



## GERMANTOWN HIGH SCHOOL

Dear Parents and Guardians,

Welcome to Germantown High School! We are excited to have your child join the Madison County Schools family! We are here to assist you with any needs. Please note that the enrollment process must be completed, and all required documents (#1-10) must be submitted before meeting with the counselor to discuss the student schedule.

Required Documents for New Student Enrollment:

- Transcript from prior school (high school only)
- Current report card from prior school
- Withdrawal form from prior school with current discipline report
- Discipline history from prior school (K-12)
- Completed enrollment packet
- Mississippi Immunization Form 121
- Birth Certificate
- Social Security Card
- Custody Papers (if parents are divorced)
- If applicable, verification of eligibility for the Special Education program. If home schooled or enrolled at a non-accredited private school, a test will need to be administered.
- One of the following in the parent's name:
  - Mortgage Document
  - Deed
  - Homestead Exemption
  - Rental or Lease agreement (all occupants must be listed on the agreement and agreement must be current)
- One bill in the parent's name showing the street address and dated within the last 60 days:
  - Water
  - Gas
  - Electric
  - Cable/Internet

Thank you for your cooperation. Please feel free to contact us with any questions.



# GERMANTOWN HIGH SCHOOL REGISTRATION FORM

(please type or print clearly)

Grade Entering for 20\_\_\_\_-20\_\_\_\_ School Year - \_\_\_\_\_ Date \_\_\_\_\_

STUDENT NAME (as it appears on birth certificate)

Last \_\_\_\_\_ First \_\_\_\_\_ Mi \_\_\_\_\_ Race \_\_\_\_\_ Sex \_\_\_\_\_

Social Security # \_\_\_\_\_ Preferred Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Street Address \_\_\_\_\_ City/Zip \_\_\_\_\_

Subdivision \_\_\_\_\_ Phone \_\_\_\_\_

Student Lives with (check one):  Mother & Father  Mother  Father  Other (explain) \_\_\_\_\_

Siblings -

PERSONAL DATA

Name	Date of Birth	Grade	School.
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Parent/Guardian \_\_\_\_\_ Relationship (if Guardian) \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Employer \_\_\_\_\_ Email \_\_\_\_\_

PARENT/GUARDIAN

Parent/Guardian \_\_\_\_\_ Relationship (if Guardian) \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Employer \_\_\_\_\_ Email \_\_\_\_\_

PREVIOUS SCHOOL

Last School Attended \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Has the student received any other services other than regular education classes?  No  Yes

If Yes, please explain \_\_\_\_\_

If it becomes necessary for the school to send my child home, the following person(s) may be contacted. These person(s) will also be allowed to pick up your child.

1. \_\_\_\_\_ Relationship \_\_\_\_\_ Phone \_\_\_\_\_

2. \_\_\_\_\_ Relationship \_\_\_\_\_ Phone \_\_\_\_\_

Family Physician \_\_\_\_\_ Phone \_\_\_\_\_

Medical Condition(s) \_\_\_\_\_

Food Allergies \_\_\_\_\_

Student MAY NOT be checked out by the following \_\_\_\_\_

EMERGENCY INFORMATION

Upon registration, Section 39-15-9 of the MS Code, 1994 Supp. requires each student of his/her parent/guardian to indicate if the student has been expelled from any public or private school or is currently a party to an expulsion proceeding. Thus, the following information must be provided as a condition for registration in the Madison School District.

\_\_\_\_\_ The above named student HAS NOT been expelled from a public or private school OR IS NOT CURRENTLY a party to an expulsion proceeding.

\_\_\_\_\_ The above named student HAS been expelled from a public or private school OR IS NOW a party to an expulsion proceeding

Name of School expelled from \_\_\_\_\_

Reason for Expulsion \_\_\_\_\_

Status of Expulsion Proceeding \_\_\_\_\_

\_\_\_\_\_ The above student HAS NOT been referred to an Alternative School

\_\_\_\_\_ The above student HAS been referred to an Alternative School and is TO BE placed in the Madison County Alternative School

\_\_\_\_\_ The above student HAS been referred to an Alternative School in the past but has finished the time assigned.

Name of School \_\_\_\_\_

Date Sent \_\_\_\_\_

Reason Sent \_\_\_\_\_

Status of Time Assigned \_\_\_\_\_

EXPULSION STATUS

ALTERNATIVE PLACEMENT

\*\*\*Signature Parent/Guardian \_\_\_\_\_

**Affidavit of Residence  
Madison County Schools**

**State of Mississippi  
County of Madison**

I, \_\_\_\_\_, of lawful age, being first duly sworn on oath, state that:  
(Print name of affiant)

1. I presently and permanently reside at: \_\_\_\_\_

(Physical street address is required. Post office box is not acceptable)

which is my legal residence and is located within the attendance boundaries of Madison County Schools.

2. As verification of my residence, I attach to this affidavit and include by reference the following:
- a. A copy of one major utility bill (water, electricity, natural gas, cable/internet)
  - b. One of the following documents containing my current physical street address (no post office box)
    - i. Mortgage document, filed Homestead Exemption application, Warranty Deed, property tax notice or closing statement
    - ii. Original, current apartment or home lease signed by the owner. In the case of apartment lease, the name of all occupants must be listed on the lease.

3. I am the \_\_\_\_\_ of \_\_\_\_\_  
(Parent or Guardian) (Full name of child or ward)  
who permanently resides with me at my residence at the address provided above.

4. If I move or change my residence, I will notify my child's school within thirty days.

5. I understand that Madison County Schools may refuse to enroll or dismiss from school the child named in paragraph 3 if it is determined the child does not reside with me within its attendance boundaries at the address provided in paragraph 1.

