



PLANNING FOR COLLEGE

Defining the Details

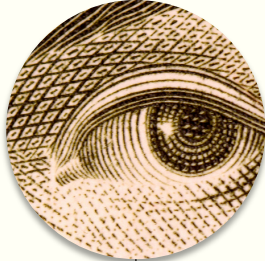
January 18, 2017



Presented by Jean Marie Buckley, M.Ed, MPA, EdD_{candidate}

- Today's landscape within college admissions
- What has shifted, changed and what has remained the same?
- Defining a student's curriculum, academic plan and academic inquiry
- How does a student show their commitment to self and others, while capturing their interests in an application?
- Extracurricular activities, co-curricular activities, volunteerism = how to choose?
- A parent's role in their child's educational path
- How an admission staff evaluates an applicant?
- Private university admissions versus public university admissions
- Creating a class

Goal for this evening



Overview



Context



Student



School



Personal



Goals

An OVERVIEW of tonight's presentation

Defining the Details will be structured in the following manner:

- PART I – *A historical and contextual overview of college admissions*
- PART II – *What has changed in admissions and what has remained the same*
- PART III – *How a student prepares for their educational journey*
- PART IV – *Athletics, Portfolio, Test Optional and Testing*
- PART V – *Components of the application process*

SUMMARY

QUESTION & ANSWER PERIOD

PART I

Admissions – A historical and statistical overview

Gathered from the Annual
State of College Admissions Report
Published

by the

National Association of College Admission
Counseling (NACAC)

Applications per Admission Officer

TABLE 1: APPLICATIONS PER ADMISSION OFFICER

	Mean
<i>Control</i>	
Public	914
Private	411
<i>Enrollment</i>	
Fewer than 3,000 students	316
3,000 to 9,999	661
10,000 or more	1,241
<i>Selectivity</i>	
Accept fewer than 50 percent of applicants	923
50 to 70 percent	593
71 to 85 percent	480
More than 85 percent	327

Percentage of Colleges Attributing “Considerable Importance” to Various Recruitment Strategies.

TABLE 4: PERCENTAGE OF COLLEGES ATTRIBUTING “CONSIDERABLE IMPORTANCE” TO VARIOUS RECRUITMENT STRATEGIES, BY PROSPECTIVE STUDENT POPULATION

Factor	First-Time Freshmen	Transfer	International (First-Time Freshmen)
Website	84.4%	81.9%	87.7%
Email	82.7	77.3	79.0
Hosted Campus Visit	77.0	49.6	26.3
High School Counselor	60.8	13.8	35.3
High School Visit	58.5	9.5	13.0
Direct Mail	54.6	29.2	9.4
College Fairs	52.5	29.9	20.5
Social Media	38.2	26.6	30.7
Community Based Organizations	16.9	8.6	6.4
Test-Optional Policy	13.9	8.3	9.7
Alumni	12.5	9.4	10.7
Overseas High School Visit	10.0	4.0	23.8
Conditional/Provisional Admission Program	5.1	3.8	9.6
Utilize Agents	—	—	15.9
Partnerships with Overseas Colleges	—	—	15.3
State or Regional Recruitment Consortium	—	—	8.0
Federal Government Support	—	—	13.9

— Question was only asked for international students.

SOURCE: NACAC Admission Trends Survey, 2015.

Percentage of Colleges Attributing Different Levels of Importance to Factors in Admission Decisions

TABLE 7: PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO FACTORS IN ADMISSION DECISIONS: FIRST-TIME FRESHMEN

Factor	N	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Grades in College Prep Courses	231	79.2%	13.0%	6.9%	0.9%
Grades in All Courses	229	60.3	31.0	8.7	—
Strength of Curriculum	231	60.2	26.8	10.0	3.0
Admission Test Scores (SAT, ACT)	228	55.7	32.5	7.9	3.9
Essay or Writing Sample	231	22.1	39.0	21.6	17.3
Counselor Recommendation	231	17.3	42.4	27.3	13.0
Student's Demonstrated Interest	231	16.9	33.3	26.8	22.9
Teacher Recommendation	230	15.2	43.5	27.8	13.5
Class Rank	228	14.0	37.7	32.0	16.2
Subject Test Scores (AP, IB)	227	7.0	35.2	32.6	25.1
Portfolio	229	6.6	10.0	30.6	52.8
Extracurricular Activities	231	5.6	43.3	34.6	16.5
SAT II Scores	226	5.3	8.4	23.0	63.3
Interview	229	3.5	23.1	28.4	45.0
State Graduation Exam Scores	228	3.5	11.0	25.4	60.1
Work	230	0.9	21.3	44.8	33.0

— = No institutions in category.

SOURCE: NACAC Admission Trends Survey, 2014.

Percentage of Colleges Attributing “Considerable Importance” to Factors in Admissions Decisions (Fall 2006-Fall 2014)

TABLE 10: PERCENTAGE OF COLLEGES ATTRIBUTING “CONSIDERABLE IMPORTANCE” TO FACTORS IN ADMISSION DECISIONS: FIRST-TIME FRESHMEN, FALL 2006 TO FALL 2014

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Grades in College Prep Courses	76%	80%	75%	87%	83%	84%	82%	82%	79%
Strength of Curriculum	62	64	62	71	66	68	65	64	60
Admission Test Scores	60	59	54	58	59	59	56	58	56
Grades in All Courses	51	52	52	46	46	52	50	52	60
Essay or Writing Sample	28	26	27	26	27	25	20	22	22
Class Rank	23	23	19	16	22	19	13	15	14
Counselor Recommendation	21	21	20	17	19	19	16	16	17
Demonstrated Interest	21	22	21	21	23	21	18	20	17
Teacher Recommendation	20	21	21	17	19	17	15	14	15
Interview	10	11	11	7	9	6	7	8	4
Extracurricular Activities	8	7	7	9	7	5	7	10	6
Work	3	2	2	2	2	2	1	3	1
Subject Test Scores (AP, IB)	8	7	8	7	10	7	5	8	7
State Graduation Exam Scores	6	4	4	3	4	4	2	3	4
SAT II Scores	5	6	7	5	5	5	4	6	5
Portfolio	—	—	7	8	6	7	5	6	7

— = Data are not available.

