



# STARS Volume 2 Reference Materials

2011-2012

v6.1



Volume 2: STARS Reference Materials Table of Contents

Information and FAQ's on State of New Mexico Graduation Requirements are included at the end of this manual in Appendix P. The course section attempts to distinguish between required and elective high school courses in the course description titles.

On occasion, schools and/or school districts develop additional courses that they desire to teach. The mechanism with which to have a new course code assigned to locally-provided courses is outlined in Appendix Q.

When schools/districts seek to substitute different courses for required courses, PED must provide prior approval of this action. Districts/Charter Schools should utilize the procedure documented in Appendix R "Alternative Credit Form" for approval to deviate from required coursework.

Note: Changes pertaining to the NEW School Year are highlighted.

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## A – Course Codes Appendix

### New Courses for 2011-2012:

#### Math:

2036 Grade 7 Accelerated Traditional Mathematics  
2037 Grade 7 Accelerated Integrated Mathematics  
2038 Grade 8 Mathematics I

#### K-3 Plus:

0K3P K-3 Plus Summer

### Changed Courses for 2011-12:

1401 Health Education

- Description now includes, “will meet the graduation requirement for Health Education.”

1663 Biomedical Sciences

- Course name changed from “Science Research” to “Biomedical Sciences.” Course description has also changed.

2011 Resource Center Math K-8

- Grade range changed from K-12 to K-8. A new course code 2019 Resource Center Math 9-12 was added in the prior year.

2305 Physical Education

- Description now includes, “will meet the graduation requirement for Physical Education.”

### Deleted Courses for 2011-12:

2012 Basic Math  
2013 General Math  
2014 Consumer Math  
2015 Applied Math-General  
2016 Applied Math-Occupational  
2017 Title I Math  
2022 Principles of Algebra and Geometry  
2023 Informal Geometry  
2032 Algebra I-Part 1  
2033 Algebra I-Part 2  
2035 Pre Algebra II  
2042 Algebra III  
2046 Analytic Geometry  
2061 Probability and Statistics-General  
2062 Probability and Statistics-Algebra I  
2063 Probability and Statistics Algebra II  
2064 Business Math-General



- 2065 Business Math-Algebra I
- 2066 Business Math-Algebra II
- 2067 Business Math-Pre Calculus
- 2068 Computer Math-Algebra I
- 2069 Computer Math-Algebra II
- 2070 Computer Math- Pre Calculus

### Course Codes

Course codes consist of 8 digits. The first 4 digits refer to the course code specific to the course and content. The 5<sup>th</sup> digit is the common field and indicates an audience of a course. See the End of the Course section for common field codes and descriptions. Digits 6-8 are considered subject fields and are specific to subject areas. Please refer to the end of each subject area for the appropriate code values for digits 6-8. The following subject areas all have the same subject field codes and descriptions and are only listed 1 time to eliminate duplication (Agriculture, Business, Computer and Information Sciences, Construction Trades, Cosmetology, Drafting, Energy, Power, Transportation Technology, Family and Consumer Sciences, Graphic and Printing Communication, Health Care Sciences, Marketing, Precision Metalwork, Public, Protective, and Social Services, Technology Education). Please see the last section of the Course Codes appendix for the list of subject field codes for the subject areas listed above. For license requirements for teachers of courses, please refer to Appendix E.

To insure that course codes used by New Mexico school districts adhere to the fidelity and rigor of course content as intended by both the Public Education Department and the U.S. Department of Education, should use the intervention codes when students are receiving courses intended to provide remedial education.

### 1. Elementary Course Codes

Code	Descriptions – Elementary School
0000	Kindergarten
0001	First Grade
0002	Second Grade
0003	Third Grade
0004	Fourth Grade
0005	Fifth Grade
0006	Sixth Grade - if taught in an elementary classroom setting
0007	Seventh Grade - if taught in an elementary classroom setting
0008	Eight Grade - if taught in an elementary classroom setting
0033	3 year old - Special Education
0034	Title 1A Preschool - 3 & 4 year olds NOT special education **
0044	4 year old - Special Education
0K3P	K-3 Plus Summer (Includes Start Smart K-3 Plus)

\*\* The “Pre-School Title 1” course (course code = 0034) allows districts to report pre-school (grade = PK) students receiving Title 1A services but are not Special Ed, and therefore are not counted in membership and not funded by the state. This course will distinguish between the licensing requirement necessary for those teaching Special Ed Pre-School students (reported in Program Codes 3Y/4Y in course codes 0033/0044) and those Non-Special Ed Title I Pre-School students (reported in grade PK in course code 0034). Teachers teaching courses 0033 / 0044 will not meet the licensing requirement if they hold an “Educational Assistant” license only (since an Assistant cannot be the primary teacher in a classroom), but teachers holding an “Educational Assistant” license teaching course 0034 will meet the licensing requirement if they hold an “Educational Assistant” license only.



## 2. Agriculture, Food & Natural Resources – 0129~0199

This subject area encompasses courses that prepare learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. All courses should adhere to the complete program model, incorporating 1) classroom and laboratory instruction, 2) supervised agricultural (occupational) experience, and 3) participation in leadership, knowledge and skill development activities provided through FFA.

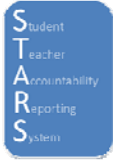
### Codes Agriculture, Food & Natural Resources – 0129~0199

- 0129 Science/aquaculture, agriculture based - Recommended for Students Grades 10-12** - Through this course the student will gain knowledge in the development of commercial aquaculture systems. Aquaculture topics covered will include: ecological systems, aquatic plants, aquatic animals, system construction and maintenance, state and federal law applicable to aquaculture, cold and warm water systems, hatchery, grow out systems, health, feeding and crop marketing.
- 0130 Science/hydroponics in agriculture - Recommended for Students Grades 10-12** - Topics covered in this course will include: ecological systems, construction and maintenance of soil less crop systems, construction and maintenance of true water systems, installation and maintenance of injector and filtration systems, hydroponic crop selection, fertilization, management of passive and active systems as well as crop marketing.
- 0131 Agricultural Explorations - Recommended for Students Grades 7 - 8** - Surveys a wide array of topics within the agricultural industry, exposing students to the many and varied types of agricultural career opportunities and to those in related fields. As the name implies, these courses serve simply to introduce the agricultural field, providing students the opportunity to identify and focus for continued study. Primarily designed for seventh and/or eighth grade.
- 0132 Agri-science - Recommended for Students Grades 7 - 8** - Introduction of the scientific principles upon which the agricultural industry is based. Subject matter includes the physiological processes of agriculturally important plants and animals, taxonomy and classification systems, soil and water chemistry, ecology and entomology.
- 0133 Introduction to the Science of Agriculture - Recommended for Students Grades 9 - 12** - The local, national, and global definitions, history, and scope of agriculture in society is covered in this course. It also covers plant and animal sciences, production and processing; agricultural mechanics, including tool and machine operation; business and natural resource management; management of food and fiber systems; soil characteristics, formation and properties; and development of leadership and communication skills.
- 0134 Intro to the Physical Science of Agriculture - Recommended for Students Grades 10 - 12** - The course covers the global market place, development of a Program of Activities, and leadership development. Animal science emphasis is on the selection, reproduction and genetics of breeds of beef, sheep, and swine, dairy cattle, horses, poultry, and specialty animals. Plant science emphasis is on the structure and function of plant parts; identification of common pasture and range plants; plant growth and development; sexual and asexual reproduction of plants. Soil science topics include nutrients, fertilizers, and organic matter; conservation practices and sampling techniques.
- 0135 Science–Environmental, Animal, Plant in Ag - Recommended for Students Grades 10 - 12** - Topics covered in this course include animal science with emphasis on the feeding and management of breeds of livestock, digestive systems, and classes of feed and feed additives. Entomology topics are characteristics, development and physiology of insects, and integrated pest management. Introduction to forestry, range, and wildlife management are also included in this course.
- 0136 Applied Science in Agriculture - Recommended for Students Grades 10 - 12** - Specific subject matter covered in this course includes current issues relevant to the agricultural industry, marketing and sales techniques. Disease and parasites effecting the various breeds of livestock; Animal welfare and relationship to the human environment; May include the horticultural practices of greenhouse management; fruit, nut and vegetable production; and landscaping principles; Forest fire prevention and techniques, public and private land forests; Wildlife mammals, waterfowl, freshwater fish, and game management.
- 0137 Agricultural Leadership/Communication - Recommended for Students Grades 10 - 12** - Course is designed to strengthen students' personal and group leadership skills. Topics such as public speaking, effective communication, human relations, parliamentary law, and group dynamics are covered. Also covered is the development of Programs of Activity, and Service Learning projects, including student development, chapter development, and community development.
- 0141 Science-Horticulture/Botany - Recommended for Students Grades 9 - 12** - The focus of this course is on the science of plants (botany). Specific topics include photosynthesis and respiration, analysis of the difference of plant and animal cell structure, genetics, taxonomy and classification. Also included are topics covering entomology, soil chemistry, and plant diseases; virus and bacteria life cycles and effects on plant growth. Focus is on horticultural crops including greenhouse, landscape and floral plants.



**Codes Agriculture, Food & Natural Resources – 0129~0199**

- 0142 Science- Agriculture animals/Agronomy - Recommended for Students Grades 10 - 12** - The focus of this course is on the science of plants (botany). Specific topics include photosynthesis and respiration, analysis of the difference of plant and animal cell structure, genetics, taxonomy and classification. Also included are topics covering entomology, soil chemistry, and plant diseases; virus and bacteria life cycles and effects on plant growth. Focus is on food/ fiber crops and pasture/range plants.
- 0143 Greenhouse/Nursery Operations - Recommended for Students Grades 10 - 12** - This course covers greenhouse/nursery operation and management. Plant propagation including grafting, budding, and layering. Students are often involved in the planning, management, and marketing associated with the school greenhouse/nursery.
- 0144 Landscape - Recommended for Students Grades 10 - 12 - Introduction to landscape design**, construction, and maintenance. Irrigation systems for the landscape, including water conservation and use, and xeriscape for plants. Drawing instruments and symbols used in designing the landscape plan, identification and selection of landscape ground covers, shrubs, trees, and other construction materials. Cost estimates and landscaped proposals are also covered in this course.
- 0145 Floriculture - Recommended for Students Grades 10 - 12** - Focus is on the floriculture industry including plant production, processing, marketing, and principles of floral design. Students are often involved in a simulated floral shop on the school grounds. Interior landscaping may also be included in this course.
- 0151 Introduction to Agricultural Mechanics - Recommended for Students Grades 9 - 12** - Course provides for the skill and knowledge development applicable to the tools and equipment used in the agricultural industry. In learning to apply basic industrial knowledge and skills (engines, power, welding, and carpentry), a broad range of topics may be explored, including the operation, mechanics, and care of tools and machines; the construction and repair of structures; introduction to electricity and power. Procedures for safe operations in the agricultural mechanics laboratory are included in this course.
- 0152 Agricultural Structures and Construction - Recommended for Students Grades 10 - 12** - Topics include surveying, concrete and masonry, plumbing, drafting, carpentry and electrical wiring; use of bids and billing information to develop a complete materials list and project cost estimate; use of measurement and layout tools. Procedures for safe operations in the agricultural mechanics laboratory are included in this course.
- 0153 Metal Fabrication for the Agricultural Industry - Recommended for Students Grades 10 - 12** - Topics include oxyacetylene and mig welding techniques including cutting, brazing, and welding; Fabrication techniques and project design including estimating and developing materials list. Tool room management and safety procedures are essential to the course.
- 0154 Agricultural Power and Machinery - Recommended for Students Grades 10 - 12** - The course includes maintenance and troubleshooting, and repair of small gas engines, auto and farm equipment maintenance; Identification and comparison of energy sources. Troubleshoot problems and evaluate performance to service and repair components of internal combustion engines. Follow manufacturers' guidelines to service and repair power transmission systems. Utilize maintenance manuals to service and repair hydraulic systems. Utilize schematics to service vehicle electrical systems.
- 0161 Science of Large Agriculture Animals - Recommended for Students Grades 10 - 11** - Course imparts information about the care and management of domesticated animals. Animal nutrition, health, reproduction, genetics, facilities, and marketing are all possible topics; Study of anatomy and physiology of livestock and other domesticated animals. Examination of developmental stages and analysis of feed ration for different parts of an animal's life cycle. Identification of environmental factors that affect an animal's performance, and recognition of animal behaviors to facilitate working with animals safely.
- 0162 Science of Small Animals - Recommended for Students Grades 11 - 12** - Course imparts information about the care and management of domesticated animals. Animal nutrition, health, reproduction, genetics, facilities, and marketing are all possible topics; Study of anatomy and physiology of livestock and other domesticated animals. Examination of developmental stages and analysis of feed ration for different parts of an animal's life cycle; Identification of environmental factors that affect an animal's performance; Recognition of animal behaviors to facilitate working with animal safely. Specific focus of this course is on small animals including rabbits, fowl, dogs, and cats.
- 0163 Science of Large Animals - Recommended for Students Grades 11 - 12** - Course imparts information about the care and management of domesticated animals. Animal nutrition, health, reproduction, genetics, facilities, and marketing are all possible topics; Study of anatomy and physiology of livestock and other domesticated animals. Examination of developmental stages and analysis of feed ration for different parts of an animal's life cycle. Identification of environmental factors that affect an animal's performance and recognition of animal behaviors to facilitate working with animal safely. Specific focus of this course is on dairy cattle and equine.
- 0171 Agricultural Economics and Business Management - Recommended for Students Grades 10 - 12** - Course provides students with the information and skills necessary for career success in agribusiness and in the operation of entrepreneurial ventures. Topics include economic principles, budgeting, risk management, finance, business law, insurance and resource management. Other possible topics are development of a business plan, employee/employer relations, problem solving and decision making, using computers. A survey of the careers within the agricultural industry is also incorporated.



**Codes Agriculture, Food & Natural Resources – 0129~0199**

- 0172 Agricultural Marketing/Sales - Recommended for Students Grades 10 - 12** - Course focuses specifically on the marketing and promotional strategies for agricultural products. Students will develop a marketing plan for a specific product including target audience research and presentation skills. Agricultural sales techniques for products will also be covered.
- 0173 Science of Food Products and Food Processing - Recommended for Students Grades 10 - 12** - Course imparts the knowledge and skill needed to bring animal and plant products to market. Processing topics will include quality selection and preservation, equipment care and sanitation, government regulations, and consumer trends.
- 0174 Science of Animal Production and Processing - Recommended for Students Grades 10 - 12** - Course imparts the knowledge and skill needed to bring animal products to market. Processing topics will include quality selection and preservation, equipment care and sanitation, government regulations, and consumer trends. Animal processing courses may impart an overview of several types of animal products, or may specialize in particular products, such as meat, leather, wool, and dairy products.
- 0181 Environmental Science/Natural Resources - Recommended for Students Grades 10 - 12** - Course combines the fields of ecology and conservation with planning for the efficient use and preservation of land, water, wildlife, and forests. Within this course may be topics covering environmental factors affecting water, water pollution, water and land use management, alternative energy resources, metals and minerals.
- 0182 Science of Wildlife and Forestry Management - Recommended for Students Grades 10 - 12** - Course provide the information necessary for the cultivation and care of forests or timberlands. Forestry topics covered are the processes of regeneration and reforestation, conservation of natural resources, erosion control, trail development and maintenance, mapping and surveying, operation of forestry tools, government regulations, and recreational uses. Wildlife topics include land and ecological systems that enable non-domesticated animal to thrive. Emphasize on how humans and animals may both take advantage of the same land, how to gain economic benefits from the land while not degrading its natural resources or depleting the plant and animal populations.
- 0191 Agricultural Internship/OJT/Coop - Recommended for Students Grades 11 - 12** - Through these courses, work experience is gained within the agricultural industry. Goals are set for the employment period. Classroom experience may involve further study in the field, improvement of employability and career readiness skills.
- 0192 Agricultural Entrepreneurship - Recommended for Students Grades 11 - 12** - Through this course the student will gain knowledge in the development of a business enterprise. Financial and resource management is an important aspect of this course. Classroom experience may involve further study in the field, improvement of responsibility and career readiness skills.
- 0199 Agriculture Other - Recommended for Students Grades 11 - 12** - Course provides knowledge and skills in specific areas of the agricultural industry and is designed to adapt to the needs of the local community.

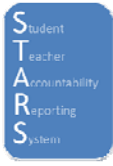
**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**3. Athletics – 3001~3099**

This subject area encompasses courses that concern instruction in athletic activities. Title IX of the Education Amendments of 1972, allows athletic classes to be segregated by sex and/or by team. Elective athletic classes must have written, delivered, assessed, and sequential curriculum, based on locally developed student expectations. A teacher of athletic classes needs 2 licenses: a K-12 or secondary license and a 501 coaching license.

**Code Athletics – 3001~3099**

- 3001 Football - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in football.
- 3002 Cross-Country - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in cross-country.
- 3003 Volleyball - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in volleyball.
- 3004 Basketball - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in basketball.
- 3005 Soccer - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in soccer.
- 3006 Wrestling - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in wrestling.
- 3007 Swimming and Diving - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in swimming and diving.



## Student Teacher Accountability Reporting System



Code	Athletics – 3001~3099
3008	<b>Tennis - Recommended for Grades 7 - 12</b> - Course that provides instruction and development of skills in tennis.
3009	<b>Track and Field - Recommended for Grades 7 - 12</b> - Course that provides instruction and development of skills in track and field.
3010	<b>Baseball - Recommended for Grades 7 - 12</b> - Course that provides instruction and development of skills in baseball.
3012	<b>Softball - Recommended for Grades 7 - 12</b> - Course that provides instruction and development of skills in softball.
3014	<b>Golf - Recommended for Grades 7 - 12</b> - Course that provides instruction and development of skills in golf.
3016	<b>Weightlifting/Weight Training - Recommended for Grades 7 - 12</b> - Course that provides instruction and development of skills with free-weights and weight machines.
3020	<b>Fitness/Conditioning Activities - Recommended for Grades 7 - 12</b> - Course that provides instruction and development of skills in physical fitness.
3025	<b>Athletic Training - Recommended for Grades 7 - 12</b> - Course that provides instruction and skill development in techniques of athletic training. A teacher of athletics training classes needs two (2) licenses: a K-12 or secondary license AND an Athletic Trainer's License issued by the Athletic Trainer's Board in the Regulation and Licensing Department.
3099	<b>Athletics - Recommended for Grades 7 - 12</b> - Other

Code	Subject Fields - Digits 6-8 - Athletics
	<b>6th Digit - Subject Field</b>
0	No information pertinent to this field.
1	Completion of this course counts toward elective credit for graduation.
2	Completion of this course counts toward required PE credit.
	<b>7th Digit - Subject Field</b>
0	Information not collected, unavailable, or missing.
1	Boys Course
2	Girls Course (Not for Athletes, but for Physical Education {PE})
	<b>8th Digit - Subject field</b>
	No information pertinent to this field.

#### 4. Business – 0200-0299

This subject area encompasses courses that concern knowledge and skills useful in business, secretarial, and office technology, including general office procedures, use of office technology, business management, and financial operations.

Code	Business – 0201~0299
0201	<b>Business/Office Career Exploration - Recommended for Students Grades 6 - 8</b> - Geared for students with a possible interest in business or office technology. Business/Office Career Exploration courses expose students to the opportunities available in the accounting, administration, computer applications, data processing, management, and secretarial fields. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths. These courses may also include consumer education topics, computer exposure, employability skills, and/or hands-on experience within the various occupational areas.
0202	<b>Office Technology - (formerly Office Technology - Comprehensive) - Recommended for Students Grades 9 - 10</b> - Courses provide numerous opportunities to explore and understand the responsibilities and duties common to most office personnel. These comprehensive courses cover such topics as communication skills, reception and transmission of information via electronic media, filing and electronic record keeping, management, mail handling, scheduling meetings and conferences, creating itineraries, dictation and machine transcription, and varied computer applications to include word processing, spreadsheets, data bases, presentation software, and internet.



## Student Teacher Accountability Reporting System



### Code Business – 0201~0299

- 0204 Keyboarding - Recommended for Students Grades 6 - 12** - This middle-school level course provides an introduction to the keyboard (letter, numbers, and symbols), basic machine operation, and proper keyboarding technique. As students progress through the course and into advanced courses, they improve their speed and accuracy. Initial courses typically focus on producing business letters and reports that incorporate column typing. Advanced courses continue to emphasize developing speed and accuracy in producing a variety of increasingly complex business documents. Such courses develop proficiency, production skills, and problem solving skills. Keyboarding skills may be developed on typewriters or computers.
- 0205 Word Processing - Recommended for Students Grades 6 - 12** - Courses introduce automated document production using one or more software packages. These courses may introduce keyboarding techniques or may require prior experience; in either case, speed and accuracy are emphasized. A parallel focus is placed on the use of software commands and functions to create, edit, format, and manipulate documents, capitalizing on the power offered by word processing software programs. File and disk management and other computer related skills may also be covered in Word Processing courses.
- 0206 Data Management - Recommended for Students Grades 9 - 12** - Classes provide a basic understanding of the procedures involved in recording personal financial transactions as well as transactions typically undertaken by small businesses. Partial emphasis may be placed on personal banking, budgeting, and income tax calculations; additional emphasis is usually placed on cashier and clerical procedures, inventory control for small businesses, database management, merchandising, and payroll. Data management courses teach students the value of data management to the organization, operation, and control of a business.
- 0207 Accounting - Recommended for Students Grades 9 - 12** - Courses introduce and then expand upon the fundamental accounting procedures used in small businesses. Typically, the first year covers the full accounting cycle, and incorporates topics such as payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles to the projects they work on and may prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools may be used. In advanced courses, elementary principles of partnership and corporate accounting are introduced and explored, as are the managerial uses of control systems and the accounting process.
- 0210 Advanced Accounting - Recommended for Students Grades 10 - 12** - This course builds upon the concepts learned in Accounting Fundamentals. Students will study and apply advanced accounting principles relating to partnerships, corporations, cost accounting, number systems, inventory control, depreciation, petty cash systems, accruals, notes and interest, payroll and taxes, and computerized accounting. Computerized spreadsheet applications and a "simulation" project are integral to the class.
- 0212 Cost Accounting - Recommended for Students Grades 11 - 12** - This course builds upon the concepts learned in Advanced accounting, and introduces students to principals of cost accounting with an emphasis on job order costing. Topics covered may include manufacturing statements; cost theory; and integration of materials, labor and overhead to the computerized job cost situation. Computerized spreadsheet applications are emphasized.
- 0220 Exploring Business and Marketing - Recommended for Students Grades 6 - 8** - This middle-school course is designed to explore the nature of business and to study related careers in fields such as financial services, fashion merchandising, information systems, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. Entrepreneurship practices and principles may be surveyed or implemented through a project or thematic unit.
- 0221 Introductory Business - Recommended for Students Grades 9 - 12** - Courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance; the role of government in business, consumerism, credit, investment, and management; and may provide a brief overview of the American economic system and corporate organization. In addition, Introductory Business courses may expose students to the varied opportunities in secretarial, accounting, management, and related fields.
- 0223 Business Management - Recommended for Students Grades 9 - 12** - Courses acquaint students with management opportunities and effective human relations. These courses may provide students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they may provide a macro level study of the business world, including business structure and finance, and the interconnections between industry, government, and the global economy.
- 0224 Business Ownership and Management Entrepreneurship - Recommended for Students Grades 10 - 12** - Courses acquaint students with the knowledge and skills necessary to own and operate their own businesses. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication. Several topics surveyed in Business Management courses may also be included.
- 0225 Financial Services - Recommended for Students Grades 10 - 12** - Courses provide students with an overview of the American monetary and banking system, types of financial institutions, and the services and products they offer. Course content may include government regulations; checking, savings, and money market accounts; loans; investments, and negotiable instruments. As the courses provide information about career opportunities, students may practice the varying responsibilities of personnel within the banking and finance industries.



## Student Teacher Accountability Reporting System



### Code Business – 0201~0299

- 0226 General Business (formerly Business & Marketing) - Recommended for Students Grades 7 - 12** - This business and marketing course explores the world of business and marketing. Curriculum will focus on the skills, knowledge, and attitudes demanded by employers in the workplace. Students will study economics, marketing and basic accounting concepts. Emphasis will be placed on business computer applications including word processing, spreadsheets, and databases. Students will have the opportunity to demonstrate knowledge of retail merchandising, customer service, and working with a team by participating in the operation of a school-owned student operated snack bar and classroom projects. Student participation in related co-curricular vocational student organizations, DECA and BPA, is strongly encouraged.
- 0228 Personal and Business Finance - Recommended for Students Grades 10 - 12** - Course covers fundamental concepts of personal financial management to include insurance, budgeting, credit, savings, investments, home financing, retirement, and estate planning, and consumer debt management. Finance relating to problems, methods, and policies in financing business enterprise are also covered.
- 0230 Consumer/Business Math - Recommended for Students Grades 7 - 12** - This course covers mathematical applications that reinforce general math topics, such as arithmetic using rational numbers, measurement, and basic statistics. Consumer applications may include personal and business budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.
- 0231 Financial Spreadsheets - Recommended for Students Grades 7 - 12** - This course provides an in-depth study of Microsoft Excel spreadsheet software. A hands-on approach is taken with projects and assignments and may cover the MOUS certification requirement.
- 0239 Individual Taxation - Recommended for Students Grades 11 - 12** - This course examines the fundamental characteristics of Federal and state legislation as applied to individual incomes. Students will be introduced to basic tax return preparation issues and the software to do basic tax returns. On the job training and a certification examination may be integral to this class.
- 0240 Business Communications - Recommended for Students Grades 9 - 12** - Course emphasizes written reports, proposals, memos and business letters, Principles of effective business writing, business letter and solution of business problems by letter, letter of application, development of effective expression, related business forms and business reports are covered. Additional communication skills are addressed - non verbal communication, cultural differences in non-verbal communication, listening, and oral communication.
- 0250 Business Law - Recommended for Students Grades 10 - 12** - Course is designed to give students an understanding of the U.S. legal system, the law of contracts, and Uniform Commercial Code statutes regulating the sale of goods and commercial paper. Student will investigate the nature and role of the law in our society with emphasis in personal, consumer, and business law. The legal environment in which business operates will be investigated.
- 0254 Business Ethics - Recommended for Students Grades 10 - 12** - Reasoning for issues in business and business practices that uses both a theoretical and practical approach to business decision-making are examined as well as quality and customer service insight and skills. An emphasis on current events/issues in the local, state, national, and world economy are integrated in the instruction.
- 0261 Hospitality and Tourism - Recommended for Students Grades 10 - 12** - Course provides basic knowledge plus as well as job shadowing experiences for the student who is interested in a career in lodging, hospitality, travel and tourism. Areas of study may cover culinary arts, lodging occupations, travel services, customer service and management of recreation, sales, marketing, leisure programs or events. In some school districts, membership in the student vocational organization may be required to involve students in leadership, community service and competitive events. Course may also be apart of a team-teaching approach to a career pathway (several aligned sequential courses)
- 0265 Hotel Management I - Recommended for Students Grades 11 - 12** - Sequential course designed to introduce students to industry standards such as customer relations, accounting, management techniques, public relations, customer services, and marketing. Industry standards and certifications for front and back of the house are also available. Students are also encouraged to explore a wide variety of careers found in the hospitality and lodging/resort industries. School districts involved in this program must complete an RFP process and be a recognized site. Co-sponsored by the Educational Institute of the American Hotel and Lodging Association. Course may also be apart of a team-teaching approach to a career pathway (several aligned sequential courses)



## Student Teacher Accountability Reporting System



### Code Business – 0201~0299

- 0266 Hotel Management II - Recommended for Students Grades 10 - 12** - Sequential course designed for students pursuing careers in hospitality and lodging/resort industries. This is an intensive program involving topics covering entrepreneurship and managerial techniques, portfolio and customer service skills, safety and related work issues, beverage/banquet, limited service, full service, resort, and bed and breakfast operations. Golf course maintenance, human resource management, are also covered with certifications available. Students who complete the program, a 400-hour internship, and pass the national exam leave high school with a national certification recognized by the hospitality industry. Co-sponsored by Educational Institute of the American Hotel and Lodging Association. Course may also be apart of a team-teaching approach to a career pathway (several aligned sequential courses)
- 0267 Human Resource Management - Recommended for Students Grades 11 - 12** - This course is designed to provide the student with a contemporary and comprehensive introduction to the field of personnel/human resource management aimed at the student who wants to know how these functions and tools will assist one in becoming a better manager. The International Sector is also covered. Emphasis is placed on cooperation among all managers for the successful administration of human resources.
- 0269 Hotel Management Internship - Recommended for Students Grades 10 - 12** - Sequential course designed to provide the work experience component of the Hotel Management Program of study offered through the American Hotel and Lodging Association. . Student will work in an industry-based setting and be evaluated by work-based competencies. Varying numbers of hours must be completed in the internship in order to receive the industry-recognized certification.
- 0270 Computer/Business Technologies - Recommended for Students Grades 7 - 12** - This course is designed to develop the student's computer technology skills as they prepare for a career in the world of business. Student will produce business documents using word processing, spreadsheet, database and presentation skills to be an effective employee; operate business equipment, read and write technical documents, apply office management procedures, learn communication etiquette, manage time and projects, develop interpersonal skills, examine employer/employee interactions, and develop job preparation skills.
- 0271 Database Design and Programming - Oracle Academy - Recommended for Students Grades 7 - 12** - Students analyze case studies to identify patterns and connections between information not obviously related and to develop solutions to make a business effective. The program teaches inductive reasoning to solve problems and think conceptually, systematically, and critically by transforming business requirements into an operational database, creating and implementing database design, managing a business project, and preparing for SQL Certification exam. Students become proficient business analysts, technical experts in structured query language (SQL), and develop essential "professional skills" including teamwork, project management, presentation, and interviewing techniques.
- 0276 Web Page Design - Recommended for Students Grades 7 - 12** - Course emphasizes skill development that will enable students to author, edit, debug, evaluate and publish web pages on a server. The basics of planning and creating Web Pages, using text editors, and HTML editors, selecting and adding images, choosing background colors, creating active internal and external links, adding lists and testing pages created are also covered.
- 0290 Business Economics - Recommended for Students Grades 9 - 12** - This course provides an understanding of basic economic principles and use of economic reasoning skills to analyze the impact of economic systems on individuals, families, businesses, communities and governments. Course includes basic concepts of macro and micro economics, definition of economics, demand and supply, output and cost, competition, monopoly, markets and government, income distribution and equality, national income, employment and unemployment, budget and fiscal policy, foreign trade and business.
- 0294 AP Microeconomics - Recommended for Students Grades 10 - 12** - Course is designed to parallel a semester of college-level microeconomics, AP Microeconomics courses provide students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers (both consumers and producers), and place primary emphasis on the nature and functions of product markets, while also including a study of factor markets and the role of government in the economy. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 0295 AP Macroeconomics - Recommended for Students Grades 10 - 12** - Course is designed to parallel a semester of college-level macroeconomics, AP Macroeconomics courses provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole, placing particular emphasis on the study of national income and price determination, and developing students' familiarity with economic performance measures, economic growth, and international economics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.



**Code Business – 0201~0299**

**0297 Business Work Experience (Co-op) (formerly Business Work Site Experience - Cooperative Education - OJT) - Recommended for Students Grades 11 - 12** - Course work experience is gained within the business field. The student, teacher, and employer will set goals cooperatively: classroom attendance, related training experience, and related course work are an integral part of the Business -OJT Experience - Course may also include work-study, internships, school based enterprises, service learning, mentor programs, or job shadowing experiences. Goals are set for the employment period and related classroom experiences will align with occupational training in the field. Improvement of employability skills and discussion regarding the experiences and problems encountered on the job will also be included in classroom activity.

**0299 Business** - Recommended for Students Grades 7 - 12 - Other

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**5. Computer and Information Sciences – 0301~0399**

This subject area encompasses courses that concern computer technology, computer programming, and the electronic manipulation, processing, and transmission of data.

**Code Computer and Information Sciences – 0301~0399**

**0301 Basic Computer** - Courses introduce the computer and peripheral devices, the functions and uses of computers, the language of the computer industry, possible applications, and occupations related to computer hardware and software. Legal and ethical issues may be explored, as well as the effect of the computer on modern society. Performance of some computer operations may be required.

**0302 General Computer Applications** - Designed for students with an interest in exploring the uses of the personal computer, General Computer Applications courses provide experience in the proper use of previously written software packages. A wide range of applications is explored, including (but not limited to) word processing, spreadsheet, graphics, and database programs. Electronic mail and desktop publishing may also be included. Exercises and problems may be from any field, or may be defined by the student(s).

**0303 Business Computer Applications** - Designed for students with an interest in business/office occupations, Business Computer Applications courses provide experience in the proper use of previously written software packages. Generally, a wide range of applications is explored, including (but not limited to) word processing, spreadsheet, graphics, and database programs. More advanced topics (such as electronic mail, desktop publishing, and telecommunications) may also be included. Exercises and problems are specifically business related.

**0313 Business Programming** - Courses provide students with experience in using previously written software packages as well as designing and writing programs of their own. With a focus on business application, the word processing, spreadsheet, graphics, and database exercises contain a business industry focus, and the original programs are written in languages typical of the business industry (BASIC, COBOL, and/or RPL).

**0314 Data Systems/Processing** - Courses introduce students to the uses and operation of computer hardware and software and to the programming languages used in business applications. Students typically use BASIC, COBOL, and/or RPL languages as they write flowcharts or computer programs. Data processing skills may also be a component of Data Systems/Processing courses.

**0315 Computer Graphics** - Courses provide students with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Modeling, simulation, animation, and image retouching are possible course topics.

**0316 Computing Systems** - Courses offer a broad exploration of the use of computers in a variety of fields. Course content may have a considerable range, but typically includes the introduction of robotics and control systems, computer assisted design, computer aided manufacturing systems, and other computer technologies as they relate to industry applications.

**0317 Computer Technology** - Courses introduce students to the features, functions, and design of computer hardware, and provide instruction in the maintenance and repair of computer components and peripheral devices.

**0318 Network Technology** - Courses introduce students to the technology involved in the transmission of data between and among computers through data lines, telephone lines, or other transmission media (such as hard wiring, cable television networks, radio waves, and so on). The course may emphasize the capabilities of networks, network technology itself, or both. Content topics emphasizing network capabilities include electronic mail, public networks and electronic bulletin boards; topics emphasizing the technology include network software, hardware, and peripherals involved in setting up and maintaining a computer network.

