



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 Douglas MacArthur High School
Guidance and Counseling Departments



Division Avenue HS

Mr. John Coscia, *Principal*
Mr. Sam McElroy, *Assistant Principal*
Ms. Jaclyn Guidice, *Assistant Principal*

General Douglas MacArthur HS

Mr. Joseph Sheehan, *Principal*
Ms. Anne-Marie Rao, *Assistant Principal*
Mr. Anthony Allison, *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
Mark Curtiss, *Chairperson*

Counselors

Jeanne Bernard (.4)
Lynn Castellano
Sharlene Defendini
Elizabeth Shapiro
Elizabeth Thompson

General Douglas MacArthur High School
Guidance and Counseling Department
Elizabeth Hammer, *Chairperson*

Counselors

Jeanne Bernard (.6)
Cormac Conaghan
Colleen Lang
Nikki McNerney
Patricia Mirando
Stacy Phillips

Phone: (516) 434-7167
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<http://www.levittownschoools.com/division/guidance/>

Phone: (516) 434-7244
Fax: (516) 520-8459
<http://www.levittownschoools.com/macarthur/guidance/>

Graduation Requirements

In order to earn a Levittown School district diploma, every student must earn a minimum of 27 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	4 credits** 1 Regents Exam (55 or higher)	4 credits** 1 Regents Exam (65 or higher)	4 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
Electives	7.5 credits	7.5 credits	5.5 credits
TOTAL	27 credits	27 credits	27 credits

* See option below.

** This is a Levittown requirement. NYSED requires 3 credits of Mathematics. The 4th year of math may be substituted with a math-related class in technology, business, or science with the approval of the Principal and/or Asst. Supt. For Instruction.

Please Note: Under the new “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	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; http://www.p12.nysed.gov/part100/pages/1005.html#assessment or;

		<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>

Senior Interdisciplinary Research Paper **Required for Graduation**

Overview:

The **Senior Interdisciplinary Paper** is a project designed to combine your knowledge of history and literature. You will write a paper exploring the connection between historical eras/events and their impact on society. You will use literature of the period to support your assertions. The paper will be a joint assignment shared by the English Department and the Social Studies Department.

Guidelines:

- 5-7 pages in length
- minimum of 6 reference sources
- minimum of 1 quote or paraphrase from each of the sources listed on the works cited page
- due dates must be met in order to receive full credit
- any paper received after the due date will receive a **10 point deduction** for the first day, and a **5 point deduction** for every day thereafter

The senior interdisciplinary paper is considered a graduation requirement.



SENIOR EVALUATION & GRADUATION STATUS

Name of Student _____

Year of Graduation _____

Required Courses Completed

English 9 _____
 English 10 _____
 English 11 _____
 English 12 _____

Global History I _____
 Global History II or AP _____
 US History or AP _____
 Eco/Gov't or AP _____

1st Yr Math _____
 2nd Yr Math _____
 3rd Yr Math _____
 4th Yr Math _____

1st Yr Science _____
 2nd Yr Science _____
 3rd Yr Science _____

Health _____

Art/Music Requirement _____

Foreign Language Req. _____
 1st yr _____
 *2nd yr _____
 *3rd yr _____

Interdisciplinary
 Research Paper _____

Physical Education
 Gr. 9 _____
 Gr. 10 _____
 Gr. 11 _____
 Gr. 12 _____

Regents Required

Global History _____
 US History _____
 Algebra I _____
 * Geometry and _____
 * Algebra II _____
 Science I _____
 *Science II _____
 English _____
 **World Language _____

Electives:

*****Anticipated Diploma**

*Adv Reg ___ Reg___

Comments:

Total Credits Completed _____
(27 Required for Graduation)

*Indicates courses needed for a Regents Diploma with Advanced Designation

**Local Checkpoint B exam will be accepted in place of a Regents exam

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. The Scheduling Portal on PowerSchool opens for current 9th – 11th grade students to enter course requests beginning in December.
- Between January and February, counselors will meet with all students individually to discuss their course selections for the upcoming year. 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.