6. By signing this affidavit, I understand that I am making a sworn statement that the information given in this affidavit is true and correct. I understand that lying or giving false information in the affidavit is a felony and is a violation of Miss. Code Ann. Sections 97-7-35 and 97-9-19, which may subject me to criminal penalties, including a fine of up to \$1,000 and/or up to five years in the county jail.

This the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Signature of Affiant

Personally appeared before me, the undersigned authority in and for the county of Madison and state of Mississippi, the Affiant listed above, who on oath states the matters and facts contained in the above Affidavit of Residence are true and correct.

Sworn to and subscribed before me, this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

My commission Expires: \_\_\_\_\_

MADISON COUNTY SCHOOLS

HOME LANGUAGE SURVEY

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Sex:  Male  Female
Parent/Guardian Name: \_\_\_\_\_
Address: \_\_\_\_\_ Home
Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

1. Was your child born in the United States?  Yes  No
If yes, in which state? \_\_\_\_\_
If no, in what other country? \_\_\_\_\_

2. Has your child attended any school in the United States for any three years during their lifetime?  Yes  No
If yes, please provide school name(s), state, and dates attended:
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_

3. What language is spoken by you and your family most of the time at home?

4. If available, in what language would you prefer to receive communication from the school? \_\_\_\_\_

5. Please check if your child is:
A.  Native American Indian C.  Native Pacific Islander
B.  Alaska Native D.  Native U.S. Virgin Islander

6. Is your child's first-learned or home language anything other than English?  Yes  No If you responded "Yes" to question

number 6 above, please answer the following questions:

7. What language did your child learn when he/she first began to talk? \_\_\_\_\_

8. What language does your child most frequently speak at home? \_\_\_\_\_

9. What language do you most frequently speak to your child? (Father) \_\_\_\_\_
(Mother) \_\_\_\_\_

10. Please describe the language understood by your child. (Check only one)
A.  Understands only the home language and no English.
B.  Understands mostly the home language and some English.
C.  Understands the home language and English equally.
D.  Understands mostly English and some of the home language.
E.  Understands only English.

Parent or Guardian's Signature

Date

OFFICE USE ONLY

Table with 4 columns: Student ID #, Date Distributed, Date Received, and an empty space for additional information.

# Student Health Form

## (Formulario de salud del estudiante)



School Year  
(Año escolar)

School (Escuela):	Grade (Grado):	Teacher/Nurse: (Maestro/Enfermero):
Student's Name (Nombre del estudiante):	Date of Birth (Fecha de nacimiento):	Gender (Genero): <input type="checkbox"/> Male (Masculino) <input type="checkbox"/> Female (Femenino)
Parent/Guardian Name(s)-(Nombre de padres o guardián):	Work Phone(s)-(Teléfono de trabajo):	Cell Phone(s)-(Teléfono celular):
<b>Transportation (Transporte a la escuela):</b> <input type="checkbox"/> CAR (en carro) <input type="checkbox"/> BUS (en autobús)		
Local Physician / Healthcare Provider (Su doctor o clinica local):	Phone (Teléfono):	

### STUDENT'S HEALTH HISTORY (HISTORIAL MÉDICO DEL ESTUDIANTE)

CONDITION (CONDICIÓN)	NO	YES (SÍ)	LIST SYMPTOMS - MEDICATIONS NEEDED - COMMENTS (Síntomas - medicamentos - comentarios)
<b>ALLERGY (life threatening) - (Alergias (que arriesgan la vida)</b>			<b>ACTION PLAN REQUIRED</b> (available in school office & on-line) <b>PLANE DE ACCIÓN</b> (disponible en la oficina, en línea)
<b>To food (a la comida)</b>			
<b>To medication (a medicinas)</b>			
<b>To insects (a insectos)</b>			
<b>Asthma (Asma)</b>			
<b>Seizure (Convulsiones)</b>			
<b>Diabetes -Must have DMMP from physician.</b> (Diabetes - Debe tener plan de acción médico de diabetes)			
Attention Deficit (ADD, ADHD)-(Déficit de atención)			
Birth Defect/Physical Handicap (Defecto de nacimiento o impedimento físico)			
Bone/Joint Conditions (Desorden de huesos/articulaciones)			
Emotional/Psychological Disorder (Desorden emocional o psicológico)			
Headaches Migraine (Dolores de cabeza/migraña)			
Cardiac Conditions (Condiciones cardíacas)			
Hypertension (High Blood Pressure) - (Hipertension (Presión alta)			
Blood Disorder/Sickle Cell (Anemia faciforme/desorden de la sangre)			
Speech/Hearing Problems (Problemas del habla/auditivos)			
Gastrointestinal Conditions (Condiciones gastrointestinales)			
Surgery (Cirugía)			
Vision Problems (Problemas de visión)			Glasses? (Anteojos) <input type="checkbox"/> Yes/Sí <input type="checkbox"/> No      Contacts (lentes de contacto)? <input type="checkbox"/> Yes/Sí <input type="checkbox"/> No
Handicaps, special needs, or other medical concerns not listed (Discapacidades, necesidades especiales, u otros problemas médicos)			
Is the student taking daily medication? (¿El estudiante toma medicación diaria?)			If YES, Please list (Proveer nombre de medicamentos):

I give my permission for my child to participate in the school's health program which may include health education and basic screening (vision, hearing, scoliosis, etc.). I give my permission for my child to receive standing orders/first aid care as needed. I give my consent for medical information to be shared between my child's medical provider and the school nurse. I consent that medical information may be shared with personnel who are directly involved with my child at school. It is the parent/guardian responsibility to notify the school of any medication or medical condition changes.