**Code Computer and Information Sciences – 0301~0399**

- 0323 Computer Science/Programming** - Courses provide the background knowledge and skills to construct computer programs in one or more languages. Computer coding and program structure are often introduced with the BASIC language, but other computer languages such as Pascal or COBOL may be used instead. Initially, students learn to structure, create, document, and debug computer programs. In advanced courses, more emphasis is placed on design, skills to relevant applications such as modeling, data management, graphics, and text processing.
- 0324 BASIC Programming** - Courses provide the opportunity to gain expertise in computer programs using the BASIC language. A general computer programming courses with the emphasis on how to structure and document computer programs, and how to use problem solving techniques. As students advance, they learn to capitalize on the features and strengths of the BASIC language (loops, subscripted variables, and sequential and random access data files) and to place more emphasis on clarity and efficiency.
- 0325 Pascal Programming** - Courses provide the opportunity to gain expertise in computer programs using the Pascal language. Emphasis is on how to structure and document computer programs, and how to use problem solving techniques. However, as students advance, they learn to capitalize on the features and strengths of Pascal (top down design, procedures, and loops) and to place greater emphasis on design and efficiency.
- 0326 Computer Programming - Other Language** -Courses provide the opportunity to gain expertise in computer programs using languages other than BASIC and Pascal, such as FORTRAN, COBOL, C, and so on. Emphasis is on how to structure and document computer programs, and how to use problem solving techniques. As students advance, they learn to capitalize on the features and strengths of the language being used.
- 0327 AP Computer Science A** - Course emphasizes programming methodology and procedural abstraction. It includes the study of algorithms, data structures, and data abstraction, but these topics are not covered to the extent that they are covered in Computer Science AB. The content of Computer Science A is a subset of the content of computer Science AB. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 0328 IB Computer Studies** - Courses prepare students to take the International Baccalaureate Computing Studies exam at either the Subsidiary or Higher level. Usually a two year study, the courses emphasize problem analysis, efficient use of data structures and manipulation procedures, and logical decision-making. The IB Computing Studies course content also covers the applications and effects of the computer on modern society as well as the limitations of computer technology.
- 0329 AP Computer Science AB** - Course includes all the topics of Computer Science A, as well as a more formal and in-depth study of algorithms, data structures, and data abstraction. For example, binary trees are studied in computer Science AB but not in Computer Science A. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 0330 Database Design and Programming - Oracle Academy - Recommended for Students Grades 9 - 12** - Students analyze case studies to identify patterns and connections between information not obviously related and to develop solutions to make a business effective. The program teaches inductive reasoning to solve problems and think conceptually, systematically, and critically by transforming business requirements into an operational database, creating and implementing database design, managing a business project, and preparing for SQL Certification exam. Students become proficient business analysts, technical experts in structured query language (SQL), and develop essential “professional skills” including teamwork, project management, presentation, and interviewing techniques.
- 0331 Database Programming with SQL – Oracle Academy Grades 9 - 12-** This is the second portion of the Database Design and Programming with SQL course. In this portion, students implement their database design by creating a physical database using SQL, the industry-standard database programming language. Upon completion of this course, students have the opportunity to sit for the first of two exams required to earn the Oracle Certified Associate.
- 0340 IT Essentials: PC Hardware and Software- Cisco Academy Grades 9 - 12** - An introduction to computer components, laptops and portable devices, wireless connectivity, security, safety, environmental concerns and diagnostic tools.
- 0341 CCNA Discovery - Cisco Academy Grades 9 – 12** - A foundational curriculum that offers a hands-on approach to learning, using interactive tools and easy-to-follow labs to help students learn the general theory needed to build networks.
- 0342 CCNA Exploration - Cisco Academy Grades 9 - 12** - A comprehensive overview of networking; from fundamentals to advanced applications, based on a top-down approach to learning that emphasizes theoretical concepts and practical application.
- 0343 CCNP v5.0- Cisco Academy = Grades 9 – 12** - An advanced overview of complex network configurations, diagnostic tools, and troubleshooting processes.



**Code Computer and Information Sciences – 0301~0399**

- 0395 Computer and Information Sciences - Related Subjects** - Courses in this category offer instruction in related topics that are necessary or helpful in occupations involving computer and computer related technologies; such topics may include mathematics, science, and/or technical reading.
- 0396 Computer and Information Sciences-Independent Study** - Courses often conducted with instructors as mentors, enable students to explore computer related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular programming language, explore a topic of special interest within the computer industry, or develop skill in a specific computer application.
- 0397 Computer and Information Sciences Work Site Experiences - Cooperative Education -OJT** - Recommended for Students Grades - Through these courses, work experience is gained within either the computer or information sciences fields. Goals will be set cooperatively by the student, teacher, and employer: classroom attendance, related classroom training experience, and related course work are an integral part of the Computer and Information Sciences
- 0399 Computer and Information Sciences - Other**

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**6. Construction Trades – 0401~0499**

This subject area encompasses courses that concern the knowledge and skills necessary for the assemblage of materials to create residential or commercial buildings, including carpentry, masonry, ventilation and air conditioning, plumbing, electricity, and electronics.

**Code Construction Trades - 0401~0499**

- 0401 Construction Career Exploration - Recommended for Students Grades 6 - 8** - Courses expose students to the opportunities available in construction related trades, such as carpentry, masonry, air conditioning/refrigeration, plumbing, and so on. Students learn about the processes involved in construction projects, and may engage in a variety of small projects. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths within construction related fields.
- 0402 Construction - Recommended for Students Grades 9** - Courses provide basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance. Advanced courses may include study of transportation systems and infrastructures.
- 0414 Carpentry 1 - Recommended for Students Grades 9** - Courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods, and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work. Carpentry courses may also include career exploration, good work habits, and employability skills.
- 0415 Framing Carpentry - Recommended for Students Grades 10 - 12** - Courses provide students with much of the same knowledge as general carpentry courses (knowledge of various types and grades of woods, proper and safe use of hand and power tools, site selection and preparation), but place a special emphasis on construction methods applicable to floor, wall, roof, and/or stair framing. Course content may also include insulation installation and painting.
- 0416 Particular Topics in Carpentry - Recommended for Students Grades 10 - 12** - Courses falling within the Particular Topics in Carpentry category are specialized courses concerned with building construction or carpentry. All course work focuses upon a particular skill or set of skills related to one sub topic, such as Floor Framing, Wall and Partition Framing, Interior Finishing, or Exterior Finishing.
- 0417 Woodworking - Recommended for Students Grades 10 - 12** - Courses introduce students to the various kinds of woods used in industry, and offer experience in using selected woodworking tools. Student's design and construct one or more projects, and may prepare a bill of materials. Correct and safe use of tools and equipment is emphasized. As students advance within Woodworking classes, they focus on learning the nomenclature of power tools, developing skills to safely use these tools in the workshop, and becoming familiar with various kinds of wood finishing materials. Advanced students typically design a project; prepare bills of materials, construct, and finish proposed projects.

**Code Construction Trades - 0401~0499**

- 0418 Cabinetmaking - Recommended for Students Grades 10 - 12** - Courses provide experience in constructing cases, cabinets, counters, and other interior woodwork. Students learn to distinguish between various types of furniture construction and their appropriate applications. Various woodworking machines and power tools for cutting and shaping wood are introduced and used. Cabinetmaking courses cover the different methods of joining pieces of wood, how to use mechanical fasteners, and how to attach hardware; beginning courses may resemble Woodworking courses. Advanced classes teach how to install plastic laminates on surfaces and how to apply spray finishes.
- 0423 Masonry - Recommended for Students Grades 10 - 12** - Courses enable students to learn to construct interior and exterior walls, columns, doorways, window openings, fireplaces, chimneys, and foundations from brick and concrete block. Along with other activities, students may mix and spread cement and mortar, read blueprints and plans, and estimate materials needed for a project. Training may also be offered on how to layout buildings on footings and to establish grades using a surveying transit. Some courses may treat one or more of these topics in particular detail.
- 0425 Carpentry 2 Grades 9 – 12** - This is a second sequential course in a carpentry program of study meant to take a student into higher level knowledge and skill development.
- 0426 Carpentry 3 Grades 9 – 12** - This is a third sequential course in a carpentry program of study meant to take a student into higher level knowledge and skill development.
- 0431 Air Conditioning - Recommended for Students Grades 10 - 12** - Courses offer specialized training related to the design, installation, and repair of air conditioning systems for residential and commercial use. Air Conditioning courses may emphasize the theory and design of electrical, electronic, mechanical, and pneumatic control systems used in air conditioning systems; they might also (or instead) focus on procedures used in troubleshooting, servicing, and installing components of air conditioning systems.
- 0432 Refrigeration - Recommended for Students Grades 10 - 12** - Courses provide exposure to and training in the theories, equipment, and skills needed to design, install, and repair commercial and residential refrigeration systems. Course topics typically include the theory of thermodynamics, measurement of pressures and temperatures, components and common accessories of refrigeration systems, and repair and safety procedures.
- 0433 Heating - Recommended for Students Grades 10 - 12** - Courses offer training specific to the design, installation, and repair of heating systems for residential use. Topics typically include electric, gas, and/or steam systems; ventilation procedures; safety practices; and installation and trouble shooting techniques.
- 0434 Air Conditioning/Refrigeration - Recommended for Students Grades 10 - 12** - Courses enable students to develop the combined skills and knowledge to install, maintain, adjust, and repair both air conditioning and refrigeration systems.
- 0435 Air Conditioning/Heating/Refrigeration - Recommended for Students Grades 10 - 12** - Courses enable student to learn the basic principles of these systems, along with the identification and safe use of tools/equipment used in the trade.
- 0436 Heating/Ventilation/Air Conditioning - Recommended for Students Grades 10 - 12** - Courses synthesize basic and advanced principles in heating, ventilation, and air conditioning, including topics such as air filtration methods, humidity control, and the installation and maintenance of heat pumps, furnaces, and air conditioners. Students also learn climate control systems; electrical wiring; systems design; sizing, fabricating and installing ductwork; installing and maintaining climate control systems; and safety.
- 0437 Particular Topics in HVACR - Recommended for Students Grades 10 - 12** - Courses offer specialized training in aspects or topics that are common to various climate control systems (heating, ventilation, air conditioning, and refrigeration systems); such topics may include electrical components, diagrams and blueprints, welding and soldering techniques, and so on.
- 0438 Plumbing - Recommended for Students Grades 10 - 12** - Courses provide instruction in installing waste and vent systems, water and gas pipes, trim, and fixtures. Skills taught include cutting and joining various types of pipe (for instance, steel, plastic) using various methods (cement, seat method, and so on). Course topics may also cover plumbing occupations, employability skills, and entrepreneurship.
- 0439 Plumbing and Heating - Recommended for Students Grades 10 - 12** - Courses deal with the installation, assembly, maintenance and repair of piping, plumbing, heating equipment, and water and drainage systems. Topics covered include computation of heat losses and BTU requirements, and blueprint reading. Students gain experience with electric, gas, and oil furnaces; vacuum pumps; air compressors; and mechanical and pneumatic testing equipment.
- 0441 Exploration of Electricity/Electronics - Recommended for Students Grades 10 - 12** - Courses offer instruction in the theory of electricity and in the terminology, skills, and safety procedures common to careers involving electricity, electronics, and related fields. Topics included are those relevant to these careers, such as Ohm's law, electrical equipment, wire systems, and so on; career exploration is often (but not always) an integral part of these courses.

**Code Construction Trades - 0401~0499**

- 0442 Electricity-Comprehensive - Recommended for Students Grades 10 - 12** - Courses provide a survey of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. AC and DC circuitry, safety, and the National Electrical Code are typically covered; skills covered may include those involved in building circuits; wiring residential, commercial, and/or industrial buildings; installing lighting, power circuits, and cables; and estimating job costs. As students progress, their projects become more complex and expansive. Safety is stressed, and the courses may include a career exploration component.
- 0443 Residential Wiring - Recommended for Students Grades 10 - 12** - Course covers many of the same topics as Electricity-Comprehensive courses, Residential Wiring courses apply the knowledge and skills gained particularly to the electrical systems found in family dwellings. Because these courses emphasize residential electricity, topics may also include cable installation, telephone systems, and installation of lighting fixtures, outlets, and so on. Maintenance and repair skills are often included as course topics.
- 0444 Industrial Electricity - Recommended for Students Grades 10 - 12** - Course covers many of the same topics as Electricity-Comprehensive courses, Industrial Electricity courses apply the knowledge and skills gained particularly to the electrical systems used in industry. Because of this emphasis, Industrial Electricity courses may also include installation of transformers and control devices, emergency generator systems, and other industrial applications as course topics.
- 0445 Particular Topics in Electricity - Recommended for Students Grades 10 - 12** - Courses offer specialized training in particular topics relevant to students who are preparing to be electricians.
- 0452 Electronics-General - Recommended for Students Grades 10 - 12** - Courses offer training in the theory and skills involved in repairing and rebuilding electronic equipment such as radios, television sets, and industrial equipment; they typically include the basic theory of electricity as well. Course topics may include AC, DC, analog, and integrated circuitry, solid state and digital devices, amplifiers, and semiconductors.
- 0453 Particular Topics in Electronics - Recommended for Students Grades 10 - 12** - Individual courses in this category offer specialized training in topics related to electronics and occupations in electronics such as diodes, transistors, digital techniques, solid state devices, analog circuits, and microprocessors.
- 0462 Electricity/Electronics-General - Recommended for Students Grades 10 - 12** - Courses teach fundamental concepts of electricity and electronics, including safety procedures, and may introduce students to the available occupations in electrical and electronic industries. Topics covered typically include the following: components of circuits; reading schematics and diagrams; electricity and electronics as sources of energy and communications; and using equipment common to these occupations, such as ammeters, voltmeters, capacitor checkers, transistor testers, signal generators, and ohmmeters.
- 0463 Particular Topics in Electricity/Electronics - Recommended for Students Grades 10 - 12** - These courses provide instruction in the theory and skills needed in careers involving electricity, electronics, and related fields that focus on electrical wiring (for example, refrigeration, air conditioning). The courses included in this category treat topics common to these fields in some detail.
- 0473 Building Maintenance - Recommended for Students Grades 10 - 12** - Courses train students to maintain commercial, industrial, and residential buildings and homes. Instruction is provided in the basic maintenance and repair of air conditioning, heating, plumbing, electrical, and other mechanical systems. Topics covered may include identification and safe use of hand and power tools; installing and repairing floor coverings, walls, and ceilings; installing and repairing doors, windows, screens, and cabinets; applying finishes to prepared surfaces; and repairing roofs, masonry, plumbing, and electrical systems.
- 0494 Electricity/Electronics-Related Subjects - Recommended for Students Grades 10 - 12** - Courses in this category offer instruction in related topics that are necessary or helpful in occupations involving electricity or electronics; such topics may include mathematics, science, technical reading, or other related topics.
- 0495 Construction Trades-Related Subjects - Recommended for Students Grades 10 - 12** - Courses provide skills and knowledge necessary or useful for particular occupations or technologies within the construction trades. Particular topics and skills, or their applications, covered in these courses may vary with the occupation or technology. (For example, mathematics for carpentry students may differ somewhat from mathematics for plumbing students.)
- 0498 Construction Trades Internship - Recommended for Students Grades 11 - 12** - Courses provide work experience in the construction or related field, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study of the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job.
- 0499 Construction Trades - Recommended for Students Grades 6 - 12** - Other

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**7. Cosmetology – 0603~0699**



This subject area encompasses courses that concern the knowledge and skills applicable to the care of hair, skin, and nails.

### Code Cosmetology – 0603~0699

- 0603 Cosmetology-Licensing - Recommended for Students Grades 11 - 12** - Courses provide students with the knowledge and skills applicable to the care of hair, skin, and nails, and prepare students for the state's Board of Cosmetology examinations. Almost always a series of courses with a specified number of instructional hours, Cosmetology-Licensing courses also require applied experience. Course content covers such topics as human anatomy and skin conditions, chemistry and bacteriology, sanitation and sterilization, state laws and regulations, and shop management. Experiences are provided in shampooing, cutting, styling, bleaching, coloring, tinting, waving, and relaxing hair; and providing facials and manicures.
- 0604 Barbering - Recommended for Students Grades 11 - 12** - Courses provide students with the skills and experience to shave, style, and trim mustaches and beards, and to cut, shampoo, and style hair. Course topics include hygiene, skin and scalp disease, and use of equipment. Barbering courses may aim to prepare students for the state's licensing examinations and may include topics similar to those included in Cosmetology courses.
- 0605 Cosmetology-Non licensing - Recommended for Students Grades 11 - 12** - Courses provide students with the knowledge and skills applicable to the care of hair, skin, and nails, but do not necessarily prepare students for the state's Board of Cosmetology examinations. Experience is gained in hair care, facials, and manicures; course topics may include human anatomy, sanitation and sterilization, and chemistry and bacteriology. Shop management and state regulations may be included.
- 0606 Cosmetology-Nail Specialization - Recommended for Students Grades 11 - 12** - Courses offer experience in providing manicures, pedicures, and nail extension treatments. These courses may also include topics such as hygiene; entrepreneurship, human relations, and other related subject matter.
- 0607 Cosmetology-Facial Specialization - Recommended for Students Grades 11 - 12** - Courses offer information and experience related to skin care, the provision of facials, make up application, and facial massage. These courses may also include topics such as hygiene and sanitation, human anatomy and skin conditions, entrepreneurship, and/or human relations.
- 0695 Cosmetology-Related Subjects - Recommended for Students Grades 11 - 12** - Courses in this category offer instruction in related topics that are necessary or helpful in cosmetology occupations; such topics may include mathematics, science, entrepreneurship, and so on.
- 0698 Cosmetology Internship - Recommended for Students Grades 11 - 12** - Courses provide work experience in the cosmetology field, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job.
- 0699 Cosmetology - Other - Recommended for Students Grades 11 - 12** - Other

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

### 8. Drafting – 0701~0799

This subject area encompasses courses that concern the technical craft of drawing illustrations to represent or to specify the design of architectural structures, engineering projects, electrical or electronic systems, and mechanical or industrial applications.

### Code Drafting – 0701~0799

- 0701 Drafting Careers Exploration - Recommended for Students Grades 6 - 8** - Geared for students with a possible interest in careers that use drafting skills and applications, Drafting Careers Exploration courses expose students to the opportunities available for a draftsman (engineering, architectural, industrial, and so on). These courses serve to introduce basic skills and the field in general, providing students the opportunity to identify a focus for continued study or to determine that their interests lie elsewhere.

**Code Drafting – 0701~0799**

- 0702 Drafting-General - Recommended for Students Grades 9 - 12** - Courses usually offered as a sequence of courses, introduce students to the technical craft of drawing illustrations to represent and/or analyze design specifications, and then refine the skills necessary for this craft. Drafting-General courses use exercises from a variety of applications to provide students with the knowledge and experience to develop the ability to perform freehand sketching, lettering, geometric construction, multi-view projections, and to produce various types of drawings (working, detail, assembly, schematic, perspective, and so on). Computer aided drafting (CAD) systems (if available) are typically introduced and used to fulfill course objectives.
- 0703 Drafting-Architectural - Recommended for Students Grades 10 - 12** - Courses introduce and refine the technical craft of drawing illustrations to represent and/or analyze design specifications, using examples drawn from architectural applications. General drafting skills are developed, but a particular emphasis is placed on interior and exterior residential (and light commercial) design, site orientation, floor plans, electrical plans, design sketches, and presentation drawings. Students may prepare scale models.
- 0704 Drafting-Civil/Structural - Recommended for Students Grades 10 - 12** - Courses introduce and refine the technical craft of drawing illustrations to represent and/or analyze design specifications, using examples drawn from civil engineering and/or structural applications. General drafting skills are developed, but a particular emphasis is placed on skills needed for typography and survey work.
- 0705 Drafting-Electrical/Electronic - Recommended for Students Grades 10 - 12** - Courses introduce and refine the technical craft of drawing illustrations to represent and/or analyze design specifications, using examples drawn from electric and/or electronic fields. General drafting skills are developed, but a particular emphasis is placed on those skills needed for electrical and electronic schematics.
- 0706 Drafting-Technical/Mechanical - Recommended for Students Grades 10 - 12** - Courses introduce and refine the technical craft of drawing illustrations to represent and/or analyze design specifications, using examples drawn from industrial applications. General drafting skills are developed, but a particular emphasis is placed on sectioning, auxiliary views, revolutions, and surface development. Basic machining and fabrication processes may be introduced as students draw schematic diagrams featuring cams, gears, linkages, lever, pulleys, and so on. Drafting-Technical/Mechanical courses are often used as prerequisites for other drafting courses.
- 0707 CAD Design and Software - Recommended for Students Grades 10 - 12** - Frequently offered as an intermediary step to more advanced drafting courses (or as a concurrent course); CAD Design and Software courses introduce students to the computer aided drafting systems available in the industry.
- 0712 Blueprint Reading-General - Recommended for Students Grades 10 - 12** - Courses provide students with the knowledge and ability to interpret the lines, symbols, and conventions of drafted blueprints. The general emphasis is on interpretation, not production, of blueprints, although the courses may provide both types of experiences. General Blueprint Reading courses use examples from a wide variety of industrial and technological applications.
- 0713 Blueprint Reading-Related - Recommended for Students Grades 10 - 12** - Courses provide students with the knowledge and ability to interpret the lines, symbols, and conventions of drafted blueprints specific to a given industry. Blueprint Reading-related courses are typically taken in conjunction with courses in the related industry.
- 0795 Drafting-Related Subjects - Recommended for Students Grades 10 - 12** - Courses in this category offer instruction in related topics that are necessary or helpful in drafting occupations; such topics may include mathematics, art, design, technical reading, or other related topics.
- 0796 Drafting-Independent Study - Recommended for Students Grades 10 - 12** - Courses often conducted with instructors as mentors enable students to explore drafting related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular industry application, to explore a topic of special interest within a related industry, or to develop greater drafting skills.
- 0798 Drafting-Co-Op - Recommended for Students Grades 11 - 12** - Courses provide work experience in marketing careers, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job.
- 0799 Drafting - Recommended for Students Grades 9 - 12 - Other**

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**9. Elective Activities – 0801~0899**



## Student Teacher Accountability Reporting System



This subject area encompasses courses that do not concern a particular subject field or discipline; included within it are courses that provide general test preparation, study skills, special assistance, opportunities for peer tutoring, community service, and internships, and, exposure to leadership and school governance.

### Code Elective Activities – 0801~0899

- 0801 Standardized Test Preparation** - Courses help prepare students for national standardized tests such as the PSAT, SAT, and ACT. These courses seek to develop and/or expand students' vocabulary, test taking, and reasoning skills through study, lecture, and practice drills. Course topics may include vocabulary review; root words, prefixes, and suffixes; mathematical concepts, logic, and rules; and general problem solving and test taking strategies.
- 0802 State Test Preparation** - Courses prepare students for particular state tests required for graduation. These courses may cover specific content areas (such as citizenship, mathematics, language arts, and so on) according to individual student needs, or may be a more general course of study, similar to the Standardized Test Preparation course described above.
- 0803 Study Skills** - Courses prepare students for success in high school or for post secondary education. Course topics may vary according to the audience, but may include reading improvement skills, such as scanning, note taking, and outlining; library and research skills; listening, note taking, and vocabulary skills; and test taking skills. The course may also include exercises to generate organized and logical thinking and writing.
- 0804 Speed Reading - Recommended for Students Grades K - 12** - Courses prepare students for success in reading a variety of materials. Course topics may vary according to the audience, but may include vocabulary skills; test taking skills; speed readings. Classes teach easy techniques that help an individual focus his/her attention better. The eye is drawn to motion. Speed reading techniques put that motion on the page. A student should already be a reader before attempting to speed read. Speed reading will not help if the student has problems in comprehension and vocabulary.
- 0805 Media Literacy - Recommended for Students Grades 6-12** - Course will guide students to learn the process of analyzing, evaluating and creating messages in a wide variety of media modes, genres and forms. Students will use an inquiry-based instructional model that encourages them to ask questions about what they watch, see and read. They will learn ways to access, analyze, evaluate and produce communication in a variety of forms. This course will help students understand the ways that words, images and sounds influence the way meanings are created or manipulated and shared in our contemporary global society.
- 0811 Dropout Prevention Program - Recommended for Students Grades 7 - 12** - Courses vary widely, but typically are targeted for students who have been identified as being at risk of dropping out or failing out of school. Course content may include study skills and individual tutorials; job preparation, readiness, application, or interview skills; communication skills; personal assessment and awareness activities; speaker presentations; and small group seminars.
- 0814 Multicultural Studies - Recommended for Students Grades 7 - 12** - Course will provide students with a variety of experiences that directly relate to family heritage and multicultural diversity found in New Mexico. Students will participate in activities that assist in recognizing and understanding the dialectical differences found in New Mexico. This course will help students to understand variations in languages spoken, and help maintain a bridge in communications between generations. Students will also learn techniques for using church records, family histories (both written and oral), and other public documents to discover their personal backgrounds through the study of family genealogies.
- 0815 Reconnecting Youth Program - Recommended for Students Grades 7 - 12** - Course teaches student the social skills needed for independent functioning within the community. The objective is to reduce risk factors and enhance protective factors linked with adolescent behaviors and adolescent drug involvement. Topics may include self-control, self-expression, decision-making, appropriate behavior, and how to interact with others and maintain relationships. Strategies utilized include social support and life skills training in personal growth curriculum, social activities and school bonding. It builds strong self-confidence, increases self-esteem, attendance and academic achievement.
- 0817 Drivers' Education-Classroom Only** - Courses provides students with the knowledge to become safe drivers on America's roadways. Legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs) are all included as topics of this course.
- 0818 Drivers' Education-Classroom and Laboratory** - Courses provide students with the knowledge and experience to become safe drivers on America's roadways. Legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs) are all included as topics of this course. Experience in driving a vehicle is an essential component of this course; students usually receive their learner's permit and/or driver's license during or as a result of this course.



## Student Teacher Accountability Reporting System



### Code Elective Activities – 0801~0899

- 0821 Student Aide - Recommended for Students Grades 7 - 12** - Course provides students with the opportunity to work in one of several campus offices (front, attendance, guidance, athletic offices, in the library or audio visual center, or with individual teachers), assisting the appropriate professionals with their duties. Note: if the particular area (office or subject) is known, use the codes below or within the particular subject area.
- 0822 Office Aide - Recommended for Students Grades 7 - 12** - Course provides students with the opportunity to work in campus offices, developing skills related to clerical office work. Duties may include, among others, typing, filing, record keeping, receiving visitors, answering the telephone, and duplicating. Emphasis is placed on appropriate work attitude, human relations, and proper office procedures.
- 0823 Teacher Aide - Recommended for Students Grades 7 - 12** - Course provides students with the opportunity to assist teachers with classroom duties. Note: if the particular subject area is English Language and Literature or Life and Physical Science, use the code associated with the aide course within that subject area.
- 0824 Guidance Aide** - Course provides students with the opportunity to work in the campus guidance office. Duties may include, among others, typing, filing, record keeping, assisting students, answering the telephone, and duplicating. Students may also act as guides to new students. Emphasis is placed on appropriate work attitude, human relations, and proper office procedures.
- 0825 Library/AVC Aide** - Course provides students with the opportunity to work in the library or audiovisual center. Duties may include collecting, distributing, and categorizing materials; operating audiovisual equipment; assisting students and teachers; and clerical duties. Students typically gain experience in library science and/or media and audiovisual technology.
- 0831 Tutoring Practicum** - Course provides students the opportunity to offer tutorial assistance to their peers or to younger students. After an initial training period during which students learn how to work with other students and how to capitalize on the available resources (e.g., staff, written material, audiovisual aids, etc.), students engage in tutoring and assisting others who need or request help.
- 0832 Tutorial** - Course provides students with the assistance they need to successfully complete their coursework. Tutors may be teachers or other students. Students may receive help in one or several subjects, according to their individual needs.
- 0833 Study Hall - Recommended for Students Grades 7 - 12** - Course provides students with the opportunity and time to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom.
- 0841 Leadership** - - Course is designed to strengthen students' personal and group leadership skills, typically intended for students involved in extracurricular activities (especially as officers of organizations or student governing bodies). Leadership courses may cover topics such as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics. (This course cannot be used to grant credit for participation in a career-technical student organization [refer to list of organizations under Field 87 Student file of ADS manual]).
- 0842 School Orientation** - Courses provides an introduction to the culture of the school so that students may understand staff expectations and the school's structure and conventions. School Orientation courses are typically offered at private, alternative, or experimental schools and may vary widely according to the aims and methods of the school itself.
- 0843 School Governance** - Course convenes students as an entire student body to discuss common concerns, organize groups for action, make decisions, and solve school related problems. Because of the nature of the course, School Orientation courses are typically offered at private, alternative, or experimental schools.
- 0851 Community Service** - Course provides students with the opportunity to receive school credit for volunteering their time, energy, and talents in a community service organization and public schools. The courses are usually (but not always) conducted with a seminar component, so that students' volunteer experiences can be used as learning experiences in problem solving, decision-making, and effective communication.
- 0852 Executive Internship with Seminar** - Course provides students with the opportunity to work alongside a community leader, administrator, or other type of professional, learning the concepts of management and professional activities. These courses have an in school component as well (such as a seminar class) to discuss the employment experience, aspects of the business world, and problems encountered
- 0853 Executive Internship without Seminar** - Course provides students with the opportunity to work alongside a community leader, administrator, or other type of professional, learning the concepts of management and professional activities. These courses do not have a regular in school component (although the students typically have access to a school official, teacher, or coordinator to discuss concerns or problems).

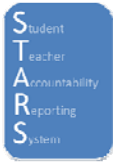


## Student Teacher Accountability Reporting System



### Code Elective Activities – 0801~0899

- 0861 Values Clarification** - Course enables students to undertake an exploration of individual and societal actions and implications, moving toward the development of a personal value structure and decision making process. Examples of discussion topics include philosophy and religion, world resource allocation, genetic engineering, environmental issues, and death (euthanasia, suicide, and abortion).
- 0862 Seminar** - Courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigative skills, presentation skills, interpersonal skills, group process skills, and problem solving and critical thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.
- 0864 Mediation** - Course offers students a positive way to settle disputes. Students learn conflict mediation and decision-making skills and learn to develop problem-solving strategies. Peer Mediation provides a neutral environment in which students can solve conflicts by talking to each other.
- 0871 Super Computer Challenge** - Computer course for advanced math students. A year long science math engineering or computer science project will be developed in FORTRAN that meets the criteria set by the New Mexico Supercomputer Challenge. Students will become familiar with using UNIX computers, learn how to sign on, get and receive mail, transfer information, utilize basic UNIX commands, how to use the FORTRAN, C and C++ compilers, how to access and utilize computer program libraries on UNIX computers. Students will learn how to set up their own home page and make a windows interface to get on-line.
- 0872 Chess - Recommended for Students Grades 7 - 12** - Course designed for students who wish to learn and develop an advanced level of performance skills and knowledge of concepts related to the game of chess. The course will focus on knowledge of rules, principles of chess, chess theory, winning tips, game strategies, and the history of the game. Students will develop skills through a variety of class activities.
- 0873 Math Engineering Science Achievement (MESA)** - Course incorporates hands on, real-world math activities into a variety of practical scientific situations by using experimental skills and processes to reach solutions. Students are challenged to discover hidden principles of math, science, engineering, and technology and apply these principles through the use of critical thinking, problem solving, and decision making by using theoretical frameworks, and by developing prototypes and working models.
- 0874 Corps Movement** - Course emphasizes physical conditioning fundamentals of movement, group precision, and public performance. The course may be intended for members of various teams, including flag corps, rifle corps, cheerleading squads, and so on. (Not permitted as physical education credit in New Mexico.)
- 0880 Job for America's Graduates (JAG) Career Awareness - Recommended for Students Grades 9 - 12** - Course includes in-classroom instruction for high school sophomores. Students will develop the following competencies in a structured JAG curriculum: Career development encompasses students' awareness of special aptitudes, abilities, interests, life goals and desired life styles. Students acquire Information about the world of work, various occupations and career paths. Students develop basic writing and math skills critical to success both on the job and in everyday life. Leadership skills develop functional team and organizational skills. Personal skills enable students to understand and develop value systems, responsibility, and decision-making skills and to set realistic goals.
- 0881 Job for America's Graduates (JAG) Career and Job Exploration - Recommended for Students Grades 9 - 12** - Course includes in-classroom instruction for high school juniors. Students will develop the following competencies in a structured
- 0882 Job for America's Graduates (JAG) Employability and Advancement - Recommended for Grades 11 - 12** - Course includes in-classroom instruction for high school seniors. Students will develop the following competencies in a structured JAG curriculum. Students build on prior competencies and added competencies in job attainment and job survival skills: Career development encompasses students' awareness of special aptitudes, abilities, interests, life goals and desired life styles. Students acquire Information about the world of work, various occupations and career paths. Students develop basic writing and math skills critical to success both on the job and in everyday life. Leadership skills develop functional team and organizational skills. Personal skills enable students to understand and develop value systems, responsibility, decision making skills and to set realistic goals. Job attainment provides intensive training in job search techniques and placement in a work experience. Job survival provides students realistic survival skills for dealing with the day-to-day work environment for continued success on the job.
- 0890 College Success - Recommended for Grades 11 - 12** - This course is designed to provide students with tools, techniques, and resources to enhance academic performance and persistence. Concepts covered in this class will assists students in the transition to college and/or concurrent/dual credit enrolment. Time and stress management, college expectations and procedures, learning and teaching styles, study skills and career planning are a focus of the course.
- 0896 Independent Research** - Course typically organized as a mentorship with a teacher or outside professional, enables students to conduct investigations related to their field(s) of interest. Note: if the particular subject area is known, use the code associated with the Independent/Directed Study course within that subject area.
- 0899 Elective Activities - Other - Recommended for Grades 7 - 12** - Other



**Code Subject Fields - Digits 6-8 - Electives**

**6th Digit - Subject Field**

- 0 No information pertinent to this field.
- 1 Completion of this course counts toward elective credit for graduation.
- 2 Other type of credit.

**7th Digit - Subject Field**

No information pertinent to this field.

**8th Digit - Subject Field**

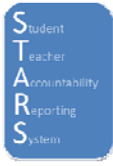
No information pertinent to this field

**10. Energy, Power, Transportation Technology – 0901~0999**

This subject area encompasses courses that concern the physics, mechanics, and repair of motorized vehicles (such as automobiles, motorcycles, aircraft, and water vessels) and small engines.