Levittown School District Student Schedule Change Request Procedures

Requests for changes will not be considered for any of the following reasons:

- Change teachers
- Change lunch periods (unless supported by medical documentation)
- Change to a more convenient and/or desirable period
- Group friends together in the same class

Process for schedule changes:

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

Please note the following conditions of a course change:

- Changes will not be considered until the end of the fourth week of class
- Students must remain in the original class until notified by their counselor
- For a level change, the grade in progress will follow the student to the new class. (AP/Honors grades will be weighted according to the district's formula.)
- The last date to request a course change without a transcript notation of "WP" or "WF" will be:
 - For a full year course – end of 2nd quarter
- For a semester course – end of 1st quarter for a Fall course or 3rd quarter for a Spring course
- Requests to change elective classes will generally not be addressed
- The student's schedule may have to be completely revised to accommodate the change.

Career and Technical Education

Gerald R. Claps Career & Technical Center (GC Tech)
Levittown Memorial Education Center
(516) 434-7110

GC Tech is a unique school program dedicated to teaching comprehensive career and technical skills, along with qualifying academics, for students in the Levittown School District and neighboring districts. The New York State Department of Education approved programs promote success for every student with hands-on learning, school-to-work experiences, and opportunities for professional growth in a variety of fields and careers.

Students at GC Tech can earn a Regents diploma with a career and technical endorsement (CTE) through successful completion of our programs. The following programs are available to students in eleventh and/or twelfth grade:

Automotive Technology
Computer Animation
Cosmetology
Culinary Arts
Electrical Technology
Landscaping Design and Management
Medical
Police Science/EMT-B

***For a more updated list of courses offered at GC Tech please visit:
www.levittownschools.com/gctech/**

- Each program offers level I and II courses.
- Students earn eight credits upon completion of a two-year program. Technical English, Technical Math and Career and Financial Management is embedded in instruction.
- Students should visit programs of interest before choosing a program.
- Applications are available beginning in December. Classes may close out quickly so students are encouraged to apply early.
- GC Tech programs offer certifications/licenses as well as articulation agreements with prominent colleges and technical schools. For a complete list of agreements, please see the appendix.

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 pages 16 & 17)
- Develop time management skills to balance school work and extra-curricular 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 pages 19 & 20 for AP/College Credit course offerings)
- Refer to scheduling and course request change procedures (see page 7)

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
- Attend College Planning Night with your parents to learn about the college process

March-June

- Complete Career Interest Inventory on Naviance (refer to page 15)
- Check out computer software and resources about colleges, careers and scholarships
- If enrolled in an AP class, continue to prepare for May AP exam
- Register for SAT Subject Tests if appropriate
- 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 and/or ACT tests (refer to Standardized Testing on page 18)
- 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, SAT Subject Tests, 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 Mini College 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) are available this month, complete and submit them as soon as possible after October 1st
- Continue visiting colleges
- Register for SAT, SAT Subjects Tests, and/or ACT exams
- 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!
- Take SAT, SAT Subject Tests and/or ACT exams
- Submit college applications – **KEEP COPIES OF EVERYTHING YOU SEND OUT**
- Send SAT, SAT Subjects Tests and/or ACT results directly to colleges
- 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.

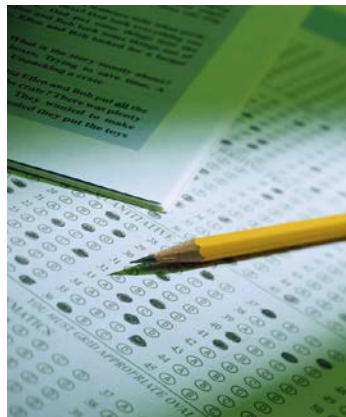
Naviance Student

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 cod (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 e-mail 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		

LEVITTOWN SCHOOL DISTRICT
STUDENT RESUME WORKSHEET

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

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

EMPLOYMENT/ VOLUNTEER WORK	GRADE				HRS PER WK/YR	POSITION/RESPONSIBILITIES
	9	10	11	12		

STANDARDIZED TESTING

In general, college bound students will take one or more of the following standardized tests:

- PSAT/NMSQT or Preliminary SAT
- SAT Reasoning Test
- ACT Assessment

PSAT/NMSQT Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test:

The PSAT/NMSQT is offered to sophomores and juniors. The test runs approximately 3 hours and covers: Evidence-Based Reading and Writing and Math. You may use these scores as a benchmark to help you research appropriate colleges. The National Merit Scholarship Corporation uses the results of this test to award scholarships to qualified eleventh grade students. Scores are not reported to colleges.

