



High School
Guidance Portfolio

“Success for Every Student”

LEVITTOWN PUBLIC SCHOOLS



LEVITTOWN PUBLIC SCHOOLS

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COMMENCEMENT GOALS

Success for every student in the Levittown Public Schools is defined by the attainment of five Commencement Goals:

- Achieves mastery of all subject areas
- Applies problem-solving strategies
- Communicates and works well with others
- Engages in the challenges of lifelong learning
- Respects self, others, and the environment



LEVITTOWN PUBLIC SCHOOLS
Division Avenue High School
General MacArthur High School



Guidance and Counseling Departments

Division Avenue HS

Mr. John Coscia, *Principal*
Mr. Daniel Fazio, *Assistant Principal*
Mr. Mark Curtiss, *Assistant Principal*

General Douglas MacArthur HS

Mr. Joseph Sheehan, *Principal*
Mr. Terence Ryan, *Assistant Principal*
Mr. Sam McElroy, *Assistant Principal*

Dear Parent/Guardian and Student:

Welcome to high school. This home portfolio is designed to provide you with all of the most important information you need to understand your path through high school and the graduation requirements. It also contains important information about the college planning process. We believe that if you understand what is required of you, you can actualize your highest level of achievement.

We are here to assist you through your high school career and help you plan for the future. Please do not hesitate to contact your counselor with any questions or concerns along the way.

We wish you four successful years of high school and we anticipate that the high school experience will be enriching.

Sincerely,

The High School Guidance and Counseling Staff
of Levittown Public Schools

**Division Avenue High School
Guidance and Counseling Department**

Adrienne Nasser, *Chairperson*

Counselors

Lynn Castellano
Sharlene Defendini
Elizabeth Shapiro
Elizabeth Thompson
Danielle Palumbo

**General Douglas MacArthur High School
Guidance and Counseling Department**

Elizabeth Hammer, *Chairperson*

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<http://www.levittownschoools.com/macarthur/guidance/>

Graduation Requirements

In order to earn a Levittown School district diploma, every student must earn a minimum of 22 credits in addition to meeting specific testing competencies. Only those students who successfully complete the diploma requirements will take part in the graduation exercises:

Required Core Courses	Local Diploma (for student with IEP's only)	Regents Diploma	Regents Diploma with Advanced Designation
English	4 credits 1 Regents Exam (55 or higher)	4 credits 1 Regents Exam (65 or higher)	4 credits 1 Regents Exam (65 or higher)
Social Studies	4 credits 2 Regents Exam* (55 or higher)	4 credits 2 Regents Exam* (65 or higher)	4 credits 2 Regents Exam* (65 or higher)
Mathematics	3 credits** 1 Regents Exam (55 or higher)	3 credits** 1 Regents Exam (65 or higher)	3 credits** 3 Regents Exam (65 or higher)
Science	3 credits 1 Regents Exam (55 or higher)	3 credits 1 Regents Exam (65 or higher)	3 credits 2 Regents Exam (65 or higher)
World Language	1 credit	1 credit	3 credits
Physical Education	2 credits	2 credits	2 credits
Art and/or Music	1 credit	1 credit	1 credit
Health	0.5 credits	0.5 credits	0.5 credits
**Financial Literacy	0.5 credits	0.5 credits	0.5 credits
Electives	3.5 credits	3.5 credits	1.5 credits
TOTAL	22 credits	22 credits	22 credits

* See option below.

** Beginning with the class of 2027, Levittown students are required to take .5 credits in Financial Literacy as part of their elective credits.