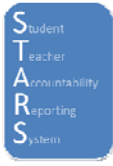
**Code Energy, Power, Transportation Technology – 0901~0999**

- 0901 Introduction to Automobiles - Recommended for Students Grades 9 - 12** - Course primarily intended as a personal automobile technician course, but also designed for students exploring future careers in automotive technologies. Introduction to Automobiles courses offer an introduction to the various mechanical systems in automobiles and basic experience in maintenance tasks. The course may also cover career opportunities in the auto and/or transportation field.
- 0911 Introduction to Transportation - Recommended for Students Grades 9 - 12** - Course introduces the principles underlying various kinds of technicians (aircraft, auto, diesel, and marine) and how energy is converted, transmitted, and controlled. The courses also provide information on career opportunities within the field of mechanics and/or transportation. Students learn employability skills, use of tools, and safety.
- 0912 Automotive Technology-Comprehensive - Recommended for Students Grades 9 - 12** - Course emphasizes the diagnosis and repair of automobile engines and support systems such as brakes, cooling, drive trains, electrical/electronics components, emission, fuel, ignition, steering, suspension, and transmissions. The comprehension and use of repair manuals, safety, and employability skills (including shop management and entrepreneurship) are often included as course topics.
- 0913 Particular Topics in Automotive Technology - Recommended for Students Grades 9 - 12** - Course provides instruction in particular topics in the field of auto technology. Although typically covering the diagnosis and repair of automobiles, these courses concentrate upon or emphasize a particular system or condition, such as transmissions, brakes, fuel, exhaust, or electrical systems.
- 0914 Automotive Service - Recommended for Students Grades 10 - 12** - Course emphasizes preventative auto maintenance and automobile troubleshooting. Course content typically includes tune up, oil change, and lubrication skills; tire replacement, alignment, and balancing; and basic knowledge of brake, cooling, electrical, emission, fuel, ignition, steering, suspension, and transmission systems. Public relations, sales techniques, and service station management may be included.
- 0915 Diesel Mechanics-General - Recommended for Students Grades 10 - 12** - Course prepares students to maintain and repair diesel engines and related systems. Specific course topics may include principles underlying diesel engines, analyzing electrical circuits and systems, troubleshooting and repairing cooling systems, testing and repairing AC charging systems, reading and interpreting service manuals, and identifying the principles and components of fuel injection systems. Courses may also cover safety, employability skills, and entrepreneurship.
- 0916 Particular Topics in Diesel Mechanics - Recommended for Students Grades 10 - 12** - Course covers specific topics relevant to occupations involving the maintenance and repair of vehicles with diesel engines, such as buses and trucks. One topic (or several closely related topics) concerning diesel mechanics is covered in specific detail in this type of course.
- 0917 Motorcycle Mechanics - Recommended for Students Grades 10 - 12** - Course provides training for prospective motorcycle repairers and mechanics. Topics include (but are not limited to) the maintenance of frames and suspension, wheels and brakes, and drive trains; the servicing of fuel, exhaust, and electrical systems; performance of tune ups; and the maintenance and repair of motorcycle engines. Students may also learn safety on the job, employability skills, and entrepreneurship.



**Code Energy, Power, Transportation Technology – 0901~0999**

- 0918 Small Engine Mechanics - Recommended for Students Grades 10 - 12** - Course provides students with the opportunity to learn to service and recondition small engines. Typically, two and four cycle engines are emphasized, although content may also include others. Opportunities are provided to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power, and overhaul tools; read and interpret service manuals and parts' catalogs. Applications may include lawn mowers, tractors, tillers, power tools, and so on
- 0919 Marine Mechanics - Recommended for Students Grades 10 - 12** - Course includes the service and repair of electrical, mechanical, power transfer, hydraulic, fuel, and cooling systems as applied to boat and/or ship engines; boat rigging; trailers; and sales merchandise. Courses may also cover communication, human relations, and employability skills, as well as safe, efficient work practices.
- 0920 Auto Tech 2 - Grades 10 – 12** - This is a second sequential course in an automotive program of study meant to take a student into higher level knowledge and skill development.
- 0921 Auto Tech 3 - Grades 10 – 12** - This is a third sequential course in an automotive program of study meant to take a student into higher level knowledge and skill development.
- 0922 Aircraft Power Plant - Recommended for Students Grades 10 - 12** - Course provides the information necessary to troubleshoot, test, repair, and install aircraft engines. Course content usually includes engine ignition, electrical, lubrication, cooling, exhaust, and fuel systems, along with aircraft instrumentation and safety features.
- 0923 Aircraft Airframe - Recommended for Students Grades 10 - 12** - Course offers information and instruction related to the structure and mechanics of aircraft, typically including hydraulic and pneumatic, instrumental, fuel, electrical, cabin atmosphere, and landing gear systems. Aircraft metals and coverings and related welding skills are also covered within Aircraft Airframe courses.
- 0933 Automotive Detailing and Reconditioning - Recommended for Students Grades 10 - 12** - Course provides training for employment as an automotive body or related repairer, an automotive detailer, and a new and used car preparation person. In these courses, students learn occupational safety rules; employability and entrepreneurship skills; how to clean vehicle interiors, engines, and exteriors; how to recondition paint and vinyl vehicle surfaces; how to perform minor upholstery and vinyl repairs; and how to apply vinyl pinstripes and window tint.
- 0942 Automotive Body Repair and Refinishing-General - Recommended for Students Grades 10 - 12** - Course provides training for occupations involving the repair and refinishing of damaged or used cars. Course content may include (but is not limited to) stretching and shrinking auto body sheet metal; welding skills; frame and metal straightening; repair of fiberglass and synthetic materials; removing, repairing, and installing auto body parts such as panels, hoods, doors, and windows/glass; preparing vehicles and vehicle surfaces for refinishing; painting; applying body fillers; and estimating material and labor costs.
- 0943 Particular Topics in Automotive Body Repair and Refinishing - Recommended for Students Grades 10 - 12** - Course provides specific instruction in individual topics relevant to the repair and refinishing of automobile bodies and surfaces. One topic or several closely related topics (such as non structural part replacement, auto body welding, or plastic repair) receive particular attention in this type of course.
- 0944 Boat Repair/Refinishing - Recommended for Students Grades 10 - 12** - Course conveys a broad range of information and skills about how to repair and refinish boat mechanics, structures, and surfaces. In these courses, students become proficient in marine terminology, learn to describe types of marine manufacturing and occupations, and learn to prepare new and existing wood, fiberglass, and metal surfaces for painting or refinishing. Safety, employability skills, and entrepreneurship are also included.
- 0953 Aviation - Recommended for Students Grades 10 - 12** - Course provides an understanding of the science of flight and typically includes the history, regulations, and possible career paths within the aviation industry. Physics, the relationships of weight and balance, principles of navigation and flight control, ground and airport operations and services, and Federal Aviation Agency regulations are usually covered within Aviation courses.
- 0954 Barge and Boat Operation - Recommended for Students Grades 10 - 12** - Course prepares students for employment as ship, boat, and barge mates, boatswains, and deck hands. These courses cover navigation, operation, maintenance, loading and unloading, and emergency procedures, as well as skills necessary for life at sea (for example, cooking). Specific topics may include docking and undocking a vessel, engine maintenance, using navigational equipment such as chronometers and compasses, firefighting aboard ship, and CPR.
- 0955 Aviation II - Recommended for Students Grades 10 - 12** - Course is a continuation of Aviation I with emphasis in instruction in basic mechanics and instrumentation concerning an aircraft engine, airframe and GPS (Global Satellite Systems); ground school: interested students will be able to pass the private pilot written exam by the end of the school year; and airport management skills possibly including an internship.



**Code Energy, Power, Transportation Technology – 0901~0999**

- 0963 Energy/Power - Recommended for Students Grades 10 - 12** - Course focuses on one or several aspects of energy and power in transportation and work. Course content may include various sources of energy and their use in society (for example, characteristics, availability, conversion, storage, environmental impact, and socioeconomic aspects of various energy sources); principles involved in various means of energy transfer, such as electricity/electronics, hydraulics, pneumatics, heat transfer, and wind/nuclear/solar energies; and the transmission and control of power through mechanical or electrical devices such as motors and engines.
- 0995 Transportation Technology-Related Subjects - Recommended for Students Grades 10 - 12** - Course in this category offers instruction in related topics that are necessary or helpful in occupations involving transportation technologies; such topics may include mathematics, science, and/or technical reading
- 0998 Transportation Technology Internship - Recommended for Students Grades 11 - 12** - Course provides work experience in the transportation field, and is supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job.
- 0999 Transportation Technology - Recommended for Students Grades 9 - 12** - Other

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**11. English Language and Literature – 1000~1099**

This subject area encompasses courses that concern primarily the use of the English language as it is written, read, spoken, and understood; courses included here may combine these goals or may deal with them separately, as individual courses in literature, composition, speech, or reading.

**Code English Language and Literature – 1000~1099**

- 1000 English/Language Arts - Students in Middle School or Grades 6 - 8** - Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing.
- 1001 English/Language Arts I - Required for Graduation - Grade 9** - Course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections.
- 1002 English/Language Arts II - Required for Graduation - Grade 10** - Course offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi paragraph thematic essays and compositions. The study of literature encompasses various genres as students improve their reading rate and comprehension and develop the skills to determine authors' intent and theme and to recognize the techniques employed by the author to achieve the goal.
- 1003 English/Language Arts III - Required for Graduation - Grade 11** - Course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Preparation for the PSAT may be included.
- 1004 English/Language Arts IV - Required for Graduation - Grade 12** - Course blends composition and literature into a cohesive whole, as students write critical and comparative analyses of selected literature. Typically, multi paragraph essays predominate as the form of student composition, but one or more major research papers may also be written.
- 1005 English/Literature – Elective - Grades 9 - 10** - Course is designed for freshmen and/or sophomores and typically introduces two or more genres of literature (novel, short story, poetry, and so on). Exploration of each genre's literary elements; determination of theme and intent; and vocabulary and semantics are often included as part of the course content. Writing assignments may be required as an additional method to improve understanding and comprehension.

- 1006 English/Literature – Elective - Grades 11 - 12** - Course is designed for juniors and/or seniors and emphasizes comprehension, discernment, and critical thinking skills in the reading of texts and literature. More advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) are introduced and explored through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments may be required as an additional method to develop and improve critical thinking and analytic skills.
- 1007 English/Composition – Elective - Grades 9 - 10** - Course is designed for freshmen and/or sophomores and builds upon previous writing skills. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi paragraph thematic essays and compositions. Literature may be studied as an accompaniment, to expose students to exemplary illustrations of various forms of writing.
- 1008 English/Composition – Elective - Grades 11 - 12** - Course is designed for juniors and/or seniors and builds upon previous writing skills. Reinforcing the logic and critical thinking skills that accompany good writing, these courses provide continued and advanced instruction in writing for a variety of purposes and audiences. Word choice, usage, and writing mechanics are frequently emphasized. English/Composition (upper level) courses may emphasize college or business preparation; literature study may be an additional component in order to analyze examples of several **genres**.
- 1009 Language Arts Laboratory - Elective - Grades 9 - 12** - Course provides instruction in basic language skills, integrating reading, writing, speaking and listening while placing great emphasis on individual student progress. Course content depends upon student abilities upon entrance into the course, and may include vocabulary building, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension abilities. Language Arts Laboratory courses may or may not be taught in a laboratory setting or resource center.
- 1010 Literature –Elective - Grades 11 - 12** - Course offers the opportunity for students to study and reflect upon the themes presented in the body of literature being presented. Students improve their critical thinking skills as they determine the underlying assumptions and values within the reading selection, and as they understand how the work reflects society's problems and culture. Oral discussion is an integral part of literature courses and written compositions are sometimes required, often with an emphasis toward college preparation. Literature courses may survey representative works, reflect a particular genre or a specific theme, or survey works of a particular time or people.
- 1011 Composition – Elective -Grades 9 - 12** - Course focuses on a student's writing skills, and develops the student's ability to compose different types of papers for different purposes and audiences. Descriptive, narrative, persuasive, or expository styles may all be explored and practiced as students write paragraphs, essays, letters, applications, formal documented papers, or technical reports. Although creative writing opportunities may be presented, the focus of composition courses usually remains on non fiction, scholarly, or formal writing.
- 1012 AP English Language and Composition – Elective - Grades 11 - 12** - Course is designed to parallel college level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. Emphasis is placed on the interaction of authorial purpose, intended audience, and the subject at hand; students learn to develop stylistic flexibility as they write compositions covering a variety of subjects and intended for various purposes. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1013 AP English Literature and Composition – Elective -Grades 11 - 12** - Course is designed to parallel college level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1014 IB Language A (English) – Elective - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Language A exams at either the Subsidiary or Higher level. Course content includes in depth study of literature chosen from the appropriate IB list of texts and authors, and written analyses of this literature in addition to other oral and written assignments. All course content is designed to improve students' accuracy and fluency in the English language. IB Language A (English) may be offered either as a singular course or as a progressive series of courses.
- 1015 English I Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grade 9** – This class will be offered in conjunction with the regular English I core course and will offer support to students who need this assistance to pass the English I core course. This course can be taken concurrently with the required course, or in preparation prior to taking the required course. The instructor of this course shall be guided by the standards-based core curriculum of the regular course. It will emphasize the skills, concepts and processes need by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.

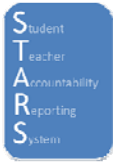
- 1016 English II Intervention Course – Elective** - Does NOT count for High School Graduation Credit - Grade 10 - This class will be offered in conjunction with the regular English II core course and will offer support to students who need this assistance to pass the English II core course. This course can be taken concurrently with the required course, or in preparation prior to taking the required course. The instructor of this course shall be guided by the standards-based core curriculum of the regular course. It will emphasize the skills, concepts and processes need by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.
- 1017 English III Intervention Course – Elective** - Does NOT count for High School Graduation Credit - Grade 11 - This class will be offered in conjunction with the regular English III core course and will offer support to students who need this assistance to pass the English III core course. This course can be taken concurrently with the required course, or in preparation prior to taking the required course. The instructor of this course shall be guided by the standards-based core curriculum of the regular course. It will emphasize the skills, concepts and processes need by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.
- 1018 English IV Intervention Course – Elective - Does NOT count for High School Graduation Credit** - Grade 12 - This class will be offered in conjunction with the regular English IV core course and will offer support to students who need this assistance to pass the English IV core course. This course can be taken concurrently with the required course, or in preparation prior to taking the required course. The instructor of this course shall be guided by the standards-based core curriculum of the regular course. It will emphasize the skills, concepts and processes need by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.
- 1019 Title I Reading – Elective - - Grades K - 12** - Supplemental reading instruction provided with Title I funds to help children most in need to meet state standards.
- 1020 Title I Language Arts – Elective** - Grades 3Y - 12 - Supplemental Language Arts instruction provided with Title I funds to help children most in need to meet state standards.
- 1021 Creative Writing – Elective -- Grades 6 - 12** - Course offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the class is on writing, although exemplary representations and authors may be studied to provide a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).
- 1022 Technical Writing – Elective - Grades 9 - 12** - Course prepares students to write research papers and/or technical reports. Researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style are emphasized topics.
- 1023 Poetry – Elective - Grades 9 - 12** - Students will learn and apply the elements of poetry; develop an appreciation for the language of poetry; become familiar with poets from various backgrounds and beliefs; and study multi-cultural and ethnic poetry.
- 1030 Library and information Literacy Skills – Elective -Grades 6 - 12** - An introduction to information skills: analyzing, evaluating, using and producing information resources. Information resources include all forms of recorded communication: fiction and non-fiction, print, non-print, and electronic media. This introduction will include training in the effective use of library and related resources.
- 1031 Assisted Reading – Elective - Grades K - 12** - Course offers students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses, and is designed to bring poor readers' reading comprehension up to the desired level, or to develop strategies to read more efficiently in order to progress through school (Elementary - High School).
- 1032 Advanced Reading – Elective - Grades 10 - 12** - Course is intended to improve a student's vocabulary, critical thinking, and analysis skills, or reading rate and comprehension level. Although works of fiction are typically emphasized, non fiction may also be included. Advanced Reading courses often have a time management focus, offering strategies for note taking or for understanding and evaluating the important points of a text.
- 1033 Reading Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grades 6 - 8** - This class will be offered for students who are below grade level and who need reading intervention to assist them in passing the English Language Arts classes in grades 6-8. This course will be prescriptive to the student's reading intervention needs. It will emphasize the skills, concepts and processes need by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.
- 1034 Reading Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grades 9 - 12** - This class will be offered for students who are below grade level and who need reading intervention to assist them in passing the English Language Arts classes in grades 9-12. This course will be prescriptive to the student's reading intervention needs. It will emphasize the skills, concepts and processes need by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.

- 1035 Writing Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grades 6 - 8** - This class will be offered for students who are below grade level and who need writing intervention to assist them in passing the English Language Arts classes in grades 6-8. This course will be prescriptive to the student's writing intervention needs. It will emphasize the skills, concepts and processes need by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.
- 1036 Writing Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grades 9 - 12** - This class will be offered for students who are below grade level and who need writing intervention to assist them in passing the English Language Arts classes in grades 9-12. This course will be prescriptive to the student's writing intervention needs. It will emphasize the skills, concepts and processes need by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.
- 1041 American Literature – Elective -Grades 9 - 12** - Course integrates the study of American literature with an overview of U.S. history. These courses may also include other aspects of American culture, such as art or music. A two year sequence or two periods per day class may be required to cover the same objectives as would be covered separately in U.S. History Overview and American Literature.
- 1042 Literature/Fine Arts – Elective - Grades 9 - 12** - Course provides students with the opportunity to explore the connection and interrelationships between a society's expressions of ideas and philosophies through its literature and its fine art (visual art, drama, architecture, music, and so on). Students may study a particular period in a country or region, or may explore the changes and development of literature and art over time.
- 1043 Native American Literature – Elective - Grades 9 - 12** - Course provides student with the opportunity to read and discuss literature, which reflects, and was written by members of the Native American Nations (tribes) of North, Central, and South America. The course is approached from a historical and Native American perspective. Student compares and contrasts Native American Literature to literature of other cultures, and at the conclusion of the semester, will have a good understanding of the value and depth of Native American Literature. Student uses as many online resources as necessary, as many of the literature pieces have never been anthologized.
- 1044 British Literature – Elective - Grade 12** - is designed as a survey course to give students an overview of British Literature from the early 600's to the present.
- 1051 English Morphology and Grammar – Elective - Grades 6 - 12** - Course involves the study of the English language-its roots and derivations, its structure and sentence patterns, its dialects and spelling systems, and its uses as a communication tool. These courses may also be a more simple study of vocabulary and test preparation.
- 1061 English as a Second Language (ESL) - Grades K - 12** - This course satisfies NCLB, Title III English Language Acquisition and Office of Civil Rights requirements for English Language Learner students. Not part of a Bilingual Education Program. Course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move to reading and writing. Basic structures of the English language are explained, and student's progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles, enabling the student to advance to "regular" English courses. An orientation to the customs and culture of people in the United States may be included in ESL classes.
- 1062 English as a Second Language (ESL) as part of a Bilingual Education Program - Grades K - 12** - Course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move to reading and writing. This course must follow the New Mexico Content Standards and Benchmarks for Language Arts and the ELD Performance Instructional Strategies. (All ELL students participating in a Bilingual Program must be entered in this field.) This course code may be repeated.
- 1063 English/Language Arts ELD, - Grades K - 12** - This course aligns with the New Mexico Content Standards, Benchmarks and Performance Standards for English Language Arts and with the New Mexico English Language Development Instructional Strategies as appropriate. Teachers must have received specialized training in serving the needs of English Language Learners. (This course is for Category C students only)
- 1071 Business/Applied English – Elective - - Grades 9 - 12** - Course teaches students communication skills-reading, writing, listening, speaking-emphasizing applications in the "real world." The emphasis is usually on the practical application of communication as a business tool, and may focus on technical reports and manuals, business letters, resumes, and applications, as opposed to the course being designed around scholarly and literary uses.

- 1072 Applied Communications-AIT – Elective - Grades 9 - 12** - Course uses the 15 modules developed by the Agency for Instructional Technology, Applied Communications-AIT courses focus on the language skills needed in the workplace. Gathering and using information, problem solving, presentation, evaluation, communicating with different audiences, and occupationally specific topics are included in courses using AIT's curriculum.
- 1073 Communications Skills – Elective - Grades 9 - 12** - Course emphasizes writing and speaking that may include a language other than English.
- 1074 Communication Skills/Career Education – Elective - Grades 9 - 12** - Course emphasizes writing, speaking, and developing skills that will afford students success throughout school and post-high school years.
- 1081 Public Speaking – Elective - Grades 9 - 12** - Course enables students, through practice, to develop communication skills for a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self confidence.
- 1082 Forensics-Inclusive – Elective - Grades 9 - 12** - Course offers students the opportunity to learn how to employ oral skills effectively in formal and informal situations. Logic and reasoning, the organization of thought and supporting materials and effective presentation of one's voice and body are the skills imparted in forensics courses. Often linked to an extracurricular program, numerous public speaking situations are introduced, and students learn the methods, aims, and styles of a variety of events (e.g., formal debate, Lincoln Douglas debate, expository speaking, radio broadcast, oral interpretation, and dramatic interpretation). Participation in competition is encouraged, but not always required.
- 1083 Forensics-Debate – Elective - Grades 9 - 12** - Course offers students the opportunity to learn how to employ oral skills in formal and informal situations. Logic and reasoning, research and analysis, organization of thought and supporting materials, argumentative style and skill, and effective presentation of one's voice and body are developed through forensics courses. Often linked to an extracurricular program, students learn the methods, aims, and styles of the debating events (formal debate or Lincoln Douglas). Participation in competition is encouraged, but not always required.
- 1084 Forensics-Individual Event – Elective - Grades 9 - 12** - Course offers students the opportunity to learn how to employ oral skills in formal and informal situations. Topics depend upon the event(s) being taught, but effective presentation of one's voice and body, thoughtful understanding and interpretation of literature, logic and reasoning, and the organization of thought and supporting materials may be emphasized and developed. Often linked to an extracurricular program, one or several individual event categories are introduced (e.g., exposition, oral interpretation, dramatic interpretation, radio broadcast). Participation in competition is encouraged, but not always required.
- 1093 English Aide – Elective - Grades 11 - 12** - Course offers interested students the opportunity to assist English and communication teachers in the preparation, organization, and distribution of instructional materials. Students may provide tutorial assistance to students under teacher guidance
- 1096 English Language and Literature-Independent Study – Elective - Grades 11 - 12** - Course is often conducted with instructors as mentors; allow students the opportunity to explore particular topics within the field of language arts that are not offered as part of the regular curriculum. These courses may be offered in conjunction with other subject area courses or as an opportunity for students to explore a particular topic of special interest.
- 1098 English - Concurrent Enrollment – Elective - Grades 6 - 12** - Must fulfill the requirements of the Content Standards and Benchmarks.)
- 1099 English Language and Literature – Elective - Grades 6 - 12** - Other

Code	Subject Fields - Digits 6-8 – English Language and Literature
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|   | <b>6th Digit - Subject Field</b> - If the district or state requires certain types of credit for high school graduation, indicate the type of credit that students receive upon completing the course.  |
| 0 | Information not collected, unavailable, or missing.   |
| 1 | Primary English credit (Often, graduation requirements include specific types of language arts credit, such as particular English courses, or one of several literature courses, and so on. This option signifies fulfillment of one of these specific language arts credit requirements. |
| 2 | Secondary English credit (In addition too specific types of language arts credits, several school systems require additional coursework to fulfill graduation requirements. This option signifies fulfillment of one of these general or elective language arts credit requirements.      |



## Student Teacher Accountability Reporting System



### Code Subject Fields - Digits 6-8 – English Language and Literature

- 3 Social studies credit
- 4 Fine Arts/Humanities credit
- 5 Vocational credit
- 6 Dual credit (in English and another subject area)
- 7 Student choice (Students may choose between two or more types of non elective credit to be received upon successful completion of the course)
- 8 Other type of credit
- 9 Elective credit

**7th Digit - Subject Field** - Indicates, on average, how frequently students are required to write or to be involved in the writing process—composing, editing, and revising, and so on.

- 0 Information not collected, unavailable, or missing.
- 1 Less frequently than once per month
- 2 At least once a month
- 3 Every two weeks
- 4 Weekly
- 5 Daily

**8th Digit - Subject Field** - If writing is an emphasis of the course, indicate the levels of prose students are working to master during the course of the class. If a higher coded option is chosen, it is assumed that students either practice or have mastered the lower coded options as well.

- 0 Information not collected, unavailable, or missing.
- 1 Word recognition, comprehension, and usage.
- 2 Sentence structure, grammar, usage, and mechanics.
- 3 Thematic paragraphs (may include journal and letter writing).
- 4 Multi-paragraph essays and other short compositions (may include applications, biographies, creative writing, and news articles).
- 5 Documented research papers and/or long critical analyses.
- 6 The course includes a health education component.
- 7 The course does not include a health education component.

## 12. Family and Consumer Science – 0501~0599

This subject area encompasses courses that concern creating and maintaining a healthy home and personal lifestyle, including food and nutrition, parenting, consumer economics, and personal development and management.

### Code Family and Consumer Science – 0501~0599

- 0501 Family and Consumer Sciences Exploratory - Recommended for Students Grades 6 - 8** - Exploratory courses are introductory courses offered in middle school into the study of all areas in Family and Consumer Sciences. Scheduling practices in districts may impact on the scope of the content, but these courses are usually at the middle school level. Areas of study are foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions; and interpersonal relationships. They may also include self-awareness and self-management, components of a positive life-style and career-exploration.
- 0502 Family and Consumer Sciences - General - Recommended for Students Grades 9 - 12** - Courses offered in high school are inclusive of the knowledge and skills useful for the efficient and productive management of the home and family. These courses typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions; and interpersonal relationships. They may include an introduction to the careers available in the family and consumer sciences field.
- 0503 Basic Foods - Recommended for Students Grades 6 - 8** - Course provides students with an understanding of the role food plays in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and a background of the nutritional needs and requirements for healthy living. Although career opportunities in the food service industry may be presented, the emphasis of these courses is not career related.

**Code Family and Consumer Science – 0501~0599**

- 0504 Nutrition - Recommended for Students Grades 9 - 12** - Course offers opportunities to study the composition, structure, and properties of foods and the chemical changes that occur during processing, storage, preparation, and consumption. Designed as a laboratory course, Nutrition explores the effects of various materials, microorganisms, and processes on food products. Components of this class may be incorporated into laboratory exercises of food and nutrition courses. This class may be part of a series of sequential courses designed around healthy lifestyles/ wellness, i.e., physical education, health, chemistry.
- 0505 Child Development - Recommended for Students Grades 9 - 12** - Course provides knowledge about the physical, mental, emotional, moral and social growth and development of children from conception to preschool age. These classes provide guidance about desirable parental involvement in each stage, responsibilities one needs to consider before becoming parents, and how to provide appropriate care and a suitable environment for children. Additional practical experience may be provided through a day-care operation. Specialized courses offering parenting education laboratory settings in the school may be included here.
- 0506 Clothing - Recommended for Students Grades 9 - 12** - Course introduces and expands upon the various aspects of wearing apparel, sewing, and fashion. Information provided usually covers grooming and good health, wardrobe planning, selection, care, and repair of clothing, personal factors affecting suitable choices in garment design, and the history of many of our fashions. Basic skills in using sewing equipment and machines, and construction skills are incorporated in the construction of one or more garments during the typical sewing class. Related topics such as fashion design and/or merchandising, careers in the clothing industry, and craft sewing may be part of the course.
- 0507 Basic Applied Design - Recommended for Students Grades 9 - 12** - Course in which students learn basic principles of floral arrangement and food decorating with the primary purpose of developing marketable skills. This is an intensive program involving actual preparation of floral centerpieces, corsages, and arrangements for special occasions. Cake decorating and sugar molding, candy making and other related activities might be offered. Emphasis is place on skills needed to get and keep a job.
- 0508 Culinary Arts - Recommended for Students Grades 9 - 12** - Course is designed for students interested in the food service industry. They provide instruction regarding nutrition, principles of healthy eating, and the preparation and service of food. The course may focus on a specific type of cuisine, domestic or international. Among the topics covered in Food Service courses is large-scale meal preparation, preserving nutrients throughout the food preparation process, use and care of commercial cooking equipment, food storage, advances in food technology, sanitation, management, and the careers available in the food service industry.
- 0509 Professional Baking - Recommended for Students Grades 9 - 12** - Course provides basic knowledge needed to produce baked products. Instruction will include understanding ingredients, proper production methods and standard cost analysis of the product. Students are taught proper safety and sanitation requirements along with tools and equipment needed to complete tasks
- 0510 Upholstery - Recommended for Students Grades 9 - 12** - Course exposes students to the tools, materials, and techniques used to fit and repair furniture with material coverings, padding, fillers, and springs. Course content includes selection of furniture and fabric; design and construction of upholstery projects; and finishing and trimming furniture.
- 0511 Fashion Design - Recommended for Students Grades 9 - 12** - This course is designed to advance individual students in their chosen area of fashion. Students will be involved in advanced clothing construction, fashion illustration and writing, fashion history and trend analysis; specialty design and line development; accessory design, basic pattern making; psychology of color; textiles and textile design, as well as home textiles; fashion portfolio. Students will learn to use Auto CAD- CADTURNS to create their own patterns on computer. May include internship component or team teaching with drama/theatre.
- 0512 Advanced Foods - Recommended for Students Grades 9 - 12** - Students will apply menu selection, culinary nutrition, and menu designs to creating weekly menus for catering or other entrepreneurship projects. Students may apply for the jobs of manager, assistant manager, food and beverage director, director of sales, and business manger within developed/developed businesses. Independent work in the labs and research will also be required. FCCLA, a student leadership program is an integral part of the class.
- 0513 Life Skills and Life-Management - Recommended for Students Grades 6 - 12** - Course provides students with information in a wide range of subjects so they become better-informed consumers and more productive adults. Goal setting, decision-making, prioritizing; management of money, time, energy, stress, and resources; relationships; and the development of the self are a large part of the course. Courses may include coping strategies, and practical exercises regarding housing options, transportation options, nutrition and food preparation, clothing care, household management and how to maintain good health and wellness. Specific topics such as insurance, taxation, consumer protection, and responsibilities of a good citizen are within the scope of this course as well.
- 0514 Intro to Fashion Design - Recommended for Students Grades 6 - 8** - This class is for students with a strong interest in fashions, fashion design, and creative dressing. Students will be introduced to fashion, history and trends, basic fashion illustrations; basic clothing construction; basic color psychology; interior design (sewing for the home); pillows, fashion portfolio. Students will learn to use various machines and software (i.e. sewing, embroidery and serger).

**Code Family and Consumer Science – 0501~0599**

- 0515 Family Living - Recommended for Students Grades 6 - 8** - Course emphasizes building and maintaining healthy interpersonal relationships among family members and other members of society. Topics most often covered include self-awareness and management, social/dating practices, parenting/family styles, sexuality, marriage preparedness, parenthood and the functions of the family unit, life stages and problems typical of each stage, providing for special needs of handicapped, aged, etc. The course may include the role of the family in the community and society, in meeting global concerns, and how the family prepares its children for the changes in these. All aspects of home management are covered, including how to balance work with home life.
- 0516 Personal Development - Recommended for Students Grades 6 - 12** - Course focuses on the individual, but is similar to Family Living courses. Emphasis is on personal growth, self-esteem, recognition of and resistance to negative social influences along with coping skills. Students are given the opportunity to face reality, learn to accept responsibility, learn to set reasonable goals, use logic to solve problems, and clarify values. It may have a substance-abuse prevention component.
- 0517 Consumer Economics/Personal Finance - Recommended for Students Grades 6 - 12** - Course provides an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. An overview of the American economy may be provided. This course material is often included in the Family Living or Life Skills courses.
- 0519 Child Care/Work Experience - Recommended for Students Grades 9 - 12** - Course is designed for the student interested in the childcare field. They provide basic knowledge about growth and development of children from conception to school age. Main topics include the fundamentals of working with infants, toddlers, and older children. Students learn how to provide healthy environments, evaluate childcare settings, and study the practices, regulations, and opportunities in the child care industry. It may include practical experience in a child-care center. In advanced courses, topics such learning theories, development of appropriate activities, operation of a childcare center, recognition of childhood diseases, abuse, and neglect and first-aid/emergency training may be covered.
- 0520 Elder Care/Gerontology - Recommended for Students Grades 9 - 12** - Course is designed for students interested in caring for the elderly. Care of the elderly, the aging process, death, and dying are dealt with in a realistic manner. Biological, physiological, social, and psychological needs and concerns of the elderly are introduced and studied. It may cover work and personal habits appropriate to the field, and may offer the opportunity to explore various careers. Practical experience in an elderly care setting may be part of the course.
- 0522 Introduction to Clothing and Design - Recommended for Students Grades 6 - 8** - Course introduces Basic skills in using sewing equipment and machines, and construction skills are incorporated in the construction of one or more garments during the typical sewing class. Related topics such as fashion design and/or merchandising, careers in the clothing industry, and craft sewing may be part of the course.
- 0523 Housing/Interior Design - Recommended for Students Grades 9 - 12** - Course provides students with basic knowledge regarding design and decoration of places of work and living, i.e., homes, apartments, offices, restaurants, hotels. Elements of color, traffic patterns, architectural design, lighting (natural and artificial), cultural aspects, remodeling/code compliance, maintenance, and management will be explored. Career exploration may also be part of the course.
- 0524 Home Management - Recommended for Students Grades 6 - 8** - Course provides information about the devices and systems found in the home. Areas covered include electrical wiring, plumbing, window and door repair and installation, wall and floor repair and finishing, furniture repair and finishing, and small appliance repair. Heating and cooling devices along with other automatic systems may be included.
- 0525 Introduction to Leadership - Recommended for Students Grades 6 - 8** - Course introduces students to community service projects, personal development and goal setting, teamwork, problem solving skills and character development through the organization referred to as Family, Career and Community Leaders of America (FCCLA). Membership in FCCLA is a requirement.
- 0526 Family and Consumer Sciences Education - Integrated - Recommended for Students Grades 9 - 12** - Course can take many forms, but basically combine subjects within the Family and Consumer Sciences field with those from another field, such as sciences, auto mechanics or health. These courses may be team-taught by teachers from each discipline.
- 0528 Hospitality, Tourism and Recreation - Recommended for Students Grades 9 - 12** - Course provides basic knowledge plus work experience for the student who is interested in a career in travel and tourism. Areas of study may cover culinary arts, lodging occupations, travel services, customer service and management of recreation, leisure programs or events. Property management, restaurant management, and supportive services to these industries are part of the courses.
- 0530 Entrepreneurship - Recommended for Students Grades 9 - 12** - Course acquaints students with the knowledge and skills necessary to own and operate their own businesses. Topics from several areas can form the content, and business management principles, economics, computer applications; mathematics and communication skills may be part of the overall content. The topic is usually at the discretion of the students and teacher based on their perception of what would be successful.