SAT Reasoning Test:

The SAT Reasoning Test is a measure of the critical thinking skills you will need for academic success in college. The SAT is typically taken by high school juniors and seniors. The SAT exam will measure skills and knowledge students need to be career and college ready. The SAT has a Math section and an Evidence-Based Reading and Writing section. Total scores will range from 400-1600. There is an optional essay which receives a separate score. It is administered seven times each year. Students may choose which scores are sent to the colleges.

ACT (American College Test):

The ACT is the equivalent of the SAT Reasoning Test and is accepted by most colleges. The test has four subparts: English, Math, Science Reasoning and Reading. Generally students take the ACTs in the spring of their junior year and/or the fall of their senior year. Many colleges require that students take the ACT with the optional Writing Section if it is to be used in lieu of the SAT Reasoning Test. Certain colleges will accept the ACT in lieu of both the SAT Reasoning Test and SAT Subject Tests.

Online Registration:

Students can register for the SAT Reasoning Test and the SAT Subject Tests online at:

www.collegeboard.org

Students can register for the ACT online at:

www.actstudent.org

Advanced Placement Classes & Exams

Each year, students around the world who want to learn and achieve at the highest level become AP students. Through AP's college-level courses and exams, students who earn college credit and advanced placement, stand out in the admissions process, and learn from some of the most skilled, dedicated, and inspiring teachers in the world.

Students who are planning to enroll in Advanced Placement courses should plan to take the AP exam. Students may begin taking AP courses in tenth grade. For additional information on the Advanced Placement program, go to <http://apcentral.collegeboard.com>

Why take Advanced Placement Courses?

- Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying scores.
- Demonstrate maturity and readiness for college.
- Emphasize commitment to academic excellence.
- Get a head start on college-level work.
- Improve writing skills and sharpen problem-solving techniques.
- Be part of a community of students and educators who are passionate, curious, and committed to academic excellence
- Take courses that are developed by leading professors to reflect the level of learning happening at colleges throughout the country

Advanced Placement Courses Offered as of the Fall of 2018

ART

Studio In Art

ENGLISH

English Language

English Literature

AP Capstone Seminar

AP Capstone Research Humanities

MATHEMATICS

Calculus (AB) (BC)

SCIENCE

Biology

Chemistry

Environmental Science

Physics (1) (2)

AP Capstone Research Science

WORLD LANGUAGES

French

Italian

Spanish

SOCIAL STUDIES

European History

Human Geography

Macroeconomics

Psychology

US Government and Politics

US History

World History

BUSINESS

Computer Science A

Computer Science Principles

MUSIC

Music Theory

Please note: Courses with an enrollment below minimum guidelines may not run.

College Credit Courses

College Credit courses enable students to earn college credit for coursework. The courses are affiliated with a particular college, and the curriculum is college-approved. Just as important as the classes themselves, it is critical that parents and students review the prerequisites for these classes to ensure that they can be added to a student's schedule in 11th and 12th grades.

College level courses are listed in the course catalog each year and are subject to change. Please check descriptions in the course catalog for availability at a particular school.