Yo doy permiso que mi hijo/hija participe en el programa de salud escolar que puede incluir educación en la salud y exámenes de salud básicos (visión, auditivos, escoliosis, etc). Yo doy permiso que mi hijo/hija reciba primeros auxilios o cuidados de salud fijos que sean ordenados o que sean necesarios. Doy permiso que la información medica sea compartida entre el médico de mi hijo/hija y la enfermera de la escuela. Doy permiso que se comparta información médica con el personal que está directamente involucrado con mi hijo/hija. Es la responsabilidad de los padres/guardianes de notificar a la escuela de cualquier cambio en medicamento o en su condición médica.

**Parent/Guardian Signature:**

(Firma de los padres/guardian) (Fecha):

Health forms and medical

**Date**

action

plans are required each school year.  
(Formulario de la salud del estudiante se requiere cada año.)

## Middle And High School Student/Parent Agreement

The Board of Education reserves the right to modify or discontinue any or all District policies and procedures or initiate new policies and procedures as a result of orders or declarations of either the federal or state governments, the Mississippi Department of Education or emergency declarations or emergency circumstances.

This is to certify that I:

- (1) Have reviewed the entire contents of this student handbook.
- (2) Agree to abide by the Acceptable Use Policy for Internet/email network.
- (3) I agree to use AI tools responsibly, including full disclosure when used in schoolwork and assignments.
- (4) Understand device annual usage fee is non-refundable and fees will be assessed for damages.
- (5) Will allow my student to be transported by bus within district.

Print Student Name \_\_\_\_\_ Student Signature \_\_\_\_\_

This is to certify that I:

- (1) Will allow my student's full name, photograph or work to be published on school or district websites, in school yearbooks, local papers, school directory, television or social media without liability to the school or Madison County Schools.

\_\_\_\_\_ YES

\_\_\_\_\_ NO

Print Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date Signed \_\_\_\_\_

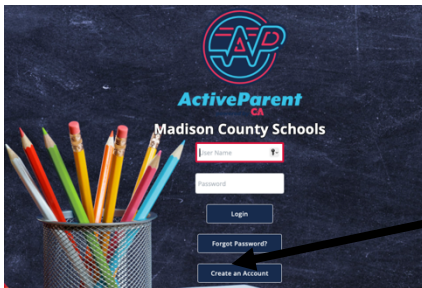
School Name \_\_\_\_\_

Complete this form as directed, detach and return to your student's homeroom teacher.

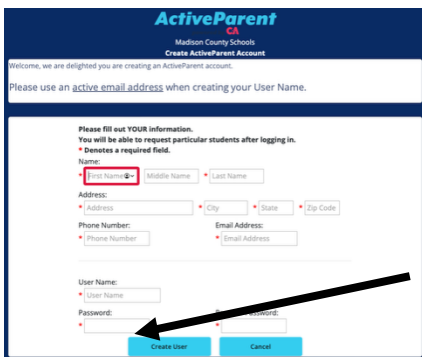
This guide outlines the steps to create an Active Parent account. If you already have an account and know your login details, proceed to the section “**Existing ActiveParent Users**” to add more children.

### Create an account:

- Navigate to **madison.activeparent.net** in a web browser,
- Click Create an Account

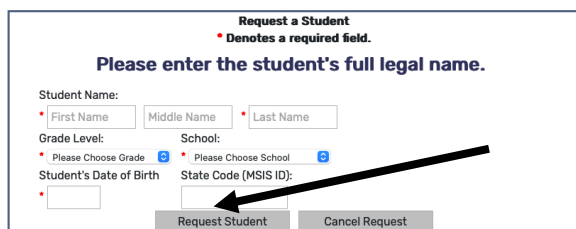


- Enter the required information and click Create user.
- Please use your email address as your Username.



### Request connection to your student:

- Click Login Now. If prompted, enter your username and password.
- Click Request Student under your account information.
- Enter the required information.
- Click Request Student.



Your student should be connected to your account within a few business days. (Newly registered kindergarten students may not be connected until the summer when student data is entered).

**Existing ActiveParent Users:**

- Navigate to **[madison.activeparent.net](https://madison.activeparent.net)** in a web browser,
- Enter your username and password and click login
- Click the gear icon in the upper left.



**Request connection to your student:**

- Click Request Student under your account information.
- Enter the required information.
- Click Request Student.
- Your student should be connected to your account within a few business days.



Endorsement Option Selection

***Please print.***

Student's Name: \_\_\_\_\_ MSIS Number: \_\_\_\_\_

\_\_\_\_\_, intend to pursue a traditional diploma with the following endorsement:

Career and Technical

Academic

Distinguished

I understand both my parent/guardian and I must meet with my counselor to discuss options should I want to change my endorsement or should my endorsement need to be modified.