## Student Teacher Accountability Reporting System



### Code Family and Consumer Science – 0501~0599

- 0532 ProStart I - Recommended for Students Grades 9 - 12** - Sequential course designed to introduce students to industry standards such as customer relations, accounting, food cost controls and marketing. Students are also encouraged to explore a wide variety of careers found in the hospitality and restaurant industries. School districts involved in this program must complete an RFP process and be a recognized site. (Co-sponsored by National Restaurant Association Education Foundation).
- 0533 ProStart II - Recommended for Students Grades 10 - 12** - Sequential course designed for students pursuing careers in hospitality/food service. This is an intensive program involving topics covering entrepreneurship and managerial techniques, portfolio and customer service skills, safety and sanitation, catering, quick serve, full service, knife skills, plate presentation, and teamwork. Students who complete the program, a 400 hour internship, and pass the national exam leave high school with a national certification. Co-sponsored by National Restaurant Association Education Foundation.
- 0534 Lodging Management I - Recommended for Students Grades 10 - 12** - Sequential course designed to introduce students to industry standards such as customer relations, accounting, management techniques, and marketing. Students are also encouraged to explore a wide variety of careers found in the hospitality and lodging/resort industries. School districts involved in this program must complete an RFP process and be a recognized site. Co-sponsored by Educational Institute of the American Hotel and Lodging Association.
- 0535 Lodging Management II - Recommended for Students Grades 10 - 12** - Sequential course designed for students pursuing careers in hospitality and lodging/resort industries. This is an intensive program involving topics covering entrepreneurship and managerial techniques, portfolio and customer service skills, safety and related work issues, beverage/banquet, limited service, full service, resort, golf course, and teamwork. Students who complete the program, a 400 hour internship, and pass the national exam leave high school with a national certification. Co-sponsored by the Educational Institute of the American Hotel and Lodging Association.
- 0539 ProStart Internship - Recommended for Students Grades 10 - 12** - Sequential course designed to provide the work experience component of the ProStart program of study. Student will work in an industry-based setting and be evaluated by work-based competencies. A total of 400 hours must be completed in the internship in order to receive the industry-recognized certification.
- 0540 Introduction to Hospitality & Tourism - Recommended for Students Grades 9 - 12** - Course introduces students to careers in the hospitality industry, professionalism, and how to build a career in the industry. Other topics such as guest service, reservations, economic development, safety and security, maintenance can be covered.
- 0549 Lodging Management Internship - Recommended for Students Grades 10 - 12** - Sequential course designed to provide the work experience component of the Lodging Management Program (LMP) program of study. Student will work in an industry-based setting and be evaluated by work-based competencies. Varying numbers of hours must be completed in the internship in order to receive the industry-recognized certification.
- 0570 GRADS - Recommended for Students Grades 9 - 12** - Course is a specialized curriculum designed for students who are parents or parents-to-be who are in school, hold jobs and balance this with care of a child. Case Management is an integral part of this course. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE.
- 0574 GRADS -Pregnancy Prevention - (Project Taking Charge) - Recommended for Students Grades 6 - 8** - A values-based, abstinence-focused course for middle and junior high school students. The project integrates career exploration and parental involvement; interpersonal and family communications; decision making and goal setting; adolescent sexuality education; domestic violence and sexual abuse and refusal skills MUST BE A GRADS RECOGNIZEDSITE IN ORDER TO COUNT STUDENTS IN THIS COURSE.
- 0575 GRADS Pregnancy Prevention - Recommended for Students Grades 6 - 9** - A values-based, abstinence-focused course for middle and junior high school students. The project integrates career exploration and parental involvement; interpersonal and family communications; decision making and goal setting; adolescent sexuality education; domestic violence and sexual abuse and refusal skills. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE.
- 0576 GRADS- Teen Pregnancy - Recommended for Students Grades 9 - 12** - A course designed for the expectant teen and or teen father. Topics may include: Surviving teen pregnancy, the importance of prenatal care, prenatal development, birth and delivery, healthy eating habits, substances and chemicals to avoid, FAS, goal-setting, decision-making, staying in school, communicating with father and his family, and community economic independence, and resources for teen parent. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE.
- 0580 GRADS - Newborn - Recommended for Students Grades 9 - 12** - A course designed for the teen that is parenting a newborn baby under 1 year old. Topics may include: Goal-setting, decision-making, time management, Child development from Birth to 1 year, brain development, child support, selecting a daycare, bonding, nutrition, medical attention, economic independence, and three generational living. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE.



**Code Family and Consumer Science – 0501~0599**

- 0581 GRADS - Parenting - Recommended for Students Grades 9 - 12** - A course designed for the teen parent with a child 1-3years old. Topics may include: Child development for toddlers, potty training, discipline, brain development, career planning, job portfolios, family law, decision-making, goal-setting, second-hand smoke and health issues, child hood diseases, healthy relationships, family planning, and economic independence custody and father rights. **MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE.**
- 0582 GRADS - Fatherhood - Recommended for Students Grades 9 - 12** - Course addresses legal issues, fosters bonding and healthy relationships, and addresses both child development and parenting skills and fosters positive outcomes for the child. Course can provide classroom instruction to traditional students as a preventative measures. **MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE.**
- 0583 GRADS - Independent Living - - Recommended for Students Grades 9 - 12** - A course designed for the teen parent with pre-school age children. Topics may include: Living on your own, budgeting, checking accounts, savings, taxes, job security and advancement, continuing education, balancing work and family, economic independence, reading and language development, parent-child interaction, Child development of pre-school children, and discipline, child abuse, and sexual transmitted diseases. **MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE.**
- 0599 Family and Consumer Sciences Education - Recommended for Students Grades 9 - 12** - Other

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**13. Fine and Performing Arts – 1101~1199**

This subject area encompasses courses that concern the development of artistic skill and appreciation in dance, drama, music, and visual art.

**Code Fine and Performing Arts – 1101~1199**

- 1101 Dance Technique - Recommended for Students Grades 7 - 12** - Course provides experience in one or several dance forms (i.e., modern, jazz, ballet, tap). Initial classes are usually introductory in nature, while the more advanced classes concentrate on improving technique and may offer or require choreographic and evaluative experiences.
- 1102 Dance Repertory - Recommended for Students Grades 9 - 12** - Course provides the opportunity for students with prior dance experience to develop dance techniques in small groups; these classes require auditions and emphasize performance.
- 1103 Expressive Movement - Recommended for Students Grades K - 12** - Course develops students' ability to move expressively, without being based on particular dance forms or on developing specific dance techniques.
- 1105 Dance Appreciation - Recommended for Students Grades K - 12** - Course expands knowledge of dance as an art form, and develops students' ability to evaluate dance performances. Learning the history of one or several dance forms may also be included as a course objective.
- 1106 Dance-Independent Study - Recommended for Students Grades 9 - 12** - Courses in this category, often conducted with instructors or professional dancers/choreographers as mentors, enable students to explore a particular dance form in more detail and depth than in other courses. Polishing talent, building confidence for professional or apprenticeship auditions, and gaining experience in public performance are emphasized. Career opportunities may be explored.
- 1107 Elementary Dance - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper grades K-8. Course promotes student's experiences and skill development in a variety of aspects of rhythm, movement, technique, performance, and history. Students learn to critique their work and the work of others.
- 1109 Dance - Recommended for Students Grades K - 12** - Other
- 1110 Elementary Theater - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper grades K-8. Course promotes student's experiences and skill development in a variety of aspects of techniques, traditions, performances, projection, and production. Students learn to critique their work and the work of others.
- 1111 Introduction to the Theater - Recommended for Students Grades 9 - 12** - Course provides an overview of the art, conventions, and history of the theater. Although experiential exercises may be included, the courses focus on learning about the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature or major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art. Other aspects of theatrical production such as technical aspects, costume, makeup, and so on, may also be explored.

**Code Fine and Performing Arts – 1101~1199**

- 1112 **Drama/Stagecraft - Recommended for Students Grades 9 - 12** - Course is intended to promote students' experience and skill development in one or more aspects of theatrical production. Initial courses are usually introductory in nature, while the more advanced courses concentrate on improving technique, expanding the students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. Career opportunities in the theater may be discussed.
- 1113 **Drama-Acting/Performance - Recommended for Students Grades 9 - 12** - Course is intended to promote students' experience and skill development in one or more aspects of theatrical production, but concentrate on acting and performance skills. Initial courses are usually introductory in nature, while the more advanced courses concentrate on improving technique, expanding the students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. Career opportunities in the theater may be discussed.
- 1114 **Elementary Theatre Program - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper, i.e., K-8. Course promotes student's experiences and skill development in a variety of aspects of techniques, traditions, performances, projection, and production. Students learn to critique their work and the work of others.
- 1115 **Directing - Recommended for Students Grades 9 - 12** - Course is usually taken after several other drama courses. Directing courses are intended to improve students' skills in translating a script to a final production. Directing classes enable students to create an artistic vision and develop a personal aesthetic, by expanding the students' exposure to different types of theatrical techniques and traditions, and providing opportunities to direct others' performances (either in scenes or in a full production).
- 1116 **Playwriting - Recommended for Students Grades 9 - 12** - Course is usually taken after several other drama courses. Playwriting courses are intended to improve students' skills in creating a script suitable for live production. Playwriting classes enable students to develop a personal voice, style, and aesthetic by expanding their exposure to various playwrights and different types of theatrical techniques and traditions. Students are expected to write original scenes, one act plays, or full productions.
- 1117 **History and Literature of the Theater - Recommended for Students Grades 9 - 12** - Course explores in depth the structure, elements, and style of dramatic compositions, and, as an extension, how the dramatic literature influenced theatrical production and acting styles throughout history. Some courses may focus more on the literature than on the theater (with increased emphasis on critique and analysis), but most interweave these subjects, exploring their interrelationship. Major contributors (playwrights, directors, and so on) and the architecture of the theater may also be included topics of study.
- 1118 **Drama/Stagecraft-Independent Study - Recommended for Students Grades 9 - 12** - Course is conducted with instructors or artists as mentors, enables students to explore a particular theatrical form in more detail and depth than in other courses. Polishing talent, building confidence for professional or apprenticeship auditions, and gaining experience in public performance are emphasized. Career opportunities may be explored.
- 1119 **Drama/Stagecraft - Recommended for Students Grades K - 12** - Other
- 1120 **General Band - Recommended for Students Grades K - 12** - Courses develops technique for playing brass, woodwind, and percussion instruments, and covers a variety of non specified band literature styles (concert, marching, orchestral, and modern styles).
- 1121 **Concert/Marching Band - Recommended for Students Grades 6 - 12** - Course is designed to develop skill and technique for playing brass, woodwind, and percussion instruments, and cover band literature styles for both concert and marching performances.
- 1122 **Concert Band - Recommended for Students Grades 9 - 12** - Course is designed to promote students' technique for playing brass, woodwind, and percussion instruments, and cover a variety of band literature styles, primarily for concert performances.
- 1123 **Marching Band - Recommended for Students Grades 9 - 12** - Course is intended to develop technique for playing brass, woodwind, and percussion instruments, and cover appropriate band literature styles, primarily for marching performances. (May be counted towards Physical Education graduation requirement credit with local board approval.)
- 1124 **Orchestra - Recommended for Students Grades 9 - 12** - Course develops students' abilities to play brass, woodwind, percussion, and string instruments, covering a variety of string and orchestral literature styles.
- 1125 **Contemporary Band - Recommended for Students Grades 6 - 12** - Course develops technique for playing brass, woodwind, percussion, and string instruments, as well as guitar and keyboard, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock.
- 1126 **Instrumental Ensembles - Recommended for Students Grades K - 12** - Course is intended to develop technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles.

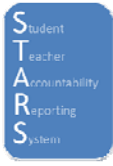


**Code Fine and Performing Arts – 1101~1199**

- 1127 Piano - Recommended for Students Grades 9 - 12** - Course covers the fundamentals of music and basic keyboard techniques such as scales, chords, and melodic lines; the courses may include more advanced keyboard techniques.
- 1128 Guitar - Recommended for Students Grades 6 - 12** - Course presents fundamentals of music and guitar playing techniques, such as strumming and chords; the courses may include more advanced guitar playing techniques.
- 1129 Individual Technique-Instrumental Music - Recommended for Students Grades 6 - 12** - Course provides instruction in instrumental techniques to individuals. These courses may be conducted on either an individual or small group basis.
- 1130 Chorus - Recommended for Students Grades K - 12** - Course provides the opportunity to sing a variety of choral literature styles for men and/or women's voices, and is designed to develop vocal techniques and the ability to sing parts.
- 1131 Vocal Ensemble - Recommended for Students Grades K - 12** - Course is intended to develop vocal techniques and the ability to sing parts in small ensemble or madrigal groups. The course goals may include the development of solo singing ability; one or several ensemble literature styles may be emphasized.
- 1132 Individual Technique-Vocal Music - Recommended for Students Grades K - 12** - Course provides instruction in and development of vocal techniques other than the ability to sing in groups. These courses may be conducted on either an individual or small group basis.
- 1133 Intermediate Guitar - Recommended for Students Grades 9 - 12** - Course builds upon skills of beginning guitar. Students will develop position playing, advanced chords and progressions, learn new scales, and develop improvisation skills. Students will also develop group and performance skills and will perform in public.
- 1141 Music Theory - Recommended for Students Grades K - 12** - Course teaches an understanding of the fundamentals of music, and includes one or more of the following topics: composition, arrangement, analysis, aural development, and sight-reading; Music Theory courses may or may not require previous musical experience.
- 1142 AP Music Theory - Recommended for Students Grades 9 - 12** - Course is designed to be the equivalent of a first year music theory college course. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students already possessing performance level skills, AP Music Theory extends and builds upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and their interaction in a composition. Musical notation, analysis, composition, and aural skills are important components of the course. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1143 IB Music - Recommended for Students Grades 9 - 12** - Course prepares students to take the International Baccalaureate Music exam at either the Subsidiary or Higher level. IB Music courses develop students' knowledge and understanding of music, through training in musical skills (listening, performing, and composing), exposure to music theory, and formulation of an historic and global awareness of musical forms and styles. The IB Curriculum Board suggests historical, theoretical, and practical studies.
- 1144 Music History/Appreciation - Recommended for Students Grades 9 - 12** - Course surveys different musical styles and periods with the intent of increasing enjoyment of different musical styles and/or developing an artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.
- 1146 Music-Independent Study - Recommended for Students Grades 9 - 12** - Course is often conducted with instructors or professional musicians or voice coaches as mentors enable students to explore music and their own abilities in more detail and depth than in other courses. Polishing talent, building confidence for professional or apprenticeship auditions, and gaining experience in public performance are emphasized. Career opportunities may be explored.
- 1147 Elementary Music - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper grades K-8. Course promotes student's experiences and skill development in a variety of aspects of learning to sing, listen, read, play music and learn about music performance and history. Students learn to critique their work and work of others.
- 1149 Music - Recommended for Students Grades K - 12 - Other**
- 1150 Introduction to Art - Recommended for Students Grades K - 12** - Course introduces students to a variety of tools, materials, skills and techniques through the elements and principals of design. Students learn to critique their work and the work of others.
- 1151 Art Appreciation - Recommended for Students Grades K - 12** - Course introduces the many forms of art and help form an aesthetic framework through which art of various ages and cultures can be judged and critiqued. The place and significance of art in our society is explored.
- 1152 Art History - Recommended for Students Grades 9 - 12** - Course introduces significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected periods of history. The evolution of art forms, techniques, symbols, and themes is often emphasized.

**Code Fine and Performing Arts – 1101~1199**

- 1153 AP Art History - Recommended for Students Grades 9 - 12** - Course designed to parallel college level Art History courses, AP Art-History of Art courses provide the opportunity to critically examine architecture, sculpture, painting, and other art forms within their historical and cultural contexts. In covering the art of several centuries (not necessarily in chronological order), students learn to identify different styles, techniques, and influences, and to formulate and articulate their reactions to various kinds of artwork. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1158 AP Studio Art 2-D Design - Recommended for Students Grades 9 - 12** - The purpose of this course is to assist students to develop a portfolio demonstrating a broad interpretation of two-dimensional issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative manner. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1159 AP Studio Art 3-D Design - Recommended for Students Grades 9 - 12** - The purpose of this course is to assist students to develop a portfolio demonstrating a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1161 Creative Art-Comprehensive - Recommended for Students Grades K - 12** - Course provides students with the knowledge and opportunity to explore an art form and to create individual works of art. Career opportunities in the art world may also be discussed and explored. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although the focus of creative art courses is creation, the study of major artists, art movements, and styles may also be included.
- 1162 Creative Art-Drawing/Painting - Recommended for Students Grades 6 - 12** - Course covers the same topics as Creative Art-Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two dimensional work, students typically work with several media (such as pen and ink, pencil, chalk, watercolor, tempera, oils, and acrylics, and so on) but some courses may focus on only one.
- 1163 Creative Art-Sculpture - Recommended for Students Grades 9 - 12** - Course covers the same topics as Creative Art-Comprehensive courses, but focus on creating three dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on) but some courses may focus on only one.
- 1164 Ceramics/Pottery - Recommended for Students Grades 9 - 12** - Course covers the same topics as Creative Art-Comprehensive courses, but focus on creating three dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, the transformation under heat, and the various methods by which objects are created and finished.
- 1165 Printmaking/Graphics - Recommended for Students Grades 6 - 12** - Course covers the same topics as Creative Art-Comprehensive courses, but focus on design principles, printmaking, and graphic design.
- 1166 Textiles - Recommended for Students Grades 6 - 12** - Course teaches the same lessons as Creative Art-Comprehensive courses but do so with a focus on craft. A wide range of crafts may be surveyed, or the course may focus on only one type; possibilities include weaving, macramé, quilting, batik, stitchery, and so on.
- 1167 Crafts - Recommended for Students Grades K - 12** - Course teaches the same lessons as Creative Art-Comprehensive courses, but do so with a focus on craft. A wide range of crafts may be surveyed, or the course may focus on only one type; possibilities include calligraphy, quilting, silk screening, cake decorating, tole painting, mask making, knitting, crocheting, paper making, and so on.
- 1171 Photography - Recommended for Students Grades K - 12** - Course exposes students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, and depth of field, filters, camera angles, and film development. The course may cover black and white, or color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. In order to develop each student's style and artistic eye, major photographers, art movements, and styles may also be studied.
- 1172 Film/Videotape - Recommended for Students Grades K - 12** - Course exposes students to the materials, processes, and artistic techniques involved in film or videotape. Students learn about the operation of a camera, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may also include production values and various styles of filmmaking (documentary, storytelling, news magazines, animation, and so on). As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. In order to develop each student's style and artistic eye, major filmmakers, cinematographers, and their films may also be studied.



## Student Teacher Accountability Reporting System



### Code Fine and Performing Arts – 1101~1199

- 1175 Computer Assisted Art - Recommended for Students Grades K - 12** - Course enables students to discover and explore how the computer can be used to create or to assist in the production of various forms of artwork. Previous courses in the intended art form are usually not required for enrollment. Computer Assisted Art courses provide the opportunity to become more adept in both the art form and in the use of the computer.
- 1181 Art Portfolio - Recommended for Students Grades 9 - 12** - Intended for students who are gifted in art; Art Portfolio courses offer the opportunity to create a professional body of work that reflects personal style and talent. Students are often encouraged to display their work publicly.
- 1183 AP Studio Art-Drawing Portfolio - Recommended for Students Grades 9 - 12** - Designed for students with a serious interest in art, AP Studio Art-Drawing Portfolio courses enable students to refine their skill and create artistic works to be submitted to the College Board for evaluation. Given the nature of the AP evaluation, the course typically emphasizes quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of drawing. Representation, abstraction, and experimentation with a variety of drawing materials are explored. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1184 IB Art/Design - Recommended for Students Grades 9 - 12** - Course prepares students to take the International Baccalaureate Art/Design exams at either the Subsidiary or Higher level. IB Art/Design courses develop students' aesthetic and creative faculties, offer training in awareness and criticism of art, and enable students to create quality works of art of their own. Usually a two year course, students will perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail.
- 1186 Visual Art-Independent Study - Recommended for Students Grades 9 - 12** - Course often conducted with instructors or professional artists as mentors, enable students to explore a particular art form in more detail and depth than in other courses. Polishing talent, building confidence for professional showings or portfolio submission, and gaining experience in public performances or displays are emphasized. Career opportunities may be explored.
- 1187 Introductory Visual Arts - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper grades K-8. Course promotes student's experiences and skill development in a variety of aspects of tools, materials, skills, and techniques though the elements and principals of design. Students learn to critique their work and the work of others.
- 1189 Visual Art - Recommended for Students Grades K - 12** - Other
- 1194 Integrated Fine Arts - Recommended for Students Grades K - 12** - Course explores self expression across the fine arts: any subset or all of the visual arts, music, dance, theater, and literature may be included in the curriculum for these courses. Students both study and critique the works of others and participate in or produce art themselves. These courses often include comparative study of various art forms over time, i.e., the interrelationship of literature, music, and the performing arts of a particular time period and culture.
- 1195 Fine and Performing Art-Related Subjects - Recommended for Students Grades 9 - 12** - Course offers instruction in topics related to the fine and performing arts; such topics may include design principles, psychology, mathematics, and/or science.
- 1196 Fine and Performing Art-Independent Study - Recommended for Students Grades 9 - 12** - Course is often conducted with instructors or professional artists as mentors, enable students to explore a particular art form in more detail and depth than in other courses. Polishing talent, building confidence for professional showings or portfolio submission, and gaining experience in public performances or displays are emphasized. Career opportunities may be explored.
- 1199 Fine and Performing Art - Other - Recommended for Students Grades K - 12** - Other

### Code Subject Fields - Digits 6-8 - Fine and Performing Art

- 6th Digit - Subject Field** - If the state or district requires certain types of credit for high school graduation, indicate the type of credit that students receive upon completing the course
- 0** Information not collected, unavailable, or missing.
- 1** Fine Arts, Humanities, or Performing Arts credit
- 2** Physical Education credit with local board approval
- 3** Primary English credit (If schools/districts have several types of required English credit, and the course fulfills a Literature/Writing credit, this option should be chosen. This option should also be chosen by schools/districts with only one type of English credit requirement.)
- 4** Secondary English credit



## Student Teacher Accountability Reporting System

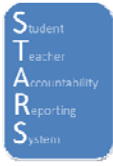


Code	Subject Fields - Digits 6-8 - Fine and Performing Art
5	Vocational credit
6	Dual credit (in English and another subject area)
7	Student choice (Students may choose between two or more types of non-elective credit to be received upon successful completion of the course)
8	Other type of credit
9	Elective credit
	<b>7<sup>th</sup> Digit - Subject Field</b> - Indicates whether auditions are required prior to enrollment in the course
0	Information not collected, unavailable, or missing.
1	Auditions are required.
2	Auditions are not required.
	<b>8th Digit - Subject Field</b> - Indicates the primary emphasis of the course
0	Information not collected, unavailable, or missing.
1	Skill, craftsmanship, or technique
2	Public performance/production (Students concentrate on technique, but also may be required or strongly encouraged to participate in public performances or displays.)
3	Appreciation and/or evaluation of art form
4	History (and literature, if applicable) of art form(s)
5	Personal expression
6	Working as a group
7	Choreography/Composition
8	Combination
9	Other

### 14. Foreign Language and Literature – 1202-1299

This subject area encompasses courses that concern development of communication skills using non-English languages and knowledge of the cultures and literatures of non-English speaking peoples.

Code	Foreign Language and Literature – 1202~1299
1202	<b>AP Spanish Language - Recommended for Students Grades 7 - 12</b> - Course is designed to parallel third year college level courses in this category build upon prior knowledge and develop students' ability to understand others and express themselves (in Spanish) accurately, coherently, and fluently in both formal and informal situations. Upon completing these courses, students will develop a large enough vocabulary to understand literary texts, magazine/ newspaper articles, films and television productions, and so on. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
1203	<b>AP Spanish Literature - Recommended for Students Grades 7 - 12</b> - Course is designed to parallel college level Introduction to Hispanic Literature courses (offered at a third year level); AP Spanish Literature courses cover representative works from the literatures of Spain and Spanish America, encompassing all genres. The courses build students' Spanish language proficiency so that they are able to read and understand moderately difficult prose and to express critical opinions and literary analyses in oral and written Spanish (an ability equivalent to having completed a third year college level Spanish Language course). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
1206	<b>AP French Language - Recommended for Students Grades 7 - 12</b> - Course is designed to parallel third year college level courses in French Composition and Conversation, AP French Language courses build upon prior knowledge and develop students' ability to understand others and express themselves (in French) accurately, coherently, and fluently. Through these courses, students will develop a large enough vocabulary to understand literary texts, magazine/newspaper articles, films and television productions, and so on. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.



**Code Foreign Language and Literature – 1202~1299**

- 1207 AP French Literature - Recommended for Students Grades 7 - 12** - Course is designed to parallel college level Introduction to French Literature courses (offered at a third year level), AP French Literature courses cover representative works of French literature, and build students' French language proficiency so that they are able to read and understand moderately difficult prose and to express critical opinions and analyses in correct oral and written French. The study of literary components (such as character, theme, structure, imagery, style, tone, and so on) is an important focus of AP French Literature. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1211 AP German Language - Recommended for Students Grades 7 - 12** - Course is designed to parallel third year college level courses in German Language, AP German Language courses build upon prior knowledge and develop students' ability to understand spoken German in various conversational situations, to express themselves (in German) accurately and fluently, and to have a command of the structure of the German language. These courses will enable students to develop a large enough vocabulary to understand literature, magazine/newspaper articles, films and television productions, and so on. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1215 Latin - Recommended for Students Grades 7 - 12** - Latin course exposes students to the Latin language and culture, usually through a series of sequential courses. First year courses emphasize basic grammar and syntax, simple vocabulary, and the influence of Latin in current English words. Students will be able to read and write in Latin on a basic level. Second year courses enable students to expand upon what they have learned, increasing their skills and depth of knowledge. Third and fourth year Latin courses typically focus on having students express more complex concepts in writing, and comprehend and react to original Latin texts.
- 1232 Native American I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic grammatical skill of oral language communication to Native American language. All language skills are included: listening, speaking, reading, and writing. Listening and speaking are emphasized at this level.
- 1233 Native American II - Recommended for Students Grades 7 - 12** - The practical conversational approach to the Native American language is continued. At this level listening, speaking, and reading are emphasized. At the end of the second year, the student should be able to communicate with more grammatical skills.
- 1234 Native American III - Recommended for Students Grades 7 - 12** - Previous grammatical skills will be utilized in listening, speaking, reading, and writing. Speaking, reading, and writing are emphasized at this level. Students will utilize learned skills in oral as well as written exercises, tests, and various projects.
- 1235 Native American IV - Recommended for Students Grades 7 - 12** - The student will be prepared for more advanced study. Speaking, reading, and writing are emphasized at this level. Students will continue to utilize learned skills in oral as well as written exercises, tests, and various projects.
- 1236 French I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic skills - listening, speaking, reading, and writing - and to the basic structures of French taught within the cultural context. Emphasis will be placed on oral communication skills. A career awareness component is included which emphasizes the importance of French in the world.
- 1237 French II - Recommended for Students Grades 7 - 12** - Course continues to develop communicative skills. There is greater use of French in the classroom. Emphasis is on sustained communication, both oral and written. An appreciation of the culture of French speaking countries is enhanced.
- 1238 French III - Recommended for Students Grades 7 - 12** - French III continues the development of communicative skills, enhances reading skills and appreciation of supplementary materials in literature, history, geography and fine arts. The students begin to manipulate the language through creative and expository writing. Emphasis is placed on cultural issues and the use of French in the classroom.
- 1239 French IV - Recommended for Students Grades 7 - 12** - Course promotes oral and written communication. The students will be prepared for more advanced study and career possibilities. Selected readings in French literature, culture and current events will be the focus.
- 1252 Spanish I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic skills - listening, speaking, reading, and writing - and to the basic structures of Spanish taught within the cultural context. Emphasis will be placed on oral and written communication skills. Students are made aware of the importance of Spanish in their world.
- 1253 Spanish II - Recommended for Students Grades 7 - 12** - Course continues to develop communicative skills. There is wider use of Spanish not only in classroom management, but also in teaching concepts. Emphasis is on sustained communication, both oral and written. An appreciation of the culture of Spanish speaking countries is enhanced.



**Code Foreign Language and Literature – 1202~1299**

- 1254 Spanish III - Recommended for Students Grades 7 - 12** - Course further refines, reinforces, and develops the skills and cultural awareness previously acquired in the first two levels. A greater emphasis is placed on reading and on communicating orally and in writing. The importance of Spanish in career fields continues to be emphasized.
- 1255 Spanish IV - Recommended for Students Grades 7 - 12** - Course promotes oral and written communication. Selected readings in Hispanic literature, culture, and current events will be the focus.
- 1256 German I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic skills - listening, speaking, reading, and writing - and to the basic structures of German taught within the cultural context. Emphasis will be placed on oral communication skills. A career awareness component is included which emphasizes the importance of German in the world.
- 1257 German II - Recommended for Students Grades 7 - 12** - Course continues to develop communicative skills. There is wider use of German not only in classroom management, but also in teaching concepts. Emphasis is on sustained communication, both oral and written. An appreciation of culture of German speaking countries is enhanced.
- 1258 German III - Recommended for Students Grades 7 - 12** - Course continues the development of communicative skills, enhances reading skills and appreciation of supplementary materials in literature, history, geography and fine arts. The students begin to manipulate the language through creative and expository writing. Emphasis is placed on cultural issues and the use of German in the classroom.
- 1259 German IV - Recommended for Students Grades 7 - 12** - Course promotes oral communication in German and emphasizes the study of different genres in German literature. It focuses on literary analysis and criticism by means of extensive reading of classical and modern masterpieces in German.
- 1261 IB Language A (non English) - Recommended for Students Grades 7 - 12** - Course prepares students to take the International Baccalaureate Language A exams at either the Subsidiary or Higher level. Course content includes in depth study of literature chosen from the appropriate IB list of texts and authors, and written analyses of this literature in addition to other oral and written assignments. All course content is designed to improve students' accuracy and fluency in the language (usually the students' native tongue).
- 1262 IB Language B - Recommended for Students Grades 7 - 12** - Course prepares students to take the International Baccalaureate Language B exams at either the Subsidiary or Higher level. Courses focus on improving students' accuracy and fluency in oral and written communication (usually in the students' "second" language). Students preparing to take the Subsidiary level exam will be able to understand native speakers; students preparing for the Higher-level exam will be able to communicate fluently at native speed.
- 1263 IB Classical Languages - Recommended for Students Grades 7 - 12** - Course seeks to strike a balance between the study of the language itself (structure, meaning, and formulation) and the study of the civilization it reflects (particularly its culture, philosophies, and institutions). Course content enables students to understand, translate, and appreciate a Latin, Greek, or other classical text; relate literature to its historical or social background; recognize current relevance of ancient literature; and apply acquired knowledge to other subjects.
- 1264 Japanese I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic skills - speaking, listening, reading, and writing - and to the basic structures of Japanese taught within a cultural context. Emphasis will be placed on oral communication skills in the context of greetings, school activities, counting, and sports. Writing the Japanese language is also introduced.
- 1265 Japanese II-IV - Recommended for Students Grades 7 - 12** - Course provides an extension of skills and concepts introduced in Japanese I. There is wider use of the Japanese language through increased conversational skills and larger vocabulary. Writing skills are extended, and increased understanding of Japanese culture is emphasized.
- 1269 AP Latin: Vergil - Recommended for Students Grades 7 - 12** - This course develops a student's ability to read, translate, understand, analyze, and interpret selected text from Vergil's Aeneid. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1270 AP Latin Literature - Recommended for Students Grades 7 - 12** - This course develops a student's ability to read, translate, understand, interpret, and analyze text from Cicero, Horace, and Ovid. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.

**Code Foreign Language and Literature – 1202~1299**

- 1271 **Language for Native Speakers I - Recommended for Students Grades 7 - 12** - Course supports, reinforces, and expands students' knowledge of home language. Because students have already been exposed to their home/heritage language, they understand at least the rudiments and structure of the language, and have a working vocabulary (to a greater or lesser degree). Courses in Language for Native Speakers often move faster than do Foreign Language courses, and may be structured similar to an English Language Arts course (Reading, Writing, Listening and Speaking, with the study of literature and composition). This course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the target language.
- 1272 **Language for Native Speakers II - Recommended for Students Grades 7 - 12** - Course further reinforces and expands students' knowledge of their home/heritage language. This course emphasizes deeper development of skills (Reading, Writing, Listening and Speaking) with a study of short stories, novels, plays, poet
- 1273 **Advanced Language for Native Speakers III - Recommended for Students Grades 7 - 12** - This course develops advanced home/heritage language skills (Reading, Writing, Listening and Speaking) with a study of literature, composition, public speaking, performance, and presentation. Extensive study of the cultures and traditions related to the target language at the regional, national and international levels must be included. This course must be entirely taught in the target language.
- 1274 **Language for Native Speakers - Recommended for Students Grades K - 6** - This course code is specifically for elementary pull-out programs. This course provides instruction and development for elementary students in the home/heritage language other than English, with an emphasis on communication and literacy skills. (Speaking, Reading, Writing, Listening and Comprehension). This course must address the New Mexico Content Standards and Benchmarks for Language Arts and for Modern Classical and Native Languages.
- 1281 **Sign Language - Recommended for Students Grades K - 12** - Course introduces American Sign Language and, as classes continue, increase students' ability to communicate with deaf persons through finger spelling, signed words, and gestures. Sign Language courses may also incorporate lessons regarding the culture of deaf people, and/or their problems and concerns.
- 1290 **French as a Second Language for Elementary Students - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - "Standards for Excellence." Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.
- 1291 **German as a Second Language for Elementary Students - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - "Standards for Excellence." Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.
- 1292 **Native American Language as a Second Language for Elementary Students - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - "Standards for Excellence." Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.
- 1293 **Spanish as a Second Language for Elementary Students - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - "Standards for Excellence." Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.
- 1294 **"Other" Language as a Second Language for Elementary Students (for languages other than those identified for Elementary Students above) - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - "Standards for Excellence." Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.



**Code Foreign Language and Literature – 1202~1299**

- 1296 Foreign Language and Literature -Independent Study - Recommended for Students Grades 9 - 12** - Course is conducted with instructors as mentors; allow students the opportunity to explore particular topics related to one or several foreign languages that are not offered as part of the regular curriculum.
- 1299 Foreign Language and Literature - Recommended for Students Grades 9 - 12** - Other

**Code Subject Fields - Digits 6-8 – Foreign Language and Literature**

**6th Digit - Subject Field** - Indicates the type of credit that students receive toward graduation upon completing the course.

- 0** Information not collected, unavailable, or missing.
- 1** Foreign Language credit
- 2** English credit/Communication credit
- 3** Social studies credit
- 4** Fine Arts/Humanities credit
- 5** Vocational credit
- 6** Dual credit (in Foreign Language and another subject area)
- 7** Student choice (Students may choose between two or more types of non elective credit to be received upon successful completion of the course)
- 8** Other type of credit
- 9** Elective credit

**7th Digit - Subject Field**

- 0** No information pertinent to this field.

**8th Digit - Subject Field** - Indicates whether the course emphasizes conversation or formal knowledge of vocabulary, grammar, and literature

- 0** Information not collected, unavailable, or missing.
- 1** The course is designed to emphasize knowledge of grammar, vocabulary, and literature, in all aspects of communication—reading, writing, listening, and speaking.
- 2** The course is designed to enable students to become conversant enough to function in everyday situations or during travel, but does not emphasize the formal study of the language in all its aspects.

**15. Graphic and Printing Communication – 1300~1399**

This subject area encompasses courses that concern knowledge and skills useful in the printing industry and in graphic communication occupations, including commercial art and design, graphic techniques, commercial photography, and printing technology.

**Code Graphic and Printing Communication – 1300~1399**

- 1300 Communication Exploration** - Course surveys an array of topics employing graphic and technical communication, exposing students to various methods of communication such as drafting, photography, graphic arts/printing, commercial art, telecommunications, and electronic and computer aided communication. These courses may serve as a basic introduction to the methods, tools, and techniques of these areas.
- 1301 Graphic Communication Exploration** - Course surveys a range of topics using graphic communication, exposing students to many types of printing, design, and advertising career opportunities in various industries. Techniques of various communications fields may be presented, including printing, drafting, and commercial art. These courses may serve as a basic introduction to graphic communication tools and techniques.
- 1311 Printing Careers Exploration** - Course exposes students to the methods and tools of the industries using graphic arts and printing techniques. Opportunities and careers in the printing, newspaper, publishing and allied industries are explored as various topics related to the printing process are covered.

