EMERALD HIGH SCHOOL MUSIC DEPARTMENT

BAND & ORCHESTRA INFORMATION
(for incoming music Students)

Thank you to my colleague Greg Conway for his excellent work in compiling this information.

Why take music? There are many reasons including, but certainly not limited to the following:

Higher scores on standardized tests. Students in music classes in school tend to score higher on the SAT and other standardized tests. The College Board (administrator of the SAT) reports that students in music classes scored on average 57 points higher on the verbal portion and 43 points higher on the math portion of the SAT compared to students not in music classes. 1

Colleges and Universities specifically look for music classes in reviewing high school transcripts. Most colleges and universities specifically look for music classes on a student's transcript during the admissions process, sometimes even before looking at "grade point average" (GPA). They look for students who "stand out" because they have something to offer the school. Music students who have played for at least 3 years in high school ensembles are automatically placed in this category! 2 Admissions officers value music classes very highly because these are the only classes through which students can demonstrate they have developed skills in group work, multi-tasking, spatial reasoning, mathematics, leadership, community spirit, and many other areas that clearly distinguish a student's accomplishments beyond academics—these students "stand out."

1 See https://www.nammfoundation.org/articles/2014-06-09/positive-influence-playing-music-youth NAMM Foundation for Music Education

2 Assuming all other entrance requirements are met.

Why Take Music?
There are many, many reasons for taking music classes at school. Here is a partial list of some of the more compelling reasons.

1. The U.S. Department of Education lists the arts as subjects that college-bound middle and junior high school students should take, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children's intellectual development."

2. The College Board (administrator of the SAT exam) identifies the arts (including music) as one of the 6 basic academic subject areas students should study in order to succeed in college.

3. According to The College Board in 2006, students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 43 points higher on the math than did students with no music participation.

4. A separate study concluded in 2000 of more than 10 million high school students found that:
• Students who take arts classes (including music) have higher math, verbal, and composite SAT scores than students who do not take arts classes.
• As the number of arts classes increases, so do SAT scores.
• 4 or more years of arts classes correspond to the strongest relationship with higher SAT scores.
• Music history, theory, and appreciation have the strongest relationship with higher math SAT scores.

5. Students in "top quality" instrumental music programs at school score on average 22% better in English and 20% better in Math on standardized tests (such as SBAC) than students not enrolled in music classes? This statistic is true for both low-performing schools and very high-performing schools (according to a study conducted by the University of Kansas in 2007.)

Jasper Tran • 2400 Central Parkway • Dublin • California 94568 • (925) 833-3333 x6583

6. Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66% of music majors who applied to medical school were admitted, the highest percentage of any group. 44% of biochemistry majors were admitted.

7. In an analysis of U.S. Department of Education data on more than 25,000 secondary school students in 1999, researchers found that students who report consistent high levels of involvement in instrumental music (band and orchestra) over the middle school years show "significantly higher levels of mathematics proficiency by grade 12." Differences in those who are involved with instrumental music vs. those who are not is more significant over time.

8. According to Grant Venerable, author of "The Paradox of the Silicon Savior", the "very best engineers and technical designers in the Silicon Valley are, nearly without exception, practicing musicians."

9. In an 11-year study (1987-1998) on the effects of involvement in youth organizations (arts, athletics, or community-based), compared to the National Educational Longitudinal Sample (a general sampling of students), students involved in arts based groups (including music) were:

- Over 4 times more likely to participate in community service.
- 8 times more likely to win a community service award.
- Nearly twice as likely to read for pleasure.
- Over 3 times more likely to be elected to a class office in schedule.
- 3 times more likely to win a school attendance award.
- 4 times more likely to participate in a math or science fair.
- Over 4 times more likely to win an award for an essay or poem.
- 2 times more likely to win an academic achievement award.
- 4 times more likely to win schoolwide attention for academic achievement.

For more stats and figures visit:
https://www.nammfoundation.org/articles/2014-06-09/positive-influence-playing-music-youth

Sources: NAfME-The National Association for Music Education "Why Music Education?" 2007 & www.schoolmusicmatters.com

The University “Foreign Language Requirement”, Music Classes and How They Work Together:

Many/most high level colleges and universities in the United States have some form of a Foreign Language requirement for admission. However, sometimes there is a misperception that students in music classes will have a difficult time meeting this requirement. Below is some information related to this.

