

GRADUATION REQUIREMENTS for Classes of 2010, 2011, & 2012

	Dual Preparatory Curriculum (22 Credits)	University Preparatory Curriculum (22 Credits)	Technical Preparatory Curriculum (22 Credits)
English	4 Credits	4 Credits	4 Credits
Math	3 Credits	3 Credits	3 Credits
Science	3 Credits	3 Credits	3 Credits
Social Studies	3 Credits	3 Credits	3 Credits
Lifetime Wellness	1 Credit	1 Credit	1 Credit
Foreign Language	2 Credits	2 Credits	0 Credit
Fine Art	1 Credit	1 Credit	0 Credit
Electives	1 Credit	5 Credits	4 Credits
Tech Prep Sequence	4 Credits	0 Credit	4 Credits

Page High School follows the semester system with 4 nine-week grading periods. Students are required to take six credit courses. Typically, students also take one study period. If space and scheduling permit, students may apply to take a seventh course.

PHS follows a three-path curriculum as prescribed by the State of Tennessee. Students may graduate by earning 22 or more credits from the University Preparatory Curriculum, Technical Preparatory Curriculum or Dual Preparatory Curriculum. One-half credit is granted when a student has successfully completed one semester of a course or a semester course.

EARNED CREDITS

Middle School Credits: High School credits earned in Middle School will be recorded on transcripts according to Williamson County Board Policy with no cumulative GPA value points and with a notation of “P” for passing the course. Students may earn high school credits in middle school for the following courses: Algebra I, Geometry, Physical Science and Foreign Language. They will be recorded as Honors classes and will count towards an Honors Diploma

English: All students must earn four credits in English. For students identified as English Language Learners (ELL), a maximum of two credits of ELL may be applied to the four credit English requirement.

Mathematics: Students are required to earn three credits in math. Students, regardless of career or educational plans, are encouraged to take four math courses in high school.

Science: Students are required to earn three credits in lab sciences, which includes 1 year of Biology I. All students must pass the Gateway Biology I exam to graduate.

Social Science: Four courses equaling 3 credits are required for high school graduation. The courses are United States History, United States Government, Economics and either World Geography or World History. AP counterparts comply with state requirements. (*One credit in Marketing or .5 credits in Consumer Economics can substitute for .5 credit of Economics. However, certain colleges may not accept this substitution.*)

Foreign Language: Two credits of the same foreign language are required for students on the Dual or University Preparatory Curriculum. (*Some colleges require three credits.*)

Fine Arts: One credit of Visual Art, Band, Music History, Music Theory or Theatre Arts is required for Dual or University paths.

Lifetime Wellness: Students are required to earn 1 credit in Lifetime Wellness. Two years of JROTC may substitute for one year of Lifetime Wellness.

Career and Technology Preparatory Clusters: Students in the Career and Technical path take four credits from the Career and Technology Clusters instead of the fine arts credit and the foreign language credits. The Dual Preparatory path, however, includes the four units in a Career and Technology Cluster with the fine arts and foreign language components required in the University Preparatory Curriculum. Any student may take career and technology classes as electives within his program of studies.

Electives: An elective is any course not required or not taken in fulfillment of a requirement.

Driver Education: Students may sign up for Driver Education in the spring or summer. Start dates will be announced in school. Students will sign up with the school bookkeeper and pay the mandatory fee as set by the WCBE. Thirty (30) hours of classroom instruction are mandatory, followed by six (6) hours of behind-the-wheel driving. One-half credit is earned, and the grade is recorded on the transcript and calculated in the cumulative GPA.

EXAMS

Gateway Tests: Students must pass three “Gateway” tests in order to receive a regular high school diploma: Algebra I, Biology I, and English II (sophomore English). Students take the Gateway tests upon completion of the course as the final examination of second semester. Their grades for these tests appear in the semester examination spots on the second semester report card. If students fail to pass the Gateway test itself, opportunities for re-testing will be given as many times as necessary in order to pass and thus graduate. Out-of-state transfer students are required to take the three Gateway exams to graduate.

End of Course (EOC) Exams: Currently, students are required to take End of Course exams in three courses: English I, Physical Science, and US History. The exam score will be used as the student’s final exam grade for the 2nd semester of the course.

