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Getting into an Ivy League school is a great achievement in every way. These schools are very selective, and the admission rate is very low than other colleges. The eight members of the Ivy League are considered the world's top universities with long-term traditions of academic rigor and prestige. The eight Ivy League schools are Brown University in Rhode Island, Columbia University in New York, Cornell University in New York, Dartmouth College in New Hampshire, Harvard University in Massachusetts, University of Pennsylvania, Princeton University in New Jersey, and Yale University in Connecticut. The Ivies are mostly located in the Northeast, but there are other colleges that have just as prestigious the same reputation for academic excellence, selective admission, and social prominence. These colleges include Stanford in California, Massachusetts Institute of Technology, University of Chicago and Duke University in North Carolina. Related source: 50 most affordable competitive colleges and universities Admission process Ivy League Schools and similar colleges The process of applying admissions to Ivy League schools is the same process as applying to other colleges. All eight Ivies accept a joint application that is a college application accepted by all member colleges. The same application applies to any member colleges although supplemental forms may vary from one college to another. Stanford, the University of Chicago and Duke University accept the common app, but MIT uses its own MyMIT app. The application package may include the following certificate of academic competence: standardised test results for SAT, ACT and AP subjects, average score or GPA, class rank and course description. Some colleges require submitting personal essays along with testimonials from teachers, counselors, nd community leaders. Some colleges may provide opportunities for face-to-face interviews with college representatives. These interviews may be held at the university or in places accessible to applicants in their own country. Ivy League schools sign up for a holistic review of applicants' qualifications. This means taking into account a variety of elements, including academic performance, SAT/ACT scores, extracurricular activities and community engagement. Preparing a college application for the Ivy League and similar high-prestige colleges is a process that begins in the 9th century. Preparing for Ivy League ConsiderationStudents who intend to apply to highly selective schools will have to prepare for the process as soon as they enter high school. The transcript of the records that colleges require must prove that students are highly motivated to achieve a stellar record. The transcript prove that the student has taken rigorous courses that include honors and AP classes. Students should be aware that grade trends show the final transcript that college admissions officers will see. Straight-A students are generally seen as good candidates for admission to the best universities, but be sure not to trigger honors classes at the beginning of high school with regular classes in junior and senior year in order to earn better grades and raise your GPA. These average GPAs are students admitted to Ivy League schools. GPA calculations are based on a 4.0 weighted standard that honors and AP courses account for by a scale of 4.5 or 5.0. With these average GPPs, it's clear that students competing for admission to an Ivy League school should earn straight or close to it. •Brown University – 4.05•Columbia University – 4.13•Dartmouth College – 4.01•Harvard University – 4.10•University of Pennsylvania – 4.4. •University of Pennsylvania – 4.4. 04•Princeton University - 3.90•Yale University - 3.90•Cornell University - 4.19•Stanford - 4.18•University of Chicago - 4.29•MIT - 4.13•Duke - 4.17Standardized tests Students must prepare with the highest POSSIBLE SAT or ACT score. These students should consider using a preliminary SAT or PSAT as soon as they are trained to do so to hone their test-taking skills. Plan to use sats or ACT at least twice to improve your scores. There is no limit to the number of times a student can take the SAT, but make sure they meet the final deadlines. Here are the average SAT scores of students admitted to Ivy League colleges. Iskola75% SAT25% SAT75% ACT25% ACTYale160014903531Harvard160014703532Columbia159014703532Princeton159 0014703532Barna158014403431Dartmouth158014103430157014503431Cornell1570141410343 Csak referenciaként, ez a percentilis csoportosítás a tanfolyam a diákok, akik a SAT a legtöbb aktuális év szerint Prepscholar.PercentileEBRWMathTotal 90th percentilis (kiváló)670 *680* 135073 rd percentilis (jó)60059019050th percentilis (átlag)530**520**105025th percentilis (szegény)460450910Egyértelműen, azok a diákok, akik szeretnék, hogy figyelembe vegyék a felvételi bármely Ivies várhatóan jobban teljesítenek, mint 90 százaléka társaik. Understanding early action To facilitate the application process, colleges initiated two strategies that will help applicants to learn about the results of the application sooner and make a commitment sooner. Early decision plans are binding, which means a student who applied to a college as an ED and has to accept this college. On the other hand, the early action plans are not binding so that students receive an early response to the admission request they receive up to May 1 to commit to Applying to any Ivy League school and similarly Colleges are a long protracted process that should begin as soon as the student begins high school. These students have to stay focused, organized and motivated because Ivy League schools are considered highly competitive when it comes to GPA and very selective when it comes to test results and other requirements. It's time for you to stop pretending. Our kids stay home. August 2, 2020 Managing Editor of The AtlanticOlivia ArthurMagnumMist in March we all live in 15-day increments. Working from home and distance learning for those who have had the terrible luxury of such things would be a matter that lasts for weeks, surreal but temporary. 15 days to flatten the curve. 