Please Note: Under the “4+1” pathway assessment option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, Math, Science and Social Studies) and a comparably rigorous assessment for the fifth required exam to graduate. The fifth assessment required for graduation may include any one of the following assessments:

- Either an additional Regents assessment, or a Department approved alternative, in a different course in Social Studies or in English (Humanities Pathway); or
- One additional Regents Examination in a different course in Mathematics or Science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner’s regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway); or
- An Arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

Diploma/Credential Requirements

The following chart outlines the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Diploma Type	Available to	Requirements
Regents	All Student Populations	5 required Regents exams with a score of 65 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma
Regents with Honors	All Student Populations	5 required Regents exams with a computed average score of 90 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Regents with Advanced Designation	All Student Populations	A student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 27 required credits. 8 required Regents exams with a score of 65 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B LOTE examination or a 5 unit sequence in the Arts or CTE http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents with Advanced Designation with an annotation that denotes Mastery in Math	All Student Populations	Same criteria as Regents with Advanced Designation (see above) and, in addition, scores of 85 or better on each of 3 Regents Examinations in Mathematics See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents with Advanced Designation with an annotation that denotes Mastery in Science	All Student Populations	Same criteria as Regents with Advanced Designation (see above) and, in addition, scores of 85 or better on each of 3 Regents Examinations in Science See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents with Advanced Designation with Honors	All Student Populations	Same criteria as Regents with Advanced Designation (see above) and, in addition, a computed average score of 90 or better on the Regents http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors

Local	Students with disabilities with an individualized education program or section 504 Accommodation Plan	<p>Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Global History and Geography, 1 US History and Government;</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#assessment or;</p> <p>Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination</p> <p>http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm; or</p> <p>Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics exam, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</p> <p>http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement	All Student Populations	<p>Completes all credit requirements as listed above for specific diploma types and completes an approved career and technical education program.</p> <p>Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the particular approved career and technical education program which the student has completed.</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#carteched</p>

Non-diploma High School Exiting Credentials

Diploma Type	Available to	Requirements
Career Development and Occupational Studies Commencement Credential	Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<p>Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile;</p> <p>OR</p> <p>Student meets criteria for a national work readiness credential .</p> <p>Credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p>http://www.regents.nysed.gov/meetings/2013Meetings/April2013/413p12access1Revised.pdf</p>
Skills and Achievement Commencement Credential	Students w/ severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten, exit with this credential which must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies.</p> <p>http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm</p> <p>http://www.p12.nysed.gov/part100/pages/1006.html</p>

High School Class Scheduling

The guidance departments at each school spend more than half of the school year working on student scheduling. Though each high school may have some slight differences in their process, the information below outlines the general procedures used to schedule students for the following school year:

- By December, the district publishes the course catalog. The catalog contains important information on the courses offered by the district including descriptions, prerequisites, and credit awarded. The course catalog also describes graduation requirements, college course opportunities and vocational education programs. This is the first place to look for anything related to courses.
- Between January and February, counselors will meet with all students to discuss their options for the upcoming year. Course selection sheets are given to students so they can review them with their parents. Counselors then meet with students to discuss course selection. Though parent meetings are not required, a parent may schedule a meeting with their child's guidance counselor at any time.
- By the middle of February, all student requests are taken and loaded into PowerSchool, our student management system. Student requests for the following year become available in the Parent Portal in mid February. Parents have approximately one week to contact the Guidance office to make changes to these requests.
- From March through June, the guidance department works to create the master schedule. In late August, final student schedules can be viewed in the Parent Portal.

If you have any questions about the scheduling process, please do not hesitate to contact the guidance office.

Course Change Request Procedure

The Levittown School District is proud to offer a comprehensive educational program to meet the needs and interests of all students. Each year in December, January, and February students and parents collaborate with our school counselors to choose appropriate and interesting courses for the upcoming school year. The course selections are then used to arrange for appropriate staffing, purchase textbooks, and other class resources, and assign classroom space. While our schedule is primarily student driven, there is always the possibility that a class will close early due to heavy enrollment or that a class will not be scheduled due to an insufficient number of students electing that subject.

