undertake.
H. It provides insight into how Margaret reacts to stressful situations.
Samuel Morse, an American inventor, is credited with creating the electronic telegraph, a communication device that allows users to send messages using a system of short and long pulses that represent letters, numbers, and punctuation. In 1844 the United States Congress passed the Telegraph Bill, which provided Morse with the funds to build an electric telegraph system.

Invention of the Telegraph

Earlier Signal Systems

1 Long before Samuel F. B. Morse electrically transmitted his famous message “What hath God wrought?” from Washington to Baltimore on May 24, 1844, there were signaling systems that enabled people to communicate over distances. Most were visual or “semaphore” systems using flags or lights. In the eighteenth century, such systems used an observer who would decipher a signal from a high tower on a distant hill and then send it on to the next station. The young American republic wanted just such a system along its entire Atlantic coast and offered a prize of $30,000 for a workable proposal. The framers of this legislation had no way of knowing that when they used the word “telegraph” to refer to this visual semaphore system, they would be offered an entirely new and revolutionary means of communication—electricity.

The Growth of an Idea

2 The idea of using electricity to communicate over distance is said to have occurred to Morse during a conversation aboard ship when he was returning from Europe in 1832. Michael Faraday’s recently invented electromagnet was much discussed by the ship’s passengers, and when Morse came to understand how it worked, he speculated that it might be possible to send a coded message over a wire. While a student at Yale College years before, he had written his parents a letter about how interesting he found the lectures on electricity. Despite what he had learned at Yale, Morse found when he began to develop his idea that he had little real understanding of the nature of electricity, and after sporadic attempts to work with batteries, magnets, and wires, he finally turned for help to a colleague at the University of the City of New York, Leonard D. Gale.

3 Gale was a professor of chemistry and familiar with the electrical work of Princeton’s Joseph Henry, a true pioneer in the new field. Well before Morse had his shipboard idea about a telegraph, Henry rang a bell at a distance by opening and closing an electric circuit. In 1831, he had published an article, of which Morse was unaware, that contained details suggesting the idea of an electric telegraph. Gale’s help and his knowledge of this article proved crucial to Morse’s telegraph system because Gale not only pointed out flaws in the system but showed Morse how he could regularly boost the strength of a signal and overcome the distance problems he had encountered by using a relay system Henry had invented. Henry’s experiments, Gale’s assistance, and, soon after, hiring the young technician Alfred Vail were keys to Morse’s success.

Obstacles and Opportunities

4 By December 1837, Morse had enough confidence in his new system to apply for the federal government’s appropriation, and during the next year he conducted demonstrations of his telegraph both in New York and Washington.

1 legislation: Telegraph Bill
However, when the economic disaster known as the Panic of 1837 took hold of the nation and caused a long depression, Morse was forced to wait for better times. It was during this period that Morse visited Europe again and tried not only to secure patent protection overseas but to examine competing telegraph systems in England.

By 1843, the country was beginning to recover economically, and Morse again asked Congress for the $30,000 that would allow him to build a telegraph line from Washington to Baltimore, forty miles away. The House of Representatives eventually passed the bill containing the Morse appropriation, and the Senate approved it in the final hours of that Congress’s last session. With President Tyler’s signature, Morse received the cash he needed and began to carry out plans for an underground telegraph line.

Realizing a Great Invention

Morse had hired the ingenious construction engineer Ezra Cornell to lay the pipe carrying the wire, and although Cornell did his job superbly, one of Morse’s partners, Congressman F. O. J. Smith, had purchased wire with defective insulation. Too much time had been wasted laying bad wire, and with the project on a rigid deadline, something had to be done quickly. Cornell suggested that the fastest and cheapest way of connecting Washington and Baltimore was to string wires overhead on trees and poles. The desperate Morse gave the go-ahead, and the line was completed in time for the dramatic and spectacularly successful link between the Supreme Court chamber of the Capitol building and the railroad station in Baltimore.

Soon, as overhead wires connected cities up and down the Atlantic coast, the dots-and-dashes method that recorded messages on a long moving strip of paper was replaced by the operator’s ability to interpret the code in real time. Telegraph lines soon extended westward, and within Morse’s own lifetime they connected the continents of Europe and America.

“Invention of the Telegraph”—Public Domain/Library of Congress

\textsuperscript{2}dots-and-dashes method: the short and long pulses of Morse code that are sent and received by telegraph operators
The first transatlantic electric telegraph message was sent in 1858, and by 1902 the British All-Red Line connected most of the world.

49. Which statement describes how the author’s use of problem-solution in paragraph 2 contributes to the development of ideas in the passage?

A. Morse’s discussion on a ship about Faraday’s electromagnet reminded him of the Yale College lectures on electricity, which he had enjoyed but had not fully understood, inspiring him to learn more about electricity from his colleague Gale.

B. Morse’s discouragement over his lack of knowledge of electricity prompted him to experiment with batteries, magnets, and wires, which led to the development of a new long-distance communication system.

C. Morse’s difficulty in understanding how Faraday’s electromagnet worked was frustrating, and it pushed him to create a system for sending signals over wires.

D. Morse’s longtime fascination was not enough to make up for his lack of knowledge about electricity, so he eventually sought help from Gale.

50. Which statement describes how the author’s use of sequencing in paragraph 3 contributes to the overall structure of the passage?

E. It shows that several people were simultaneously attempting to create an electric telegraph.

F. It shows how the invention of the electric telegraph depended on information and techniques discovered by others.

G. It shows that multiple means of long-distance communication were being used at the same time.

H. It shows how quickly long-distance communication changed from visual signals to electrical signals.

51. The details of the section “The Growth of an Idea” convey a central idea of the passage by suggesting that

A. the collaborative efforts of colleagues resulted in successful communication over a wire.

B. a great deal of interest and work was devoted to understanding how to use electricity to send signals.

C. Faraday’s invention of the electromagnet inspired the invention of the telegraph.

D. colleges like Yale played a great role in making new discoveries about electricity and its applications.
52. Read this sentence from paragraph 7.

The desperate Morse gave the go-ahead, and the line was completed in time for the dramatic and spectacularly successful link between the Supreme Court chamber of the Capitol building and the railroad station in Baltimore.

The words “dramatic” and “spectacularly” in the sentence convey a

E. sense of relief and fulfillment that the line was finished.
F. sense of wonder and of celebration that the telegraph line was accomplished.
G. feeling of excitement about the future possibilities of the telegraph.
H. feeling of confidence about being able to continue the work.

53. Which sentence is the best summary of how Morse obtained the funding necessary to build his telegraph system?

A. Morse’s application for a federal grant was delayed until 1843, so he spent time traveling in Europe, where he concentrated on obtaining a patent for his system.
B. Morse applied for a government grant that required both houses of Congress and the president to pass a bill awarding him $30,000 for his telegraph project.
C. Morse applied for a government appropriation and conducted telegraph demonstrations to show that his system could work, and after a delay caused by a financial depression, Congress approved the $30,000 appropriation in 1843.
D. Working with Gale and Vail allowed Morse to find flaws in Henry’s work and to develop his own ideas before applying for the federal government appropriation.

54. The idea that, in the mid-nineteenth century, the United States was mostly unaware of the possibilities of electricity is illustrated in the passage mainly through the

E. description of the government’s initial desire to expand a semaphore signaling system that used either flags or lights along the Atlantic Coast.
F. delay by the House of Representatives to pass the bill funding Morse’s telegraph line six years after he first applied for the appropriation.
G. discussions of the newly invented electromagnet that sparked the idea of sending codes through wires.
H. description of how an electric circuit could be closed to ring a bell at a distance.
55. With which statement would the author most likely agree?

   A. Morse’s telegraph was successful because the wires were strung above ground rather than underground as originally planned.
   B. Understanding the importance of Morse’s telegraph requires detailed knowledge of electrical systems.
   C. The implementation of Morse’s telegraph system was overly influenced by economic factors.
   D. Morse’s invention of the telegraph made a great stride toward better connecting people across the United States and across the world.

56. How does the map provide additional support for a central idea of the passage?

   E. by demonstrating that Morse’s telegraph system greatly exceeded the limitations of previous long-distance communication systems
   F. by indicating that Morse was lacking foresight by seeking a patent only in North America
   G. by proving that Gale’s advice helped Morse extend the telegraph’s range much farther than first thought possible
   H. by showing that the Morse telegraph had a surprisingly immense influence across the world

57. How does the graph support the ideas in paragraph 8?

   A. It indicates how welcome the improvement of long-distance communication was in the United States.
   B. It provides evidence of the dramatic increase in the number of telegraph messages as Morse’s system expanded across the United States.
   C. It reveals that by the twentieth century millions of people had used the telegraph despite earlier hesitations about the system.
   D. It shows how improvements that allowed Morse code to be read in real time made relaying telegraph messages faster and increased the system’s usage.
PART 2 — MATHEMATICS

57 QUESTIONS

IMPORTANT NOTES

(1) Formulas and definitions of mathematical terms and symbols are not provided.

(2) Diagrams other than graphs are not necessarily drawn to scale. Do not assume any relationship in a diagram unless it is specifically stated or can be determined from the information given.

(3) Assume that a diagram is in one plane unless the question specifically states that it is not.

(4) Graphs are drawn to scale. Unless stated otherwise, you can assume relationships according to appearance. For example, lines on a graph that appear to be parallel can be assumed to be parallel. This is also true for concurrent lines, straight lines, collinear points, right angles, etc.

(5) Reduce (simplify) all fractions to lowest terms.
GRID-IN QUESTIONS

QUESTIONS 58–62

DIRECTIONS: Solve each problem. On the answer sheet, write your answer in the boxes at the top of the grid. Start on the left side of each grid. Print only one number or symbol in each box. Under each box, fill in the circle that matches the number or symbol you wrote above.

• Do not fill in a circle under an unused box.
• Do not leave a box blank in the middle of an answer.

<table>
<thead>
<tr>
<th>58. Simplify:</th>
<th>60. A juice mixture contains ( \frac{3}{16} ) gallon of apple juice and ( \frac{3}{40} ) gallon of cranberry juice. How many gallons of apple juice per gallon of cranberry juice does the mixture contain? (Express your answer as a decimal.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(-3.8 + 2.3 - (-1.1))</td>
<td></td>
</tr>
</tbody>
</table>

59. Angle M and angle R are supplementary. The measure of angle R is 5 times the measure of angle M. What is the measure of angle R in degrees?
61. Mr. Chan’s lawn grows \(2 \frac{1}{8}\) inches every 2 weeks. He mows his lawn every 2 weeks and cuts off the top \(1 \frac{3}{4}\) inches of lawn. If Mr. Chan’s lawn was 4 inches tall at the beginning of the season, how many inches tall, in decimal form, is Mr. Chan’s lawn after 8 weeks?

62. The table above shows the number of children in each of 110 families. What is the median number of children in these families?
**MULTIPLE CHOICE QUESTIONS**

**QUESTIONS 63–114**

**DIRECTIONS:** Solve each problem. Select the best answer from the choices given. Mark the letter of your answer on the answer sheet. When you are solving problems, you can write in the test booklet or on the scrap paper given to you.

63. Mr. Jones has 550 goats, which is 10% more than Mr. King has. How many more goats does Mr. Jones have than Mr. King?
   
   **A.** 50
   **B.** 55
   **C.** 495
   **D.** 500

64. If \( \frac{2y}{x} - \frac{y}{2x} = \) \( \square \) and \( x \neq 0 \), what expression is represented by \( \square \)?

   **E.** \( y \)
   **F.** \( 2y \)
   **G.** \( 3y \)
   **H.** \( 4y \)

65. In the figure above, PQRS is a square. Point S is the center of the circle, and points P and R are on the circle. If the area of the square is 4 square centimeters, what is the area, in square centimeters, of the shaded quarter of the circle?

   **A.** \( \frac{\pi}{4} \)
   **B.** \( \pi \)
   **C.** \( 2\pi \)
   **D.** \( 4\pi \)
66. A list of consecutive integers begins with \( m \) and ends with \( n \). If \( n - m = 66 \), how many integers are in the list?

- E. 2
- F. 33
- G. 66
- H. 67

67. Simplify:

\[
\frac{39(x - 3)}{3} + 39 \times \frac{1}{13}
\]

- A. \( x \)
- B. \( x - 2 \)
- C. \( 13x - 36 \)
- D. \( x + \frac{36}{13} \)

68. Jar 1 and Jar 2 each contain \( \frac{1}{2} \) cup of water. If \( \frac{1}{4} \) of the water in Jar 1 is poured into Jar 2, how much water is now in Jar 2?

- E. \( \frac{1}{8} \) cup
- F. \( \frac{1}{4} \) cup
- G. \( \frac{5}{8} \) cup
- H. \( \frac{3}{4} \) cup

69. If \( n \) is a whole number, and 0.01 is between \( \frac{1}{n} \) and \( \frac{1}{n + 2} \), what is the value of \( n \)?

- A. 0
- B. 1
- C. 2
- D. 99
70. When asked a certain question in a poll, 72% of the people polled answered yes. If 56 people did not answer yes to that question, what is the total number of people who were polled?

E. 78
F. 128
G. 144
H. 200

71. A museum has a room in the shape of a rectangle. The area of the floor is 960 square feet. In a scale drawing of the museum, 1 inch = 20 feet. If the length of the room is 2 inches in the scale drawing, what is the width of this room in the scale drawing?

A. \(1\frac{1}{5}\) in.
B. \(1\frac{1}{4}\) in.
C. 24 in.
D. 40 in.

72. A program on a computer randomly generates a sequence of whole numbers from 1 to 9, inclusive. If the computer generates a sequence of 300 numbers, what is the best prediction of the number of odd numbers in the sequence?

E. 120
F. 133
G. 150
H. 167

73. A truck rental company charges a one-time fee of $40 plus $1 per mile driven. Dalia rented a truck and used a coupon for 20% off the total rental cost. After the coupon was applied, she spent a total of $60. How many miles did she drive?

A. 8
B. 20
C. 32
D. 35
74. The probability of drawing a red candy at random from a bag of 25 candies is \( \frac{2}{5} \). After 5 red candies are removed from the bag, what is the probability of randomly drawing a red candy from the bag?

E. 0
F. \( \frac{1}{10} \)
G. \( \frac{1}{5} \)
H. \( \frac{1}{4} \)

75. Each number in a sequence is formed by doubling the previous number and then adding 1. If the 9th number in the sequence is 63, what is the 10th number minus the 7th number?

A. 96
B. 111
C. 112
D. 127

76. 8.9, 8.2, 8.5, 9.0, 8.4, 8.6, 8.8

At a skating championship, there are seven judges who each award a score for each skater’s performance. The highest and lowest scores given to each skater are discarded, and the mean of the remaining scores is then calculated and reported as the skater’s final score. What is the final score for the skater who received the scores shown above from the judges?

E. 8.60
F. 8.62
G. 8.64
H. 8.70

77. A piece of wood that is \( 4\frac{1}{2} \) feet long is cut into 2 pieces of different lengths. The shorter piece has a length of \( x \) feet. Which inequality expresses all possible values of \( x \)?

A. \( 0 < x < 2\frac{1}{4} \)
B. \( 0 \leq x \leq 2\frac{1}{4} \)
C. \( 0 < x < 4\frac{1}{2} \)
D. \( 2\frac{1}{4} < x < 4\frac{1}{2} \)
What is the area, in square units, of the shaded region shown in the figure above?

E. 75
F. 125
G. 150
H. 200

\( F = \frac{9}{5}C + 32 \)

Yesterday in Centerville, the highest Fahrenheit temperature, \( F \), was 86°, and the lowest was 68°. What was the difference between these temperatures, in degrees Celsius, \( C \)?

A. 10.0° C
B. 15.0° C
C. 20.0° C
D. 32.4° C

Let \( x \) be an odd number. In terms of \( x \), what is the sum of the two even numbers closest to \( x \)?

E. \( x \)
F. 2\( x \)
G. 2\( x \) – 2
H. 2\( x \) – 4

In 1991, the total public debt of the United States was about $3,600,000,000,000. In that year, there were about 250,000,000 people in the United States. Which amount is the best estimate of the public debt per person for that year?

A. $1,440
B. $14,400
C. $144,000
D. $14,400,000,000
82. In the figure above, N is the midpoint of \( \overline{MQ} \). Which segment has length \((2x - y)\) centimeters?

E. \( \overline{PQ} \)
F. \( \overline{NP} \)
G. \( \overline{MQ} \)
H. \( \overline{MP} \)

83. What is the area of the parallelogram shown above?

A. 750 sq ft
B. 600 sq ft
C. 500 sq ft
D. 300 sq ft

84. On Wednesday, a baker produced 100 more loaves of bread than were produced on Tuesday. On Thursday, the baker produced 50 fewer loaves than were produced on Tuesday. If the total number of loaves produced on all three days was 230, how many loaves were produced on Wednesday?

E. 60
F. 80
G. 120
H. 160

85. The table below shows the quiz scores in Mrs. Arch’s class.

<table>
<thead>
<tr>
<th>Quiz Score</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>9</td>
</tr>
<tr>
<td>70</td>
<td>7</td>
</tr>
<tr>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

In the table above, what is the mean quiz score?

A. 60
B. 70
C. 75
D. 80
86. Which graph represents the solution to the inequality \( x + 4 \geq 3 \) ?

- E.
- F.
- G.
- H.

87. The reciprocal of \( \frac{1}{4} \) is added to the reciprocal of 3. What is the reciprocal of this sum?

- A. \( \frac{3}{13} \)
- B. \( \frac{3}{4} \)
- C. \( \frac{4}{5} \)
- D. \( \frac{13}{4} \)

88. Nura made a square poster with a side length of 13 inches. Latrice made a square poster with a side length of 15 inches. What is the difference, in square inches, between the area of Latrice’s poster and the area of Nura’s poster?

- E. 56
- F. 8
- G. 4
- H. 2

89. The table shows the cups of ingredients used to make 4 servings of oatmeal. What is the unit rate for cups of oats per cup of water?

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Cups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oats</td>
<td>( \frac{2}{3} )</td>
</tr>
<tr>
<td>Water</td>
<td>( 3 \frac{1}{4} )</td>
</tr>
</tbody>
</table>

The table shows the cups of ingredients used to make 4 servings of oatmeal. What is the unit rate for cups of oats per cup of water?

- A. \( \frac{1}{6} \)
- B. \( \frac{8}{39} \)
- C. \( \frac{13}{16} \)
- D. \( \frac{13}{8} \)
90. If \(\left(\frac{3}{5} - \frac{1}{2}\right)x = \frac{1}{4} + \frac{2}{3}\), what is the value of \(x\)?

E. \(\frac{11}{120}\)
F. \(\frac{2}{7}\)
G. \(\frac{5}{6}\)
H. \(\frac{55}{6}\)

91. In a certain state, the sales tax rate increased from 7.0% to 7.5%. What was the increase in the sales tax on a $200 item?

A. $1
B. $10
C. $14
D. $15

92. Evaluate:
\[
\left\lfloor (-8) - 12 + (-17) - (-31) \right\rfloor - |24|
\]

E. -30
F. -18
G. 18
H. 44

93.

<table>
<thead>
<tr>
<th>CELL PHONE SALES BY COLOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Color</strong></td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Blue</td>
</tr>
<tr>
<td>Red</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The table above shows cell phone sales by color. What percent of the cell phones sold were blue?

A. 18%
B. 20%
C. 22%
D. 28%
94. On the number line above, the distance between X and Y is 1 unit, and the distance between Y and Z is 2 units. What is the distance between Y and the midpoint of X and Z?

E. $\frac{1}{2}$
F. 1
G. $1\frac{1}{2}$
H. 3

95. By what percent did the price of a cup of coffee increase if its price was increased from $1.25 to $1.35?

A. 7%
B. 8%
C. 10%
D. 12%

96. Raquel is cutting out pieces of cardboard to make a pyramid. She will use a square piece for the base and identical triangular pieces for the sides. The figure above shows the dimensions of the triangle for each side. What will be the total surface area, in square inches, of the pyramid, including the square base?

E. 280
F. 295
G. 340
H. 360

97. The price of a sandwich was raised from $6.25 to $6.75. What was the percent increase in the price?

A. 5%
B. 8%
C. 7%
D. 50%
98. Terrell played 5 computer games and earned a mean score of 8 points per game. If his mean score for the first 4 games was 7 points per game, how many points was his score in the fifth game?

- E. 9
- F. 11
- G. 12
- H. 14

99. Lian bought enough oranges to fill 4 bags. Each bag contains 8 oranges. The total cost was $11.52. At that rate, how much would Lian pay for 42 oranges?

- A. $17.28
- B. $15.12
- C. $15.02
- D. $12.52

100. $3.6 ÷ 0.018 =

- E. 0.005
- F. 0.648
- G. 20
- H. 200

101. A tank with a 500-gallon capacity currently contains 75 gallons of water. Additional water is poured into this tank at a rate of 5 gallons per minute. After 45 minutes of adding water, what percentage of the tank's total capacity will be filled? (Assume that there is no loss of water from the tank.)

- A. 45%
- B. 55%
- C. 60%
- D. 70%

102. Misha wants to use ribbon to make 2 straps for a backpack. The ribbon costs $5.00 a yard. If each strap requires $1\frac{1}{4}$ yards of ribbon, how much will Misha pay for the ribbon (not including tax)?

- E. $4.00
- F. $6.25
- G. $11.25
- H. $12.50
103. A graph shows the proportional relationship between the number of test questions a student gets correct, \( x \), and the student’s test score, \( y \). The ordered pair \( \left( 1, \frac{5}{4} \right) \) is on the graph. What does the \( y \)-coordinate of the ordered pair represent in this relationship?

A. The test will last 1\(\frac{1}{4}\) hours.
B. Each test question is worth 1\(\frac{1}{4}\) points.
C. An average student can answer 5 questions in 4 minutes.
D. A student who answers 5 questions correctly will earn 4 points.

104. In a survey of 200 adults in the town of Waskegon, 45 reported reading the online version of the *Waskegon Bulletin* the previous day. If 25,000 adults live in Waskegon, which number is the best estimate of the number of adults who read the online version of the *Waskegon Bulletin* the previous day?

E. 5,600
F. 9,000
G. 11,300
H. 24,800

105. A hiker plans on hiking 17 miles in 3 days. Which equation describes the relationship between the number of days hiked, \( x \), and the number of miles traveled, \( y \)?

A. \( y = \frac{3}{17} x \)
B. \( y = 3x \)
C. \( y = \frac{17}{3} x \)
D. \( y = 17x \)

106. Carolyn walked 3 miles from her house to the library and then \(2\frac{1}{2}\) miles farther to the grocery store. Returning home by the same route, she walked \(1\frac{2}{3}\) miles before stopping at a friend’s house. How many miles did Carolyn have left to walk home?

E. \( 3\frac{5}{6} \)
F. \( 4\frac{1}{6} \)
G. \( 4\frac{2}{3} \)
H. \( 7\frac{1}{6} \)
107. A child grows $1\frac{1}{4}$ inches in $\frac{1}{3}$ of a year. What would be his yearly growth rate in inches per year?

A. $\frac{5}{12}$
B. $3\frac{1}{4}$
C. $3\frac{3}{4}$
D. $4\frac{1}{4}$

108. $3(0.01) - 3(0.1) =$

E. $-0.33$
F. $-0.27$
G. $0$
H. $0.33$

109. What is the value of $10\frac{1}{2} + \left(-5\frac{1}{3}\right) - \left(-2\frac{3}{4}\right)$?

A. $2\frac{5}{12}$
B. $7\frac{11}{12}$
C. $13\frac{1}{12}$
D. $18\frac{7}{12}$

110. Carlos has $350 in a savings account that earns 5% simple interest each year. How much will he have in the account after 1 year, if there is no money withdrawn?

E. $17.50$
F. $175.00$
G. $367.50$
H. $525.00$
111. The probability of an event occurring is 0.05. What is the chance that the event will occur?
   A. likely
   B. unlikely
   C. impossible
   D. neither likely nor unlikely

112. The table below shows the number of cups of red paint and blue paint used to make a purple paint mixture.

<table>
<thead>
<tr>
<th>Cups of Red Paint</th>
<th>Cups of Blue Paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>y</td>
</tr>
</tbody>
</table>

   Based on the relationship between the number of cups of red paint and the number of cups of blue paint, what is the value of y?
   E. 10.5
   F. 13
   G. 16.5
   H. 24
113. On the number line above, what is the distance, in units, between the midpoint of $\overline{PQ}$ and the midpoint of $\overline{QR}$?

A. 3  
B. 4  
C. 5  
D. 6

114. An ice cream shop sells 16 cups of ice cream for $48 and 4 cups for $12. There is a proportional relationship between the number of cups of ice cream and the cost. What is the constant of proportionality for this relationship?

E. 3 cups per dollar  
F. 3 dollars per cup  
G. 4 cups per dollar  
H. 4 dollars per cup

THIS IS THE END OF THE TEST. IF TIME REMAINS, YOU SHOULD CHECK YOUR ANSWERS. BE SURE THAT THERE ARE NO STRAY MARKS, PARTIALLY FILLED ANSWER CIRCLES, OR INCOMPLETE ERASURES ON YOUR ANSWER SHEET.
REVISING/EDITING PART A

1. The question asks for the best way to combine the sentences.

   A. Incorrect. Although the sentence incorporates the ideas presented in the three original sentences, it is incorrect because the combination suggests an incorrect relationship between the ideas. By beginning with “Io,” the sentence places emphasis on the moon and the detail about the number of active volcanoes rather than the key idea that “scientists now believe that Jupiter may have as many as seventy-nine moons.” Since Io is an example of one of Jupiter’s moons, the details about Io should follow and be subordinate to the main clause, which provides new information about the number of Jupiter’s moons in general.

   B. Incorrect. Although the sentence incorporates all three ideas from the original sentences and correctly places the detail about the number of active volcanoes on Io in a dependent clause, this option is incorrect because it presents an imprecise relationship between the ideas. By using the conjunction (connecting word) “and,” the sentence construction suggests that scientists “now believe” not just that “Jupiter may have as many as seventy-nine moons” but that “one of them is named Io,” instead of presenting Io as an example of one of Jupiter’s moons.

   C. CORRECT. The sentence is the best way to combine these sentences because it uses a complex sentence to present ideas clearly and precisely, and it shows the relationship between the ideas in the three sentences. The sentence starts by stating the number of moons scientists now believe Jupiter to have and then specifies that one of those moons is named Io. The dependent clause “which has the greatest number of active volcanoes in the solar system” immediately follows the word “Io” to provide additional information about the moon. A dependent clause contains a subject (“which,” referring to “Io”) and a verb (“has”) but is not a complete sentence on its own.

   D. Incorrect. The sentence incorporates the key ideas from the three original sentences, but its structure does not accurately present the relationship between these ideas. The beginning of the sentence includes the detail about Io having “the greatest number of active volcanoes in the solar system” before specifying that Io is one of the seventy-nine moons of Jupiter. The presentation of the details about Io at the beginning lessens the emphasis of the key idea that “scientists now believe that Jupiter may have as many as seventy-nine moons.”
2. The question asks for the correction of an error in sentence structure in the paragraph.

E. **CORRECT.** The first sentence is a run-on sentence because both clauses—“In September 2016 the National Museum of African American History and Culture opened as part of the Smithsonian Institution” and “the museum is already the Smithsonian’s third most popular site”—are independent clauses, and independent clauses should not be combined without the use of a conjunction and a comma. The revision in this option adds the word “and” before the comma, which corrects the run-on.

F. Incorrect. The revision does not correct an error in sentence structure, since there are independent clauses on both sides of the period.

G. Incorrect. Adding the words “which include” rather than the word “including” after the comma does not correct an error in sentence structure. The sentence is correct as written.

H. Incorrect. Revising the wording in the underlined portion of the sentence to “which was written” from “written” does not correct a structural error. No edits are needed to correct the wording in the sentence.

3. The question asks for the revision of the sentence that uses the most precise language.

A. Incorrect. The word “extremely” does not specify the precise length of the trail (2,200 miles); “millions” is less precise than the specific number of people who hike the trail each year (two million); and the verb “do” imprecisely describes the purpose of visiting the trail (hiking).

B. Incorrect. While the revision specifies the precise length of the trail and the verb “hike” precisely describes the purpose of visiting the trail, “more than a million” is less precise than the specific number of people who hike the trail each year (two million).

C. **CORRECT.** The length of the trail (2,200 miles), the specific number of people who hike the trail each year (two million), and the action of the visitors (hiking) are clear and precise in this revision of the sentence.

D. Incorrect. The word “lengthy” is less precise than specifying the actual length of the trail (2,200 miles); “a couple million” is less precise than the specific number of people who hike the trail each year (two million); and the verb “do” imprecisely describes the purpose of visiting the trail (hiking).
4. The question asks which edit should be made to correct the sentence.

E. **CORRECT.** The sentence in the box needs a comma to separate the coordinate adjectives. Coordinate adjectives describe characteristics of the same noun or subject and are connected with a comma or “and.” This option is the only one that places a comma where it is needed, between the coordinate adjectives “agile” and “athletic.”

F. Incorrect. The option incorrectly adds a comma in the middle of the adjectival phrase “first and only,” which modifies, or gives additional information about, “professional basketball player.”

G. Incorrect. The option incorrectly adds a comma between two adjectives that are not coordinate adjectives. “Only” is part of the adjectival phrase “first and only” and is modifying “professional basketball player.”

H. Incorrect. The option is incorrect because a comma is not needed to set off the phrase “to score 100 points in a single game.”

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5. The question asks for the pair of revisions needed to correct the errors in the paragraph, which appear in sentence 2 and sentence 3.

A. Incorrect. The comma after the word “homes” in sentence 1 is necessary for separating the subordinate clause “When coal was used to heat homes” from the main clause. The only edit needed in this pair is in sentence 3, which incorrectly shifts the verb into the present tense. The clause “as natural gas becomes more common” should be “as natural gas became more common.”

B. Incorrect. The comma after the word “homes” in sentence 1 is necessary for separating the subordinate clause “When coal was used to heat homes” from the main clause. In sentence 4, the word “remarketed” is in the past tense established in the rest of the paragraph and should not change to the past perfect tense “had remarketed.”

C. **CORRECT.** This option is the only choice that revises the errors in both sentence 2 and sentence 3. In sentence 2, a comma needs to follow the word “company” to set off the phrase “who owned a cleaning product company.” A comma is necessary because the phrase is a nonrestrictive clause: the phrase provides extra information about Cleo and Noah McVicker’s line of work, but the phrase is not necessary in order to understand the meaning of the sentence. The second error is in sentence 3, which incorrectly shifts the verb into the present tense. The clause “as natural gas becomes more common” should be “as natural gas became more common.”

D. Incorrect. In sentence 2, a comma needs to follow the word “company” to set off the phrase “who owned a cleaning product company.” In sentence 4, the word “remarketed” is in the past tense established in the rest of the paragraph and should not change to the past perfect tense “had remarketed.”
6. The question asks which revision of sentence 2 uses the most precise language.

   E. **CORRECT.** In sentence 2, the author states that people who volunteer in their free time do so “at various places.” The revision to sentence 2 provides the most precise language because it references three specific places (animal shelters, community centers, and parks) where people often volunteer.

   F. Incorrect. Although this sentence mentions “a variety of places, events, or organizations” at which people volunteer, the revision does not use the most precise language because it does not list specific places, events, or organizations.

   G. Incorrect. Although this sentence mentions “local establishments that help people, animals, or other groups,” the revision does not use the most precise language because it does not name the specific types of establishments at which people can volunteer.

   H. Incorrect. Although this sentence mentions “places where [volunteers] can help people in many ways,” the revision does not use the most precise language because it does not provide specific examples of where people can volunteer.

7. The question asks which sentence should follow sentence 4 to introduce the main claim of the passage.

   A. **CORRECT.** In sentence 4, the author states that “research shows that those who volunteer also receive benefits.” The sentence in the option logically follows the ideas in sentence 4 and provides the best thesis statement for the passage because it introduces the author’s main claim that high school students should consider the benefits of volunteerism.

   B. Incorrect. While the sentence refers to the “benefits” mentioned in sentence 4, it erroneously asserts that “immediate and long-term results” are “guaranteed.” In addition, the sentence does not introduce the author’s main claim that volunteering is beneficial for high school students.

   C. Incorrect. Although the sentence states that “volunteerism can be beneficial for students,” it also introduces the idea that volunteerism can benefit the family and the community as well, not just high school students.

   D. Incorrect. Although the sentence introduces the claim that “high school students should learn about” volunteering, it focuses on the idea that volunteering strengthens the community, rather than introducing the claim that volunteering is beneficial for high school students.
8. The question asks which sentence is least relevant to the ideas presented in the second paragraph (sentences 5–10) and should be deleted.

E. Incorrect. Sentence 5 introduces the topic of the second paragraph, which is that finding time to volunteer “may sound impossible” for many students. Sentence 6 logically follows this idea because it provides one reason why students might hesitate or be unable to volunteer. Therefore, sentence 6 is relevant to the ideas presented in the second paragraph and should not be deleted.

F. CORRECT. Sentence 7 states that “time and energy” are required for volunteering, which partially addresses the topic of the second paragraph about the various commitments that fill high school students’ schedules. However, sentence 7 interrupts the flow of the paragraph by interjecting specific examples (“volunteering at a retirement center or homeless shelter”) into a general list of activities and commitments. Thus, the sentence is the least relevant to the paragraph and should be deleted.

G. Incorrect. In the second paragraph, the author discusses why some high school students may hesitate to volunteer. In sentences 6 and 9, the author points out that “schoolwork” and “family obligations and part-time jobs” are activities that require students’ time and may cause them to hesitate taking on any additional activities. Sentence 8 contributes to this idea by stating that “extracurricular activities” also require a time commitment from students. As a result, sentence 8 contributes to the ideas in the second paragraph and should not be deleted.

H. Incorrect. In the second paragraph, the author acknowledges that some high school students may hesitate to volunteer because of “schoolwork” and “extracurricular activities.” Sentence 9 contributes to this idea by stating that “family obligations and part-time jobs” also require a time commitment and may cause students to hesitate to volunteer. Therefore, sentence 9 contributes to the ideas in the second paragraph and should not be deleted.
9. The question asks which option would best follow sentence 12 to support the ideas presented in the third paragraph (sentences 11–12).

A. Incorrect. The subject of the main clause in sentence 12 is “admissions counselors.” Although the second sentence in the option mentions “admissions counselors,” it does not support the ideas in the paragraph, because the statement that “admissions counselors know that character traits like these will benefit the applicants” focuses on how students benefit while sentence 12 focuses on how these traits benefit the community.

B. Incorrect. While sentence 11 discusses the potential academic and professional connections that can be made through volunteering, sentence 12 moves on to the topic of college admissions. Since the sentences in the option revert back to the topic of connections, they do not support and logically follow a sentence about how college admissions counselors view students with volunteering experience.

C. Incorrect. Although the sentence in the option continues on the subject of admissions counselors and follows the idea in sentence 12 that these counselors tend to favor students who “care about making their community and college campus a better place,” the sentence focuses on what students will do while in college rather than on how volunteering helps them get into college. Therefore, the sentence does not best follow sentence 12 and support the ideas presented in the third paragraph.

D. CORRECT. In sentence 12, the author states that college admissions counselors view students who list volunteer work on admissions applications as “applicants who care about making their community and college campus a better place.” The sentence in the option best follows sentence 12 and supports the ideas in the third paragraph because it provides additional details about why admissions counselors look beyond academics when considering students for admissions and the positive qualities assigned to those who have volunteering experience.
10. The question asks which concluding sentence should replace sentence 22 to provide the best support for the argument presented in the passage.

E. Incorrect. Although the sentence lists examples of organizations that depend on “hardworking young people” as volunteers, it should not replace sentence 22, because its use of specific examples does not provide a strong conclusion to the main idea in the passage, and it does not best support the main argument that students benefit themselves and their community when volunteering.

F. Incorrect. While the sentence supports the argument that students “will experience a host of benefits” through volunteerism, it should not replace sentence 22 as a concluding sentence, because it does not best support the main argument that volunteerism benefits both the students and their community.

G. Incorrect. Although the sentence emphasizes the importance of prioritizing volunteerism, it should not replace sentence 22, because it focuses on the main idea in the second paragraph (“For many students, this proposition may sound impossible.”), rather than the main argument that volunteerism benefits both students and their community. This sentence introduces the idea that student volunteers “are soon encouraging their peers” to volunteer, which does not best support the argument presented in the passage.

H. CORRECT. This sentence should replace sentence 22 to conclude the passage because it lists specific reasons for volunteering (“Whether they are seeking admission to college, preparing to enter the workforce, or simply looking to reduce stress”) and best supports the main argument that volunteering not only helps students but can also help their community (“high school students who volunteer can help themselves as much as they help others”).