The requirement for the University of California system regarding Foreign Language is as follows: Two years (three years recommended) of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable.

There are many ways that this requirement can be met.

• It is very possible to take 3 years of language classes in high school and still take band or orchestra from 6th through 12th grade. “Band” students are allowed P.E. credit for marching band, however, everyone must take Freshman P.E.

• Students who are considered “bilingual” may not have to take language classes at all (or may take fewer of them). These students can often “test out” of the requirement using an AP Test or an SAT Subject Test. See the attached information from UC Berkeley for more details on this. There are similar systems in place for most universities.

• Some students can meet the language requirement by taking classes outside of school for High School Credit. There is a list of DUSD approved schools in this packet.

There are a couple of myths regarding the Foreign Language requirement and classes that are absolutely not true listed below:

1. “Taking extra years of language classes will help a student get into a more prestigious university.” - In reality, this only really helps if a student is planning to “major” in a foreign language. Extra music classes (band or orchestra) in high school are much more helpful in this regard according to University Admission Officers.

2. “Students need to take language classes in Junior High in order to have enough ‘High School Credits’ to apply to a more prestigious university.” Every student pathway is different and based on individual goals, this may not be needed.

Information about the U.C. Foreign Language Requirement
(A letter from UC Berkeley)

There are alternate ways to meet the Foreign language requirement. This comes from the UCOP website (https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html) There is also a chart which outlines specific paths.

The minimum performance objectives of two years of high school study of the same language other than English should include:

The ability to sustain a brief conversation on simple everyday topics demonstrating good use of the whole sound system (good pronunciation) and of the basic structural patterns in past, present and future tenses, subjunctive and commands; The ability to summarize, orally and in writing, the main points of a relatively simple reading passage not involving specialized vocabulary. Emphasis should not be on the ability to describe grammatical features of the language.

Classical languages (such as Latin or Greek) and American Sign Language are acceptable to fulfill the "e" requirement.

Generally, a bilingual student is considered to have met the "e" requirement and may choose not to enroll in courses in a language other than English. Such students may be better served by enrolling in additional electives or, if their English is limited, English as a Second Language. Students who elect not to take courses in a language other than English must satisfy the "e" requirement by one of the methods listed in Options for Satisfying UC's A-G Subject Requirements or document competence in a language other than English as described below.

Assistant Director
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How to Meet the U.C. Foreign Language Requirement
(as of January, 2020)

UC-approved high school courses

Two years (three years recommended) of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable.

SAT Subject Examination

The following scores satisfy the entire requirement:
• Chinese With Listening: 520
• French/French With Listening: 540
• German/German With Listening: 510
• Modern Hebrew: 470
• Italian: 520
• Japanese With Listening: 510
• Korean With Listening: 500
• Latin: 530
• Spanish/Spanish With Listening: 520

AP or IB Examination

Score of 3, 4 or 5 on the AP Exam in Chinese Language and Culture,
French Language and Culture, German Language and Culture,
Italian Language and Culture, Japanese Language and Culture,
Spanish Language, Spanish Language and Culture,
Spanish Literature and Culture or Latin;

Score of 5, 6 or 7 on an IB Language A2 HL exam

College courses

Grade of C or better in any transferable course(s) (excluding conversation) held by the college to be equivalent to two years of high school language. Many colleges list the prerequisites for their second course in language as "Language 1 at this college or two years of high school language." In this case, Language 1 clears both years of the requirement.

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DUSD Petition for Units for World Language Courses
(Approved Institutions: TAMIL Academy, TZU CHI Academy)

Please Note: Upon completion of the World Language course, it will be added to the student's DUSD transcript as elective credit; yet the grade will be unweighted from GPA calculations. This form is to be used each year a student wishes to receive credit from the World Language School. In order to receive UC credit, the student will need to successfully pass the SAT Subject Test or an AP Exam.