Based upon these factors, changes requested after the scheduling process has been completed are discouraged. We have found that once students give their scheduled classes a chance to begin, most are satisfied with their initial choices. There are some instances where class changes are unavoidable. All requests for class changes are subject to the guidelines below:

- It is in the student's best interest to have the appropriate schedule in place at the time school opens. Every effort is made to provide students with a schedule commensurate with state and district guidelines and personal post graduate plans prior to the opening of school in September. Once schedules are released on the Parent Portal, changes will not be considered until after four weeks of school (with the exception of scheduling errors).
 - Students are required to work to their fullest potential prior to making a request for any schedule change. Students must demonstrate that they have attempted to fulfill all course expectations, e.g., completion of all assignments, seeking extra help, and have met all other conditions established by the teacher. Students must continue to attend and participate in the class until a decision is rendered and they receive notification from their counselor or administrator.
 - Students enrolling in a course after the start of the semester are responsible for all course expectations. This includes coursework covered prior to the student's enrollment. The student is responsible for developing a work completion schedule with the teacher.
 - Level Changes – These requests are for a student to be moved from the same course name, at a different level. For instance, a student is enrolled in AP USHistory and Government but is struggling and is requesting a course change to Regents U.S. History and Government. These are changes within the same subject area. Class changes between departments are not considered level changes. Level Changes will only be considered if the student has met the requirements outlined above.
 - General course changes (not level changes) – Requests for course changes (both core courses and elective courses) will be considered along the same timeline as mentioned above. Changes will only be considered if there is satisfactory space* in the new class and there is a compelling reason for the change. Not all requests will be approved. The student is responsible for developing a work completion schedule with the teacher.
 - A change of teacher within the same course is not permitted.**
 - Change requests for lunch periods are only approved with a doctor's note.
- Any change in schedule may impact student overall schedule, athletic eligibility and/or college admissions.

Process for Schedule Changes

- Student picks up Change of Placement form from his/her Guidance Counselor.
- Parents contact the teacher and/or Guidance Counselor to discuss reasons for change.
- Teacher meets with the student.
- Student returns form signed by parent to Guidance Counselor.
- Form is routed to the teacher and Assistant Principal for approval.

Career and Technical Education

Gerald R. Claps Career & Technical Center (GC Tech)

Students interested in attending career and technical programs at BOCES GC Tech or BOCES Barry Tech for areas not offered at the high schools must express interest to their school counselor. A separate application may also be required. These courses include Automotive Technology, Cosmetology, Medical Assisting, Police Science, Culinary Arts and more. For additional information please click here for the BOCES course catalog.

Long Island High School for the Arts

Students interested in attending BOCES the Long Island High School for the Arts for areas not offered at their high school must express interest to their school counselor and complete an online application, which can be found on the MacArthur/DAHS guidance website, by February of their sophomore or junior year. Requests received after this date will be denied. Applications will only be approved for programs not currently offered in the district. Not all students will be permitted to attend. All decisions related to attendance at LIHSA will be made by the Department of Curriculum and Instruction. Students will be notified of these placement decisions in writing no later than April 1st. The course catalog for LIHSA can be found here: <https://www.longislandhighschoolforthearts.org/about/faqs/additional-resources>.

Navigating High School

FRESHMAN YEAR

August/September

- Attend 9th grade orientation in August
- Actively participate in small group meeting with counselor in fall
- Seek extra help when needed from teachers throughout the year
- Self-advocate and be aware of resources within the building – teachers, counselors, support staff

October/November/December

- Become involved in school activities and volunteer for community activities
- Keep track of your activities using the attached student resume worksheet (see page 15)
- Develop time management skills to balance school work and extracurricular activities
- Be aware of credits and Regents exams needed for graduation (see page 1)
- Attend Post-Secondary Planning Night at your high school
- Find out NCAA (National Collegiate Athletic Association) requirements if you want to play sports in college – visit www.eligibilitycenter.org for more information

January/February

- Meet with counselor to review academic progress and plan courses for 10th grade (see page 17 for AP/College Credit course offerings)
- Refer to scheduling and course request change procedures (see pages 4-6)

March-June

- Plan on visiting college campuses while on vacation
- READ, READ, READ over the summer – books, magazines, newspapers for pleasure