11. The question asks which sentence should follow sentence 3 to best introduce the topic of the passage.

A. CORRECT. The sentence introduces the overall topic by previewing the main ideas in the passage. It introduces the connection between natural elements and well-being (“a healthy bridge”) and sets up the main argument of the passage (“Placing plants in homes and offices” can increase people’s well-being).

B. Incorrect. Although sentence 3 mentions the connection between “people and nature,” this sentence references the importance of spending time near plants while both indoors and outdoors. However, the passage focuses specifically on the benefits of having indoor plants.

C. Incorrect: Though the sentence describes a reason why indoor plants are important (“For [people’s] personal health and well-being”), the topic of the passage is related to the need for indoor plants, not the need for people to spend more time outdoors.

D. Incorrect. While the sentence refers to how time away from nature can affect health and well-being, the vague wording (“little connection to nature”) makes this sentence too broad to introduce the topic of the passage, and thus, it should not follow sentence 3.
12. The question asks for the transition word or phrase that should be added to the beginning of sentence 5.

E. Incorrect. The transition phrase “As a result” conveys a cause-and-effect relationship that does not exist between the ideas in sentence 4 and sentence 5. Although the plants’ conversion of carbon dioxide into oxygen removes harmful toxins from the air, the process of photosynthesis (sentence 4) does not deprive people of the plants’ benefits (sentence 5).

F. Incorrect. Although the passage describes why people should spend time in close proximity to plants, the idea in sentence 5 is actually in opposition to the idea in sentence 4 rather than an elaboration of it. The transition word “Primarily” incorrectly suggests that the sentences describe the same idea.

G. Incorrect. Although sentence 4 describes a positive idea (plants are beneficial) and sentence 5 describes a negative idea (deprivation), the transition phrase “In contrast” conveys an inaccurate relationship between the ideas in the sentences. Sentence 5 is not arguing against the beneficial effect of plants and should not begin with a transition that implies opposition.

H. CORRECT. The relationship between the ideas in the sentences is correctly conveyed with the transition word “Unfortunately,” which signals the shift from the positive effect described in sentence 4 (plants are helpful) to the emphasis in sentence 5 that the positive effect is dependent on proximity to plants.

13. The question asks for the sentence that could best follow sentence 13 to support the ideas in the third paragraph (sentences 11–14).

A. CORRECT. The sentence could best follow sentence 13 because it directly supports the main idea of the third paragraph that indoor plants provide “psychological benefits” (sentence 11) by presenting the findings of a relevant research study. The details about the study provide a concrete example of the mental benefits of indoor plants: the employees in the study who worked near plants “were more creative” and accomplished more than those who worked in spaces without plants.

B. Incorrect. Although the sentence describes a study in which indoor plants were found to have a positive effect, it does not clearly support the ideas in sentences 11–14, because the sentence focuses on the popularity of the hotel rather than psychological benefits. Therefore, this sentence does not best follow sentence 13 to support the ideas in the third paragraph.

C. Incorrect. Although the sentence suggests that being “routinely exposed to natural elements” can increase the positive emotion of compassion, it could not best follow sentence 13, because the reference to “natural elements” is too vague to sufficiently support the ideas in the third paragraph. The sentence does not logically follow the idea from sentence 13, which refers specifically to “encountering natural elements while indoors.”

D. Incorrect. The sentence develops the idea that indoor plants are helpful by comparing them to carpeting and stating that they can reduce the amount of noise that people perceive. Noise cancellation, though convenient, is irrelevant to the topic of the third paragraph, which is specific to the psychological benefits of indoor plants. Therefore, this sentence does not best follow sentence 13 to support the ideas in the third paragraph.
14. The question asks for the sentence that presents ideas irrelevant to the topic of the passage and should be deleted.

E. Incorrect. Sentence 11 presents one of the key reasons why plants are so important in indoor spaces: they have a positive effect on mental health. The idea that plants provide psychological benefits is relevant to the topic of the passage, and the sentence should not be deleted.

F. Incorrect. Sentence 14 is relevant to the topic because it explains how many plants a person should add to a space in order to experience “the maximum benefit of natural elements.” This idea addresses the main topic of the passage, and the sentence should not be deleted.

G. Incorrect. Although “connecting with nature” is somewhat broader than the topic of the passage, sentence 15 is relevant and belongs in the passage because it specifically refers to using indoor plants as one way to connect with nature (“even just by being near an indoor plant”). Therefore, the sentence should not be deleted.

H. CORRECT. While the topic of the passage is the harm caused by the “separation between people and nature” (sentence 3), the reference in sentence 16 to “an electronic screen” is irrelevant to the topic of the passage. The idea that “today’s workers need to get up and get outdoors” (sentence 16) is, in fact, the opposite of what the passage argues, and the sentence should be deleted.

15. The question asks for the concluding sentence that should follow sentence 17 to best support the information presented in the passage.

A. Incorrect. Although the sentence describes plants as “vital to our wholeness and wellness,” the detail about the absorption of carbon dioxide from the air is overly specific and does not capture the broader argument presented in the passage (that placing plants indoors “is a significant factor in a person’s well-being” [sentence 15]).

B. Incorrect. The sentence’s reference to particular types of plants suitable for indoor spaces supports the idea of incorporating nature into a home or office, but the sentence does not address the benefits people can experience for doing so and thus does not present a logical conclusion for the information in the passage.

C. CORRECT. The sentence directly presents the argument of the passage (“More people should consider bringing natural elements inside”) and supports the central ideas in the second and third paragraphs relating to the health and psychological benefits of having indoor plants.

D. Incorrect. Although the sentence notes the positive impact that houseplants can have on air quality, the sentence does not logically follow the preceding information about the overall benefits to a person’s health and well-being.
16. The question asks what the newspaper editor’s comments in paragraph 1 reveal about Ederle’s challenges leading up to her attempt to swim across the channel.

E. Incorrect. The idea that Ederle was at a disadvantage because she was American rather than English, and thus less familiar with the channel, was not the basis for the newspaper editor’s comments about the outcome of her swim.

F. Incorrect. The passage establishes that Ederle was a highly accomplished swimmer who had won major world competitions (“Gertrude Ederle, an American swimmer with eighteen world records and three Olympic medals” [paragraph 1]).

G. Incorrect. The newspaper editor’s point was that Ederle would be unsuccessful in her attempt to complete the swim because she was a woman, not that people were uncomfortable with the idea since no woman had attempted it before.

H. CORRECT. The comments reveal a lack of social support since many people believed that a woman, no matter how skilled a swimmer, did not have the strength to overcome the physical challenges that the dangerous channel waters presented (“He claimed that ‘even the most uncompromising champion of the rights and capacities of women must admit that in contests of physical skill, speed and endurance they must remain forever the weaker sex.’ ” [paragraph 1]).

17. The question asks for the best summary of Ederle’s steps to prepare for her second attempt to swim across the English Channel.

A. CORRECT. Ederle’s preparation is outlined in paragraph 4. This option is correct because it acknowledges the idea that Ederle involved her sister in this process, and it details the efforts the two took to improve Ederle’s equipment, including sealing her goggles with wax and designing a better swimsuit.

B. Incorrect. The option focuses on Ederle’s actions in the moments before her swim (covering her body with grease for insulation) and during her swim (finding her “sphere”), not her overall preparation methods.

C. Incorrect. The option refers to a way that Ederle’s coach helped Ederle keep her strokes in rhythm during her swim. While this option suggests that Ederle and her coach had made thoughtful preparations, it does not address the many other steps that Ederle took to prepare for the swim.

D. Incorrect. The option does not refer to the series of steps that Ederle took to prepare for her swim, but rather to just one of the efforts made (improving equipment), without acknowledging her sister’s contributions.
18. The question asks about the effect of the word “insurmountable,” which means “incapable of being overcome,” in paragraph 4.

   E. Incorrect. Ederle did not complete her first swim because she became ill (“Just six miles short of finishing, she became ill, and her coach had to haul her out of the water.” [paragraph 3]), not because the suit made it impossible for Ederle to complete her swim.

   F. Incorrect. The author uses the word “insurmountable” to draw attention to the increased difficulty caused by the swimsuit, not to draw attention to the sisters’ creativity in solving the problem.

   G. CORRECT. The suit Ederle wore during her first attempt to swim the channel “stretched out, filling with water and creating drag” (paragraph 4), which likely contributed to her failed attempt to swim across the channel.

   H. Incorrect. The passage does not address whether the original swimsuit was custom made, simply that the swimsuit created additional difficulties for Ederle in a situation that was already difficult.

19. The question asks how a problem-and-solution structure in paragraph 5 contributes to the ideas presented in the passage.

   A. Incorrect. The details in paragraph 5 do not provide a connection between the cold temperature of the water and the effectiveness of Ederle’s training.

   B. Incorrect. The difficulties Ederle encountered were only partially relieved by her team, and her team’s efforts to ensure Ederle’s safety are not explained in the passage.

   C. Incorrect. The paragraph does not focus on the relationship between the problems Ederle encountered at the start of her swim and the problems she encountered during or near the end of her swim.

   D. CORRECT. The paragraph describes how the water’s temperature made Ederle uncomfortable and made it difficult for her to regulate her stroke. The paragraph continues with the explanation of how she overcame these issues by focusing her mind on the sea and tuning out the distractions in her surroundings (“the sea became her only companion and the shrieks of gulls and the humming of boat engines faded away.” [paragraph 5]).
20. The question asks for the best support for the idea that Ederle’s swim across the channel was successful because of her innovative approach to the challenge.

E. Incorrect. The sentence from paragraph 1 shows that Ederle’s performance was groundbreaking but not necessarily innovative.

F. Incorrect. The layers of grease mentioned in the sentence from paragraph 5 primarily served to insulate (keep Ederle warm) by helping her maintain her body temperature in the cold water; neither the sentence in paragraph 5 nor surrounding text evidence establish that this was an innovative practice.

G. CORRECT. The sentence from paragraph 5 explains that Ederle employed a newly developed, or innovative, type of stroke that allowed her to maintain her pace through the rough water.

H. Incorrect. While the sentence from paragraph 7 relates to a small component of Ederle’s success (the storm calming and the tide shifting), those changes were not a result of Ederle employing innovative techniques.

21. The question asks for an explanation of how paragraph 7 contributes to the development of a central idea of the passage.

A. Incorrect. Although Ederle needed to remain focused on her goal, the idea that her physical strength and mental fortitude allowed her to maintain this focus is not illustrated in paragraph 7. Paragraph 7 instead contributes to the development of a central idea by emphasizing Ederle’s emotional responses over the course of her swim.

B. Incorrect. While paragraph 7 describes some of the physical challenges that Ederle faced (“The salty water caused her tongue to swell and inflamed her ears.”), the statement that she “pushed herself to the edge of her physical capabilities” is not the most accurate way to describe the focus of this paragraph. This option is incorrect because it omits the paragraph’s focus on Ederle’s emotional responses to the challenging circumstances of her swim.

C. Incorrect. While paragraph 7 describes Ederle’s feelings of happiness and amusement during her swim, these feelings were caused by her anticipation and excitement as she approached achieving her goal, not by the severe weather.

D. CORRECT. Paragraph 7 contributes to the development of a central idea by describing Ederle’s emotional state over the course of her swim. A central idea of the passage is that Ederle’s passion and determination allowed her to accomplish her goal of being the first woman to cross the English Channel. Paragraph 7 shows her passion and determination by emphasizing the positive emotions Ederle felt as she progressed during her swim, despite the unfavorable conditions (“For hours Ederle swam, dodging debris with an amused smile” and “Yet Ederle felt indescribably happy as she churned through the sea”).
22. The question asks how the idea that many people were interested in Ederle’s attempt to swim the channel is mainly illustrated in the passage.

E. Incorrect. While paragraph 3 states that “a rival female swimmer was preparing to make her second attempt at the crossing as well,” which suggests that Ederle’s competitor was interested in Ederle’s attempt to swim the channel, this information does not establish that many people were interested in Ederle’s attempt.

F. CORRECT. Paragraph 6 includes the detail that newspaper reporters followed Ederle on a tugboat and “wired dispatches of her progress to shore,” which suggests that an audience was waiting for news about Ederle’s progress. Paragraph 8 states that when Ederle reached shore, “the waiting crowd roared, honked their automobile horns, blasted their tugboat whistles, and set off flares that flashed in the sky.” Further, paragraph 9 states that when Ederle returned to New York, “thousands of people” attended a parade in her honor. These details describing the celebration of Ederle’s feat further illustrate the idea that many people were interested in what she had accomplished.

G. Incorrect. While paragraph 9 states that “more than 60,000 people credited [Ederle] with motivating them to earn their American Red Cross swimming certificates,” this detail describes how Ederle’s historic swim influenced people after the fact but does not illustrate the level of public interest during the attempt itself.

H. Incorrect. Paragraph 6 provides details about how Ederle’s “coach, family, and friends” displayed signs, played songs, and “passed her baby bottles of broth” to help her maintain her motivation and stamina. However, these resources do not suggest the idea that people beyond Ederle’s immediate support team were interested in her attempt to swim the channel.

23. The question asks for the sentence from the passage that best conveys the author’s perspective about the impact of Ederle’s swim.

A. Incorrect. Although this option shows Ederle’s determination to accomplish her goal, it does not convey the author’s perspective. Rather, the option reinforces Ederle’s own perspective about the challenge that she was facing.

B. Incorrect. The sentence presented in this option is incorrect because it relates to Ederle’s state of mind as she came closer to achieving her goal and does not provide details about the author’s opinion of the impact of Ederle’s accomplishment.

C. Incorrect. The sentence presented in this option is incorrect because it simply presents Ederle’s emotional state as she nears her goal and does not provide information about the author’s perspective.

D. CORRECT. This option is correct because, throughout the passage, the author emphasizes that Ederle’s accomplishment was memorable and great, which is best stated in the sentence from paragraph 8.
24. The question asks how the table supports the information in paragraph 9.

   E. **CORRECT.** The table supports the information in paragraph 9 by showing that people have continued to swim the channel and have improved upon past records. The information in the table about records set by those who came after Ederle builds upon the idea that “Gertrude Ederle’s accomplishment proved to the world that with determination and passion, it was possible for a person to achieve his or her goals” (paragraph 9).

   F. Incorrect. Even though paragraph 9 states that Ederle “inspired [everyday American citizens] to be more active” and the table presents the time for the current female record holder, there is no indication in paragraph 9 or in the table that the record holder was inspired by Ederle.

   G. Incorrect. Although paragraph 3 mentions that Ederle had a female rival and the table includes the speed records of other female swimmers, paragraph 9 focuses on the impact Ederle’s swim had on average Americans (“inspired them to be more active” and “motivating them to earn their American Red Cross swimming certificates”) and does not provide information about other female swimmers competing with Ederle to set the channel-swim record.

   H. Incorrect. Although paragraph 1 mentions that Ederle “broke the men’s record by two hours” and the table allows for comparisons between the earliest speed records and those of the present day, there is no mention in paragraph 9 of past, present, or future channel-swim records.

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5 Reasons Physical Books Might Be Better Than E-Books

25. The question asks how the details in paragraph 1 convey a central idea of the passage. A specific central idea that needs to be identified in order to correctly answer this question is that reading a digital book “might be inferior” (paragraph 1) to reading a traditional book.

   A. Incorrect. In paragraph 1, the author notes that despite the popularity of e-books, their sales fell in 2015, leading to the author’s statement that “print definitely isn’t dead.” While these statements suggest that readers still purchase and enjoy printed books, sales information between print and e-books is not compared. Therefore, these details do not convey a central idea of the passage.

   B. **CORRECT.** The author states in paragraph 1 that “according to some research,” reading a traditional book “may actually be a better choice for some readers” because “digital reading affects us differently.” The author then supports this statement throughout the passage, detailing five advantages that printed books have over e-books. This detail helps convey a central idea of the passage.

   C. Incorrect. In paragraph 1, the author refers to printed books as “traditional books” and the “dead-tree cousins” of e-books. Although these references suggest that printed books rely on natural materials more than e-books do, the author does not provide additional details in the passage to convey this idea. Therefore, this detail does not help convey a central idea of the passage.

   D. Incorrect. Although the author states in paragraph 1 that “traditional books still have their evangelists,” the author does not provide additional statistics or details in the passage to convey the idea that some people recommend buying printed books over e-books. Therefore, this detail does not help convey a central idea of the passage.
26. The question asks which evidence from the passage best supports the claim in paragraph 1 that “print definitely isn’t dead.”

E. **CORRECT.** In paragraph 5, the author points out that “while e-book textbooks are often cheaper (and easier to carry) than traditional door-stop textbooks, college students often don’t prefer them.” The author adds that “in some surveys of college kids, the majority of students have reported preferring print books.” As a result, this evidence from the passage supports the claim in paragraph 1 that “print definitely isn’t dead.”

F. Incorrect. In the passage, the author cites several studies that provide evidence that younger students “who read on iPads had lower reading comprehension than when they read traditional printed books” (paragraph 2). While this evidence supports the benefits of using traditional print material, it does not fully support the claim in paragraph 1 that “print definitely isn’t dead.”

G. Incorrect. Although the main idea of paragraph 6 is supported by the 2014 study that showed that “people who used e-readers with LED screens at night slept worse and were more tired the next day,” this detail does not support the claim in paragraph 1 that “print definitely isn’t dead.”

H. Incorrect. The author states in paragraph 6 that “staring at a lit screen can be tiring for the eyes and the brain” and that “reading digitally required a higher cognitive workload.” Although these details illustrate how using e-readers can have negative physical and mental effects, they do not support the claim in paragraph 1 that “print definitely isn’t dead.”
27. The question asks how the findings from the studies described in paragraph 6 are important to the author’s observations in paragraphs 7 and 8.

A. Incorrect. The evidence from the studies mentioned in paragraph 6 is not substantially supported by the personal opinions the author shares in paragraph 7 (“And if you’re going to be up all night studying, turn off the backlight”) or in paragraph 8 (“melt your brain” and “digital distractions”).

B. CORRECT. In paragraph 6, the author cites studies from 2005 and 2014 that found that LED screens can “disrupt sleep patterns” and that “people who used e-readers with LED screens at night slept worse and were more tired the next day.” Then, in paragraph 7, the author suggests that “if you’re going to be up all night studying, turn off the backlight,” and in paragraph 8, the author explains some differences between reading e-books on various devices. This information is not based on a personal opinion; instead, it is based on practical conclusions drawn from scientific evidence.

C. Incorrect. In paragraph 6, the author cites a 2005 study in which researchers found that “reading digitally required a higher cognitive workload than reading on paper.” Then, in paragraph 8, the author concludes that “reading an e-book on a computer is a much different experience than reading on a Kindle, which is specifically designed for consuming books.” Although the findings in paragraph 6 are important, they do not highlight the information presented by the author that digital reading experiences vary based on the reader and the device.

D. Incorrect. The author states in paragraph 8 that “reading an e-book on a computer is a much different experience than reading on a Kindle” and mentions how the same thing is true for “an interactive e-book on an iPad” compared with an e-book on “a simpler e-book device.” Readers may conclude that this statement is meant to indicate the author’s belief that more studies on more types of devices are needed. However, the author does not state or imply this belief in the passage.
28. The question asks which sentence is the best summary of the research into the effects of e-book reading.

E. Incorrect. In paragraph 5, the author notes that “college students often don’t prefer” e-book textbooks but that more than half the children in a study reported “preferring screen reading.” Paragraph 3 describes a study that showed that “‘enhanced’” e-books might be distracting for young children. Therefore, this sentence is not the best summary, because it overstates the opinions of college students and implies that college students are distracted by interactive features, which is not discussed in the text.

F. Incorrect. According to the information in paragraph 3, children who read “‘enhanced’” e-books “remembered fewer narrative details than those who read print books or basic e-books.” A study conducted with a group of tenth graders showed that these students “remembered more about texts if they read them in print rather than on a computer screen” (paragraph 4). Although the author points out in paragraph 2 that “some interactive features in e-books are designed to enhance comprehension,” a study found that “‘enhanced’ e-books might be distracting” (paragraph 3). Therefore, this sentence does not provide the best summary of the research about e-book reading, because the author does not show that e-books aid in reading comprehension.

G. CORRECT. The author states in paragraph 2 that studies found that “students who read on iPads had lower reading comprehension than when they read traditional printed books” and that “e-books can be detrimental to the practice of reading itself.” In paragraph 3, the author also points out that a study found that “‘enhanced’ e-books might be distracting” and that children “remembered fewer narrative details than those who read print books or basic e-books.” Finally, in paragraph 6, the author states that “staring at a lit screen can be tiring for the eyes and the brain” and that “a 2005 study from Sweden found that reading digitally required a higher cognitive workload than reading on paper.” Therefore, this sentence provides the best summary of the research about e-book reading, because it includes accurate information about the results of the studies discussed in the text.

H. Incorrect. In paragraph 2, the author does point out that “researchers noted that some interactive features in e-books are designed to enhance comprehension, and that those might be more helpful than game-type interactive graphics.” The author also explains in paragraph 3 how children “were more engaged with [e-books] physically.” Because this sentence does not include important details about reading comprehension or the physical toll of e-book reading on readers, it does not provide the best summary of the research about e-book reading.
29. The question asks which sentence from the passage suggests that people in the future will likely choose e-books over print books.

A. Incorrect. While this sentence from paragraph 2 implies high engagement with the interactive features of e-books, it does not provide explicit evidence indicating that engagement with e-books is a reason for choosing them over print books.

B. Incorrect. While this sentence from paragraph 2 highlights some of the benefits of e-books, such as the potential to “enhance comprehension,” those benefits are not explicitly linked to readers choosing e-books over print books.

C. Incorrect. This sentence from paragraph 3 provides evidence that shows both benefits and drawbacks of reading e-books, including higher engagement but a decreased ability to recall details. Therefore, the sentence does not clarify why readers would choose e-books over print books.

D. CORRECT. In this sentence from paragraph 5, the author cites a 2012 study that found that over 50 percent of 8- to 16-year-olds “reported preferring screen reading.” Since this specific age group will one day influence the future of reading, and the results of the study provide a compelling percentage, this sentence provides clear evidence for what future readers will prefer.

30. The question asks which evidence in the passage is most relevant to the author’s claim that “our expectations of e-book reading . . . might affect how we approach the text” (paragraph 9).

E. CORRECT. According to information in the passage, “kids sometimes skipped text in favor of interactive features” (paragraph 2) and they “remembered fewer narrative details” (paragraph 3). Additionally, a study found that “participants didn’t regulate their study time with digital books like they did with paper texts, leading to worse performances” (paragraph 9). This information directly demonstrates the author’s claim that expectations of e-book reading might be affected by how people approach the text.

F. Incorrect. In paragraph 3, the author states that e-books may be physically engaging, but they are also “distracting,” and readers who used them “remembered fewer narrative details.” While this evidence is important in helping readers understand why children who read e-books may comprehend less information than children who read print text, the evidence does not as strongly relate to the author’s claim as the idea in the correct answer does.

G. Incorrect. The author states that one “study of adults also found that e-books can be hard to absorb” (paragraph 4) and that “if you’re really trying to absorb material, you might want to go for a physical book” (paragraph 7). Although the evidence presented here provides support for the idea that retaining information from an e-book is more difficult than from a print book, it does not as strongly relate to the author’s claim as the idea in the correct answer does.

H. Incorrect. The author points out in paragraph 4 that adults “who read the story on a Kindle performed worse on the chronology test than the book readers.” Although this evidence shows how well adults can recall a series of events read in an e-book versus how well adults can recall a series of events read in a print book, the evidence does not as strongly relate to the author’s claim as the idea in the correct answer does.
31. The question asks which sentence from the passage best reveals the author’s point of view about e-books.

A. CORRECT. The sentence from paragraph 1 best reveals the author’s point of view because it introduces the author’s argument that “e-books might be inferior,” which is illustrated throughout the text.

B. Incorrect. The sentence from paragraph 5 provides a small detail about college students preferring traditional books over e-books despite the fact that e-books may seem ideal by being “cheaper (and easier to carry).” This statement supports one point made in the text but not the author’s broader point of view about e-books in general.

C. Incorrect. In the second sentence from paragraph 8, the author discusses answers to why “all this may not mean that reading on a Kindle is really going to melt your brain” and compares reading on a Kindle with reading on a computer to explain how they are different. The sentence focuses on the experiences with using two types of e-book devices rather than on the author’s broader opinion about e-books.

D. Incorrect. In the last sentence from paragraph 8, the author uses the previous comparison between reading on a Kindle and reading on a computer to illustrate the differences between “playing with an interactive e-book on an iPad” and using “a simpler e-book device that only presents the text” and limits distractions. However, similar to the sentence in Option C, this sentence focuses on the experiences of using two types of e-book devices rather than on the author’s broader point of view about e-books.

E. Incorrect. Details comparing the length of time the mountains have existed with the length of time the city has existed are referenced later in the poem.

F. CORRECT. The poem is mostly about the grandeur of the mountains in spite of the spread of civilization. The first stanza contrasts these two elements.

G. Incorrect. The poem actually communicates the message that people do not recognize the greatness of the mountains. This message is conveyed in the second stanza rather than in the first stanza.

H. Incorrect. Although the first stanza mentions the size of the mountains, it does not imply that people cannot see how large the mountains are.

Snowy Mountains

32. The question asks how the description in the first stanza (lines 1–7) helps establish a central idea of the poem.

E. Incorrect. Details comparing the length of time the mountains have existed with the length of time the city has existed are referenced later in the poem.

F. CORRECT. The poem is mostly about the grandeur of the mountains in spite of the spread of civilization. The first stanza contrasts these two elements.

G. Incorrect. The poem actually communicates the message that people do not recognize the greatness of the mountains. This message is conveyed in the second stanza rather than in the first stanza.

H. Incorrect. Although the first stanza mentions the size of the mountains, it does not imply that people cannot see how large the mountains are.
33. The question asks how line 5 helps develop the theme of the poem.

A. **CORRECT.** Line 5 helps develop the theme that the mountains are more important than people realize by suggesting that the mountains serve a noble, supportive purpose in the world.

B. Incorrect. While the poem does describe the strength and permanence of the mountains, the line does not suggest that these traits attract the clouds.

C. Incorrect. While the line states that the highest peaks are “at rest,” the mountains mentioned in the poem have already been harmed by human influence and do not remain untamed or untouched.

D. Incorrect. While pillars are strong and may indicate shelter, there is no suggestion in the line that the mountains are protecting the people. Additionally, this concept is not a theme of the poem.

34. The question asks how the isolation of the word “Uprise” in line 7 affects the meaning of the poem.

E. Incorrect. The word “Uprise” describes the mountains and, therefore, does not create a contrast between the plateau and the city buildings but rather between the mountains and the plateau.

F. Incorrect. The word “Uprise” contrasts the mountains with the plateau; it does not compare the mountains to the buildings in the city.

G. Incorrect. The word “Uprise” does not create a vision of the region before people developed the land because the first stanza, which line 7 concludes, reveals that the land has already been developed. Line 3 establishes that the mountains rise “above the dingy city-roofs.”

H. **CORRECT.** The isolation of the word “Uprise” powerfully emphasizes the first stanza’s description of the magnificent mountains standing tall above the land below.

35. The question asks how the poet develops the speaker’s point of view in the second stanza.

A. Incorrect. The speaker’s descriptions of the mountains’ awe-inspiring size and strength mainly occur in the first and third stanzas, while in the second stanza, the speaker focuses on humanity and its negative effect on the mountains.

B. Incorrect. The wording of the second stanza—“makes war” (line 10), “Splits down their shining sides” (line 12), and “Destroys the lonely fragments” (line 14)—communicates the speaker’s position that people’s main impact on the mountains is destructive; the wording does not illustrate different ways people impact the natural environment.

C. **CORRECT.** In the second stanza, the speaker criticizes the destructive actions of “the world” (lines 8 and 10) against the mountains—actions such as tunneling “their granite cliffs” (line 11) and destroying “the lonely fragments of their peace” (line 14).

D. Incorrect. In the second stanza, the speaker does not describe a positive relationship between the mountains and the people.
36. The question asks for the line from the poem that best supports the idea that people have sacrificed natural beauty for profit.

E. Incorrect. While city roofs may spoil the natural beauty, they do not directly symbolize financial gain or profit in line 3.

F. Incorrect. Although making a profit might have been the root cause of the damage that was done to the mountains, making war on the mountains is not a direct message about profit or financial gain in line 10.

G. Incorrect. Although tunneling through the mountains affects the natural beauty of the mountains, it does not directly symbolize financial gain or profit in line 11.

H. **CORRECT.** Advertisements are often used as a means to gain a profit, as implied by the soap advertisements in line 13. Additionally, the word “Plasters,” in line 13, communicates a negative connotation for the use of advertisements on the priceless natural beauty of the mountains.

37. The question asks for the detail from the poem that reflects the speaker’s view that people often fail to appreciate that which is familiar.

A. Incorrect. Line 6 describes the mountains’ location, rather than their long existence or their familiarity.

B. **CORRECT.** Line 9 most directly supports this idea by implying that the mountains have been there for so long that people are accustomed to seeing them and no longer appreciate their beauty and value.

C. Incorrect. In line 12, the mention of harm that has been done to the mountains does not connect to a sense of familiarity.

D. Incorrect. Although line 18 alludes to the long existence of the mountains, it does not connect this long existence with a sense of familiarity or the failure of people to appreciate the mountains’ worth.

38. The question asks how the details in the third stanza most contribute to the development of a theme of the poem.

E. **CORRECT.** In the third stanza, phrases such as “Wilderness still untamed” (line 17), “time-resisting storm-worn stone” (line 22), and “The mountains swing along” (line 23) convey the message that in spite of the destruction described in the second stanza, the mountains manage to maintain their wild magnificence.

F. Incorrect. While the phrase “Barrier broken down” (line 21) conveys the idea that people can have some effect on the natural landscape, it does not convey how nature affects people.

G. Incorrect. The phrase “those who do not need” (line 21) implies a choice to damage nature and not a lack of awareness or understanding.

H. Incorrect. The third stanza is not a call to humanity to respect the mountains but a description of the untamed, welcoming mountains and the joy they provide for those who appreciate them.
39. The question asks how lines 21–22 help convey the speaker’s point of view.

A. Incorrect. The word “barrier” (line 21) refers to the speaker’s opinion that the mountains were “spread by Gods” (line 19) and not to an obstacle that the speaker thinks should be removed.

B. Incorrect. While the lines indicate that people have lost the need to connect with nature, they do not reveal that the speaker thinks that the cause of this loss is busyness.

C. CORRECT. The words “those who do not need / The joy” in lines 21–22 suggest the speaker’s sadness that people do not realize that they are destroying something wonderful and irreplaceable.

D. Incorrect. Although the speaker does say that the stone is “time-resisting” (line 22), this belief is only a small detail of the speaker’s point of view.

40. The question asks what the personification in the concluding lines of the poem suggests about the mountains.

E. CORRECT. Line 25’s use of the word “Welcoming” suggests that the mountains are kind hosts. Lines 23 and 26, with language such as “The mountains swing along” and “The mists that dance and drive before the sun,” imply the carefree nature of the mountains as they resist the destructive work of humanity.

F. Incorrect. The personification in the lines conveys a sense of optimism and endurance, with no language to suggest coming destruction.

G. Incorrect. Although the lines mention that “the mountains swing along” (line 23) and “the mists . . . dance” (line 26), the personification is used to describe the mountains’ perseverance, rather than to suggest that the mountains are amused by the concerns of others.

H. Incorrect. Although the second stanza develops the idea that the mountains have been mistreated by humans, which might be a source of pain, the concluding lines emphasize the joy and perseverance of the mountains as they “swing along” (line 23) despite significant adversity.
41. The question asks how the phrase from paragraph 2 affects the tone in the first part of the excerpt.

A. Incorrect. When Margaret recalls the interaction, there is no indication that she blames the men for her current problem.

B. Incorrect. While the description of how Margaret “hastily [gathers] up her belongings” and “[hurries] down the aisle” (paragraph 1) may give the appearance of being defiant, there is no evidence that she intentionally put herself in this vulnerable position just to make a point.

C. CORRECT. The phrase includes the words “all three” and “taken the trouble,” emphasizing Margaret’s early frustration as she recalls with some confused irritation that the men thought she needed an abundance of help earlier, but none of them is around to help when the train stops.

D. Incorrect. While the conductor, brakeman, and porter have all looked after Margaret by alerting her that her station was next, it is unclear whether Margaret appreciates this excess of attention. The phrase instead conveys Margaret’s annoyance about a situation in which assistance from the railroad employees would have been welcome but is not provided.

42. The question asks for evidence from the excerpt that best supports the idea that Margaret is unfamiliar with traveling to new places by train.

E. Incorrect. Margaret’s actions in the sentence from paragraph 1 are decisive as she gathers her belongings to exit the train; she is familiar with rail travel.

F. Incorrect. In the sentence from paragraph 2, Margaret is using her knowledge about trains to attempt to interpret the actions of others; she is familiar with trains, even if a particular destination has not been mentioned.

G. CORRECT. If Margaret has never traveled to this region by train before, she must guess or attempt to interpret what she sees. This idea is best represented in the sentence in paragraph 3 where she questions whether the stations in the West have platforms.

H. Incorrect. While the sentence from paragraph 4 shows that Margaret is trying to better understand her situation in the darkness, her ability to identify the train’s engine and the figures carrying lanterns indicates some familiarity with her mode of travel.

43. The question asks how the simile in the sentence from paragraph 4 affects the tone of the paragraph.

A. Incorrect. Margaret is confused and indecisive, showing her discomfort with her situation.

B. CORRECT. The image of two or three fireflies creating small specks of light in the darkness creates a sense of isolation or loneliness in Margaret, as shown in the sentence “A sudden feeling of isolation took possession of her” (paragraph 4).

C. Incorrect. Margaret is not tranquil; rather, she expresses distress, questions her decisions, and worries about being labeled a “fool” (paragraph 4).

D. Incorrect. Margaret experiences feelings of isolation and begins to question her decision in paragraph 4, but these feelings do not become extreme until paragraph 9, where she feels “a sickening sense of terror and failure” as the train pulls away.
44. The question asks how Margaret’s earlier interactions with the conductor, brakeman, and porter affect the plot.

E. **CORRECT.** Because the conductor, brakeman, and porter have all “taken the trouble to tell her that hers was the next station” (paragraph 2), Margaret assumes that the next time the train stops, she will have reached her station. This assumption causes Margaret to get off the train at the next stop without waiting for help or confirmation, but the stop turns out to be just “a pause to water the engine” (paragraph 15). This mistaken assumption creates the main problem that Margaret confronts in the passage.

F. Incorrect. Although Margaret’s earlier interactions with the three railroad employees cause her to think that she knows when to get off the train, it is clear from paragraph 4 that Margaret is deeply confused and does not know what to do once she has exited the train car. She muses uneasily, “Perhaps she ought not to have got out until some one came to help her. Perhaps the train had not pulled into the station yet and she ought to get back on it and wait” (paragraph 4).

G. Incorrect. Margaret wonders in paragraph 3 whether the train is “so long that her car had stopped before reaching [the station]” and speculates in paragraph 4 that “the train had not pulled into the station yet.” These thoughts reflect her assumption (based on her interactions with the three railroad employees) that the next stop is her station. However, Margaret’s speculation that the train has not fully pulled into the station does not significantly affect the plot.

H. Incorrect. Margaret wonders in paragraph 3 whether they “have platforms in this wild Western land” and is expecting to see a platform because her interactions with the three railroad employees have led her to believe that she has reached a station. However, it is unclear whether Margaret really believes that rural stations all lack platforms, and her speculation on this point is not further developed in the passage and does not affect the plot.

45. The question asks for an explanation of what the imagery in the sentence from paragraph 9 conveys.

A. Incorrect. Margaret’s “sickening sense of terror” indicates that she is extremely afraid of being left behind rather than increasingly irritated with the other passengers.

B. Incorrect. Although Margaret is “screaming, running, trying to attract some one’s attention” in an effort to be noticed so that the train will stop, she is not attempting to keep up with the train. This option omits consideration of the “mocking clatter” of the train, which emphasizes Margaret’s helplessness rather than her physical efforts.

C. Incorrect. While Margaret’s screaming and running could easily suggest feelings of anger, the description of her “sickening sense of terror and failure” indicates otherwise.

D. **CORRECT.** The words “useless” and “failure” in the sentence indicate that Margaret’s best efforts do not help her. The phrase “the last car slatted itself past” shows that Margaret is helpless to stop the train from departing, which leaves her completely vulnerable.
46. The question asks about the relationship between the theme and paragraph 9, where Margaret desperately tries to get someone on the train to notice her.

E. CORRECT. One important theme of this excerpt concerns Margaret’s willingness to take action to ensure that she reaches her destination. This determination, described in Option A, is why she gathers her belongings together without help, gets off the train without being assisted by employees, and then attempts to climb back on while the train employees are busy examining the engine.