Student Name (print): \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Counselor Name (print): \_\_\_\_\_

Date Reviewed by Counselor: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_

**Signed form must be retained in student's cumulative folder.**

## Traditional Diploma and Endorsement Options

Traditional Diploma			
Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	English I English II*	<ul style="list-style-type: none"> <li>○ Students should identify an endorsement area prior to entering 9<sup>th</sup> grade</li> <li>○ Endorsement area can only be changed with parental permission</li> <li>○ *MAAP assessments (state tests) required for graduation</li> <li>○ A students should take a math or math equivalent course during senior year</li> </ul> <p><b>Early dismissal/ late arrival</b></p> <ul style="list-style-type: none"> <li>○ For traditional diploma and all endorsements, must have met College and Career Readiness Benchmarks (ACT sub score 17 English and 19 Math) or earned a Silver level on ACT WorkKeys <b>or all</b> of the following must be met:                             <ul style="list-style-type: none"> <li>• 2.5 QPA</li> <li>• Passed or met all MAAP assessments (state tests) required for graduation</li> <li>• On track to meet diploma requirements and passing all courses</li> <li>• Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy OR another higher-level math course and/or another higher level English Language Arts course OR currently be enrolled /earned credit for DC Comp I and/or DC College Algebra</li> </ul> </li> </ul>
Mathematics	4	Algebra I*	
Science	3	Biology I*	
Social Studies	4	½ MS Studies ½ World Geography 1 World History 1 U.S. History* ½ Economics ½ U.S. Government	
Physical Education	½		
Health	½		
Arts	1		
College & Career Readiness	1	½ CCR A ½ CCR B (Taken in 11 <sup>th</sup> or 12 <sup>th</sup> grade)	
Technology/Computer Science	1		
Additional Electives	5 ½		
Total Units Required	24 ½		

Traditional Diploma with Career & Technical/JROTC Endorsement			
Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	English I English II*	<ul style="list-style-type: none"> <li>○ Earn an overall QPA of 2.5</li> <li>○ Earn Silver level on ACT WorkKeys</li> <li>○ Earn two additional Carnegie Units for a total of 26 ½</li> <li>○ *MAAP assessments (state tests) required for graduation</li> <li>○ Must successfully complete <b>one</b> of the following:                             <ul style="list-style-type: none"> <li>• One dual credit course</li> <li>• Work-Based Learning Carnegie Unit</li> <li>• Earn a State Board of Education approved national credential</li> <li>• One AP course with a C or higher and take the appropriate AP Exam</li> </ul> </li> </ul>
Mathematics	4	Algebra I* One additional math above Algebra I	
Science	3	Biology I*	
Social Studies	4	½ MS Studies ½ World Geography 1 World History 1 U.S. History ½ Economics ½ U.S. Government	
Physical Education	½		
Health	½		
Arts	1		
College & Career Readiness	1	½ CCR A ½ CCR B (Taken in 11 <sup>th</sup> or 12 <sup>th</sup> grade)	
Technology/Computer Science	1		
CTE or JROTC	4	Must complete four course units of sequential program of study	
Additional Electives	3 ½		
Total Units Required	26 ½		

Traditional Diploma with Academic Endorsement			
Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	English I English II* English III English IV	<ul style="list-style-type: none"> <li>○ Earn an overall QPA of 2.5</li> <li>○ Two elective courses must meet MS IHL college preparatory curriculum (CPC)</li> <li>○ Earn MS IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math or take IHL college ready courses in senior year)</li> <li>○ Earn two additional Carnegie Units for a total of 26 ½</li> <li>○ *MAAP assessments (state tests) required for graduation</li> <li>○ Must successfully complete <b>one</b> of the following:               <ul style="list-style-type: none"> <li>• One AP course with a C or higher and take the appropriate AP exam</li> <li>• One academic dual credit course with a C or higher in the course</li> </ul> </li> </ul>
Mathematics	4	Algebra I* Two additional math above Algebra I	
Science	3	Biology I* Two additional science above Biology I	
Social Studies	4	½ MS Studies ½ World Geography 1 World History 1 U.S. History * ½ Economics ½ U.S. Government	
Physical Education	½		
Health	½		
Arts	1		
College and Career Readiness	1	½ CCR A ½ CCR B (Taken in 11 <sup>th</sup> or 12 <sup>th</sup> grade)	
Technology/Computer Science	1		
Additional Electives	7 ½	Two advanced electives of the CPC requirements for MS IHL	
Total Units Required	26 ½		

Traditional Diploma with Distinguished Academic Endorsement			
Curriculum Area	Carnegie Units	Required Subjects	Additional Requirements
English	4	English I English II* English III English IV	<ul style="list-style-type: none"> <li>○ Earn an overall QPA of 3.0</li> <li>○ Two elective courses must meet MS IHL recommended college preparatory curriculum (CPC)</li> <li>○ Earn national readiness benchmarks (ACT sub scores 18 English and 22 Math)</li> <li>○ Earn three and one half additional Carnegie Units for a total of 28</li> <li>○ *MAAP assessments (state tests) required for graduation</li> <li>○ Must successfully complete <b>one</b> of the following:               <ul style="list-style-type: none"> <li>• One AP course with a B or higher and take the appropriate AP exam</li> <li>• One academic dual credit course with a B or higher in the course</li> </ul> </li> </ul>
Mathematics	4	Algebra I* Two additional math above Algebra I	
Science	4	Biology I* Two additional science above Biology I	
Social Studies	4	½ MS Studies ½ World Geography 1 World History 1 U.S. History* ½ Economics ½ U.S. Government	
Physical Education	½		
Health	½		
Arts	1		
College and Career Readiness	1	½ CCR A ½ CCR B (Taken in 11 <sup>th</sup> or 12 <sup>th</sup> grade)	
Technology/Computer Science	1		
Additional Electives	8	Two advanced electives of the CPC requirements for MS IHL	
Total Units Required	28		

Requirements are subject to change as changes are made by Mississippi Department of Education.