SOPHOMORE YEAR

September-November

- Continue to build a strong academic record and take challenging courses
- Continue to participate in activities and community service – don't forget to update your activity resume
- Consult with your counselor about taking the PSAT which is offered in OCTOBER

December-February

- If you took the PSAT, review the results with your counselor – plan to work on your weak areas to help you prepare for the SAT and/or ACT taken in your junior year
- When course catalog becomes available online, review offerings and consider electives of interest
- Meet with your counselor to review academic progress and plan courses for 11th grade
- Learn about vocational program opportunities available for 11th and 12th grade – visit the district course catalog for more information

March-June

- Complete Career Interest Inventory on Naviance (refer to page 14)
- Check out computer software and resources about colleges, careers and scholarships
- If enrolled in an AP class, continue to prepare for May AP exam
- Plan on visiting college campuses while on vacation
- Explore summer opportunities to enrich your high school experience

JUNIOR YEAR

September/October

- Get off to a strong start in school
- Register for and take the PSAT & explore prep courses for the SAT

November/December/January

- Begin to research a preliminary college list using Naviance account
- Review PSAT test results
- Register for SAT or ACT tests
- Are you on track to meet your graduation requirements? – Meet with your counselor to review

February/March

- Surf the web for college, career and scholarship information
- Attend District wide College Planning Night in February
- Visit college campuses - *spring break is an excellent time*
- Begin researching summer opportunities
- Continue to participate in school and community activities
- Schedule junior conference appointment with your counselor

April/May/June

- Take appropriate SAT/ACT test
- Send for college information & begin a filing system for college material
- Make appointments for tours and/or interviews and visit colleges
- If enrolled in AP classes, continue to prepare for May AP exam
- Request teacher recommendation letters
- Take final exams and Regents exams in school
- Continue to update your Activity Sheet
- Begin organizing college essay(s)

July/August

- Do something meaningful during the summer that you can talk about in college essays and on interviews (e.g. volunteer, intern, employment, etc.)
- VISIT COLLEGES
- Register with the NCAA if you plan to play a Division I or II college sport

SENIOR YEAR

September

- Be sure you have all the courses and credits you need for graduation
- Register for the SAT, and/or ACT tests
- Ask for letters of recommendation from teachers, employers and others who know you well (if you have not already done so in spring of junior year)
- Meet with your counselor to review post-secondary plans
- If applicable, research military or vocational opportunities of interest – consult with your counselor

- Prepare college applications – submit your application to your counselor at least two weeks before its deadline – be mindful of early application deadlines!
- Attend Financial Aid Workshop at High School
- File CSS PROFILE Financial Aid form if your colleges require it
- Actively participate in mandatory college application workshops at your high school
- Attend Post-Secondary Fairs at your high school

October

- Finish college essays and have them reviewed by your English teacher
- Check status of letters of recommendations
- FAFSA (Federal Financial Aid Forms) complete and submit them as soon as possible
- Continue visiting colleges
- Attend college fairs/open houses
- Begin to apply for scholarships – research information – visit your school’s guidance website for scholarship bulletins throughout the year

November

- Finalize college choices and submit all applications – be aware of college admission deadlines!
- Continue to check for Scholarship information

December/January/February/March

- NOTE: Colleges usually request mid-year grades – AVOID SENIOR-ITIS
- Are all your applications submitted?
- Notify your counselor of all college acceptances, rejections, and wait-listed status
- Continue to check for scholarships from colleges and vocational programs

April/May

- Make final decision about college – submit necessary deposit by May 1st
- Submit Graduation Exit Summary to your counselor – providing important information about post-secondary plans and scholarship information
- If enrolled in AP classes, take AP Exam in May

June

- Confirm post high school plans with your counselor
- Complete all final graduation requirements
- Meet all college deadlines to ensure your place in the college of your choice
- GRADUATION – Congratulations and Good Luck!