15 days to slow the spread. Scientists had already warned us at the time that a return to normal would take longer, but the telescopic timeline was obviously attractive. You can do almost anything for just 15 days. Doing the right thing was essential, but now we know it wasn't temporary. We've seen the failures - testing, containment, federal and state leadership-complex in disastrous ways. And as the pandemic summer stretched out, many of us let go, one by one, of the experiences of the world we used to live in. We say goodbye to sleep camp, live music, distant travel, boisterless weddings and spontaneity in general. Today, at the dawn of a new realization, and the debate over the reopening of schools is raging, we must admit it clearly: We're not going back to what it was like. And you shouldn't. [Read: How the Pandemic Defeated America] This push for open schools is guaranteed not, says Peter Hotez, a pediatrician and molecular virologist, and the dean of the National School of Tropical Medicine at Baylor College of Medicine. I've been matching Hotez, and several epidemiologists, during the pandemic, and I've noticed a sharpness in their opinions in recent weeks. The socio-distraction expectations and mask requirements for lower grades are unrealistic, Hotez said. In high-transmission communities, it is inevitable that COVID-19 will enter schools. Within two weeks of opening schools in communities with high viral transmission, teachers will fall ill. All it takes is for a single teacher to be hospitalized with COVID, and everything will stop. Hotez has good reason to be pessimistic. There were 68,605 new cases in the United States yesterday, according to data from the Centers for Disease Control and Prevention. The seven-day average has remained above 60,000 new cases a day since July 13. Reaching 100,000 cases per day, once seen as apocalyptic, worst-case warning for Anthony Fauci, is no longer hard to imagine. Indeed, my conversations with epidemiologists over the past few days have all been remarkably dark. They agreed that schools should not risk reopening, even the youngest children, in the coming weeks. We can't pretend everything's okay, said Gary Simon, director of infectious diseases at George Washington University. If I had a school-age kid, I wouldn't want to send him to school. The evidence is all around us. There's the summer camp in Georgia, where hundreds of kids and counselors- nearly half of the camp-got infected after just a few days together. Then there's the Indiana school, where, a few hours after it reopened last week, a student tested positive for coronavirus. (We knew this was a when, not if, the superintendent told The New York Times, but officials were very shocked that it was the first day.) [Read: How to Help Parents Without Completely Reopening Their Schools] There is also the JAMA Pediatrics study, which suggests that infants and young children carry extremely high viral loads of sars-CoV-2. The study authors found at least as much viral material in the throats and airways of young children as in infected adults, and sometimes 100 times as much as in adults. We have known for a long time that children over the age of 10 can effectively transmit the virus, but this new research suggests that younger children pose a risk of transmission to people around them, as do older children. The more we learn, the more likely it seems that children are highly effective carriers for transmission. Spring school closures took place before the virus captured the nation. With the return to the classroom now, even thoughtful precautions would create excellent conditions to test how quickly COVID-19 can saturate the community. School was deemed unsafe for children, teachers, and staff back in March. The pandemic is worse in the United States now than it was then, with more epicenters burning across the country. Then why would schools reopen now? The problem is that the White House and the task force never organize themselves to lead a federal response and to take the virus transmission down to containment levels, said Hotez, who argued that there is a need for a federal containment plan so that if effectively implemented, it could allow the nation to reopen comprehensively as soon as October. Instead, a lazy and careless path, claiming schools are important as we all know and teachers and principals need to figure it out. What they did was deliberately set up teachers, staff and parents to fail. It's one of the most careless, incompetent and heartless acts I've ever seen, supported by the federal government's executive branch. There is another cause for concern, this one about what the virus can do to children themselves. Although the morbidity rate of young children is relatively low, young children also tested cohorts in America. Fauci has repeatedly stressed in recent weeks that a little bit about the kids and the virus. For example, we still don't know how often children get infected, or what percentage of children are symptomatic, or how underlying conditions can exacerbate or even alleviate the severity of the infection. The results of a six-month National Institutes of Health study, which enrolled thousands of families in 11 U.S. cities, are expected in December. [Read: A Better Fall Possible] But we don't need any more information to make decisions, Hotez stressed. Now, he said, there are at least 40 states where schools simply don't open. Remember, schools aren't hermetically closed... First, we need to achieve containment. It's as simple as that. One of the strangest things about life through the pandemic is the lag in understanding how bad things are, a terrible mirror of the lag of deaths that come as clockwork after a surge in coronavirus cases. All along, this disaster has been both completely divided and fully individualized, a strange dissonance of a collective tragedy that every single person, every family, must navigate through the complicated peculiarities of the circumstances. The desperation that seemed to coat of arms in recent days represents another kind of delay in the delivery, and the inevitable end of hope for what life might be like September. In The year of magical thinking, Joan Didion wrote of the deepest and most personal kind of mourning, the loss of her husband, but I find myself thinking of her words often in the context of the pandemic. Imperfect mortal beings we are who are aware of this mortality, even as we push it, have failed because of our complication, so wired that when we mourn our losses, we mourn, for better or for better, ourselves. So are we. Just like we're not anymore. Just like one day we won't be at all. [Read: Why can't you just be outside the class?] These losses will feel just more acute as the season turns. We are used to marking the passage of time in sweet and everyday rituals – photos from the first day back to school, new shoes, a clean bundle of fresh composition books. Instead, we mark our time in numbers. No longer in 15-day increments, but 154 days since we've all been together. So far, 152,870 dead from the virus in America. We cannot wish for a pandemic, no matter how hard we try; it will survive until we combine determination and the resources needed to contain it. That's normal. Not forever, but for a very long time. Nwo.

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