**Code Graphic and Printing Communication – 1300~1399**

- 1313 Graphic Arts/Printing** - Course exposes students to the various tools and techniques used in the printing industry. Topics typically include (but are not limited to) design, layout, paste up, process photography, stripping, plate making, lithography, offset press operation, and bindery. Graphics Arts/Printing courses may also include other components, such as lettering, computer graphics, or desktop publishing.
- 1323 Commercial Art** - Course provides students with the opportunity to explore the use of art and design in specific industries and in business as a whole. Topics, skills, and techniques covered and refined include (but are not limited to) drawing with various media, reproduction, lettering and typography, layout and paste up, perspective drawing, illustration, and design principles. A wide range of applications may be used, including books, brochures, packages, and school publications. The courses may also include photography, silkscreen, and airbrush techniques.
- 1333 Commercial Photography** - Course provides students with the opportunity to explore the application of photography in commercial enterprises and industry. Topics may include (but are not limited to) photographic techniques, composition, printmaking, and finishing.
- 1395 Graphic and Printing Communication - Related Subjects** - Course offers instruction in related topics that are necessary or helpful in graphic communication, commercial arts or printing occupations; such topics may include mathematics, science, drafting, design, and so on.
- 1397 Graphic and Printing Communication - OJT** - Course provides work experience within the graphic communication, commercial arts or printing fields. Although the student, teacher, and employer may set goals cooperatively, classroom attendance/experience is not an integral part of the Graphic Communication-OJT experience.
- 1398 Graphic Communication-Co-Op** - Course provides work experience in the graphic communication, commercial arts or printing fields, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job.
- 1399 Graphic and Printing Communication - Other**

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**16. Health Care Sciences – 1501~1599**

This subject area encompasses courses that concern individual/personal health, community/public health, and world health. A teacher of health education classes (required and/or elective) must possess either a K-12, secondary, or elementary license with a health education endorsement. Health education courses must align with the health education content standards with benchmarks.

**Code Health Care Sciences – 1501~1599**

- 1501 Health Care Occupations Career Exploration - Recommended for Students Grades 7 - 12** - Course designed for students with a possible interest in medicine or the allied health fields, Health Care Occupations Career Exploration courses expose students to the opportunities available in a variety of occupational clusters within the health care industry (such as dental care, general and administrative services, lab technology, nursing, therapy, and vision care). Experiences in several of these occupational clusters may be provided, along with information and knowledge related to the health care industry as a whole.
- 1502 Health Care Occupations - Recommended for Students Grades 9 - 12** - Course usually offered as a series to provide orientation to, and refinement of, the knowledge and skills germane to the health care industry. Topics usually include (but are not limited to) an overview of health care delivery; patient care, including assessment of vital signs, body mechanics, and diet; anatomy and physiology; identification and use of medical equipment and supplies; medical terminology; hygiene and disease prevention; first aid and CPR procedures; laboratory procedures; and ethical and legal responsibilities. Clinical experiences in local health care settings are integral to the courses.
- 1503 Allied Health Occupations - Recommended for Students Grades 11 - 12** - Course covering the same scope of topics as Health Care Occupations course, also, enables students to choose one or several specialties to study in more detail. Course content depends upon the chosen field (such as physical or respiratory therapy, gerontology, medical laboratory technology, medical assisting, and dental assisting, and so on).



**Code Health Care Sciences – 1501~1599**

- 1504 Nursing-CNA - Recommended for Students Grades 9 - 12** - Course covering the same scope of topics as Health Care Occupations courses, the Nursing course places a special emphasis on the particular competencies required of nurses and/or nursing assistants and aides. Topics may include normal growth and development; bathing, feeding, dressing, and transporting patients; basic pharmacology; doctor, nurse, patient relationships and roles; medical and professional ethics; death and dying; and care of various kinds of patients (chronically ill, medical-surgical, children, new mothers, and so on).
- 1505 Nursing-LPN - Recommended for Students Grades 9 - 12** - Course covering the same scope of topics as Nursing, Nursing-LPN courses delves into more detail, in order to prepare students to stand for the state's practical nurse licensing examination. Nursing-LPN courses provide the knowledge and experience needed for nursing care of patients of all ages, in various stages of sickness or health, and with a variety of disease conditions. Additional topics may include community health, nutrition, drug therapy and administration, and mental illness.
- 1506 Home Health Care - Recommended for Students Grades 10 - 12** - Course provides instruction in the care of individuals within their homes. Course content relates health care practices and procedures to the home environment, and typically includes patient care, comfort, and safety; anatomy and physiology; disease and infection prevention; nutrition and meal preparation; human relations; first aid and CPR. Topics may also include therapy strategies, household management, and employability.
- 1513 Medical/Clerical Assisting - Recommended for Students Grades 11 - 12** - Course trains students in the skills that combine and relate to both the medical and clerical fields. Designed for students who are interested in clerical, secretarial, or medical assistant occupations within the health care industry, these courses develop skills in patient exam preparation, assessment of vital signs, routine lab procedures, medical transcription, medical insurance, financial accounting, and record keeping.
- 1514 Medical Office - Recommended for Students Grades 10 - 12** - Course exposes students to skills that combine and relate to both the medical and clerical fields. Designed for students who are interested in clerical/transcription occupations within the health care industry, these courses may include (but are not limited to) topics such as medical transcription, medical insurance, financial accounting, scheduling, and patient record keeping. Medical terminology and routine medical procedures are covered to provide context for clerical duties.
- 1515 Medical Lab Technician - Recommended for Students Grades 11 - 12** - Course provides students with the background and skills necessary for employment in health care-related laboratories. Topics usually include anatomy and physiology; microbiology; chemistry; and laboratory techniques (including preparation and analysis of various cultures and specimens). Venipuncture, EKG, and CPR procedures may be included as course components.
- 1516 EKG Technician - Recommended for Students Grades 10 - 12** - Course offers students the knowledge and skills to perform electrocardiograph activities within the health care field. EKG Technology courses emphasize the cardiovascular system (function, diseases, and rhythms); EKG machinery; and the use of drugs and their effects. However, these courses usually include general health care topics as well, such as basic anatomy and physiology; patient care; first aid and CPR; identification and use of medical equipment; medical terminology; and human relations.
- 1517 Emergency Medical Technician (Career/Technical) - Recommended for Students Grades 9 - 12** - Course covers the same scope of topics as Health Care Occupations courses, but this course places a special emphasis on the knowledge and skills needed in medical emergency situations. Topics may include methods for lifting and transporting injured persons, controlling bleeding, stabilizing fractures, clearing airway obstructions, and responding to cardiac arrest. This course is similar to 1792 Emergency Medical Technician (Applied Science) which is listed under the Life and Physical Sciences section; however, this course follows the Career/Technical path as opposed to the Applied Science path. This course does not count as a science graduation credit.
- 1518 Surgical Technician - Recommended for Students Grades 11 - 12** - Course covering the same scope of topics as Health Care Occupations courses, this course particularly emphasize assisting patients who have undergone surgical procedures. In keeping with that focus, topics include operation room materials, tools, and procedures; aseptic surgical technique; preparation and handling of surgical instruments; efficiency in the operating room; and the roles of various medical personnel present during surgery.
- 1519 Central Service Technician - Recommended for Students Grades 9 - 12** - Course provides students with the knowledge and skills related to the procurement, handling, storage, and distribution of sterile goods and equipment. Course components may include quality assurance; infection control and isolation techniques; medical terminology and processes; decontamination and sterilization; and anatomy, physiology, microbiology, and chemistry.
- 1523 Dental Assisting - Recommended for Students Grades 10 - 12** - Course exposes students to the tools, terminology, and procedures necessary for a career in the dental industry (usually as a dental assistant). Course content covers a wide range of topics and typically includes dental anatomy and terminology; identification and use of dental equipment; dental pathologies and procedures; asepsis; dental laboratory procedures; emergency first aid; and the ethical and legal responsibilities of dental care workers. Dental specialties and career options are often explored.



**Code Health Care Sciences – 1501~1599**

- 1524 Dental Laboratory Technician - Recommended for Students Grades 11 - 12** - Course exposes students to the tools, terminology, and procedures necessary for a career in a dental laboratory. Dental Laboratory Technology courses generally cover the same scope of topics as Dental Assisting courses, but emphasize experience in making mouth guards, taking impressions, creating various types of dental molds and models, and fabricating prostheses and dental appliances.
- 1533 Vision Care Assisting - Recommended for Students Grades 9 - 12** - Course exposes students to the tools, terminology, and procedures necessary for a career in the optometric or optic field. Vision Care Assisting courses typically include the physics of light and refraction; the anatomy, physiology, and terminology associated with the eyes; identification and use of optometric and/or optical equipment; optical procedures; human relations; and the ethical and legal responsibilities of vision care workers.
- 1540 Sports Medicine - Recommended for Students Grades 11 - 12** - This course is a study and analysis of injuries commonly associated with athletes. The roles of the athletic trainer, physician and coach are examined as they relate to the physiological and psychological welfare of the athlete. The lab portion of the class will be integrated during the semester.
- 1550 Medical Anatomy & Physiology - Recommended for Students Grades 11 - 12** - Usually taken after Biology-First-Year courses, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.
- 1560 GRADS: - Recommended for Students Grades 9 - 12** - Course of a specialized curriculum designed for students who are parents or parents-to-be. Topics such covered include, but are not limited to: balancing work and family, healthy interactions with their child, and career advancement and security. **MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE.**
- 1595 Health Care Sciences-Related Subjects. - Recommended for Students Grades 9 - 12** - Course in this category offers instruction in related topics that are necessary or helpful in health care occupations; such topics may include mathematics, science, and/or communications.
- 1596 Health Care Sciences-Independent Study - Recommended for Students Grades 9 - 12** - Course conducted with instructors as mentors, enable students to explore health related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular specialization, to explore a topic of special interest within a health related industry, or to develop more advanced skills.
- 1597 Health Care Sciences-OJT - Recommended for Students Grades 12** - Course work experience is gained within the health care industry. Although the student, teacher, and employer may set goals cooperatively, classroom attendance/experience is not an integral part of the Health Care Sciences-OJT experience.
- 1598 Health Care Sciences-Co-Op - Recommended for Students Grades 10 - 12** - Course provides work experience in the health care industry, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job
- 1599 Health Care Sciences-Other - Recommended for Students Grades 9 - 12** - Please contact Health Occupations Administrator before classifying a student in this category.

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**17. Health Education – 1401~1499**

This subject area encompasses courses that concern knowledge and skills useful in the health care industry, including but not limited to procedures and technology related to nursing, dentistry, vision care, medical laboratories, and the medical clerical field.



**Code Health Education – 1401~1499**

- 1401 Health Education - Recommended for Students Grades 9 - 12** - Course that provides knowledge and skills practice in a variety of health topics including the six CDC health risk behaviors, and must be aligned with the 9-12 PED Health Education content standards with benchmarks and performance standards. **This course will meet the graduation requirement for Health Education.**
- 1402 Health and Fitness - Recommended for Students Grades 6 - 12** - Course combines the topics of Health Education courses (nutrition, stress management, abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life long wellness habits.
- 1403 Community Health - Recommended for Students Grades 6 - 12** - Course covers not only personal health topics (nutrition, stress management, abuse prevention, disease prevention, first aid, and so on), but also more general health issues. These additional topics may include (among others) available community resources, fundamentals of the nation's health care system, contemporary world health issues, and career options within the health field.
- 1404 Special Needs Health Education - Recommended for Students Grades 6 - 12** - Course focuses on the health requirements of individuals with special needs, and emphasize meeting those needs within the home setting. Information regarding the elderly and individuals with disabilities, handicaps, and/or debilitating illnesses is provided, along with strategies to prepare students for their possible roles as caretakers.
- 1405 Safety and First Aid - Recommended for Students Grades 6 - 12** - Course provides specialized instruction in first aid techniques, cardiopulmonary resuscitation, relief of obstructed airways, and general safety procedures and behaviors. Course topics may include an overview of community agencies and hotlines providing emergency care and information.
- 1406 Health for Parenting Teens - Recommended for Students Grades 6 - 12** - Course designed for pregnant teens and/or parents, topics within Health for Parenting Teens courses cover a wide range of both health and parenting issues. Prenatal and postnatal care, health and well being of young parents, child development, stress management, and parental/adult roles are typically included. The courses may also include academic assistance, career exploration, financial management, and so on.
- 1407 Health and Life Management - Recommended for Students Grades 6 - 12** - Course focuses as much on consumer education topics (such as money management and evaluation of consumer information and advertising) as on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, disease prevention, and first aid). In addition, development of decision making, communication, interpersonal and coping skills and strategies are included as course objectives.
- 1420 GRADS: - Recommended for Students Grades 6 - 12** - Course of a specialized curriculum designed for students who are parents or parents-to-be. Students are involved in topics such as balancing work and family, healthy interactions with their child and career development and advancement. (MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE).
- 1499 Health Education - Recommended for Students Grades 6 - 12** - Other

**Code Subject Fields - Digits 6-8 – Health Education**

**6th Digit - Subject Field** - If the school district or state requires health credit for graduation, indicate whether this course counts toward fulfillment of that graduation requirement

- 0** Information not collected, unavailable, or missing.
- 1** This particular course is required for graduation.
- 2** This course is not required for graduation.

**7th Digit - Subject Field**  
No information pertinent to this field.

**8th Digit - Subject Field**  
No information pertinent to this field

**18. Life and Physical Sciences 1700~1799**

This subject area encompasses courses that concern bodies of knowledge, natural world and its phenomena, including the study of living organisms and life processes, as well as non-living materials and the laws that govern them.



## Student Teacher Accountability Reporting System



Science courses that align to the New Mexico 9-12 Science Standards or higher MAY count towards fulfilling requirements for graduation—as determined by the district; these courses are documented in the course titles.. In order for courses to fulfill the **REQUIREMENT** of a lab component, courses must meet the definition for lab component provided in the NM Administrative Code Standards for Excellence:

For required science units, a “laboratory component” is defined as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Throughout the process, students should have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. The laboratory component comprises at least 40% of the unit’s instructional time.

Courses that are offered for elective credit only are documented in the course titles. Districts may follow the procedure to apply for **Alternative Credit** if elective course are to be used for graduation credit.

### Code Life and Physical Sciences – 1700~1799

- 1700** **General Science - Student Grades 9 - 12** - Course introducing students to topics including but not limited to earth science, space science, physical science, and life science.
- 1701** **Earth science - Student Grades 5 - 12** - Course offers insight into the environment on earth and the earth's environment in space. While teaching the concepts and principles essential to an understanding of the dynamics and history of the earth, the following topics may be explored: oceanography, geology, astronomy, meteorology, and geography.
- 1702** **Geology - Student Grades 9 - 12** - Course provides an in depth study of the forces that formed and continue to affect the earth's surface. Earthquakes, volcanoes, and erosion are examples of topics that are presented.
- 1703** **Physical Science - Student Grades 5 - 12** - Course involves the study of the structures and states of matter. Typically (but not always) an introductory survey course, topics covered may include forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.
- 1704** **IB Physical Science - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Physical Science exams at either the Subsidiary or Higher level. These courses integrate the study of physics and chemistry, showing how the physical and chemical properties of materials can be explained and predicted in terms of atomic, molecular, and crystal structures and forces. In keeping with the general aim of IB Experimental Sciences courses, IB Physical Science promotes critical analysis, prediction, and application of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of science and scientific advances upon society and upon issues of ethical, philosophical and political importance. Students are required to develop and pursue an individual, experimental project, which is evaluated as part of the IB exam.
- 1705** **Integrated (General) Science - Student Grades 5 - 8** - Course introduces students to topics from earth and space science, life science, and physical science, when possible in an integrated manner. The materials may be organized around thematic units that use inquiry and help put the topics into familiar contexts.
- 1706** **Earth and Space Science -Student Grades 5 - 8** - Course, using inquiry, introduces students to properties of earth science and basic concepts of cosmology. Topics presented may include basic ideas in meteorology, oceanography, geology, astronomy, and geography.
- 1707** **Life Science - Student Grades 5 - 8** - Course introduces students to basic ideas in biology, using hands-on and inquiry-based approaches. Topic presented may include the characteristics that are the basis for classifying organisms, the synergy among organisms and the environments of organisms, and health.
- 1708** **Physical Science - Student Grades 5 - 8** - Course introduces students to basic ideas in chemistry and physics, using hands-on and inquiry-based approaches. Topics presented may include properties of matter, fields, forces, and motion; and energy and energy transformations.
- 1709** **Elementary Exploratory Science - Student Grades K - 6** - Course exposes students to the scientific method and research while learning about science with hands on activities and concrete information. The cycle of exploration goes through a three-year cycle before starting again. Topics covered include, but are not limited to, earth, space, physical, and life sciences.



**Code Life and Physical Sciences – 1700~1799**

- 1711 Biology-First Year - Student Grades 9 - 12** - Course is designed to provide information regarding the fundamental concepts of life and life processes. Topics covered include (but are not restricted to) cell structure and function, general plant and animal physiology, genetics, and taxonomy.
- 1712 Biology-Advanced Studies - Student Grades 9 - 12** - Usually taken after Biology-First Year courses, Biology-Advanced Studies courses cover biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction; energy transformation; human anatomy and physiology; and organisms' evolution and adaptation. These concepts are often studied on a college level.
- 1713 Anatomy and Physiology - Student Grades 9 - 12** - Usually taken after Biology-First Year courses, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.
- 1714 Biology-Specific Topics - Student Grades 9 - 12** - Course is typically offered (but not restricted) to students who have mastered the concepts covered in Biology-First Year courses. These courses examine biological systems in more detail, concentrating on a particular subtopic (such as botany, zoology, microbiology, genetics, and so on). These concepts are often studied on a college level.
- 1715 AP Biology - Student Grades 9 - 12** - Typically taken after a year of high school biology and chemistry and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. Three general areas are covered: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college level laboratory experiments. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1716 IB Biology - Student Grades 9 - 12** - Course prepares students to take the International Baccalaureate Biology exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Biology promotes understanding of the facts, principles, and concepts underlying the biological field, critical analysis, evaluation, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of biology and scientific advances in biology upon society and upon issues of ethical, philosophical and political importance. IB course content varies, but includes study of living organisms from the cellular level through functioning entities within the biosphere. Laboratory experimentation is an essential component of this course.
- 1718 Forensic Science – Student Grades 9 - 12** - Course will present the unifying principals of forensic science, discuss the foundation of forensic science in basic science and mathematics, and introduce the technique of integrating these areas in the determination of the cause of death. The philosophical, rational and practical framework that supports a forensic investigation will be presented via an integrated curriculum. Students will study forensic anthropology, biochemistry, chemistry, botany, entomology and physics as well as problem solving techniques utilized in analyzing a crime scene. Other topics include ballistics, autopsies, and mass disasters, epidemiology of environmental disaster, biological weapons as well as toxicology, microbiology, and pathology.
- 1721 Chemistry-First Year - Student Grades 9 - 12** - Course involves the composition, properties, and reactions of substances. The behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure are typical concepts explored in Chemistry-First Year courses. Chemical formulas and equations and nuclear reactions are also studied.
- 1722 Chemistry in the Community - Student Grades 9 - 12** - Course developed by the American Chemical Society, Chemistry in the Community is an interdisciplinary chemistry course designed for students who desire an understanding of chemical concepts and applications but who do not plan to pursue science based careers.
- 1723 Chemistry-Advanced Studies - Student Grades 9 - 12** - Usually taken after Chemistry-First Year courses, Chemistry-Advanced Studies courses cover chemical properties and interactions in more detail. Often offered as a college level course, advanced chemistry topics include organic chemistry, thermodynamics, electrochemistry, macromolecules, kinetic theory, and nuclear chemistry.
- 1724 Chemistry-Specific Topics - Grades 9 - 12** - Course is typically offered (but not restricted) to students who have mastered the concepts presented in Chemistry-First Year courses. These courses cover chemical principles and reactions in more detail, concentrating on a particular subtopic such as organic chemistry, chromatography and spectrometry, physical chemistry, and so on. These concepts are often studied on a college level.

**Code Life and Physical Sciences – 1700~1799**

- 1725 AP Chemistry - Grades 9 - 12** - Course designed to parallel college level general chemistry courses; AP Chemistry courses usually follow high school chemistry and second year algebra. AP Chemistry courses require more time, effort, and formulation from students than regular secondary chemistry courses. Topics may include atomic theory and structure; chemical bonding; nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1726 IB Chemistry - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Chemistry exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Chemistry promotes understanding of the facts, patterns, and principles underlying the field of chemistry; critical analysis, evaluation, prediction, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of chemistry and scientific advances in chemistry upon society and upon issues of ethical, philosophical and political importance. Course content varies, but includes the study of the materials of the environment, their properties, and their interaction. Laboratory experimentation is essential.
- 1731 Physics-First Year - Grades 9 - 12** - Course involves the study of the forces and laws of nature affecting matter: equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, magnetic, and electric phenomenon.
- 1732 Principles of Technology - Grades 9 - 12** - Course designed by CORD and AIT, focus on the study of the forces and laws of nature and their application to modern technology. Equilibrium, motion, momentum, energy conversion, electromagnetism, and optical phenomenon are presented in the context of current, real world applications. Demonstrations, math labs, and applied laboratory experiments are an integral part of the Principles of Technology curriculum. These courses enable students to gain a solid foundation for careers in electronics, robotics, telecommunications, and other technological fields.
- 1733 Physics-Advanced Studies - Grades 9 - 12** - Course usually taken after Physics-First Year courses, Physics-Advanced Studies courses provide instruction in laws of conservation, thermodynamics, and kinetics; wave and particle phenomena; electromagnetic fields; and fluid dynamics. Physics-Advanced Studies courses are usually offered as a college level study of the field of physics.
- 1734 Physics-Specific Topics - Grades 9 - 12** - Course is typically offered (but not restricted) to students who have mastered the concepts covered in Physics-First Year courses. These courses present the principles of matter and energy in more detail, concentrating on a particular subtopic such as optics, thermodynamics, quantum physics, and so on. These concepts are often studied on a college level.
- 1735 AP Physics B - Grades 9 - 12** - Course is designed to parallel college level physics courses that provide a systematic introduction to the main principles of physics and emphasize problem solving without calculus. Course content includes the following areas: mechanics; electricity and magnetism; modern physics; waves and optics; and kinetic theory and thermodynamics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1736 AP Physics (Mechanics) - Grades 9 - 12** - Course is designed to parallel college-level physics courses that serve as a partial foundation for science or engineering majors. AP Physics C Mechanics primarily focuses on mechanics. AP Physics C Mechanics is more intensive and analytic than AP Physics B and requires the use of calculus to solve the problems posed. Equal emphasis is on AP Physics C Electricity and Magnetism. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1737 IB Physics - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Physics exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Physics promotes understanding of the facts, patterns, and principles underlying the field of physics; critical analysis, prediction, and application of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of physics and scientific advances in physics upon society and upon issues of ethical, philosophical and political importance. Course content varies, but includes the study of the fundamental laws of nature and the interaction between concepts of matter, fields, waves, and energy. Laboratory experimentation is essential; calculus may be used in some courses.



**Code Life and Physical Sciences – 1700~1799**

- 1738 AP Physics C Electricity and Magnetism - Grades 9 - 12** - Course is designed to parallel college-level courses that serve as a partial foundation for science or engineering majors. AP Physics C Electricity and Magnetism primarily focuses on electricity and magnetism. AP Physics C Electricity and Magnetism is more intensive and analytic than AP Physics B and requires the use of calculus to solve the problems posed. Equal emphasis is on AP Physics C Mechanics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1741 Integrated Science - Grades K - 12** - The specific content of Integrated Science courses varies, but emanates from suggestions made by the American Association for the Advancement of Science (AAAS) and the National Association for the Advancement of Science. Typically a multi year program of study, Integrated Science courses draw from the principles of several scientific specialties-earth science, physical science, biology, chemistry, and physics-and organize the material around thematic units. Common themes include systems, models, energy, patterns, change, and constancy. Appropriate aspects from each specialty are used to investigate applications of the theme.
- 1742 Unified Science - Grades K - 12** - Course combines more than one branch of science into a cohesive study, or may integrate science with another discipline. General scientific concepts are explored, as are the principles underlying the scientific method and the techniques of experimentation.
- 1743 Applied Biology/Chemistry-CORD - Grades 9 - 12** - Course integrates biology and chemistry into a unified domain for study, and presents the resulting body of knowledge in the context of work, home, society and the environment, emphasizing field and laboratory activities. Topics include natural resources, water, air and other gases, nutrition, disease and wellness, plant growth and reproduction, life processes, microorganisms, synthetic materials, waste and waste management, and the community of life.
- 1751 Environmental Science - Grades 9 - 12** - Course examines the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, the following subjects may be covered: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.
- 1752 AP Environmental Science - Grades 9 - 12** - Course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 1761 Astronomy - Grades 5 - 12** - Course offers the opportunity to study the solar system, stars, galaxies, and interstellar bodies; astronomic instruments are usually introduced and used in the course of this study. Theories regarding the origin and evolution of the universe, space, and time might also be explored.
- 1771 Marine Science - Grades 9 - 12** - Course focuses on the ocean's content, features, and possibilities. Marine organisms, conditions, and ecology are explored; marine mining, farming, and exploration may be studied.
- 1781 Science Technology/Engineering - Elective Only – Does NOT count for High School Graduation Credit - Student Grades 5 - 12** - Course offers the opportunity to approach practical, technological problems and to use scientific, experimental skills and processes to reach solutions. Students may use a theoretical framework, or may develop prototypes and working models.
- 1782 Origins of Science – Elective Only – Does NOT count for High School Graduation Credit - Student Grades 5 - 12** - Course explores the body of scientific knowledge and discoveries from an historical perspective, wherein students gain an understanding of how one discovery led to others or to entire revolutions of thought. Original experiments may be replicated, and primary materials may be studied.
- 1792 Emergency Medical Technician (Applied Science) - Grades 9 - 12** – The curriculum must align to the New Mexico Science Standards with Benchmarks. This course is similar to 1517 Emergency Medical Technician (Career/Technical) which is listed under the Health Care Sciences section and places a special emphasis on the knowledge and skills needed in medical emergency situations. Topics may include the biological processes underlying disease and illness as well as the medical applications of physical science principals related to forces and motion. This course may be used to satisfy both a science and career/technical credit requirement at the same time, but if taken for both requirements it does not reduce the total number of units required for graduation.
- 1793 Life and Physical Sciences Laboratory Assistant – Elective Only – Does NOT count for High School Graduation Credit - Student Grades 9 - 12** - Course offers interested students the opportunity to assist in the preparation and organization of laboratory materials. Safety techniques and the care of equipment are emphasized.



**Code Life and Physical Sciences – 1700~1799**

- 1794 Science Laboratory Assistant – Elective Only – Does NOT count for High School Graduation Credit - Student Grades 9 - 12** - Course is designed for the student interested in lab work. Students will learn to prepare solutions, set up lab investigations and assist the teacher in the laboratory. Student must be aware of all safety measures.
- 1796 Life and Physical Sciences-Independent Study – Elective Only – Does NOT count for High School Graduation Credit - Student Grades 9 - 12** - Course, often conducted with instructors as mentors, enable students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. These courses may be offered in conjunction with other rigorous science courses, or may serve as an opportunity to explore a topic of special interest.
- 1799 Life and Physical Sciences – Elective Only – Does NOT count for High School Graduation Credit -Student Grades 5 - 12 - Other**

**Code Subject Fields - Digits 6-8 - Life and Physical Sciences**

**6th Digit - Subject Field** - If the district or state requires certain types of credit for high school graduation, indicate the type of credit that students receive upon completing the course.

- 0** Information not collected, unavailable, or missing.
- 1** Science credit
- 2** (Not a valid choice)
- 3** Social studies credit
- 4** Fine Arts/Humanities credit
- 5** Vocational credit
- 6** Dual credit (in Science and another subject area)
- 7** Student choice (Students may choose between two or more types of non elective credit to be received upon successful completion of the course)
- 8** Other type of credit
- 9** Elective credit

**7th Digit - Subject Field** - Indicates the participatory, hands on laboratory experience received by students. If possible, use the higher codes to indicate the frequency of laboratory experimentation.

- 0** Information not collected, unavailable, or missing.
- 1** Regular laboratory experiments are integral to the course.
- 2** Laboratory experimentation is neither required nor integral.
- 3** Less than 50 percent of the course is spent on laboratory experiments.
- 4** About 50 percent of the course is spent on laboratory experiments.
- 5** More than 50 percent of the course is spent on laboratory experiments.

**8th Digit - Subject Field** - Indicates the level of math and/or health education component

- 1** Information not collected, unavailable, or missing.
- 2** No math
- 3** Basic computational skills (addition, subtraction, multiplication, division)
- 4** Algebraic skills or higher level math
- 5** The course includes a health education component.
- 6** The course does not include a health education component.

**19. Marketing – 1801~1899**

This subject area encompasses courses that concern the movement of consumer goods from manufacturer to the public, including purchasing processes, distribution systems, warehouse operations, retail transactions, and sales techniques.



**Code Marketing – 1801–1899**

- 1801 Basic Management Concepts - Recommended for Students Grades 7 - 9** - A basic introductory course which will teach concepts of entry-level marketing and entry level work skills. Course orients students to marketing education/DECA. Appropriate for students with a possible interest in marketing, sales, or small business operation. This course expose students to cashier/checker operations, opportunities available in retail, wholesale, advertising, and other occupational fields using marketing principles.
- 1802 Principles of Marketing - Fundamentals - Recommended for Students Grades 9 - 12** - Course focuses on the wide range of factors that influence the flow of goods and services from the producer to the consumer. This course is usually offered as a series. Marketing - Fundamentals courses include a variety of topics related to providing goods and services, such as market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management entrepreneurship and pricing and packaging. Human relations, employability skills, computers, math skills, and economics are also covered. Job and career exploration to include work site experiences are an integral emphasis of Marketing - Fundamentals.
- 1803 Marketing-Fashion - Recommended for Students Grades 11 - 12** - Course covers the same scope of topics as Marketing-General courses (purchasing and distribution systems; advertising, display and sales; management and entrepreneurship, and so on), but do so with particular attention to the fashion industry. In keeping with the focus on the fashion industry, course topics may also include fashion cycles, fashion history, design, and the development of fashion style and coordination.
- 1804 Marketing-Real Estate - Recommended for Students Grades 11 - 12** - Course covers the same scope of topics as Marketing-General courses (purchasing; advertising, sales; human relations, management and entrepreneurship, and so on), but do so with particular attention to the real estate industry. In keeping with the focus on real estate, course topics may also include financing, investment, ownership rights, ethics, and other real estate principles. Students successfully completing some courses may be eligible to take the state real estate licensing exam.
- 1805 Marketing-Transportation - Recommended for Students Grades 11 - 12** - Course covers the same scope of topics as Marketing-General courses (purchasing and distribution systems; advertising, display and sales; management and entrepreneurship, and so on), but do so with particular attention to the transportation industry. In keeping with the focus on this industry, course topics may also include identification and proper use of auto parts and accessories.
- 1806 Marketing - Other Specialization - Recommended for Students Grades 10 - 12** - Course covers the same scope of topics as Principals of Marketing courses (purchasing and distribution systems; advertising, display and sales; management and entrepreneurship, and so on), but do so with attention to a particular industry not specified above. The course may also cover specific topics related to the particular industry being covered.
- 1813 Warehouse Operations - Recommended for Students Grades 11 - 12** - Course presents marketing principles and concepts related to the receipt, storage, and distribution of goods. Course topics typically include inventory control, warehouse security, purchasing and distribution systems, and safety. Warehouse Operations courses may also include other marketing principles and concepts.
- 1814 Retail Marketing - Recommended for Students Grades 11 - 12** - Course covers marketing principles and concepts related to the provision of goods or services directly to the consumer, emphasizing store operation, advertisement and display of goods, store security, human relations, and business management and ownership.
- 1824 Principles of Advertising - Recommended for Students Grades 10 - 12** - Course expose students to the varied concepts underlying the promotion of products. The topics included in Principles of Advertising courses range considerably, but may include the psychology of advertising, a study of various media, advertising planning and budgeting, and advertising layout and design principles. The course topics may also include an overview of commercial art and packaging.
- 1825 Principles of Selling - Recommended for Students Grades 10 - 12** - Course provides students with the knowledge and opportunity to develop in depth sales competencies. Types of selling, steps in a sale, sales strategies, and skills and techniques in the area of sales may all be topics of these courses.
- 1826 Marketing Management - Recommended for Students Grades 11 - 12** - Course covers the same scope of topics as Principals of Marketing courses (purchasing and distribution systems; advertising and sales; and so on) but place a particular emphasis on business management and entrepreneurship, providing exposure to common techniques and problems of management.



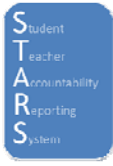
**Code Marketing – 1801~1899**

- 1830 Principals of Marketing - Advanced - Recommended for Students Grades 10 - 12** - This course expands on, and builds on the concepts of the Principles of Marketing - Fundamentals class. Marketing Advanced is an in-depth course for the career-minded student with emphasis in the following areas: marketing and business fundamentals, business management, information management, human relations, product/service planning, finance, distribution, purchasing, pricing, promotion and selling. Job and career exploration to include work site experiences are an integral emphasis of Marketing Advanced.
- 1832 Marketing Strategy - Recommended for Students Grades 11 - 12** - This course is designed as a capstone course for juniors and seniors to couple the marketing and economic skills students have mastered with the latest technology in marketing sales, mass media, research, and customer service presentation techniques. Emphasis is placed on creating a professional, polished approach to marketing products and services. Skills in technical writing, communications, mathematics, and application of current computer software are reinforced in this course. Work-based learning, internships and apprenticeships may be an integral part of this course.
- 1834 Marketing Research - Recommended for Students Grades 11 - 12** - A business and marketing research class which engages students in research techniques and application to business problems. Students will be expected to identify a problem, research it, compile information and results, analyze the information, synthesize a solution from the information, present the findings and suggestions to an appropriate audience, and evaluate their process. As student presentation of the project in both a written product and a classroom and/or competitive presentation are integral to the course.
- 1850 Business Communications - Recommended for Students Grades 9 - 12** - Course emphasizes written reports, proposals, memos and business letters, Principles of effective business writing, business letter and solution of business problems by letter, letter of application, development of effective expression, related business forms and business reports are covered. Additional communication skills are addressed - non verbal communication, cultural differences in non-verbal communication, listening, and oral communication.
- 1896 Marketing-Independent Study - - Recommended for Students Grades 11 - 12** - Course, often conducted with instructors as mentors, enable students to explore marketing related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular industry application, to explore a topic of special interest within a related industry, or to develop greater marketing skills.
- 1897 Marketing - Mentorship and Internship - - Recommended for Students Grades 11 - 12** - Course work experience is gained in marketing-related careers in one of several industries. This course may include work-study, internships, school-based enterprises, service learning, mentor programs, or job shadowing experiences. Standards are set for the experience period and related classroom experience will align with occupational training in the field. Improvement of employability skills and discussion regarding the experiences and problems encountered on the job will also be included in classroom activity.
- 1898 Marketing Work Experience (Co-op) - Recommended for Students Grades 11 - 12** - This course provides opportunities for students enrolled previously or concurrently in a marketing class to gain "real world" attitudes, skills, and knowledge. This experience would allow students school release time for completion of cooperative work experiences. The student, teacher, and employer will set goals cooperatively: classroom attendance related to classroom training experience and related coursework are integral part of the marketing work-based experience. Work-based competencies are to be developed and meet for the student to receive credit.
- 1899 Marketing - - Recommended for Students Grades 10 - 12** - Other

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**20. Mass Communication – 1902~1999**

This subject area encompasses courses that concern the study or use of mediums that transmit messages, information, and cultural values to a large audience (such as television, radio, publications, film, and photography).