College Recommendation Letters

One of the most important tasks for college bound students to tackle is securing recommendation letters. Colleges look not only for academically strong students, but individuals who will bring diversity to their campus. The letters should speak not only to the academic achievements of the student, but also the student's character, personality, motivation, and creativity. The letters give admissions associates some insight into the attributes a student has that are not listed on the student transcript.

It is important that a student carefully consider who will be asked to write such critical letters. Most colleges require between 1-2 letters from each student applicant. These letters should come from individuals who can write about the student both academically and personally. While most students choose teachers to write these letters, it is also important to consider asking someone outside the school if a student has had important experiences in community organizations, employment or religious institutions.

As with all aspects of the college application process, parents or students with any questions about college recommendation letters should speak to the guidance department.

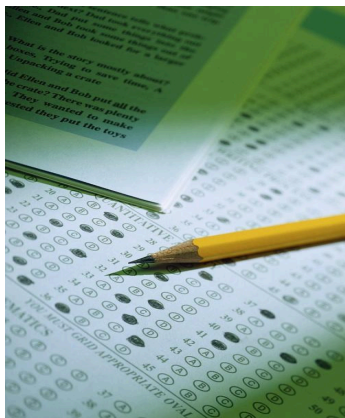
Naviance Student

The Levittown School District has selected Naviance to assist us and our students in managing the college application process. Naviance Student is a comprehensive website that students and parents can use as a tool in planning for college.

We are pleased to make this resource available to our juniors and seniors, as a complement to the series of college-related activities and information sessions we offer to students and parents through the freshman, sophomore, junior, and senior years.

How to Use “Naviance Student”

1. Access Naviance at: <https://student.naviance.com/dahs> (for Division Avenue students) OR <https://student.naviance.com/mhsny> (for MacArthur students).
2. On your first visit, click “I need to register” and enter your registration code (available from guidance office) when prompted.
3. You will be asked for an e-mail account and you will need to choose a password.
4. Once you have established your account, you will access the site with your email and password.
5. Study the choices available in the menu on the left hand side of the page.
6. You may edit the information in “My Profile” and your parents can add their information as well.
7. You can begin to create a resume at “My Resume” by listing activities and awards.
8. Completing the survey questions under “My Game Plan” will be helpful to both you and your counselor.
9. You can begin to build a list of colleges you are interested in under “My Colleges”
10. You can begin to narrow the college search by completing the survey under “College Search”
11. You can gather information about colleges through “College Lookup”
12. “Scattergrams” becomes useful once enough test scores and other data are entered.
13. Scholarship information is listed under “Scholarships”



LEVITTOWN SCHOOL DISTRICT STUDENT RESUME WORKSHEET

Your involvement outside of the classroom paints a better picture of you. Your student resume demonstrates to colleges:

- Your ability to effectively manage your time
- Your ability to dedicate yourself to a group or task
- Your ability to make a meaningful contribution to the community
- Your ability to work with others
- Your ability to carry out leadership roles

You do not have to get involved in EVERYTHING. Find some activities that are meaningful to you and stick with them!

Work experience can be an important addition to a student resume. Part-time and/or summer employment are not only a great way to earn money, but can help you to develop career interests and apply classroom learning to the real world.

Use the following worksheet to keep track of all the wonderful experiences you will have throughout the next four years.

HONORS/AWARDS	GRADE				DESCRIPTION
	9	10	11	12	

SCHOOL ACTIVITIES	GRADE				HRS PER WK/YR	POSITION/RESPONSIBILITIES
	9	10	11	12		

Advanced Placement Courses

Students who are planning to enroll in Advanced Placement courses for the school year should plan to take the AP exam. Students who do not take the AP exam will have their transcripts reflect their enrollment in an honors or Regents level of the course, not the Advanced Placement level. Students may begin taking AP courses in tenth grade. AP courses are listed by subject area at the beginning of each section. You may also click on the course to go directly to its description.