**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS  
COLLEGE PREPARATORY CURRICULUM**

**Begins with the incoming freshmen class of 2025**

*The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.*

The minimum REQUIRED <sup>1</sup> CPC for full admission into a Mississippi public university is as follows:	The minimum RECOMMENDED <sup>2</sup> CPC for full admission into a Mississippi public university is as follows:
<p><b>English: 4 Carnegie units</b></p> <ul style="list-style-type: none"> <li>Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>	<p><b>English: 4 Carnegie units</b></p> <ul style="list-style-type: none"> <li>Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>
<p><b>Mathematics: 4 Carnegie Units</b></p> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (2 units)</li> <li>Additional math higher or lower than Algebra I (1 unit)</li> </ul>	<p><b>Mathematics: 4 Carnegie units</b></p> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (3 units)</li> </ul>
<p><b>Science: 3 Carnegie units</b></p> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (2 units)</li> </ul>	<p><b>Science: 4 Carnegie units</b></p> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (3 units)</li> </ul>
<p><b>Social Studies: 3 Carnegie Units</b></p> <ul style="list-style-type: none"> <li>Units must include integrated courses of social sciences and humanities promoting civic competence.</li> </ul>	<p><b>Social Studies: 4 Carnegie units</b></p> <ul style="list-style-type: none"> <li>Units must include integrated courses of social sciences and humanities promoting civic competence.</li> </ul>
<p><b>Arts: 1 Carnegie unit</b></p> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>	<p><b>Arts: 1 Carnegie unit</b></p> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>
<p><b>Advanced Electives: 2 Carnegie units</b></p> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and one unit from Option 3</li> <li>Option 3: (1) Any combination of an advanced level course above the required Carnegie units as noted in the (a) Office of Academic and Student Affairs CPC Manual and/or any (b) Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. <u>Example: completion of both Health Sciences I &amp; II will count as an advanced elective.</u></li> </ul>	<p><b>Advanced Electives: 2 Carnegie units</b></p> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and one unit from Option 3</li> <li>Option 3: (1) Any combination of an advanced level course above the required Carnegie units as noted in the (a) Office of Academic and Student Affairs CPC Manual and/or any (b) Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. <u>Example: completion of both Health Sciences I &amp; II will count as an advanced elective.</u></li> </ul>

<p><b>Technology or Computer Science Course: 1 Carnegie Unit</b></p> <ul style="list-style-type: none"> <li>A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.</li> </ul>	<p><b>Technology or Computer Science Course: 1 Carnegie Unit</b></p> <ul style="list-style-type: none"> <li>A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.</li> </ul>
<p><b>Total Carnegie units: 18 Carnegie Units</b></p>	<p><b>Total Carnegie units: 20 Carnegie Units</b></p>
<p><sup>1</sup>High school Carnegie units <b>required for regular admission</b> to an IHL institution  <sup>2</sup>Recommended high school Carnegie units to enhance preparedness for college-level work</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li><b>Pre-High School units:</b> Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.</li> <li><b>Substitutions:</b> Advanced Placement (AP), International Baccalaureate (IB, Academic or Career and Technical Dual Credit (DC) and Advanced International Certificate of Education (AICE) courses may be substituted for each requirement in the College Preparatory Curriculum</li> <li><b>Course Acceptance:</b> A course may not be used to satisfy more than one requirement.</li> <li>The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees and maintained by the IHL Office of Academic and Student Affairs.</li> </ul>	

**IHL Board Policy §602.B. FULL ADMISSION**

Full admission to any of the eight public universities will be granted to the following:

1. Have completed high school graduation requirements and the College Preparatory Curriculum (CPC) or have completed equivalent requirements as determined by admitting IHL institution; have a minimum cumulative GPA of 3.20 on a 4.0 grading scale as reported by the high school or as calculated by the admitting institution using an IHL-approved unweighted cumulative GPA calculator; and no ACT or SAT score is required; or
2. Have completed high school graduation requirements and the College Preparatory Curriculum (CPC) or have completed equivalent requirements as determined by admitting IHL institution; have a minimum cumulative GPA of 2.50 as reported by the high school or as calculated by the admitting institution using an IHL-approved unweighted cumulative GPA calculator or a class rank in the top 50%; and have an ACT composite score of 16 or higher; or
3. Have completed high school graduation requirements and the College Preparatory Curriculum (CPC) or have completed equivalent requirements as determined by admitting IHL institution; have a minimum cumulative GPA of 2.00 as reported by the high school or as calculated by the admitting institution using an IHL-approved unweighted cumulative GPA calculator; and have an ACT Composite score of 18 or higher.

4. Any student who does not meet the above requirements may be granted full admission by satisfying the NCAA Division I standards for student athletes who are “full qualifiers” or “academic redshirts”.
  - In lieu of ACT scores, students may submit equivalent SAT scores.
  - Beginning fall 2021, institutions will use the highest ACT or SAT subject test scores from the same test type when scores from more than one test date are submitted. This process is known as superscoring. A combination of ACT and SAT subtest scores cannot be combined to calculate a superscore.
  - In addition to their use for admissions, institutions may require ACT/SAT scores, ACCUPLACER, or other assessments for placement purposes prior to registration.
  - Students must submit a final, official transcript with a graduation date prior to the second term of enrollment.
  - Admitting institutions may establish additional admission requirements.