Common Comprehensive Assessments (CCA): WCS has implemented a number of different courses where CCAs are administered as the comprehensive final exam. These scores will count as the student’s final exam grade in the course.

Writing Assessment: Students will participate in the TCAP Writing Assessment their junior year. All PHS students participate in practice tests throughout the year beginning the freshman year and culminating with the final state assessment given during the junior year. All scores are based off of a state wide rubric for writing.

Exit Exam: WCBE Policy requires all students to take the ACT during the spring of their junior year. Students transferring into PHS their senior year will be required to take the ACT to meet this graduation requirement.

COURSE LEVELS

Standard Level Courses are offered in each discipline and are open to any student.

All Honors Courses substantially exceed the content standards, learning expectations and performance indicators approved by the State Board of Education for standard courses. Honors courses include instructional approaches that facilitate maximum interchange of ideas among students: *independent study, self-directed research and learning, and appropriate use of technology*. They must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course shall include a minimum of five of the following components:

- Extended reading assignments that connect with specified curriculum.
- Research-based writing assignments that address and extend the course curriculum.
- Projects that apply course curriculum to relevant or real-world situations.
- Open-ended investigations in which the student selects the questions and designs the research.
- Writing assignments that demonstrate a variety of modes, purposes and styles.
- Integration of appropriate technology into the course of study.
- Deeper exploration of the culture, values, and history of the discipline.
- Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
- Job shadowing experiences with presentations that connect class study to the world of work.

To enroll in an honors course, students should be recommended by their present teacher in that discipline. Teachers add three points to each nine weeks’ average (but not to the semester examination or the semester average). The GPA is weighted by adding .5 quality points.

Advanced Placement (AP) courses are college-level courses with a prescribed core curriculum. The AP National Examination is provided by and graded by the College Entrance Examination Board (CEEB) and is administered to AP students in May of each year. Individual colleges and universities have their own specific standards for awarding credit for AP work. To enroll in an AP course, students must be recommended by their present teacher in that discipline. Teachers add five points to each nine weeks’ average (but not to the semester examination or the semester average). The GPA is weighted by adding 1.0 quality points. The registration fee for AP exams is due from each student in the spring prior to the exam. If the Williamson Board of Education

decides to pay half or more of the examination fee, then the AP exam must be taken to earn credit for the AP course. If the student still elects not to take the AP exam, then credit for an honors course only will be received. The College Entrance Examination Board (CEEB) assigns a number to each high school to be used by students on all AP, SAT and ACT test applications. Students use this number frequently throughout their high school career. **THE CEEB NUMBER FOR PHS IS 430-405.**

DIPLOMAS

Regular Diploma: Students who have fulfilled the requirements for graduation set by the State of Tennessee and the Williamson County Board of Education as outlined above receive a regular diploma.

Tennessee Diploma with Honors: According to State guidelines, students may graduate with honors if they complete the core curriculum, plus the University Preparatory Curriculum or the Technical Preparatory Curriculum or the Dual Preparatory Curriculum and maintain at least a 3.0 Cumulative GPA.

Williamson County Honors Diploma: Beginning with the Class of 2006, students must complete the requirements for the regular diploma, four years of math and four years of science, and a minimum of fourteen (14) credits at Honors or AP level with a minimum 3.5 cumulative GPA.

PHS Scholars Diploma: Students who have fulfilled the requirements for graduation set by the Scholars Board will receive a Scholars designation on their diplomas.

Special Education Diploma: Students who have followed and fulfilled the requirements of an IEP (Individual Education Plan) for graduation will receive a Special Education Diploma.

Certificate of Attendance: Will be awarded to those students who earn the required core credits, but do not successfully complete the TN Gateway assessments.

GRADING POLICIES

Class Rank: For purposes of communicating with college admission offices and scholarship granting agencies, and for determining honor graduates (valedictorian, salutatorian, top 10%), ranking in the senior class is used and is calculated on ALL high school work. All students enrolled for the entire final semester of the senior year are included in class

ranking and in determination of honor graduates and honor recognition as graduating seniors.