Art

- ✓ [Studio in Art](#)



Business

- ✓ [Computer Science A](#)
- ✓ [Computer Science Principles](#)



English

- ✓ [Capstone Seminar](#)
- ✓ [Language/Composition](#)
- ✓ [Literature/Composition](#)



Math

- ✓ [Calculus AB](#)
- ✓ [Calculus BC](#)
- ✓ [Statistics](#)



Music

- ✓ [Music Theory](#)



Advanced Placement Courses

Students who are planning to enroll in Advanced Placement courses for the school year should plan to take the AP exam. Students who do not take the AP exam will have their transcripts reflect their enrollment in an honors or Regents level of the course, not the Advanced Placement level. Students may begin taking AP courses in tenth grade. AP courses are listed by subject area at the beginning of each section. You may also click on the course to go directly to its description.

Science

- ✓ [Biology](#)
- ✓ [Capstone Research](#)
- ✓ [Chemistry](#)
- ✓ [Environmental Science](#)
- ✓ [Physics I](#)
- ✓ [Physics II](#)



Social Studies

- ✓ [US Government and Politics](#)
- ✓ [Economics](#)
- ✓ [Human Geography](#)
- ✓ [Psychology](#)
- ✓ [US History](#)
- ✓ [World History](#)



World Language

- ✓ [French](#)
- ✓ [Italian](#)
- ✓ [Spanish](#)



College Credit Courses

The following courses enable students to earn college credit for coursework. College level courses are listed by subject area at the end of each section. Please check descriptions for availability at a particular school.

Art

- ✓ Graphic Design I
- ✓ Graphic Design II



Business

- ✓ Business Ownership and Marketing
- ✓ Intro to Business
- ✓ Web Design II
- ✓ Real Estate



English

- ✓ AP Language/Composition



Family & Consumer Sciences

- ✓ Child Development I



Math

- ✓ Precalculus Accelerated
- ✓ Precalculus
- ✓ Calculus
- ✓ Probability
- ✓ Statistics



The following courses enable students to earn college credit for coursework. College level courses are listed by subject area at the end of each section. Please check descriptions for availability at a particular school.

Science

- ✓ Biology
- ✓ Physics
- ✓ Marine Biology
- ✓ Anatomy & Physiology



Social Studies

- ✓ AP World History
- ✓ AP US History
- ✓ AP Government
- ✓ AP Economics
- ✓ Human Rights Issues



Technology

- ✓ Engineering
- ✓ Architectural Drawing
- ✓ Robotics



World Language

- ✓ French 4
- ✓ Italian 4
- ✓ Spanish 4
- ✓ Spanish 4 Pre-AP
- ✓ AP French
- ✓ AP Italian
- ✓ AP Spanish
- ✓ French 5
- ✓ Italian 5
- ✓ Spanish 5



GPA Conversion Chart

4.0	95-100	A
3.9	94	A
3.8	93	A
3.7	92	A
3.6	91	A
3.5	90	A
3.4	89	B
3.3	88	B
3.2	87	B
3.1	86	B
3.0	85	B
2.9	84	B
2.8	83	B
2.7	82	B
2.6	81	B
2.5	80	B
2.4	79	C
2.3	78	C
2.2	77	C
2.1	76	C
2.0	75	C
1.9	74	C
1.8	73	C
1.7	72	C
1.6	71	C
1.5	70	C
1.4	69	D
1.3	68	D
1.2	67	D
1.1	66	D
1.0	65	D
	<65	F

Source: <http://www.princetonreview.com>

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:



1. Earn 16 NCAA-approved core-course credits in the following areas:

<p>ENGLISH</p>	<p>MATH (Algebra I or higher)</p>	<p>SCIENCE (Including one year of lab, if offered)</p>	<p>EXTRA (English, math or science)</p>	<p>SOCIAL SCIENCE</p>	<p>OTHER Any area listed to the left or courses listed in additional discipline (world languages, comparative religion or philosophy)</p>
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet specific criteria after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