SOURCE: NACAC Admission Trends Surveys, 2006 through 2014.

Percentage of Colleges Attributing Different Levels of Influence to Student Characteristics in Admission Decisions

TABLE 11: PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF INFLUENCE TO STUDENT CHARACTERISTICS IN ADMISSION DECISIONS

	N	Considerable Influence	Moderate Influence	Limited Influence	No Influence
<i>FIRST-TIME FRESHMEN</i>					
High School Attended	297	2.0%	20.2%	34.3%	43.4%
Race/Ethnicity	298	3.4	11.1	18.5	67.1
State or County of Residence	297	2.0	7.4	22.9	67.7
First-generation Status	296	2.4	13.9	31.8	52.0
Ability to Pay	296	0.7	4.7	12.5	52.1
Gender	296	2.0	2.4	12.8	82.8
Alumni Relations	296	1.0	8.1	41.6	49.3

WHO IS BUCKLEY EDUCATION?

Professional Educational Counselors and Consultants
Certified Educational Planners (AICEP)
Masters and Doctoral Educated
Research focused providing practical application
The only professional educational corporation in California



School Counselors are our school based colleagues

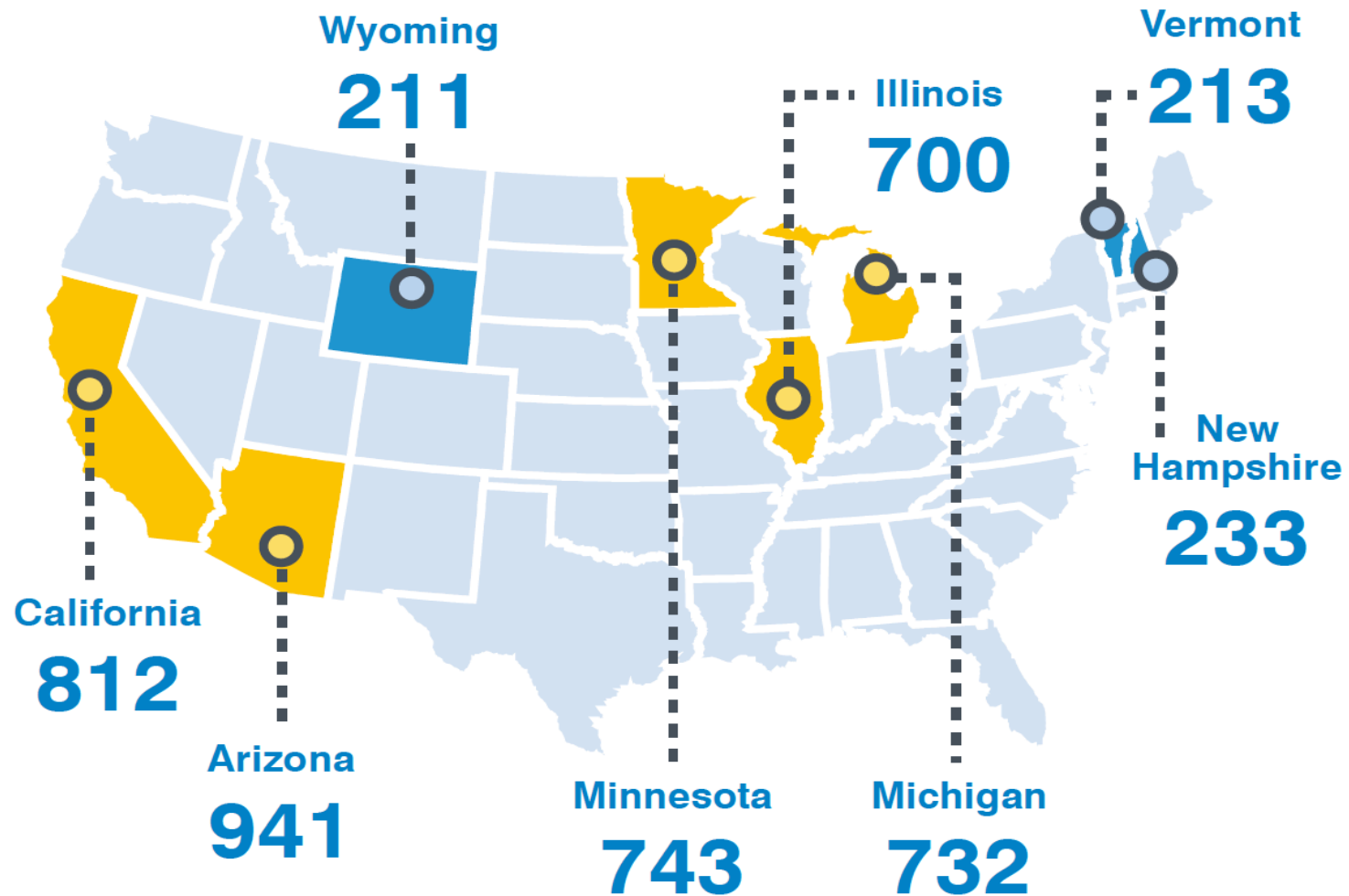
Buckley Education created the model of school counselors in private practice

AVERAGE STUDENT TO COUNSELOR RATIO

	STUDENTS PER COUNSELOR	STUDENTS PER COLLEGE COUNSELOR
Public	303	358
Private	222	323

Map of Counselor to Student Highest and Lowest Ratios

STATES WITH HIGHEST AND LOWEST RATIOS



What has shifted, changed, morphed in college admissions?

A historical perspective of how we have evolved to where we are today with college admission practices.