Transfer students: The cumulative GPA is not recalculated, but is entered as a base GPA in the transcript if the previous school uses the same 4.0 scale with the same added values for honors and AP courses. Thus the transcript combines out-of-system courses with in-system courses. If the previous school uses a different value scale, the GPA is converted to the WCS 4-point scale in calculating cumulative Grade Point Average with Williamson County's added values for honors and AP.

Exams for Seniors: Semester and final exams are not required for those high school seniors who have maintained a 91 average, have been absent no more than 6 days in a class (including college visitation days approved in advance by the principal) during the semester and have not been suspended during the semester.

Audit: To audit means to take a class for no credit. Usually, a student audits the first-semester of a full-year course when in the previous year the student passed the first semester, but failed the 2nd semester. This practice allows the student to be ready to take the 2nd semester for credit and be successful. The student is required to complete all work, including tests and the semester exam. The letter grade is recorded on the transcript, but no credit is earned and the grade does not become part of the cumulative GPA.

Testing for credit: This is possible for students who document proof of completed work or a course equivalent to a high school level course (except U.S. History). Students must score 70 or better on the examination in order to receive credit toward graduation. The course name is entered on the transcript with the notation Credit by Exam.

Credit Recovery Program: Students who have attempted and failed a semester in certain course(s) may be approved to earn credit through the credit recovery program. Administrative guidelines will establish parameters for earning credit through this program. On the student's transcript, "CR" will be listed by the course name to indicate the course was completed through Credit Recovery.

Home-schooled students: Previously home-schooled students must take the Common Comprehensive Assessment (CCA) if available or the semester exams provided by the various departments at PHS to advance to the next course. As an example, the 10th grade student who was home-schooled in the 9th grade must score a 70 or better in

a subject test in order to receive credit. Grades will be recorded as either Pass (P) or Fail (F).

Dual Enrollment Credit (College Courses): Juniors or seniors enrolled in high school and with a G.P.A. of 3.0 or higher may take college courses for dual credit at any district recognized post-secondary institution in agreement with the policy. A student who meets the admissions requirements of the college, pays the tuition/expenses, and successfully completes the course receives high school credits on his/her transcript and also college credits on his/her college transcript. On the high school transcript these courses will be recorded as Pass/Fail with no grade point (G.P.A.) value. They will count toward the Williamson County Schools' Honors diploma. Three hours of college credit will be recorded as .5 high school credit. **Qualifying students may receive partial payment for dual enrollment courses from the Tennessee Lottery Dual Enrollment Grant.** The principal must approve any courses students wish to take for dual credit. Students need to see their school counselors to check eligibility and to obtain a dual enrollment application.

College Courses: College courses taken for college credit, even when taken for dual high school/college credit, are recorded as Credit or No Credit with no Grade Point Average (GPA) value.

E-Courses are offered only to students enrolled in high school and will be included if a corresponding county-taught course is offered. All e-courses taken to meet graduation requirements must be approved by the state of Tennessee via the special e-course application and other documentations defined by the county guidelines. Not only must the student complete any and all work and exams given by the institution offering the e-course, but also the student must pass (70% or higher) a final examination (WCS Common Comprehensive Assessment) administered by PHS. The course will be entered on the high school transcript as Credit or No Credit with GPA value.

Summer School Policy: WCS offers two sessions in summer school equivalent to two semesters in the regular year. Summer school is most often remedial, serving to aid the student who has failed a course. *The summer school grade is added to the transcript and averaged with the cumulative GPA. It does not replace the failed grade.* Students can earn a maximum of 2 credits during Summer School. A maximum of six (6) credits, cumulative throughout the high school career, may be earned in Summer School to be counted for meeting graduation requirements. Seniors who have 20 credits completed by the end of their senior year may take part in the graduation ceremony if they are enrolled

in Summer School and if they are designated as Summer Graduates.

GRADE REPORTING

Progress Reports: These are given at least once during the 9 week period to students. Parents may request a progress report from individual teachers more often.

Report Cards: These are mailed home after each nine weeks' grading period.

