

GENERAL INFORMATION

Freshmen Interview

All freshmen should make an appointment in the guidance office during the first semester for a freshman interview. All students are encouraged to utilize guidance services as often as needs dictate. Freshmen are asked to see their counselor during the first semester of school. This interview is an extension of the orientation program. Students can get acquainted with the office and the many ways it can be used. The counselor will discuss the student's past record and performance, grading procedures and other topics relevant to their high school career. Parents are urged to make sure their student schedules this interview. It is the desire of the Guidance Department to assist all students in overcoming any problems that might impede learning or the development of a full-functioning and responsible adult citizen.

Registration and Schedule Changes

The master schedule of class offerings, teacher, and room assignments is all derived from the tallies of spring registration. For these reasons it is extremely important that students not change their schedules once their selections are made. However, as the master schedule is constructed, conflicts may occur in some student schedules. Students will be contacted (as soon as possible) to make alternate course selections, and no penalty fees will be assessed. Students electing to take School-To-Work will only be scheduled according to the established criteria (please see the section titled SCHOOL-TO-WORK). If students requesting School-to-Work do not follow the guidelines for enrollment in the program, the work classes may be dropped from their schedules.

It is very important that each student discuss class scheduling with his/her parent/guardian during the spring pre-registration time so changes are kept to a minimum. Pre-registration forms are supplied early in the spring. These forms must be signed by the student's parent/guardian signifying their knowledge of their son/daughter's selection of courses for the fall of the following year. Failure to return pre-registration forms signed by parent/guardian may jeopardize a student's course request list from being scheduled. Students must always follow the established registration guidelines to avoid any confusion or penalties. There are financial penalties for student/parent initiated schedule changes once registration deadlines have expired. No student/parent initiated schedule changes are allowed after the start of each semester.

The school may find it necessary to drop courses from the curriculum listed because of insufficient enrollment, unavailability of teaching personnel or teacher overload. Those decisions are made during the summer months when section information, teacher and room availability are finalized.

If a student enrolls in a two-unit (two semesters) course, it is expected that the student remain in the course the entire year. If the student decides to drop after one semester with the intention of completing the course during a subsequent year, that student may be requested to audit the first semester of the course. Class makeup, teacher time, changes in curriculum or textbooks all dictate progress made in each course each year.

Student Pre-Registration and Schedule Changes

The following policy will be used for student registration and schedule changes:

1. Pre-registration of students will occur during the early to middle part of the second semester. Students will take home pre-registration materials to their parents/guardians for discussion and selection of courses.
2. Students will receive pre-registration materials in a classroom setting (usually their English class). Course selection sheets will be completed by the students and taken home for a parent/guardian signature. Students absent on these days will need to see their respective counselor to complete the process.
3. Students and parents/guardians are to review the course selection sheets for necessary changes. Changes can be made on this listing of courses prior to it being returned. Course selection sheets will be due back within approximately one week when the student is scheduled to enter course selection requests into the computer (usually during a predetermined class).
4. Course selection sheets, signed by the student and parent/guardian, (with or without changes), must be returned on the day the student is scheduled to enter course requests into the computer.
5. During the week of registration, students will be given their actual daily schedule. Any student or parent/guardian initiated schedule change after the master schedule is completed must have a sound academic basis for the change and will result in a \$25.00 schedule change fee being charged. These changes may only be made in person, money in hand, during regular business hours.

Student Pre-Registration and Schedule Changes continued . . .

6. Once school starts, NO student or parent/guardian initiated schedule changes will be allowed for the first semester without administration approval.
7. All second semester student or parent/guardian initiated schedule changes must be completed during the designated time approximately the last 2 weeks of the semester, or as otherwise determined. The changes must have a sound academic basis. The regular fee of \$25.00 would apply. NO student or parent/guardian initiated schedule change will be allowed after the start of the first day of semester exams.

At times, a teacher, guidance counselor, and/or administrator may believe a student schedule change is necessary. These changes can only be made with the approval of the principal and/or his designee. No fees will be assessed at any time for schedule changes initiated by the school.