**Code Mass Communication – 1902~1999**

- 1902 Journalism - Recommended for Students Grades 9 - 12** - Course associated with the production of a school newspaper, yearbook, or literary magazine; therefore, they not only emphasize writing style and technique, but also production values and organization. Beginning journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the basics of production design, layout, and printing of a publication. Advanced students learn and practice more refined journalistic techniques, participate to a greater extent in the formation and/or management of the production team, and gain experience in critical evaluation of story content and the publication as a whole. Photography and photojournalism skills may be included.
- 1903 Yearbook - Recommended for Students Grades 9 - 12** - Course is responsible for creating, designing, marketing, producing and selling the school yearbook. Techniques in modular layout design, interviewing, writing copy and headlines, editing, advertising sales and design marketing, and business procedures are stressed. All students will be expected to complete assignments on the computer. Meeting regular deadlines and peer cooperation are emphasized in producing the yearbook.
- 1904 Editor - Recommended for Students Grades 11 - 12** - Student will direct, lead, produce and edit a section of the yearbook or the newspaper along with a staff of other students.
- 1905 Journalism Writing - Recommended for Students Grades 9 - 12** - Course introduces news, sports, feature and editorial writing in addition to advertising, headline writing, new editing and photography. Journalism provides a common core of skills in listening, speaking, reading and writing and technology in journalism and the new media. Emphasis is given to the study of law of the press, journalistic responsibility and concepts in layout and design, using computers, including researching and web page development on the Internet.
- 1911 Mass Media-Production - Recommended for Students Grades 9 - 12** - Course provides the technical knowledge and skills necessary for television, video, film, and/or radio production. Writing scripts, camera operation, use of graphics and other visuals, lighting, audio techniques, editing, production principles, and career opportunities are typical topics covered within Mass Media-Production courses. Students are usually required to produce their own program or segment. Additional topics such as broadcast industry regulations, radio/TV operation, power of the medium, photography, transmission technology, and so on may be included.
- 1921 Mass Media-Communication - Recommended for Students Grades 9 - 12** - Course enables students to understand and critically evaluate the role of media in society. Course content typically includes investigation of visual images, printed material, and audio segments as tools of information, entertainment, and propaganda; improvement of presentation and evaluative skills in relation to mass media; recognition of various techniques for delivery of a particular message; and, in some cases, creation of a media product. The course may concentrate on a particular medium.
- 1931 Photojournalism - Recommended for Students Grades 9 - 12** - Course exposes students to the manner in which photography is used to convey information and experiences. Typically coordinated with production of the school newspaper or yearbook, Photojournalism courses provide students with the opportunity to improve their photocomposition and film development skills, and to apply their art to journalistic endeavors.
- 1996 Mass Communication-Independent Study - Recommended for Students Grades 11 - 12** - Course, often conducted with instructors as mentors, enables students to explore topics related to journalism and/or mass media. Emphasis may be placed either on extension of production skills and techniques, or on research of a particular topic of interest.
- 1998 Mass Communications - Concurrent Enrollment - Recommended for Students Grades 9 - 12** - (Must meet current standards and benchmarks).
- 1999 Mass Communication - Recommended for Students Grades 9 - 12** - Other

**Code Subject Fields - Digits 6-8 - Mass Communication**

**6th Digit - Subject Field** - Indicates the primary thrust or emphasis of the course by indicating the type of credit that students receive upon completing the course.

- 0** Information not collected, unavailable, or missing.
- 1** Primary English credit (The course has a strong English/Language arts emphasis; completion of the course counts towards primary language arts credit fulfillment.)
- 2** Secondary English credit (The course has an English/Language arts emphasis, but it is not strong enough to apply toward fulfillment of a primary English/ Language arts graduation requirement; instead, it will fulfill a general or secondary language arts elective requirement.)
- 3** Social Studies credit



## Student Teacher Accountability Reporting System



### Code Subject Fields - Digits 6-8 - Mass Communication

- 4 Fine Arts/Humanities credit
- 5 Vocational credit
- 6 Dual credit (in two different subject areas)
- 7 Student choice (Students may choose between two or more types of non-elective credit to be received upon successful completion of the course)
- 8 Other type of credit
- 9 Elective credit

**7th Digit - Subject Field** - Indicates the publication or medium upon which the course focuses.

- 0 Information not collected, unavailable, or missing.
- 1 Newspaper
- 2 Single publication other than the newspaper (Yearbook, Literary Magazine, School Magazine, etc.)
- 3 Publication combination (combined focus on newspaper, yearbook, literary magazine, and/or other forms)
- 4 Television/Video
- 5 Radio
- 6 Non-print combination (television, radio, film, video, etc.)
- 7 Mixed media (print journalism, TV, radio, video, photography)
- 8 Other

**8th Digit - Subject Field** - Indicates whether students are required to create a product [such as a video or radio segment] or to be part of a production team [such as the newspaper or yearbook staff].

- 0 Information not collected, unavailable, or missing.
- 1 Product or membership in production staff is required.
- 2 Production is strongly encouraged but not required, or required only where the facilities and opportunities exist.
- 3 No product or production staff membership is required (beyond classroom assignments and exercises).

### 21. Mathematics – 2001~2099

This subject area encompasses courses that concern the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions, space configurations and their structure, measurement, and transformations, and the application of mathematical thought to related endeavors.

Math courses that align to the New Mexico 9-12 math standards or higher may count towards fulfilling the requirements for graduation. For students entering grade 9 in the 2010-11 school year, 4 units of mathematics are required, one of which is equivalent to or higher than the level of Algebra 2. In addition, districts can award credit for a Pre-Algebra course if it is part of the student's Next Step Plan and the student otherwise meets the requirements of the 4 math units. Districts must follow the procedures for requesting **Alternative Credit** if elective courses are to be used for graduation credit.

Beginning with the Spring 2011 semester, a 10<sup>th</sup> grade student may opt out of the Algebra 2 requirement only if the student's parent(s) sign a waiver to this effect; the parent waiver is reflected in the student's Next Step Plan for the 11<sup>th</sup> grade (2012 SY), and all NMPED procedures associated with granting the waiver are in place. (Procedures for the waiver of Algebra 2 are posted on PED's website under "Standards for Excellence"). Even if a student does not take Algebra 2, a student must take four high school math classes for graduation.

### Code Mathematics – 2001~2099

- 2005 Sixth Grade Mathematics, Intervention – Grade 6** - This class will be offered in conjunction with a regular sixth grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.

**Code Mathematics – 2001~2099**

- 2006 Seventh Grade Mathematics, Intervention –Grade 7** - This class will be offered in conjunction with a regular seventh grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.
- 2007 Eighth Grade Mathematics, Intervention –Grade 8** - This class will be offered in conjunction with a regular eighth grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.
- 2008 Pre-Algebra, Intervention – Grade 9** - Elective Only – Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular pre-algebra course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.
- 2009 Algebra I, Intervention – Grades 9 - 10** - Elective Only – Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular Algebra I course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.
- 2010 Geometry I, Intervention –Grades 9 - 12** - Elective Only – Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular Geometry course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.
- 2011 Resource Center Math - Grades K - 8** - Course taught in a resource center or laboratory setting where the emphasis is on individual student progress, Resource Center Math includes the study of general math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, and basic statistics. These courses also apply these skills to real world problems and situations. This course is intended for students who have disabilities in the area of math and it is intended to provide them the individual services needed to meet their individualized education program (IEP). Topics are determined by individual student need and grade level.
- 2018 Algebra II, Intervention –Grades 11-12** - Elective Only – Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular Algebra II course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.
- 2019 Resource Center Math – Grades 9 - 12** - Course taught in a resource center or laboratory setting where the emphasis is on individual student progress, Resource Center Math includes the study of general math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, and basic statistics. These courses also apply these skills to real world problems and situations. This course is intended for students who have disabilities in the area of math and it is intended to provide them the individual services needed to meet their individualized education program (IEP). Topics are determined by individual student need and grade level.
- 2021 Pre Algebra I – Grade 9** - This course provides an extra year of study for students who have attained general mathematics objectives but are not yet ready to enter Algebra 1. This course aligns to the grade 7 standards for ratios and proportional relationships, number systems, expressions and equations and grade 8 standards for number system, expressions and equations and functions. The four critical areas are: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

**Code Mathematics – 2001~2099**

- 2024** **Applied Math - Grades 9 - 12** - This Applied Math course aligns to the high school standards for Mathematics I or Algebra 1 and Geometry with an emphasis on application. The standards are used in a contextual environment. The fundamental purpose of this course is to extend the mathematics that students learned in Mathematics I or Algebra 1 and Geometry through applications. This course should allow the students to apply the concepts learned in Mathematics I or Algebra 1 and Geometry and should not be the first time students learn these concepts. The critical areas deepen and extend understanding of linear and exponential relationships through analyzing, solving, and using quadratic functions and expand and explore more complex geometric situations and deepen their explanations of geometric relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
- 2025** **Sixth Grade Math – Grade 6** – This course focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2026** **Seventh Grade Math – Grade 7** – This courses focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2027** **Eighth Grade Math – Grade 8** – This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2028** **Algebra I Eighth Grade – Grade 8** – This course aligns to high school Algebra 1 and some of the grade 8 Common Core Standards for Mathematics and requires a faster pace for instruction and learning. The five critical areas include: relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
- 2029** **Probability and Statistics – Recommended for Grades 9 - 12** – This course aligns to the Probability and Statistics standards. Students are to apply and expand their understanding of Probability and Statistics in this course. The four critical areas include: (1) Interpreting categorical and quantitative data by: summarizing, representing, and interpreting data on a single count, measurement, two categorical or quantitative variables or linear models; (2) Making inferences and justifying conclusions by understanding and evaluating random processes underlying statistical experiments and making inferences and justifying conclusions from sample surveys, experiments and observations studies; (3) Applying conditional probability and the rules of probability by understanding independence and conditional probability and interpreting data and using the rules of probability to compute probabilities of compound events; (4) Applying probability to make decisions by calculating expected values and using them to solve problems and using probability to evaluate outcomes of decisions. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2031** **Algebra I - Grades 9 - 10** - This course aligns to the high school standards for Algebra 1 and formalizes and extends the mathematical concepts. The critical areas include: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relationships; (3) descriptive statistics; (4) expressions and equations; and (5) quadratic functions and modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

**Code Mathematics – 2001~2099**

- 2034 Geometry - Grades 9 - 12** - This course formalizes and extends geometric concepts by exploring more complex geometric situations and deepening explanations of geometric relationships, moving towards formal mathematical arguments. The six critical areas include: (1) congruence, proof, and constructions; (2) similarity, proof, and trigonometry; (3) extending to three dimensions; (4) connecting algebra and geometry through coordinates; (5) circles with and without coordinates; and (6) applications of probability. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2036 Grade 7 Accelerated Traditional Mathematics** - This course aligns to grade 7 and some of grade 8 Common Core Standards for Mathematics and requires a faster pace for instruction and learning. This course is compacted to prepare students for Grade 8 Algebra 1. The four critical areas are: rational numbers and exponents, proportionality and linear relationships, sampling inference, and geometric figures. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2037 Grade 7 Accelerated Integrated Mathematics** - This course aligns to grade 7 and some of grade 8 Common Core Standards for mathematics and requires a faster pace for instruction and learning. This course is compacted to prepare students for Grade 8 Mathematics I. The four critical areas are: rational numbers and exponents, proportionality and linear relationships, sampling inference, and geometric figures. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2038 Grade 8 Mathematics I** - This course aligns to Mathematics I and some of the grade 8 Common Core Standards for Mathematics and requires a faster pace for instruction and learning. The six critical areas include: relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof and constructions; and connecting algebra and geometry through coordinates. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2041 Algebra II - Grades 9 - 12** - This course extends the study of functions to include: polynomial, rational, and radical functions. The four critical areas are: (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions and (4) inferences and conclusions from data. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2043 Trigonometry - Grades 10 - 12** – This course is higher than the level of Algebra II. Course prepares students for eventual work in calculus and include the study the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers. Enhancement topics: vectors, graphing in the polar coordinate system, and matrix algebra.
- 2044 Algebra II/Trigonometry - Grades 10 - 12** - This course aligns to the New Mexico math standards for Algebra II and higher. Course combines topics from both of these courses for students who have attained Algebra I and Geometry objectives. Topics include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; operations with rational and irrational exponents; right trigonometric and circular functions, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; complex numbers; and numerical tables. Review topics: operations involving real numbers, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, operations with and factoring of polynomials, and solving simple quadratics. Enhancement topics: polynomial, logarithmic and exponential functions and graphs; conic sections; vectors; graphing in the polar coordinate system; elementary probability and statistics; matrices and determinants; and sequences and series.
- 2045 Elementary Functions - Grades 10 - 12** – This course is higher than the level of Algebra II. Course, while preparing students for eventual work in calculus, include the study of relations and functions, including polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their inverses, graphs, and applications. Review topics: structure of the real number system. Enhancement topics: statistical and probability functions.
- 2047 Math Analysis - Grades 10 - 12** – This course is higher than the level of Algebra II. Course includes the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Review topics: right trigonometric and circular functions and their graphs, and other trigonometry topics. Enhancement topics: elementary probability and statistics, derivatives, and integrals.

**Code Mathematics – 2001~2099**

- 2048 Trigonometry/Analytic Geometry - Grades 9 - 12** – This course aligns to the geometry standards and is higher than the level of Algebra II. Course covering the topics of both Trigonometry and Analytic Geometry, these courses prepare students for eventual work in calculus. Topics include the study of right trigonometric and circular functions, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; complex numbers; numerical tables; vectors; the polar coordinate system; equations and graphs of conic sections; rotations and transformations; and parametric equations. Review topics: solutions of linear and quadratic equations. Enhancement topics: polynomial, logarithmic, exponential, and rational functions and their graphs; matrix algebra; and analytic geometry of solids.
- 2049 Trigonometry/Math Analysis - Grades 9 - 12** – This course is higher than the level of Algebra II. Course covering the topics of both Trigonometry and Math Analysis, these courses prepare students for eventual work in calculus. Topics include the study of right trigonometric and circular functions, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; complex numbers; numerical tables; polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Enhancement topics: elementary probability and statistics, derivatives, and integrals.
- 2050 Analytic Geometry/Math Analysis - Grades 9 - 12** - This course is higher than the level of Algebra II. Course covering the topics from both Analytic Geometry and Math Analysis, these courses prepare students for eventual work in calculus. Topics include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; the polar coordinate system; equations and graphs of conic sections; rotations and transformations; parametric equations; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Review topics: solutions of linear and quadratic equations and systems of these equations, right trigonometric and circular functions and their graphs, and other trigonometry topics. Enhancement topics: analytic geometry of solids, elementary probability and statistics, derivatives, and integrals.
- 2051 IB Mathematical Studies - Grades 9 - 12** – This course aligns to 9-12 math standards. Course prepares students to take the International Baccalaureate Mathematical Studies exam at the Subsidiary or Higher level. The course is intended to provide the skills needed to cope with the mathematical demands of a technological society. Course topics include linear, quadratic, and exponential functions, solutions, and graphs; skills in computation, estimation, and development of algorithms; data analysis, including collection, calculation, and presentation of statistics; set operations and logic; business techniques, including progressions and linear programming; and geometry and trigonometry. Enhancement topics: numerical functions, variation properties, financial mathematics, critical path analysis, model building, and multi dimensional geometry.
- 2052 IB Mathematics - Grades 9 - 12** - This course aligns to 9-12 math standards. Course prepares students to take the International Baccalaureate Mathematics exams at either the Subsidiary or Higher levels. Topics include operations and properties of number sets; trigonometric functions, equations, and graphs; algebra and coordinate geometry; simultaneous linear equations; polynomial and quadratic functions and equations; calculus, including bilinear, exponential and logarithmic functions; two-dimensional vectors and matrices; and probability. Enhancement topics: analysis and numerical calculation; analytical geometry; further calculus, including integration; complex numbers; statistics; two dimensional particle dynamics.
- 2053 Pre Calculus - Grades 10 - 12** – This course is higher than the level of Algebra II. Course combines the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Review topics: structure of the real number system, solutions of linear and quadratic equations and systems of these equations. Enhancement topics: elementary probability and statistics, derivatives, and integrals.
- 2054 Discrete Mathematics - Grades 9 - 12** – This course is higher than the level of Algebra II. Course designed for students who have attained Algebra II objectives, Discrete Mathematics topics include the study of polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions and relations and their graphs; set theory; symbolic logic; Boolean algebra; combinatorics; recursion; basic algebraic structures; and graph theory.
- 2055 Calculus - Grades 11 - 12** - This course is higher than the level of Algebra II. Course intended for students who have attained pre calculus objectives, including some combination of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis, or Pre Calculus. They include the study of derivatives, anti-derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Review topics: properties of elementary functions and their graphs, vectors and polar coordinates, and concepts of limits and continuity. Enhancement topics: improper integral; multiple integration; sequences and series, including convergence tests and series expansion theorems; anti-differentiation; and differential equations.

**Code Mathematics – 2001~2099**

- 2056 Multivariate Calculus - Grades 11 - 12** - This course is higher than the level of Algebra II. Course includes the study of hyperbolic functions, improper integrals, directional derivatives, and multiple integration and its applications. Enhancement topics: differential forms and vector calculus.
- 2057 Differential Equations - Grades 11 - 12** - This course is higher than the level of Algebra II. Course includes the study of elementary differential equations including first and higher order differential equations, partial differential equations, linear equations, systems of linear equations, transformations, series solutions, numerical methods, boundary value problems, and existence theorems.
- 2058 AP Calculus AB - Grades 11 - 12** - This course is higher than the level of Algebra II. AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate of change problems); and integral calculus (including anti-derivatives and the definite integral). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2059 AP Calculus BC - Grades 11 - 12** - This course is higher than the level of Algebra II. Course provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications, and also requires additional knowledge of the theoretical tools of calculus. These courses assume a thorough knowledge of elementary functions, and cover all of the calculus topics in AP Calculus AB as well as the following topics: vector functions, parametric equations, and polar coordinates; rigorous definitions of finite and nonexistent limits; derivatives of vector functions and parametrically defined functions; advanced techniques of integration and advanced applications of the definite integral; and sequences and series. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2060 AP Statistics - Grades 11 - 12** - This course is higher than the level of Algebra II. AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data (observing patterns and departures from patterns), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability theory and simulation), and statistical inference (confirming models). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2071 IB Mathematics and Computing - SL - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Mathematics and Computing exam at the Subsidiary level. Designed to give students a working knowledge of a high level programming language developed in the context of sound mathematical training, course topics include operations and properties of number sets; trigonometric functions, equations, and graphs; algebra and coordinate geometry, including simultaneous linear equations, binomial theorem, and polynomial and quadratic functions and equations; calculus, including bilinear, exponential and logarithmic functions; vectors and matrices; and numerical analysis. The courses also contain components on computer problem solving and programming. Topics regarding computer hardware, software, modes of operation, and data types and structures.
- 2072 History of Math - Grades 9 - 12** – This course is for high school elective credit only. Course intended for students who have attained the objectives of Algebra II, History of Math-Algebra II level courses include a study of the historical development of numbers, computation, algebra, and geometry.
- 2073 Number Theory - Grades 11 - 12** – This course is higher than the level of Algebra II. Course intended for students who have attained the objectives of Algebra II, Number Theory-Algebra II level courses review the properties and uses of integers and prime numbers, and extend this information to congruencies and divisibility.
- 2074 Abstract Algebra - Pre Calculus level - Grades 11 - 12** - This course is higher than the level of Algebra II. Course intended for students who have attained pre calculus objectives, Abstract Algebra-Pre Calculus level courses include a study of the properties of the number system from an abstract perspective, including such topics as number fields (i.e., rational, real, and complex numbers), integral domains, rings, groups, polynomials, and the fundamental theorem of algebra.
- 2075 Linear Algebra - Pre Calculus level - Grades 11 - 12** - This course is higher than the level of Algebra II. Course intended for students who have attained pre calculus objectives, Linear Algebra-Pre Calculus level courses include a study of matrices, vectors, tensors, and linear transformations.
- 2076 Linear Programming - Pre Calculus level - Grades 11 - 12** - This course is higher than the level of Algebra II. Course intended for students who have attained pre calculus objectives, Linear Programming-Pre Calculus level courses include a study of mathematical modeling and the simplex method to solve linear inequalities.

**Code Mathematics – 2001~2099**

- 2080 Integrated Pathway: Mathematics I - Grades 9-10** – The fundamental purpose of Mathematics I is to formalize and extend the mathematical concepts and to deepen and extend understanding of linear relationships by contrasting them with exponential phenomena and by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades and ties together the algebraic and geometric ideas studied. The six critical areas include: (1) relationships between quantities; (2) linear and exponential relationships; (3) reasoning with equations; (4) descriptive statistics; (5) congruence, proof, and constructions; and (6) connecting algebra and geometry through coordinates. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2081 Integrated Pathway: Mathematics II - Grades 9 - 11** - The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships. Real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles are included with their quadratic algebraic representations. The six critical areas include: (1) extending the number system; (2) quadratic functions and modeling; (3) expressions and equations; (4) applications of probability; (5) similarity, right triangle trigonometry, and proof; and (6) circles with and without coordinates. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2082 Integrated Pathway: Mathematics III - Grades 11-12** - This course integrates and applies the accumulation of learning including: drawing inferences and conclusions from data; using polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles; and creating models and solving contextual problems. The four critical areas include: (1) inferences and conclusions from data; (2) polynomial, rational, and radical relationships; (3) trigonometry of general triangles and trigonometric functions; and (4) mathematical modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2083 Integrated Pathway: Mathematics IV - Grade 12** – This course is higher than the level of Algebra 2 and may include topics in pre-calculus, trigonometry, math analysis and/or calculus. This course is for students who have successfully attained the standards and seek an integrated approach to further study of mathematics.
- 2096 Mathematics - Independent Study - Grades 9 - 12** – This course is higher than the level of Algebra II. Course, often conducted with instructors as mentors, enables students to explore mathematics topics of interest. These courses may be offered in conjunction with other rigorous math courses, or may serve as an opportunity to explore a topic of special interest. They may also serve as an opportunity to study for AP exams if the school does not offer specific courses for that endeavor.
- 2097 Financial Literacy – Math – Grades 9 – 12** - This course provides an understanding of the topics of finance while reinforcing concepts and skills in the high school mathematics standards. This course aligns to at least the Algebra 1 standards. The finance topics may include: income and careers; money management; credit and debt; and savings and investing. Topic sections cover: personal income, business ownership; budget; taxes; insurance; credit cards; buying verses leasing, mortgages; rent; credit ratings; bankruptcy, bank and brokerage accounts; interest rates; stocks and bonds; retirement; pensions; inheritance; and government financing. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.
- 2099 Mathematics - Recommended for Students Grades 9 - 12** – This course code is to be used for college level courses which are not listed above.

**Code Subject Fields - Digits 6-8 - Mathematics**

**6th Digit - Subject Field** - If the district or state requires certain types of credit for high school graduation, indicate the type of credit that students receive upon completing the course.

- 0** Information not collected, unavailable, or missing.



## Student Teacher Accountability Reporting System



### Code Subject Fields - Digits 6-8 - Mathematics

- 1 Math credit
- 2 (Not a valid option)
- 3 Social Studies credit
- 4 Fine Arts/Humanities credit
- 5 Vocational credit
- 6 Dual credit (in Mathematics and another subject area)
- 7 Student choice (Students may choose between two or more types of non-elective credit to be received upon successful completion of the course)
- 8 Other type of credit
- 9 Elective credit

**7th Digit - Subject Field** - Although the course descriptions provided identifies the purpose and core content that distinguishes one course from another, the range of topics covered in a single mathematics course varies considerably. Indicates whether the course devotes a significant portion of the course objectives to topics that might be found in either a lower or higher level course, using the following codes.

- 0 Information not collected, unavailable, or missing.
- 1 The course devotes 25 percent or more of its time or objectives to a study of the "review" topics that are identified at the end of each course description.
- 2 The course devotes 25 percent or more of its time or objectives to a study of the "enhancement" topics that are identified at the end of each course description.
- 3 The course does not devote 25 percent or more of its time or objectives to either the review or enhancement topics.
- 4 The course includes a health education component.
- 5 The course does not include a health education component.

**8th Digit - Subject Field** - Indicates whether the course objectives place strong emphasis on the use of a calculator and/or computer throughout the course.

- 0 Information not collected, unavailable, or missing.
- 1 Use of a calculator is strongly encouraged.
- 2 Use of a computer is strongly encouraged.
- 3 Use of both calculators and computers is strongly encouraged.

## 22. Military Science – 2111~2199

This subject area encompasses courses that concern the history, organization, role, and objectives of the United States Armed Forces.

### Code Military Science – 2111~2199

- 2111 **Introduction to ROTC - Recommended for Students Grades 9 - 12** - Course introduces students to the purposes and objectives of the Reserve Officer Training Corps program. As part of that introduction, course topics may include a brief history of the military branches in the United States and the basics of military drill, ceremony, and rank structure.



**Code Military Science – 2111~2199**

- 2112 Military ROTC - Recommended for Students Grades 9 - 12** - Course sequences may vary, but the primary objectives of Military ROTC courses include instruction in the history, organization, role, objectives, and achievements of a particular branch of the United States Armed Forces; development of personal fitness, strong character, and leadership qualities; and exposure to the career opportunities provided by the military. Military customs, courtesies, rank, drill, and ceremonies are typically included as course topics; citizenship and scholarship are often emphasized as well. Subjects related to the particular branch being studied (such as map reading, nautical skills, aerospace technology, and jet propulsion), as well as more general subjects (international law, weaponry, celestial navigation, and geopolitical strategy) may also be included as part of the course content.
- 2121 ROTC Drill - Recommended for Students Grades 9 - 12** - Course provides students with an additional opportunity to improve their skills in military precision. Marching and rifle manipulation, body coordination and mechanics, and performing as a member of an orchestrated team are particularly emphasized. Members of these classes may take part in ceremonies and competitions.
- 2195 Military Science - Related Subjects - Recommended for Students Grades 9 - 12** - Course conveys information from other subject areas, but relate the skills and knowledge specifically to the emphasized branch of service. Examples include engine mechanics, electricity/electronics courses, aviation techniques, and so on.
- 2199 Military Science - Recommended for Students Grades 9 - 12 - Other**

**Code Subject Fields - Digits 6-8 - Military Science**

- 6th Digit - Subject Field** - If the school district or state requires physical education credit for graduation, indicate whether this course counts toward credit fulfillment.
- 0** Information not collected, unavailable, or missing.
- 7th Digit - Subject Field** - Indicates the branch of service to which the course is oriented.
- 0** Information not collected, unavailable, or missing.
- 1** Army
- 2** Navy
- 3** Air Force
- 4** Coast Guard
- 5** Marines
- 6** General
- 8th Digit - Subject Field** - No information pertinent to this field.

**23. Multi/Interdisciplinary Studies – 2204~2299**

This subject area encompasses courses that combine the subject matter of two or more of the 29 subject areas described in this classification system; apropos of this description, this subject area includes Humanities courses.

**Code Multi/Interdisciplinary Studies – 2204~2299**

- 2204 Humanities I - Recommended for Grades 9** - Course examines the role and responses of the individual as a member of groups to which he/she belongs, emphasizing citizenship and the study of U.S. government; U.S. Constitution & the New Mexico Constitution; the structure and functions of government and political institutions; the concepts of rights, privileges, and responsibilities; the importance of civic participation in the democratic process. Students also study the purposes and structures of state, tribal, and local governments. Literature from a variety of genres, and selected artwork, illuminate and expand on the themes, providing the basis for developing language use (listening, speaking, reading, and writing) and analytical skills, and for building student knowledge and application of grammar, vocabulary, word usage, and mechanics of writing. The course meets state standards in English at this grade level and Government.

**Code Multi/Interdisciplinary Studies – 2204–2299**

- 2205 Humanities II - Recommended for Students Grades 10** - Course explores the impact of culture on the individual and societies, through the study of the history and civilizations of human societies from early civilization to the twentieth century: political, social, religious, military, scientific, artistic, literary, and cultural developments. It includes an overview of world geography. Literature from a variety of genres, and selected artwork, illuminate and expand on the themes, providing the basis for developing language use (listening, speaking, reading, and writing) and analytical skills, and for building student knowledge and application of grammar, vocabulary, word usage, and mechanics of writing. The course meets state standards in English at this grade level and World History and Geography.
- 2206 Humanities III - Recommended for Students Grades 11** - Course considers the question, “Who are we, and how did we become who we are?” through an intense study and analysis of the history of the United States from its origins through World War II: political, economic, military, scientific, artistic, literary, and social developments. Students study U.S. geography to support geographical concepts as they relate to the understanding of the development of the United States. Literature from a variety of genres, and selected artwork, illuminate and expand on the themes, providing the basis for developing language use ((listening, speaking, reading, and writing) and analytical skills, and for building student knowledge and application of grammar, vocabulary, word usage, and mechanics of writing. The course meets state standards in English at this grade level and U.S. History and Geography.
- 2207 Humanities IV - Recommended for Grades 12** - Course provides an overview of contemporary global issues, with an emphasis on economics and post-World War II history. Students analyze the historical development of current world issues: economic (macroeconomics), political, military, scientific, artistic, literary, and social developments. They develop personal goals for post-high school life incorporating career interests and microeconomics principles in their plans. Literature from a variety of genres, and selected artwork, illuminate and expand on the themes of the course, providing the basis for developing language use (listening, speaking, reading, and writing) and analytical skills, and for building student knowledge and application of grammar, vocabulary, word usage, and mechanics of writing. Spring term the students conduct extensive research to write and present a senior thesis on a topic of their choice. The course meets state standards in English at this grade level and Economics.
- 2208 Humanities (AP U.S. History & AP English Language/Composition) - Recommended for Grades 11 - 12** - Course prepares students for the Advanced Placement exams in U.S. History and English Language/ Composition, through an integrated curriculum (literature, language arts, history, geography, and fine arts) that is team-taught. Students gain the factual knowledge and analytic skills necessary to deal critically with the problems and materials in United States history, from discovery and settlement of the New World through the recent past. The English component focuses on relevant literature in a variety of genres, related to themes and content of the U.S. history portion, written in a variety of periods, disciplines, and rhetorical contexts. . This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2209 Humanities (AP European History & AP English Literature/Composition) - Recommended for Grades 11 - 12** - Course prepares students for the Advanced Placements exams in European History and English Literature/Composition, through an integrated curriculum (literature, language arts, history, economics, and fine arts) that is team-taught. The course examines European civilization from the High Renaissance period to the recent past, developing an understanding of some of the principal themes in European history from the Renaissance period to modern times, with special attention to the role of economics. In the English component of the course, students develop critical standards for evaluating and writing about literature (including literary analysis, exposition, argument, narrative, and creative writing). . This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2210 Humanities - Recommended for Students Grades 6 - 8** - Course provides a multidisciplinary curriculum by integrating reading, writing, speaking, listening, research, and thinking skills with the study of geography through maps, globes, direction, and place location as well as an in-depth study of past history to present cultures as specified for social studies at each grade level. The competencies taught meet the requirements for language arts and social studies for each grade level.
- 2211 IB Theory of Knowledge - Recommended for Students Grades 11 - 12** - Course that is obligatory for every candidate for the International Baccalaureate degree, IB Theory of Knowledge courses aim to stimulate critical student reflection on the knowledge and experiences gained during high school. The courses seek to generate questions regarding the bases of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, and history, with an awareness of moral, political, and aesthetic judgments and biases. After completing the course, the student should be able to appreciate the strengths and limitations of various kinds of knowledge; to relate subjects studied to one another, general knowledge, and living experiences; to formulate rational arguments; and to evaluate the role of language in knowledge and as a means of conveying knowledge.



**Code Multi/Interdisciplinary Studies – 2204~2299**

- 2212 Service Learning - Recommended for Grades 5-12.** This course incorporates a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. This course may also provide opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. This course would fulfill the required elective for Service Learning passed in the 2003 legislative session.
- 2222 Thematic Integration - Recommended for Students Grades 9 - 12** - Course explores a problem posed either by faculty or by students from the perspective of various disciplines. Not necessarily team taught, the course nonetheless strives to view the problem and to pose solutions using concepts from several areas of study.
- 2223 Issues of American Culture - Recommended for Students Grades 9 - 12** - Course examines political, gender related, and multicultural issues of the American experience. Typically using the discipline of language arts or history as a base, these courses explore the experiences of various groups of people in the United States. Group work, seminars, and cooperative learning are often used to foster learning and understanding.
- 2224 Travel Programs - Recommended for Students Grades 9 - 12** - Course combines the study of various disciplines with a travel component. Travel Program courses enable students to physically see and experience the aspects, applications, or ramifications of the content of their coursework. The travel component may be a series of short trips or a longer, single venture lasting several weeks.
- 2298 Multi/Interdisciplinary Studies - Concurrent Enrollment - Recommended for Students Grades 9 - 12** - Must meet current Standards and Benchmarks.)
- 2299 Multi/Interdisciplinary Studies - Recommended for Students Grades 9 - 12** - Other

**Code Subject Fields - Digits 6-8 – Multidisciplinary Studies**

**6th - 8th Subject Fields-** The subject fields that follow should indicate which disciplines are combined within the course. Because there are 3 subject fields, a maximum of 3 disciplines may be specified, although the courses may involve more than the 3 subjects specified.

- 0** Information not collected, unavailable, missing, or not applicable.
- 1** Fine and Performing Arts (Painting, Drama, Dance, Music, etc.)
- 2** Language Arts/Literature (English, literature of other languages, other languages [grammar or conversation], etc.)
- 3** Mathematics (General Math, Algebra, Geometry, Advanced Math, Statistics, etc.)
- 4** Natural Sciences (Earth Sciences, Biology, Chemistry, Physics, etc.)
- 5** Social Sciences (Geography, Economics, Psychology, History, Sociology, Philosophy, Anthropology, Government, Politics, etc.)
- 6** Computer Technology (Programming, Modeling, Artificial Intelligence, Software Applications, etc.)
- 7** Vocational Studies (Agriculture, Construction Trades, Health Care, Trade and Industrial Education, Manufacturing Trades, Public Services, etc.)
- 8** Religious Education and Theology (Religious Foundations, Liturgy and Prayer, Scriptures, etc.)