K12Planet: K-12 Planet is an Internet tool that parents and students can access to check grades and attendance. In this way, families can see high school student progress at any time, all the time from any Internet accessible computer. Access is password protected. To receive an account, parents must complete the K12Planet Acceptable Use form (available from the PHS office or online at http://www.wcs.edu/staff/Instructional_Tech/k12planet.htm) and return it to your student's school. The school will provide you with login information.

Transcript: The transcript is a historical document showing all courses taken in high school. Letters, not numbers, are used in reporting grades on the official transcript. All grades, passing and failing, are permanently recorded on the transcript. When a course is failed and then repeated either in WCS Summer School or during the regular school year, *the new grade does not replace the failed grade.* The course and new grade are added to the transcript and averaged in the cumulative GPA.

Grading System: The grading system for grades 9-12 is as follows:

Grade	Percent	G.P.A. Points		
		Regular	Honors	AP
A	97-100	4.0	4.5	5.0
A	94-96	3.7	4.2	4.7
A	91-93	3.5	4.0	4.5
B	87-90	3.3	3.8	4.3
B	84-86	3.0	3.5	4.0
B	81-83	2.7	3.2	3.7
C	77-80	2.3	2.8	3.3
C	72-76	2.0	2.5	3.0
D	70-71	1.0	1.5	1.9
F	69 & below	0	0	0

Calculation of the GPA: GPA is determined by dividing the sum of the quality points, including accelerated quality points, by the total courses attempted. Credit given to all courses taken in high school is counted. Grade point averages (GPA) are

calculated on the following graduated 4-point scale with additional grade point weighting of 0.5 for Honors courses and 1.0 for Advanced Placement (A.P.) courses.

State law requires that students applying for lottery scholarship funds be evaluated utilizing a uniform grading scale. The following uniform grading scale developed by the Tennessee State Lottery Commission is the designated scale for that purpose. Only this scale will be sent to the State for lottery scholarship purposes. The Williamson County grading scale will be used for all other official purposes including report cards, GPA, class rank, honor roll, etc.

TN Lottery Grading Scale	
Grade Range	Percentage
A	93-100
B	85 – 92
C	75 – 84
D	70 - 74

NATIONAL TESTS

The following is a brief description of the major types of national tests that are offered in preparation for applying to colleges. Application packets are available in the Counseling Center. (See also <http://www.collegeboard.com> or <http://www.ACT.org>).

PHS CEEB (College Entrance Examination Board) NUMBER IS 430-405.

PSAT/NMSQT- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (CEEB Test Program): Given in October to high-achieving college-bound sophomores and juniors who register, the PSAT is the basis for merit scholarships. It is the same format as the SAT I and is useful as an indicator of SAT scores and/or test practice.

SAT Reasoning Test- Scholastic Aptitude Test (CEEB Test Program): Many competitive colleges and universities require the SAT for admission. It is a three-hour test in three sections measuring verbal and mathematical reasoning ability and written expression.

SAT Subject Tests (CEEB Test Program): These one-hour tests measure the application of knowledge in specific subject areas. Three tests are possible on one test date. Many four-year colleges require three subject tests; one is usually English Composition. SAT Subject test(s) are taken in the spring of the junior year or the terminal year of the subject taken.

SAT and SAT Subject tests cannot be taken on the same day.

PLAN- (ACT Test Program): The PLAN, a required exam given in the fall to all sophomores, is useful as an indicator of ACT scores and/or test practice.

ACT- American College Testing Program (ACT Test Program): Four 35-50 minute tests are given in academic areas of English Usage, Mathematics Usage, Social Science Reasoning, and Natural Science Reasoning. Four separate scores are averaged to determine the composite. Public colleges and some private colleges in the Midwest, West, and South commonly require the ACT.

AP- Advanced Placement Tests (CEEB Test Program): All students enrolled in an AP course are expected to take the AP tests given in May. The tests are usually three hours in length and are based on college level courses taken in high school. Usually, a score of 3 or better earns college credit in that subject.

STUDENT SUPPORT SERVICES

Supplemental supports and services in all academic areas are available to all students, particularly students who are gifted or qualify through an IEP (IDEA) or an Accommodation Plan (Section 504). In Tennessee, Gifted Services fall under the special education umbrella. Supplemental supports and services may include consultation with content area teachers, and/or direct student support within the classroom, small groups, or on an individual basis. After age 18, students who will continue their IEP may do so by continuing their education with Williamson County Schools through community-based education.