Correspondence Courses

Taylorville High School will accept courses taken from accredited institutions that are approved by the principal. DO NOT ENROLL IN ANY SCHOOL WITH THE THOUGHT THAT CREDIT IS AUTOMATICALLY TRANSFERABLE! Correspondence credit is awarded to students on a remedial basis ONLY. Students who are taking correspondence courses must check with the principal's office PRIOR to making a commitment to any correspondence school. Seniors who are approved to take correspondence credit(s) and who plan to graduate on time with their class must have a transcript presented to the high school office no later than MAY 1 of the year of graduation. Failure to do so will jeopardize graduation status.

Post High School

Traditionally, THS has suggested that those students who plan to attend a four-year college should be able to maintain at least a "C" average, rank in the top half of their class, and have a strong desire to pursue academic study. Recent indication shows that students who are not interested in a four-year institution may still be accepted by community colleges, vocational or trade and technical schools; even if they have a grade point average below "C" and a class rank in the bottom half of their class. Students interested in pursuing some form of higher education other than a four-year college or university should seek the advice and help of their counselor. Many community colleges and trade/technical schools have scholarships and financial assistance plans to help students work toward career goals. (See topic titled "Articulation Agreements".)

Institution and Current Entry Requirements

TRADE OR TECHNICAL SCHOOLS: Ability to take course work and pay for same. Many trade schools require an entrance examination prior to admission. Scholarships are available for students desiring vocational training. Students should see their counselor for details.

COMMUNITY (2 YEAR) COLLEGES: Graduate from an accredited high school. In some cases, a student does NOT have to graduate from high school in order to be accepted and enroll in community college courses - see the guidance counselor for additional information. The ACT (American College Testing) is currently required for students who wish to enroll in many community colleges. STATE SUPPORTED COLLEGES AND UNIVERSITIES (4 YEAR): Immediate entry to these requires an upper half of high school class standing (by sixth semester) and/or a specific grade point average (G.P.A.) on a specific group of "core subjects" and/or a specific score on a national norm-referenced admission test - e.g. ACT, SAT. Students should see their counselor for additional information. Virtually every university in the State of Illinois has a different requirement for admission, and, in fact, many colleges within those universities have different requirements.

Concurrent Enrollment in College

A student enrolled in Taylorville High school may enroll in a post-secondary institution concurrent with his/her high school matriculation during school hours if each of the following provisions is met:

1. Senior status (juniors may apply with principal's permission).
2. All requirements for graduation from Taylorville High School as prescribed by the State of Illinois and the Taylorville Community Unit School District #3 Board of Education have been successfully completed. (Concurrent enrollment in Consumer Education and American Problems is allowable.)
3. Student must be in good standing. (All financial obligations to Taylorville Community Unit School District #3 have been paid.)
4. Student must have exhausted all courses at Taylorville High school leading to the courses) he/she registers for at the post-secondary level.

Concurrent Enrollment in College continued . . .

5. Student must have written consent of his or her parent or guardian and must provide his/her own transportation. (Taylorville School Dist. #3 will not be liable for accidents that occur while students are not on the school grounds en-route to a post-secondary institution.) Written consent must be submitted at least two weeks prior to the first day of the semester in which the student wishes to enroll in the post-secondary center.
6. Attendance at a post-secondary center and the scheduling of courses in that center must be supplemental to the scheduling demands of Taylorville High School.
7. All requests for concurrent enrollment must be addressed to the principal of Taylorville High School.
8. Credit earned at a post-secondary institution will be accrued on a student's high school record only if the course(s) are approved in advance by the principal. College credit for courses taken will be held in escrow at that center.