F. Incorrect. While the narrator describes her screaming as useless, she does not feel that her efforts overall are useless, and she does not give up until paragraph 10.

G. Incorrect. While Margaret is feeling a sense of “failure” in paragraph 9, she does not condemn herself as the train moves away.

H. Incorrect. Margaret expresses “terror” in paragraph 9 over being unable to catch someone’s attention, not frustration about her lack of control over her surroundings.

47. The question asks what the figurative language emphasizes in the sentence from paragraph 10.

A. Incorrect. While the image of Margaret’s hands dropping at her sides could suggest a sense of doubt, the figurative language in the sentence emphasizes a different feeling about her situation and does not indicate her intentions.

B. Incorrect. While the figurative language suggests that the train is mocking Margaret, this language is not referring to the people onboard, who are described in paragraph 8 as “comfortable and safe inside, unconscious of her need.”

C. Incorrect. While Margaret is worried in paragraph 4 about embarrassing herself, she now feels “dazed” because she is overwhelmed with the seriousness of what has just happened.

D. CORRECT. As Margaret stands and reaches out “helpless hands,” the language used to describe the train as “swinging tauntingly” and having “a leer in its eye” underscores Margaret’s fears of being left alone and being vulnerable; there is nothing she can do to change the situation at this point.
48. The question asks how paragraph 11 contributes to the plot of the excerpt.

   E. **CORRECT.** In paragraph 5, Margaret assumes there is a station (“It was probably on the other [side], but she was standing too near the cars to see”), but in paragraph 11, the station that had been “so real” in Margaret’s mind actually does not exist.

   F. Incorrect. Margaret’s main problem is not that her imagination has led her astray but rather that her inexperience with this train route has caused her to misinterpret the events that have occurred. Paragraph 11 reveals that she has been acting on faulty assumptions; however, her assumptions are somewhat justified by the events that have occurred.

   G. Incorrect. While Margaret seems somewhat in awe of her surroundings in paragraph 12 and she “gasped” in paragraph 11, her exclamation is one of shock at the discovery, not surprise over an unexpected adventure.

   H. Incorrect. While paragraph 11 describes how Margaret responds to the distressing situation that her actions and decisions have created, the paragraph does not offer insight into how Margaret generally responds to problems or conflicts.

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**Invention of the Telegraph**

49. The question asks how the use of problem-solution in paragraph 2 contributes to the development of ideas in the passage.

   A. Incorrect. While the discussion “aboard ship” in 1832 reminded Morse of the lectures he had attended at Yale College and made him consider how a coded message could be sent “over a wire” (paragraph 2), it was Morse’s failed attempts with electricity that caused him to reach out to Gale for help.

   B. Incorrect. While “Morse found when he began to develop his idea that he had little real understanding of the nature of electricity” (paragraph 2), the paragraph does not state that he was discouraged; it was his failed experimentation that resulted in him first realizing that he needed help.

   C. Incorrect. Paragraph 2 states that “Morse came to understand how [Faraday’s electromagnet] worked,” and this understanding is what caused him to think about sending messages over a wire. Also, Morse’s difficulty was in understanding the properties of electricity in general once he began his experimentation.

   D. **CORRECT.** The author’s use of problem-solution in paragraph 2 contributes to the development of ideas in the passage because the author states that “Morse found when he began to develop his idea that he had little real understanding of the nature of electricity, and . . . he finally turned for help to . . . Leonard D. Gale.” Thus, Morse’s longtime fascination was not enough to make up for his lack of knowledge about electricity.
50. The question asks how the use of sequencing, or arranging in chronological order, in paragraph 3 contributes to the overall structure of the passage.

E. Incorrect. Although the inventions and advancements of others assisted in the development of the telegraph, the passage does not suggest that the other men were attempting to create their own telegraph systems.

F. CORRECT. The use of sequencing in paragraph 3 emphasizes that Morse’s telegraph was created through a process of building upon earlier scientific ideas and breakthroughs. Paragraph 3 shows that when Morse approached Leonard D. Gale for help, Gale was able to inform Morse about Joseph Henry’s earlier experiments and research concerning electricity. Further, Gale built upon Henry’s work by showing Morse how to “regularly boost the strength of a signal and overcome the distance problems he had encountered by using a relay system Henry had invented.”

G. Incorrect. The only other long-distance communication system mentioned in the passage is the outdated semaphore system discussed in paragraph 1.

H. Incorrect. The telegraph system was in development for more than ten years because of the lack of funding and the need for further experimentation.

51. The question asks how the details of the section “The Growth of an Idea” help convey a central idea of the passage.

A. Incorrect. Although paragraph 2 in this section states that Morse “speculated that it might be possible to send a coded message over a wire,” this section does not describe Morse and his colleagues’ ultimate success at sending such a message.

B. CORRECT. The section helps convey a central idea because it mainly focuses on what inspired Morse to begin his work and explains how others were just as interested in working to achieve this goal. Paragraph 3 states that “Henry’s experiments, Gale’s assistance, and, soon after, hiring the young technician Alfred Vail were keys to Morse’s success.” Their shared interest in the possibilities of electricity inspired them to work together to find a way to use electricity to send long-distance messages.

C. Incorrect. Paragraph 2 of the section explains how Morse came to understand how Faraday’s electromagnet worked and states that this invention prompted Morse to wonder whether it might be possible to send a coded message over a wire. However, that early idea of Morse’s only evolved into the telegraph after much more research and experimentation.

D. Incorrect. Although paragraph 2 establishes that Morse was interested in lectures at Yale on electricity, the influence of what Morse learned at Yale was only a minor factor in his development of the telegraph.
52. The question asks what the words “dramatic” and “spectacularly” convey in the sentence from paragraph 7.

E. Incorrect. While there may have been some feelings of relief and fulfillment when the lines were finished, the passage instead focuses on the wonder and joy that Morse and Cornell felt after overcoming setbacks and completing the construction of the telegraph system.

F. **CORRECT.** Morse and Cornell rushed to post the wires overhead, and the “rigid deadline” (paragraph 7) was successfully met. The words have a positive and victorious tone that is consistent with the feeling of wonder that it worked and of celebration that the construction was completed.

G. Incorrect. The passage does not share whether Morse or Cornell considered the future possibilities of the telegraph; it shares only that the finished product was “dramatic,” implying it was amazing to see.

H. Incorrect. While the passage later discusses the expansion of overhead wires “up and down the Atlantic coast” and how they “connected the continents of Europe and America” (paragraph 8), there is no evidence shared in the passage that Morse planned to continue his work with electricity.

53. The question asks for the best summary of how Morse obtained the funding necessary to build his telegraph system.

A. Incorrect. This summary focuses mostly on what Morse did while his application for funding was delayed in the United States rather than on how Morse acquired the patent, because during this period, Morse tried “not only to secure patent protection overseas but to examine competing telegraph systems in England” (paragraph 5). Therefore, it is not the best summary of how Morse obtained the funding necessary to build his telegraph system.

B. Incorrect. Although this summary mentions how Morse applied for the “federal government’s appropriation” (paragraph 5), it primarily focuses on the actions of the House of Representatives and the Senate, not on Morse’s efforts to obtain funding. Therefore, it is not the best summary of how Morse obtained the funding necessary to build his telegraph system.

C. **CORRECT.** This summary best describes how Morse obtained the funding that he needed for his telegraph system because it explains that Morse applied “for the federal government’s appropriation, and during the next year he conducted demonstrations of his telegraph” (paragraph 4). In paragraph 5, the author explains the impact that the Panic of 1837 had on Morse’s request. In paragraph 6, the author describes how by 1843, economic times had improved, so Morse again “asked Congress for the $30,000” and was awarded the funds after “the Senate approved it.”

D. Incorrect. This summary is not the best summary of how Morse obtained the funding necessary to build his telegraph system, because it relates how Morse worked with others to develop his ideas about the telegraph and how Gale and Vail were the “keys to Morse’s success” (paragraph 3) before he applied for funding.
54. The question asks how the passage mainly illustrates the idea that the United States was mostly unaware of the possibilities of electricity in the mid-nineteenth century.

E. CORRECT. Paragraph 1 states that most signaling systems at the time were “visual or 'semaphore’ systems using flags or lights” and that the United States government was looking for “just such a system along its entire Atlantic coast.” This option is correct because it shows that the government wanted to continue to use a limited system instead of finding ways to improve the system. Had the government been aware of the possibilities of electricity, a more sophisticated system might have been imagined.

F. Incorrect. The delay in funding had to do with the Panic of 1837 and the “long depression” (paragraph 5), not because the House of Representatives was not aware of or ready for innovation in the use of electricity.

G. Incorrect. The information in this option focuses on what prompted Morse to consider an electric wire-based communications system. While this option suggests that electrical devices were just beginning to be invented, it does not support the idea that the nation was unaware of the possibilities of electricity.

H. Incorrect. While this option describes an early electrical innovation that may seem quite basic and limited to modern audiences, paragraph 3 states that this innovation was the work of a “pioneer in the new field,” implying that it was quite significant for its time. This option is incorrect because it focuses on those people in the United States who were aware of the possibilities of electricity.

55. The question asks which statement best represents a viewpoint held by the author of the passage.

A. Incorrect. The author explains that the aboveground wiring was used only because “Cornell suggested that [it was] the fastest and cheapest way” (paragraph 7), not because it would be more successful.

B. Incorrect. The author conveys the importance of this advancement in communication without providing detailed information about electrical systems.

C. Incorrect. While the Panic of 1837 caused a delay in Morse's funding, the author shows that Morse received the appropriation in 1843 and was able to overcome the financial setback he faced.

D. CORRECT. Paragraph 8 states that “Telegraph lines soon extended westward, and within Morse's own lifetime they connected the continents of Europe and America.” Therefore, this option is correct because the author presents Morse's telegraph as a great leap in the ability to quickly communicate messages over distances never before imagined.
56. The question asks how the map provides additional support for a central idea of the passage.

E. CORRECT. The map shows the telegraph line crossing continents in 1902, just forty-four years after the first message was sent in 1858. This is a much greater distance than the first line Morse built between "the Supreme Court chamber of the Capitol building and the railroad station in Baltimore" (paragraph 7).

F. Incorrect. The map shows the distance the line covers; it does not indicate Morse’s lack of foresight in seeking patents only in North America.

G. Incorrect. While Gale’s advice was crucial to Morse’s success, the map shows the physical line stretching across continents many years later, after their initial work.

H. Incorrect. While it can be inferred that the telegraph had influence across the world, the amount of influence cannot be determined.

57. The question asks how the graph supports the ideas in paragraph 8.

A. Incorrect. While it can be implied from the expansion shown on the graph that people possibly welcomed the improvement in long-distance communication, the graph does not state this explicitly.

B. CORRECT. The graph shows the number of messages transmitted from 1870 to 1920. In 1920 almost 160 million messages were transmitted, showing a "dramatic"—almost double—increase from 1910.

C. Incorrect. The graph does not show how many people used the telegraph, but rather it shows the number of messages sent. Additionally, paragraph 8 provides no details about hesitation on the part of individual people.

D. Incorrect. While improvements in recording and interpreting code were made, the graph does not show the effect of this advancement on the speed or number of messages being transmitted.
58. \((-0.4)\) \(-3.8 + 2.3 - (-1.1)\)

Two negatives become a positive. Rewrite the expression to show how \(-(-1)\) becomes a positive number:

\[-3.8 + 2.3 + 1.1\]

\[-3.8 + 3.4\]

\[-0.4\]

59. \((150)\) Angle \(M\) and angle \(R\) are supplementary, so the sum of the angles is 180°.

Let \(m\) equal the measure of angle \(M\), and let \(r\) equal the measure of angle \(R\).

\[r + m = 180\]

The measure of angle \(R\) is 5 times the measure of angle \(M\).

\[r = 5m\]

\[5m + m = 180\]

\[6m = 180\]

\[m = \frac{180}{6} = 30\]

\[r = 5m = 5(30) = 150\]

Therefore, the measure of angle \(R\) is 150°.

60. \((2.5)\) Set up a proportion to solve:

\[\frac{\frac{3}{16} \text{ apple}}{\frac{3}{40} \text{ cranberry}} = \frac{x \text{ apple}}{1 \text{ cranberry}}\]

\[\frac{3}{16} \times \frac{40}{3} = x\]

\[\frac{40}{16} = \frac{5}{2} = x\]

\[2.5 = x\]
61. (5.5) The lawn grows $2 \frac{1}{8}$ inches every 2 weeks. Find the total number of inches it grows in 8 weeks.

\[ 8 \div 2 = 4 \]

\[ 4 \times 2 \frac{1}{8} = 8.5 \]

The lawn was 4 inches tall at the beginning of the season.

\[ 8.5 + 4 = 12.5 \]

Mr. Chen mows his lawn every 2 weeks and cuts off the top $1 \frac{3}{4}$ inches. Find the total number of inches that are cut off in 8 weeks.

\[ 8 \div 2 = 4 \]

\[ 4 \times 1 \frac{3}{4} = 7 \]

The height after 8 weeks is the total number of inches grown minus the total number of inches cut off.

\[ 12.5 - 7 = 5.5 \]

62. (1) Since 110 families were surveyed, the median will have 55 values less than or equal to it, and 55 values greater than or equal to it.

If the values in the table were listed in order, they would look like this:

<table>
<thead>
<tr>
<th>45</th>
<th>32</th>
<th>19</th>
<th>8</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,0,...,0,1,1,...,1,2,2,...,2,3,3,...,3,4,4,...,4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The first row of the table indicates that 45 families had 0 children.

The second row of the table indicates that 32 families had 1 child.

So 77 families had either 0 children or 1 child, and 45 families had 0 children.

Since 55 is between 45 and 77, the median must be a value in the second row of the table.

So the median is 1.
63. (A) First, set up a proportion to determine \( x \), the number of goats Mr. King has.

\[
\frac{\text{King}}{\text{Jones}} = \frac{x}{550}
\]

\[
\frac{x}{550} = \frac{100\%}{100\% + 10\%}
\]

Then solve the proportion for \( x \).

\[
\frac{x}{550} = \frac{100\%}{100\% + 10\%}
\]

\[
550(100\%) = x(100\% + 10\%)
\]

\[
550(100\%) = x(110\%)
\]

\[
550(1) = x(1.10)
\]

\[
550 = 1.10x
\]

\[
550 + 1.10 = (1.10 \times 1.10)x
\]

\[
500 = x
\]

Finally, determine the difference between the number of goats Mr. Jones has, 550, and the number of goats Mr. King has, 500.

\[
550 - 500 = 50
\]

Mr. Jones has 50 more goats than Mr. King.

64. (G) Use properties of equations to determine the missing expression.

\[
\frac{2y}{x} - \frac{y}{2x} = \square
\]

\[
\frac{2y}{x} \cdot \frac{2y}{2x} - \frac{y}{2x} = \square
\]

\[
\frac{4y}{2x} - \frac{y}{2x} = \square
\]

\[
\frac{3y}{2x} = \square
\]

The missing expression is 3\( y \).

65. (B) The area of square PQRS is 4 square centimeters. So

\[
s^2 = 4
\]

\[
\sqrt{s^2} = \sqrt{4}
\]

\[
s = 2 \text{ cm}
\]

Sides PS and RS are each a radius of the circle. So the radius of the circle is 2 cm.

The shaded region is \( \frac{1}{4} \) of the circle. The area of a circle is \( A = \pi r^2 \). So the area of the shaded region, in square centimeters, is

\[
\frac{1}{4} A = \frac{1}{4} \pi r^2 = \frac{1}{4} \pi (2)^2 = \frac{1}{4} \pi (4) = \pi
\]
66. (H) Consider the case where \( m = 1 \).
\[ n - m = 66 \]
\[ n - 1 = 66 \]
\[ n - 1 + 1 = 66 + 1 \]
\[ n = 67 \]
The list of integers from 1 to 67 contains 67 numbers.

67. (A) \[ \left( \frac{39(x - 3)}{3} \right) + 39 \]
Divide the first 39 by 3.
\[ \frac{13(x - 3) + 39}{13} \]
Distribute 13 through the parentheses \((x - 3)\).
\[ \frac{13x - 39 + 39}{13} \]
In the numerator, the terms -39 and 39 cancel out.
\[ \frac{13x}{13} \]
Finally, divide by 13 to get \( x \).

68. (G) Jar 1 starts with \( \frac{1}{2} \) cup of water. If \( \frac{1}{4} \) of its water is poured into Jar 2, then the amount of water added to Jar 2 is \( \frac{1}{2} \times \frac{1}{4} = \frac{1}{8} \) cup.
Jar 2 starts with \( \frac{1}{2} \) cup of water. If \( \frac{1}{8} \) cup of water is added to it, then the amount of water now in Jar 2 is \( \frac{1}{2} + \frac{1}{8} = \frac{4}{8} + \frac{1}{8} = \frac{5}{8} \) cup.

69. (D) \[ 0.01 = \frac{1}{100} \], which is between \( \frac{1}{101} \) and \( \frac{1}{99} \).
Therefore, \( n + 2 = 101 \) and \( n = 99 \).

70. (H) 72\% of the people polled answered yes, so 28\% of the people did not answer yes.
Therefore, 56 people is 28\% of the total, \( x \).
\[ \frac{56}{x} = \frac{28}{100} \]
\[ \frac{56}{x} = \frac{7}{25} \]
\[ 56(25) = 7x \]
\[ \frac{56(25)}{7} = x \]
\[ 8(25) = x \]
\[ 200 = x \]
71. (A) The scale is 1 inch = 20 feet and the length in the scale drawing is 2 inches, so the actual length is 40 feet.

\[ 960 \div 40 = 24 \]

The actual width is 24 feet.

Let \( x \) equal the width of the scale drawing.

\[ \frac{1 \text{ in.}}{20 \text{ ft}} = \frac{x \text{ in.}}{24 \text{ ft}} \]

\[ x = \frac{24}{20} = 1 \frac{1}{5} \]

72. (H) There are five odd numbers in the range 1 through 9: 1, 3, 5, 7, and 9.

So the proportion of odd numbers in the range 1 through 9 is \( \frac{5}{9} \).

The expected number of odd values in the sequence from the computer program is \( 300 \cdot \frac{5}{9} = 166.66 \).

So the best prediction for the number of odd numbers in the sequence is 167.

73. (D) Let \( m \) equal the miles driven during Dalia’s rental. The total cost, \( c \), can be expressed as an equation.

\[ c = 40 + m \]

Dalia spent a total of $60, which included a 20% off coupon. Find the cost before the coupon by dividing the final cost ($60) by the percentage paid (80%):

\[ \frac{60}{0.80} = 75 \]

Use $75 as the total cost to find \( m \).

\[ 40 + m = 75 \]

\[ m = 35 \]

Dalia drove 35 miles.
74. (H) Start with a proportion to determine the total number of red candies in the bag.

\[ \frac{2}{5} = \frac{r}{25} \]

\[ \frac{2}{5} (25) = r \]

10 = r

There are currently 10 red candies out of 25 candies in the bag. After 5 red candies are removed, there would be 5 red candies left in the bag and 20 total candies.

The probability of randomly drawing a red candy would then be \( \frac{5}{20} = \frac{1}{4} \).

75. (C) First write an equation based on the rule described in the item. Let \( x \) be the previous number in the sequence and \( y \) be the number in the sequence. The ninth number in the sequence is 63.

\[ 2x + 1 = y \]

Determine the 10th number in the sequence, \( y \), by making \( x = 63 \).

\[ 2(63) + 1 = y \]

126 + 1 = y

127 = y

Determine the 8th number in the sequence, \( x \), by making \( y = 63 \).

\[ 2x + 1 = 63 \]

Subtract one from both sides of the equation.

\[ 2x + (1 - 1) = 63 - 1 \]

\[ 2x = 62 \]

\[ \frac{2x}{2} = \frac{62}{2} \]

\[ x = 31 \]

Response continued on next page
Determine the 7th number in the sequence, $x$, by making $y = 31$.

\[ 2x + 1 = 31 \]

\[ 2x + (1 - 1) = 31 - 1 \]

\[ 2x = 30 \]

\[ \frac{2x}{2} = \frac{30}{2} \]

\[ x = 15 \]

Subtract the 7th number in the sequence from the 10th number.

\[ 127 - 15 = 112 \]

The difference is 112.

77. (A) The original piece of wood is $4 \frac{1}{2}$ feet long.

The shorter piece is $x$ feet long, and it must be less than half the length of the original piece of wood.

Since half of $4 \frac{1}{2}$ is $2 \frac{1}{4}$, it follows that $x < 2 \frac{1}{4}$.

The shorter piece of wood cannot be 0 feet long, so it follows that $0 < x$.

This gives the compound inequality $0 < x < 2 \frac{1}{4}$.

76. (G) The highest and lowest scores are discarded: 8.2 and 9.0.

To find the mean, add the remaining scores and then divide that sum by the total number of remaining scores.

\[ 8.9 + 8.5 + 8.4 + 8.6 + 8.8 = 43.2 \]

\[ 43.2 \div 5 = 8.64 \]
78. (F) The area of the shaded region, in square units, is the area of the triangle created by the shaded and unshaded regions minus the area of the triangle created by the unshaded region.

The area of the triangle created by the shaded and unshaded regions is 200 square units.

\[ \frac{1}{2} \times bh = \frac{1}{2} \times 20 \times 20 = \frac{1}{2} \times 400 = 200 \]

The area of the triangle created by the unshaded region is 75 square units.

\[ \frac{1}{2} \times bh = \frac{1}{2} \times 10 \times 15 = \frac{1}{2} \times 150 = 75 \]

Subtract to find the area of the shaded region.

\[ 200 - 75 = 125 \]

79. (A) The highest temperature was 86° F.

\[ F = \frac{9}{5}C + 32 \]

86 = \(\frac{9}{5}C + 32\)

Subtract 32 from both sides of the equation:

\[ 86 - 32 = \frac{9}{5}C - 32 \]

\[ 54 = \frac{9}{5}C \]

Multiply both sides of the equation by \(\frac{5}{9}\)

\[ 54 \times \left(\frac{5}{9}\right) = \left(\frac{5}{9}\right) \left(\frac{9}{5}C\right) \]

\[ 30 = C \]

The lowest temperature was 68° F.

\[ F = \frac{9}{5}C + 32 \]

\[ 68 = \frac{9}{5}C + 32 \]

Response continued on next page
68 – 32 = \frac{9}{5}C

36 = \frac{9}{5}C

\left(\frac{5}{9}\right)(36) = C

20 = C

The difference, in degrees Celsius, is 30 minus 20.

30 – 20 = 10

80. **(F)** If \( x \) is odd, then the two even numbers closest to \( x \) are \( (x - 1) \) and \( (x + 1) \). Find the sum of these two expressions.

\[(x - 1) + (x + 1) = 2x\]

81. **(B)** The question asks for the amount of the public debt per person, so divide the total public debt by the number of people.

\[\frac{3,600,000,000,000}{250,000,000} = \frac{3,600,000,000,000}{250,000,000} = \frac{360,000}{25} = 14,400\]

The amount of the public debt per person is about $14,400.

82. **(E)** These facts are given:

- \( N \) is the midpoint of \( \overline{MQ} \).
- \( \overline{MN} \) has a length of \( x \) centimeters.
- \( \overline{MP} \) has a length of \( y \) centimeters.

Use the first two facts to determine that \( \overline{MQ} \) has a length of \( 2x \) centimeters.

\[PQ = \overline{MQ} - \overline{MP} = 2x - y\]

83. **(B)** To find the area of a parallelogram, multiply the length of a side by the altitude for that side.

One property of parallelograms is that opposite sides are the same length.

So the bottom side of the parallelogram is 30 feet long and has an altitude of 20 feet.

Therefore, the area of the parallelogram, in square feet, is \( A = bh = 30 \times 20 = 600 \).
84.  \( \text{(H)} \) Let \( t \) represent the number of loaves of bread produced on Tuesday.

First, determine the number of loaves of bread produced on Tuesday, \( t \), using the number of loaves produced on Wednesday, \( t + 100 \), the number produced on Thursday, \( t - 50 \), and the total number produced on these three days, 230.

\[
t + t + 100 + t - 50 = 230
\]

\[
t + t + t + 100 - 50 = 230
\]

\[
3t + 50 = 230
\]

\[
3t + (50 - 50) = 230 - 50
\]

\[
3t = 180
\]

\[
(3 \div 3)t = 180 \div 3
\]

\[
t = 60
\]

Next, determine the number of loaves of bread produced on Wednesday, \( t + 100 \), when \( t = 60 \).

\[
t + 100 = 60 + 100 = 160
\]

The number of loaves of bread produced on Wednesday is 160.

85.  \( \text{(C)} \) First, find the total number of students who took the quiz.

\[
9 + 7 + 4 + 5 + 3 = 28
\]

Multiply each quiz score by the number of students who received that score. Add those products together to find the total number of points scored.

\[
(60 \times 9) + (70 \times 7) + (80 \times 4) + (90 \times 5) + (100 \times 3) = 2,100
\]

To find the mean quiz score, divide the total number of points by the number of students who took the quiz.

\[
2,100 \div 28 = 75
\]
86. **(E)** Use the properties of equations to solve the inequality for \(x\).

\[ x + 4 \geq 3 \]

Subtract 4 from both sides of the inequality.

\[ x + 4 - 4 \geq 3 - 4 \]

\[ x \geq -1 \]

The graph of \(x \geq -1\) will have a point at \(-1\) and will include all values that are greater than, to the right of, \(-1\). The greater than or equal sign is used, which indicates that the solution includes \(-1\). So the point at \(-1\) will be solid. Option E is the correct answer.

87. **(A)** The reciprocal of \(\frac{1}{4}\) is added to the reciprocal of 3.

\[
\frac{4}{1} + \frac{1}{3} = \frac{12}{3} + \frac{1}{3} = \frac{13}{3}
\]

The reciprocal of this sum is \(\frac{3}{13}\).

88. **(E)** Nura’s poster is square, so all the side lengths are 13 inches. The area is

\[ A = s^2 = 13^2 = 169 \]

Latrice’s poster is square, so all the side lengths are 15 inches.

\[ A = 15^2 = 225 \]

Subtract to determine the difference between the areas.

\[ 225 - 169 = 56 \]

The difference, in square inches, is 56.
89. (B) The unit rate for cups of oats per cup of water can be found by dividing the number of cups of oats by the number of cups of water.

\[ \frac{2}{3} \]

The denominator can be rewritten as \( \frac{13}{4} \).

The quotient \( \frac{2}{3} \) can be rewritten as \( \frac{3}{13} \).

\[ \frac{2}{3} \times \frac{4}{13} = \frac{8}{39}. \]

Therefore, the unit rate for cups of oats per cup of water is \( \frac{8}{39} \).

90. (H) \[ \left( \frac{3}{5} - \frac{1}{2} \right)x = \frac{1}{4} + \frac{2}{2} \]

Rewrite with equivalent fractions with like denominators.

\[ \left( \frac{3 \times 2}{5 \times 2} - \frac{1 \times 5}{2 \times 5} \right)x = \frac{1 \times 3}{4 \times 3} + \frac{2 \times 4}{3 \times 4} \]

\[ \left( \frac{6}{10} - \frac{5}{10} \right)x = \frac{3}{12} + \frac{8}{12} \]

\[ \left( \frac{1}{10} \right)x = \frac{11}{12} \]

Multiply both sides of the equation by 10.

\[ 10 \left( \frac{1}{10} \right)x = 10 \left( \frac{11}{12} \right) \]

\[ x = \frac{110}{12} \]

91. (A) The increase in sales tax percentage is

\[ 7.5\% - 7.0\% = 0.5\% \]

0.5\% of $200 is

\[ (0.5\%)(200) = (0.005)(200) = 1 \]
92. \( (F) \) \((-8) - 12 + (-17) - (-31) - |24| \)

Simplify negatives inside the first absolute value brackets.

\([-8 - 12 - 17 + 31] - |24| \)

Simplify the first absolute value.

\([-6] - |24| \)

Calculate the absolute values.

6 – 24

Perform the final subtraction.

6 – 24 = −18

93. \( (B) \) First, use the information given in the table and properties of equations to determine the value of \( k \).

\[8k + 30 + 30 - 2k + k + 5 = 100\]

\[8k - 2k + k + 30 + 30 + 5 = 100\]

\[7k + 65 = 100\]

\[7k + (65 - 65) = 100 - 65\]

\[7k = 35\]

\[k = 5\]

Then determine the percentage of cell phones sold that were blue by finding the value of the expression \(30 - 2k\) (given in the table) when \( k = 5 \).

\[30 - 2k = 30 - 2(5) = 30 - 10 = 20\]

The percentage of cell phones sold that were blue is 20%.
94. (E) First, find the distance between \( X \) and \( Z \) by adding the distance between \( X \) and \( Y \) to the distance between \( Y \) and \( Z \).

\[ 1 + 2 = 3 \]

Since the distance between \( X \) and \( Z \) is 3, the midpoint between \( X \) and \( Z \) is \( \frac{1}{2} \).

The midpoint between \( X \) and \( Z \) is \( \frac{1}{2} \), and the distance between \( X \) and \( Y \) is 1. The distance between \( Y \) and the midpoint of \( X \) and \( Z \) is

\[ \frac{1}{2} \times 10 \times 12 = 60 \]

There are 4 triangular faces (because the square base has 4 edges, each of which will have a triangular face). So the total surface area of the pyramid is the sum of the areas of 4 triangles and 1 square.

\[ (4 \times 60) + 100 = 240 + 100 = 340 \text{ square inches} \]

95. (B) Subtract to determine the amount of the increase.

\[ 1.35 - 1.25 = 0.10 \]

Divide the increase by the original price.

\[ 0.10 \div 1.25 = 0.08 \]

Multiply the quotient by 100 to express the decimal answer as a percent.

\[ 0.08 \times 100 = 8 \]

96. (G) Surface area is found by calculating the area of each side, including the base, and adding them all together.

The base of the pyramid measures 10 inches on each side, so the area of the base is

\[ 10 \times 10 = 100 \]

Each triangular face has a base of 10 inches and a height of 12 inches, so the area of each face is

\[ \frac{1}{2} \times 10 \times 12 = 60 \]

97. (B) Use the percent increase expression to find the answer:

\[
\frac{\text{new price} - \text{original price}}{\text{original price}}
\]

\[
\frac{6.75 - 6.25}{6.25} = \frac{0.50}{6.25} = 0.08 = 8\%
\]
98. (G) If the mean number of points for the first four games is 7, the total number of points earned in those games is 28.

\[ 4 \times 7 = 28 \]

If the mean number of points for all five games is 8, the total number of points earned is 40.

\[ 5 \times 8 = 40 \]

To find the number of points in the fifth game, find the difference between 40 and 28.

\[ 40 - 28 = 12 \]

101. (C) If 5 gallons are added to the tank per minute for 45 minutes, then \(5 \times 45 = 225\) gallons are added to the tank.

The tank started with 75 gallons of water in it. After the 45 minutes, it contains \(75 + 225 = 300\) gallons, assuming no loss of water.

The tank has a capacity of 500 gallons, and \(\frac{300}{500} = 0.6\).

Rewrite decimal 0.6 as a percent.

\[ 0.6 = \frac{6}{10} = \frac{60}{100} = 60\% \]

102. (H) Each strap requires \(1 \frac{1}{4}\) yards of ribbon, and ribbon costs $5.00 a yard.

\[ 1 \frac{1}{4} \times 5 = \frac{5}{4} \times 5 = \frac{25}{4} = 6.25 \]

so the ribbon for each strap costs $6.25.

Misha wants to make 2 straps.

\[ 6.25 \times 2 = 12.50 \]

so the cost of the ribbon for 2 straps is $12.50.

99. (B) First, find the amount, in dollars, that Lian paid for each orange. There are 4 bags with 8 oranges each.

\[ 4 \times 8 = 32 \]

Divide the total cost by the total number of oranges to get the cost per orange.

\[ 11.52 \div 32 = 0.36 \]

Multiply to find the cost of 42 oranges.

\[ 0.36 \times 42 = 15.12 \]

100. (H) \[ \frac{3.6}{0.018} \times \left( \frac{1,000}{1,000} \right) = \frac{3,600}{18} = 200 \]
103. (B) The graph represents a proportional relationship, which means the $y$-intercept of the graph is $(0, 0)$.

This means that the point $\left(1, \frac{5}{4}\right)$ represents the unit rate for this situation.

In this situation, $x$ represents the number of questions answered correctly, and $y$ represents the number of points received.

Therefore, for each question answered correctly, the student receives $\frac{5}{4}$, or $1 \frac{1}{4}$, points.

104. (E) In the survey, 45 out of 200 adults reported reading the online version of the *Waskegon Bulletin*, and there are 25,000 adults living in Waskegon. Set up a proportion to find the number of adults who read the online version.

\[
\frac{45}{200} = \frac{x}{25,000}
\]

\[x = \frac{(45)(25,000)}{200} = (45)(125) = 5,625\]

Rounded to the nearest 100, this number is 5,600.

105. (C) There is a proportional relationship between the number of miles hiked, $y$, and the number of days, $x$.

\[\frac{y}{x} = \frac{17}{3}\]

\[y = \frac{17}{3}x\]

So the equation $y = \frac{17}{3}x$ describes the relationship.

106. (E) The distance from Carolyn’s house to the grocery store is $3 + 2 \frac{1}{2} = 5 \frac{1}{2}$ miles.

Carolyn walked $1 \frac{2}{3}$ miles back, so she still had $5 \frac{1}{2} - 1 \frac{2}{3}$ miles left to walk home.

\[5 \frac{1}{2} - 1 \frac{2}{3} = \frac{11}{2} - \frac{5}{3} = \frac{33}{6} - \frac{10}{6} = \frac{23}{6} = 3 \frac{5}{6}\]

So Carolyn has $3 \frac{5}{6}$ miles left to walk home.
107. (C) Set up a proportion to solve.

\[
\frac{1 \frac{1}{4} \text{ in.}}{\frac{1}{3} \text{ yr}} = \frac{x \text{ in.}}{1 \text{ yr}}
\]

\[
1 \frac{1}{4} = \frac{1}{3} x
\]

\[
\frac{5}{4} = \frac{1}{3} x
\]

\[
\left(\frac{3}{1}\right)\left(\frac{5}{4}\right) = x
\]

\[
\frac{15}{4} = x
\]

\[
3 \frac{3}{4} = x
\]

108. (F) \(3(0.01) - 3(0.1) = 0.03 - 0.3 = -0.27\)

109. (B) Rewrite the mixed numbers so that they all have equivalent denominators.

\[
10 \frac{1}{2} + \left(-5 \frac{1}{3}\right) - \left(-2 \frac{3}{4}\right)
\]

\[
10 \frac{6}{12} + \left(-5 \frac{4}{12}\right) - \left(-2 \frac{9}{12}\right)
\]

Subtracting a negative is the same as adding.

\[
10 \frac{6}{12} - \frac{5}{4} + \frac{9}{12}
\]

Group the whole numbers together and the fractions together.

\[
10 \frac{6}{12} - \frac{5}{12} + \frac{9}{12}
\]

\[
(10 - 5 + 2) + \left(\frac{6}{12} - \frac{4}{12} + \frac{9}{12}\right)
\]

\[
\frac{11}{12}
\]

110. (G) Find 5% of 350.

\[
(5\%)(350) = (0.05)(350) = 17.5
\]

\[
350 + 17.5 = 367.50
\]
111. (B) The probability of the event is 0.05, which equals 5%, which is less than 50%.

Option A:
An event that is likely has a probability over 50%.

Option B:
An event that is unlikely has a probability less than 50%.

Option C:
An event that is impossible has a 0% probability.

Option D:
An event that is neither likely nor unlikely has a 50% probability.

112. (G) Divide the number of cups of blue paint by the number of cups of red paint to find the constant of proportionality.

\[
\frac{1.5}{1} = \frac{6}{4} = 1.5
\]

Multiply to find the value of \( y \).

\[11 \times 1.5 = 16.5\]

113. (C) To find the midpoint of a segment, subtract the value on the right from the value on the left and then divide by 2. Then add the result to the value on the left of the segment.

Find the midpoint of \( \overline{PQ} \).

\[1 - (-3) = 4\]

\[4 + 2 = 2\]

\[2 + (-3) = -1\]

Find the midpoint of \( \overline{QR} \).

\[7 - 1 = 6\]

\[6 + 2 = 3\]

\[3 + 1 = 4\]

The distance between \(-1\) and \(4\) on the number line is 5 units.

114. (F) 48 dollars + 16 cups = 3 dollars per cup

12 dollars ÷ 4 cups = 3 dollars per cup

The constant is the cost per cup (3 dollars).
GENERAL DIRECTIONS

Student Name: ______________________________________

**Identifying Information**

Turn to Side 1 of the answer sheet.