As of the fall of 2018, the College Credit Courses available in the course catalog include:

ART:

Graphic Design I – LIU Post (3 credits)

Graphic Design II - LIU Post (6 credits)

BUSINESS:

Business Ownership and Marketing – SUNY Farmingdale (3 credits)

Intro to Business – LIU Post (3 credits)

Web Design II – SUNY Farmingdale (3 credits)

MATHEMATICS:

Finite Math - SUNY Farmingdale (3 credits)

Precalculus for College Credit Honors - SUNY Farmingdale (4 credits)

Precalculus for College Credit - SUNY Farmingdale (4 credits)

Probability & Statistics - SUNY Farmingdale (3 credits)

SCIENCE:

College Biology – Molloy College (8 credits)

TECHNOLOGY:

Architectural Drawing I - SUNY Farmingdale (2 credits)

Architectural Drawing II - SUNY Farmingdale (2 credits)

PLTW Design and Drawing – Rochester Institute of Technology (3 credits)

PLTW Civil Engineering & Architecture – Rochester Institute of Technology (3 credits)

PLTW Computer Integrated Manufacturing – Rochester Institute of Technology (3 credits)

WORLD LANGUAGES:

French 4 Molloy College (6 credits)

Italian 4 Molloy College (6 credits)

Spanish 4 Molloy College (6 credits)

Spanish 4 Pre-AP Molloy College (6 credits)

French 5 Molloy College (3 credits)

Italian 5 Molloy College (3 credits)

Spanish 5 Molloy College (3 credits)

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>

Special Education - Transition to College

What Does It Take to Be Successful?

Keep in mind that college demands will be different and often greater than in high school. These demands include the need for greater organizational skills, assertiveness, and the use of self-advocacy skills. Students must be prepared to handle a complicated course schedule and make more time for studying and completing assignments. Because adults will not be seeking the students out to offer assistance, students cannot be shy about asking for help.

Self-Advocacy

Students must understand their strengths, weaknesses, needs, and preferences and be able to communicate this information to other adults including instructors and administrators.

Ways Students with Various Disabilities Can Advocate for Themselves in College:

1. Many students with disabilities come to college and do not anticipate needing any accommodations or support services. However, if you have been previously diagnosed as having a disability, secure a copy of your most recent evaluation (testing done within 3 years) and IEP. The student will need to provide this documentation to the service provider at the college or be reevaluated in order to be eligible for services.
2. Learn about Section 504 of the Rehabilitation Act of 1973. This is the civil rights law that provides you access to programs and accommodations. It is very different from the Individuals with Disabilities Education Act (IDEA), which is an entitlement law that guarantees that school districts provide free, appropriate education in the least restrictive environment for all elementary and secondary students. IDEA no longer applies once a student receives a high school diploma or reaches age 21.
3. Find out what accommodations and support services the college provides and how to get them. If you are a student who would like to have support services in college, this information should be a part of your college search. Depending on the college, there may be more comprehensive support available.
4. Increase your understanding of the nature of your disability. You should be able to discuss your disability in general and the specific ways it affects your learning. You can do this by discussing your test results with the campus learning specialist. The more you know about yourself, the better off you will be when it comes to explaining your academic needs to others and requesting accommodations. You are your own best advocate!
5. Rehearse your explanation of the above information with the learning specialist or a friend so that you can fully explain to faculty the reason for requesting accommodations.
6. If you require classroom accommodations of some kind, become familiar with your campus's procedures for requesting accommodations. Schedule an appointment with your learning specialist and faculty early in the semester
7. Reach out for assistance early, if needed. Schedule an appointment with faculty when you begin to get confused or flounder. Do not wait until you are already in danger of failing a course. Speak to the learning specialist and/or your advisor to find out what help is available.

Source: Consortium for the Learning Disabled and Adelphi University

NCAA (National Collegiate Athletic Association)

If you are interested in playing sports in college, it is important to be aware of the NCAA eligibility requirements. The most current information can always be obtained at www.eligibilitycenter.org. The NCAA uses the grades in 16 core courses to determine eligibility. **STUDENTS MUST UNDERSTAND THAT THE GRADES THEY RECEIVE ALL THROUGHOUT HIGH SCHOOL WILL AFFECT WHETHER OR NOT THEY WILL BE ABLE TO PARTICIPATE IN A COLLEGE SPORT.**

NCAA CORE COURSES

DIVISION I

- 4 years of English
- 3 years of mathematics
- 2 years of natural/physical science (1 year of lab)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional, approved courses

DIVISION II

- 3 years of English
- 2 years of mathematics
- 2 years of natural/physical science (1 year of lab)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional, approved courses

For Division I, a sliding scale based on a Core Course GPA and Test Scores (SAT or ACT) is used.