#### **IHL Board Policy §608. INTERMEDIATE COURSES**

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18 or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of “80” or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.
- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18 or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18 or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate Reading.
- D. Students taking two or more intermediate courses must enroll in the year- long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 semester hours.
- E. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution’s Chief Academic Officer or designee. (BT Minutes, 2/2000; 2/2005; 2/2009; 3/2010; 1/2016; 2/2018)

IHL Board Policy §608 establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

<b>University</b>	<b>College-level English</b>	<b>College-level Mathematics</b>	<b>College-level Reading</b>
<b>Alcorn State University</b>	<b>17</b>	<b>17</b>	<b>17</b>
<b>Delta State University</b>	<b>17</b>	<b>20</b>	<b>17</b>
<b>Jackson State University</b>	<b>17</b>	<b>17</b>	<b>17</b>
<b>Mississippi State University</b>	<b>17</b>	<b>19</b>	<b>17</b>
<b>Mississippi University for Women</b>	<b>17</b>	<b>19</b>	<b>17</b>
<b>Mississippi Valley State University</b>	<b>17</b>	<b>17</b>	<b>17</b>
<b>University of Mississippi</b>	<b>17</b>	<b>19</b>	<b>17</b>
<b>University of Southern Mississippi</b>	<b>20</b>	<b>20</b>	<b>17</b>



# GERMANTOWN HIGH SCHOOL

Phone (601) 859-6150

Fax (601) 859-0389

Cody Zumbro, Principal

Brent Brownlee, Assistant Principal

Jeffery Coleman, Assistant Principal

TJ Grissom, Assistant Principal

Ashleigh Norman, Assistant Principal

Corrie Ramage, Assistant Principal

409 Calhoun Station Parkway

Madison, MS 39110

## **MHSAA** **ELIGIBILITY**

The 9<sup>th</sup> grade sets a student's home school for Extra Curricular Activities.

Examples:

Rosa Scott is the home school for Madison Central.

Summer Hill is the home school for Clinton.

High Schools that house the 9<sup>th</sup> graders like Ridgeland and Germantown set their home school.

Once a student has begun the 9<sup>th</sup> grade, they have chosen their home school.

If the student transfers to Germantown, but has started the 9<sup>th</sup> grade in another zone, they are NOT eligible at Germantown High School. They must sit out of activities/athletics for one year if they haven't moved into the Germantown zone.

If the student does NOT live in our zone and a parent works for our district and/or works in our Germantown zone, they are ineligible and must sit out one year.

If the student has not entered the 9<sup>th</sup> grade, they have not chosen their home school yet. These students are eligible to transfer and participate in athletics without sitting out one year.

Any legal move into our zone makes the student eligible immediately.

Any student coming from a private school is eligible, based on their legal residency in our Germantown zone and/or a parent working in our district or zone.

Any student coming from a parochial school like St. Andrews or St. Joe must live in our zone and come to Germantown prior to starting the 9<sup>th</sup> grade. Or they can move into our zone.

If a student from a parochial school lives in our zone but has started the 9<sup>th</sup> grade at St. Andrews or St. Joe, they are ineligible and must sit out one year.

If you have any specific inquiries about eligibility please call the MHSAA at 601-924-6400.



# Germantown High School

409 Calhoun Station Pkwy.  
Madison, MS 39110  
Phone: 601.859.6150  
Fax: 601.859.0389

As a student in the Madison County School District, you have access to your student records via Active Student. This is also the portal by which you can view your current class schedule & make schedule requests for the upcoming school year. Once you are in your account, please look around at all the information that it allows you to view.

## *Instructions for Logging Into ActiveStudent*

1. Go to <https://madison.activestudent.net>



# ActiveStudent

powered by **CA**

## Madison County Schools

User Name

Password

Login

[Forgot Password?](#)

2. Enter your username and password. All accounts & usernames have been reset. Your initial username & password are both your MSIS#. You will be prompted to create a new password upon logging in.

# Career Cluster Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Directions: Place a check in the space next to the items that best describe you. You may make as many or as few checks in each box as you choose. Add up the number of checks in each box. Look to see what box has the highest number. Find the corresponding cluster on the pages immediately following this survey to see which cluster you may want to explore further.