**Notify the proctor immediately if you are ill or should not be taking this test. Do not sign the statement or begin the test. Return your answer sheet to the proctor.**

**Line 1:** Read the statement and sign your name in the space following the word “signature.” Do not print your name.

**Line 2:** Print today’s date, using the numbers of the month, the day, and the year.

**Line 3:** Print your birth date with the number of the month first, then the number of the day, then the last two digits of the year. For example, a birth date of March 1, 2005, would be 3-1-05.

**Grid 4:** Print the letters of your first name, or as many as will fit, in the boxes. Write your name exactly as you did on the application. If you have a middle initial, print it in the box labeled “MI.” Then print the letters of your last name, or as much as will fit, in the boxes provided. Below each box, fill in the circle that contains the same letter as the box. If there is a space or a hyphen in your name, fill in the circle under the appropriate blank or hyphen.

**Make dark marks that completely fill the circles.** If you change a mark, be sure to erase the first mark completely.

**Grid 5:** Carefully copy the order in which you ranked the specialized high schools on your Test Ticket onto Grid 5. If Grid 5 is not marked correctly, your admission to a specialized high school will be affected because your admission is based on the score you achieve and the order in which you rank your school preferences in this grid. The school choices indicated on your answer sheet are final.

**Fill in one and only one circle for each school for which you wish to be considered.** You may make as few as one or as many as eight choices. To increase your chances of being assigned to one of the specialized high schools, you are encouraged to make more than one choice. You must fill in a first choice school. Do not fill in a school more than once. Do not fill in the same school for each choice. Fill in only one circle in a row and only one circle in a column.

**Grid 6:** Complete the grid with your date of birth. Print the first three letters of the month in the first box, the number of the day in the next box, and the year in the last box. Then fill in the corresponding circles.

**Grid 7:**

1. Print the name of the school where you are now enrolled in the space at the top of the grid.

2. In the boxes marked “SCHOOL CODE,” print the six-digit code that identifies your school and fill in the circle under the corresponding number or letter for each digit of the school code. (You can find your school code on your Test Ticket. If it is not there, tell the proctor, and the proctor will get the school code for you.)

3. If you attend a private or parochial school, fill in the circle marked “P.”

**Grid 8:** Print your student ID number in Grid 8. You can find your student ID number on your Test Ticket. In the boxes, print your nine-digit student ID number. Below each box, fill in the circle containing the same number as in the box.
**GENERAL DIRECTIONS, continued**

Identifying Information, continued

**Grid 9:** In most cases, Grid 9 is already filled in for you. If it is not, copy the letter and numbers shown in the upper-right corner of your test booklet into the boxes. Below each box, fill in the circle containing the same letter or number as the box.

Now review Side 1 to make sure you have completed all lines and grids correctly. Review each column to see that the filled-in circles correspond to the letters or numbers in the boxes above them.

Turn your answer sheet to Side 2. Print your test booklet letter and numbers, and your name, first name **first**, in the spaces provided.

Marking Your Answers

Mark each of your answers on the answer sheet in the row of circles corresponding to the question number printed in the test booklet. Use only a Number 2 pencil. If you change an answer, be sure to erase it completely. Be careful to avoid making any stray pencil marks on your answer sheet. Each question has only one correct answer. If you mark more than one circle in any answer row, that question will be scored as incorrect.

**SAMPLE ANSWER MARKS**

```
A B C ● RIGHT
B C D WRONG
A X C D WRONG
A B ○ D WRONG
A B ● ○ WRONG
```

You can use your test booklet or the provided scrap paper to take notes or solve questions; however, your answers must be recorded on the answer sheet in order to be counted. **You will not be able to mark your answers on the answer sheet after time is up, and answers left in the test booklet will not be scored.** DO NOT MAKE ANY MARKS ON YOUR ANSWER SHEET OTHER THAN FILLING IN YOUR ANSWER CHOICES.

Planning Your Time

You have 180 minutes to complete the entire test. **How you allot the time between the English Language Arts and Mathematics sections is up to you.** If you begin with the English Language Arts section, you may go on to the Mathematics section as soon as you are ready. Likewise, if you begin with the Mathematics section, you may go on to the English Language Arts section as soon as you are ready. If you complete the test before the allotted time (180 minutes) is over, you may go back to review questions in either section.

Be sure to read the directions for each section carefully. Each question has only one correct answer. Choose the best answer for each question. When you finish a question, go on to the next, until you have completed the last question. Your score is determined by the number of questions you answer correctly. **Answer every question, even if you may not be certain which answer is correct.** Don’t spend too much time on a difficult question. Come back to it later if you have time. If time remains, you should check your answers.

Students must stay for the entire test session.

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO**
REVISIGN/EDITING

QUESTIONS 1-9 (PART A AND PART B)

REVISIGN/EDITING PART A

DIRECTIONS: Read and answer the following questions. You will be asked to recognize and correct errors so that the sentences or short paragraphs follow the conventions of standard written English. You may write in your test booklet as needed to take notes. You should reread relevant parts of the sentences or paragraphs, while being mindful of time, before marking the best answer for each question.

1. Which revision corrects the error in sentence structure in the paragraph?

The land on Earth has not always been separated into the seven continents, at one time a massive supercontinent, known as Pangaea, covered one-third of Earth’s surface. Additionally, the supercontinent was surrounded by ocean waters called Panthalassa, much of which were in Earth’s Southern Hemisphere. Geologists believe that the supercontinent split apart over millions of years because of the movement of the tectonic plates that form Earth’s crust. In fact, experts predict that over the next 250 million years the movement of the plates will cause the seven continents to merge into a supercontinent again.

A. continents. At
B. surface; additionally,
C. Panthalassa. Much
D. crust, in fact,
2. Which sentence contains an error in its construction and should be revised?

(1) Walking dogs, cleaning kennels, hand-feeding newborn kittens, and supporting the pet-adoption process, the animal shelter is looking for volunteers to help with a variety of tasks. (2) Working at the animal shelter is a great way for young people, especially those who aspire to care for and protect animals, to gain valuable work experience. (3) In addition to hands-on training with animal care, volunteers will learn important job skills, such as punctuality, responsibility, and personal initiative. (4) Caring for animals can also help volunteers develop empathy, which is the awareness and understanding of the feelings of others.

E. sentence 1  
F. sentence 2  
G. sentence 3  
H. sentence 4

3. Which edit should be made to correct the sentence?

The Colosseum in Rome, Italy which is considered one of the “new” Seven Wonders of the World, is the largest amphitheater ever built and once could hold up to 50,000 spectators.

A. Delete the comma after Rome.  
B. Insert a comma after Italy.  
C. Delete the comma after World.  
D. Insert a comma after built.
4. How should this sentence be revised?

To promote their club, a bake sale will be sponsored by members of the debate team on Wednesday.

E. To promote their club, on Wednesday a bake sale will be sponsored by members of the debate team.

F. On Wednesday, to promote their club, a bake sale will be sponsored by members of the debate team.

G. To promote their club, members of the debate team will sponsor a bake sale on Wednesday.

H. Members of the debate team, on Wednesday to promote their club, will sponsor a bake sale.
The Free College Debate

(1) A college degree has become an essential tool in an increasingly competitive job market. (2) Yet, the price of higher education, at both private and public universities, continues to rise. (3) Helping students cover the cost of attending college is an important issue.

(4) Many people agree that a college education should be a financially realistic option for those who aspire to obtain a degree. (5) For example, in 2017, the New York State legislature passed a bill creating a program to cover the tuition costs for nearly one million students. (6) The state of Tennessee also has a program that offers all students scholarships and mentoring services if they attend one of the state’s community colleges. (7) Proponents generally believe that these programs are a step in the right direction for making college affordable for students who would have had to take out loans or who would have decided not to pursue higher education at all.

(8) On the other hand, some people oppose bills like the ones in New York and Tennessee because they believe “free” college programs are unsustainable. (9) In order to implement these types of programs, a state pays the college on behalf of the students using funds from the state’s budget, which primarily comes from state taxes. (10) As more students choose to attend college, more funds will be needed to cover the costs. (11) Additionally, many students do not finish college within four years because they switch majors or because they have to work. (12) Critics believe that these circumstances will inevitably lead to an increase in taxes, a decline in the quality of the education offered by the schools, or both. (13) They think narrower college-affordability efforts that target the students who need the most support, such as first-generation college students, may be more effective and viable solutions.

(14) Faculty and students at higher-education institutions can work to keep costs down. (15) In light of increased access to computers, mobile devices, and the Internet, there are more opportunities for students to take courses online, thus reducing the need for and cost of maintaining physical classrooms. (16) Additionally, colleges should account for experience by allowing students to demonstrate their knowledge in order to avoid having to pay to sit through classes on subjects they have already mastered. (17) Similarly, college-bound high school students need to be prepared for college-level work so that they do not have to spend money on remedial classes.

(18) The solutions to the problems associated with rising college costs are not simple. (19) Passing legislation that boosts college affordability will take time, input from experts with different ideas, and careful planning.
5. Which sentence should replace sentence 3 to best state the topic of the passage?

A. Several states have implemented scholarship programs that allow students to attend public universities and community colleges at a very low tuition rate or for free.

B. Determining the most effective way to make college affordable is a complex issue, and there are differing opinions about how to approach the problem.

C. Higher-education institutions should reduce the cost of a college education by finding ways to help students avoid paying for unnecessary classes and materials.

D. The main concern related to the issue of college affordability is that helping students cover tuition could affect the quality of the education they receive.

6. Read this sentence.

| Some note that several states have made their community or state colleges low-cost or free for students with limited resources. |

Where should the sentence be added to best support the ideas in the second paragraph (sentences 4–7)?

E. at the beginning of the paragraph (before sentence 4)

F. between sentences 4 and 5

G. between sentences 5 and 6

H. between sentences 6 and 7

7. Which sentence presents information that shifts away from the topic of the third paragraph (sentences 8–13) and should be deleted?

A. sentence 10

B. sentence 11

C. sentence 12

D. sentence 13
8. Which phrase should be added before sentence 14 to best transition to the ideas in the fourth paragraph (sentences 14–17)?
   
   E. Because college affordability is a complicated issue,
   
   F. With so many opinions about how to make college affordable,
   
   G. Until college becomes more affordable,
   
   H. Although some college affordability programs have been successful,

9. Which concluding sentence should be added after sentence 19 to support the topic of the passage?

   A. The increasing use of technology in college classrooms and the financial support from tuition scholarship programs will make colleges more affordable for many students.
   
   B. Statewide tuition scholarship programs will make college more affordable for many students, but these programs may lead to new problems.
   
   C. Until the problems associated with the rising cost of college are solved, many students will pursue other options after graduating high school.
   
   D. When the issue of college affordability is resolved, students will be able to make decisions about pursuing higher education without cost being the deciding factor.
READING COMPREHENSION

QUESTIONS 10–57

DIRECTIONS: Read each of the following six texts, and answer the related questions. You may write in your test booklet as needed to take notes. You should reread relevant parts of each text, while being mindful of time, before marking the best answer for each question. Base your answers only on the content within the text.
Massachusetts: Lowell National Historical Park

1 During the first half of the 19th century, Lowell, Massachusetts, quickly transformed itself from a farm town to a bustling industrial city. In time, Lowell became a model of industry, gaining global recognition for its state-of-the-art technology, innovative canal and dam system, mill architecture, boardinghouses, churches, and ethnic neighborhoods. Young Yankee\(^1\) women, immigrant families, and European tourists all flocked to Lowell to find work at one of the many textile mills, or visit the industrious city that was becoming a popular tourist destination. As one Scottish traveler observed during his visit to America, "Niagara\(^2\) and Lowell are the two objects I will longest remember in my American journey, the one the glory of American scenery, the other of American industry.” Today, Lowell National Historical Park welcomes visitors to enjoy the sights of Lowell and learn about the history of one of America’s most significant industrial cities.

2 The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts’s Merrimack River to take advantage of the kinetic energy offered by the Pawtucket waterfalls. Over six miles of canals powered the waterwheels of Lowell’s mills, whose massive five- and six-story brick buildings dominated the city’s landscape. . . . The most recognized of these buildings are the Lowell Manufacturing Company chartered in 1821, the Suffolk or Wannalancit Mill completed around the 1880s, the Boott Mill Company established in 1835, and the Boott Mill Boardinghouse that opened in 1838. By the 1850s, 40 textile mills employing over 10,000 workers stretched for about a mile along the river . . . .

3 The city’s female workforce was significant in the history of Lowell. From the early to mid-1800s, women left the constricted lifestyle of small rural towns and rural areas for independent industrial city life. Most were young single Yankee girls, who were tired of the limited opportunities offered by their domestic work.\(^3\) Women found that Lowell’s mills offered monthly wages for their services and provided them room and board. Although these women gained economic independence in Lowell, the mill boardinghouse keepers constantly supervised their social activities, for which they hardly had any time, considering their daily 12- to 14-hour work schedules. At the end of the day, the factory bell signaled the “mill girls” to return to their boardinghouses. They were expected to adhere to the strict code of conduct respecting curfew and attending church.

4 Yankee “mill girls” continued to dominate the Lowell workforce until the 1840s, when the city began to find it difficult to compete with the growing industrial development in other New England communities. As profits fell, the mill industry cut wages. These wage cuts, deteriorating working conditions, and long workdays led the “mill girls” to protest and organize strikes. When their demands went unheard, the women left Lowell, and immigrant groups replaced them in the workforce. Despite the low wages and unhealthy work conditions, immigrants were eager to find work.

5 The immigrants replacing the Yankee “mill girls” during the 1840s were predominantly Irish Catholics, who traveled to America during the Great Potato Famine. Although Lowell received an influx of Irish families during this time, the Irish were a part of the city’s history from its birth,

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\(^1\)Yankee: native to New England

\(^2\)Niagara: a town in northwestern New York State well known as the location of Niagara Falls, a series of waterfalls on the Canadian border

\(^3\)domestic work: household duties like cooking and cleaning
and before the “mill girls” arrived, they built Lowell’s historic canals, mills, and boardinghouses. Initially, Lowell’s Protestant community was slow to welcome Irish immigrants, but the hostility between Yankee Protestants and Irish Catholics eventually disappeared. Irish immigrants dominated the industrial scene until the Civil War, when other immigrant groups began to work in the city mills.

Like the Irish, the French-Canadians, Greeks, Poles, Portuguese, Russian Jews, and Armenians who came to work in Lowell’s mills faced long work hours, low wages, and poor living conditions in the city’s crowded tenements. By the time Lowell’s industry declined, the city had become an ethnic melting pot, where each group claimed its own distinct neighborhood, like the Irish immigrants’ “New Dublin” or “Acre,” and the French-Canadians’ “Little Canada.” The city officially began to close down its mills in the 1920s and ’30s after Lowell’s outdated mills could no longer compete against the state-of-the-art cotton mills in other communities and working conditions continued to decline as Lowell’s companies stopped reinvesting in their mills. . . . Despite a brief resurgence during World War II, the city shut down its last surviving mill by the mid-1950s.

From “Massachusetts: Lowell National Historical Park”—Public Domain/National Park Service

10. Read this sentence from paragraph 1.

As one Scottish traveler observed during his visit to America, “Niagara and Lowell are the two objects I will longest remember in my American journey, the one the glory of American scenery, the other of American industry.”

The author most likely includes the quotation from the Scottish traveler in order to

E. suggest that people around the world saw the direct contribution of nature and industry to the United States.

F. compare the natural and industrial attractions in the United States at that time.

G. convey the idea that the United States offered both natural and industrial attractions.

H. imply that the natural resources in the United States contributed to the development of industry.
11. Which sentence from paragraph 2 best supports the idea that Lowell became “a bustling industrial city” (paragraph 1)?

A. “The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts’s Merrimack River to take advantage of the kinetic energy offered by the Pawtucket waterfalls.”

B. “Over six miles of canals powered the waterwheels of Lowell’s mills, whose massive five- and six-story brick buildings dominated the city’s landscape.”

C. “The most recognized of these buildings are the Lowell Manufacturing Company chartered in 1821, the Suffolk or Wannalancit Mill completed around the 1880s, the Boott Mill Company established in 1835, and the Boott Mill Boardinghouse that opened in 1838.”

D. “By the 1850s, 40 textile mills employing over 10,000 workers stretched for about a mile along the river.”

12. Read this sentence from paragraph 3.

From the early to mid-1800s, women left the constricted lifestyle of small rural towns and rural areas for independent industrial city life.

Which statement best describes how the sentence fits into the overall structure of the passage?

E. It provides a transition from a description of the mills to a description of the workforce in those mills.

F. It indicates a shift in tone from positive and hopeful to negative and dissatisfied with working conditions at the mill.

G. It summarizes a challenge that led many women to leave their hometown and seek work in urban areas.

H. It begins a comparison of the mill workforce between the mid-1800s and the late 1800s.

13. Read this sentence from paragraph 5.

Although Lowell received an influx of Irish families during this time, the Irish were a part of the city’s history from its birth, and before the “mill girls” arrived, they built Lowell’s historic canals, mills, and boardinghouses.

How does this sentence contribute to the development of ideas in the passage?

A. It implies that Lowell was founded by early Irish immigrants.

B. It emphasizes the important role Irish immigrants played in Lowell’s history.

C. It suggests that the new Irish immigrants were readily accepted into the community.

D. It highlights the working relationship between the mill girls and the new Irish immigrants.
14. Which sentence best summarizes the mill girls’ experience as the dominant workforce in Lowell?

E. The mill girls were eager to leave their domestic duties and small towns behind, so they went to work in the mills of Lowell.

F. Originally, the mill girls were satisfied to work in Lowell, but as they left their jobs at the Lowell mills, immigrants arrived to fill the empty positions.

G. Young women left home to work in the Lowell mills, but the mill girls soon became dissatisfied with the working conditions and rigid boardinghouse rules.

H. The mill girls embraced city life when they came to work in Lowell’s mills, but when their protests about unfavorable working conditions went unanswered, they left.

15. A central idea that Lowell was “one of America’s most significant industrial cities” (paragraph 1) is conveyed in the passage primarily through a description of the

A. canals, mills, and boardinghouses that were built by immigrants.

B. mill girls and immigrants who comprised Lowell’s workforce.

C. development of the mills and the workforce established to support them.

D. cultural diversity of the people who lived in the area.

16. The reason Lowell lost its status as an industrial leader is best illustrated through the

E. description of poor living and working conditions.

F. explanation for why some immigrant groups struggled to live together.

G. comparison with other mills that used modern methods.

H. information about the mills opening temporarily during World War II.
Excerpt from *A Tramp Abroad*

by Mark Twain

1. Now and then, while we\(^1\) rested, we watched the laborious ant at his work. I found nothing new in him—certainly nothing to change my opinion of him. It seems to me that in the matter of intellect the ant must be a strangely overrated bird. During many summers now I have watched him, when I ought to have been in better business, and I have not yet come across a living ant that seemed to have any more sense than a dead one. I refer to the ordinary ant, of course; I have had no experience of those wonderful Swiss and African ones which vote, keep drilled armies, . . . and dispute about religion. Those particular ants may be all that the naturalist paints them, but I am persuaded that the average ant is a sham.

2. I admit his industry, of course; he is the hardest working creature in the world—when anybody is looking—but his leather-headedness is the point I make against him. He goes out foraging, he makes a capture, and then what does he do? Go home? No; he goes anywhere but home. He doesn’t know where home is. His home may be only three feet away; no matter, he can’t find it. He makes his capture, as I have said; it is generally something which can be of no sort of use to himself or anybody else; it is usually seven times bigger than it ought to be; he hunts out the awkwardest place to take hold of it; he lifts it bodily up in the air by main force, and starts—not toward home, but in the opposite direction; not calmly and wisely, but with a frantic haste which is wasteful of his strength; he fetches up against a pebble, and, instead of going around it, he climbs over a pebble and, instead of going around it, he climbs over it backwards, dragging his booty after him, tumbles down on the other side, jumps up in a passion, kicks the dust off his clothes, moistens his hands, grabs his property viciously, yanks it this way, then that, shoves it ahead of him a moment, turns tail and lugs it after him another moment, gets madder and madder, then presently hoists it into the air and goes tearing away in an entirely new direction; comes to a weed; it never occurs to him to go around it. No; he must climb it, and he does climb it, dragging his worthless property to the top—which is as bright a thing to do as it would be for me to carry a sack of flour from Heidelberg to Paris by way of Strasburg steeple; when he gets up there he finds that that is not the place; takes a cursory glance at the scenery, and either climbs down again or tumblers down, and starts off once more—as usual, in a new direction. At the end of half an hour he fetches up within six inches of the place he started from, and lays his burden down. Meantime, he has been over all the ground for two yards around, and climbed all the weeds and pebbles he came across. Now he wipes the sweat from his brow, strokes his limbs, and then marches aimlessly off, in as violent a hurry as ever. He traverses a good deal of zig-zag country, and by and by stumbles on his same booty again. He does not remember to have ever seen it before; he looks around to see which is not the way home, grabs his bundle, and starts. He goes through the same adventures he had before; finally stops to rest, and a friend comes along.

3. Evidently the friend remarks that a last year’s grasshopper leg is a very noble acquisition, and inquires where he got it. Evidently the proprietor does not remember exactly where he did get it, but thinks he got it “around here somewhere.” Evidently the friend contracts to help him freight it home. Then, with a judgment peculiarly antic (pun not intentional), they take hold of opposite ends of that grasshopper leg and begin to tug with all their might in opposite directions. Presently they take a rest, and confer together. They decide that something is wrong, they can’t make out

\(^1\) *we:* the author and his fictional travel companion
what. Then they go at it again, just as before. Same result. Mutual recriminations follow.
Evidently each accuses the other of being an obstructionist. They warm up, and the dispute ends
in a fight. They lock themselves together and chew each other’s jaws for a while; then they roll
and tumble on the ground till one loses a horn or a leg and has to haul off for repairs. They make
up and go to work again in the same old insane way, but the crippled ant is at a disadvantage;
tug as he may, the other one drags off the booty and him at the end of it. Instead of giving up, he
hangs on, and gets his shins bruised against every obstruction that comes in the way. By and by,
when that grasshopper leg has been dragged all over the same old ground once more, it is finally
dumped at about the spot where it originally lay. The two perspiring ants inspect it thoughtfully
and decide that dried grasshopper legs are a poor sort of property after all, and then each starts
off in a different direction to see if he can’t find an old nail or something else that is heavy
enough to afford entertainment and at the same time valueless enough to make an ant want to
own it. . . .

4 Science has recently discovered that the ant does not lay up anything for winter use. . . . He does
not work, except when people are looking, and only then when the observer has a green,
naturalistic look, and seems to be taking notes. This amounts to deception, and will injure him for
the Sunday schools. He has not judgment enough to know what is good to eat from what isn’t.
This amounts to ignorance, and will impair the world’s respect for him. . . . He cannot stroll
around a stump and find his way home again. This amounts to idiocy, and once the damaging fact
is established, thoughtful people will cease to look up to him. It is strange beyond comprehension
that so manifest a humbug as the ant has been able to fool so many nations and keep it up so
many ages without being found out.

From A TRAMP ABROAD by Mark Twain—Public Domain

17. The phrase “those wonderful Swiss and African ones which vote, keep drilled armies, . . . and
dispute about religion” in paragraph 1 shows that the author

A. believes that the behavior of the ants is reflected in other living creatures.
B. acknowledges that his observations of a few do not necessarily apply to all.
C. knows that disproving a commonly held belief is challenging.
D. accepts that there are flaws in his interpretation of the behavior of the ants.

18. In paragraph 2, how do the words “grabs,” “yanks,” and “tearing away” contribute to the
meaning of the excerpt?

E. They highlight the ant’s belief that his work is important.
F. They illustrate that the ant is more efficient working on his own.
G. They indicate the speed with which the ant completes his tasks.
H. They emphasize the ant’s anxious efforts to be productive.
19. Read this sentence from paragraph 2.

At the end of half an hour he fetches up within six inches of the place he started from, and lays his burden down.

How does the sentence contribute to the development of the central idea of the excerpt?

A. It reveals that the ant is aware of the purposelessness of his efforts and that he does not enjoy his work.
B. It highlights how little the ant accomplishes despite the great amount of effort he exerts.
C. It suggests that the ant has an industrious attitude and does not easily give up.
D. It emphasizes that the ant does not thoughtfully consider how difficult it would be to carry his capture for such a long period of time.

20. The description at the end of paragraph 2 of the ant repeating his actions conveys the idea that

E. mistakes are necessary in order to make progress.
F. rushing to reach a goal may lead to an undesirable outcome.
G. breaking out of a familiar pattern of events is difficult.
H. industriousness and foolishness is an unfortunate combination.

21. Which sentence from paragraph 2 best supports the idea that sheer “leather-headedness” (paragraph 2) amounts to “ignorance” and “idiocy” (paragraph 4)?

A. “He goes out foraging, he makes a capture, and then what does he do?”
B. “He lifts it bodily up in the air by main force,”
C. “When he gets up there he finds that that is not the place;”
D. “Now he wipes the sweat from his brow, strokes his limbs, and then marches aimlessly off, in as violent a hurry as ever.”

22. How does the presence of the friend in paragraph 3 influence the first ant’s behavior?

E. The friend distracts the ant from finding the correct path home.
F. The friend inspires the ant to consider a new approach to the situation.
G. The friend encourages the ant to continue his worthless efforts.
H. The friend tries to prevent the ant from finishing his task.
23. Which of the following best explains the author’s fascination with the ants?

A. “During many summers now I have watched him, when I ought to have been in better business, and I have not yet come across a living ant that seemed to have any more sense than a dead one.” (paragraph 1)

B. “I admit his industry, of course; he is the hardest working creature in the world—” (paragraph 2)

C. “Science has recently discovered that the ant does not lay up anything for winter use.” (paragraph 4)

D. “It is strange beyond comprehension that so manifest a humbug as the ant has been able to fool so many nations and keep it up so many ages without being found out.” (paragraph 4)

24. Read this sentence from paragraph 3.

Evidently the friend remarks that a last year’s grasshopper leg is a very noble acquisition, and inquires where he got it.

Which statement best describes how the sentence fits into the overall structure of the excerpt?

E. It indicates a shift to the realization that the ants place great importance on an item that has little value.

F. It emphasizes a shift from an analysis of the actions of the individual ant to an interpretation of the interaction between ants.

G. It introduces a transition to the idea that specific observations about one ant allow for generalizations about all ants.

H. It provides a transition to the observation that the ant’s friend is just as purposeful in his efforts toward a futile ending as the first ant is.

25. The central idea that “the average ant is a sham” (paragraph 1) is conveyed mainly through the

A. comical descriptions of the inability of the ants to accomplish the task at hand.

B. comparison between ants from other countries and the ants being observed.

C. keen observations that the level of intelligence of ants is mostly overstated.

D. conclusion that ants value objects that are of little practical use to them.
Using Fire to Keep a Prairie Healthy

Inside the 40,000-acre Joseph H. Williams Tallgrass Prairie Preserve in northern Oklahoma, herds of bison roam on the scenic land that is home to hundreds of different species of plants and animals. While one of the greatest threats to the prairie is wildfire, the use of controlled fires is actually an effective way to protect this idyllic landscape.

Fires that are started by lightning or other natural circumstances are inevitable, and the results can be disastrous. However, hundreds of years ago the American Indian people who inhabited the Great Plains area between Minnesota and Texas realized that these fires could also be helpful. The bison in the area seemed to prefer grazing on tender new grass on the recently burned land rather than on grass in the unburned areas. The American Indian people began to deliberately burn areas of land for bison to graze on, which enticed the herds away from the people’s crops.

Today conservationists at the Tallgrass Prairie Preserve and farmers in the Great Plains continue to use controlled burns for land management. Intentionally burning a portion of land can dramatically improve the quality of the vegetation that regrows there. The fires burn away weedy undergrowth and help limit the overcrowding of shrubs and trees in the burn area, creating less competition for water and nutrients. Additionally, the process of burning excess plant matter adds nitrogen, an essential element for plant growth, to the soil.

One common target of controlled burns at the preserve and the surrounding area is the invasive red cedar tree. A single red cedar tree can consume up to 40 gallons of water per day, taking this vital resource away from other plant life. These tall trees also cast shade that prevents sunlight from reaching the plants beneath them. The fast-growing red cedar trees tend to crowd out prairie grasses, the primary food source for wild and domestic animals that make the prairie their home. An imbalance in one component of the prairie’s ecosystem affects the entire web of life. Controlled burns help maintain this ecosystem’s delicate balance.

Of course, these controlled fires are intended to burn only a portion of an area. A total burn, which is a risk with an uncontrolled wildfire, would destroy all wildlife as well as the crops farmers plant for income. The key to using controlled fires is knowing which areas of land to burn and when. Conservation experts at the preserve employ the “patch-burn” approach, meaning they rotate which portion of land is burned each year. They study the land to find out which areas would most benefit from being burned, and then they arrange about a dozen burns over one-third of the land. This patch burning contains the fire within a specific area and allows animals in the burn area to safely relocate. The following year, conservationists will burn a different section of the preserve, while the land burned the previous year regrows healthier than before.

Researchers have tracked and studied the variety of plant species and animals that live on the preserve, and their studies show that the patch-burn approach has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out. The patch-burn system is so successful that the conservationists at the preserve provide training to prairie farmers about conducting controlled burns on their own land. Burning land to make it healthy may seem counterintuitive, but strategic controlled fires have helped the prairie sustain life for hundreds of years and, with careful management, will continue to do so.
OVERVIEW OF THE PATCH-BURN METHOD

By using a patch-burn method, conservationists and farmers can reduce the risk of unintentional fires and control where grazing animals, such as bison, roam.

The **unburned area** is overrun with weeds and has the greatest risk of catching fire.

The **previously burned area** is cleared of weeds, and young trees and crops grow freely and thrive.

The **recently burned area** has been cleared of all plants. Bison prefer to eat the fresh grass that will begin to grow in the recently burned area, and they will generally remain in that area until newer, fresher grass is available elsewhere.
26. According to the passage, how did fires started by natural causes prompt American Indians to begin practicing controlled burns?

E. by drawing animals in to the area to feed on the new growth sprouting from the burned land
F. by destroying tall trees and reducing the shade that had hindered the growth of planted crops
G. by burning off excess vegetation and increasing the availability of nutrients for the remaining plants
H. by causing changes to the bison’s migration habits as bison herds fled from the wildfires on the prairie

27. Targeting red cedar trees in controlled burns affects the animals that live on the prairie mostly by

A. ensuring that the animals’ main food source has the conditions needed for it to thrive.
B. endangering the animals that live near the trees scheduled for removal.
C. making sure that the water supply for the animals is sufficient.
D. reducing the animals’ natural source of shade and protection from the elements.

28. Read this sentence from paragraph 6.

The patch-burn system is so successful that the conservationists at the preserve provide training to prairie farmers about conducting controlled burns on their own land.

The author includes this sentence to show that

E. the conservationists are better qualified to lead preservation efforts than farmers are.
F. the conservationists are eager to involve others in the preservation of the prairie.
G. the conservationists’ efforts will restore the original beauty and biodiversity of the region.
H. the conservationists’ training program should serve as a model for other conservation organizations.
29. Which details from the passage best convey the central idea that using the patch-burn method is an effective way to protect and manage prairie land?

A. the explanation that conservationists use the alternating burn pattern of the patch-burn method in order to allow the animals in the area to avoid the fire
B. the information that conservationists evaluate which land would most benefit from a controlled burn before applying the patch-burn method
C. the information that conservationists have determined that the patch-burn method has promoted the growth of species that were at risk of being crowded out
D. the explanation that conservationists are able to control the fire in the patch-burn method by arranging separate burns across the designated portion of land

30. Which sentence supports the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land?

E. “While one of the greatest threats to the prairie is wildfire, the use of controlled fires is actually an effective way to protect this idyllic landscape.” (paragraph 1)
F. “The American Indian people began to deliberately burn areas of land for bison to graze on, which enticed the herds away from the people’s crops.” (paragraph 2)
G. “This patch burning contains the fire within a specific area and allows animals in the burn area to safely relocate.” (paragraph 5)
H. “The following year, conservationists will burn a different section of the preserve, while the land burned the previous year regrows healthier than before.” (paragraph 5)

31. Read this sentence from paragraph 6.

Burning land to make it healthy may seem counterintuitive, but strategic controlled fires have helped the prairie sustain life for hundreds of years and, with careful management, will continue to do so.

The words “counterintuitive” and “strategic” in the sentence convey the idea that

A. the safest methods are sometimes the least effective at solving complex challenges.
B. thorough investigation of uncommon methodologies can lead to beneficial results.
C. detailed planning can ensure that a potentially destructive action has a positive impact.
D. plans that entail a certain amount of risk almost always result in success.
32. With which statement would the author most likely agree?

- **E.** It is important to explain the purposes and the risks of controlled burns to the people living near a proposed burn area.
- **F.** It is necessary to thoroughly examine a particular region in order to plan and execute a successful controlled burn.
- **G.** Monitoring animals’ reactions after a controlled burn on the prairie is a minor part of scientists’ research.
- **H.** Conservationists should consider the helpful aspects of invasive species before executing a controlled burn.

33. How do the diagram and its text provide additional support for the topic presented in the passage?

- **A.** by depicting how the landscape in a given area changes as the patch-burn method is applied
- **B.** by indicating that patch-burn fires are best suited for use in areas with certain features
- **C.** by revealing that the patch-burn method is used primarily on uninhabited areas of land
- **D.** by comparing the size of the area burned by the patch-burn method with that of unburned areas
Cross-Purposes

What I am is *built*: concrete and steel. I defy gravity. I am what every athlete wants: to remain at the apex of the leap, up in the air. And yet I am useful, too: cars, trucks, people, even trains make their way across my broad back. Swallows and ospreys\(^1\) nest in my trusses.

What you are is an *accident*, what happens to rain when rain gives in to Earth’s gravitational pull. You are some tears dribbling from a mountain’s eye, running down the pavements of small towns, into the cities, to the sea. You are the path of least resistance.

What I am is motion. I am water, and I am older than anything else you know. No human built me. I am gravity’s best friend; I pool and flow wherever gravity takes me. I am the blood flowing in the runner’s chest, and I catch everything: from the hills, the mountains. It all washes down through me.

What you are is an *accident*, what happens to rain when rain gives in to Earth’s gravitational pull. You are some tears dribbling from a mountain’s eye, running down the pavements of small towns, into the cities, to the sea. You are the path of least resistance.

What I am is power. You, of course, have none: you are a static lump, an artifact slowly decaying. But my regal flow nourishes grasses, permits empires to rise. Those who made you will break you, in time, replacing you with yet another clumsy structure. I have seen. I know.

“Clumsy”? Being rebuilt makes me a friend of time, does it not? And it means that I have siblings—those “clumsy” structures, my sisters and brothers. We stitch across the rip you make. We are steel thread to the human needle. We bind you up. We sew you.

And I sow into you; in every cranny of your superstructure my vapors cling. They bring out your softness, your rust.

\(^1\) *ospreys:* large birds
Boast your best, and boast better yet.
I am listening to the bright hum
of the wind in your wires. Because I am,
above all else, patient. I will wait for you.

34. How does the similar construction of the sentence in line 1 and the sentence in line 8 contribute to the meaning of the poem?

E. It introduces the intended permanence of the structure and the ever-changing fluidity of the water.
F. It shows that the structure can bridge the gap caused by the water.
G. It suggests that the inflexible structure has more limitations than the adaptable water does.
H. It contrasts the stability of the structure with the instability of the water.

35. Read lines 2–4 and lines 12–14 from the poem.

I am what every athlete
wants: to remain at the apex of the leap,
up in the air.

I am the blood flowing in the runner’s chest,
and I catch everything: from the hills,
the mountains.

How do the lines contribute to the development of a central idea of the poem?

A. They establish that both the structure and the water have endurance and control.
B. They highlight that both the structure and the water are powerful and impressive.
C. They suggest that the structure and the water are unaware of how similar they are.
D. They reveal that the structure and the water are surprised that they are interrelated.

36. The use of the words “siblings” and “my sisters and brothers” in lines 31–32 conveys the idea that the

E. forms water can take are less diverse than the types of structures that exist.
F. number of human-made structures is rapidly increasing.
G. water passes under many similar-looking structures as it flows.
H. structure is powerful because it is one of many.
37. The comparison to sewing in lines 33–35 helps show that the structure
   A. enhances the beauty of the natural landscape.
   B. brings people together more effectively than nature does.
   C. provides clear boundaries for natural environments.
   D. serves as a means for people to overcome an obstacle created by nature.