Historical Overview of College Admissions

- **1636** – Harvard founded to train ‘clergymen’.
- **1693** – After almost 60 years, the 2nd college was founded – College of William and Mary. Focus was to have a college for those desiring study under the Church of England.
- **1700** – Cost of college became prohibitive. Those that did attend and graduate were listed by the family’s social rank rather than alphabetically.
- **1776** – During the Revolutionary War there were nine (9) colleges in the States.
- **Early 1800’s** – Colleges doubled and yet enrollment decreased. Attending was associated with social status not profession.
- **1825-** UVA founded by Thomas Jefferson, the President that has had a long lasting effect on education. Free education and separation of church and state.
- **1850’s** – Focus on business colleges, focused curriculum and purposeful education

Continued Historical Overview of College Admissions

- **1870's** – Land Grant Colleges as instituted by President Lincoln. Up to 70 colleges.
- **1880-1910**– The Decades on Industry influenced education. An era which focused on education within the model of business.
- **1900** – College Entrance Exam Board was formed (now known as College Board). Purpose was to standardize admission criteria.
- **Early 1900's**– The current American university system is defined.
 - Philanthropy on a large scale
 - Strong University President
 - Full Time Professors – Experts
 - Unified Teaching Methods
 - Curriculum
 - Modern Facilities
- **1910**– First time colleges receive more applications that their systems can manage.
- **1917**- President Woodrow Wilson begins Army Training Corp to alleviate concerns of WWI affecting college enrollment. Predecessor of ROTC.

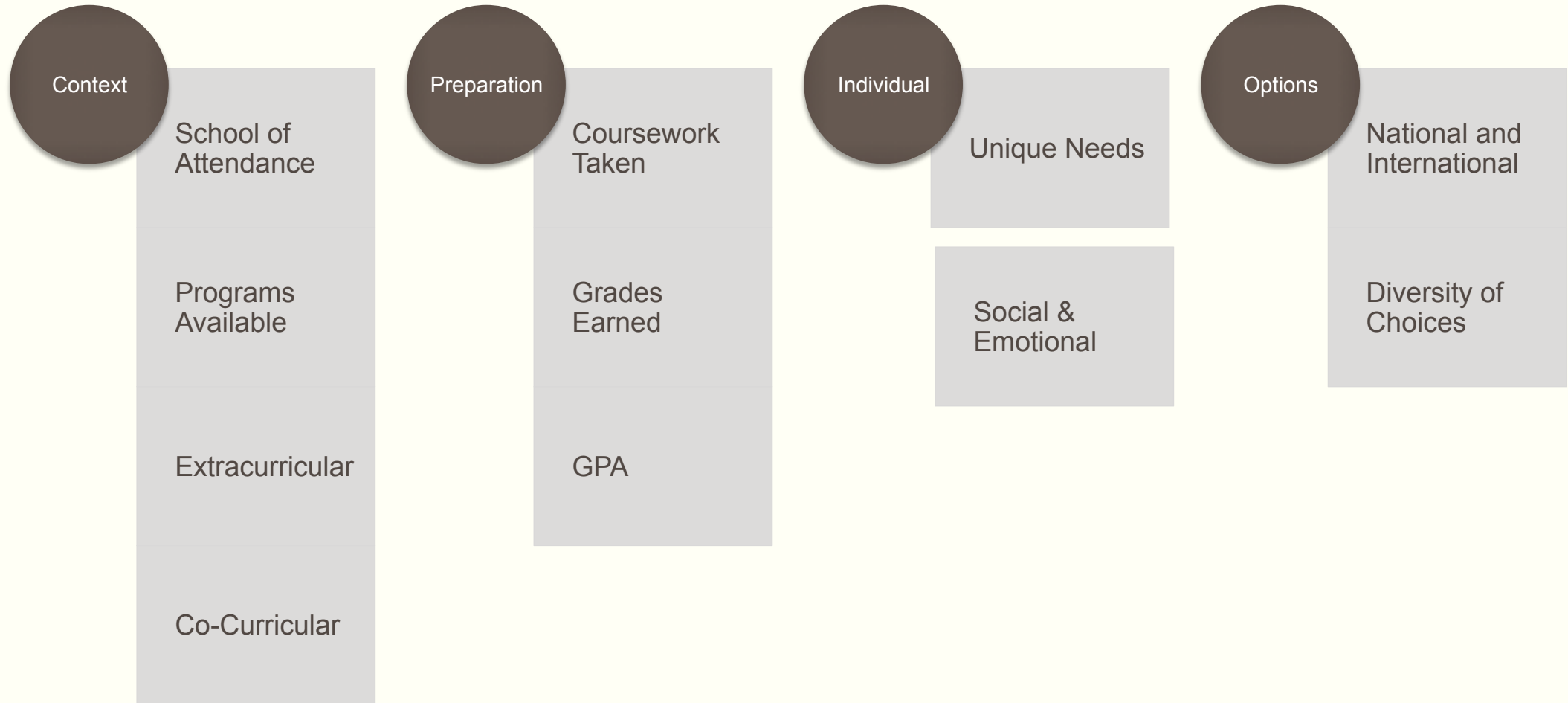
Continued Historical Overview of College Admissions

- **1920-1944's** – College enrollment increases from 250,000 to 1.3 million.
- **1944**– The G.I. Bill is instituted.
- **1957**– With the launch of Russia's Sputnik, the U.S. Federal Government invests money into educational institutions for research.
- **1960's**– Public universities voice their affordability while private universities distinguish their education with smaller class sizes, study abroad options and niche programs.
- **1965**– Community colleges begin to market their options based on cost.
- **1975**– College enrollment drops because of protests and anti-establishment movement.
- **Early 1980's** – The Mount Holyoke phenomenon was discovered: Charging higher tuition leads to greater numbers of applicants, as well as academically higher quality applicants. Price equals prestige. This phenomenon has not abated.

Continued Historical Overview of College Admissions

- **2008**– The recession hits and the discussion of student debt is center stage.
- **2010**– The criticism and debate that education and employment are not connected rises. Additionally, student loan debut outweighs credit card debt for the first time in American history.
- **Today** – Students are working to access higher education for multiple reasons, including:
 - **Professional Stability**
 - **Career Advancement**
 - **Guarantee of Social Status**
 - **Independence**

What does all of this history mean?



Understanding the high school of attendance

The creation of the annual school profile which accompanies the high school transcript.



Burlingame High School

San Mateo Union High School District
School Profile 2016-17

Administration

Paul Belzer, *Principal*
Valerie Arbizu, *Assistant Principal*
Terence Lien, *Assistant Principal*
Protocol: firstinitiallastname@smuhsd.org

Counselors

Karen Latham [A-De] klatham@smuhsd.org
Tammy Esraïlian [Df-K] tesraïlian@smuhsd.org
Luis Mashek [L-Re] lmashek@smuhsd.org
Carla Renzi [Rf-Z] crenzi@smuhsd.org

Address & Contact Information

1 Mangini Way, Burlingame, CA 94010
Phone: 650.558.2899
Fax: 650.558.2852
Web Address: bhs.schoolloop.com

The School

Our Mission: Burlingame High School is dedicated to the preparation of academically and socially responsible students.