<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Learn how things grow and stay alive. <input type="checkbox"/> Make the best use of the earth's natural resources. <input type="checkbox"/> Hunt and/or fish. <input type="checkbox"/> Protect the environment. <input type="checkbox"/> Be outdoors in all kinds of weather. <input type="checkbox"/> Plan, budget, and keep records. <input type="checkbox"/> Operate machines and keep them in good repair.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Self-reliant <input type="checkbox"/> Nature lover <input type="checkbox"/> Physically active <input type="checkbox"/> Planner <input type="checkbox"/> Creative problem solver	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Life Sciences <input type="checkbox"/> Earth Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Agriculture	<b>Total number checked in box #1</b>  <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Read and follow blueprints and/or instructions. <input type="checkbox"/> Picture in my mind what a finished product looks like. <input type="checkbox"/> Work with my hands. <input type="checkbox"/> Perform work that requires precise results. <input type="checkbox"/> Solve technical problems. <input type="checkbox"/> Visit and learn from beautiful, historic, or interesting buildings. <input type="checkbox"/> Follow logical, step-by-step procedures.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Curious <input type="checkbox"/> Good at following directions <input type="checkbox"/> Pay attention to details <input type="checkbox"/> Good at visualizing possibilities <input type="checkbox"/> Patient and persistent	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Drafting <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Construction Trades <input type="checkbox"/> Electrical Trades/Heat, Air Conditioning and Refrigeration/ Technology Education	<b>Total number checked in box #2</b>  <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Use my imagination to communicate new information to others. <input type="checkbox"/> Perform in front of others. <input type="checkbox"/> Read and write. <input type="checkbox"/> Play a musical instrument. <input type="checkbox"/> Perform creative, artistic activities. <input type="checkbox"/> Use video and recording technology. <input type="checkbox"/> Design brochures and posters.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Creative and imaginative <input type="checkbox"/> Good communicator/good vocabulary <input type="checkbox"/> Curious about new technology <input type="checkbox"/> Relate well to feelings and thoughts of others <input type="checkbox"/> Determined/tenacious	<b>School subjects I like:</b> <input type="checkbox"/> Art/Graphic design <input type="checkbox"/> Music <input type="checkbox"/> Speech & Drama <input type="checkbox"/> Journalism/Literature <input type="checkbox"/> Audiovisual Technologies	<b>Total number checked in box #3</b>  <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Perform routine, organized activities but can be flexible. <input type="checkbox"/> Work with numbers and detailed information. <input type="checkbox"/> Be the leader in a group. <input type="checkbox"/> Make business contact with people. <input type="checkbox"/> Work with computer programs. <input type="checkbox"/> Create reports and communicate ideas. <input type="checkbox"/> Plan my work and follow instructions without close supervision.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Organized <input type="checkbox"/> Practical and logical <input type="checkbox"/> Patient <input type="checkbox"/> Tactful <input type="checkbox"/> Responsible	<b>School subjects I like:</b> <input type="checkbox"/> Computer Applications/ Business and Information Technology <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Economics	<b>Total number checked in box #4</b>  <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Communicate with different types of people. <input type="checkbox"/> Help others with their homework or to learn new things. <input type="checkbox"/> Go to school. <input type="checkbox"/> Direct and plan activities for others. <input type="checkbox"/> Handle several responsibilities at once. <input type="checkbox"/> Acquire new information. <input type="checkbox"/> Help people overcome their challenges.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Friendly <input type="checkbox"/> Decision maker <input type="checkbox"/> Helpful <input type="checkbox"/> Innovative/Inquisitive <input type="checkbox"/> Good listener	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Psychology	<b>Total number checked in box #5</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work with numbers. <input type="checkbox"/> Work to meet a deadline. <input type="checkbox"/> Make predictions based on existing facts. <input type="checkbox"/> Have a framework of rules by which to operate. <input type="checkbox"/> Analyze financial information and interpret it to others. <input type="checkbox"/> Handle money with accuracy and reliability. <input type="checkbox"/> Take pride in the way I dress and look.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Trustworthy <input type="checkbox"/> Orderly <input type="checkbox"/> Self-confident <input type="checkbox"/> Logical <input type="checkbox"/> Methodical or efficient	<b>School subjects I like:</b> <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Banking/Financial Services <input type="checkbox"/> Business Law	<b>Total number checked in box #6</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Be involved in politics. <input type="checkbox"/> Negotiate, defend, and debate ideas and topics. <input type="checkbox"/> Plan activities and work cooperatively with others. <input type="checkbox"/> Work with details. <input type="checkbox"/> Perform a variety of duties that may change often. <input type="checkbox"/> Analyze information and interpret it to others. <input type="checkbox"/> Travel and see things that are new to me.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Good communicator <input type="checkbox"/> Competitive <input type="checkbox"/> Service minded <input type="checkbox"/> Well organized <input type="checkbox"/> Problem solver	<b>School subjects I like:</b> <input type="checkbox"/> Government <input type="checkbox"/> Language Arts <input type="checkbox"/> History <input type="checkbox"/> Math <input type="checkbox"/> Foreign Language	<b>Total number checked in box #7</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work under pressure. <input type="checkbox"/> Help sick people and animals. <input type="checkbox"/> Make decisions based on logic and information. <input type="checkbox"/> Participate in health and science classes. <input type="checkbox"/> Respond quickly and calmly in emergencies. <input type="checkbox"/> Work as a member of a team. <input type="checkbox"/> Follow guidelines precisely and meet strict standards of accuracy.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Compassionate and caring <input type="checkbox"/> Good at following directions <input type="checkbox"/> Conscientious and careful <input type="checkbox"/> Patient <input type="checkbox"/> Good listener	<b>School subjects I like:</b> <input type="checkbox"/> Biological Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Math <input type="checkbox"/> Occupational Health classes <input type="checkbox"/> Language Arts	<b>Total number checked in box #8</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Investigate new places and activities. <input type="checkbox"/> Work with all ages and types of people. <input type="checkbox"/> Organize activities in which other people enjoy themselves. <input type="checkbox"/> Have a flexible schedule. <input type="checkbox"/> Help people make up their minds. <input type="checkbox"/> Communicate easily, tactfully, and courteously. <input type="checkbox"/> Learn about other cultures.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Tactful <input type="checkbox"/> Self-motivated <input type="checkbox"/> Works well with others <input type="checkbox"/> Outgoing <input type="checkbox"/> Slow to anger	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts/Speech <input type="checkbox"/> Foreign Language <input type="checkbox"/> Social Sciences <input type="checkbox"/> Marketing <input type="checkbox"/> Food Services	<b>Total number checked in box #9</b> <input type="checkbox"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Care about people, their needs, and their problems. <input type="checkbox"/> Participate in community services and/or volunteering. <input type="checkbox"/> Listen to other people's viewpoints. <input type="checkbox"/> Help people be at their best. <input type="checkbox"/> Work with people from preschool age to old age. <input type="checkbox"/> Think of new ways to do things. <input type="checkbox"/> Make friends with different kinds of people.