38. The last stanza (lines 36–42) conveys a central idea of the poem by
   E. demonstrating that both the structure and the water depend on each other to fulfill their functions.
   F. implying that a stronger structure would be able to resist the degradation caused by the water.
   G. revealing that the passage of time will render both the structure and the water obsolete.
   H. suggesting that the water will eventually weaken the structure and will continue to exist after the structure is gone.

39. Read lines 41–42 from the poem.

   Because I am,
   above all else, patient. I will wait for you.

Which of the following supports what is implied in these lines?
   A. “I am older / than anything else you know.” (lines 8–9)
   B. “No human / built me.” (lines 9–10)
   C. “It all washes down through me.” (line 14)
   D. “Those who made you will break you,” (line 26)
40. How does the poet develop the points of view of the structure and the water?

E. by giving an account of a discussion between them about the future of human civilization
F. by narrating a debate they have over their impact on the environment
G. by illustrating the unique power they each possess over nature
H. by using personification to allow them to debate who is more important

41. How does the form of the poem contribute to its meaning?

A. The use of an equal number of lines in each stanza emphasizes that both speakers are equally important.
B. The use of italics in some of the stanzas indicates the increasing tension between the structure and the water.
C. The alternating positions of the stanzas highlight the opposing points of view of the speakers.
D. The lack of a regular rhyme scheme or meter reflects the way the water changes the structure and the way the water itself changes.
Zitkala-Sa (Gertrude Simmons Bonnin) was a Native American writer, musician, teacher, and political activist who was raised on the Yankton Sioux Reservation in South Dakota. In 1900 she published “Impressions of an Indian Childhood” (the term Indian was commonly used at the time to refer to Native American people) to expose readers to what life is like on a reservation.

Excerpt from “Impressions of an Indian Childhood”

by Zitkala-Sa

1 Soon after breakfast Mother sometimes began her beadwork. On a bright, clear day, she pulled out the wooden pegs that pinned the skirt of our wigwam\(^1\) to the ground, and rolled the canvas part way up on its frame of slender poles. Then the cool morning breezes swept freely through our dwelling, now and then wafting the perfume of sweet grasses from newly burnt prairie.

2 Untying the long tasseled strings that bound a small brown buckskin\(^2\) bag, my mother spread upon a mat beside her bunches of colored beads, just as an artist arranges the paints upon his palette. On a lapboard she smoothed out a double sheet of soft white buckskin; and drawing from a beaded case that hung on the left of her wide belt a long, narrow blade, she trimmed the buckskin into shape. Often she worked upon small moccasins for her small daughter. Then I became intensely interested in her designing. With a proud, beaming face, I watched her work. In [my] imagination, I saw myself walking in a new pair of snugly fitting moccasins. I felt the envious eyes of my playmates upon the pretty red beads decorating my feet.

3 Close beside my mother I sat on a rug, with a scrap of buckskin in one hand and an awl in the other. This was the beginning of my practical observation lessons in the art of beadwork. From a skein\(^3\) of finely twisted threads of silvery sinews my mother pulled out a single one. With an awl she pierced the buckskin, and skilfully threaded it with the white sinew. Picking up the tiny beads one by one, she strung them with the point of her thread, always twisting it carefully after every stitch.

4 It took many trials before I learned how to knot my sinew thread on the point of my finger, as I saw her do. Then the next difficulty was in keeping my thread stiffly twisted, so that I could easily string my beads upon it. My mother required of me original designs for my lessons in beading. At first I frequently ensnared many a sunny hour into working a long design. Soon I learned from self-inflicted punishment to refrain from drawing complex patterns, for I had to finish whatever I began.

5 After some experience I usually drew easy and simple crosses and squares. These were some of the set forms. My original designs were not always symmetrical nor sufficiently characteristic, two faults with which my mother had little patience. The quietness of her oversight made me feel strongly responsible and dependent upon my own judgment. She treated me as a dignified little individual as long as I was on my good behavior; and how humiliated I was when some boldness of mine drew forth a rebuke from her!

\(^1\)**wigwam**: hut with an arched framework of poles covered with bark, mats, or animal hides

\(^2\)**buckskin**: leather made from the skin of a male deer

\(^3\)**skein**: coiled length of yarn or other thread loosely wound on a reel
In the choice of colors she left me to my own taste. I was pleased with an outline of yellow upon a background of dark blue, or a combination of red and myrtle-green. There was another of red with a bluish-gray that was more conventionally used. When I became a little familiar with designing and the various pleasing combinations of color, a harder lesson was given me. It was the sewing on, instead of beads, some tinted porcupine quills, moistened and flattened between the nails of the thumb and forefinger. My mother cut off the prickly ends and burned them at once in the centre fire. These sharp points were poisonous, and worked into the flesh wherever they lodged. For this reason, my mother said, I should not do much alone in quills until I was as tall as my cousin Warca-Ziwin.

Always after these confining lessons I was wild with surplus spirits, and found joyous relief in running loose in the open again. Many a summer afternoon a party of four or five of my playmates roamed over the hills with me. We each carried a light sharpened rod about four feet long, with which we pried up certain sweet roots. When we had eaten all the choice roots we chanced upon, we shouldered our rods and strayed off into patches of a stalky plant under whose yellow blossoms we found little crystal drops of gum. Drop by drop we gathered this nature’s rock-candy, until each of us could boast of a lump the size of a small bird’s egg. Soon satiated with its woody flavor, we tossed away our gum, to return again to the sweet roots.

From “Impressions of an Indian Childhood” by Zitkala-Sa—Public Domain

### A BRIEF HISTORY OF BEADWORK IN SOUTH DAKOTA

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500s</td>
<td>The Dakota use beads made from bones, shells, stones, and animal teeth. European traders bring glass beads to North America.</td>
</tr>
<tr>
<td>Late 1600s</td>
<td>The Dakota begin trading with the French in Minnesota.</td>
</tr>
<tr>
<td>1830s</td>
<td>The Dakota begin using glass beads in clothing, artwork, and decorations in place of Native-made beads.</td>
</tr>
<tr>
<td>1862–1865</td>
<td>The Dakota are expelled from their homelands in Minnesota as a result of the U.S.-Dakota War.</td>
</tr>
<tr>
<td>1900s–1920s</td>
<td>The Dakota create items to sell outside their community.</td>
</tr>
</tbody>
</table>

Source: MNopedia
42. In paragraph 1, the phrases “cool morning breezes swept freely” and “wafting the perfume of sweet grasses” affect the tone of the excerpt by suggesting

   E. the sadness that the author feels reflecting upon her former way of life.
   F. the enthusiasm with which the author approached her work indoors.
   G. the fond feelings that the author has toward her childhood experiences.
   H. the mix of emotions that the author feels toward her work and her mother.

43. The phrase “just as an artist arranges the paints upon his palette” in paragraph 2 suggests that

   A. beadwork is a true form of art.
   B. color is a source of artistic inspiration.
   C. all artistic activities begin with a series of steps.
   D. the beadworker tries to imitate art.

44. The author’s use of sequence in paragraphs 1 and 2 contributes to the development of ideas in the excerpt by

   E. listing the many steps that are involved in the process of beading in order to explain its difficulty and complexity.
   F. conveying the importance of following the steps of the beading process in a precise order to work most efficiently.
   G. emphasizing the time required to fully prepare for and execute the many large and small tasks in the activity of beading.
   H. detailing each step in preparation for beading in order to highlight the author’s enthusiasm for the work.

45. The details in paragraph 3 convey a central idea of the excerpt by suggesting that

   A. the author was interested in the work because she knew her mother was making something for her.
   B. the author had difficulty learning through observation but wanted to help her mother.
   C. the author was determined to behave according to her mother’s standards and sought her approval.
   D. the author had great admiration for her mother’s precision and mastery of her craft.
46. Which sentence best summarizes the process of beading that is described in the excerpt?

E. Take a buckskin bag full of beads and spread them out on a mat in different colors like a paint palette; take a double sheet of buckskin and smooth it out on a table; take a sinew and awl and thread the beads onto the buckskin in a desired pattern.

F. Cut the double sheet of buckskin into a shape; take a skein of sinew and pierce the buckskin with an awl; thread the sinew with beads of many different colors in a simple or complex pattern; twist the sinew to keep it tight after every stitch into the buckskin.

G. Arrange the beads into groups of colors on a mat; smooth out a double sheet of buckskin and cut it to shape; take a single thread of sinew; pierce the buckskin with an awl; thread the buckskin with the sinew and string it with beads, carefully twisting after every stitch.

H. Gather beads, buckskin, sinew, and awl and place them on a mat; cut the buckskin into the desired shape; decide on a pattern for the beads and create it using the sinews and the awl; thread the beads onto the sinew in the desired pattern and twist it tight.

47. The idea that mastering moccasin design and creation requires experience is best illustrated in the excerpt through

A. the information about the advanced technique of incorporating porcupine quills into a design.

B. the descriptions of the special materials that must be used to make decorated moccasins.

C. the descriptions of the various color combinations that make an attractive moccasin design.

D. the example of the author successfully and independently using a sharpened rod.

48. How does the author distinguish her point of view from that of her mother?

E. by describing their techniques for knotting sinew thread (paragraph 4)

F. by describing their approaches to beadwork design (paragraph 5)

G. by stating her mother’s instructions on working with quills (paragraph 6)

H. by stating her mother’s ideas about activities after lessons (paragraph 7)
49. Read this sentence from paragraph 7.

    Always after these confining lessons I was wild with surplus spirits, and found joyous relief in running loose in the open again.

Which sentence best describes how this sentence fits into the overall structure of the excerpt?

A. It introduces a shift from the author’s demanding relationship with her mother to her more relaxed relationships with friends.
B. It signals a change from the challenging aspects of life on the reservation to the advantages of living on the prairie.
C. It highlights a contrast between the focus and control required while working and the freedom of having fun outside.
D. It concludes the progression of events in the narrative by describing the sequence of events at the end of the author’s day.

50. The table after paragraph 7 expands upon a central idea in the excerpt because it shows that

E. the craft that the author was learning was a tradition that endured through many generations and changes.
F. the author’s family incorporated traditional materials into their craft as a way of resisting the influence from European traders.
G. the uniqueness of the cultural tradition that the author learned as a child was eventually recognized in Europe.
H. the author was able to incorporate color into her craftwork as a result of trade with other peoples.
Excerpt from “Niagara Falls”

by Rupert Brooke

1 The real secret of the beauty and terror of the Falls is not their height or width, but the feeling of colossal power and of unintelligible disaster caused by the plunge of that vast body of water. If that were taken away, there would be little visible change, but the heart would be gone.

2 The American Falls do not inspire this feeling in the same way as the Canadian. It is because they are less in volume, and because the water does not fall so much into one place. By comparison their beauty is almost delicate and fragile. They are extraordinarily level, one long curtain of lacework and woven foam. Seen from opposite, when the sun is on them, they are blindingly white, and the clouds of spray show dark against them. With both Falls the colour of the water is the ever-altering wonder. Greens and blues, purples and whites, melt into one another, and come again, and change with the changing sun. Sometimes they are as richly diaphanous as a precious stone, and glow from within with a deep, inexplicable light. Sometimes the white intricacies of dropping foam become opaque and creamy. And always there are the rainbows. If you come suddenly upon the Falls from above, a great double rainbow, very vivid, spanning the extent of spray from top to bottom, is the first thing you see. If you wander along the cliff opposite, a bow springs into being in the American Falls, accompanies you courteously on your walk, dwindles and dies as the mist ends, and awakens again as you reach the Canadian tumult. And the bold traveller who attempts the trip under the American Falls sees, when he dare open his eyes to anything, tiny baby rainbows, some four or five yards in span, leaping from rock to rock among the foam, and gambolling beside him, barely out of hand’s reach, as he goes. One I saw in that place was a complete circle, such as I have never seen before, and so near that I could put my foot on it. It is a terrifying journey, beneath and behind the Falls. The senses are battered and bewildered by the thunder of the water and the assault of wind and spray; or rather, the sound is not of falling water, but merely of falling; a noise of unspecified ruin. So, if you are close behind the endless clamour, the sight cannot recognise liquid in the masses that hurl past. You are dimly and pitifully aware that sheets of light and darkness are falling in great curves in front of you. Dull omnipresent foam washes the face. Farther away, in the roar and hissing, clouds of spray seem literally to slide down some invisible plane of air.

3 Beyond the foot of the Falls the river is like a slipping floor of marble, green with veins of dirty white, made by the scum that was foam. It slides very quietly and slowly down for a mile or two, sullenly exhausted. Then it turns to a dull sage green, and hurries more swiftly, smooth and ominous. As the walls of the ravine close in, trouble stirs, and the waters boil and eddy. These are the lower rapids, a sight more terrifying than the Falls, because less intelligible. Close in its bands of rock the river surges tumultuously forward, writhing and leaping as if inspired by a demon. It is pressed by the straits into a visibly convex form. Great planes of water slide past. Sometimes it is thrown up into a pinnacle of foam higher than a house, or leaps with incredible speed from the crest of one vast wave to another, along the shining curve between, like the spring of a wild beast. Its motion continually suggests muscular action. The power manifest in these rapids moves one with a different sense of awe and terror from that of the Falls. Here the inhuman life and strength are spontaneous, active, almost resolute. . . . A place of fear.

1diaphanous: sheer, translucent
One is drawn back, strangely, to a contemplation of the Falls, at every hour, and especially by night, when the cloud of spray becomes an immense visible ghost, straining and wavering high above the river, white and pathetic and translucent. The Victorian lies very close below the surface in every man. There one can sit and let great cloudy thoughts of destiny and the passage of empires drift through the mind; for such dreams are at home by Niagara. I could not get out of my mind the thought of a friend, who said that the rainbows over the Falls were like the arts and beauty and goodness, with regard to the stream of life—caused by it, thrown upon its spray, but unable to stay or direct or affect it, and ceasing when it ceased. In all comparisons that rise in the heart, the river, with its multitudinous waves and its single current, likens itself to a life, whether of an individual or of a community. A man’s life is of many flashing moments, and yet one stream; a nation’s flows through all its citizens, and yet is more than they. In such places, one is aware, with an almost insupportable and yet comforting certitude, that both men and nations are hurried onwards to their ruin or ending as inevitably as this dark flood. Some go down to it unreluctant, and meet it, like the river, not without nobility. And as incessant, as inevitable, and as unavailing as the spray that hangs over the Falls, is the white cloud of human crying. . . . With some such thoughts does the platitudinous heart win from the confusion and thunder of a Niagara peace that the quietest plains or most stable hills can never give.

From LETTERS FROM AMERICA by Rupert Brooke—Public Domain

51. The central idea that the Falls communicate a feeling of “unintelligible disaster” (paragraph 1) is conveyed in paragraph 2 through a description of

A. the glow of the precious stones visible within the water.
B. the dynamic flow of the colors that are visible in the water.
C. the sudden appearance and disappearance of rainbows.
D. the sounds associated with a sense of falling.

52. Read this sentence from paragraph 2.

They are extraordinarily level, one long curtain of lacework and woven foam.

What is the effect of comparing the American Falls to a “long curtain of lacework and woven foam”?

E. It demonstrates the timelessness of the American Falls.
F. It conveys the secretive nature of the American Falls.
G. It illustrates the elegant uniformity of the American Falls.
H. It communicates the intense strength of the American Falls.

platitudinous: clichéd, common
53. Read this sentence from paragraph 3.

**These are the lower rapids, a sight more terrifying than the Falls, because less intelligible.**

Which statement best describes how the sentence fits into the overall structure of the excerpt?

A. It signals a change from the positive aspects of the Falls to the negative aspects.
B. It indicates a progression from the literal description of the water to a discussion of timeless truths.
C. It reinforces a shift from the qualities of the Falls to the qualities of the river.
D. It introduces a contrast between the obvious and the hidden features of the rapids.

54. Which sentence from the excerpt best supports the idea that the essence of the Falls lies in their emotional impact?

E. “If that were taken away, there would be little visible change, but the heart would be gone.” (paragraph 1)
F. “By comparison their beauty is almost delicate and fragile.” (paragraph 2)
G. “One is drawn back, strangely, to a contemplation of the Falls, at every hour, and especially by night, when the cloud of spray becomes an immense visible ghost, straining and wavering high above the river, white and pathetic and translucent.” (paragraph 4)
H. “A man’s life is of many flashing moments, and yet one stream; a nation’s flows through all its citizens, and yet is more than they.” (paragraph 4)

55. Read this sentence from paragraph 4.

**There one can sit and let great cloudy thoughts of destiny and the passage of empires drift through the mind; for such dreams are at home by Niagara.**

The sentence most contributes to the development of ideas in the excerpt by

A. suggesting that viewing the Falls can be a life-changing experience.
B. showing that the cliffs of the Falls are a good place for self-examination.
C. emphasizing that the grandeur of the Falls seems impossible to grasp.
D. highlighting the type of reflection that is inspired by a visit to the Falls.
56. In paragraph 4, the idea that human life and history travel toward the same ending is illustrated mainly through

E. the discussion of how the rainbows visible in the Falls are like the art and beauty created by humankind.
F. the comparison between the movement of water in the Falls and the human experience.
G. the inclusion of details that show that every observer’s experience with the Falls is different.
H. the acknowledgment that contemplating the Falls at night sparks an awareness of humankind’s destiny.

57. With which statement would the author of this excerpt most likely agree?

A. A sense of ease and assurance comes with accepting one’s fate.
B. No matter where one’s path goes in life, one will always have regrets.
C. The best way to overcome fear is to recognize it and then defy it.
D. Reason will die out with humanity, but art will remain immortal.
PART 2 — MATHEMATICS

57 QUESTIONS

IMPORTANT NOTES

(1) Formulas and definitions of mathematical terms and symbols are not provided.

(2) Diagrams other than graphs are not necessarily drawn to scale. Do not assume any relationship in a diagram unless it is specifically stated or can be determined from the information given.

(3) Assume that a diagram is in one plane unless the question specifically states that it is not.

(4) Graphs are drawn to scale. Unless stated otherwise, you can assume relationships according to appearance. For example, lines on a graph that appear to be parallel can be assumed to be parallel. This is also true for concurrent lines, straight lines, collinear points, right angles, etc.

(5) Reduce (simplify) all fractions to lowest terms.
GRID-IN QUESTIONS
QUESTIONS 58–62

DIRECTIONS: Solve each problem. On the answer sheet, write your answer in the boxes at the top of the grid. Start on the left side of each grid. Print only one number or symbol in each box. Under each box, fill in the circle that matches the number or symbol you wrote above.

- Do not fill in a circle under an unused box.
- Do not leave a box blank in the middle of an answer.

58. \[ \frac{3}{5}(2x + 5) - 2x \]

After the expression above is simplified, what is the coefficient of \( x \) expressed as a decimal?

59. Two number cubes have sides labeled 1 through 6. Both number cubes are rolled. How many different outcomes will have a sum of 6?

60. The figure above shows a scale drawing of a garden, where 1 centimeter represents 2.5 meters. What is the perimeter of the actual garden in meters?
61. At one location, the temperature increased from $-7^\circ$ F to $4^\circ$ F between 5:00 a.m. and 9:00 a.m. By 11:00 a.m., the temperature was 3.5 times greater than the 9:00 a.m. temperature. What was the total increase in temperature between 5:00 a.m. and 11:00 a.m., in degrees Fahrenheit?

62. The figure below is a triangular prism. The lateral sides are rectangles.

What is the volume of the figure, in cubic inches?
MULTIPLE CHOICE QUESTIONS
QUESTIONS 63–114

DIRECTIONS: Solve each problem. Select the best answer from the choices given. Mark the letter of your answer on the answer sheet. When you are solving problems, you can write in the test booklet or on the scrap paper given to you.

63. This graph shows $y$, the weight of a pole of length $x$.

![Graph showing weight of pole vs. length (feet)]

What is represented by the point with coordinates $(1, 4)$?

A. The unit rate is 4 ounces per foot.
B. The $y$-intercept is 4.
C. A pole 4 feet long weighs 1 ounce.
D. The length increases 4 feet for each 1 ounce of weight.

64. The number line shows points E, F, G, and H.

![Number line showing points E, F, G, and H]

Which point represents the sum of $2.5 + (-4.5)$?

E. point E
F. point F
G. point G
H. point H

65. If $\frac{9}{2x} = \frac{3y}{8}$, where $x \neq 0$ and $y \neq 0$, what is the product of $x$ and $y$?

A. 4
B. 6
C. 12
D. 16
66. A car dealership is having a sale where all cars have a 12% discount. What is the discounted price of a car that originally cost $15,600?

E. $13,728
F. $14,300
G. $14,400
H. $15,588

67. \[ \frac{4 \frac{2}{3}}{2} = \]

A. \( \frac{15}{28} \)
B. \( 1\frac{13}{15} \)
C. \( 2\frac{1}{3} \)
D. \( 3\frac{1}{3} \)

68. In a sports league each team has 36 players and 3 coaches. There are also a number of team assistants. The ratio of team assistants to players is \( \frac{1}{6} \). What is the ratio of coaches to assistants?

E. \( \frac{1}{4} \)
F. \( \frac{1}{2} \)
G. \( \frac{2}{3} \)
H. \( \frac{5}{6} \)

69. Lena is building a fence. She will need to dig holes to help support the posts that hold up the fence. The holes need to have a depth of \( 3\frac{1}{3} \) feet below the ground. Each post is 10 feet long. What is the height of the part of the post that is above the ground?

A. \( 6\frac{2}{3} \) feet
B. \( 7\frac{1}{3} \) feet
C. 10 feet
D. \( 13\frac{1}{3} \) feet
70. \[ p + 2r = r(p + 1) + 1 \]

In the equation above, if \( r = 2 \), what is the value of \( p \)?

\[ \begin{align*}
E. & \quad 0 \\
F. & \quad 1 \\
G. & \quad 2 \\
H. & \quad 3
\end{align*} \]

71. Karen reads at the rate of 60 pages per day. Martina reads 25 percent more pages per day than Karen. If the two students begin 1,500-page reading assignments on the same day, how many days sooner will Martina complete the assignment than Karen?

\[ \begin{align*}
A. & \quad 4 \\
B. & \quad 5 \\
C. & \quad 7 \\
D. & \quad 15
\end{align*} \]

72. Claire is running on a circular track. She has already run 650 meters. Each lap around the track is a distance of 120 meters. Her goal is to run at least 2,500 meters in all. How many more laps does she need to complete in order to reach her goal?

\[ \begin{align*}
E. & \quad 5 \\
F. & \quad 6 \\
G. & \quad 15 \\
H. & \quad 16
\end{align*} \]

73. A company with 200 employees grew in size by 25% between 2005 and 2010. The company grew again by 10% between 2010 and 2015. What was the total number of employees in 2015?

\[ \begin{align*}
A. & \quad 235 \\
B. & \quad 260 \\
C. & \quad 270 \\
D. & \quad 275
\end{align*} \]
74. A bowl contains 12 green candies, 4 yellow candies, and some red candies. The probability of choosing a green candy at random is twice as great as the probability of choosing a red candy at random. What is the probability of choosing a yellow candy at random?

E. \( \frac{2}{11} \)
F. \( \frac{2}{9} \)
G. \( \frac{1}{4} \)
H. \( \frac{3}{11} \)

75. A seller at an Internet site reports that 99.7% of his sales have resulted in satisfied customers. Based on the report, what fraction of the sales have resulted in unsatisfied customers?

A. \( \frac{1}{997} \)
B. \( \frac{3}{1,000} \)
C. \( \frac{3}{997} \)
D. \( \frac{1}{300} \)

76. Serena was studying the number of water stations for different lengths of races. The table below shows the data she collected.

**WATER STATIONS IN RACES**

<table>
<thead>
<tr>
<th>Length of Race (mi)</th>
<th>Number of Water Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>18</td>
<td>12</td>
</tr>
</tbody>
</table>

Which equation represents the relationship between the length of the race, \( x \) miles, and the number of water stations, \( y \)?

E. \( y = \frac{2}{3}x \)
F. \( y = \frac{3}{2}x \)
G. \( y = x + 6 \)
H. \( y = x - 1 \)
77. Centerville will hold a vote on whether to build a new park. The town council surveyed a random sample of 200 residents to determine whether they would be in favor of building this park. The table shows the results of the survey.

**SURVEY RESULTS**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Number of Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>142</td>
</tr>
<tr>
<td>No</td>
<td>38</td>
</tr>
<tr>
<td>Undecided</td>
<td>20</td>
</tr>
</tbody>
</table>

The mayor estimates that half the undecided voters will vote in favor of building the park. Based on the survey results, if the mayor is correct, how many of the 24,100 voters will be in favor of building the park?

A. 17,111  
B. 18,316  
C. 19,401  
D. 19,521

78. \(-\frac{1}{49}, -49, -\frac{1}{7}, -1\)

Which number shown above is the greatest?

E. \(-\frac{1}{49}\)  
F. \(-49\)  
G. \(-\frac{1}{7}\)  
H. \(-1\)

79. What decimal is equivalent to \(\frac{13}{-11}\)?

A. -1.18  
B. -1.118  
C. -1.18  
D. -1.81

80. Each loaf of bread a baker makes requires \(\frac{1}{5}\) ounce of salt. How many loaves can be made if 40 ounces of salt are used?

E. 8  
F. 20  
G. 45  
H. 200
81. What is the value of \( \frac{\left( \frac{5}{7} - \frac{6}{7} \right)}{\left( \frac{4}{7} - \frac{6}{7} \right)} \)?

A. \( -\frac{1}{2} \)
B. \( -\frac{1}{7} \)
C. \( \frac{1}{7} \)
D. \( \frac{1}{2} \)

82. Which number line represents the values of \( x \) that satisfy the inequality \( -5 \leq 1 - 3x \leq 4 \)?

E. 

F. 

G. 

H. 

83. If 1 sind = 0.75 plunks, how many sinds are equivalent to 8 plunks, rounded to the nearest hundredth?

A. 1.33
B. 6.00
C. 7.25
D. 10.67

84. Simplify:

\[ 8x - (7 + 2.5x) + 2 \]

E. 5.5\( x \) - 9
F. 5.5\( x \) - 5
G. 10.5\( x \) - 9
H. 10.5\( x \) - 5

85. Kim can repair 3 bicycles every 4 hours. At this rate, how long will it take her to repair 5 bicycles?

A. 6 hr
B. 6 hr 40 min
C. 6 hr 45 min
D. 7 hr 15 min
86. Jar Q contains 12 balls, and Jar R contains 8 balls. The probability of drawing a yellow ball at random from Jar Q is \( \frac{1}{3} \). The probability of drawing a yellow ball at random from Jar R is \( \frac{3}{4} \). All the balls are poured into an empty jar, Jar S. What is the probability of drawing a yellow ball at random from Jar S?

E. \( \frac{1}{4} \)

F. \( \frac{1}{3} \)

G. \( \frac{1}{2} \)

H. \( \frac{4}{7} \)

87. GIA’S BAG OF SNACK MIX

<table>
<thead>
<tr>
<th>Snack</th>
<th>Number in Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretzels</td>
<td>12</td>
</tr>
<tr>
<td>Raisins</td>
<td>9</td>
</tr>
</tbody>
</table>

Gia and her friends counted the numbers of pretzels and raisins in their bags of snack mix. The table above shows the numbers in Gia’s bag. Which other snack mix bag has a ratio of pretzels to raisins in the same proportional relationship as Gia’s bag?

A. ADELE’S BAG OF SNACK MIX

<table>
<thead>
<tr>
<th>Snack</th>
<th>Number in Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretzels</td>
<td>6</td>
</tr>
<tr>
<td>Raisins</td>
<td>18</td>
</tr>
</tbody>
</table>

B. CARL’S BAG OF SNACK MIX

<table>
<thead>
<tr>
<th>Snack</th>
<th>Number in Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretzels</td>
<td>15</td>
</tr>
<tr>
<td>Raisins</td>
<td>12</td>
</tr>
</tbody>
</table>

C. ISABEL’S BAG OF SNACK MIX

<table>
<thead>
<tr>
<th>Snack</th>
<th>Number in Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretzels</td>
<td>18</td>
</tr>
<tr>
<td>Raisins</td>
<td>15</td>
</tr>
</tbody>
</table>

D. TREVON’S BAG OF SNACK MIX

<table>
<thead>
<tr>
<th>Snack</th>
<th>Number in Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretzels</td>
<td>16</td>
</tr>
<tr>
<td>Raisins</td>
<td>12</td>
</tr>
</tbody>
</table>
88. If \( y = 4x \), what is the value of
\[ 3y + 2(3y + 5) - x \] in terms of \( x \)?

E. \( 8x + 10 \)
F. \( 32x + 10 \)
G. \( 35x + 10 \)
H. \( 36x + 10 \)

90. If \( x = -4 \), what is the sum of \( x \) and 10% of \( |x| \)?

E. \( -4.4 \)
F. \( -3.6 \)
G. \( 0.4 \)
H. \( 4.4 \)

89. Two circular plates have the dimensions shown.

What is the difference between the areas of the two plates, in square inches?

A. \( 6\pi \)
B. \( 9\pi \)
C. \( 45\pi \)
D. \( 180\pi \)

91. The volume of a cube is 512 cubic centimeters. What is the length, in centimeters, of one side of this cube?

A. \( 8 \)
B. \( 42\frac{2}{3} \)
C. \( 85\frac{1}{3} \)
D. \( 128 \)
92. The high temperature on Monday was $x^\circ$ F. On Tuesday, the high temperature was $84^\circ$ F, which was a 5% increase from Monday’s high temperature. On Wednesday, the high temperature was 10% lower than it was on Monday. How much lower was the high temperature on Wednesday than the high temperature on Monday?

E. 4.0$^\circ$ F  
F. 8.0$^\circ$ F  
G. 8.4$^\circ$ F  
H. 8.8$^\circ$ F

93. The integers $(n - 1), n,$ and $(n + 1)$ are factors of 168. What is the greatest possible value of $n$?

A. 3  
B. 7  
C. 14  
D. 84

94. Raoul gave two musical performances. His second performance occurred 86 days after his first performance. If Raoul’s second performance was on a Tuesday, on what day of the week was his first performance?

E. Sunday  
F. Monday  
G. Wednesday  
H. Thursday

95. Michael received a check for $213 for working 20 hours at his part-time job. The amount on the check was his total pay after $32 in taxes was deducted. What was Michael’s hourly pay rate before taxes were deducted?

A. $9.05  
B. $10.65  
C. $12.25  
D. $21.35
96. What is the total surface area, in square centimeters, of the closed box shown above?

- **E.** 3,800
- **F.** 5,600
- **G.** 7,600
- **H.** 40,000

97. The value of a particular car decreases at a constant rate. If the car is worth $15,000 three years after its original purchase date and $10,000 five years after its original purchase date, what was the value of the car on its original purchase date?

- **A.** $18,000
- **B.** $20,000
- **C.** $22,500
- **D.** $25,000

98. A bag contains 2 green, 4 blue, and 3 yellow disks. Alana selects 4 disks from the bag at random, one at a time, without replacing them. What is the probability that she selects all 4 blue disks?

- **E.** \(\frac{8}{2,187}\)
- **F.** \(\frac{1}{126}\)
- **G.** \(\frac{256}{6,561}\)
- **H.** \(\frac{16}{9}\)

99. Jevon earns \(\frac{1}{2}\)\% per year on the money in his savings account. Which expression is **not** another way to write \(\frac{1}{2}\)\%?

- **A.** \(\frac{0.005}{100}\)
- **B.** \(\frac{1}{2}\)
- **C.** \(\frac{5}{1,000}\)
- **D.** \(\frac{1}{200}\)
100. A community garden had 50 members in 2001. In each of the next three years, the number of members increased by 40% over the number of members from the previous year. How many members were there in 2004? (Round to the nearest whole number.)

E. 70
F. 98
G. 110
H. 137

101. Which inequality is equivalent to $6x - 20 < 5x - 2(5 - 3x)$?

A. $x < 16$
B. $x < \frac{5}{2}$
C. $x < -2$
D. $x > -2$

102. A box contains a total of 30 paper clips with colors in the ratio red:white:blue = 2:5:3. Suppose that one paper clip of each color is removed from the box and not replaced. What is the probability that the next paper clip chosen will be blue?

E. $\frac{5}{27}$
F. $\frac{2}{7}$
G. $\frac{8}{27}$
H. $\frac{3}{10}$

103. The least positive integer evenly divisible by the first 6 positive integers is 60. What is the least positive integer evenly divisible by the first 8 positive integers?

A. 1,680
B. 840
C. 480
D. 420
104. Three different colors of paint are available to paint the window frame, the door, and the wall of a house. If no two parts of the house may be painted the same color, how many different ways are there to paint the three parts of the house?

E. 3
F. 6
G. 9
H. 27

105. Triangle MNP is similar to triangle XYZ, and MN = NP. What is the perimeter of triangle MNP?

![Diagram of similar triangles MNP and XYZ]

Triangle MNP is similar to triangle XYZ, and MN = NP. What is the perimeter of triangle MNP?

A. 25 cm
B. 30 cm
C. 36 cm
D. 40 cm

106. Suppose that \(w, x, y, \) and \(z\) are integers, none of which are zero. Under which set of conditions would the product \(x^2y^3zw\) always be positive?

E. \(x\) is positive and \(w\) is positive.
F. \(x\) is negative and \(w\) is negative.
G. \(y\) is negative and \(z\) is negative.
H. \(x\) and \(y\) are negative, and \(z\) and \(w\) are positive.

107. Chris has 1 red shirt, 2 white shirts, and 3 black shirts. Chris picks a shirt at random. Without putting the first shirt back, he picks a second shirt at random. What is the probability that the first shirt is black and the second shirt is red?

A. \(\frac{1}{12}\)
B. \(\frac{1}{10}\)
C. \(\frac{1}{5}\)
D. \(\frac{7}{10}\)
108. Rita used 125 small solid cubes to build a large solid cube. The measure of each edge of the small cubes equals 1 inch. What is the measure of each edge of the large cube, in inches?

E. 5
F. 25
G. 41.33
H. 125

109. Five numbered balls are placed in two boxes as shown in the figure above. Davina picks one ball at random from Box B and places it in Box A. Then Yusuf picks one ball from Box A without looking. What is the probability that Yusuf will pick a ball with an odd number?

A. \( \frac{2}{9} \)
B. \( \frac{1}{3} \)
C. \( \frac{2}{5} \)
D. \( \frac{2}{3} \)
110. Which graph represents the solution to $|x + 1| \geq 2$?

E.  

F.  

G.  

H.  

111. A rectangular kitchen floor is 12 feet long and 7.5 feet wide. It will be covered completely with new square tiles measuring 0.75 foot on each side. How many tiles will cover the floor?

A. 68  
B. 78  
C. 120  
D. 160

112. Typically, an amusement park sells 3 times as many tickets on Sunday as on any weekday, and 4 times as many tickets on Saturday as on Sunday. If the number of tickets sold on Saturday and Sunday totaled 30,000, how many tickets are expected to be sold on the following Monday?

E. 2,000  
F. 2,500  
G. 3,000  
H. 4,285
113. A rectangular field had a length of 80 meters and a width of 50 meters. The field was recently enlarged, with the length increased by 15% and the width increased by 10 meters. By what percentage was the area of the field increased?

A. 26.5%
B. 35%
C. 38%
D. 42.5%

114. If $x$ and $y$ are both negative integers with $x < y$, which expression has the least value?

E. $x^2y$
F. $xy^2$
G. $-x^2y$
H. $-xy^2$

THIS IS THE END OF THE TEST. IF TIME REMAINS, YOU SHOULD CHECK YOUR ANSWERS. BE SURE THAT THERE ARE NO STRAY MARKS, PARTIALLY FILLED ANSWER CIRCLES, OR INCOMPLETE ERASURES ON YOUR ANSWER SHEET.
REVISING/EDITING PART A

1. The question asks for the revision that corrects the error in sentence structure in the paragraph.

   A. **CORRECT.** The first sentence of the paragraph is a run-on because both clauses—“The land on Earth has not always been separated into the seven continents” and “at one time a massive supercontinent, known as Pangaea, covered one-third of Earth’s surface”—are independent clauses. Independent clauses are complete sentences, and two complete sentences should not be combined with just a comma. The revision is correct because it separates the two sentences by placing a period where it is needed after “continents” and by capitalizing the word “At.”

   B. Incorrect. While adding a semicolon after “surface” can be considered a correct way to separate the independent clauses “at one time a massive supercontinent, known as Pangaea, covered one-third of Earth’s surface” and “Additionally, the supercontinent was surrounded by ocean waters called Panthalassa, much of which were in Earth’s Southern Hemisphere,” this change does not address the sentence structure error in the paragraph (the run-on sentence). The use of a period separating the independent clauses (complete sentences) is correct as is.