Burlingame High School (BHS) is a comprehensive four-year public high school located 15 miles south of San Francisco. The suburban setting of Burlingame is home to 30,000 residents. BHS enjoys close ties with and receives tremendous support from the city and community of Burlingame. BHS is one of seven high schools in the San Mateo Union High School District. Since SMUHSD is a district with open enrollment, BHS students come from the entire SMUHSD boundary area. Approximately 1460 students attend BHS, and there are 78 credentialed personnel. BHS is a California Distinguished School and accredited by the Western Association of School and Colleges (WASC).

BHS students are dedicated to improving their school and larger community through participation in numerous programs such as diversity and school climate initiatives, athletics, clubs, service learning, and volunteerism. We offer a broad curriculum so that students can explore their academic, personal, and career goals. Our school gives students the opportunity to investigate their passions through various coordinated opportunities in job shadowing, peer tutoring, and concurrent enrollment at the community college, to name a few.

The Curriculum: Academic Program

Burlingame High School offers academically rigorous courses. Our school operates on a semester system; grades and credits are assigned in January and June. In 2012, we implemented a modified block schedule during which classes meet four times a week, once for 93 minutes. We offer a limited seven period day schedule. Six classes are required of all ninth, tenth, and eleventh grade students; seniors must take at least five classes. Students may opt to take a seventh class for academic support or to explore elective programs.

Graduation Requirements

Subject Area	# Units
English	40
Contemporary World Studies	5
Modern World History	10
US History	10
American Government/Economics	10
Mathematics	30
Science (1 Physical, 1 Biological)	20
Physical Education	20
Health	5
World Language	10
Visual & Performing Arts	10
Career Technical Education	10
Electives	40
TOTAL Required Units	220

Grading

Weighted GPA includes all courses 9-12 with extra point given for Honors and Advanced Placement courses. Un-weighted GPA is calculated for courses 9-12.

A = 4 B = 3 C = 2 D = 1 F = 0

Open Access

This policy of the SMUHSD allows students open enrollment in Advanced Standing, Honors, and Advanced Placement Classes.

Ranking

Burlingame High School does not rank students.

Advanced Placement Courses

English

AP English Language & Composition
AP English Literature & Composition

Social Science

AP European History
AP United States History
AP US Government & Politics
AP Micro Economics

Mathematics

AP Calculus AB
AP Calculus BC
AP Statistics

Science

AP Biology
AP Chemistry
AP Environmental Science
AP Physics I

World Language

AP Italian Language & Culture
AP Spanish Language

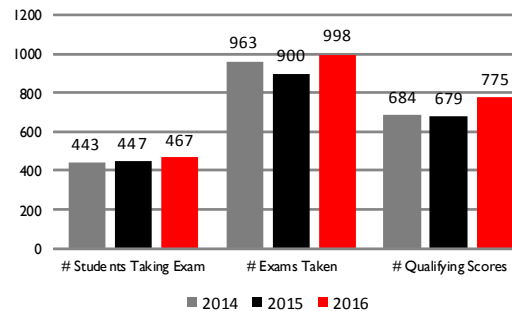
Visual & Performing Arts

AP Studio Art

Electives

AP Computer Science

Advanced Placement Results





Capuchino High School

Established 1950

International Baccalaureate School

School Profile

1501 Magnolia Avenue
San Bruno, California 94066
650-558-2799/650-558-2752 FAX
Web site: <http://chs.schoolloop.com>
CEEBS Code: 052810

Accredited by the Western Association of Schools & Colleges.
Capuchino received a maximum six year accreditation in 2012.

Capuchino High School is located in the city of San Bruno on the San Francisco Peninsula. Capuchino serves an economically and ethnically diverse community. Capuchino is one of the six comprehensive high schools of the San Mateo Union High School District. The ethnic/racial makeup of our school population is 1% African American, 13% Asian, 22% Caucasian, 49% Latino, 5% Pacific Islander, and 10% Filipino. Total student enrollment is 1178

The Class of 2017 is approximately 273 students.

- 25% are on the free and reduced lunch program.
- 50% speak a language other than English at home.
- 12% receive Special Educations services.
- 13% are English Language Learners

ACADEMICS

Capuchino students benefit from a rich curriculum highlighted by the International Baccalaureate Program, as well as programs in; technological arts, career and vocational, and fine and performing arts. Students may enroll in up to seven classes per semester. Students in grades 9-11 must take a minimum of six classes. Seniors must take a minimum of five classes. Students earn five credits for passing each semester course.

The International Baccalaureate (IB) program is a comprehensive and rigorous course of study with international accreditation and assessment. Juniors and Seniors pursuing an IB diploma take courses leading to IB examinations in English, World Languages, History-Social Science, Mathematics, Science, and an elective course (Fine Arts, Film, or Dance). The IB program was established in 2004.

Graduation Credit Requirements

- English – 40 credits
- Mathematics – 30 credits
- Social Science – 35 credits
- Life Science – 10 Credits
- Physical Science – 10 Credits
- Physical Education – 20 credits
- Health – 5 credits
- Fine Arts – 10 credits
- World Languages – 10 credits
- Career/Technical - 10 credits
- Elective Courses – 40 credits
- Minimum Requirements – 220 credits

Advanced Standing Courses & IB Courses

English I & II AS	IB Math I & II SL	IB Theory of Knowledge
Mod Wld Hist Sem 2 AS	IB Math I & II HL	AP Physics I
Cont Wld Studies AS	IB Sports-Excse-Hlth Sci I & II SL	
IB Biology I & II HL/SL	IB Dance I & II SL/HL	
IB Spanish I & II HL/SL	IB Film I & II HL/SL	
IB French I & II HL/SL	IB Visual Arts I & II HL/SL	
IB English I & II HL	IB Psychology SL	
IB Hist of Amers I & II HL	IB Chemistry SL	

Class Rank & Grade Point Average

Individual rank in class is not reported.
Transcripts report both weighted and un-weighted grade point average. GPA is calculated using a 4-point scale.