Link to document:
https://dhs.dublinusd.org/pdf/DUSD%20Petition%20for%20Units%20for%20World%20Language%20Courses.pdf

I included this letter from one of my previous positions in Fremont. Although the audience is geared for a different school, the information is valuable. This is an E-mail from a Former MSJHS Student and UC Berkeley Admissions Worker Regarding the Study of Music Throughout School. I would like to thank my colleague Greg Conway for his excellent work in compiling this information. - Mr. Tran

Letter from UC Berkeley Admissions Worker Regarding the Study of Music Throughout School

Hopkins Music Students & Parents,

I currently work in Admissions at the Haas School of Business at UC Berkeley. I also have a certificate in College Admissions Advising from UCLA, and have worked as a private college admissions counselor for nearly 8 years now. I personally was involved in the music program at Hopkins and Mission throughout my time there, and have volunteered with the music programs here for nearly 12 years while taking AP & honors classes. So here are some important facts to consider:

1. Colleges want to see dedication from their students, this means participating in programs for all 4 years in high school. Band and Orchestra is an excellent way to show this because not only is it a class at school it's also an extra-curricular activity. Taking something for 1-2 years and quitting is one of the worst things you can do. This applies particularly to Juniors, who drop a lot of their extracurricular activities in 11th grade to study for the SAT, this is VERY bad as it signals to the schools that you can't handle it.

2. Colleges want to see awards and honors, in an ideal world, this would be a perfect spread of academic, volunteer, and extra-curricular awards, as well as a split between individual and group awards. Band is great, because each year the group enters 3-5 marching competitions and additional CMEA Festivals, which basically guarantees you about 15-20 awards to list on your college application. Orchestra also participates in multiple festivals and competitions each year.

3. Taking music classes shows teamwork, another key trait that colleges are looking for in their students.

4. When calculating a weighted GPA for the UC system, only 8 semesters (4 full year long courses) are counted towards a weighted GPA in the 10 & 11 grade years combined. This basically means that taking more than 4 AP or honor classes total in 10th grade and 11th grade combined won't benefit your GPA. (Granted it will still look good to take more, there is no GPA benefit).

5. AP tests are designed to help families save money by skipping courses in college. Most colleges do not weigh the score you get on an AP exam very high if at all. The reason is that across the nation most students don't take AP courses till their senior year, and with scores being released in June (3-4 months after admissions decisions are released), they can't factor this in. While this varies from student to student, I've found that the average student I know who has gone to UC Berkeley, UCLA, UCSD, etc. have about 5 AP classes (Ranging 4-7) in their 4 years at MSJ. This is basically AP English, AP Calculus, 2 AP Sciences (Bio, Chem, or Physics; one taken 11th grade and one in 12th grade), and AP Psych or AP Stats usually. For students taking more, it's usually AP US History, and/or a language) Regardless it is completely possible to take a 4 year courseload at MSJ involving all of these courses as

well as Band or Orchestra. I believe Mr. Conway has already sent out some samples, but let me know if you have additional issues with this.

6. Colleges are looking for a well-rounded applicant, someone who is good in academics, arts, sports, volunteering, etc. Focusing all of your attention on academics does not make for a well-rounded student, and taking one art class your senior year is too late to try to cover up this flaw. Students should aim to participate in all activities throughout their time in high school in order to remain well rounded.

7. There are a number of leadership positions in the music programs which you won't be able to get in any academic class at MSJ. (Drum Major, Color Guard Captain, Drum Captain, Rank Captain, Concertmaster, etc.) After academics, leadership is the single next most valued aspect in the admissions process. In fact of the last 10 Drum Majors, 6 went to UC Berkeley. So why not take a class where you can get leadership experience as part of the class?

8. With regard to foreign language requirements, colleges consider the level you are taking as the number of years of foreign language you've completed. For example if you take Chinese 3 your freshmen year, you are considered to have 3 years of Chinese. Passing level 3 for any language is considered more than sufficient for admission purposes, and means that you do not need to take foreign language in college at nearly every university in the US. For those of you taking Chinese school outside of MSJ, you can simply take Chinese 4 one year, and earn 4 years of credit.