   C. Incorrect. Adding a period after “Panthalassa” would separate the dependent clause “much of which were in Earth’s Southern Hemisphere” from its subject: “ocean waters called Panthalassa.” The dependent clause cannot stand on its own because it shares elements with the main clause. A dependent clause is not a complete sentence and must be joined with an independent clause. The clause beginning with “much of which” is an adjective for “ocean waters.” Changing the comma to a period creates a new error (a sentence fragment) and does not address the existing sentence structure error at the beginning of the paragraph (the run-on sentence).

   D. Incorrect. Removing the period after “crust” would create a run-on sentence because the period is needed to separate two complete sentences—“Geologists believe that the supercontinent split apart over millions of years because of the movement of the tectonic plates that form Earth’s crust” and “In fact, experts predict that over the next 250 million years the movement of the plates will cause the seven continents to merge into a supercontinent again.” A comma after “crust” would combine these sentences into a run-on, creating a new error in the sentence without fixing the existing sentence structure error (the run-on sentence) at the beginning of the paragraph.
2. The question asks for the identification of the sentence in the paragraph that has an error in its construction and should be revised.

   E. **CORRECT.** Sentence 1 contains a structural error. The sentence begins with a list of modifying phrases: "Walking dogs, cleaning kennels, hand-feeding newborn kittens, and supporting the pet-adoption process." As written, this list modifies the closest noun phrase, "the animal shelter," which is illogical because the list describes tasks at the animal shelter, not the shelter itself. The list should follow the word "tasks" at the end of the sentence, so that it is closer to the word that it modifies.

   F. Incorrect. Sentence 2 does not contain structural errors. The phrase "especially those who aspire to care for and protect animals" in sentence 2 correctly modifies "young people."

   G. Incorrect. Sentence 3 does not contain structural errors. The structure of sentence 3 allows the words "In addition to hands-on training with animal care" to correctly modify "volunteers will learn."

   H. Incorrect. Sentence 4 does not contain structural errors. The phrase "which is the awareness and understanding of the feelings of others" in sentence 4 correctly modifies the word "empathy."

3. The question asks for the correction needed for an error in the sentence.

   A. Incorrect. When a name has more than one element, a comma is used to separate the elements for clarity.

   B. **CORRECT.** The sentence needs a comma to set off the clause "which is considered one of the 'new' Seven Wonders of the World," because the clause is not essential to the meaning of the sentence (nonrestrictive clause). This option is correct because it places a comma where it is needed, after "Italy," to set off the nonrestrictive clause that follows.

   C. Incorrect. This edit would remove the comma at the end of the nonrestrictive clause, which should be set off by commas at the beginning and the end.

   D. Incorrect. A comma after "built" would separate the dependent clause "and once could hold up to 50,000 spectators" from the subject of the main clause. The dependent clause uses the subject from the main clause, so it must stay connected.

4. The question asks for the correct revision of the sentence in the box.

   E. Incorrect. The revisions do not fix the error that "to promote their club" modifies "a bake sale."

   F. Incorrect. The revisions do not fix the error that "to promote their club" modifies "a bake sale."

   G. **CORRECT.** The revision is correct because it includes the phrase "to promote their club" clearly modifying "members of the debate team."

   H. Incorrect. While the revision clarifies that "to promote their club" relates to the "members of the debate team," the rest of the sentence is poorly written because the insertion of "on Wednesday to promote their club" in the middle of the sentence interrupts the main clause, "Members of the debate team will sponsor a bake sale."
5. The question asks which sentence should replace sentence 3 to best state the topic of the passage.

A. Incorrect. Although this sentence mentions that “several states have implemented scholarship programs,” it does not clearly introduce the topic of the passage, which is differing opinions about and approaches to solving the problem of the cost of college.

B. CORRECT. This sentence best replaces sentence 3 because it clearly states the topic of “determining the most effective way to make college affordable.” It also provides an introduction to the “differing opinions” of proponents, who believe that states should provide low-cost or free tuition, and opponents, who believe that such state programs are “unsustainable” (sentence 8).

C. Incorrect. This sentence mentions the role of higher-education institutions in helping “reduce the cost of a college education” for students, which is a idea discussed in sentences 14 and 15 in the passage. Although the sentence provides details to support the topic of the passage by referring to “ways to help students avoid paying for unnecessary classes and materials,” it does not state the topic, which is differing opinions about and approaches to solving the problem of the cost of college.

D. Incorrect. Even though this sentence mentions “college affordability,” it is primarily focused on a problem that is related to, but different from, the issue discussed in the passage. The passage is concerned with “the price of higher education” (sentence 2), not how tuition rates “affect the quality of the education [students] receive.”

6. The question asks where the sentence should be added to best support the ideas in the second paragraph (sentences 4–7).

E. Incorrect. Sentence 4 introduces the main idea of the second paragraph (making college “a financially realistic option for those who aspire to obtain a degree”) and should not be preceded by the added sentence, which focuses more narrowly on the specific ways that some states are implementing that idea.

F. CORRECT. The added sentence provides a proposed solution to the issue stated in sentence 4, that “a college education should be a financially realistic option.” Sentence 5 is an example of the programs discussed in the added sentence.

G. Incorrect. Sentences 5 and 6 offer examples of state governments providing “low-cost or free” tuition. The added sentence introduces this idea in the second paragraph and should come before these specific examples are provided as evidence.

H. Incorrect. Sentence 6 provides an example of the state government of Tennessee providing “low-cost or free” tuition, and sentence 7 further explains the opinion of those in favor of such programs (“a step in the right direction for making college affordable”). However, the ideas in sentences 6 and 7 follow from and support the idea in the added sentence. Therefore, the added sentence should be placed in the paragraph before sentences 6 and 7, which help elaborate its idea.
7. The question asks which sentence presents information that shifts away from the topic of the third paragraph (sentences 8–13) and should be deleted.

A. Incorrect. Sentence 9 explains that scholarship funding comes "from the state's budget, which primarily comes from state taxes." Sentence 10 logically follows the idea in sentence 9 by explaining that "as more students choose to attend college, more funds will be needed to cover the costs." Therefore, sentence 10 should not be deleted, because it does not shift away from the topic of the paragraph.

B. CORRECT. Sentence 10 makes the claim that "as more students choose to attend college, more funds will be needed to cover the costs." Sentence 11 shifts away from this topic by focusing on how switching majors or working affects students' ability to finish college, rather than on the additional funds that will be needed for scholarship programs. Therefore, sentence 11 should be deleted.

C. Incorrect. Sentence 9 states that scholarship program funding comes "from the state's budget, which primarily comes from state taxes." Sentence 10 points out that "as more students choose to attend college, more funds will be needed to cover the costs." Sentence 12 elaborates on the critics' opinions discussed in sentences 8–10. It reflects the belief that the "circumstances" described in sentences 9 and 10 "will inevitably lead to an increase in taxes, a decline in the quality of the education offered by the schools, or both." Thus, sentence 12 should not be deleted, because it does not shift away from the topic of the paragraph.

D. Incorrect. Sentence 13 refers back to the "critics" mentioned in sentence 12 and expands on the critics' concern about increased taxes mentioned in sentence 12 by stating that "narrower college-affordability efforts . . . may be more effective and viable solutions." Therefore, sentence 13 should not be deleted because it logically follows the ideas in sentence 12 and serves as a concluding sentence for the paragraph.
8. The question asks which phrase should be added before sentence 14 to best transition to the ideas in the fourth paragraph (sentences 14–17).

E. Incorrect. Sentence 13 summarizes the viewpoint of opponents, who believe that targeted approaches to funding education “may be more effective and viable solutions,” and sentence 14 serves to introduce how “faculty and students at higher-education institutions can work to keep costs down.” Affordability is “a complicated issue,” but the use of the word “Because” suggests that the ideas that follow in sentences 14–17 will explain a cause-and-effect relationship. However, sentences 14–17 discuss ways faculty and students should work together to keep the cost of college down while waiting for a long-term solution to the problem, not a causal relationship.

F. Incorrect. Sentences 4–13 provide information about the viewpoint of proponents, who believe that “a college education should be a financially realistic option for those who aspire to obtain a degree” (sentence 4), and opponents, who believe free college programs are “unsustainable” (sentence 8). Although the phrase in this option mentions “opinions,” it indicates that the fourth paragraph will discuss why the number of opinions makes affordability a debatable issue. Instead, the fourth paragraph discusses ways faculty and students can help keep costs down until a solution is reached.

G. CORRECT. Sentence 13 summarizes the viewpoint of opponents, who believe that targeted approaches to funding education “may be more effective and viable solutions,” while proponents “generally believe that these [government] programs are a step in the right direction for making college affordable” (sentence 7). However, sentences 14–17 offer three possible solutions that could alleviate the problem in the meantime. Therefore, the phrase in this option should be added before sentence 14 to best transition to the ideas in the fourth paragraph because it suggests that until the issue of affordability is resolved, alternatives are available to help make a college education more affordable.

H. Incorrect. This phrase mentions “college affordability,” a topic discussed in the fourth paragraph. However, the ideas introduced in the phrase do not logically lead into the ideas discussed in sentences 14–17, because the phrase mentions “programs [that] have been successful,” and the paragraph states that “faculty and students at higher-education institutions can work to keep costs down” (sentence 14) and that colleges “should account for experience by allowing students to demonstrate their knowledge in order to avoid having to pay to sit through classes on subjects they have already mastered” (sentence 16). Use of the words “can” and “should” in these sentences indicates that the actions or programs mentioned in the paragraph have not been completed.
9. The question asks which concluding sentence should be added after sentence 19 to support the topic of the passage.

A. Incorrect. Although sentence 15 cites “increased access to computers, mobile devices, and the Internet” and states that “there are more opportunities for students to take courses online, thus reducing the need for and cost of maintaining physical classrooms,” the primary topic discussed throughout the passage is that state and federal governments, not faculty and students, must resolve the issue of college affordability. Therefore, the sentence should not be added after sentence 19, because it does not support the topic.

B. Incorrect. Sentence 5 presents the example of the New York State legislature, which “passed a bill creating a program to cover the tuition costs for nearly one million students.” Sentence 12 states that critics of this type of program believe that certain circumstances “will inevitably lead to an increase in taxes” or other issues such as low-quality education. However, the idea that these types of programs may lead to new problems is not thoroughly discussed in the passage. Therefore, the sentence should not be added after sentence 19, because it does not support the topic.

C. Incorrect. Although sentence 7 states that scholarship programs are helpful “for students who would have had to take out loans or who would have decided not to pursue higher education at all,” the passage does not state that many students will stop pursuing higher education until the affordability issues are solved. In fact, sentence 14 states that there are ways faculty and students can “work to keep costs down.” Therefore, the sentence should not be added after sentence 19, because it does not support the topic.

D. CORRECT. The sentence in this option should be added after sentence 19 to support the topic because it acknowledges that the issue of college affordability discussed throughout the passage is not “resolved” but that when it is, students will be able to make decisions about attending college without concerns about cost. Sentence 18 states that “the solutions to the problems associated with rising college costs are not simple,” and sentence 19 adds that “passing legislation that boosts college affordability will take time,” ideas, and planning.
10. The question asks why the author includes the quotation from the Scottish traveler in paragraph 1 of the passage.

   E. Incorrect. While it is likely that people outside the United States recognized that both the natural landscape and the bustling industry were significant, the quotation from the Scottish traveler is meant to convey the variety of the types of attractions in the U.S., not to make a general statement about their contribution.

   F. Incorrect. The Scottish traveler mentions both “American scenery” and “American industry” in the quotation, but the intent is to highlight that they are each points of interest. The quotation does not provide a comparison of the two attractions.

   G. CORRECT. The quotation emphasizes the idea that the United States offers different attractions. The Scottish traveler highlights the two places in the United States that he will most remember: first, the beautiful natural formation of Niagara Falls (“‘the glory of Americanscenery’”) and second, the industrial city of Lowell (“‘the glory . . . of American industry’”).

   H. Incorrect. The Scottish traveler mentions both “American scenery” and “American industry” in the quotation but does not imply that the natural resources contributed to the development of industry.

11. The question asks for the sentence in paragraph 2 that best supports the idea that Lowell became “a bustling industrial city” (paragraph 1).

   A. Incorrect. While the sentence provides details on when the town of Lowell was founded and the natural features of the area, it does not support the idea that the city became “a bustling industrial city.”

   B. Incorrect. Although this sentence indicates that the mill buildings were a noticeable feature of the city and provides details on how the mills worked, it does not specifically show that Lowell had become “a bustling industrial city.”

   C. Incorrect. While this sentence lists some recognizable mill buildings along the river and notes when their associated businesses were established, it does not support the idea that Lowell was “a bustling industrial city.”

   D. CORRECT. This sentence indicates that within only a few decades of the city’s founding, it experienced massive industrial growth, with “40 textile mills employing over 10,000 workers,” supporting the idea that Lowell became “a bustling industrial city.”
12. The question asks which statement best describes how the sentence in paragraph 3 fits into the overall structure of the passage.

E. CORRECT. The sentence in paragraph 3 provides a transition from the overall description of the city and the mills to a description of the women who made up the workforce in the mills. The idea that women left domestic life in favor of working in the mills is important in the passage, and the sentence serves to connect that idea to the previous discussion about the mills.

F. Incorrect. While the mill girls’ dissatisfaction with their working conditions is addressed later in the passage (”These wage cuts, deteriorating working conditions, and long workdays led the ‘mill girls’ to protest and organize strikes” [paragraph 4]), the sentence in paragraph 3 does not indicate a shift in tone from positive to negative. The sentence provides a transition to the discussion of the women who worked in the mills.

G. Incorrect. Although the sentence in paragraph 3 mentions that women became interested in working in the mills because of the “constricted lifestyle of small rural towns,” structurally the sentence does not function as a summary because, instead of expanding on the idea of the difficulties or challenges of life in small rural towns and rural areas, the paragraph goes on to describe the advantages and disadvantages of life in the city for these women.

H. Incorrect. The sentence in paragraph 3 focuses on the choices women made to leave rural towns to work in the city in the early to mid-1800s, not the mid-1800s to the late 1800s. The sentence does not create a comparison between the workforce in the mid-1800s and that in the late 1800s.

13. The question asks how the sentence in paragraph 5 contributes to the development of ideas in the passage.

A. Incorrect. The sentence from paragraph 5 does not imply that Lowell was founded by early Irish immigrants. The sentence explains how Irish immigrants had been settling in Lowell since the city was established and that they contributed to the construction of the city, which allowed it to become an industrial center several decades later.

B. CORRECT. The sentence from paragraph 5 shows that early Irish immigrants were critical to the success of Lowell as an industrial city. This information supports the development of the idea that the work of Irish immigrants and immigrants from other places is an important element in the historical significance of industry in Lowell.

C. Incorrect. The sentence from paragraph 5 does not suggest that new Irish immigrants were readily accepted into the community. Paragraph 5 states that “initially, Lowell’s Protestant community was slow to welcome Irish immigrants, but the hostility between Yankee Protestants and Irish Catholics eventually disappeared.”

D. Incorrect. The sentence from paragraph 5 does not highlight the relationship between the mill girls and the new Irish immigrants. Paragraph 4 explains how the mill girls left Lowell, and paragraph 5 states that the mill girls were replaced by “predominantly Irish Catholics, who traveled to America during the Great Potato Famine” but does not discuss a relationship between them.
14. The question asks for the sentence that best summarizes the mill girls’ time as the dominant workforce in Lowell.

E. Incorrect. While the passage explains that mill girls were initially eager to leave the domestic duties of life in rural areas, the summary sentence does not address the details about the mill girls’ time working in the mills or the changes that led the mill girls to leave the industry.

F. Incorrect. Mill girls initially found satisfaction in the mill work and lifestyle, and when they did leave, immigrants filled the empty jobs. This summary sentence, however, does not address the details about the mill girls’ time as the primary workforce in Lowell or the circumstances that led them to leave their jobs in the mid-1800s.

G. Incorrect. Mill girls did leave home to work in the Lowell mills, and they did grow dissatisfied over time, but this summary sentence does not include details about the mill girls’ actions to improve the working conditions.

H. CORRECT. This sentence summary best captures the mill girls’ experience as outlined in paragraphs 3 and 4. The sentence concisely summarizes both the women’s initial excitement about the opportunity to live independently (“Women found that Lowell’s mills offered monthly wages for their services and provided them room and board” [paragraph 3]) and their eventual inability to secure better working conditions (“When their demands went unheard, the women left Lowell, and immigrant groups replaced them in the workforce” [paragraph 4]).

15. The question asks which description conveys the central idea that Lowell was “one of America's most significant industrial cities” (paragraph 1).

A. Incorrect. While the passage does state that the city’s canals, mills, and boardinghouses were built by early immigrants from Ireland, these details do not contribute to the development of the overall idea that Lowell was a significant industrial city.

B. Incorrect. The details about the women and immigrants who worked in the mills is important to the passage, but these details alone do not show that Lowell was a significant industrial city.

C. CORRECT. The details throughout the passage about the development of the mills and the people who worked in them convey the significance of Lowell in early American industry. Paragraph 2 shares details about the businesses that started in the early 1800s and contributed to the development of industry in the region (“The most recognized of these buildings are the Lowell Manufacturing Company chartered in 1821, the Suffolk or Wannalancit Mill completed around the 1880s, the Boott Mill Company established in 1835, and the Boott Mill Boardinghouse that opened in 1838”). Then paragraphs 3–6 provide specific details about the people who worked in the mills at different points in time.

D. Incorrect. Although the passage references Lowell’s culturally diverse community (“Young Yankee women, immigrant families, and European tourists all flocked to Lowell to find work at one of the many textile mills” [paragraph 1]), these groups alone are not what marked Lowell as a significant industrial city.
16. The question asks for the reason that best illustrates why Lowell lost its status as an industrial leader.

E. Incorrect. While the passage discusses the “long work hours, low wages, and poor living conditions in the city’s crowded tenements” (paragraph 6) in Lowell, these details highlight the living and working conditions of immigrant groups. The author does not state that poor living and working conditions are the reason Lowell lost its status as a “model of industry.”

F. Incorrect. Paragraph 5 in the passage acknowledges that there was some tension between the different ethnic and religious groups in Lowell, but this idea is not what led to Lowell’s decline as a “model of industry.”

G. CORRECT. When Lowell was initially established, the mills in the city thrived because of their advanced manufacturing methods (“gaining global recognition for its state-of-the-art technology, innovative canal and dam system, [and] mill architecture” [paragraph 1]). However, manufacturing technology changed and improved over time, and many mill owners chose to close the mills rather than modernize them, resulting in Lowell’s loss of status as a “model of industry” (“The city officially began to close down its mills in the 1920s and ’30s after Lowell’s outdated mills could no longer compete against the state-of-the-art cotton mills in other communities” [paragraph 6]).

H. Incorrect. The details about the temporary revival of the mills during World War II do not show why Lowell is no longer considered a “model of industry.” The mills were used briefly during wartime because of an increased need for supplies, but this use of the mills was short-lived.

Excerpt from A Tramp Abroad

17. The question asks what the inclusion of the phrase from paragraph 1, which highlights the behavior of ants from different parts of the world, shows about the author.

A. Incorrect. In the excerpt, the author is comparing different species of ants with one another and not with other living creatures.

B. CORRECT. The phrase from paragraph 1 is meant to acknowledge that while the author believes that “the ordinary ant” is foolish, his observations in the excerpt do not apply to other types of ants.

C. Incorrect. Although the author suggests that disproving a commonly held belief about the behavior of ants from different parts of the world is challenging, the author does not directly express this opinion in the excerpt.

D. Incorrect. While the author suggests in the excerpt the idea that his conclusions drawn about the ants’ behavior are flawed, the reference to Swiss and African ants is meant to show that those ants are an exception.
18. The question asks for an explanation of how the words “grabs,” “yanks,” and “tearing away” (paragraph 2) contribute to the meaning of the excerpt.

E. Incorrect. Although the ant’s actions suggest that he believes he has an important job to complete, the words used in the paragraph focus on the ant’s movements rather than on his beliefs.

F. Incorrect. The ant’s inability to make progress while transporting the grasshopper leg by himself demonstrates the ant’s inefficiency (“At the end of half an hour he fetches up within six inches of the place he started from” [paragraph 2]).

G. Incorrect. The ant does not complete his tasks, despite moving in a hurried and determined way (“not calmly and wisely, but with a frantic haste which is wasteful of his strength” [paragraph 2]).

H. CORRECT. These words convey sudden movements as the ant becomes more upset in his efforts to transport the grasshopper leg.

19. The question asks how the sentence, which states that the ant ends up only six inches from his original starting point, contributes to the central idea of the excerpt.

A. Incorrect. While the author recognizes the pointlessness of the efforts, the ant never becomes aware that his efforts are purposeless.

B. CORRECT. The sentence explains how the idea in the sentence supports the central idea that “the average ant is a sham” (paragraph 1) by emphasizing his lack of progress and wasted effort.

C. Incorrect. The ant ending up only six inches from his starting point suggests pointless effort, not an industrious or productive attitude.

D. Incorrect. The emphasis of the sentence is on the ant’s wasted effort, not the difficulty and time involved, which the ant never realizes or evaluates.
20. The question asks which idea the description at the end of paragraph 2 conveys about the repetition of the ant’s actions.

E. Incorrect. The description at the end of paragraph 2, in which the ant “goes through the same adventures” to no avail, does not convey the idea that mistakes are necessary in order to make progress.

F. Incorrect. The description at the end of paragraph 2, in which the ant runs away in a “violent” hurry and “traverses a good deal of zig-zag country, and by and by stumbles on his same booty again . . . not remember[ing] to have ever seen it before,” does not convey the idea that rushing to meet a goal may lead to an undesirable outcome, because the last line in paragraph 2 refers to the ant’s repetitive actions as an adventure (“He goes through the same adventures he had before”).

G. Incorrect. The description at the end of paragraph 2, in which the ant repeatedly “stumbles on his same booty again,” does not convey the idea that breaking out of a familiar pattern of events is difficult, because the industrious ant “does not remember” (paragraph 2) and is thus unaware that he is repeating his actions.

H. CORRECT. The description at the end of paragraph 2 says that the ant “traverses a good deal of zig-zag country, and by and by stumbles on his same booty again. He does not remember to have ever seen it before; he looks around to see which is not the way home, grabs his bundle, and starts. He goes through the same adventures he had before,” thus indicating that the ant is both industrious and foolish in his actions.

21. The question asks for a sentence from the excerpt that best supports the idea that the ant’s “leather-headedness” (paragraph 2), or the ant’s stubborn determination to engage in foolish and worthless actions, amounts to “ignorance” and “idiocy” (paragraph 4).

A. Incorrect. Although this sentence asks about what the ant does after “he makes a capture” (paragraph 2), this rhetorical question remains unanswered and the sentence does not best demonstrate how the ant’s stubborn determination in engaging in foolish and worthless actions amounts to “ignorance” and “idiocy.”

B. Incorrect. While this sentence indicates what the ant does after “he makes a capture” (paragraph 2), the sentence does not best demonstrate how the ant’s stubborn determination in engaging in foolish and worthless actions amounts to “ignorance” and “idiocy,” because it describes typical ant behavior, in which there is nothing inherently foolish until it is applied stubbornly in the wrong direction (“he lifts it bodily up . . . and starts—not toward home, but in the opposite direction; not calmly and wisely, but with a frantic haste which is wasteful of his strength” [paragraph 2]).

C. CORRECT. In the sentence, the ant realizes he is in the wrong place only after wasting effort and strength. “He cannot stroll around a stump and find his way home again. This amounts to idiocy” (paragraph 4). Thus, this sentence best demonstrates how the ant’s stubborn determination in engaging in foolish and worthless actions amounts to “ignorance” and “idiocy.”

D. Incorrect. Even though this sentence uses the word “aimlessly” to suggest an element of foolishness, the sentence describes the physical aftermath of the ant’s exertions, but without the context of those exertions, it cannot be said to show “leather-headedness” or “ignorance” and “idiocy.”
22. The question asks how the second ant, a friend, influences the first ant.

   E. Incorrect. The first ant does not know where his home is (paragraph 2: “He doesn’t know where home is. His home may be only three feet away; no matter, he can’t find it”).

   F. Incorrect. While the friend offers to help the first ant (paragraph 3: “Evidently the friend contracts to help him freight [the grasshopper leg] home”), he does not inspire a new approach to resolving the situation.

   G. CORRECT. The friend’s complimentary remark about the grasshopper leg serves to encourage the first ant to continue his efforts to drag the useless object home (paragraph 3: “Evidently the friend remarks that a last year’s grasshopper leg is a very noble acquisition”).

   H. Incorrect. While the friend does make it difficult for the first ant to transport the grasshopper leg, the friend is not intentionally trying to prevent the first ant from reaching home (paragraph 3: “Then, with a judgment peculiarly antic [pun not intentional], they take hold of opposite ends of that grasshopper leg and begin to tug with all their might in opposite directions”).

23. The question asks for the text from the excerpt that best explains why the author finds the behavior of the ants fascinating.

   A. Incorrect. The quoted text provides details that reflect the author’s basic interest, but this observation does not extend to the level of fascination.

   B. Incorrect. Although the author states “I admit his industry” and acknowledges that ants are hardworking, the author does not explain in the quoted text why he finds the behavior of the ants fascinating.

   C. Incorrect. The quoted text provides details that would reflect a basic interest and observation but that do not extend to fascination.

   D. CORRECT. The author’s purpose in describing the excessively foolish actions of the ants is to prove his argument that in spite of what people have long believed, ants are completely lacking in intelligence. The author’s use of the phrase “beyond comprehension” in the quoted text shows the author’s fascination with the difference between public opinion and observed truth.
24. The question asks for an explanation of how the sentence from paragraph 3, which highlights the second ant’s interest in the grasshopper leg, fits into the structure of the excerpt.

E. Incorrect. The idea that the ant seeks out worthless items is established in paragraph 2 (“it is generally something which can be of no sort of use to himself or anybody else”) and in paragraph 3 (“valueless enough to make an ant want to own it”), but the sentence does not indicate a shift to a realization that the ants place great importance on an item that has little value.

F. CORRECT. This statement best describes how the sentence from paragraph 3 fits into the overall structure of the excerpt because the sentence emphasizes a shift from paragraph 2, which analyzes the actions of the first ant alone, to paragraph 3, which comments on the interaction between the two ants and the ensuing efforts of the two ants together as they “take hold of opposite ends of that grasshopper leg and begin to tug with all their might in opposite directions” (paragraph 3).

G. Incorrect. While the author states in paragraph 3 that the ants “take hold of opposite ends of that grasshopper leg and begin to tug with all their might in opposite directions” and they “go to work again in the same old insane way,” this statement does not best describe how the sentence from paragraph 3 fits into the overall structure of the excerpt, because the sentence does not create a transition to the idea that specific observations allow for a generalization about all ants.

H. Incorrect. Although the author states in paragraph 3 that “the friend contracts to help him freight [the grasshopper leg] home,“ the author does not suggest that the ants’ actions are purposeful. Rather, the author describes their actions and their “judgment [as] peculiarly antic” (paragraph 3). Thus, the statement does not best describe how the sentence from paragraph 3 fits into the overall structure of the excerpt, because the sentence does not provide a transition to the observation that the ant’s friend is just as purposeful in his efforts toward a futile ending as the first ant is.

25. The question asks how the central idea that “the average ant is a sham” (paragraph 1) is mainly conveyed in the excerpt.

A. CORRECT. The excerpt focuses on the author’s humorous explanation of the ineffective struggles of two ants to accomplish a task, and the excerpt concludes with the statement that ants are not as smart as people think: “the ant has been able to fool so many nations” (paragraph 4).

B. Incorrect. The reference to ants in other locations is a detail mentioned only in paragraph 1 and is not directly related to the central idea mentioned in the question.

C. Incorrect. While the narrator does observe the ants, the observations made are highly opinionated and not characterized as especially insightful or perceptive.

D. Incorrect. Although paragraph 2 states that the ant seeks out objects that are “generally something which can be of no sort of use to himself or anybody else,” this reference is not the main way that the author conveys the premise that ants are a sham or false.
26. The question asks how observing the effects of the fires started by natural causes prompted American Indians to begin practicing controlled burns.

   E. CORRECT. In paragraph 2, the author states that American Indians observed bison “grazing on tender new grass on the recently burned land rather than on grass in the unburned areas.” These observations prompted the practice of controlled burns as a means of enticing “the herds away from the people’s crops.”

   F. Incorrect. Although the author mentions in paragraph 4 that the primary targets of a controlled burn are red cedar trees and that “these tall trees also cast shade that prevents sunlight from reaching the plants beneath them,” this detail supports why conservationists use controlled burns today, not what initially prompted the use of controlled burns.

   G. Incorrect. While the author states in paragraph 3 that “the process of burning excess plant matter adds nitrogen, an essential element for plant growth, to the soil” and that “intentionally burning a portion of land can dramatically improve the quality of the vegetation that regrows there,” these details do not explain the initial observations that prompted American Indians to practice controlled burning.

   H. Incorrect. The author mentions in paragraph 2 that the bison “seemed to prefer grazing on tender new grass on the recently burned land rather than on grass in the unburned areas” and that the availability of this new grass “enticed the herds away from the people’s crops.” While these details show that the use of controlled burns influenced the behavior of the bison, the author does not suggest that the bison changed their migration habits in order to flee wildfires.

27. The question asks how targeting red cedar trees in controlled burns affects the animals that live on the prairie.

   A. CORRECT. According to information in paragraph 4, targeting invasive red cedar trees with controlled burns affects animals that live on the prairie by ensuring that these trees do not “crowd out prairie grasses, the primary food source for wild and domestic animals that make the prairie their home.” The paragraph also states that each red cedar tree consumes “up to 40 gallons of water per day, taking this vital resource away from other plant life.” Removing red cedars thus increases the amount of water available to the prairie grasses and helps maintain favorable conditions for the animals’ main source of food.

   B. Incorrect. Although the author mentions the potential danger to wildlife from an uncontrolled burn in paragraph 5, the author emphasizes that patch burning “allows animals in the burn area to safely relocate.” Therefore, the animals that live near trees scheduled for removal are not endangered by the controlled burns.

   C. Incorrect. In paragraph 4, the author states that “a single red cedar tree can consume up to 40 gallons of water per day, taking this vital resource away from other plant life.” However, the author does not suggest that reducing the number of red cedar trees through controlled burns ensures a sufficient water supply for animals that live on the prairie.

   D. Incorrect. In paragraph 4, the author states that “these tall trees also cast shade that prevents sunlight from reaching the plants beneath them.” However, the author does not suggest that using controlled burns to eliminate red cedar trees reduces a natural source of shade for prairie animals. The red cedar trees are invasive; therefore, the author does not consider them a “natural” part of the prairie ecosystem.
28. The question asks what the author intends to show by using the second sentence in paragraph 6 in the passage.

E. Incorrect. Although the author refers to the conservationists as “experts” in paragraph 5 and states that conservationists “provide training to prairie farmers” (paragraph 6), the second sentence in paragraph 6 does not imply that the conservationists are better qualified to lead preservation efforts than farmers are. Instead, the sentence shows that conservationists believe that prairie farmers are capable of performing the controlled burns that contribute to overall conservation efforts.

F. CORRECT. The conservationists are eager to involve others in the preservation of the prairie, because “studies show that the patch-burn approach has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out” and that the process has “helped the prairie sustain life for hundreds of years” (paragraph 6). The second sentence in paragraph 6 describes how conservationists are sharing their knowledge about preservation techniques with people who live on the prairie.

G. Incorrect. Although the author points out in paragraph 6 that “studies show that the patch-burn approach has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out,” the idea that controlled burns may help restore the original biodiversity of the prairie is not the focus of the second sentence in paragraph 6, which notes only that conservationists are providing training to farmers about controlled burns.

H. Incorrect. The author mentions in paragraph 6 that the patch-burn system has been “successful” and suggests in the last sentence of the paragraph that the use of controlled burns will continue to benefit the prairie ecosystem. These details imply that this system will continue to be used and may even become more widespread. However, the second sentence in paragraph 6 merely describes a patch-burn training program that already exists and does not suggest that this program should serve as a model for other organizations.
29. The question asks which details from the passage best convey the central idea that using the patch-burn method is an effective way to protect and manage prairie land.

   A. Incorrect. The author explains in paragraph 5 that “patch burning contains the fire within a specific area and allows animals in the burn area to safely relocate.” This explanation conveys two supporting ideas: the patch-burn method is controllable, and patch-burn fires do not pose a threat to animals. However, this explanation does not address the broader central idea that the patch-burn method is an effective way to protect and manage prairie land.

   B. Incorrect. In paragraph 5, the author states that “the key to using controlled fires is knowing which areas of land to burn and when.” The author then provides information about how conservation experts “study the land to find out which areas would most benefit from being burned.” However, these details convey supporting ideas rather than the central idea that using the patch-burn method is an effective way to protect and manage prairie land.

   C. CORRECT. In paragraph 3, the author states that “fires burn away weedy undergrowth and help limit the overcrowding of shrubs and trees in the burn area, creating less competition for water and nutrients.” Also, in paragraph 6, the author states that patch burning “has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out.” These details directly convey the central idea that using the patch-burn method is an effective way to protect and manage prairie land.

   D. Incorrect. The author explains in paragraph 5 how conservationists “arrange about a dozen burns over one-third of the land,” which helps show how the patch-burn method is applied by conservationists. However, this is a supporting detail that conveys the idea that the burns are deliberately set and carefully controlled. This detail does not convey the central idea that using the patch-burn method is an effective way to manage and protect prairie land.

30. The question asks which sentence supports the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land.

   E. CORRECT. The sentence from paragraph 1 supports the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land because it acknowledges that “one of the greatest threats to the prairie is wildfire.”

   F. Incorrect. Although the sentence from paragraph 2 relates how American Indians “began to deliberately burn areas of land for bison to graze on” and to protect people’s crops, the sentence does not support the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land. Instead, it focuses on the cause-and-effect relationship between bison and newly burned areas.

   G. Incorrect. The sentence from paragraph 5 provides details about how “patch burning contains the fire” and “allows animals in the burn area to safely relocate,” but it does not adequately support the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land, because it does not mention that wildfires can be a threat to the prairie.

   H. Incorrect. While the sentence from paragraph 5 does explain how “conservationists will burn a different section of the preserve” in order to rotate the process year after year so that the burned land has time to regrow, the sentence does not support the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land because it does not mention the potential for total burns.
31. The question asks which idea the words “counterintuitive” and “strategic” convey in the last sentence in paragraph 6 in the passage.

A. Incorrect. Though the author states in paragraph 6 that conservationists have used safe and “strategic” methods, those methods have not been ineffective, since “the patch-burn system is so successful that the conservationists at the preserve provide training to prairie farmers about conducting controlled burns on their own land” (paragraph 6). Therefore, the words “counterintuitive” and “strategic” in the last sentence of paragraph 6 do not convey the idea that the safest methods are sometimes the least effective at solving complex challenges.

B. Incorrect. Although the author points out in paragraph 6 that researchers’ studies have shown “that the patch-burn approach has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out,” the author does not suggest that the methodologies conservationists used to conduct the patch burns are uncommon, since the methods were used by “the American Indian people [who] began to deliberately burn areas of land for bison to graze on” (paragraph 2). Therefore, the words “counterintuitive” and “strategic” in the last sentence of paragraph 6 do not convey the idea that thorough investigation of uncommon methodologies can lead to beneficial results.

C. CORRECT. In paragraph 1, the author states that “one of the greatest threats to the prairie is wildfire,” so the idea of conducting controlled burns suggests risk and runs “counter,” or contrary, to people’s common expectations, or “intuition,” about the dangers of fires. Thus, the words “counterintuitive” and “strategic” in the last sentence of paragraph 6 convey the idea that detailed planning can ensure that a potentially destructive action has a positive impact.

D. Incorrect. The author states in paragraph 6 that “the patch-burn system is so successful that the conservationists at the preserve provide training to prairie farmers.” This statement supports the idea of the action being “strategic” in order to achieve success. However, the statement does not suggest that because the process is “counterintuitive,” or unexpected, it involves a certain amount of risk to achieve that success. Therefore, the words “counterintuitive” and “strategic” in the last sentence of paragraph 6 do not convey the idea that plans that entail a certain amount of risk almost always result in success.
The question asks with which statement the author of the passage would most likely agree.

E. Incorrect. In paragraph 5, the author states that “patch burning contains the fire within a specific area and allows animals in the burn area to safely relocate,” and paragraph 6 states that conservationists “provide [important] training to prairie farmers about conducting controlled burns on their own land.” However, the author does not explicitly take a position about the importance of explaining the purposes and the risks of controlled burns to the people living near a proposed burn area. Therefore, the evidence in the passage does not strongly suggest that the author would agree with this statement.