Dual Credit

Students at Taylorville High school now have an opportunity to earn dual credits. This means college credits (other than TECH PREP credits) can be earned towards traditional four-year baccalaureate degrees without ever leaving the THS campus. Parents (or students) can save hundreds or even thousands of dollars in tuition costs by utilizing the Dual Credit option. Currently, THS students enrolled in AP English, Human Anatomy/Physiology, AP Chemistry, Information Processing II, Accounting II, Computer Concepts, Programming Logic & Design, Visual Basic, C#, Dreamweaver/Flash Programming, Building & Trades I or Building & Trades II can earn several hours of transferable college credit from Lincoln Land Community College while at the same time earning high school credit for those courses. The credits are not held in escrow by Lincoln Land, but are listed on the student's college transcript and high school transcript upon successful completion of the course(s). AP Chemistry is a dual credit course in association with Springfield College of Illinois or Lincoln Land Community College. Currently, students can earn enough college credits to actually enroll as a sophomore in college immediately after high school graduation. Students must enroll through Lincoln Land Eastern Region campus, in Taylorville, or Springfield College of Illinois, and pay any related course fees. Students must be 16 years of age in order to enroll and earn dual credit. Our counseling department can assist students desiring dual credit enrollments. The status of Dual Credit courses is at the sole discretion of Lincoln Land Community College, Springfield College of Illinois, and students should always check with their counselor prior to enrolling.

Advanced Placement (AP) Courses

The Advanced Placement Program, administered by the College Board, is a cooperative educational endeavor between secondary schools and colleges and universities. It gives high school students exposure to college-level material through involvement in an AP course. Advanced Placement courses are designed for the academically strong student that wants to enroll in challenging courses and work towards preparing for the AP Exams, which are given late in the second semester of each year. Depending on a student's score on the AP exam, colleges and universities may grant credit, placement, or both to the student. The AP program has been in existence since 1955, and AP course credits are recognized world wide by hundreds of colleges and universities.

Currently, THS offers four AP courses: AP American History, AP Calculus, AP Chemistry, and AP English. These courses have strict prerequisites, and students should consult their counselor or the AP instructor before enrolling. In addition to strict entrance requirements, students are required to take the annual AP Exam for their course in the spring of the year, but must pay their exam fee(s) during registration. Traditionally, AP Exams are graded on a 1 to 5 scale with a 5 being the highest score. Students scoring a 3, 4 or 5 on most AP exams will qualify (depending on the college) to earn credit, placement, or both at the college of their choice for courses commensurate with the grade and subject material on the exam.

NCAA Academic Eligibility for Student Athletes General Requirements

Student-athletes first entering Division I collegiate institutions on or after August 1, 1995, are required by Bylaw 14.3 to

1. Graduate from high school;
2. Successfully complete a core curriculum of at least 13 academic courses (this core curriculum includes at least three years in English, two in mathematics, two in social science, two in natural or physical science (including at least one laboratory class, if offered by the high school) and two additional courses in English, mathematics natural or physical science) and
3. Achieve a grade-point average of 2.00 (based on a maximum of 4.000) and achieve a combined

score of 820 on the re-centered SAT on a national test date or a sum of the scores of 68 on the ACT based on the index scale listed at the end of this section.

NOTE: For those student-athletes first entering collegiate institutions on or after August 1, 1996, in Division I, NCAA Bylaw 14.3 requires that the core curriculum of at least 13 academic courses include at least four years of English, two in mathematics (comprised of one year of algebra and one year of geometry), two in social science, two in natural or physical science (including at least one laboratory class, if offered by the high school) and one additional course in English, mathematics or natural or physical science. Student athletes first entering Division II collegiate institutions on or after August 1, 1995, are required by NCAA Bylaw 14.3 to:

1. Graduate from high school;
2. Attain a grade point average of 2.000 (based on a maximum of 4.000) in a successfully completed core curriculum of at least 13 academic courses (this core curriculum includes at least three years of English, two in mathematics, two in social science, two in natural or physical science (including at least one laboratory class, if offered by the high school) and two additional courses in English, mathematics or natural or physical science), and
3. Achieve an 820 combined score on the re-centered SAT on a national test date or a 68 on the ACT.