Class of 2016 Cumulative Wgt GPA Data

4.0-4.40 (12%)	2.5-2.99 (22%)
3.5-3.99 (20%)	2.0-2.49 (15%)
3.0-3.49 (25%)	0.0-1.99 (6%)



Mills High School

A California Distinguished School
CEEB Code: 051972

Address & Contact Information

400 Murchison Drive
Millbrae, CA 94030

Phone: 650-558-2599

Fax: 650-558-2552

Website: www.millshigh.org

Administration

Pamela Duszynski, Principal
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José A. Gomez, Assistant Principal
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Joana Feit, Assistant Principal
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Counselors

Rachel Mack [A-Ha]
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JenniferHauth [He-Lok]
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Kalani Vasquez [Lo-Q]
kvasquez@smuhsd.org

Alex Stillman [R-Z]
astillman@smuhsd.org

Graduation Requirements	Class of 2016
English	40
Mathematics	30
Social Science	35
Science	20
Foreign Language	10
Fine Arts	10
Physical Education	20
Health	5
Career Tech	10
Elective	40
Total	220

School Profile 2016-17

The mission of Mills High School is to challenge and motivate each student to achieve full potential as a responsible member of our diverse community. We believe in creating a safe learning environment that promotes intellectual growth, healthy creativity and respect for self and others.

In 1988, 1996, and 2009, Mills High School was recognized as a California Distinguished School for its innovative programs and academic excellence. In 2012, Mills High School was granted a six-year accreditation through the Western Association of Secondary Schools and Colleges (WASC).

Student Support

Students at Mills High School are served by an award winning, comprehensive student support personnel team that is dedicated to the implementation of the National Standards for School Counseling created by the American School Counseling Association. The Counseling Department has four school counselors, three wellness counselors, and a College and Career advisor.

School and Community

Mills High School is in the city of Millbrae, 16 miles south of San Francisco. Mills is one of seven schools in the San Mateo Union High School District. With our district's open enrollment policy, Mills High School draws its student population from the entire district. Current student enrollment is approximately 1,200. The student body ethnic distribution is as follows:

African-American	1%	Asian	49%
Pacific Islander	3%	Filipino	11%
Latino	20%	White	16%

Activities

Mills High School supports the development of well-rounded students. To achieve this goal, Mills High School has over 70 clubs and athletic teams in which students can participate. The clubs include interests such as community service, culture, art, environment, hobbies, language, politics, leadership, music, religion, and science. The athletic teams include: badminton, basketball, baseball, cross country, football, golf, soccer, softball, swimming, tennis, track and field, volleyball, water polo, and wrestling.

Academic Program Information

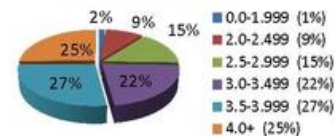
The academic calendar is two semesters of 18 weeks. Classes meet two days per week on a modified block schedule. Three days a week, classes are 51 minutes in duration; on a block day the classes are 85 minutes in duration. We offer a 7-period day schedule. Six classes are required for all 9th, 10th, and 11th Grade students; seniors must take at least five classes.

Grading

- Each course has a value of five credits per semester. A total of 220 credits are required for graduation.
- Weighted GPA is calculated using a 4.0 grading scale, adding an additional point for AP courses when the student has earned a final grade of "C" or higher. Grades and credits are calculated in January and June. All courses taken in each grade level, including PE, are used.

Ranking: Mills does not rank students.

GPA Distribution Class of 2016





SAN MATEO HIGH SCHOOL SCHOOL PROFILE 2015-2016

506 North Delaware Street
San Mateo, CA 94401

Phone: 650-558-2399

Fax: 650-558-2352

http://smhs.smuhsd.org

CEEB Code: 053175

Yvonne Shiu
Principal

Jesse Boise
Assistant Principal

Adam Gelb
Assistant Principal

Tanya Paige
College, Career, and
Financial Aid
Advisor
tpaige@smuhsd.org

Guidance Counselors:

Andrea Booth
abooth@smuhsd.org

Fabian Morales
fmorales@smuhsd.org

April Torres
atorres@smuhsd.org

Georgiana Watson
gwatson@smuhsd.org

San Mateo is a city of approximately 100,000 located 20 miles south of San Francisco. It is an extremely diverse community, crossing all socioeconomic and ethnic lines. San Mateo High School is one of seven schools in the San Mateo Union High School District. Current enrollment in grades 9-12 is approximately 1615, with the class of 2016 at approximately 368. SMHS is one of six comprehensive high schools in San Mateo Union High School District (SMUHSD), and the most ethnically and socio-economically diverse of the SMUHSD schools. SMHS's ethnic distribution in 2015-2016 is as follows:

Hispanic/Latino	676	42%	Pacific Islander	45	3%	Decline to state	6	0.5%
Caucasian	363	22%	African-American	35	2%	Amer. Ind./Alaskan	5	0.5%
Asian-American	399	25%	Filipino	86	5%			

San Mateo High School is dedicated to combining academic excellence, community service and hands-on learning to provide a comprehensive and well-rounded college and career preparatory program for all its students. School and community pride are an integral part of the school environment, where families and alumni spend countless volunteer hours on campus.

Curriculum

SMHS students participate in a rigorous, standards-based curriculum as part of an academically challenging, college preparatory program. SMHS recommends students enroll in a 6-period day; however, students have the opportunity to take advantage of a 7- period day for support and enrichment courses. The class of 2016 graduation requirements are:

English	40 credits	Physical Education	20 credits	Health	5 credits
Social Science	35 credits	Career Tech. Ed.	10 credits	Electives	40 credits
Mathematics	30 credits	World Language	10 credits		
Science	20 credits	VAPA	10 credits	Total	220 credits

The academic calendar is two semesters, 18 weeks each.

SMUHSD does not rank its students.

The **Academic GPA** covers Grades 9-12 and is cumulative of all courses taken. This GPA is **weighted** according to the California Public University system (an additional point is added for University-certified AP and Honors courses; e.g. A=5.0, B=4.0, C=3.0). Mid-year reports include the 7th semester. The **Total GPA** is **unweighted** for Grades 9-12 and covers the same coursework.