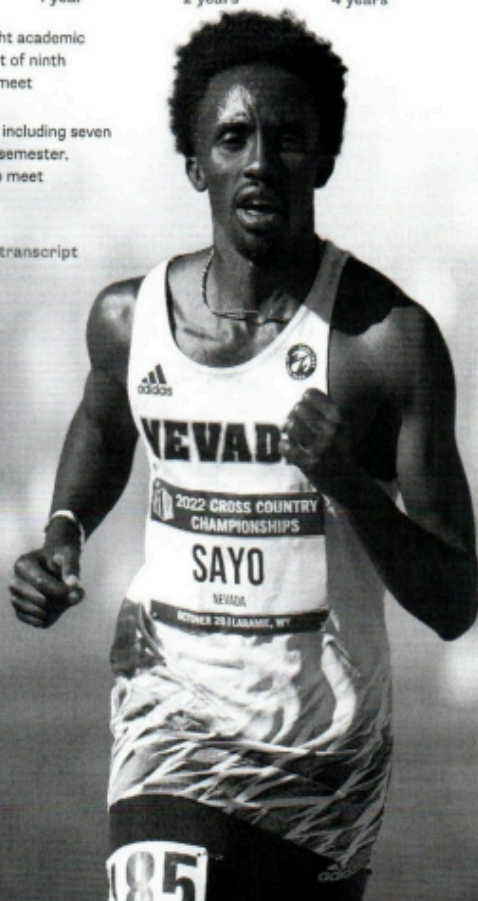
You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.



GRADE
9
REGISTER

- » If you haven't yet, register for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you're taking the right courses, and earn the best grades possible!

GRADE
10
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, transition it to the required **certification account**.
- » Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE
11
STUDY

- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- » Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE
12
GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE
(1) English (1) Math (1) Science (1) Social Science and/or other	(1) English (1) Math (1) Science (1) Social Science and/or other	(1) English (1) Math (1) Science (1) Social Science and/or other	(1) English (1) Math (1) Science (1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):

877-262-1492 (toll free), Monday-Friday

9 a.m. to 5 p.m. Eastern time

International (including Quebec):

on.ncaa.com/IntlContact



[@ncaaec](https://twitter.com/ncaaec) [@ncaaec](https://www.youtube.com/channel/UCncaaec) [@ncaaec](https://www.facebook.com/ncaaec) [@ncaaec](https://www.instagram.com/ncaaec) [@playcollegesports](https://www.youtube.com/channel/UCplaycollegesports)

Financial Aid 101

WHAT ARE THE SOURCES FOR FINANCIAL AID?

80% - the federal and state governments, based on financial need

19% - the individual colleges themselves – grants, for merit, athletics, etc.

1% - private scholarships

TYPES OF FINANCIAL AID:

Grant - money that is given to a student, usually because of financial need

Scholarships - money that is awarded because of exceptional academic achievement or an outstanding talent or skill, not necessarily based on financial need

Work Study - allows the student to work on campus (usually 10-15 hours per week) to earn money towards college costs, based on financial need

Loan - money borrowed that must be repaid, based on financial need

COLLEGE APPLICATION FINANCIAL AID FORMS:

In order to apply for funds, you must complete at least one and sometimes several forms. The first is the Free Application for Federal Student Aid (FAFSA). Complete the FAFSA in the senior year of high school as well as attend Financial Aid Night. The recommended method of filing is electronically, using FAFSA on the Web. A second financial aid application is the CSS Profile, which is a supplemental form often used by private colleges. Some colleges may require their own institutional forms and deadlines may vary. You must check with the individual colleges for specific information.

FEDERAL FORMULA USED TO DETERMINE AID:

The FAFSA collects information on the student's and parent's income and assets for the prior fiscal year. After submitting the FAFSA, the student and the colleges listed on the FAFSA will receive a **Student Aid Report (SAR)**, which will include the **Expected Family Contribution (EFC)**. This is the amount the student's family is expected to pay for college the following year. The college's financial administrator then evaluates *all* the data (SAR, EFC and PROFILE, if required), and subtracts the adjusted EFC from the **Cost of Attendance** (tuition, room, board, fees, transportation, books and personal expenses). The difference is the student's financial *need*. The college then puts together a **Financial Aid Package** consisting of any combination of grants, scholarships, work-study and/or loans.