**24. Physical Education – 2301~2399**

This subject area encompasses courses that concern instruction in human movement, physical activities, and physical fitness. Title IX of the Education Amendment of 1972 requires physical education classes to be co-ed with open enrollment. Section 22-2-8.4, NMSA 1978, requires one unit of physical education for all students, taken between grades 9-12, for graduation from high school. Any course designated as the graduation requirement physical education course must include all of the physical education content standards with 12<sup>th</sup> grade benchmarks as required in 6.30.2NMAC. Any elective physical education class must address the required physical education content standards with 12<sup>th</sup> grade benchmarks that are appropriate for the class. A teacher of physical education classes (required and/or elective) must possess either a K-12 or a secondary license with a physical education endorsement.



**Code Physical Education – 2301~2399**

- 2301 Physical Education - Recommended for Students Grades K - 6** - Course that provides instruction and development of skills in human movement, physical activities, and physical fitness. This course must include all of the physical education content standards with appropriate benchmarks.
- 2304 Physical Education - Recommended for Students Grades 6 - 8** - Course that provides instruction and development of skills in human movement, physical activities, and physical fitness. This course must include all of the physical education content standards with 8th grade benchmarks and must be taken to meet the 7th grade physical education requirement.
- 2305 Physical Education - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills in human movement, physical activities and physical fitness. This course must be aligned with the 9-12 PED Physical Education content standards with benchmarks and performance standards. **This course will meet the graduation requirement for Physical Education.**
- 2311 Team Sports - Recommended for Students Grades 9 - 12** - Course that provides instruction and skill development in selected team sports.
- 2312 Individual/Dual Sports - Recommended for Students Grades 9 - 12** - Course that provides instruction and skill development in selected individual/dual sports.
- 2313 Recreational Sports - Recommended for Students Grades 9 - 12** - Course that provides instruction and skill development in selected recreational sports and/or outdoor activities. (Badminton, table tennis, croquet, Frisbee, fishing, hiking, cycling, orienteering, etc.)
- 2314 Fitness/Conditioning Activities - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills in physical fitness.
- 2316 Adapted Physical Education - Recommended for Students Grades 9 - 12** - Course that provides a specially designed physical education program, using NM PE Content Standards with Benchmarks and Performance Standards, when possible and appropriate, as prescribed in the student's IEP. This course may be taken to meet the high school PE graduation requirement.
- 2317 Adapted Physical Education - Recommended for Students Grades PreK - 8** - Course that provides a specially designed physical education program, using NM PE Content Standards with Benchmarks and Performance Standards, when possible and appropriate, as prescribed in the student's IEP.
- 2321 Gymnastics - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skill in gymnastics
- 2322 Weightlifting/Weight Training - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills with free-weights and weight stations.
- 2323 Swimming and Diving - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills in swimming and diving.
- 2326 Lifesaving - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills in lifesaving.
- 2351 Physiology of Exercise - Recommended for Students Grades 9 - 12** - Course that provides instruction in the physiology of exercise.
- 2399 Physical Education - Recommended for Students Grades 9 - 12** - Other

**Code Subject Fields - Digits 6-8 - Physical Education**

**6th Digit - Subject Field** - If the school district or state requires physical education credit for graduation, indicate whether this course counts toward credit fulfillment.

- 0** Information not collected, unavailable, or missing.
- 1** Completion of this course counts toward required PE credit.
- 2** Completion of this course counts toward elective PE credit.

**7th Digit - Subject Field** - Indicates whether the course includes a health component.

- 0** Information not collected, unavailable, or missing.



**Code Subject Fields - Digits 6-8 - Physical Education**

- 1 The course includes a health education component
- 2 The course does not include a health education component.

**8th Digit - Subject Field**

No information pertinent to this field

**25. Precision Metalwork – 2403~2499**

This subject area encompasses courses that concern the knowledge and skills involved in shaping objects out of metal, including machining and welding.

**Code Precision Metalwork – 2403~2499**

- 2403 Machining - Recommended for Students Grades 9 - 12** - Course enables students to create machine parts using various machine tools and equipment. Course content may include interpreting specifications for machines using blueprints, sketches, or descriptions of parts; preparing and using lathes, milling machines, shapers, and grinders with skill and safety; developing part specifications; and selecting appropriate materials.
- 2404 Particular Topics in Machining - Recommended for Students Grades 9 - 12** - Course provides instruction in specific aspects of machining. The course may emphasize a particular type of machine, tool, or procedure, or may concentrate on a particular industrial application of machining techniques.
- 2412 Metalworking - Recommended for Students Grades 9 - 12** - Course introduces students to the qualities and applications of various metals and the tools used to manipulate and form metal into products. Through one or more projects involving metals, students develop planning, layout, and measurement skills; gain experience in cutting, bending, forging, casting, and/or welding metal; complete projects according to blueprints or other specifications; and may learn to polish and finish metals. Correct use of metalworking tools and equipment is stressed.
- 2413 Sheet Metal - Recommended for Students Grades 9 - 12** - Course exposes students to the skills and information necessary to layout, fabricate, assemble, install, maintain, and repair items and structures created from sheet metal components. Students learn the safe and efficient operation of various tools, and typically gain skill in blueprint reading; welding; and finishing and polishing metals.
- 2414 Welding 1 - Recommended for Students Grades 9 - 12** - Course introduces students to the properties, uses, and applications of various metals. Welding courses provide experience in various processes used to join and cut metals (such as oxyacetylene, shielded metal arc, metal inert gas and tungsten arc processes) and the proper use of each technique. Courses often include instruction interpreting blueprints or other types of specifications.
- 2415 Particular Topics in Welding - Recommended for Students Grades 9 - 12** - In these courses students gain knowledge and skills of particular aspects of welding. Examples include individual courses in each of the following types of welding: gas metal arc welding, gas tungsten arc welding, and shielded metal arc welding.
- 2416 Welding 2 Grades 9 -12** - This is a second sequential course in a welding program of study meant to take a student into higher level knowledge and skill development.
- 2417 Welding 3 Grades 9 – 12** - This is a third sequential course in a welding program of study meant to take a student into higher level knowledge and skill development.
- 2495 Precision Metalwork - Related Subjects - Recommended for Students Grades 9 - 12** - Course provides students with related skills and knowledge necessary or desirable for careers in welding or machine technologies. The presentation of particular topics and skills, or their applications, may vary with the occupation or technology. For example, mathematics for welding students may differ in some respects from mathematics for machining students.
- 2496 Precision Metalwork - Independent Study - Recommended for Students Grades 9 - 12** - Course, often conducted with instructors as mentors, enables students to explore metal related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular industry application, to explore a topic of special interest within a related industry, or to develop greater machining skills.
- 2497 Precision Metalwork - OJT - Recommended for Students Grades 9 - 12** - Course, work experience is gained within the welding or machine technologies field. Although the student, teacher, and employer may set goals cooperatively, classroom attendance/experience is not an integral part of the Precision Metalwork-OJT experience.



## Student Teacher Accountability Reporting System



### Code Precision Metalwork – 2403~2499

- 2498 Precision Metalwork - Co-Op - Recommended for Students Grades 9 - 12** - Course provides work experience in the welding or machine technologies field, and is supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job.
- 2499 Precision Metalwork - Other - Recommended for Students Grades 9 - 12** -

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

### 26. Public, Protective, and Social Services – 2501~2599

This subject area encompasses courses that concern serving and protecting the public in a non-military fashion—public management, justice administration, fire protection, education, and civil engineering.

### Code Public, Protective, and Social Services – 2501~2599

- 2501 Exploration of Public Service Careers** - Course exposes students to the duties, responsibilities, requirements, and career opportunities within public service. Course topics vary and may include (but are not limited to) the following: education; protective services; correction, judicial, and probation services; fire protection and fire fighting; public administration; and social work. Course activities depend upon the career clusters explored.
- 2503 Community Protection** - Course provides students with information regarding the personnel and agencies concerned with protection of the home, city, state, and nation. Topics may include civil defense and disaster preparedness; crime prevention; pollution control; fire prevention and control; legal and social systems and principles; and public health. These topics may be explored as a community resident and citizen using these services, or as one interested in pursuing a career in public service.
- 2504 Public Administration** - Course provides an overview of the structure, roles, and duties of public governments and associated agencies. These courses explore the foundation and evolution of the public service sector, issues related to the provision of services by governmental bodies, and the missions and constraints of various departments within local and state governments. In addition, students may explore a particular topic of public administration (such as the tax base and structure, the legislative process, selection of public servants, resource management, and so on) in greater detail.
- 2513 Criminal Justice Assisting** - Course trains students to understand and apply the principles and procedures essential to the U.S. criminal justice system. The principles and structure of the justice system and the law are explored; course content also typically includes traffic control, investigation, search and arrest, laboratory, forensic, and trial procedures. Students may also learn CPR and first aid skills, personal defense tactics, and crime prevention techniques.
- 2523 Fire Fighting** - Course offers students the opportunity to learn fire prevention and control under controlled conditions. The organization, rules, requirements, and regulations of fire departments are presented; the tools and techniques used by firefighters to control or extinguish fires are examined and practiced; and the behavior of fires is studied. Emergency medical techniques are typically included; fire investigation techniques may also be presented.
- 2533 Teacher Assisting** - Course introduces the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. Students may be trained in classroom management, student behavior, leadership and human relations skills, assessment of student progress, and various teaching techniques. Teacher Assisting courses are often accompanied by opportunities to assist elementary school or preschool teachers.
- 2534 Educational Methodology** - Course is similar to Teacher Assisting courses in that they prepare students to teach and guide others. However, these courses typically provide opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques are examined and practiced.
- 2543 Civil Engineering** - Course exposes students to the concepts and skills used by urban planners, developers, and builders. Students may be trained in soil sampling and analysis; topography and surveying; and drafting or blueprint reading. Additional course topics may include traffic analysis, geologic principles, and urban design.
- 2595 Public, Protective, and Social Services-Related Subjects** - Course provides students with related skills and knowledge necessary or desirable in public service careers. Such topics may include science, mathematics, or communications.



**Code Public, Protective, and Social Services – 2501~2599**

- 2596 Public, Protective, and Social Services-Independent Study** - Course, often conducted with instructors as mentors, enables students to explore topics of interest related to their program in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular application or to explore a topic of special interest within a closely related field.
- 2597 Public, Protective, and Social Services-OJT.** - Course, work experience is gained within the public service sector. Although goals may be set cooperatively by the student, teacher, and employer, classroom attendance or experience is not an integral part of the Public, Protective, and Social Services-OJT experience.
- 2598 Public, Protective, and Social Services-Co-Op** - Course provides work experience in the public service sector, and is supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job.
- 2599 Public, Protective, and Social Services - Other**

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

**27. Religious Education and Theology – 2601~2699**

This subject area encompasses courses that concern a personal or institutionalized system of attitudes, beliefs, and practices, particularly as related to an ultimate deity, spirit, or reality.

**Code Religious Education and Theology – 2601~2699**

- 2601 Religious Foundations** - Although individual components may vary, the primary objectives of Religious Foundations courses include instruction in the history, tenets, and organization of a religion; development of personal faith and conviction; and exposure to the ways in which daily life may reflect personal religious beliefs. Religious faith courses may include various aspects particular to a specific religion, such as religious sacraments and symbols, food laws, the authority and structure of the church, the church calendar, and so on.
- 2605 Comparative Religion** - Course surveys and compares the various forms and values of several world religions, offering students a basic understanding of the world's diverse religious faiths and practices. Course topics may include the belief systems of adherents; the relationships between humans and nature, ancestors, and the spiritual world; and the historical development of each religion.
- 2606 Eastern Religions** - Course is similar to Comparative Religion, Eastern Religions courses providing an overview of various religions and belief systems, but concentrate on those of the Eastern World. Particular religious or philosophical systems studied may include Buddhism, Hinduism, Islam, Taoism, Shintoism, and Confucianism, among others.
- 2607 Western Religions** - Course is similar to Comparative Religion, Western Religions courses providing an overview of various religions and belief systems, but concentrate on those of the Western World. Particular religious or philosophical systems studied may include Judaism; Christianity (including various faiths such as those of Catholics, Episcopalians, Baptists, Quakers, Mormons, Mennonites, and others); and Native Indian belief systems, among others.
- 2611 Scriptures** - Course places an emphasis on understanding and interpreting scriptures of a faith (such as the Bible, Torah, Koran, Book of Mormon, and so on) from the standpoint of a religious faith. Course objectives are designed so that students may comprehend the theological, doctrinal, and ethical messages contained within the books of the religious scriptures.
- 2612 Bible History** - Course treats the Bible as an historical document, and provides an overview of significant biblical events. Course content may include geography, the relationship between cultures and belief systems and the events chronicled in the Bible, and early Christian Church history.
- 2615 Christology** - Course concerns the work and life of Jesus Christ and the literature relating to him. Course content is typically based on Christian scriptures, leading to an examination of the message of Jesus Christ and the application of that message to daily life.
- 2621 Liturgy and Prayer** - Course varies widely, usually dependent upon the underlying religion, but in general seek to inform students of the meaning and message of public and private worship. Course content typically includes an examination or exploration of common rituals, spoken or sung prayers, and observed sacraments.



**Code Religious Education and Theology – 2601~2699**

- 2631 Ethics and Morality** - Course includes an introduction or examination of the tenets of a particular faith, Ethics and Morality courses seek to enable students to apply the moral teachings of a faith to their own lives, to the larger community, and to their decision making processes. Course content may focus on issues such as peace and justice, death and dying, human sexuality, professional ethics, and human rights.
- 2632 Justice, Peace, and Faith** - Course examines the scriptural foundations for justice, typically with an historical overview of the church's social teaching. Poverty, hunger, conflict, discrimination, justice, and environmental issues are among the topics discussed with a view toward developing students' critical reflection and analysis of their own roles and responsibilities.
- 2635 Christian Lifestyle** - Course focuses on the development of young adults from puberty to adulthood, approached from a Christian perspective. Christian values and traditions underpin the examination of such topics as identity, independence, sexuality, employment and leisure. Typically, discussions of adult roles-single life, marriage, religious life, and ordained ministry-are included.
- 2641 Ministry** - Course introduces students to the vocation of service. Students may learn counseling skills, plan and be part of religious services, and minister to younger students or to members of the local community (assisting in hospitals and convalescent homes, crisis centers, soup kitchens, and so on).
- 2642 Ministry** - Other
- 2695 Religious Education and Theology-Related Subjects** - Course provides students with knowledge related to religious issues and religious life. Such topics may include literature, science, philosophy, history, or art.
- 2696 Religious Education and Theology-Independent Study** - Course, often conducted with instructors, members of the clergy, or religious leaders as mentors, enable students to explore topics of interest related to religion in greater depth and detail. Independent Study courses may serve as an opportunity to explore a topic of special interest.
- 2699 Religious Education and Theology** - Other

**Code Subject Fields - Digits 6-8 - Religious Education and Theology**

**6th Digit - Subject Field** - Indicates the type of credit that students receive toward graduation upon completing the course

- 0** Information not collected, unavailable, or missing.
- 1** Religious Education credit (Not a valid option)
- 2** Social studies credit
- 3** Fine Arts/Humanities credit
- 4** Vocational credit
- 5** Dual credit (in two different subject areas)
- 6** Student choice (Students may choose between two or more types of non-elective credit to be received upon successful completion of the course)
- 7** Other type of credit
- 8** Elective credit

**7th Digit - Subject Field** - Indicates whether a particular religion's doctrines under gird the course objectives.

- 0** Information not collected, unavailable, or missing.
- 1** The course conveys (explicitly or implicitly) the teachings and beliefs of a particular religion or faith.
- 2** The course does not adhere to the doctrine of any particular religion or faith.

**8th Digit - Subject Field** - Indicates whether the course requires a community service project or involvement in community service activities.

- 0** Information not collected, unavailable, or missing.
- 1** The course includes a required community service component.
- 2** The course does not include a required community service component



## 28. Social Sciences and History – 2700~2799

This subject area encompasses courses that concern the study of human society: the institutions and functioning of society (including political, economic, and legal systems), the relationships created among members of a society, and the history of human civilization and endeavor.

Section 22-2-8.3, NMSA 1978, requires the inclusion of social studies, including geography in grades four, five and six, all seventh grade classes shall provide instruction in New Mexico history and geography, all eighth grade classes shall provide instruction in United States history, and Section 22-2-8.4 specifies three units of social science units to meet graduation requirements to include: United States History and Geography, World History and Geography, government and economics.

The New Mexico Public Education Commission adopted and placed into regulation (6.30.2.16 NMAC) the revised Social Studies Content Standards, Benchmarks, and performance Standards K-12 on June 22, 2001. It is the expectation of schools and districts that these standards are aligned with local written and delivered curriculum and are assessed as part of the school/district's or charter school's comprehensive assessment system. Therefore, all courses should have written and delivered curriculum that is supported by and assessed next to state adopted standards.

### Code Social Sciences and History – 2700~2799

- 2700 New Mexico History – Required - Grade 7** - Course examines the pre-history, history, politics, geography, economics, society, and cultures within New Mexico. The 7th Grade Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.
- 2701 World Geography – Elective - Grades 6 - 12** - Course provides an overview of world geography, but may vary widely in topic coverage. Possible topics include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas. These courses may or may not place an emphasis on U.S. geography.
- 2702 Topics in Geography – Elective - Grades 6 - 12** - Course examines a specific topic in geography, such as physical or cultural geography, or the geography of a particular area or region, rather than providing an overview. Topical geography courses may or may not concentrate on U.S. geography.
- 2703 IB Geography – Grades 9 - 12** - Course prepares students to take the International Baccalaureate Geography exams at either the Subsidiary or higher level, and individual courses vary to reflect the different emphases of the exams (either human or physical geology, and case study or fieldwork instruction). In general, however, IB Geography courses aim to provide an understanding of the relations within society, those between society and the natural environment, and the processes by which those relations change over time.
- 2704 World History - Overview - Grades 6 - 12** - Course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History-Overview courses may include geographical studies, but often, these components are not explicitly taught as geography.
- 2705 World History - Laboratory - Grades 6 - 12** - Course covers the same objectives as World History - Overview, World History - Laboratory courses are taught in a resource center or skills laboratory setting emphasizing individual student progress.
- 2706 World History and Geography – Required for Graduation - Grades 9 - 12** - Course covers the major eras and important turning points in world history from the Age of Enlightenment to the present. Included within this course is world geography to support geographical concepts as they relate to the understanding of the changes throughout the world. In addition 9-12 Social Studies Benchmarks and Performance Standards (History, Civics and Government, Economics and Geography) should be included as appropriate to the course.
- 2707 Modern World History - - Grades 9 - 12** - Course provides an overview of the history of human society in the past few centuries- from the Renaissance period, or later, up to the contemporary period-exploring political, economic, social, religious, military, scientific, and cultural developments.



**Code Social Sciences and History – 2700~2799**

- 2708 IB History - - Grades 9 - 12** - Course prepares students to take the International Baccalaureate History exams at either the Subsidiary or Higher level. These courses concern the study of political, military, economic, social, and cultural trends, and explore the nature of historical documentation and historians' methods. IB History courses survey 20th century topics in an international context; provide for a more detailed regional study of a major area (Africa, Europe, the Americas, West and South Asia, East and Southeast Asia, or Australia); and enable students to undertake an individual study on a subject of interest in greater detail and depth.
- 2709 Modern European History - - Grades 9 - 12** - Course examines the development of political, social, and economic movements in Europe in the past few centuries (from the Renaissance period, or later, up to the contemporary period), and may include such topics as the rise of the modern nation state, scientific and industrial revolutions, the age of exploration and nationalism, imperialism, and world war. Course content may include the history of Russia over the same time period.
- 2710 AP European History - - Grades 9 - 12** - Course prepares students for the AP exam in European history. The courses examine European civilization from the High Renaissance period to the recent past, provide a basic exposure to the factual narrative, and develop a) an understanding of some of the principal themes in modern European history, b) an ability to analyze historical evidence, and c) an ability to express that understanding and analysis in writing. (Districts asking to meet the World History/Geography course requirement through this course must use the Alternative Credit procedure and include geography within the scope of the written and delivered curriculum in order to meet state graduation requirement). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2711 Ancient Civilizations - - Grades 6 - 12** - Course surveys the evolution of society from the ancient Near East through Greek and Roman civilizations. Typically, the rise and fall of civilizations and empires are studied with an emphasis on the legacies provided to successive societies.
- 2712 Medieval European History - - Grades 6 - 12** - Course surveys European civilization from the fall of Rome through the late middle Ages.
- 2713 Ancient and Medieval History - Recommended for Students Grades 6 - 12** - Course combines a study of ancient civilizations and Medieval Europe, beginning with the civilizations of the ancient Near East and continuing through the late Middle Ages in Europe.
- 2714 World Area Studies - - Grades 9 - 12** - Course examines the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of the region, or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may focus on one particular country (other than the United States), rather than focusing on a region or continent.
- 2715 5th Grade Social Studies -- Grade 5** - Course provides the story of the United States, examining time periods from discovery to present day with emphasis on early history examining the motivations for European settlement. Fifth grade social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.
- 2716 6th Grade Social Studies - - Grade 6** - Course provides studies of the ancient civilizations of the Near and Far East, Greek and Roman civilizations, and continues through Medieval European life. Typically, the rise and fall of civilizations and empires are studies highlighting the legacies provided to successive societies. Sixth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.
- 2717 New Mexico History – Required for Graduation - Grades 9-12 –** – This survey course supports students to become more knowledgeable and aware of the historical, cultural, economic, and political history of New Mexico and their geographical connections. Students will analyze the role that New Mexico plays in national and international arenas. The 9-12 Social Studies Content Standards, Benchmarks, and Performance Standards should be included as appropriate to the course.
- 2718 Southwest Enrichment - - Grades 6 - 12** - Course involves exposure to different projects that will enhance student's knowledge of the Southwest through the use of projects that allow students to do research on different cultures that have impacted the Southwest.
- 2719 Native American Studies - - Grades 6 - 12** - Course will examine the cultural growth and development of the indigenous North American peoples from Pre-Columbian times to the present day.
- 2720 Hispanic Studies - - Grades 6 - 12** - Course will focus on the rich contributions Hispanics and Hispanic culture have made to America and enable students to understand his/her connections to and place in the Latino experience. The use of art, literature, film discussion, personal experience, music and other elements of culture will be addressed.



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- 2721 U.S. History-Comprehensive - - Grades 6 - 12** - Course provides an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. Political, military, scientific, and social developments are typically included in the historical overview. Course content may or may not include a history of the North American peoples prior to European settlement.
- 2722 U.S. History-Laboratory - - Grades 6 - 12** - Course has the same objectives as U.S. History-Comprehensive courses, U.S. History-Laboratory courses are taught in a resource center or skills laboratory setting emphasizing individual student progress.
- 2723 Early U.S. History - - Grade 8** - Course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course.
- 2724 Modern U.S. History - - Grades 9 - 12** - Course examines the history of the United States from the Civil War or Reconstruction era (some courses begin at a later time period) through the present time. Political, military, scientific, and social developments are typically included as part of the historical overview.
- 2725 AP U.S. History - -Grades 11 - 12** - Course prepares students for the AP exam in U.S. history and provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students learn to assess historical materials, and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past. (Note: Districts asking to meet the United States History/Geography course requirement through this course include geography within the written and delivered curriculum in order to meet state graduation requirement. Included within this course is U.S. Geography to support geographical concepts as they relate to the understanding of the development of the U.S.) This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2726 State Specific Studies - - Grades 6 - 12** - Course examines the history, politics, economics, society, and/or cultures of one of the states in the United States. This course may focus primarily on the history of the state, or may take an interdisciplinary approach to the contemporary issues affecting the state.
- 2727 U.S. Ethnic/Gender Studies - - Grades 9 - 12** - Course examines the history, politics, economics, society, and/or culture of one or more of the racial ethnic groups in the United States or of gender in U.S. society. These courses may focus primarily on the history of the ethnic group or of gender relations, or may take a more comprehensive approach to the contemporary issues affecting these groups.
- 2729 U.S. History/Geography - - Grades 9 - 12** - Course examines the history and impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction. Included within this course is U.S. Geography to support geographical concepts as they relate to the understanding of the development of the United States. In addition 9-12 Social Studies Benchmarks and Performance Standards (History, Civics, and Government, Economics and Geography) should be included as appropriate to the course.
- 2730 U.S. Government-Comprehensive – Required for Graduation (or course 2739) - Grades 9 - 12** - Course provides an understanding of the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States including the New Mexico and United States Constitutions and how governments function at the local, state, tribal, and national levels. In addition, 9-12 Social Studies Benchmarks and Performance Standards (History, Civics, and Government, Economics and Geography) should be included as appropriate to the course.
- 2731 U.S. Government-Laboratory - - Grades 9 - 12** - Course covering the same objectives as U.S. Government-Comprehensive courses, U.S. Government-Laboratory courses are taught in a resource center or skills laboratory setting emphasizing individual student progress.
- 2732 Topics in U.S. Government - - Grades 9 - 12** - Course examine a specific topic pertaining to U.S. government and political institutions, rather than providing a general overview. The courses concentrate on one of many possible topics related to governmental structure, function, and purposes, such as the Constitution, the Supreme Court, Congress, or the Office of the Presidency.
- 2733 Political Science - - Grades 9 - 12** - Course approaches the study of politics from a theoretical perspective, including an examination of the role of government, and the nature of political behavior, political power, and political action.
- 2734 Comparative Government - - Grades 9 - 12** - Course studies the basic tenets of government, searching for the differences and similarities among several forms of government. These courses engage in a comparative approach to the study of government and politics, focusing on the United States and other nations.



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- 2735 International Relations - - Grades 9 - 12** - Course provides an introduction to international relations, including an examination of the modern state; the foreign policies of nations; the dynamics of nationalism, ideology, and culture; and the role of international organizations. The courses may or may not emphasize contemporary events.
- 2736 AP U.S. Government and Politics - - Grades 11 - 12** - Course prepares students for the AP exam in U.S. Government and Politics. These courses provide students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The course generally covers the following topics: constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2737 AP Comparative Government and Politics - - Grades 11 - 12** - Course prepares students for the AP exam in Comparative Government and Politics, offering students a basic understanding of the world's diverse political structures and practices. The course encompasses the study both of specific countries (including Great Britain, France, the former Soviet Union, China, and either India, Mexico, or Nigeria), and of general concepts used to interpret the key political relationships found in virtually all-national polities. Course content generally includes sources of public authority and political power; the relationship between state and society; the relationships between citizens and states; political and institutional frameworks; political change; and the comparative method. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2739 Principles of Democracy – Required for Graduation (or course 2730 or 2741)- Grades 9 - 12** - Course combines a study of the structure of national, state, and local U.S. government with an overview of the principles of market economics. Course content may include contemporary U.S. issues. The emphasized purpose of Principles of Democracy courses is to prepare students to perform effectively as informed citizens.
- 2740 Government and Politics - - Grades 9 - 12** - Other
- 2741 Economics – Required for Graduation (or course 2739)- Grades 9 - 12** - Course provides for an understanding of basic economic principles and use of economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. In addition, 9-12 Social Studies Benchmarks and Performance Standards (History, Civic and Government, Economics and Geography) should be included as appropriate to the course.
- 2742 Comparative Economics - - Grades 9 - 12** - Course offers a study of different economies and economic systems, including a study of differing approaches to problems in micro and macroeconomics.
- 2743 AP Microeconomics - Recommended for Students Grades 11 - 12** - Course is designed to parallel a semester of college level microeconomics, AP Microeconomics courses provide students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers (both consumers and producers), and place primary emphasis on the nature and functions of product markets, while also including a study of factor markets and the role of government in the economy. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2744 AP Macroeconomics - - Grades 11 - 12** - Course is designed to parallel a semester of college level macroeconomics, AP Macroeconomics courses provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole, placing particular emphasis on the study of national income and price determination, and developing students' familiarity with economic performance measures, economic growth, and international economics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2746 IB Economics - - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Economics exams at either the Subsidiary or Higher level. The courses seek to provide students with the basic tools of economic reasoning and to use those tools to explain or interpret economic problems. Course content includes resource allocation under various systems, national income analysis, international economics, and economic development and growth. Income distribution may also be studied.
- 2751 Contemporary U.S. Issues - - Grades 9 - 12** - Course studies the political, economic, and social issues facing the United States, with or without an emphasis on state and local issues. These courses may focus on current issues, or may examine selected issues from throughout the 20th century.



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- 2752 Contemporary World Issues - - Grades 9 - 12** - Course studies political, economic, and social issues facing the world, with or without an emphasis on the United States. These courses may focus on current issues, or may examine selected issues from throughout the 20th century. The focus may be on historical causes or possible solutions; an interdisciplinary approach may be used.
- 2753 Western Civilization - - Grades 6 - 12** - Course applies an interdisciplinary approach to the study of western cultural traditions, frequently using a chronological framework. Course content typically includes a survey of the major developments and contributors in art and architecture, literature, religion and philosophy, and culture. Intellectual and political movements may also be included.
- 2755 AP World History - - Grades 11 - 12** - The purpose of this course is to develop greater understanding of the evolution of global processes and contracts, in interaction with different types of human societies. Focused primarily on the past 1,000 years of global experience the course builds and understanding of cultural, institutional, and technological precedents that, along with geography, set the human state prior to 1000 C.E. (AP World History will not have to submit an alternative credit request but will need to include the geography component in the written and delivered curriculum in order to meet the graduation requirement.) This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2761 Law Studies - - Grades 9 - 12** - Course examines the history and philosophy of law as part of U.S. society, and includes the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, and equity. Although emphasis is placed on the study of law, the workings of the legal system may also be included.
- 2762 Consumer Law - - Grades 9 - 12** - Course presents a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting students as consumers and young adults (such as contractual laws, laws pertaining to housing and marriage, and constitutional rights).
- 2763 Business Law - - Grades 9 - 12** - Course presents a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting students as future business leaders and employees (such topics may include contracts, commercial paper and debt instruments, property rights, employer/employee relationships, and constitutional rights and responsibilities).
- 2764 Legal System - - Grades 9 - 12** - Course examines the workings of the U.S. criminal and civil justice systems, including an understanding of civil and criminal law and the legal process, of the structure and procedures of courts, and the role of various legal or judicial agencies. Although emphasis is placed on the legal process, the history and foundation of U.S. law (Constitution, statutes, and precedents) may also be included. Content may also include contemporary problems in the criminal justice system.
- 2765 Mock Trial - - Grades 9 - 12** - Students will learn about the law and practical application. Students will learn how to speak, argue, and debate. The course will be a competition class for Mock Trial. Lawyers will work with students.
- 2770 Social Science - - Grades 9 - 12** - Course provides an introduction to the various disciplines in the social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology. Typically, the main course focus is on the methodologies of the social sciences and the differentiation among the various disciplines.
- 2771 Psychology - - Grades 9 - 12** - Course introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.
- 2772 Topics in Psychology - - Grades 9 - 12** - Course examines a specific topic in psychology, such as human growth and development or personality, rather than providing a more comprehensive overview.
- 2773 AP Psychology - - Grades 11 - 12** - Course designed to parallel an introductory college level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each of the major sub-fields within psychology, and enable students to examine the methods psychologists use in their science and practice. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.



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- 2774 IB Psychology - - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Psychology exams at either the Subsidiary or Higher level. Course content includes developmental and social psychology, cognition and learning, and personality subject areas, which are approached in terms of biological/physiological, behavioral, and humanistic frameworks. Courses preparing students for the Higher-level exam include greater study of research design and statistics, and involve practical work in psychological research.
- 2775 Sociology - - Grades 9 - 12** - Course introduces students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships of individuals and groups in society.
- 2776 Topics in Sociology - - Grades 9 - 12** - Course examines a specific topic in sociology, such as culture and society or the individual in society, rather than providing an overview of the field of sociology.
- 2777 Anthropology - - Grades 9 - 12** - Course introduces students to the study of human evolution with regard to the origin, distribution, physical attributes, environment, and culture of human beings. These courses provide an overview of anthropology, including but not limited to both physical and cultural anthropology.
- 2778 Topics in Anthropology - - Grades 9 - 12** - Course examines a specific topic in anthropology, such as physical anthropology, cultural anthropology, or archeology, rather than providing a more comprehensive overview of the field.
- 2779 IB Social Anthropology - - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Social Anthropology exams at either the Subsidiary or Higher level. The courses aim to create an awareness of underlying patterns and causes of social relationships and systems, preconceptions and assumptions within the social environment, and the use of ethnographic data in creating models, drawing inferences, and making comparisons.
- 2780 Philosophy - - Grades 9 - 12** - Course provides an introduction to the discipline of philosophy as an analysis of the principles underlying conduct, thought, knowledge, and the nature of the universe. Course content typically includes examination of the major philosophers and their writings.
- 2781 Topics in Philosophy - - Grades 9 - 12** - Course examines a specific topic in philosophy, such as culture and society or the individual in society, rather than providing an overview of the field of sociology.
- 2782 Modern Intellectual History – Elective - Grades 9 - 12** - Course provides an historical overview of modern intellectual movements, generally drawing from different disciplines such as political science, economics, and philosophy.
- 2783 IB Philosophy - - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Philosophy exams at either the Subsidiary or Higher levels. These courses challenge students to reflect on and question the bases of knowledge and experience, to develop a personal mode of thought, to formulate rational arguments, and to use language to examine several conceptual themes in a thoughtful, philosophical manner.
- 2785 IB Organization Studies - - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Organization Studies exams at either the Subsidiary or Higher levels. These IB courses provide a broad introduction to the principles and practices of enterprises engaged in producing, distributing, and exchanging goods and services in a variety of economic frameworks. Management styles and structures, decision making methods, methods for accounting, planning, and communication are a sample of topics explored within these courses.
- 2786 Social Science Research - - Grades 9 - 12** - Course emphasizes the methods of social science research, including statistics and experimental design.
- 2787 AP Human Geography - - Grades 11 - 12** - Course introduces students to the systematic study of patterns and process that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Methods and tools geographers' use in their science and practice will also be taught. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.
- 2796 Social Sciences and History-Independent Study - - Grades 9 - 12** - Course, often conducted with instructors as mentors, enable students to explore topics of interest within one of the fields of social studies.
- 2797 Financial Literacy - Social Studies - Offered for Students in Grades 9 - 12** - Course provides an understanding of the concepts and principles involved in managing one's personal finances. Topics may include saving and investing, credit and debt,



**Code Social Sciences and History – 2700~2799**

insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. An overview of the American economy may be provided. This course would fulfill the requirement as the required elective for Financial Literacy passed in the 2007 legislative session.

**2799 Social Sciences and History - - Grades 9 - 12 – Other**

**Code Subject Fields - Digits 6-8 - Social Sciences and History**

**6th Digit - Subject Field** - If the district or state requires certain types of credit for high school graduation, indicate the type of credit that students receive upon completing the course.

- 0 Information not collected, unavailable, or missing.
- 1 Primary Social Studies credit (Often, graduation requirements include specific types of social studies credit, such as World History, U.S. History, Government, Economics, and so on. This option signifies fulfillment of one of these specific social studies credit requirements and 7<sup>th</sup> or 8th grade credit.)
- 2 Secondary Social Studies credit (In addition to specific types of social studies credits, several school systems require additional coursework to fulfill graduation requirements. This option signifies fulfillment of one of these general or elective social studies credit requirements.)
- 3 English credit
- 4 Fine Arts/Humanities credit
- 5 Vocational credit
- 6 Dual credit (in Social Studies and another subject area)
- 7 Student choice (Students may choose between two or more types of non-elective credit to be received upon successful completion of the course)
- 8 Other type of credit
- 9 Elective credit

**7th Digit - Subject Field** - Indicates, on average, how frequently students are required to write in this course.

- 0 Information not collected, unavailable, or missing.
- 1 Less frequently than once per month
- 2 Approximately once a month
- 3 About every two weeks
- 4 Weekly
- 5 Daily

**8th Digit - Subject Field** - Indicates whether students work frequently—at least once per month—with primary source materials.