9. Band/Orchestra is an easy A! As long as you turn in practice charts, go to performances, and take your playing tests, there is no reason you shouldn't be able to get an A in the class. This does boost your GPA unless you've already got straight A's…

These are just some of the big points to consider, not to mention the benefits of a music education which has seen quite a bit of research in the last few years. At the end of the day, I was personally admitted into every UC school and received scholarships to attend UC Berkeley where I earned my degree in Molecular and Cell Biology followed by a full ride scholarship to UCSD's Rady School of Management where I earned my MBA as the youngest student in my class. Throughout all of this, I was highly involved with the music programs here in Fremont, and it is by no means a detriment to students looking to go to top colleges. If anyone has concerns they can feel free to discuss them with me.

Harrison Cheng
MSJHS Class of 2004
UC Berkeley Class of 2008
UC San Diego, MBA 2010
Admissions Advisor
Haas School of Business - University of California, Berkeley

An E-mail from Stanford University Regarding the Study of Music Throughout School

Hello Gregory,

Thank you for your email and inquiry about Stanford.

As you may know, our office uses a holistic evaluation where we look at both quantitative and qualitative factors in making offers of admission. While we ask students to take the most demanding curriculum available, there are many issues taken into consideration. Ultimately, students that find success in our process present a well-rounded file with a healthy mix of advanced coursework and extra-curricular activities (like instrumental music).

Unfortunately, as the search for the formula for success in college admission continues, there tends to be altogether too much emphasis places on the quantitative factors. A high school senior would not necessarily be at a disadvantage if they presented one less AP course while displaying a passion for music or the arts. Stanford in particular seeks to enroll a freshman class that brings to campus a diverse range of interests and talents, academic or otherwise. I can therefore wholeheartedly encourage students to pursue their passion for music while remaining competitive in the college admission process.

Please accept my best wishes as you continue your valuable work.

Kind regards,

Joe Kralick

Joseph A. Kralick
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from Stanford University Website (2019)

http://www.stanford.edu/dept/uga/basics/selection/prepare.html

CHOOSING COURSES

We expect applicants to pursue a reasonably challenging curriculum, choosing courses from among the most demanding courses available at your school. We ask you to exercise good judgment here, and to consult with your counselor, teachers and parents as you construct a curriculum that is right for you. Our hope is that your curriculum will inspire you to develop your intellectual passions, not suffer from unnecessary stress. **The students who thrive at Stanford are those who are genuinely excited about learning, not necessarily those who take every single AP or IB, Honors or Accelerated class just because it has that name.**

ADVANCED PLACEMENT COURSES AND SCORES

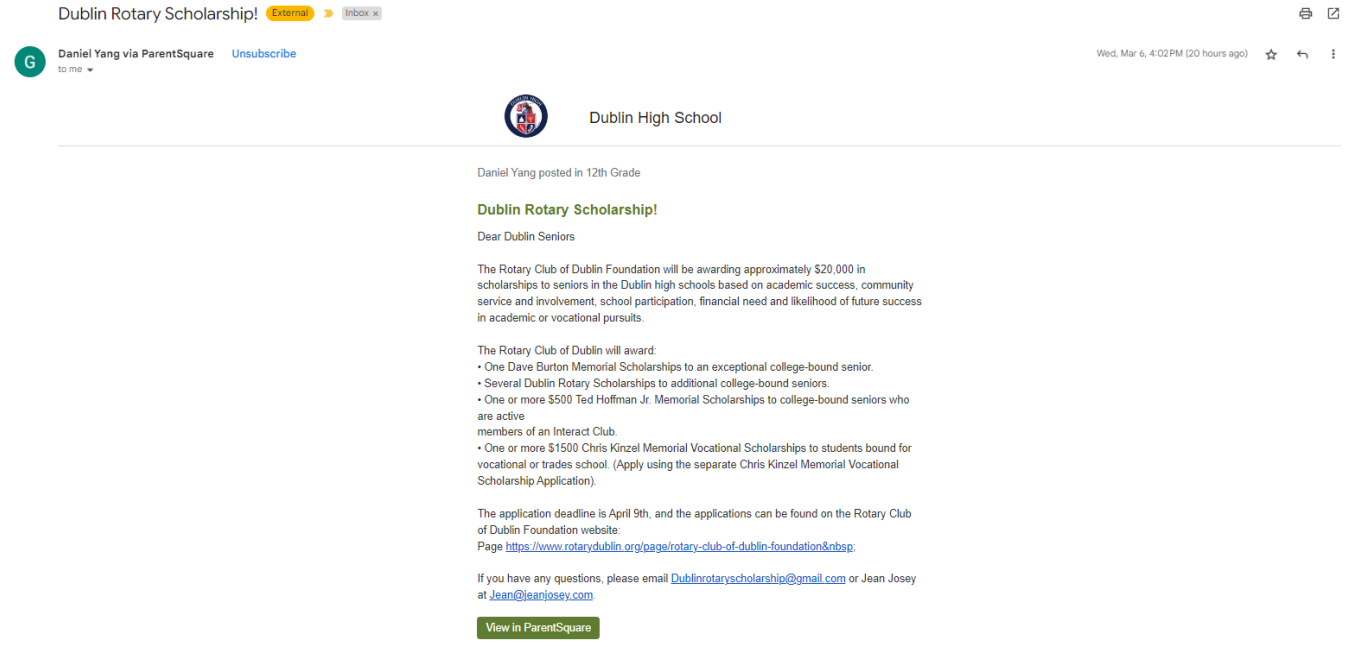
Our admission process allows—and indeed encourages—the flexibility of a high school to design the most appropriate curricular offerings and opportunities for its students. What a course is named or whether it concludes with a standardized test is considerably less important to us than the energy a student contributes to the learning process and the curiosity with which he or she investigates questions and pursues ideas. Sometimes this challenging high school course load will include Advanced Placement classes; other high schools choose to offer equally demanding courses that neither carry the AP designation nor lead to an AP exam.