Advanced Placement, Honors & Advanced Standing Courses

AP Biology	AP European History 1-2
AP Calculus AB 1-2	AP Macroeconomics
AP Chemistry 1-2	AP Physics 1-2
Chinese, French, Spanish 7-8H	AP Psychology 1-2
AP Computer Science 1-2	AP Spanish Language & Culture 1-2
English 1-4 AS	AP Statistics
AP English Language & Composition 1-2	AP Studio Art-Drawing 1-2, 2D 1-2, 3D 1-2
AP English Literature & Composition 1-2	AP U.S. Government & Politics
AP Environmental Science 1-2	AP U.S. History 1-2

Special Programs

- Leadership:** An award-winning student-run program
- Renaissance Leadership:** Teaching students the philosophies and strategies of the Renaissance system
- Biotechnology:** Nationally recognized two-year pathway program, including an industry internship
- Performing Arts:** Full offerings include a vocal program, dance program, musical theater, marching band, symphonic band, jazz band, and orchestra
- AVID:** Advancement Via Individual Determination
- ELD:** English Language Development program
- GATE:** Gifted and Talented Education

ARAGON HIGH SCHOOL PROFILE

San Mateo Union High School District
 900 Alameda de las Pulgas • San Mateo, CA 94402
 Telephone (650) 558-2999 • Fax (650) 558-2952 • <http://www.aragon.schoolloop.com>
 Kevin Skelly, Superintendent • Patricia Kurtz, Principal
 WASC Accredited (clear through June 2018) • CEEB Code 053163

California Gold Ribbon High School

#124 in Newsweek Magazine's annual list of America's top performing public high schools in 2016

Community

San Mateo is a city of 100,000, located on the peninsula midway between San Francisco and the Silicon Valley. Aragon draws from San Mateo, as well as its surrounding cities, which include residential, business and light industry regions. The students represent a cross section of the area's socio-economic population. In its seven high schools, the San Mateo Union High School District serves approximately 8,490 students.

School

Aragon's motto "Excellence and Equity," reflects our vision that all students merit an academic environment that endows them with respect, a rigorous curriculum and the highest expectations for achievement. Aragon, a comprehensive public high school, serves approximately 1,500 students within a seven period day. With an open enrollment policy in our district, many students enroll here because of the school's challenging academics, resulting in a wait list each year.

Our fifty plus clubs include academic, service and cultural organizations, such as: Mock Trial, Harvard Model Congress, Model United Nations, Jabberwocky, American and Red Cross, Key, Humanitarian, Gender and Sexuality Awareness, Black Student Union, Latinos Unidos, Polynesian. Aragon's Robotics Club has won such awards as Safety, Engineering & Innovation, and Central Valley Regional, which qualified the team to participate in the National FIRST Robotics competition in St. Louis Missouri. Forty percent of our students participate in athletics. Aragon's tradition of excellence in the performing arts includes an award winning music department with a high national ranking.

Led by highly qualified and well-connected science teachers, the Aragon science department is able to provide a wide array of course offerings including anatomy /physiology and biotechnology.

Aragon has six sections of the AVID program for the 2016-2017 school year.

Graduation Requirements

220 Total Credits	
English	40
Modern World History	10
Contemp. World Studies	5
U.S. History	10
Amer. Govt/Econ	10
Mathematics	30
Biology	10
Physical Sciences	10
Physical Education	20
Health	5
World Language	10
Fine Art	10
Electives	40
Career Technical Education	10

Grade Point Average

The *Academic GPA* and *Total GPA* are cumulative and include all classes in which a student receives a final A-F grade. If the course is repeated, the higher grade is counted. Credit is awarded only once.

A = 4	C = 2
B = 3	D = 1

The *Total GPA* is un-weighted; the *Academic GPA* is weighted according to the California public university system, based on a 4-point scale. An extra point is given to classes designated with an H or AP; college classes are not given an extra point. Our district does not calculate class rank.

Advanced Placement/

Honors/Advanced Standing
AP American Government/Politics
AP Biology
AP Calculus (AB)
AP Calculus (BC)
AP Chemistry
AP Chinese (Lang. & Culture)
AP Computer Science
Chinese 7-10 H
Contemporary World Studies AS
Economics H
English 1-4 AS
AP English (Lang & Comp)
AP English (Lit & Comp)
AP Environmental Science
Japanese 7-8 H
AP Japanese (Lang. & Culture)
Modern World History 2 AS
Multivariable Calculus H
AP Physics C
AP Physics 1
AP Psychology
Spanish 7-8 H
AP Spanish (Lang. & Culture)
AP Statistics
AP Studio Art-Drawing
AP Studio Art 2-D
AP US History

Student Ethnicity

Asian	21%	African American	3%
Latino	28%	Pacific Islander	3%
Filipino	6%	White/NonHispanic	26%
Multi-Ethnic	13%		

AP Test Results Spring 2016

Subject	# Taken	Score 3-5
Biology	47	42
Calculus AB	68	65
Calculus BC	67	64
Chinese Language	23	23
Computer Science	56	49
Eng. Lang/Comp	92	85
Eng. Lit/Comp	91	83
Environ. Science	50	32
French Language	1	1
Govt. & Politics	74	69
Japanese Language	8	8
Physics 1	121	65
Physics C: EM	2	2
Physics C: Mech	29	28
Psychology	73	66
Spanish Language	60	60
Statistics	51	49
Studio Art-2D	27	26
Studio Art Draw	1	1
U.S. History	124	86

In 2016 Aragon students received

AP Scholars	66
AP Scholars with Honors	49
AP Scholars with Distinction	108
AP National Scholars	31

Student Achievement

97% of the class of 2016 announced plans to attend college: 60% will attend four-year universities and 37% will attend two-year community colleges. 43% of the seniors attended private or out of state universities and 57% attended California public universities.