For Division II, there is a minimum requirement for Core Course GPA and Test Scores.

*** All students who plan to participate in collegiate athletics at a Division I or Division II school need to register with the clearinghouse after they complete their junior year of high school.

Visit the NCAA website at www.eligibilitycenter.org to register online or call 1-800-638-3731 to request an application packet.

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). The earliest you can submit this form is October 1st of the student's senior year of high school. 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.studentaid.ed.gov/fye - Publication: Funding Your Education

www.studentaid.ed.gov/guide - Publication: The Student Guide

www.ed.gov/DirectLoan - Direct loan web site

www.fafsa.ed.gov - FAFSA online application

www.pin.ed.gov - Apply for FAFSA PIN

www.collegeboard.com - PROFILE and financial aid information including EFC calculator

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

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

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.collegenet.com/mach25
- www.collegeexpress.com
- www.princetonreview.com
- www.collegeboard.org
- www.fastaid.com

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)

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.

Gerald R. Claps Career & Technical Center

**2016-2017 Program Licenses/Certifications
& Articulation Agreements**

Automotive Technology

Licenses/Certifications:

- Trained for ASE certification examination
- OSHA certification

Articulation Agreements:

Ohio Technical College	Advanced Placement upon entrance test
Lincoln Tech	Advanced Placement
SUNY Delhi	8 credits
New England Institute of Technology	2 credits
SUNY Alfred	Waiver of first year requirements based on individual proficiency

Computer Animation

Licenses/Certifications:

- Trained/Prepared to enter a Post-Secondary Institution for 3D Visualization and Animation

Articulation Agreements:

Bryant & Stratton College	9 credits
Briarcliffe College	6 credits

Cosmetology

Licenses/Certifications:

- Trained for the New York State Board Online Licensing Exam (students can earn the 1000 hour requirement)
- Community Service Hours

Articulation Agreements:

Bryant & Stratton College	3 credits
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Culinary Arts

Licenses/Certifications:

- Servsafe Certification
- Trained on a touch-screen Point of Sales System

Articulation Agreements:

Johnson & Wales University	9 credits
SUNY Alfred	4 credits
SUNY Cobleskill	11 credits

Electrical Technology

Licenses/Certifications:

- OSHA Certification
- Trained/Prepared to enter an IBEW apprenticeship program

Articulation Agreements:

Lincoln Technical Institute	Advanced Placement
New England Institute of Technology	4 credits
SUNY Alfred	6 credits
Electrical Training Center, INC.	Scholarship/Tuition Discount

Graphic Arts

Licenses/Certifications:

- Trained/Prepared for entrance into a Graphic Arts Post Secondary institution

Articulation Agreements:

Briarcliffe College	9 credits
SUNY Cobleskill	3-6 credits
	Guaranteed admission to either A.S. of Communications or B.S. in Graphic Design

Medical Assisting

Licenses/Certifications:

- National Safety Council- First Aid Certification
- National Safety Council- Adult/ Infant CPR/AED
- National Safety Council- Blood Borne Pathogens
- Trained/prepared to enter the workforce as a Medical Assistant

Articulation Agreements:

New England Institute of Technology	4 credits
Mercy College	6 credits

Police Science

Licenses/Certifications:

- Prepared/Trained for Emergency Medical Technician (EMT) exam
- National Safety Council- First Aid Certification
- National Safety Council- Adult/ Infant CPR/AED
- National Safety Council- Blood Borne Pathogen
- New York State Pre-Assignment Course (Security Guard Certification)
- APCO Public Safety Telecommunicator Certificate

Articulation Agreements:

Briarcliffe College	3 credits
Bryant & Stratton College	9 credits