FINANCIAL AID WEBSITES:

www.studentaid.ed.gov - U.S. Department of Education student aid information

www.fafsa.ed.gov - FAFSA online application

www.nycolleges.org - A guide to NYS private colleges, universities and financial aid

www.cssprofile.collegeboard.org - CSS profile (required in addition to FAFSA by some colleges)

www.hesc.ny.gov - NYS Higher Education Services Corp. - Tuition Assistance Program (TAP)

Scholarships

BEWARE OF SCHOLARSHIP SCAMS:

“For a fee, we provide a comprehensive list of scholarships.”

“Billions of dollars of award monies go unclaimed.”

“We will do all the work.”

Scholarship services do not have access to any sources that are not also available to you.

SCHOLARSHIPS AND AWARDS

There are thousands of scholarships and awards through public and private, local and national organizations that offer scholarships, both large and small. The criteria for these awards vary. You may qualify for one or more of the programs because of your:

- Academic achievements
- Religious affiliation
- Ethnic or racial heritage
- Community activities
- Special hobbies or interests
- Parents’ employers
- Organizational membership
- Artistic talent
- Athletic ability
- Career plans or field of study

Check with your Guidance and Counseling Department for specific information.

SCHOLARSHIP WEBSITES

- www.fastweb.com
- www.finaid.org
- www.collegeexpress.com
- www.princetonreview.com
- www.collegeboard.org

LOCAL SCHOLARSHIPS

There are many scholarships offered by Levittown organizations, such as the PTA. Make it a practice to check the offerings that become available throughout your junior and senior years by listening to morning announcements, reviewing the guidance department website on the Levittown Public Schools website, and referring to the material provided by your guidance counselor.

Division Guidance: <http://www.levittownschoools.com/division/guidance/>

MacArthur Guidance: <http://www.levittownschoools.com/macarthur/guidance/>

Appendices

APPENDIX A : Glossary of Terms and Abbreviations

ACT American College Testing Program
A college admissions test measuring English, Math, Reading and Science reasoning ability with an optional essay component. Many students take the ACT in addition to the SAT Reasoning Test and it may be required at colleges located out of our region.

AP Advanced Placement
College level courses offered in the high school setting.

CEEB College Entrance Examination Board
Division's CEEB Code is 332798 and MacArthur's CEEB Code is 332802

Common Application

Various colleges and universities developed and will accept one universal application, which can be electronically sent to multiple schools. Some colleges will have supplemental information or essays that are required in addition to the application.

CSS College Scholarship Service
A service of the College Board that uses a financial aid form ("Profile") to standardize the method of determining a student's financial need. Many private colleges require this form in addition to the FAFSA.

CUNY City University of New York

Early Action

The student applies early in the fall of senior year and receives notification usually by the end of December. This is usually a non-binding decision.

Early Decision

The student applies early in the fall of their senior year to their first choice college and agrees by contract to enter that college if offered admission. This is a binding decision.

FAFSA Free Application for Federal Student Aid
To be filed by families after October 1st of the student's senior year and annually thereafter.

GPA Grade Point Average

NCAA National Collegiate Athletic Association
Governing Board that oversees college athletics

PSAT/NMSQT Preliminary Scholastic Assessment Test / National Merit Scholarship Qualifying Test
Practice for the SAT I traditionally taken in October of tenth and eleventh grade. Only juniors are eligible for scholarships through NMSQT based on the National Test Selection Index.

Rolling Admission

A policy in which a school sends out acceptance letters to students as they are accepted.

SAT Reasoning Test (SAT I)

A college admissions test measuring Evidence-Based Reading and Math, with an optional essay portion. Test is required by most colleges and universities.

SUNY State University of New York

TOEFL Test of English as a Foreign Language
A college admissions test that may be taken by students for whom English is their second language.