Hillsdale High School 2015-2016

A Stanford University Professional Development School, California Distinguished School

3115 Del Monte Street, San Mateo, CA 94403-3189

Phone: (650) 558-2699 FAX: (650) 574-4173

CEEB Code 053165

Jeff Gilbert, Lead Principal, Principal of Marrakech

Adrian Kirk, Principal of Kyoto

Ashley Milton, Principal of Florence

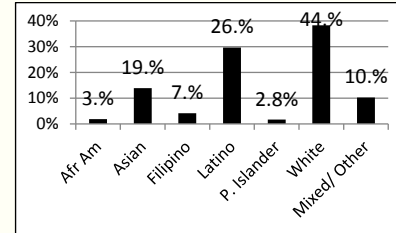
<http://www.hhsknights.com>

Community

Most of Hillsdale's 1360 students live in San Mateo and Foster City. They represent a wide range of social, educational, ethnic and economic backgrounds. San Mateo and Foster City are in the center of the Peninsula, and share in the economic and social vitality of the Silicon Valley to the south and San Francisco to the north.

School

Hillsdale is one of six, four-year comprehensive schools in the San Mateo Union High School District. Hillsdale's student body represents the ethnic diversity of the District with the following distribution:



Hillsdale's excellence is evident in recognitions received:

- Since 2008, recognized as one of America's top 500 High Schools by *Newsweek*
- Recognized as a California Distinguished School in 2007
- Acknowledged by Stanford University's School Redesign Network as a model of school reform
- Designated a Professional Development School for Stanford University's School of Education

- Recent facilities improvements include an all-weather turf field and track, a weight room, gym renovations, improved ADA access, renovated lockers, installation of high speed internet. Remodels include the cafeteria, theater, auditorium, locker rooms, special education classrooms, ceramics, arts and industrial technology center, as well as heating and air conditioning systems.

Graduation Requirements

Hillsdale students are required to complete 220 credits, pass the California High School Exit Exam, and pass the Senior Portfolio Defense in order to receive a Hillsdale diploma. Beginning with Class of 2016, 10 of the 50 elective credits must be designated as CTE.

Subject	Credits Required	
English	40	
Mathematics	30	Including Algebra 1-2 or above (courses below Alg 1-2 do not receive high school math credit)
Science	20	10 credits of Biological Science, 10 Credits of Physical Science One course must meet "d" requirement for UC and CSU
Social Science	35	Modern World History 1-2, Contemporary World Studies, U.S. History 1-2, American Government, Economics
Health	5	
Physical Education	20	10 credits completed in grade 9 and at least 10 credits in grades 10-11
World Languages	10	10 credits must be completed by the end of grade 10
Fine and Performing Arts	10	Must complete a full year in the same subject area
Electives	50	No more than 40 credits of Aiding/School/Community Service/Work Experience allowed A minimum of 10 elective units must be Career and Technical Education.
TOTAL	220	Required Minimum

PART II

Admissions has Changed & Remained the Same

- Applications are digitized
- Recommendations are virtual
- Essays are Personal Statements
- Supplements are Personalized
- Economic Influence
- Social Demography
- Review is Contextual
- Academic Performance is Diversely Reviewed
- Testing is Optional
- Questions are plentiful



Creating a Class – An Admissions Overview

- **Social appropriateness**

- Activities
- Involvements
- Co-curricular focus

- **Emotional appropriateness**

- Letters of recommendation
- Writing
- Authentic connections with admission staff

- **Academic appropriateness**

- Coursework
- Engagement
- Academic performance in context

Understanding a College

Rankings

What To Do?



Query Research Investigate



Overview of Public and Private Options

Public University and College Options

- Research
- Curricular
- Transitional

Private University and College Options

- Student Centered
 - Experiential
 - Community
 - Residential
 - Reputation
- Academic Focus

Examples....

Public

- University of California (10)
- California State University (23)
- California Community College System (109)
 - University of Washington
 - University of Oregon
 - University of Colorado at Boulder
 - University of Virginia

Private

- Claremont McKenna College (CA)
 - Whitman College (WA)
 - Macalester (MN)
 - Dartmouth (NH)
 - Vanderbilt (TN)
- University of Southern California (CA)
 - University of Chicago

How to be noticed?

Public University Systems

Coursework (9-12)

Grades

Testing

Activities

Writing

Private Universities

Coursework (9-12)

Grades

Testing

Activities

Writing

Letters of Recommendation

Visits, Interviews, Contact

An Overview

Who reviews applications?

What counts in the admission review?

Private School Admissions

An Overview

Who reviews applications?

The Admission Committee

The Regional Representative

PART III

Authentically Preparing

Directly from the
Admission Team

Coursework and Context

- Engage in appropriate and challenging curriculum
- Contextual Curriculum
- School Profile
- Ninth through Twelfth Grades
- Display a sense of curiosity
- Grade Point Average
 - What do the grades *really* mean?

Application Review

- Scholarship Requirement = Grades
- Course Requirement = Access to Curriculum
 - Test Requirement = ACT or SAT
 - Optional:
 - Letters of Recommendation
 - Subject Testing
 - Portfolio
 - Additional Writing

Involvement

~We are not defined by what we do,
but
by why we do what we do~

Choose what intrigues, interests, fascinates

Explore and uncover

Delve into the unknown

Begin or evolve what has yet to be evolved

Question

Push the boundaries

PART IV

Athletics, Portfolio, Testing and More

Coursework and Grades are expected ~

What else is needed?

- Athletic Recruiting for some

The NCAA – Division I process

Division II, III and NAIA

- Portfolio Development for others

Art Schools or Supplemental Criteria

Music and Auditions

Testing

- PSAT – College Board
 - ACT –
- SAT – Redesigned - College Board
 - Subject Testing - College Board
- Advanced Placement Testing - College Board
 - Test Optional – Fairtest.org
 - Comparative Tables

PSAT 10 & PSAT NMSQT

Total time for test: 2 hours and 45 minutes

Evidence Based Reading and Writing

Math Test

320 – 1520 (160-760)

National Merit Scholarship Program

Junior PSAT/NMSQT

1,500,000 Juniors

Commended Students

34,000 of top 50,000

Semifinalists

16,000

Finalists

15,000

Scholar

8300

SAT

Total SAT Score

400-1600 scale

Evidence-Based Reading and Writing

Math

Optional Essay

ACT

Total ACT Score

36 (average of 4 test scores)

English

Math

Reading

Science

Essay Optional

Subject Tests

One hour for each test.