Consulting and/or Direct Student Support Services provide extra support in the general education classroom. Special education staff is available to lend support to both the teacher and students, particularly students who have been identified as having special education needs and those who have a 504 plan. When not in the general classroom, the special education staff (including Gifted) may assist students in directed study, the learning lab, small groups, and by consulting with students and teachers on an individual basis. Specific supports may be given to students who have behavioral issues that impact their academic success. Additional supports may need to be provided to meet their respective needs. The goal of Student Support Services is to provide the needed supports to make students successful during their

SCHOLARS PROGRAM

The Page Scholars Program addresses and supports the aspirations for personal development and academic achievement of those students who desire a rigorous, challenging, and individually rewarding course of studies. With parental support, the student commits to scholastic and personal excellence. The camaraderie that the Scholars Program forges among its students is one of its most enduring features. The hallmarks of the Page Scholar include:

- Being a caring, positive and ethical person
- Leading through moral example
- Having a vision and purpose
- Exemplifying enthusiasm about learning
- Achieving academic distinction
- Being active in the community

Scholars Statement of Commitment

The student who is admitted to the Scholars Program is pledged to fulfill the following obligations:

1. Maintain a GPA of 3.75
2. Agree to schedule classes at the honors and AP levels – 4 AP credits must be earned by graduation.
3. Meet deadlines for test applications (PLAN, PSAT, ACT, SAT, AP).
4. Take Great Books I.
5. Compete in available academic competitions, bowls, contests, invitationals, decathlons (for example, the Math contest, the Academic Team, the National Spanish exam).
6. Obtain membership in available honor and academic societies (NHS, Beta Club, Mu Alpha Theta, Spanish National Honor Society).
7. Volunteer for a minimum of 30 hours of community service each school year. (Seniors will have a total of 55 hours.)
8. Attend meetings and Scholars functions at scheduled times.

Application Procedure

The student who desires to enter the Scholars Program must take the following steps:

- In writing, present his/her educational philosophy, including what it means to be a scholar, personal and academic goals, and a plan for sustaining academic achievement. One typed page is the minimum requirement for this essay.
- Submit recommendations from three current teachers (Form B).
- Submit recommendation from parent (Form A).
- Schedule an interview with the Scholars Board.

SCHOOL COUNSELING PROGRAM

School counselors foster excellence by helping all students to achieve their potential. Excellence is promoted through their work in four program areas:

Individual Planning: Counselors meet individually with each student during the year. During the fall semester, focus is on academic progress and school adjustment. Counselors meet with seniors to assist in post-secondary planning including the college application process. In the spring, counselors assist students in developing their six-year plans and in requesting classes for the following year. Counselors also assist with individual assessment and test interpretation.

Counseling Curriculum: The guidance curriculum is implemented through large group activities, classroom guidance, newsletters, and transition activities.

Responsive Services and Individual Counseling: Counselors provide personal counseling in individual and small group settings. Small groups are provided by the counseling staff to reinforce healthy life skills and to promote academic success. Counselors also coordinate General Education Intervention Team (GEIT) and 504 services.

System Support: Counselors coordinate and implement the school counseling program by developing a partnership with teachers, administrators, parents and community leaders.

School counselors assist students in developing realistic education and career plans based on a clear understanding of themselves, their needs, interests, skills and the realities and possibilities of the worlds of education and work. Through the Counseling Center, students can draw on various resources including college representatives, a library of college guides, scholarship information, financial aid and standardized testing. Programs sponsored by the Counseling Center include Williamson County College Fair, Financial Aid Night, Awards Day Ceremony, Fall Senior Parent Night, and an Eighth Grade Parent Night.

SCHEDULING POLICIES

Students take six courses for credit and one directed study period. Students wishing to take a seventh course and no study period must submit a request form signed by a parent. After the Master Schedule is finished, seven course requests will be accommodated only if scheduling permits. A request form may be obtained from the Counseling Center.