We want to be clear that this is not a case of "whoever has the most APs wins." instead, we look for thoughtful, eager and highly engaged students who will make a difference at Stanford and the world beyond, and we expect that they have taken high school course loads of reasonable and appropriate challenge in the context of their schools.

As a result, we do not require students to submit AP scores as part of our admission process. AP scores that are reported are acknowledged but rarely play a significant role in the evaluation of an application. Grades earned over the course of a term, or a year, and evaluations from instructors who can comment on classroom engagement provide us the most detailed insight into a student's readiness for the academic rigors of Stanford.

You can find a video on expert college advice here:
Expert Advice on College Admissions.mp4

Other hints for potential scholarships:
The Rotary Club of Dublin will award:
• One Dave Burton Memorial Scholarships to an exceptional college-bound senior.
• Several Dublin Rotary Scholarships to additional college-bound seniors.
• One or more $500 Ted Hoffman Jr. Memorial Scholarships to college-bound seniors who are active members of an Interact Club.
• One or more $1500 Chris Kinzel Memorial Vocational Scholarships to students bound for vocational or trades school. (Apply using the separate Chris Kinzel Memorial Vocational Scholarship Application).



Dublin Rotary Scholarship! External Inbox ×

Daniel Yang via ParentSquare Unsubscribe
to me

Wed, Mar 6, 4:02 PM (20 hours ago)

Dublin High School

Daniel Yang posted in 12th Grade

Dublin Rotary Scholarship!

Dear Dublin Seniors

The Rotary Club of Dublin Foundation will be awarding approximately $20,000 in scholarships to seniors in the Dublin high schools based on academic success, community service and involvement, school participation, financial need and likelihood of future success in academic or vocational pursuits.

The Rotary Club of Dublin will award:
• One Dave Burton Memorial Scholarships to an exceptional college-bound senior.
• Several Dublin Rotary Scholarships to additional college-bound seniors.
• One or more $500 Ted Hoffman Jr. Memorial Scholarships to college-bound seniors who are active
members of an Interact Club.
• One or more $1500 Chris Kinzel Memorial Vocational Scholarships to students bound for vocational or trades school. (Apply using the separate Chris Kinzel Memorial Vocational Scholarship Application).

The application deadline is April 9th, and the applications can be found on the Rotary Club of Dublin Foundation website:
Page https://www.rotarydublin.org/page/rotary-club-of-dublin-foundation

If you have any questions, please email Dublinrotaryscholarship@gmail.com or Jean Josey at Jean@jeanjosey.com.

View in ParentSquare