DEFINITION OF A CORE COURSE:

For purposes of meeting the core-curriculum requirement, a "core course" is defined as a recognized academic course (as opposed to a vocational or personal-services course) that offers fundamental instructional components in a specified area of study. Courses that are taught at a level below the high school's regular academic instructional level (e.g. remedial, special education or compensatory) cannot be considered core courses regardless of course content. Please note that for courses taken during the 1987-88 academic year and thereafter, at least 75 percent of the instructional content of a course must be in one or more of the required areas, and "statistics," as referred to in the mathematics section, must be advanced (algebra-based).

English - (four units required for DIV. I, three units required for DIV. II). Core courses in English shall include instructional elements in the following areas: grammar, vocabulary development, composition, literature, analytical reading or oral communication.

Mathematics - (three units required). Core courses in mathematics shall include instructional elements in algebra, geometry, trigonometry, statistics, or calculus.

Social Science - (two units required). Core courses in social science shall contain instructional elements in history, social science, economics, geography, psychology, sociology, government, political science, or anthropology.

Natural or Physical Science - (two units required, including at least one full unit of laboratory classes if offered by the high school). Core courses in natural or physical science shall include instructional elements in biology, chemistry, physics, environmental science, physical science, or earth science.

Additional Academic Courses- (one unit required for DIV. I, two units required for DIV. II). The two remaining units of additional academic credit must be from courses in the above areas or foreign language, computer science, philosophy or non-doctrinal religion (e.g. comparative religion) courses. Listed below are some samples from the tables prescribed by the NCAA in Bylaw 14.3 regarding minimum requirements for entry. Student-athletes that would like to see the entire table may do so in the guidance office at their convenience.

Core GPA	Minimum Required SAT	Minimum Required ACT Sum
Above 2.5000	820	68
2.375	870	72
2.250	920	77
2.200	940	79
2.100	970	82
2.050	990	84
2.000	1010	86
Below 2.000	XXX	XX
Not Eligible	XXX	XX

Weighted Grades and Grade Point Average

Some useful definitions and explanations:

Grade Point -a unit of credit for a course or semester's work, varying with the grade or grades achieved during the semester.

Grade Point Average (G.P.A.) - a measure of scholastic achievement obtained by dividing all the grade values earned by the number of courses taken. When computing GPA, physical education and driver's education are not used, but grades earned in these courses will be posted and credits earned from P.E. classes will be awarded toward graduation. Driver's education (classroom) is required for graduation, but no credit is given. Beginning with the class of 2005 and the fall semester of the Class of 2002, 2003, and 2004, grades earned in music courses (band, chorus, jazz band, and orchestra) will count towards the calculation of the G.P.A.

Cumulative - increasing or growing by addition - - accumulating.

Class Rank - Class rank will be determined based on total cumulative points earned. Each course is assigned a particular level, and a particular "weight" of points for each grade (e.g. an A in a Level IV would equal 7 pts., an A in an Level III class would equal 6 pts., and an A in a Level II class would equal 5 pts.). See the Class Rank Calculation Guide shown below and the Weighted Grade Listings of courses on page 6 to determine the appropriate point value for each grade assigned in a particular course. Simply put, the greater the number of courses taken, combined with higher grades, will equal a greater number of cumulative points. The higher the student's total points, the higher his or her class rank.

Weighted Grades - assigning a higher point value to a letter grade for a more academically challenging course and a lesser point value for the same grade in a less academically challenging course.

CLASS RANK CALCULATION GUIDE

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
A+	4.33	5.33	6.33	7.33
A	4.00	5.00	6.00	7.00
A-	3.66	4.66	5.66	6.66
B+	3.33	4.33	5.33	6.33
B	3.00	4.00	5.00	6.00
B-	2.66	3.66	4.66	5.66
C+	2.33	3.33	4.33	5.33
C	2.00	3.00	4.00	5.00
C-	1.66	2.66	3.66	4.66
D+	1.33	2.33	3.33	4.33
D	1.00	2.00	3.00	4.00
D-	0.66	1.66	2.66	3.66
F	0.00	0.00	0.00	0.00