F. Correct. In paragraph 5, the author points out that conservationists “study the land to find out which areas would most benefit from being burned, and then they arrange about a dozen burns over one-third of the land” and “rotate which portion of land is burned each year” so that animals, such as bison, can “safely relocate.” Therefore, the author would most likely agree that it is necessary to thoroughly examine a particular region in order to plan and execute a successful controlled burn.

G. Incorrect. The author of the passage would be unlikely to agree that monitoring animals’ reactions after a controlled burn on the prairie is a minor part of scientists’ research. In paragraph 5, the author explains that patch burning “allows animals in the burn area to safely relocate” and that conservationists “burn a different section of the preserve” each year to ensure that animals have an abundant area to graze while other areas are being burned.

H. Incorrect. According to the information in paragraph 4, conservationists commonly target invasive red cedar trees because they are tall trees that “crowd out prairie grasses, the primary food source for wild and domestic animals that make the prairie their home.” Since the focus is on the harm that the invasive red cedar can cause, the author would be unlikely to agree that conservationists should consider the helpful aspects of invasive species before executing a controlled burn.
33. The question asks how the diagram and its text provide additional support for the topic presented in the passage.

A. **CORRECT.** The text of the diagram states that “by using a patch-burn method, conservationists and farmers can reduce the risk of unintentional fires and control where grazing animals, such as bison, roam.” By showing the pattern of controlled burns and the resulting bison migration in a given area, the diagram depicts how the landscape changes as the patch-burn method is applied.

B. Incorrect. Although the text mentions areas “where grazing animals, such as bison, roam,” the diagram does not depict distinctive features of the land such as trees or brush and therefore does not indicate that patch-burn fires are best suited for use in areas with certain features.

C. Incorrect. While the text mentions “grazing animals, such as bison” and the diagram shows the bison grazing in only one area, the diagram and its text do not indicate that the patch-burn method is used on uninhabited land.

D. Incorrect. While the areas of land depicted in the diagram do indicate that the sizes of the areas differ, the text provided does not compare the sizes of the areas burned by the patch-burn method with those of unburned areas or indicate that this factor is important in reducing the risk of uncontrolled fires or controlling “where grazing animals, such as bison, roam.”

34. The question asks how the similarity in the construction of lines 1 and 8 contributes to the meaning of the poem.

E. **CORRECT.** In line 1, the first speaker asserts, “What I am is built: concrete and steel,” and in line 8 the second speaker states, "What I am is motion. I am water, and I am older." The similarities in the construction of these lines contribute to the meaning of the poem by establishing each speaker’s defining feature.

F. Incorrect. The focus of the lines is defining the speakers’ individuality, not how one speaker resolves a problem created by the other.

G. Incorrect. The structure is not stating in line 1 that it is limited because it was built to stand in place; on the contrary, the structure is stating that this sense of purpose and permanence is its strength.

H. Incorrect. Although in these lines the first speaker asserts “I am . . . built: concrete and steel” (line 1) and the second speaker asserts “I am . . . motion” (line 8), the construction of these lines does not contrast the stability and instability of the speakers. Rather, each speaker highlights its own features.
35. The question asks how lines 2–4 and 12–14 contribute to the development of a central idea in the poem.

A. Incorrect. Although the phrases “remain[ing] at the apex of the leap” in line 3 and “I catch everything” in line 13 suggest the idea of endurance and control, the lines do not establish that both the structure and the water have endurance and control, because the water also states, “I pool / and flow wherever gravity takes me” (lines 10–11).

B. **CORRECT.** The lines “I am what every athlete / wants” (lines 2–3) and “I am the blood flowing in the runner’s chest” (line 12) communicate that each speaker is an object of admiration and a powerful force.

C. Incorrect. The lines describe opposing characteristics: the structure’s description conveys stillness—remaining “up in the air” (line 4)—while the water’s description conveys movement—“flowing in the runner’s chest” (line 12).

D. Incorrect. While the use of the words “siblings” and “my sisters and brothers” in lines 31–32 conveys the idea that the number of human-made structures is rapidly increasing.

36. The question asks which idea the use of the words “siblings” and “my sisters and brothers” in lines 31–32 conveys in the poem.

E. Incorrect. Although in line 29 the structure refers to itself as “being rebuilt” or taking on new forms, this idea is expressed to reinforce the idea that the structure’s presence is eternal ("a friend of time," line 30). The use of the words “siblings” and “my sisters and brothers” in lines 31–32 does suggest that a variety of structures exist, but no comparison is drawn to suggest that the varieties of structures are more diverse than the forms of water.

F. Incorrect. The first speaker states, “I am what every athlete / wants” in lines 2–3, and the second speaker states, “I am the blood flowing in the runner’s chest” in line 12. The similarity of these metaphors may seem to suggest interrelationship, but the structures do not reveal surprise that they are interrelated.

G. Incorrect. Although in line 33 the structure states, “We stitch across the rip you make,” suggesting that water passes under structures, the use of the words “siblings” and “my sisters and brothers” in lines 31–32 does not convey the idea that the structures that the water passes under are similar-looking.

H. **CORRECT.** The use of the words “siblings” and “my sisters and brothers” in lines 31–32 conveys the idea that the structure is powerful because it is one of many and because these structures “stitch across the rip” (line 33) that water makes.
37. The question asks what the comparison in lines 33–35 shows about the structure.

   A. Incorrect. Although the structure states in line 33 that structures like itself “stitch across the rip” water makes, which may seem to suggest that the structures restore beauty to a ruined landscape, the language in the lines is used only to suggest that the structure is a tool used to unify the physical landscapes that humans inhabit.

   B. Incorrect. While the water states that it enables “empires to rise” (line 25), implying that it is needed for society to thrive, the structure never expresses the idea that it serves the purpose of bringing people together through its existence.

   C. Incorrect. Although the phrases “We stitch across” (line 33) and “We bind you up” (line 35) suggest the existence of boundaries, the comparisons made in lines 33–35 do not help show that the structure provides clear boundaries for natural environments.

   D. CORRECT. The speaker states, “We are steel thread to the human needle” (line 34), which illustrates that the structure and others like it are tools used by humans to “bind . . . up” (line 35) or overcome “the rip” (line 33) that the water creates in the earth.

38. The question asks how the last stanza conveys a central idea in the poem.

   E. Incorrect. Although in the last stanza the water states, “my vapors cling. / They bring out your softness, your rust,” the water does not depend on the structure; instead, the water destroys it over time. The structure depends on the power of water for its ability to fulfill its function.

   F. Incorrect. The last stanza refers to the opposing speaker (the structure) and not to any other structure.

   G. Incorrect. While in the last two lines of the poem the water states, “Because I am, / above all else, patient. I will wait for you,” implying that the water can withstand the ravages of time, the phrase “your softness, your rust” (line 38) indicates that the structure cannot. Therefore, the last stanza does not reveal that the passage of time will render both the structure and the water obsolete.

   H. CORRECT. In lines 36–38, the water describes how its “vapors cling” to the structure, bringing out the structure’s “softness” and “rust,” destroying the structure over time. Also, in line 42, the water says it is “patient” and “will wait for” the structure, suggesting that the speaker will be around long after the structure is gone.
39. The question asks how the implication in lines 41–42 is supported by other lines in the poem.

A. **CORRECT.** The words “patient” and “wait” in line 42 suggest that the water has the ability to outlast the structure, because the water doesn’t weaken as it ages.

B. Incorrect. Although the statement “No human / built me” in lines 9–10 suggests that the speaker existed prior to humans, which may seem to support the idea of endurance in line 42, this answer is incorrect because in lines 41–42 the speaker is referring to outlasting the structure, not humans.

C. Incorrect. While the statement “It all washes down through me” in line 14 suggests that everything in the natural world is interrelated, the water sets itself apart from the human-made structure because it asserts that it will outlast the other structure and is “above all else, patient” (line 42).

D. Incorrect. In line 26, the water’s knowledge does not make its ability to wait any stronger—rather, its seemingly unending lifespan does.

40. The question asks how the poet develops the two points of view.

E. Incorrect. While the poem relates how the water views the structure as “an artifact / slowly decaying” in lines 23–24 and the structure refers to itself as “a friend of time” in line 30, the poet does not give an account of a discussion about the future of human civilization between the structure and the water in the poem.

F. Incorrect. While the speakers do discuss their impact on the environment, there is no narrator speaking for them.

G. Incorrect. Although the structure states it is made of “concrete and steel” (line 1) and is a “steel thread to the human needle” (line 34), only the water claims to possess power over nature, stating that “all washes down through me” (line 14) and “what I am is power” in line 22.

H. **CORRECT.** The poet develops the speakers’ points of view by personifying (giving human characteristics to something nonhuman such as an object or animal) the structure and the water, allowing them to debate by criticizing each other and declaring their own importance.

41. The question asks how the form of the poem contributes to its meaning.

A. Incorrect. The number of lines in each stanza does not emphasize the importance of the two speakers.

B. Incorrect. Italics are used mainly to designate the voice of the second speaker (the water).

C. **CORRECT.** The alternating positions of the stanzas create the appearance of a conversation in which the speakers share their opposing points of view.

D. Incorrect. The lack of rhyme scheme or meter is intended to create a conversational tone rather than reflect the changes the water causes or experiences.
42. The question asks how the phrases “cool morning breezes swept freely” and “wafting the perfume of sweet grasses” affect the tone of paragraph 1 in the excerpt.

E. Incorrect. Although the author describes in paragraph 1 the setting of her childhood experiences, the positive wording of the phrases the author uses in the paragraph (“swept freely” and “perfume of sweet grasses”) does not suggest a tone of sadness the author feels when she reflects on her former way of life.

F. Incorrect. Although the phrases “cool morning breezes swept freely” and “wafting the perfume of sweet grasses” used in paragraph 1 create a positive tone, the phrases do not suggest an enthusiasm for the author’s work but rather an appreciation of the peaceful beauty of her childhood.

G. CORRECT. In paragraph 1, the phrases “cool morning breezes swept freely” and “wafting the perfume of sweet grasses” are used to describe where the author’s childhood experiences took place. The phrases create a tone of fondness and evoke a feeling of happiness through their lyrical sensory detail: “swept freely” suggests a sense of joyful possibility, while “perfume,” “sweet,” and “cool” convey delight.

H. Incorrect. Although the author describes her mother’s beadwork lessons as “confining” in paragraph 7, the phrases in paragraph 1 do not suggest that the author feels conflicting or mixed emotions toward her work and her mother. Instead, the phrases convey a positive tone by affectionately describing the author’s childhood home.

43. The question asks what the phrase “just as an artist arranges the paints upon his palette” in paragraph 2 suggests in the excerpt.

A. CORRECT. In paragraph 2, by comparing the way her mother arranges the beads to the way a painter “arranges the paints upon his palette,” the author emphasizes that her mother approaches her craft just as a painter does, thus suggesting that beadwork is a true form of art.

B. Incorrect. Although the author mentions “bunches of colored beads” in paragraph 2, this detail does not provide enough evidence for the idea that color inspires beadworkers. The phrase “just as an artist arranges the paints upon his palette” indicates the connection of beadwork to other forms of art in general, not necessarily to the specifics of color as a source of inspiration.

C. Incorrect. In paragraph 2, the author describes her mother “untying the long tasseled strings” and then spreading “upon a mat beside her bunches of colored beads.” However, the phrase “just as an artist arranges the paints upon his palette” does not suggest that all artistic activities begin with a series of steps. There is no mention in the passage of any other artistic activities involving multiple initial steps.

D. Incorrect. In paragraph 2, the author describes how her mother “spread upon a mat beside her bunches of colored beads” as the first step in the artistic process described in the passage. Therefore, the comparison between the mother’s process and a painter arranging paints on a palette suggests that the mother is creating art, not imitating it. There is no indication that the mother is copying a technique she has seen in other art forms.
44. The question asks how the author’s use of sequence in paragraphs 1 and 2 contributes to the development of ideas in the excerpt.

E. Incorrect. In paragraph 2, the author does list the steps her mother takes in preparation to do beadwork, such as “untying the long tasseled strings” of the bag of beads, spreading the beads beside her on a mat, and using “a long, narrow blade” to trim the buckskin into shape. However, the language used to describe this sequence does not indicate that preparing to work with beads is difficult or complex.

F. Incorrect. Although the author’s description of untying the bag of beads, spreading the beads upon a mat, smoothing out a sheet of buckskin, and trimming the buckskin into shape in paragraph 2 indicates that the mother follows a certain routine, it does not place any emphasis on working most efficiently by following the steps of the beading process in a precise order.

G. Incorrect. In paragraph 2, the author describes her mother “untying the long tasseled strings that bound a small brown buckskin bag,” “spread[ing] them] upon a mat beside her bunches of colored beads,” “smooth[ing] out a double sheet of soft white buckskin; and drawing from a beaded case that hung on the left of her wide belt a long, narrow blade” to trim the buckskin. Although these descriptions do outline the steps in her process for creating beadwork, they do not emphasize the time required to do so, since the author does not mention in the excerpt how long it took her mother to fully prepare for and complete the large and small tasks in the activity of beading.

H. CORRECT. In paragraph 1, the author describes how the morning begins with her mother rolling up the canvas of the wigwam and allowing the breeze to come in. In paragraph 2, the author uses sensory language and precise sequencing to describe the way her mother prepares the beading materials by untying “the long tasseled strings that bound a small brown buckskin bag,” spreading the “bunches of colored beads” beside her, and smoothing out “a double sheet of soft white buckskin.” This combination of sequence and sensory language highlights the author’s enthusiasm for beadwork by emphasizing that the author pays close attention to her mother’s preparations.
45. The question asks how the details in paragraph 3 convey a central idea of the excerpt.

A. Incorrect. In paragraph 2, the author mentions how her mother “worked upon small moccasins for her small daughter” and when she did, the author “became intensely interested in her [mother’s] designing.” However, in paragraph 3, the author is interested in her mother’s work mainly as part of her “lessons in the art of beadwork,” not because she knew her mother was making something for her.

B. Incorrect. In paragraph 3, the author receives “practical observation lessons in the art of beadwork” and describes how “from a skein of finely twisted threads of silvery sinews my mother pulled out a single one” and “pierced the buckskin, and skillfully threaded it with the white sinew.” The author describes the process in such detail that she provides no indication that she had difficulty learning through observation. The author also does not give any indication in the paragraph that she wanted to help her mother; she was there merely to observe and learn.

C. Incorrect. Although the author refers to her beading lessons with her mother as “practical observation lessons in the art of beadwork” and indicates that she sat “close beside” her mother while observing her beadwork, the author provides no indication in the paragraph that she was determined to behave according to her mother’s standards or that she sought her mother’s approval.

D. CORRECT. In paragraph 3, the author describes her mother’s artistry and craftsmanship by using language such as “skillfully threaded,” “picking up the tiny beads one by one,” and “twisting it carefully after every stitch.” These close observations indicate that the author greatly admired her mother’s mastery of her craft and the precision that went into every detail of her work.
The question asks which sentence best summarizes the process of beading that is described in the excerpt.

**E.** Incorrect. In paragraphs 2 and 3, the author describes how at the beginning of the process her mother “smoothed out a double sheet of soft white buckskin” on a lapboard (paragraph 2) and how she strings the beads into a pattern. However, this sentence does not describe the steps that take place between the preparation and the stringing of the beads. Thus, this sentence does not best summarize the beading process.

**F.** Incorrect. In paragraphs 2 and 3, the author describes the process her mother uses to string the beads with “the point of her thread, always twisting it carefully after every stitch” (paragraph 3). While this sentence includes some of the steps in the beading process, it does not describe the preparation that must take place before beginning the task, namely spreading the beads and the buckskin out on a table. Thus, this sentence does not best summarize the beading process.

**G.** **CORRECT.** This sentence best summarizes the process of beading that is described in the excerpt because it includes details about each step in the process. In paragraph 2, the author explains how her mother “spread upon a mat beside her bunches of colored beads” and how “on a lapboard she smoothed out a double sheet of soft white buckskin; and drawing from a beaded case that hung on the left of her wide belt a long, narrow blade, she trimmed the buckskin into shape.” The author continues her description in paragraph 3, stating, “From a skein of finely twisted threads of silvery sinews my mother pulled out a single one. With an awl she pierced the buckskin, and skillfully threaded it with the white sinew. Picking up the tiny beads one by one, she strung them with the point of her thread, always twisting it carefully after every stitch.”

**H.** Incorrect. In paragraphs 2 and 3, the author describes the process her mother uses as she “smoothed out a double sheet of soft white buckskin” (paragraph 2) on a lapboard before stringing the beads. While this sentence includes most of the steps in the beading process, it excludes the step of piercing the buckskin. This sentence also provides few details about the process of beading and uses vague wording to describe each step. Therefore, the sentence does not best summarize the beading process.
47. The question asks how the idea that mastering moccasin design and creation requires experience is best illustrated in the excerpt.

A. **CORRECT.** In paragraph 6, the author states that when she became more familiar with elements of design, “a harder lesson was given me.” According to the author, sewing on porcupine quills is a much more difficult task to master because it requires experience in handling the poisonous porcupine quills, which is why her mother told her not to “do much alone in quills” until she was older (paragraph 6). This information best illustrates the idea that mastering moccasin design and creation requires experience.

B. Incorrect. Although the author provides detailed descriptions of the materials used to make decorated moccasins (“colored beads” [paragraph 2]; “a skein of finely twisted threads of silvery sinews” [paragraph 3]; “tinted porcupine quills, moistened and flattened between the nails of the thumb and forefinger” [paragraph 6]), these descriptions do not illustrate the experience that is needed to gain mastery of moccasin design and creation.

C. Incorrect. Although the author describes the color combinations she used in making moccasins (“I was pleased with an outline of yellow upon a background of dark blue, or a combination of red and myrtle-green. There was another of red with a bluish-gray that was more conventionally used” [paragraph 6]), this information mainly illustrates the author’s satisfaction with her moccasin design, not the importance of experience in mastering the creation and design of moccasins.

D. Incorrect. In paragraph 7, the author tells of using a sharpened rod to spear gum from trees. She explains that she and her playmates used the rods to “[pry] up certain sweet roots” to find the gum. The detail of the sharpened rod is from a recollection about the playtime that followed the “confining lessons” of moccasin making. However, the sharpened rod was not used to create moccasins.
The question asks how the author distinguishes her point of view from that of her mother.

**E. Incorrect.** In paragraph 4, the author explains that “it took many trials before I learned how to knot my sinew thread on the point of my finger, as I saw her do” and that the “difficulty was in keeping my thread stiffly twisted, so that I could easily string my beads upon it.” Although this explanation describes the author’s difficulty in performing the same task as her mother, it does not distinguish her point of view from that of her mother. In fact, they seem to share the same point of view regarding the importance of the technique the author is attempting to learn.

**F. CORRECT.** In paragraph 5, the author distinguishes her point of view from that of her mother by describing their approaches to beadwork design. In the paragraph, the author states, “I usually drew easy and simple crosses and squares” and that “my original designs were not always symmetrical nor sufficiently characteristic, two faults with which my mother had little patience.” The author also distinguishes her point of view from that of her mother by stating that “the quietness of [my mother’s] oversight made me feel strongly responsible and dependent upon my own judgment.”

**G. Incorrect.** In paragraph 6, the author states, “My mother cut off the prickly ends and burned them at once in the centre fire. These sharp points were poisonous, and worked into the flesh wherever they lodged. For this reason, my mother said, I should not do much alone in quills until I was as tall as my cousin Warca-Ziwin.” Although these instructions explain the importance of having experience and skill when working with quills, they do not distinguish the author’s point of view from that of her mother.

**H. Incorrect.** In paragraph 7, the author describes her beadwork lessons as “confining” and states that she liked to roam “over the hills” with her playmates after the lessons. However, she makes no mention of her mother in paragraph 7; the activities and ideas stated there belong to the author, not the mother.
49. The question asks which sentence best describes how the sentence from paragraph 7 fits into the overall structure of the excerpt.

A. Incorrect. Though the author feels humiliated “when some boldness of mine drew forth a rebuke from” her mother (paragraph 5) and characterizes her lessons with her mother as “confining” (paragraph 7), the overall passage does not portray a demanding relationship between the author and the mother. The shift introduced in the sentence from paragraph 7 is not from one of the author’s relationships to another; it is from work to play.

B. Incorrect. In paragraph 6, the author explains how working with porcupine quills is difficult because the “sharp points were poisonous, and worked into the flesh wherever they lodged.” Although this sentence suggests that working with porcupine quills was challenging, the sentence from paragraph 7 does not signal a change from the challenging aspects of life on the reservation to the advantages of living on the prairie. Most of paragraph 6 describes the author’s pleasure in creating designs in different colors.

C. CORRECT. In the sentence from paragraph 7, the author refers to her beadwork lessons as “confining” and states that after the lessons, she “was wild with surplus spirits” and “found joyous relief” in being outside and running around. The phrases “surplus spirits” and “joyous relief” highlight a sense of freedom that stands in strong contrast to the “confining” nature of the author’s beadwork lessons, which required intense focus and control.

D. Incorrect. In paragraph 7, the author describes how “many a summer afternoon” after her beadwork lessons, she and her friends used “a light sharpened rod” to gather “sweet roots” and “little crystal drops of gum.” She then explains that they later “tossed away our gum, to return again to the sweet roots.” However, the sentence from paragraph 7 does not conclude the progression of events in the narrative by describing the sequence of events at the end of the author’s day; the sentence appears at the beginning of paragraph 7 and provides a contrast with events from the previous paragraph.
50. The question asks how the table after paragraph 7 expands upon a central idea in the excerpt.

E. CORRECT. The table provides the chronology from the 1500s, when the Dakota created beadwork using “beads made from bones, shells, stones, and animal teeth,” to the 1830s, when the Dakota began “using glass beads,” and the 1900s, when they created items to “sell outside their community.” Thus, the table helps expand on a central idea by showing that the craft the author was learning is a tradition that has endured through many generations.

F. Incorrect. Although the table shows that the Dakota used “beads made from bones, shells, stones, and animal teeth” in the 1500s and that by the 1830s began “using glass beads in clothing, artwork, and decorations in place of Native-made beads,” it does not provide any information about the type of materials used by the author’s family.

G. Incorrect. While the information included in the table states that “European traders [brought] glass beads to North America” in the 1500s and that by the 1920s the Dakota created “items to sell outside their community,” there is no mention of whether the uniqueness of Dakota beadwork was recognized in Europe.

H. Incorrect. The table indicates that by the late 1600s the Dakota began trading with French traders from Europe who brought glass beads to the Americas and that by 1830 the Dakota were “using glass beads in clothing, artwork, and decorations in place of Native-made beads.” However, the table provides no information about whether this work incorporated color. Therefore, the table does not show that the author was able to incorporate color into her craftwork as a result of trade with other peoples.

51. The question asks for a specific detail from paragraph 2 that conveys the central idea that the Falls communicate a feeling of “unintelligible disaster” (paragraph 1).

A. Incorrect. Although the author describes the water as “richly diaphanous as a precious stone” and states that it “glow[s] from within with a deep, inexplicable light” in paragraph 2, the comparison does not convey the central idea that the Falls communicate a feeling of “unintelligible disaster” (paragraph 1); rather, the description communicates a feeling of awe.

B. Incorrect. The details in paragraph 2 about the flow of colors in the water are described as an “ever-altering wonder,” which conveys a sense of beauty, not a sense of disaster.

C. Incorrect. The rainbows in paragraph 2 are described as “vivid” and accompanying someone “courteously” while he or she walks, which contributes to the idea that the appearance and disappearance of the rainbows are a pleasant experience and not disastrous.

D. CORRECT. The sound of falling is described in paragraph 2 as “a noise of unspecified ruin,” so this option is correct because it best connects with the idea of “unintelligible disaster” mentioned in paragraph 1.
52. The question asks for the effect of the comparison being made in the sentence in paragraph 2.

   E. Incorrect. Neither “lacework and woven foam” (paragraph 2) nor the quality of being extremely level are related to timelessness.

   F. Incorrect. Although the author states in paragraph 1 that “the real secret of the beauty and terror of the Falls is not their height or width, but the feeling of colossal power,” the purpose of comparing the American Falls to a “long curtain of lacework and woven foam” in paragraph 2 is not to explain the secretive nature of the Falls but rather to describe their beauty and uniformity.

   G. CORRECT. The word “lacework” in the sentence from paragraph 2 suggests an elegant piece of craftsmanship, and the “one long curtain” and “extraordinarily level” aspects of the Falls mean that the Falls are uniform or consistent.

   H. Incorrect. Although the author states in paragraph 1 that the Falls inspire a “feeling of colossal power;” in paragraph 2 the author describes the American Falls as “delicate and fragile.” Therefore, the purpose of the comparison in paragraph 2 is not to communicate the intense strength of the Falls.

53. The question asks for the statement that best describes how the sentence from paragraph 3 fits into the overall structure of the excerpt.

   A. Incorrect. Although in paragraph 2 the author describes the beauty of the Falls as both an “ever-altering wonder” and an “assault of wind and spray,” in paragraph 3 the author does not signal a change from the positive aspects of the Falls to the negative aspects. Instead, the author provides a description of the river and the rapids below the Falls.

   B. Incorrect. While the author compares the water of the river to “a slipping floor of marble, green with veins of dirty white, made by the scum that was foam” in paragraph 3, the statement that the lower rapids are “more terrifying than the Falls, because less intelligible” does not indicate a progression from the literal description of the water to a discussion of timeless truths. Instead, the author is merely describing all aspects of the rapids, both literally and figuratively.

   C. CORRECT. The first sentence of paragraph 3 moves the description “beyond the foot of the Falls” to “the river” and then the paragraph begins to describe this location in further detail (“a dull sage green,” “hurries more swiftly,” “smooth and ominous,” “waters boil and eddy”) before reinforcing this shift by confirming it again with the words “These are the lower rapids, a sight more terrifying than the Falls.”

   D. Incorrect. Although the author states that the waters of the rapids “boil and eddy” and suggests that the rapids are “less intelligible,” these statements do not introduce a contrast between the obvious and the hidden features of the rapids. They merely describe a feature and the sight of the lower rapids.
54. The question asks for the sentence from the excerpt that best supports the idea that the essence of the Falls lies in their emotional impact.

E. CORRECT. The first sentence in the excerpt establishes that “the real secret of the beauty and terror of the Falls” lies in “the feeling of colossal power and of unintelligible disaster.” This option states that “if that [feeling] were taken away, . . . the heart would be gone,” meaning that the emotional impact of the Falls is essential.

F. Incorrect. While “delicate” and “fragile” are words that can be connected with certain kinds of emotions, in the sentence in the option they are connected with physical beauty.

G. Incorrect. While the sentence in the option describes the power of the Falls to engage one in thought, it does not best support the idea that the essence of the Falls lies in their emotional impact.

H. Incorrect. The sentence in the option describes thoughts one may have while watching the Falls and is not focused on the Falls’ emotional impact.

55. The question asks how the sentence from paragraph 4 contributes to the development of ideas in the excerpt.

A. Incorrect. The sentence focuses on the idea that the Falls are a great place for contemplation but does not clarify that these thoughts are life-changing.

B. Incorrect. The sentence does not describe focused thoughts of a personal nature; the grand, sweeping nature of the Falls inspires thoughts of the same caliber as “the passage of empires.”

C. Incorrect. The sentence is about how the Falls inspire great thoughts but is not about how difficult it is to grasp the grandeur of the Falls.

D. CORRECT. The description of “cloudy thoughts of destiny and the passage of empires” in the sentence refers to the types of thoughts a person might have while observing the Falls.
56. The question asks how the discussion of human life and history is illustrated in paragraph 4 of the excerpt.

E. Incorrect. In paragraph 4, the author compares the rainbows visible in the Falls to “the arts and beauty,” which share the rainbows’ dependence on “the stream of life” that is “caused by it, thrown upon its spray, but unable to stay or direct or affect it, and ceasing when it ceased.” This comparison does not illustrate the idea that human life and history travel toward the same ending but rather that art and beauty, like human beings, are unable to “stay or direct or affect” their ultimate fate.

F. CORRECT. The author concludes in paragraph 4 that the Falls can be compared to people and history by writing, “both men and nations are hurried onwards to their ruin or ending as inevitably as this dark flood.”

G. Incorrect. Although in paragraph 4 the author states, “One is drawn back, strangely, to a contemplation of the Falls” and provides an account of “a friend, who said that the rainbows over the Falls were like the arts and beauty and goodness, with regard to the stream of life,” the author does not provide details to show that every observer’s experience with the Falls is different. Rather, the author explains that “the Victorian lies very close below the surface in every man” (paragraph 4).

H. Incorrect. While the setting at night does provide a place of contemplation, the author notes the “dark flood” as the overall illustration of the human experience.

57. The question asks for the statement the author would agree with most.

A. CORRECT. In paragraph 4, the author states that the Falls make a person feel “with an almost insupportable and yet comforting certitude, that both men and nations are hurried onwards to their ruin or ending.” Later, the final sentence says, “With some such thoughts does the platitudinous heart win from the confusion and thunder of a Niagara peace.”

B. Incorrect. Although in paragraph 4 the author states that “one can sit and let great cloudy thoughts of destiny and the passage of empires drift through the mind; for such dreams are at home by Niagara” and that “a man’s life is of many flashing moments,” the author does not suggest that one will always have regrets no matter where one’s path goes in life.

C. Incorrect. While the excerpt discusses fear when experiencing the power of the Falls, the excerpt does not support the idea that one should defy fear.

D. Incorrect. The excerpt states in paragraph 4 that art is “unable to stay.”
58. \((-0.8)\) First distribute \(\frac{3}{5}\) over \((2x + 5)\) to get the expression \(\frac{6}{5}x + 3 - 2x\).

In order to combine the like terms, first express \(-2x\) as \(-\frac{10}{5}x\) and then add the like terms.
\[
\frac{6}{5}x + 3 + \left(-\frac{10}{5}x\right) = \frac{-4}{5}x + 3.
\]
The coefficient of \(x\) is \(-\frac{4}{5}\).

When expressed as a decimal, \(-\frac{4}{5} = -0.8\).

59. \((5)\) There will be 5 different outcomes with a sum of 6.

- \(1 + 5 = 6\)
- \(2 + 4 = 6\)
- \(3 + 3 = 6\)
- \(4 + 2 = 6\)
- \(5 + 1 = 6\)

60. \((95)\) First, find the perimeter of the figure.

Two sides do not have labels. Because the top of the figure measures 13 cm and the bottom shows a length measuring 8 cm, the horizontal side without a label measures 5 cm \((13 - 8)\).

Because the left side of the figure measures 6 cm and the right side shows a length measuring 3 cm, the vertical side without a label measures 3 cm \((6 - 3)\).

So the total perimeter of the scale drawing is
\[
13 + 3 + 5 + 3 + 8 + 6 = 38 \text{ cm}
\]

Use the scale to find the perimeter of the actual garden.

\[
\frac{1 \text{ cm}}{2.5 \text{ m}} = \frac{38 \text{ cm}}{p \text{ m}}
\]

\[
p = 2.5 \times 38 = 95
\]

61. \((21)\) The 11:00 a.m. temperature is 3.5 times greater than the 9:00 a.m. temperature. The 9:00 a.m. temperature was \(4^\circ\) F.

\[
4 \times 3.5 = 14
\]

The temperature increased from \(-7^\circ\) F at 5:00 a.m. to \(14^\circ\) F at 11:00 a.m., which is an increase of \(21^\circ\) F.
62. **(32)** The volume of a triangular prism is found by multiplying the area of the triangular base by the height of the prism.

The area of the triangular base of the prism is $\frac{1}{2}bh = \frac{1}{2}(4)(8) = 16$.

The height of the triangular prism is 2 inches.

So the volume of the triangular prism, in cubic inches, is $16 \cdot 2 = 32$.

63. **(A)** The $x$-axis represents the length of the pole, in feet, and the $y$-axis represents the weight of the pole, in ounces.

The point $(1, 4)$ means that a 1-foot pole would weigh 4 ounces.

Since the graph is linear, this shows that for every 1 foot of length, the pole weighs 4 additional ounces.

So the unit rate is 4 ounces per foot.

64. **(F)** Find the sum of $2.5 + (-4.5)$.

$2.5 + (-4.5) = 2.5 - 4.5 = -2$

Point B is located at $-2$.

65. **(C)** \( \frac{9}{2x} = \frac{3y}{8} \)

\[ 9 \times 8 = 72 \]

\[ 2x \times 3y = 6xy \]

\[ 72 = 6xy \]

\[ 12 = xy \]

Since 72 divided by 6 is 12, the product of $x$ and $y$ equals 12.

66. **(E)**

\[ 15,600 \times 12\% = 15,600 \times 0.12 = 1,872 \]

\[ 15,600 - 1,872 = 13,728 \]

67. **(B)** \[ \frac{4}{3} + \frac{2}{5} = \frac{14}{3} + \frac{5}{2} = \frac{14 \times 2}{3 \times 5} + \frac{8}{15} = \frac{13}{15} \]
68. (F) Since the ratio of assistants to players is $\frac{1}{6}$, that means

\[
\frac{1}{6} = \frac{x}{36}
\]

\[
\frac{36}{6} = x
\]

\[
x = 6
\]

There are a total of 6 assistants.

The ratio of coaches to assistants is then

\[
\frac{3}{6} = \frac{1}{2}
\]

69. (A) If each post is 10 feet long and $3\frac{1}{3}$ feet of the post is below ground, then the difference between the two amounts is the height of the post that is above ground.

\[
10 - 3\frac{1}{3}
\]

\[
\frac{10}{1} - \frac{10}{3}
\]

\[
\frac{30}{3} - \frac{10}{3} = \frac{20}{3} = 6\frac{2}{3} \text{ feet}
\]

70. (F) First substitute 2 for $r$ in the equation.

\[
p + 2r = r(p + 1) + 1
\]

\[
p + 2(2) = 2(p + 1) + 1
\]

Then solve for $p$.

\[
p + 4 = 2p + 2 + 1
\]

\[
p + 4 = 2p + 3
\]

\[
p + (4 - 3) = 2p + (3 - 3)
\]

\[
p + 1 = 2p
\]

\[
(p - p) + 1 = 2p - p
\]

\[
1 = p
\]

The value of $p$ is 1.
71. (B) First, determine the rate at which Martina reads, in pages per day, using the rate at which Karen reads, 60 pages per day.

\[
60 + 60 \cdot \frac{25}{100} = 60 + 60 \cdot 0.25 = \\
60 + 15 = 75
\]

Next, determine the number of days it will take each person to complete the 1,500-page reading assignment.

\[
\text{Karen: } \frac{1,500 \text{ pages}}{k \text{ days}} = \frac{60 \text{ pages}}{1 \text{ day}} \\
60k = 1,500 \\
(60 \div 60)k = 1,500 \div 60
\]

\[
k = 25 \text{ days}
\]

\[
\text{Martina: } \frac{1,500 \text{ pages}}{m \text{ days}} = \frac{75 \text{ pages}}{1 \text{ day}} \\
75m = 1,500 \\
(75 \div 75)m = 1,500 \div 75
\]

\[
m = 20 \text{ days}
\]

Finally, determine the difference between the two numbers of days.

\[
25 - 20 = 5
\]

The answer is 5 days.

72. (H) Claire’s goal is to run at least 2,500 meters, and she has already run 650 meters.

\[
2,500 - 650 = 1,850
\]

Claire has at least 1,850 meters left to run. Divide by the distance around the track to find the number of laps she needs to complete.

\[
1,850 \div 120 = 15.417
\]

Since she wants to run at least 2,500 meters, round 15.417 up to 16. Claire needs to run 16 laps to meet her goal.

73. (D) 2005 to 2010:

\[
25\% = 0.25
\]

\[
200 \times 0.25 = 50
\]

The 50 employees are added to 200. The new total number is 250.

2010 to 2015:

\[
10\% = 0.10
\]

\[
250 \times 0.10 = 25
\]

The 25 employees are added to 250. The total number of employees in 2015 is 275.
74. (E) The probability of choosing a green candy is twice as great as the probability of choosing a red candy. There are 12 green candies.

\[ 12 = 2r \]

\[ r = 6 \]

So there are 6 red candies. 12 green candies + 4 yellow candies + 6 red candies = 22 total candies.

There are 4 yellow candies out of a total of 22 candies. The probability of choosing a yellow candy is

\[ \frac{4}{22} = \frac{2}{11} \].

75. (B) Since 100% means all customers,

\[ 100\% - 99.7\% = 0.3\% \]

Rewrite the percent as a decimal.

\[ 0.3\% = 0.003 \]

Now rewrite the decimal as a fraction.

\[ 0.003 = \frac{3}{1,000} \]

76. (E) There is a proportional relationship between the length of the race, \( x \) miles, and the number of water stations, \( y \). The constant of proportionality is

\[ \frac{y}{x} = \frac{2}{3} \]

\[ y = \frac{2}{3}x \]

Therefore, the equation \( y = \frac{2}{3}x \) represents this relationship.