If a parent wishes to override a recommendation made by the school pertaining to the student's schedule, the student must remain in the original class and not change into the new class until the change process is completed and approved by the principal. An override form may be obtained from the Counseling Center.

Fred J. Page High School sets its sections and builds its Master Schedule based entirely on student requests for courses. The spring registration determines the courses the school will offer the following fall. Once the Master Schedule has been created, students are obligated to take the courses they requested. In other words, students will not be allowed to change their minds in August or September. Students, therefore, should plan their schedules in a thoughtful, careful manner to match their abilities and educational needs.

1. **The Only Changes Allowed in August:**

Valid schedule corrections only to update course selections based on summer school credits or to correct a scheduling error made by the school take place the first 10 school days of each semester. The beginnings of the semesters cannot be times to revise schedules as a result of changing intentions or changing minds. The Master Schedule has already been created.

2. **No Dropping in Level:** Students who requested and who were recommended for Honors or Advanced Placement courses in the spring will be obligated to take these courses in the fall. Students may not drop a course or level because they changed their minds over the summer, did not do the summer reading or because they desire a different teacher or to have classes with friends. At the semester, teachers may recommend course level changes based on their observation and evaluation of student performance.

3. **Full Year Courses Last One Year:** Full-year courses may not be dropped at the end of the first semester, even if it is only an elective. Exceptions to this policy can be made only by appealing to the Principal. The usual consideration is whether the student has been academically misplaced. If the exception is granted, the student will be required to take an equally challenging semester course.

Problems With A Class

A student who is experiencing problems in a class will not be removed from the class outside the policies stated above. When problems develop, the following procedures should be followed:

1. The students should consult the teacher for ways to improve.
2. If the problem still exists, the parent should talk to the teacher. Conversation can occur over the phone or through e-mail, but the best communication is still person to person.
3. If the problem continues to exist, the parent can request a school meeting that includes the teacher, the student, the parent(s), the assigned school counselor, and the grade-level assistant principal. The team will form a plan of action.

CURRICULUM ENHANCEMENT

Transition Programs to assist eighth grade students entering high school occur throughout the school year. Middle school students visit the high school. During spring registration, counselors meet individually with students and their parents at the middle school, helping the family to begin developing a relationship with the PHS staff even before the eighth grader begins high school. Enrichment activities continue throughout the summer and freshman year.

The Career Shadow Program is part of the senior year activities and is graded as a component of English IV. Seniors choose a mentor in the career field of their choice and shadow the mentor for one school day. Students assess their day on-the-job upon returning to the classroom

SENIOR PROJECT

WCS Board of Education requires successful completion of a Senior Project for graduation from Page High School. The Page High School Senior Project is modeled after the Southern Regional Education Board's High Schools That Work Program's Senior Project. The goal of this project is to give students an opportunity to combine their knowledge and skills to show what they have learned in 12 years of education. Additionally, it provides an opportunity for students to "give back" to their communities. The Senior Project provides an opportunity for a student to choose an area of interest and need, hone communication skills, give back to the community, demonstrate problem-solving, decision making, and independent learning skills.

The project contributes to a strong senior year of challenging courses and practical experiences that prepare students for the next step in work and further education.

The PHS Senior Project involves several steps. Students begin work on a portfolio during the second semester of their junior year. The portfolio includes a brag sheet, a resume, three letters of recommendation written for each student, thank you notes for each letter, and a letter of recommendation that the student writes for another Page High senior. The portfolio is revisited at the start of the following semester and applicable additions are made to each document. Each student then determines an area of interest and need, makes necessary contacts, and serves the community in the chosen area. The final assessment includes a formal presentation to a panel composed of educators and /or community members who ask a series of questions about the service, the entire process, and any lessons learned during completion of the project. Students are not alone in this process. Each student meets periodically with a faculty advisor as well as having the option of working with a mentor from the community.

The Senior Project is challenging: it requires considerable effort on the part of the student in showing what he or she has learned. A good Senior Project causes students to plan in order to meet deadlines and manage the product successfully. The benefits will be opportunities to gather information, integrate academic and career/technical studies, develop verbal and nonverbal communication skills, and feel a sense of accomplishment.