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Good communicator/good listener <input type="checkbox"/> Caring <input type="checkbox"/> Non-materialistic <input type="checkbox"/> Uses intuition and logic <input type="checkbox"/> Non-judgmental	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Family & Consumer Sciences <input type="checkbox"/> Finance <input type="checkbox"/> Foreign Language	<b>Total number checked in box #10</b> <input type="checkbox"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work with computers. <input type="checkbox"/> Reason clearly and logically to solve complex problems. <input type="checkbox"/> Use machines, techniques, and processes. <input type="checkbox"/> Read technical materials and diagrams and solve technical problems. <input type="checkbox"/> Adapt to change. <input type="checkbox"/> Play video games and figure out how they work. <input type="checkbox"/> Concentrate for long periods without being distracted.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Logical/analytical thinker <input type="checkbox"/> Sees details in the big picture <input type="checkbox"/> Persistent <input type="checkbox"/> Good concentration skills <input type="checkbox"/> Precise and accurate	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Computer Tech/Applications <input type="checkbox"/> Communications <input type="checkbox"/> Graphic Design	<b>Total number checked in box #11</b> <input type="checkbox"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work under pressure or in the face of danger. <input type="checkbox"/> Make decisions based on my own observations. <input type="checkbox"/> Interact with other people. <input type="checkbox"/> Be in positions of authority. <input type="checkbox"/> Respect rules and regulations. <input type="checkbox"/> Debate and win arguments. <input type="checkbox"/> Observe and analyze people's behavior.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Adventurous <input type="checkbox"/> Dependable <input type="checkbox"/> Community-minded <input type="checkbox"/> Decisive <input type="checkbox"/> Optimistic	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Government/History <input type="checkbox"/> Law Enforcement <input type="checkbox"/> First Aid/First Responder	<b>Total number checked in box #12</b> <input type="checkbox"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Work with my hands and learn best that way. <input type="checkbox"/> Put things together. <input type="checkbox"/> Do routine, organized and accurate work. <input type="checkbox"/> Perform activities that produce tangible results. <input type="checkbox"/> Apply math to work out solutions. <input type="checkbox"/> Use hand and power tools and operate equipment/machinery. <input type="checkbox"/> Visualize objects in three dimensions from flat drawings.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Practical <input type="checkbox"/> Observant <input type="checkbox"/> Physically active <input type="checkbox"/> Step-by-step thinker <input type="checkbox"/> Coordinated	<b>School subjects I like:</b> <input type="checkbox"/> Math-Geometry <input type="checkbox"/> Chemistry <input type="checkbox"/> Trade and Industry courses <input type="checkbox"/> Physics <input type="checkbox"/> Language Arts	<b>Total number checked in box #13</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Shop and go to the mall. <input type="checkbox"/> Be in charge. <input type="checkbox"/> Make displays and promote ideas. <input type="checkbox"/> Give presentations and enjoy public speaking. <input type="checkbox"/> Persuade people to buy products or to participate in activities. <input type="checkbox"/> Communicate my ideas to other people. <input type="checkbox"/> Take advantage of opportunities to make extra money.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Competitive <input type="checkbox"/> Creative <input type="checkbox"/> Self-motivated <input type="checkbox"/> Persuasive	<b>School subjects I like:</b> <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Business Education/Marketing <input type="checkbox"/> Economics <input type="checkbox"/> Computer Applications	<b>Total number checked in box #14</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Interpret formulas. <input type="checkbox"/> Find the answers to questions. <input type="checkbox"/> Work in a laboratory. <input type="checkbox"/> Figure out how things work and investigate new things. <input type="checkbox"/> Explore new technology. <input type="checkbox"/> Experiment to find the best way to do something. <input type="checkbox"/> Pay attention to details and help things be precise.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Detail oriented <input type="checkbox"/> Inquisitive <input type="checkbox"/> Objective <input type="checkbox"/> Methodical <input type="checkbox"/> Mechanically inclined	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Drafting/Computer-aided drafting <input type="checkbox"/> Electronics/Computer Networking <input type="checkbox"/> Technical classes/Technology Education	<b>Total number checked in box #15</b> <input type="text"/>
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<b>Activities that describe what I like to do:</b> <input type="checkbox"/> Travel. <input type="checkbox"/> See well and have quick reflexes. <input type="checkbox"/> Solve mechanical problems. <input type="checkbox"/> Design efficient processes. <input type="checkbox"/> Anticipate needs and prepare to meet them. <input type="checkbox"/> Drive or ride. <input type="checkbox"/> Move things one place to another.	<b>Personal qualities that describe me:</b> <input type="checkbox"/> Realistic <input type="checkbox"/> Mechanical <input type="checkbox"/> Coordinated <input type="checkbox"/> Observant <input type="checkbox"/> Planner	<b>School subjects I like:</b> <input type="checkbox"/> Math <input type="checkbox"/> Trade and Industry courses <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Economics <input type="checkbox"/> Foreign Language	<b>Total number checked in box #16</b> <input type="text"/>
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**Disclaimer:** Your interests may change over time. These survey results are intended to help you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



# The Sixteen Career Clusters

 <p><b>1</b></p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
 <p><b>2</b></p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
 <p><b>3</b></p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
 <p><b>4</b></p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
 <p><b>5</b></p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
 <p><b>6</b></p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
 <p><b>7</b></p>	<p>Executing governmental functions to include governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels.</p>
 <p><b>8</b></p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
 <p><b>9</b></p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, and recreation events and travel-related services.</p>

 <p><i>Human Services</i></p> <p><b>10</b></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
 <p><i>Information Technology</i></p> <p><b>11</b></p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
 <p><i>Law, Public Safety, Corrections &amp; Security</i></p> <p><b>12</b></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 <p><i>Manufacturing</i></p> <p><b>13</b></p>	<p>Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
 <p><i>Marketing, Sales &amp; Service</i></p> <p><b>14</b></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
 <p><i>Science, Technology, Engineering &amp; Mathematics</i></p> <p><b>15</b></p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
 <p><i>Transportation, Distribution &amp; Logistics</i></p> <p><b>16</b></p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three clusters of interest are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

For more information, check with a career counselor at your high school, *CareerTech* center, higher education institution, or one-stop career centers.



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