77. (B) If half the undecided voters (half of 20) vote in favor of building the park, the total number of "yes" votes from the survey will be 152.

\[ 142 + 10 = 152 \]

There are 24,100 voters, and 200 residents were surveyed. Set up a proportion to solve.

\[ \frac{152}{200} = \frac{x}{24,100} \]

\[ \frac{19}{25} = \frac{x}{24,100} \]

\[ (24,100) \left( \frac{19}{25} \right) = x \]

\[ 18,316 = x \]
78. **(E)** All the numbers are negative, so they are all less than zero. Consider the absolute value of each number and where it falls on a number line. The negative number closest to 0 will be the greatest.

The negative number with the greatest absolute value is $-49$, so it has the least value.

The negative number with the next greatest absolute value is $-1$, so it would fall next in order from least to greatest.

$-49, -1$

Compare the absolute values of $\frac{-1}{49}$ and $\frac{-1}{7}$.

$\frac{1}{49} < \frac{1}{7}$

Therefore, the numbers listed from least to greatest are:

$-49, -1, -\frac{1}{7}, -\frac{1}{49}$

$-\frac{1}{49}$ is the greatest.

79. **(C)** Calculate the decimal equivalent of $\frac{-13}{11}$.

$\frac{-13}{11} = -1.18181818\ldots = -1\overline{18}$.

80. **(H)** Each loaf of bread requires $\frac{1}{5}$ ounce of salt. Therefore, the baker can make 5 loaves of bread with 1 ounce of salt. Multiply to find the number of loaves that can be made with 40 ounces of salt.

$5 \times 40 = 200$

81. **(D)** First, subtract to simplify.

$\frac{1\frac{5}{7} - 1\frac{6}{7}}{3\frac{4}{7} - 3\frac{6}{7}} = \frac{-\frac{1}{7}}{-\frac{2}{7}}$

Follow the process for dividing fractions:

$\left(-\frac{1}{7}\right) \times \left(-\frac{7}{2}\right) = \frac{7}{14} = \frac{1}{2}$
82. (F) Split the compound inequality into two inequalities.

\[-5 \leq 1 - 3x \text{ and } 1 - 3x \leq 4\]

For each inequality, subtract 1 from each side.

\[-6 \leq -3x \text{ and } -3x \leq 3\]

For each inequality, divide both sides by \(-3\). Note that dividing each side of an inequality by a negative number changes the direction of the inequality.

\[2 \geq x \text{ and } x \geq -1\]

Combining the pieces gives the compound inequality \(-1 \leq x \leq 2\).

The solution is that \(x\) is greater than or equal to \(-1\) and less than or equal to 2, so choose the graph with filled circles at \(-1\) and 2, with the filled segment between the circles.

83. (D) Set up a proportion:

\[
\frac{1 \text{ sind}}{0.75 \text{ plunks}} = \frac{x \text{ sinds}}{8 \text{ plunks}}
\]

\[1(8) = 0.75x\]

\[8 = \frac{75}{100} x\]

\[8 = \frac{3}{4} x\]

\[8\left(\frac{4}{3}\right) = x\]

\[\frac{32}{3} = x\]

\[10 \frac{2}{3} = x\]

\[10.67 = x\]

84. (F) \(8x - (7 + 2.5x) + 2\)

First, distribute \(-1\) over \(7 + 2.5x\).

\[8x - 7 - 2.5x + 2\]

Then combine the like terms.

\[5.5x - 5\]

The simplified form of the expression is \(5.5x - 5\).
85. (B) 3 bicycles every 4 hours = 3 bicycles every 240 minutes \((4 \times 60 \text{ min})\)

\[
240 \text{ min} \div 3 \text{ bicycles} = 80 \text{ min per bicycle}
\]

\[
5 \text{ bicycles} \times 80 \text{ min} = 400 \text{ min}
\]

\[
\frac{400 \text{ min}}{60 \text{ min/hr}} = \frac{20}{3} \text{ hr} = 6 \frac{2}{3} \text{ hr}
\]

\[
\frac{2}{3} \times 60 \text{ min} = 40 \text{ min}
\]

\[
6 \frac{2}{3} \text{ hr} = 6 \text{ hr} 40 \text{ min}
\]

86. (G) Jar Q contains 12 balls, and the probability of drawing a yellow ball at random is \(\frac{1}{3}\).

\[
\frac{1}{3} \times \frac{4}{4} = \frac{4}{12}
\]

There are 4 yellow balls in Jar Q.

Jar R contains 8 balls, and the probability of drawing a yellow ball at random is \(\frac{3}{4}\).

\[
\frac{3}{4} \times \frac{2}{2} = \frac{6}{8}
\]

There are 6 yellow balls in Jar R.

Jar S contains all the balls from Jar Q and Jar R.

\[
12 + 8 = 20
\]

There are 20 balls in Jar S.

\[
4 + 6 = 10
\]

There are 10 yellow balls in Jar S.

\[
\frac{10}{20} + \frac{10}{10} = \frac{1}{2}
\]

The probability of drawing a yellow ball at random from Jar S is \(\frac{1}{2}\).
87. (D) The ratio of pretzels to raisins in Gia’s bag of snack mix, 12:9, is equivalent to the ratio of pretzels to raisins in Trevon’s bag, 16:12.

\[
\frac{12}{9} = \frac{16}{12} = \frac{4}{3}
\]

88. (G) First, substitute 4x for each y in the expression.

\[
3y + 2(3y + 5) - x =
\]

\[
3(4x) + 2[3(4x) + 5] - x
\]

Then simplify the expression.

\[
3(4x) + 2[3(4x) + 5] - x
\]

\[
12x + 2(12x + 5) - x
\]

\[
12x + 24x + 10 - x
\]

\[
12x + 24x - x + 10
\]

\[
35x + 10
\]

The simplified expression is 35x + 10.

89. (C) The formula for area of a circle is

\[
A = \pi r^2
\]

The radius of a circle is half its diameter. The diameter is given for each circle.

\[
18 + 2 = 9, \text{ and } 12 + 2 = 6
\]

\[
9^2\pi - 6^2\pi = (81 - 36)\pi = 45\pi
\]

90. (F) First, determine 10% of \(|x|\).

\[
0.10 \cdot |x| = 0.10 \cdot |-4| = 0.10 \cdot 4 = 0.4
\]

Then determine the sum of \(x\) and 10% of \(|x|\).

\[-4 + 0.4 = -3.6\]

The sum is \(-3.6\).

91. (A) The volume of a cube is \(V = s^3\), where \(s\) is the length of one edge.

So 512 = \(s^3\), and \(s = \sqrt[3]{512}\).

If you are not sure how to find the cube root, you can estimate.

We know \(10 \times 10 \times 10 = 10^3 = 1,000\), so \(\sqrt[3]{1,000} = 10\).

Since 512 is less than 1,000, the answer must be less than 10. The only given option less than 10 is 8. Double-check to make sure this is correct:

\(8^3 = 8 \times 8 \times 8 = 512\).
92. (F) The temperature on Tuesday was 84° F, which was 5% higher than the temperature on Monday. This can be represented by the equation 84 = 1.05x. Dividing both sides of this equation by 1.05 gives x = 80. Therefore, the temperature on Monday was 80° F.

Since the temperature on Wednesday was 10% lower than the temperature on Monday, the difference between the two temperatures would equal $(10\%)(80) = 8$.

93. (B) First, determine all possible factors of 168. One method of doing this is to use a table to list pairs of factors.

<table>
<thead>
<tr>
<th>Factors of 168</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

Then determine the group of three sequential factors, $(n - 1)$, $n$, and $(n + 1)$, where $n$ is as large as possible. This group is 6, 7, and 8, where $n = 7$.

94. (E) The total number of days (86) is divided by the number of days in a week (7).

$$86 \div 7 = 12, \text{ with a remainder of 2}$$

The 2 days are counted back from Tuesday, so the first performance was on a Sunday.

95. (C) Add the taxes to the amount of the check to find Michael's total pay before taxes were deducted.

$$213 + 32 = 245$$

Divide the total pay by the number of hours to find the hourly pay rate.

$$245 \div 20 = 12.25$$

96. (G) To find surface area, use the formula $A = 2(hw + hl + lw)$.

$$A = 2[(20 \times 40) + (20 \times 50) + (50 \times 40)]$$

$$A = 2(800 + 1,000 + 2,000)$$

$$A = 2(3,800)$$

$$A = 7,600 \text{ sq cm}$$
97. (C) The value of the car decreased $5,000 in two years: $15,000 to $10,000.

\[ \frac{5,000}{2} = 2,500 \]

Therefore, the value of the car decreases $2,500 each year. After 3 years, the car's value decreased $7,500.

So \[ 7,500 + 15,000 = 22,500. \]

98. (F) Assuming Alana picks 4 blue disks in a row, the number of blue disks and the total number of disks both decrease by 1 after each selection.

At the beginning, there are 4 blue disks out of 9 total disks, so the probability of selecting the first blue disk is \[ \frac{4}{9}. \]

The probabilities of selecting blue for the next three selections are \[ \frac{3}{8}, \frac{2}{7}, \text{ and } \frac{1}{6}. \]

\[ \frac{4}{9} \times \frac{3}{8} \times \frac{2}{7} \times \frac{1}{6} = \frac{24}{3,024} = \frac{1}{126} \]

99. (A) Rewrite the percent as a decimal:

\[ \frac{1}{2} \% = 0.5\% = 0.005 \]

So the correct answer must not equal 0.005.

Option A

\[ \frac{0.005}{100} = 0.00005 \]

Option B

\[ \frac{1}{2} \times 100 = 0.5 \times 100 = 0.005 \]

Option C

\[ \frac{5}{1,000} = 0.005 \]

Option D

\[ \frac{1}{200} = 0.005 \]

Therefore, Option A is the correct answer.

All answer options equal 0.005, except for Option A.
100. (H) To find out how many members there were in 2002, calculate 40% of 50 and then add it to 50.

\[ 50 \times 0.40 = 20 \]

\[ 20 + 50 = 70 \text{ members} \]

To find out how many members there were in 2003, calculate 40% of 70 and then add it to 70.

\[ 70 \times 0.40 = 28 \]

\[ 28 + 70 = 98 \text{ members} \]

To find out how many members there were in 2004, calculate 40% of 98 and then add it to 98.

\[ 98 \times 0.40 = 39.2 \]

The result is 39.2, which is rounded to 39 to keep members to the nearest whole number.

\[ 39 + 98 = 137 \text{ members} \]

101. (D) \[ 6x - 20 < 5x - 2(5 - 3x) \]

Distribute the coefficient -2 on the right-hand side.

\[ 6x - 20 < 5x - 10 + 6x \]

Subtract 6x from both sides.

\[ -20 < 5x - 10 \]

Add 10 to both sides.

\[ -10 < 5x \]

Divide both sides by 5.

\[ -2 < x \]

which is equivalent to

\[ x > -2 \]
102. (G) The ratio is red:white:blue = 2:5:3. Find the number of each color in a box of 30 paper clips.

\[ 2x + 3x + 5x = 30 \]

\[ 10x = 30 \]

\[ x = 3 \]

Red: \[ 2x = 2(3) = 6 \]

White: \[ 5x = 5(3) = 15 \]

Blue: \[ 3x = 3(3) = 9 \]

If one paper clip of each color is removed (3 total), there will be 8 blue paper clips out of 27 in the box. The probability that the next paper clip chosen will be blue is \[ \frac{8}{27} \].

103. (B) Each option is divisible by 1, 2, 3, 4, 5, and 6.

Option A:

1,680 is evenly divisible by the first 8 positive integers.

Option B:

840 is evenly divisible by the first 8 positive integers and is less than 1,680.

Option C:

480 is not evenly divisible by 7.

\[ 480 \div 7 = 68.57 \]

Option D:

420 is not evenly divisible by 8.

\[ 420 \div 8 = 52.5 \]

Option B (840) is the correct answer.
104. **(F)** One method of solving the problem is to use a table to represent the sample space. Let the three colors be red, blue, and green.

<table>
<thead>
<tr>
<th>Window Color</th>
<th>Door Color</th>
<th>Wall Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Blue</td>
<td>Green</td>
</tr>
<tr>
<td>Red</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Blue</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Blue</td>
<td>Green</td>
<td>Red</td>
</tr>
<tr>
<td>Green</td>
<td>Red</td>
<td>Blue</td>
</tr>
<tr>
<td>Green</td>
<td>Blue</td>
<td>Red</td>
</tr>
</tbody>
</table>

There are 6 possible combinations of the window color, the door color, and the porch color where no two parts are painted the same color.

105. **(D)** Similar geometric figures have sides that are proportional.

\[
\frac{10}{6} = \frac{x}{9}
\]

\[
\frac{5}{3} = \frac{x}{9}
\]

\[
x = \frac{(5)(9)}{3} = 15
\]

Because MN = NP, both unknown sides are equal to 15. Therefore, the three sides of MNP are 15, 15, and 10. The perimeter of a triangle is the sum of its three side lengths.

\[15 + 15 + 10 = 40\]

106. **(G)** First analyze the role of each variable in the expression \(x^2yz^3|w|\).

- \(x^2\) will always be a positive number.
- \(y\) can be a positive or a negative number.
- \(z^3\) can be a positive or a negative number.
- \(|w|\) will always be a positive number.

Next consider each answer option based on the possible values of the variables.

**Option E:**

Making \(x\) and \(w\) positive will not necessarily make the value of the expression positive; it will depend on the values of \(y\) and \(z\).

**Option F:**

Making \(x\) and \(w\) negative will not necessarily make the value of the expression positive; it will depend on the values of \(y\) and \(z\).
Option G:

The expressions $x^2$ and $|w|$ will always be positive. Therefore, making the values of $y$ and $z$ negative would result in the expression $yz^3$ being positive, since a negative multiplied by a negative is positive. Thus the given product would always be positive.

Option H:

The expressions $x^2$ and $|w|$ will always be positive. Therefore, making the value of $y$ negative and the value of $z$ positive would result in the expression $yz^3$ being negative, since a negative multiplied by a positive is negative. Thus the given product would always be negative.

107. (B) Use the joint probability formula $P(\text{black shirt first}) \cdot P(\text{red shirt second, given black shirt first})$.

Initially there are 3 black shirts out of 6 total shirts, so the probability of picking a black shirt first is $\frac{3}{6}$.

Once a black shirt is picked first, there is 1 red shirt out of 5 total shirts remaining.

So the probability of picking a red shirt second, given that a black shirt was picked first, is $\frac{1}{5}$.

Then $P(\text{black shirt first}) \cdot P(\text{red shirt second, given black shirt first})$

$= \frac{3}{6} \cdot \frac{1}{5} = \frac{3}{10} = \frac{1}{10}$. 


108. (E) The volume of a cube with a side length of \( s \) is
\[ V = s^3 \]
Since 125 small cubes were used to build the large cube, \( 125 = s^3 \).
Each side of the large cube is made up of 5 small cubes.
\[ 125 = 5^3 \]
Since 5 small cubes make up each edge of the large cube, and each edge of the small cube measures 1 inch, the measure of each edge of the large cube is
\[ 1 \times 5 = 5 \text{ inches} \]

109. (A) The probability of Davina picking an odd-numbered ball from Box B is \( \frac{2}{3} \). If Davina places an odd-numbered ball in Box A, then the probability of Yusuf picking an odd-numbered ball from Box A is \( \frac{1}{3} \). The probability of both of these events happening is the product of the two probabilities.
\[ \frac{2}{3} \times \frac{1}{3} = \frac{2}{9} \]

110. (E) Since \( |x + 1| \geq 2 \), either \( x + 1 \leq -2 \) or \( x + 1 \geq 2 \).

Solving \( x + 1 \leq -2 \) for \( x \) gives \( x \leq -3 \).
Solving \( x + 1 \geq 2 \) for \( x \) gives \( x \geq 1 \).
A filled circle on a number line represents “or equal to.” So the correct number line representation has filled circles at -3 and 1, with the number line filled to the left of -3 for “less than” and to the right of 1 for “greater than.”

111. (D) The area of the kitchen floor equals the product of 12 and 7.5.
\[ 12 \times 7.5 = 90 \]
The area of each square tile is the product of 0.75 and 0.75.
\[ 0.75 \times 0.75 = \frac{3}{4} \times \frac{3}{4} = \frac{9}{16} \]
The number of tiles need to cover the floor is the quotient of 90 and \( \frac{9}{16} \).
\[ 90 \div \frac{9}{16} = 90 \times \frac{16}{9} = 160 \]
112. (E) First, determine the number of tickets sold on Sunday, \( x \), using the total number of tickets sold on Saturday and Sunday, 30,000, and the number of tickets sold on Saturday, 4\( x \).

\[
30,000 = 4x + x
\]

30,000 = 5\( x \)

6,000 = \( x \)

Then determine the number of tickets expected to be sold on Monday, \( y \), using the number of tickets sold on Sunday, 6,000.

\[
6,000 = 3y
\]

2,000 = \( y \)

The number of tickets expected to be sold on Monday is 2,000.

113. (C) The original area of the field was 4,000 square meters.

\[
80 \times 50 = 4,000
\]

When the field was enlarged, the length increased by 15%, so the new length is 92 meters.

\[
80 \times 15\% = 12
\]

\[
80 + 12 = 92
\]

The width increased by 10 meters, so the new width is 60 meters.

\[
50 + 10 = 60
\]

The new area of the field is 5,520 square meters.

\[
92 \times 60 = 5,520
\]

The percent increase is found by finding the difference between the two areas and dividing the increase by the original area.

\[
5,520 - 4,000 = 1,520
\]

\[
1,520 + 4,000 = 0.38 = 38\%
\]
114. (E) Since $x$ and $y$ are both negative integers, both $x^2$ and $y^2$ are positive.

Therefore, both $x^2y$ and $xy^2$ are negative, and both $-x^2y$ and $-xy^2$ are positive.

Because $x < y$ and both $x$ and $y$ are negative, $|y| < |x|$ and $y^2 < x^2$. So $|y^2| < |x^2|$.

Since $|y| < |x|$ and $x$ and $y$ are integers, $|xy^2| < |x^2y|$.

So $x^2y < xy^2$.

$-xy^2 = |xy^2|$ and $-x^2y = |x^2y|$

Therefore, $x^2y < xy^2 < -xy^2 < -x^2y$.

---

**Answer Key for Sample Form B**

1. The side length of a certain square microchip, expressed in scientific notation, is $1.2 \times 10^{-3}$ meter. If the area of this microchip is expressed in scientific notation as $b \times 10^a$ square meter, what is the value of $a$?

2. A company surveyed 800 people about their use of Soap L and Soap M. The table shows the results.

<table>
<thead>
<tr>
<th>SOAP SURVEY</th>
<th>Use Soap M</th>
<th>Do Not Use Soap M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Soap L</td>
<td>148</td>
<td>252</td>
</tr>
<tr>
<td>Do Not Use Soap L</td>
<td>264</td>
<td>136</td>
</tr>
</tbody>
</table>

Based on the results, of those who do not use Soap L, $x\%$ use Soap M. What is the value of $x$, expressed as a whole number?

3. The values in the table represent a function. What value of $R$ makes the function linear?

<table>
<thead>
<tr>
<th>$x$</th>
<th>$Y$</th>
</tr>
</thead>
<tbody>
<tr>
<td>-4</td>
<td>2</td>
</tr>
<tr>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>3</td>
<td>$R$</td>
</tr>
</tbody>
</table>

4. What is the distance, in units, between the points (3, 20) and (11, 5)?

- E. 8
- F. 15
- G. 17
- H. 23

5. $3(x - 4) + 4x = 4 - x + 8(6 + x)$

What is the solution to the equation shown above?

- A. $x = 8$
- B. $x = 65$
- C. no solution
- D. infinite number of solutions

6. Which expression represents a rational number?

- E. $\frac{3}{8}$
- F. $\pi$
- G. $\sqrt{3}$
- H. $\sqrt{83}$
7. Which expression is equivalent to \( \frac{6^{-10}}{6^2} \)?

A. \(-6^8\)
B. \(\frac{1}{6^{12}}\)
C. \(6^{-5}\)
D. \(6^{12}\)

8. Which table best represents a linear function?

E. \[
\begin{array}{c|c}
 x & y \\
-3 & 5 \\
-1 & 3 \\
0 & 1 \\
\end{array}
\]
F. \[
\begin{array}{c|c}
 x & y \\
-2 & 7 \\
-1 & 4 \\
0 & 3 \\
\end{array}
\]
G. \[
\begin{array}{c|c}
 x & y \\
-4 & -17 \\
-3 & -12 \\
1 & 8 \\
\end{array}
\]
H. \[
\begin{array}{c|c}
 x & y \\
-1 & 3 \\
0 & 3 \\
2 & 5 \\
\end{array}
\]

9. The diameter of Biological Cell A is \(6 \times 10^{-7}\) meter. The diameter of Biological Cell B is \(3 \times 10^{-8}\) meter. Which statement correctly compares the diameters of these two cells?

A. The diameter of Cell A is 2 times the diameter of Cell B.
B. The diameter of Cell B is 2 times the diameter of Cell A.
C. The diameter of Cell A is 20 times the diameter of Cell B.
D. The diameter of Cell B is 20 times the diameter of Cell A.

10. The data in the table show the number of seasons some players on a soccer team played versus the number of goals they scored. Which conclusion is supported by the data?

<table>
<thead>
<tr>
<th>Player</th>
<th>Seasons Played</th>
<th>Goals Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isabella</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Porter</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Jazmine</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Colin</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

E. There are multiple outliers in the data set.
F. There is a positive association between seasons played and goals scored.
G. There is a negative association between seasons played and goals scored.
H. There is no association between seasons played and goals scored.
11. What is the value of \( y \) when 
\[ 0.25(y + 8) = 15 \] 
A. 1.75  
B. 3.25  
C. 28  
D. 52  
12. What is the volume, in cubic inches, of a beach ball with a diameter of 24 inches?  
E. \( 48\pi \)  
F. \( 256\pi \)  
G. \( 576\pi \)  
H. \( 2,304\pi \)  
13. How many integers, \( n \), satisfy the condition \( 5 < \sqrt{n} < 6 \)?  
A. 0  
B. 5.5  
C. 10  
D. 11
1. (-6) Since the microchip is a square, the area of the microchip is \((1.2 \times 10^{-3})^2\) square meter.
\[
(1.2 \times 10^{-3})^2 = (1.2)^2 \times (10^{-3})^2
\]
\[
= 1.44 \times 10^{-6}
\]
So the value of \(a\), the exponent, is -6.

2. (66) First, determine the number of people who do not use Soap L.
\[
264 + 136 = 400
\]
Then determine what percentage of those people use Soap M.
\[
\frac{264}{400} = 0.66 = 66\%
\]
Since 66% of the people who do not use Soap L use Soap M, the value of \(x\) is 66.

3. (-5) A linear function consists of ordered pairs that make a linear equation true, with a consistent slope, \(m\), and a \(y\)-intercept, \(b\). Use the slope formula and the two given ordered pairs to determine the slope.
\[
m = \frac{2 - (-1)}{-4 - (-1)} = \frac{3}{-3} = -1
\]
Then use the slope and one of the given ordered pairs to determine the \(y\)-intercept. The equation is in slope-intercept form.
\[
y = (-1)x + b
\]
\[
2 = (-1)(-4) + b
2 = 4 + b
-2 = b
\]
Use the slope and the \(y\)-intercept to determine the value of \(R\). The equation is in slope-intercept form.
\[
y = (-1)x + -2
\]
\[
R = (-1)(3) + -2
R = -3 + -2
R = -5
\]
4. (G) Use the Pythagorean theorem, 
\[ A^2 + B^2 = C^2, \]
to find the distance between the two given points. A right triangle can be drawn in the coordinate system using the two given points as vertices.

To determine the lengths of the legs of the right triangle, find the absolute values of the difference between the \( x \)-coordinates and the difference between the \( y \)-coordinates.

\[ |3 - 11| = 8 \]
\[ |20 - 5| = 15 \]

Use the lengths of the legs, 8 units and 15 units, to determine the length of the hypotenuse, \( h \), which is the distance, in units, between the two given points.

\[ 8^2 + 15^2 = h^2 \]
\[ 64 + 225 = h^2 \]
\[ 289 = h^2 \]
\[ \sqrt{289} = h \]
\[ 17 = h \]

The length of the hypotenuse is 17 units.

5. (D) Use properties of equations to successively transform the given equation into simpler forms, until an equivalent equation of the form \( x = a, a = a, \) or \( a = b \) (where \( a \) and \( b \) are different numbers) results.

\[ 3(x - 4) + 4x = 4 - x + 8(6 + x) \]
\[ 3x - 12 + 4x = 4 - x + 48 + 8x \]
\[ 3x + 4x - 12 = 4 + 48 - x + 8x \]
\[ 7x - 12 = 52 + 7x \]
\[ (7x - 7x) - 12 = 52 + (7x - 7x) \]
\[ 0 - 12 = 52 + 0 \]
\[ -12 = 52 \]

The simplest form of the given equation is \(-12 = 52\), which is not a true statement. Therefore, there is no solution to the given equation.
6. **(E)** Since rational numbers have a decimal expansion that terminates or repeats, determine the decimal expansion of the number in each option. The option that represents a number with a decimal expansion that terminates or repeats is a rational number.

**Option E:**
\[
\frac{3}{8} = 0.375
\]

**Option F**
\[
\pi = 3.14159...
\]

**Option G**
\[
\sqrt{3} = 1.73205...
\]

**Option H**
\[
\sqrt{83} = 9.11043...
\]

Option E has a decimal expansion that terminates; therefore, it is a rational number. The decimal expansions for the other options do not terminate or repeat.

7. **(B)** Use the properties of integer exponents to generate a numerical expression that is equivalent to the given expression.

\[
\frac{6^{-10}}{6^{2}} = \frac{1}{6^{2} \times 6^{10}} = \frac{1}{6^{12}}
\]

The given expression is equivalent to \(\frac{1}{6^{12}}\).
8. (G) Use the slope formula to determine the slope, \( m \), between the ordered pairs in the table. If the slope between each pair of ordered pairs is the same, then the function is linear.

Option E:
Using the ordered pairs \((-1, 3)\) and \((-3, 5)\):
\[
m = \frac{3 - 5}{-1 - (-3)} = \frac{-2}{2} = -1
\]
Using the ordered pairs \((0, 1)\) and \((-1, 3)\):
\[
m = \frac{1 - 3}{0 - (-1)} = \frac{-2}{1} = -2
\]
Since the slopes do not match, this is not a linear function.

Option F:
Using the ordered pairs \((-2, 7)\) and \((-1, 4)\):
\[
m = \frac{7 - 4}{-2 - (-1)} = \frac{3}{-1} = -3
\]
Using the ordered pairs \((-1, 4)\) and \((0, 3)\):
\[
m = \frac{4 - 3}{-1 - 0} = \frac{1}{-1} = -1
\]
Since the slopes do not match, this is not a linear function.

Option G:
Using the ordered pairs \((-4, -17)\) and \((-3, -12)\):
\[
m = \frac{-17 - (-12)}{-4 - (-3)} = \frac{-5}{-1} = 5
\]
Using the ordered pairs \((-3, -12)\) and \((1, 8)\):
\[
m = \frac{-12 - 8}{-3 - 1} = \frac{-20}{-4} = 5
\]
The slopes match, so this is a linear function.

Option H:
Using the ordered pairs \((-1, 3)\) and \((0, 3)\):
\[
m = \frac{3 - 3}{-1 - 0} = \frac{0}{-1} = 0
\]
Using the ordered pairs (0, 3) and (2, 5):

\[ m = \frac{3 - 5}{0 - 2} = \frac{-2}{-2} = 1 \]

Since the slopes do not match, this is not a linear function.

Option G is the only linear function and is the correct answer.

9. (C) First, translate both cell diameters to standard form.

\[ 6 \times 10^{-7} = 0.0000006 \]

\[ 3 \times 10^{-8} = 0.00000003 \]

Then use division to compare the two numbers.

\[ 0.0000006 \div 0.00000003 = 20 \]

The diameter of Biological Cell A is 20 times the diameter of Biological Cell B.
10. (F) First, reorder the ordered pairs so that the numbers of seasons played, \( x \), are increasing.

\((1, 3), (3, 5), (4, 6), (6, 10)\)

Then examine the numbers of goals scored, \( y \), to determine whether there is a pattern.

The pattern is that as \( x \) increases, so does \( y \). This exemplifies a positive association between \( x \), the number of seasons played, and \( y \), the number of goals scored.

11. (D) Use properties of equations to determine the value of \( y \) in the given equation.

\[
0.25(y + 8) = 15 \\
0.25y + 2 = 15 \\
0.25y = 13 \\
\frac{0.25y}{0.25} = \frac{13}{0.25} \\
y = 52
\]

The value of \( y \) in the given equation is 52.
12. (H) The formula for the volume of a sphere is \( V = \frac{4}{3} \pi r^3 \).

Since the diameter of the ball is 24 inches, the radius is half of that, or 12 inches.

\[ V = \frac{4}{3} \pi (12)^3 = 2,304 \pi \]

13. (C) Since 5 is the square root of 25, and 6 is the square root of 36, the values of \( n \) that satisfy the given condition are all the integers greater than 25 and less than 36. That set of integers is \( \{26, 27, 28, 29, 30, 31, 32, 33, 34, 35\} \). There are 10 numbers in the set, so Option C is the correct answer.

---

**Answer Key for Grade 9 Mathematics**

1. -6  
2. 66  
3. -5  
4. G  
5. D  
6. E  
7. B  
8. G  
9. C  
10. F  
11. D  
12. H  
13. C
DIRECTIONS: Solve each question. You can use the extra grid-in answer sheet on page 273 to record your answers. Print only one number or symbol in each box. Under each box, fill in the circle that matches the number or symbol you wrote above. **DO NOT FILL IN A CIRCLE UNDER AN UNUSED BOX. DO NOT LEAVE A BOX BLANK IN THE MIDDLE OF AN ANSWER.**

1. A landscape architect drew a plan for a flower bed in a park. The plan is shown.

![Diagram of a triangle with sides 7 in. and 12 in.]

The plan has a scale of $\frac{1}{2}$ inch = 3 feet. What is the actual area of the flower bed, in square feet?

2. In the figure shown, $m \angle WTL = 2(2x - 1)$, $m \angle LTS = 5x + 6$, $m \angle STR = 11x - 4$, and $m \angle QTR = 3x + 7$.

![Diagram of a coordinate plane with points W, L, T, R, P, Q, S, and T]

What is the measure, in degrees, of $\angle PTQ$?
3. Sebastian is tossing a coin and spinning a spinner that has 2 red sections, 3 yellow sections, and 1 blue section, all the same size. What is the probability, expressed as a decimal, that Sebastian randomly tosses heads on the coin and spins yellow on the spinner?

![Spinner Diagram]

6. What is the product of $\frac{3}{8}$ and 0.6, expressed as a decimal?

7. A bookstore manager will randomly select 2 of 9 different recently arrived books to place in a window display. How many possible pairs of selections are there? (The order of the two books in the window display does not matter.)

8. What is $\frac{7}{8}$ in decimal form?

4. $-6.7, \frac{1}{2}, 3.4, -2 \frac{3}{4}$

What is the sum of the numbers shown above, expressed as a decimal?

5. Ivan paid $2.31 in sales tax on an item with an original price of $42.00. Given the same sales tax rate, an item with an original price of $64.00 has a sales tax of $x. What is the value of $x$? (Express your answer as a decimal.)
9. Olivia is building a frame for a painting. The painting is 24 inches high and 18 inches wide. She wants the height of the framed painting to be 125\% of the height of the painting. The width of the frame around the painting will be the same on all sides, as shown in the diagram. What is \( x \), the width of the frame, in inches?

10. \( pt^3 + p^3t \)

What is the value of the expression above when \( p = 3 \) and \( t = -2 \)?
1. **(1512)** The scale is $\frac{1}{2}$ inch = 3 feet. Use that scale to find the base, $b$, and height, $h$, of the actual flower bed.

$$\frac{1}{2} \times \frac{3}{b} = \frac{12}{b}$$

$$\frac{1}{2}b = 36$$

$$b = 72$$

$$\frac{1}{2} \times \frac{3}{h} = \frac{7}{h}$$

$$\frac{1}{2}h = 21$$

$$h = 42$$

The formula for the area of a triangle is $$A = \frac{1}{2} \text{ base} \times \text{ height}.$$ 

$$A = \frac{1}{2}bh = \frac{1}{2}(72)(42)$$

$$A = \frac{1}{2}(3,024) = 1,512$$

2. **(51)** Angles $\angle WTL$ and $\angle QTR$ are congruent because they are vertical angles.

Therefore, $m\angle WTL = m\angle QTR$, so $2(2x - 1) = 3x + 7$.

Distributing 2 gives $4x - 2 = 3x + 7$.

Subtracting $3x$ from both sides gives $x - 2 = 7$.

$$x - 2 + 2 = 7 + 2$$

Adding 2 to each side gives $x = 9$.

Angles $\angle PTQ$ and $\angle LTS$ are congruent because they are vertical angles.

Therefore, $m\angle PTQ = m\angle LTS = 5x + 6$.

So $m\angle PTQ = 5(9) + 6 = 45 + 6 = 51$. 

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3. (0.25) The probability of tossing heads on the coin is 1 out of 2, which is \( \frac{1}{2} \).

The probability of spinning yellow on the spinner is 3 out of 6, which is \( \frac{3}{6} \) or \( \frac{1}{2} \).

The probability of both of these events occurring is the product of the probabilities.

\[
\frac{1}{2} \times \frac{1}{2} = 0.25
\]

5. (3.52) Set up a proportion to solve.

\[
\frac{2.31}{42} = \frac{x}{64}
\]

\[
(64)\left(\frac{2.31}{42}\right) = x
\]

\[3.52 = x\]

6. (0.225) \( \frac{3}{8} = 3 \div 8 \quad 0.375 \)

\[0.375 \times 0.6 = 0.225\]
7. (36) When selecting a pair of books, the order of the books does not matter.

There are 9 books that can be selected for the first book in the pair.

There are 8 books that can be selected for the second book in the pair.

Therefore, there are 72 permutations of books.

However, each pair is repeated twice because the order in which the books were selected does not matter.

Since each pair is represented twice, divide \( \frac{72}{2} = 36 \) to show there are 36 pairs of books that can be selected.

8. (0.875) \( \frac{7}{8} = 7 \div 8 = 0.875 \)

9. (3) The painting is 24 inches high. Olivia wants the height of the frame to be 125% the height of the painting. The width of the frame will be the same on all sides.

Multiply the height of the painting by 125% to find the height of the frame, in inches.

\[ 24 \times 1.25 = 30 \]

Since the height of the painting is already 24 inches, that leaves 6 inches of frame divided by 2 for the top and bottom. Therefore, \( x \) is 3 inches.
10. \((-78)\) Substitute the values of \(p(3)\) and \(t(-2)\) and solve.

\[ pt^3 + p^2t = 3(-2)^3 + 3^3(-2) = \]

\[ 3(-8) + 27(-2) = -24 - 54 = -78 \]
1. **STUDENT STATEMENT:** I am well enough to take this test and complete it. I understand that once I break the seal of the test booklet, I may not be eligible for a make-up test. I am a New York City resident and a Grade 8 student taking a Grade 8 test. I understand that a student who is not a New York City resident, who takes the test more than once in a given school year, or who takes the test at the wrong grade level will be disqualified from acceptance to any of the specialized high schools.

Signature (full name, first name first):

---

2. **TODAY’S DATE:**

3. **DATE OF BIRTH:**

CAREFULLY RECORD YOUR NAME, SCHOOL CHOICES, DATE OF BIRTH, INFORMATION ABOUT THE SCHOOL WHERE YOU ARE NOW ENROLLED, AND STUDENT ID NUMBER.

USE A PENCIL ONLY. INCORRECT MARKS MAY DELAY THE SCORING OF YOUR ANSWER SHEET.

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**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.

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6. **DATE OF BIRTH**

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7. **SCHOOL WHERE YOU ARE NOW ENROLLED**

**NAME OF SCHOOL**

School Code

---

8. **STUDENT ID NUMBER**

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9. **BOOKLET LETTER AND NUMBER**

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   Month Day Year

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   MI
   LAST NAME (surname) (please print) ________________________________

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   Brooklyn Latin
   Brooklyn Tech
   HS Math, Sci., & Engineering
   HS American Studies/Lehman
   Queens Sci./York
   Staten Island Tech
   Stuyvesant

6. DATE OF BIRTH
   Month Day Year

7. SCHOOL WHERE YOU ARE NOW ENROLLED
   NAME OF SCHOOL
   School Code

   Fill in for private or parochial schools only

8. STUDENT ID NUMBER

9. BOOKLET LETTER AND NUMBER

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