Can take up to three tests on one official test date

	Subjects	
Literature	Math Level 1	Math Level II
World History	U.S. History	Foreign Languages
Biology (E or M)	Chemistry	Physics

Advanced Placement Tests

Taken at school after curriculum in May

May* receive college credit for earning a 3, 4 or 5

Able to take as many Advanced Placement Exams as desired.

International Baccalaureate Exam

Taken at school after curriculum

May* receive college credit

Schools that offer IB Curriculum

Capuchino High School

Sequoia High School

Borel Middle School

PART V

Letters of Recommendation

Minimum

- Counselor Recommendation*
- Secondary School Report
- Teacher Recommendation (one or two)

Optional

- Alternative for Counselor Recommendation
- Additional Teacher (if varied)
- Community member, Coach, Mentor
- Peer

Writing

- Essay versus Personal Statement
- Supplemental Writing
- Answering the 'why' question
- Word limits
- Editing (appropriate)
- Providing enough time to write and edit
- Connected with developing the college list, application and applicant
- Ever evolving process of creating the application document that will be sent to the admission offices

Examples of Prompts

- **Common Application** has long prompts for 650 words

Reflect on a time when you challenged a belief or an idea

- **University of California** do not have essays or personal statements ~ they have 350 required questions, of which four (4) must be answered

Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes or contributed to group efforts over time

- **Why Questions** ask a student why the school is a good fit for the student's academic goals
 - **Academic focus questions**
 - **Personal Insight questions** –
“What matters to you and why?”

Who should provide support?

- Obtain from a qualified and educated educational professional
- Masters in Educational Counseling
- Pupil Personnel Services Credential
- Professional Insurance
- Better Business Bureau
- Certified Educational Planner
- School Counselors
- Industry is not regulated, so please do your homework with who you work with

Important Resources

- School Profile for all the schools in the San Mateo Union High School District
- Website – Fairtest.org for test optional colleges
- Curriculum Sheet to develop a four (4) year plan
- NCES - <https://nces.ed.gov/> (National Center
- UC Doorways - <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution>
- A-G course list as approved by the Board of Regents at the University of California
- ACT - <http://www.act.org/content/act/en/products-and-services/the-act.html>
- CollegeBoard - <https://www.collegeboard.org/>

Questions and Answers



Contact us for a complementary Meet & Greet



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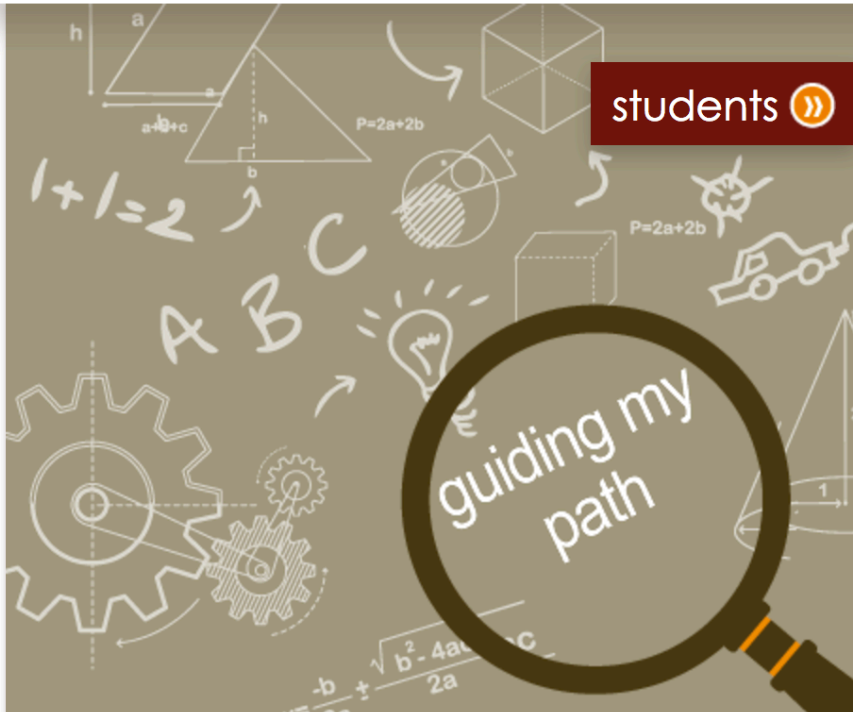
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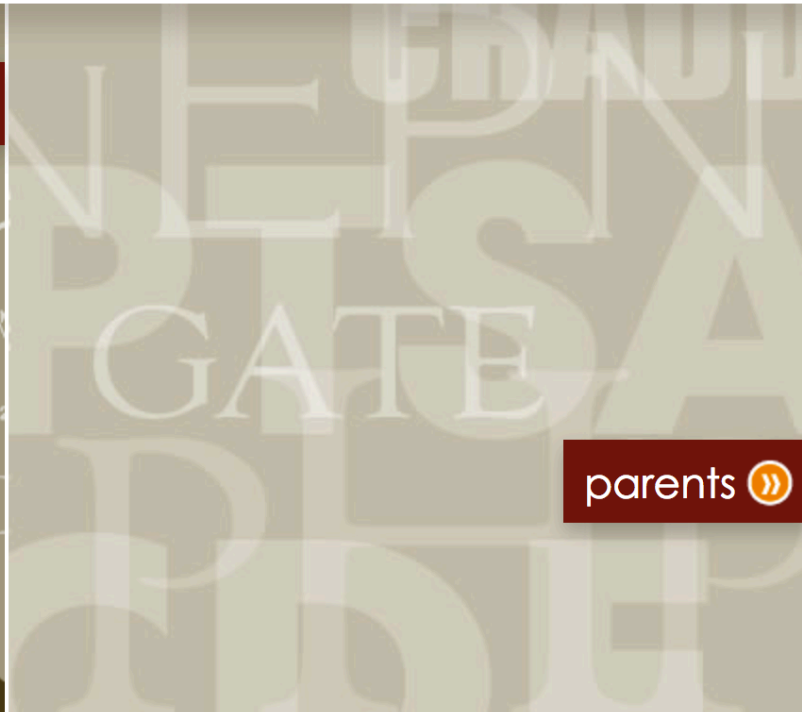
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