- 0 Information not collected, unavailable, or missing.
- 1 Students work frequently with primary source materials.
- 2 Students do not work frequently with primary source materials (although some assignments may include using them).
- 3 The course includes a health education component.
- 4 The course does not include a health education component.

**29. Special/Exceptional Education – 2802~2899**

This subject area encompasses courses that are designed particularly for students with special and exceptional needs that cannot otherwise be described by courses within the other subject areas of this classification system.

**Note:** Most special/exceptional education courses can be described using the descriptions from the appropriate subject area and a level code of 2 to denote that the class is adapted in some manner to accommodate students' special needs. One may even use the Subject Area - Other designation. Particularly when special modifications are made for a single (or a few) individual(s) in a mainstream class (using a resource teacher, interpreter, or tutor specialized equipment, or extra resource materials), the course should still be described as it is for other students not needing such services. It is the course that is being described by this system, not individual students. The following



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course descriptions are provided as well; however, the specific course content is developed in response to each student's Individual Education Plan (IEP).

### Code Special/Exceptional Education – 2802~2899

- 2802 Special Resources** - Course provides students with educational services and resources as needed. Reinforcement of any content area may be offered with the use of specific materials or teaching techniques through group instruction or individual tutorial assistance.
- 2803 Community Living** - Course places a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs and IEP's; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may include available community resources and how to access them; emergency skills; and independent living strategies.
- 2804 Mobility Instruction** - Course, individualized according to each student's condition and needs, are designed to improve a student's ability to move about and communicate within their surrounding communities (school, neighborhood, workplace, and city or town). The student may be exposed to and assisted in several types of situation to improve the student's mobility and increase the available response options.
- 2805 Communication Instruction** - Course, like Mobility Instruction courses, are typically individualized according to each student's condition and needs. Increasing the student's communication skills-oral expression, listening comprehension, reading, and writing-is emphasized; communication techniques in several areas (educational, social, and vocational) may be explored.
- 2806 Social Development Instruction** - Course teaches students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, decision making, appropriate situational behavior, and how to interact with others and maintain relationships. Students may develop independence, self-confidence, and self-reliance.
- 2807 Transition** - Course designed for students who are in the process of moving from self contained to mainstream education, Transition courses aim to ease that passage using tutoring, seminars on coping skills, personal counseling, and so on.
- 2808 Work Study** - Course includes all work experience options described in IEP's. Work sites may be on or off campus and the work may result in stipends or wages.
- 2899 Special/Exceptional Education - Other**

### Code Subject Fields - Digits 6-8 - Special/Exceptional Education

- 6th Digit - Subject Field -**
- 0** No information pertinent to this field.
- 7th Digit - Subject Field**
- 0** No information pertinent to this field.
- 8th Digit - Subject Field - Provides an indication of the target audience of course objectives**
- 0** Information not collected, unavailable, or missing.
- 1** The course has been designed for students who are physically handicapped.
- 2** The course has been designed for students who have learning disabilities.
- 3** The course has been designed for students who have social or emotional disorders.
- 4** The course has been designed for students who are mentally handicapped.
- 5** The course has been designed for students with varying exceptionalities or for a mixed group of students.

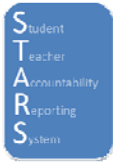
### 30. Technology Education – 1602~1699

This subject area encompasses courses that concern general workplace skills, occupational preparation, and non-specific work experience, on-the-job training, and cooperative programs. Courses that develop a general familiarity with industrial materials, processes, and systems are included here, as are courses that examine new and emergent technologies. Lastly, technical or industrial courses that did not readily fit into other subject areas are also included here.



**Code Technology Education – 1602~1699**

- 1602 Gateway to Technology - Recommended for Students Grades 6 - 8** - Middle school course that introduces the basics of design and modeling, electronic theory, the science of technology, and automation and robotics. (This is the introductory course for Project Lead the Way.)
- 1603 Career Exploration - Recommended for Students Grades 6 - 8** - Course helps students identify and evaluate personal goals, priorities, aptitudes, and interests in the pursuit of effective career decision-making. Career Exploration courses expose students to various sources of information on career and training options, and may also enable students to understand the implications of technological and economic changes on the labor market. These courses may also include the development of job search and employability skills.
- 1604 Employability Skills - Recommended for Students Grades 9 - 12** - Like Career Exploration courses, Employability Skills courses also help students match their interests and aptitudes to career options. However, the focus of Employability Skills courses is placed on sources of employment information, job seeking and interview techniques, applications and resumes, and the skills needed to remain and advance within the workplace. Course content may also include consumer education and personal money management topics.
- 1605 Diversified Occupations - Recommended for Students Grades 9 - 12** - Course helps students enter the work force through career exploration, job search and application, and by developing positive work attitudes and work related skills. Career planning and selection, money management, communication skills, interpersonal business relationships and behavior, and personal responsibility are typical topics covered in diversified occupations courses. Employment may be a required component of this course, or students may be required to enroll concurrently in a work experience course.
- 1606 Work Experience - Recommended for Students Grades 11 - 12** - Course provides general work experience, and emphasizes career guidance, job search, application, and employability skills (including refining academic and job skills and developing positive work attitudes). Students are employed, but their employment is not necessarily related to a particular vocational program or course of study.
- 1611 General Technology Education - Recommended for Students Grades 9 - 12** - Course exposes students to the tools, machines, processes, and systems that may be encountered in manufacturing-related occupations and enable students to develop the manual skills to use these tools in a variety of applications. The courses also explore the technology used in manufacturing products, transporting goods and people, effective communication, and efficient energy conversion. Topics may include (but are not limited to) drawing and planning, electricity, graphic arts, woodwork, metalwork, plastics, and power technology. General safety and career exploration are also covered.
- 1612 Materials and Processes. - Recommended for Students Grades 9 - 12** - Similar to Technology Education courses in that they expose students to the tools, machines, and systems that may be encountered in manufacturing related occupations. Materials and Processes courses relate this exposure particularly to the analysis, testing, and processing of metals, plastics, woods, ceramics, and composite materials.
- 1613 Metal and Wood Technology - Recommended for Students Grades 9 - 12** - Course includes studying the properties of metals, woods, and composites, and using these materials to design and construct functional products. Metal and Wood Technology courses enable the student to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines.
- 1614 Industrial Safety/First Aid - Recommended for Students Grades 9 - 12** - Course provides instruction in safe operating procedures related to various trades, as well as more general training in emergency first aid and CPR. Course topics may include the importance of standard operation procedures, agencies and regulations related to occupational safety and hazard prevention, and the dangers of particular materials.
- 1615 Introduction to Engineering Design - Recommended for Students Grades 9 - 12** - Course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. (A "Project Lead the Way" course).
- 1616 Digital Electronics - Recommended for Students Grades 10 - 12** - Course in applied logic that encompasses the application of electronic circuitry and devices. (A "Project Lead the Way" course).
- 1617 Principles of Engineering - Recommended for Students Grades 9 - 12** - Course explore technology systems and manufacturing processes. Students learn how engineers and technicians use math, science, and technology in engineering problem solving. (A Project Lead the Way course)
- 1618 Computer Integrated Manufacturing - Recommended for Students Grades 10 - 12** - Course that applies principles of robotics and automation. The course builds on computer solid modeling skills developed in earlier courses. Students use CNC equipment to produce actual models of their three-dimensional designs. (A Project Lead the Way course)

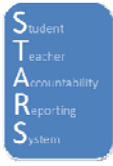


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### Code Technology Education – 1602–1699

- 1619 Civil Engineering and Architecture - Recommended for Students Grades 10 - 12** - a course provides an overview of the fields of Civil Engineering and Architecture, emphasizing the interrelationship and dependence of both fields on each other. Students use art software to solve real world problems and communicate solutions to hands-on-projects and activities. (A “**Project Lead the Way**” course)
- 1620 Engineering Design and Development - Recommended for Students Grade 12** – A course in which students work in teams to research, design and construct a solution to an open-minded engineering problem. Students must apply principles developed in Principles of Engineering, Digital Electronics, Introduction to Engineering Design, Computer Integrated Manufacturing and . Students must present progress reports, submit a final written report and defend their solutions to a panel of outside reviews at the end of the year. (A “ **Project Lead the Way**” course)
- 1621 Aerospace Engineering - Recommended for Students Grades 10 - 12** - a course students will engage in engineering design problems related to aerospace information systems, star sailing or astronautics rocketry, propulsion, and the physics of space science, space life sciences (Bio-Space) that includes looking at habitat and crew systems with life support, and the biology of space science, principles of aeronautics, structures and materials, and systems engineering. (A” **Project Lead the Way**” course)
- 1623 Production Systems - Recommended for Students Grades 9 - 12** - Course introduces students to the concepts of manufacturing technologies, from conception through production. Although courses vary, students typically analyze markets, design and develop prototypes, plan a marketing or sales strategy, manage a production plan, and manufacture useful products. The evolution and impact of technology on society’s social, cultural, and economic systems and institutions is also explored.
- 1624 Manufacturing Systems - Recommended for Students Grades 9 - 12** - Course introduces students in a general fashion to the manner in which materials are processed and transformed using various methods. Processing techniques covered may include casting, forming, separating, assembling, and finishing. The courses may also include an overview of management techniques in planning, organizing, and controlling various segments of the manufacturing process, including design, engineering, production, and marketing. Students may organize a “company” and create products for sale.
- 1625 Technology Systems - Recommended for Students Grades 9 - 12** - Course enable students to explore the designs, resources, processes, management, products, and analyses as they relate to information physical and bio/chemical technologies. The development, practical application, and impact of technologies are emphasized, as is teamwork. This course may be offered in a shop setting, a computer-driven lab, a classroom, or combination of the three.
- 1626 Emergent Technologies - Recommended for Students Grades 9 - 12** - Course exposes students to the new technologies that affect our technological society. A wide range of technologies may be covered, but examples include video production and editing, lasers, fiber optics, electronics, robotics, technical communications, bio/chemical technologies, and computer technologies (artificial intelligence, computer-aided design and/or machining, and so on). This course is often offered in a modular format.
- 1627 Research and Development - Recommended for Students Grades 9 - 12** - Course provides students with the opportunity to focus on one or more areas of technology, creatively pursuing new knowledge or solving a technological problem, by designing and building prototypes and working models. Appropriate information is learned and applied in order to complete the research and development process.
- 1628 Biotechnical Engineering - Recommended for Students Grades 9-12** - a course which applies and concurrently develops secondary level knowledge and skills in biology, physics, technology, and mathematics. It includes experiences from the diverse fields of Bio-technology, Bio-engineering, Bio-medical engineering, and Bio-molecular engineering. (A “ **Project Lead the Way**” course)
- 1629 Microelectromechanical Systems (MEMS) - Recommended for Students Grades 9-12** - This course is a study of elements of MEMS design utilizing integrated Sandia National Laboratories MEMS software coupled with Auto CAD to form the basis of a fully integrated MEMS design environment. Emphasis will be placed on teaching the process involved in producing MEMS as well as the usage of tools within the AutoCAD environment to realize these design ideas. The class will be hands-on and facilitate laboratory equipment.
- 1633 Appliance Repair - Recommended for Students Grades 9 - 12** - Course provides students with the knowledge and experience to repair, install, and service appliances such as stoves, refrigerators, washers, dryers, air conditioners, water heaters, and so on. Students gain an understanding of the mechanics and working systems of these appliances, the skills to read blueprints and specifications; and proficiency in using related tools and products.



**Code Technology Education – 1602–1699**

- 1634 Equipment Maintenance and Repair - Recommended for Students Grades 9 - 12** - Course prepares students to adjust, maintain, replace and repair parts of machinery and to repair tools, equipment, and machines. The courses may have a general emphasis or may focus on a specific type of machinery or on equipment related to a particular industry. Depending upon the intent, course topics may include electric, hydraulic, or mechanic systems; control devices, valves, and gates; or supplemental equipment such as fans, hoses, and pipes.
- 1643 Upholstery - Recommended for Students Grades 9 - 12** - Course exposes students to the tools, materials, and techniques used to fit and repair furniture with material coverings, padding, fillers, and springs. Course content includes selection of furniture and fabric; design and construction of upholstery projects; and finishing and trimming furniture.
- 1650 Foundations in 21st Century Skills Grade 9 – 12** - Introductory course that introduces workforce skills based on the following modules of the Ford Partnership for Advance Studies curriculum: From Concept to Consumer: Building a Foundation in Problem-Solving, Media and Messages: Building a Foundation of Communication Skills, People at Work: Building a Foundation of Research Skills, Careers, Companies, and Communities.
- 1651 Working toward Sustainability – Grades 9 – 12** - Ford Partnership for Advance Studies course that addresses the following 5 modules for green and sustainable energy:  
  
We All Run on Energy, Energy from the Sun: Biomass, Is Hydrogen a Solution?, The Nuclear Revolution, Energy for the Future.
- 1653 Getting Smart about Business Grades 9 – 12** - Ford Partnership for Advance Studies course that addresses the following 5 business based modules: From Concept to Consumer: Building a Foundation in Problem-Solving, Media and Messages: Building a Foundation of Communication Skills, Careers, Companies, and Communities, Calculating Your Future: Personal Finance, Planning for Business Success.
- 1654 Manufacturing for Tomorrow – Grades 9 -12** - Ford Partnership for Advance Studies course that addresses 4 manufacturing modules: From Concept to Consumer, Closing the Environmental Loop, Planning for Efficiency, Ensuring Quality.
- 1655 Data, Decisions, and Design – Grades 9 – 12** - Ford Partnership for Advance Studies course that addresses 3 design and engineering modules: From Data to Knowledge, Reverse Engineering, Different by Design.
- 1656 Living in a Global Economy – Grade 9 – 12** - Ford Partnership for Advance Studies course that addresses 3 Global economy modules.
- 1657 Putting Math to Work – Grades 9 – 12** - Ford Partnership for Advance Studies course that addresses 3 personal and business finance modules.
- 1660 Principles of BioMedical Sciences – Grades 9 – 12** - Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.
- 1661 Human body Systems – Grade 9 – 12** - Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health.
- 1662 Medical Intervention – Grades 9 – 12** - Student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care.
- 1663 Biomedical Sciences – Grades 9 – 12** - In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21<sup>st</sup> century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.
- 1665 Design and Modeling – Grades 6 – 8** - Students use geometry, problem-solving, teamwork, and project management skills to design and develop product prototypes.
- 1666 Magic of Electrons – Grades 6 – 8** - Engaged in relevant hands-on projects, students unravel the mysteries of digital circuitry
- 1667 Science of Technology – Grades 6 – 8** - Students apply scientific principles and concepts of simple machines and energy to solve real-world problems.



## Code Technology Education – 1602–1699

- 1668 Automation and Robotics – Grades 6 – 8** - Students design and build automated systems that incorporate the principles of electrons, physics, and robotics to gain an enriched understanding of the contemporary mechanical world.
- 1669 Flight and Space – Grades 6 – 8** - Developed with NASA, this unit explores the technology of aeronautics, propulsion, and rocketry. Students see connections between hands-on projects and academic subjects such as math and science.
- 1695 Technology Education-Related Subjects - Recommended for Students Grades 9 - 12** - Course provides skills and knowledge necessary or useful for particular occupations or technologies within an industrial or technological field. Particular topics and skills, or their applications, covered in these courses may vary with the occupation or technology.
- 1696 Technology Education-Independent Study - Recommended for Students Grades 9 - 12** - Course often conducted with instructors as mentors; enable students to explore topics of interest within one of the fields related to industry or technology.
- 1699 Technology Education - Recommended for Grades** - Other

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

### 31. Common Fields – 5<sup>th</sup> Digit

Common fields refer to the **fifth digit** of the course code. This code is used as an identifier for education programs.

## Code Description – Common Fields – 5<sup>th</sup> Digit

- 0 Untracked or Information** not collected, unavailable, or missing.
- 1 Remedial**—A course offered for the improvement of any particular deficiency, including a deficiency in content previously taught but not learned.
- 2 Special Education**—A course that adapts the curriculum, materials, or instruction for students identified as needing Special Education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments.
- 3 Basic**—A course focusing primarily on skills development, including literacy in language, mathematics, life and physical sciences, and social sciences and history.
- 4 General**—A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level.
- 5 Honors**—An advanced level course designed for students who have earned honors status according to educational requirements.
- 6 Gifted and Talented**—An advanced level course designed primarily for elementary students who have qualified for and enrolled in a school, education institution, or district gifted and talented program.
- 7 Career Technical and Community Service –**  
(1) A sequence of courses that provides a student with the academic and technical knowledge and skills the individual needs to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and  
(2) includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills; and  
(3) meets the needs of industry for a highly skilled workforce, which includes cross-functional or workplace basics necessary for success in any occupation or career.
- 8 Bilingual** – A course taught in two (2) languages.
- 9 Accepted as high school equivalent**—A course offered at an education institution other than a secondary school (such as a junior high school or community college) or through correspondence or satellite media.

### 32. Subject Fields - Digits 6-8 – Career Tech



**Code Subject Fields - Digits 6-8**

Agriculture; Business; Computer and Information Sciences; Construction Trades; Cosmetology; Drafting; Energy, Power, Transportation Technology; Family and Consumer Sciences; Graphic and Printing Communication; Health Care Sciences; Marketing; Precision Metalwork; Public, Protective, and Social Services; and Technology Education

**6<sup>th</sup> Digit - Occupational Program - Programmatic Nature**

- 0 Information not collected, unavailable, or missing.
- 1 This course is not (by itself or as part of a sequence of courses) designed to lead to entry-level positions or further specialized training in a particular occupation or set of occupations.
- 2 This course, by itself or in conjunction with others, is part of an approved vocational program designed to develop competencies required for specific career fields or continuing education.
- 3 This course is part of an articulated tech-prep program, designed to lead to an associate degree or certificate in a specific career field.

**7<sup>th</sup> Digit - Applied Experience - Nature of the applied experience**

- 0 Information not collected, unavailable, or missing.
- 1 Students are required to work in an independent (public or private) business or organization in this occupation or field.
- 2 Students are given the opportunity to work in an independent (public or private) business or organization in this occupation or field, but are not required to do so.
- 3 Students are required to work in an occupationally related business or project under school supervision (for example, auto dealership, cosmetology shop, or a student-built house on or off campus).
- 4 Students have the opportunity to work in an occupationally related business or project under school supervision (for example, auto dealership, cosmetology shop, or a student-built house on or off campus), but are not required to do so.
- 5 Students practice skills in on-campus laboratories or via classroom simulation.

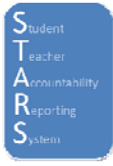
**8<sup>th</sup> Digit - Academic Integration - area concept skills are explicitly taught within the course or in the required linked courses**

- 0 Information not collected, unavailable, or missing.
- 1 Mathematics
- 2 Science
- 3 Language arts/ Communication Skills
- 4 Math and science
- 5 Math and language arts
- 6 Science and language arts
- 7 Mathematics, science, and language arts
- 8 Separate, required course covering math topics related to occupation
- 9 Separate, required course covering science topics related to occupation

**FAQs - Courses**

**Course 1187 (Introductory Visual Arts):**

- Changed description from “Elementary Visual Arts” to “Introductory Visual Arts” to eliminate confusion. This art class does not necessarily refer to “Elementary” students taking Art. These could be High School students taking an “Introductory” art class. This course code is only to be reported by people who are licensed to teach Art and is not to be reported if Art is taught by a teacher teaching an “elementary self contained classroom setting”—such as a 1<sup>st</sup> grade teacher teaching art (as well as other subjects) to his/her first grade (homeroom) class.
- This class has no relationship to the FAEA (Fine Arts Education Act). Funding for elementary students taking Fine Arts is determined by the code FAEA found in the ***Programs Fact Template***.



## Appendix B – Staff Assignment Codes (Staff Assignment Templates - Position Codes)

### Staff Assignments - Position Codes

In STARS, position codes are referred to as Staff Assignment codes.

Code	Staff Assignment Descriptions
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#### A. Administrators

- 10 Superintendent
- 11 Assistant Area Deputy of Associate Superintendent
- 12 Director of Personnel
- 13 Director of Instruction
- 36 Athletic Director

#### B. Educational Assistant

- 31 Instructional EA (Not providing instructional duties in a Title 1, Part A program)
- 31I Instructional EA Providing instructional duties in a Title1, Part A program
- 32 Library/Media EA (Not providing instructional duties in a Title 1, Part A program)
- 32I Library/Media EA Providing instructional duties in a Title1, Part A program
- 33 Other EA (Not providing instructional duties in a Title 1, Part A program)
- 33I Other EA Providing instructional duties in a Title1, Part A program
- 34 Special Education EA (Instructional Assistant) for Special Education students ages 6-21 (NOT providing instructional duties in a Title 1, Part A program).
- 34S Special Education EA (Instructional Assistant) for Special Education students ages 3-5 (NOT providing instructional duties in a Title 1, Part A program).
- 34I Special Education EA (Instructional Assistant) Providing instructional duties in a Title1, Part A program to Special Education students ages 6-21.
- 34IS Special Education EA (Instructional Assistant) Providing instructional duties in a Title1, Part A program to Special Education students ages 3-5.

#### C. Healthcare

- 01 Nurse (LPN)
- 03 Healthcare Assistant
- 07 Special Education Healthcare Asst.
- 70 Nurse (RN)

#### D. Media Specialist

- 76 Secondary Media
- 77 Junior/Mid High Media
- 78 Elementary Media

#### E. Non-Certified Personnel

##### All Other Non-Certified Support Staff

02	Generic code for other Support Staff without a specific code in this category
114	Maintenance
115	Custodian
116	Security
117	Cafeteria Worker
118	Bus Driver

##### Non-Certified Supervisors or Directors

- 24 Generic code for other non-certified Supervisors or Directors without a specific code in this category
- 120 Supervisor or Director of Information Technology
- 121 Supervisor or Director of Facilities

Code	Staff Assignment Descriptions
122	Supervisor or Director of Food Service
123	Supervisor or Director of Transportation
124	Supervisor or Director of Grants
125	Supervisor or Director of Human Resources
126	Supervisor or Director/Coordinator of Visual & Performing Arts
Note:	Supervisor's or Director's of <u>Business</u> must be reported as Staff Assignment Code 65 because it requires a Business Official License.

**Non-Certified Administrative Support Staff (typically working at district office)**

29	Generic code for other non-certified Administrative Support Staff without a specific code in this category
127	Administrative Business Office Support
128	Administrative Clerk
129	Administrative Secretary
130	STARS/Data Coordinator
131	Information Technology/Data Staff
132	Facilitator
133	Administrative Grant Clerk
134	Administrative Grant Secretary
135	Human Resource Staff

**Non-Certified School Support Staff**

(Activities are concerned with the support of teaching and administrative duties of the office of the Principal or Department Chairperson)

68	Generic code for other non-certified School Administrative Staff without a specific code in this category
136	School Registrar
137	School Clerk
138	School Secretary

**F. Other Personnel**

04	ROTC Instructor
05	Drivers Education
06	In School Suspension
08	Social Worker, General Education
09	Technology Coordinator
65	Business Official or Supervisor/Director of Business
79	Athletic Trainer
80	Music Therapist
81	Athletic Coach
83	Resource Coordinator
95	Special Education Speech/Language Pathologist (SLP) Acting as a Caseload Manager for speech only 6-21 year olds
95S	Special Education Speech/Language Pathologist (SLP) Acting as a Caseload Manager for speech only 3-5 year olds
102	Testing Coordinator
105	Academic Instructional Coach
108	Native American Language & Culture Instructor
109	Dean of Students

**G. Principals**

14	Principal, Secondary
15	Assistant Principal, Secondary
16	Principal, Jr./Mid High



Code	Staff Assignment Descriptions
17	Assistant Principal, Jr./Mid High
18	Principal, Elementary
19	Assistant Principal, Elementary
<b>H. Related Service Personnel (6-21 Year Olds)</b>	
26	Speech/Language Apprentice (Not allowed to carry a caseload)
82	Social Worker
84	Physical Therapy Assistant (Not allowed to carry a caseload)
85	Certified Occupational Therapy Assistant (COTA) (Not allowed to carry a caseload)
86	Audiologist
87	Diagnostician
88	Interpreter for the Deaf
89	Occupational Therapist
90	Orientation and Mobility Trainer
91	Physical Therapist
92	School Psychologist
93	Speech/Language Pathologist (SLP)
98	Recreation and Therapeutic Recreation Specialist
99	Rehabilitation Counselor
107	Medical/Nursing Services Provider for special education
111	SLP Clinical Fellows (Not allowed to carry a caseload; Requires SLP Mentor)
<b>I. Related Service Personnel (3-5 Year Olds)</b>	
26S	Speech/Language Apprentice for special education 3-5 year olds (Not allowed to carry a caseload)
82S	Social Worker for special education 3-5 year olds
84S	Physical Therapy Assistant for special education 3-5 year olds (Not allowed to carry a caseload)
85S	Certified Occupational Therapy Assistant (COTA) for special education 3-5 year olds (Not allowed to carry a caseload)
86S	Audiologist for special education 3-5 years olds
87S	Diagnostician for special education 3-5 year olds
88S	Interpreter for the Deaf for special education 3-5 year olds
89S	Occupational Therapist for special education 3-5 year olds
90S	Orientation and Mobility Trainer for special education 3-5 year olds
91S	Physical Therapist for special education 3-5 year olds
92S	School Psychologist for special education 3-5 year olds
93S	Speech/Language Pathologist for special education 3-5 year olds
98S	Recreation and Therapeutic Recreation Specialist 3-5 year olds
99S	Rehabilitation Counselor for special education 3-5 year olds
107S	Medical/Nursing Services Provider for special education 3-5 year olds
111S	SLP Clinical Fellows for special education 3-5 year olds (Not allowed to carry a caseload; Requires SLP Mentor)
<b>J. School Counselor</b>	
66	Secondary School Counselor
67	Junior/Mid High School Counselor
69	Elementary School Counselor
71	Counseling Coordinator
72	Drug/Alcohol Abuse Counselor
112	Marriage & Family Therapist
113	Substance Abuse Associate
<b>K. Supervisors</b>	
35	Activities Supervisor



## Student Teacher Accountability Reporting System



Code	Staff Assignment Descriptions
37	Attendance Officer Supervisor
38	Instructional Resources Supervisor
39	Pupil Personnel Services Supervisor
40	Art Supervisor
41	Bilingual Education Supervisor
42	Research/Evaluation Supervisor
43	Career Education Supervisor
44	Curriculum Supervisor
45	Social Studies Supervisor
46	Elementary Supervisor
47	Foreign Languages Supervisor
48	Health Services Supervisor
49	Indian Education Supervisor
50	Junior/Mid High Supervisor
51	Language Arts Supervisor
52	Mathematics Supervisor
53	Multi-cultural Supervisor
54	Music Supervisor
55	Special Services Supervisor
56	Physical Education Supervisor
57	Vocational Supervisor
58	Science Supervisor
59	Secondary Supervisor
60	Federal Projects Supervisor
61	Special Education Supervisor
62	District Library/Media Coordinator Supervisor
63	Media Supervisor
64	Reading Supervisor
<b>L. Teachers</b>	
00	Homebound Instructor (Regular Education)
20	Kindergarten Teacher
21	Elementary Teacher
22	Junior High/Middle School Teacher
23	Head Teacher
25	Preschool Teacher
28	Elementary Bilingual Teacher
30	Secondary Teacher
73	Secondary Librarian
74	Junior/Mid High Librarian
75	Elementary Librarian
94	Gifted Teacher (Only use this code if the teacher is not certified for Special Education)
96	Special Education Preschool Teacher (Preschool)
97	General Special Education Teacher (K-12)
101	Corrections Facility Teacher
103	Computer Lab Instructor
104	Home School/Alternative School Teacher (Includes Family Schools)
106	Special Education – Alternative School Teacher (Includes Family Schools)
110	Special Education – Adapted Physical Education Teacher (K-12)
110S	Special Education – Adapted Physical Education Teacher (Preschool)



## FAQs – Staff Assignment Codes

### 1. Staff Assignment Codes for determining whether an Educational Assistant is providing instructional duties in a Title I, Part A program:

- 31I Instructional Educational Assistant – Providing instructional duties in a Title I, Part A program
- 32I Library/Media Educational Assistant – Providing instructional duties in a Title I, Part A program
- 33I Other Educational Assistant – Providing instructional duties in a Title I, Part A program
- 34I Special Education (Instructional Assistant) – Providing instructional duties in a Title I, Part A program to Special Education students ages 6-21
- 34IS Special Education (Instructional Assistant) – Providing instructional duties in a Title I, Part A program to Special Education students ages 3-5

**Note:** An “I” follows the assignment to indicate instructional duties. If the educational assistant is NOT providing instructional duties in a Title I, Part A program, then report them under the OLD educational assistant codes (31, 32, 33, 34 or 34S).

**Purpose:** To identify educational assistants needing Level 3 licenses. Districts will no longer need to report the educational assistant as a “Team Teacher” in the *Other Instructor* field of the **Course Instructor** template for determining their Paraprofessional Educational Assistant eligibility status. However, Educational Assistants are required to be reported as “Team Teachers” for Kindergarten and First Grade Class Overload determination.

**Definition:** A Paraprofessional Educational Assistant is defined as an educational assistant who provides instructional duties in a Title I, Part A program and holds a 502, Pre K-12 Educational Assistant, Level 3 license.

### 2. Staff Assignment Code for reporting Native American Language & Culture Instructors:

- 108 Native American Language & Culture Instructor

**Purpose:** To identify staff teaching their native language to Elementary “pullout” students who have a 520 Native Language & Culture Certificate but do not have a teaching license. These instructors should be reporting Course ID 1274 (Language for Native Speakers), which is a non-core course meaning it will not appear on the Highly Qualified Teacher (HQT) reports, as opposed to reporting courses 0001-0008 (1<sup>st</sup> thru 8<sup>th</sup> grade core course IDs which require a teaching license).

**Note:** In the Staff Assignment Code Table, this new staff assignment code 108 is listed under the category OTHER PERSONNEL (as opposed to TEACHERS) since the 520 Native Language & Culture is a “certificate” as opposed to a “teaching license.” Do NOT report courses taught by Native American Language & Culture Instructors with an “8” in the 5<sup>th</sup> digit of the 8-digit course code, otherwise a Bilingual Endorsement will be required and these certificates ARE NOT issued with Bilingual Endorsements. Reporting an 8 in the 5<sup>th</sup> digit would result in a License Discrepancy.

### 3. Staff Assignment Code for Dean of Students:

- 109 Dean of Students

**Purpose:** A “Dean of Students” staff assignment code was added under the OTHER PERSONNEL category for reporting staff functioning in this capacity. There are no license requirements necessary for this position.



## Notes:

**Interns:** Intern (27) Staff Assignment Code deleted. Interns are to be reported using TEACHER staff assignment codes. The INTERN status is determined by PED by the issuing of an INTERN license.

**Librarians:** Moved to the TEACHER category due to NCLB 3-Tier Licensing.

**Academic Instructional Coach (105):** Moved from TEACHER to OTHER PERSONNEL category since they do not teach classes but rather coach teachers; however, they do have a TEACHING license. The word "Academic" added for clarity. Refers to someone who coaches math, reading, etc...and has no relationship to an Athletic Coach (81). The field "Teaching Years Experience" does not apply to Academic Instructional Coaches and should not be reported.

## How to report Special Education Adapted Physical Education Teachers:

The federal government for IDEA requires school districts to report the FTE of Special Education Adapted Physical Education Teachers. The FTE must also to be split between "Preschool" and "K-12" students. Two new Staff Assignment Codes (110/110S) have been created for this purpose and reside under the TEACHER category, although this FTE will be reported to IDEA rolled into the 98/98S Recreation and Therapeutic Recreation Specialist, Related Service Personnel codes. The Adapted Physical Education courses (2316/2317) are related to the 110/110S Staff Assignment Codes, meaning if a teacher is teaching course 2316 or 2317 then the FTE of Staff Assignment 110/110S must be greater than 0. Do not report the FTE of Special Ed Inclusion PE classes here, but only report the FTE for those teachers providing Adapted Physical Education to special needs students. Adapted PE teachers require a TEACHING license with a Physical Education endorsement.

### Staff Assignments:

- 110 Special Education – Adapted Physical Education Teacher (K-12)
- 110S Special Education – Adapted Physical Education Teacher (Preschool)

### Adapted Physical Education Courses:

- 2316 Adapted Physical Education (9-12) (No change)
- 2317 Adapted Physical Education (Preschool-8) (New Course)

### How to report the FTE of Special Education Adapted Physical Education Teachers:

- The FTE of Physical Education teachers must be split between those providing adapted physical education to students with special needs versus typical Physical Education Teachers. Physical Education Teachers who are teaching PE courses beginning with "23" should be reported with TEACHING staff assignments (such as 20, 21, 22, 25, 30, 96, 97, 110 or 110S) for determining proper licensure as well as determining their total FTE as a teacher. The FTE of those PE Teachers who are teaching courses 2316/2317 "Adapted Physical Education" should be reported in Staff Assignment Codes 110/110S. For example, if a Physical Education Teacher is teaching at the Elementary Level 100% of their time, but is also teaching 2317 Adapted PE to special needs students 10% of their time, then report FTE of 90 for Staff Assignment Code 21 (Elementary Teacher) and FTE of 10 for Staff Assignment Code 110 (Adapted PE Teacher). If a teacher spends 100% of their time as a teacher, please ensure the sum of ALL their TEACHING Staff Assignment Codes equal 100%. In this example  $90+10=100$ , since 100% of their time was spent as an elementary teacher.



## 83 Resource Coordinator

- Effective 2009-10: Changed name from “Resource Teacher” to “Resource Coordinator”
- Moved from TEACHER to OTHER PERSONNEL category

**Reason for change:** The description “Resource Teacher” was misleading because these people do not fall under the rules of “3-tier licensing” since they are not considered teachers and do not teach classes. The “Resource Coordinator” provides resources to teachers and does not work directly with students.

### How to report “Trained people working with severely handicapped teachers”

Report them as 83, Resource Coordinator.

### Is it appropriate to report someone with a 410 “Blind & Visually Impaired Teaching License” in Staff Assignment Code 97 General Special Education Teacher?

If they do not have a 400/408 Special Education Teaching License, then they will appear as a Licensure Discrepancy and should apply for a Special Education Teaching License to perform these job duties.

### What Staff Assignment Code should be reported for Clinical Fellows?

Report “Clinical Fellows” under 111/111S SLP Clinical Fellows. Clinical Fellows are not allowed to carry a caseload and require mentoring by a Speech/Language Pathologist. PED will begin issuing licenses for Clinical Fellows in the May 2011 timeframe.

Prior to school year 2010-11, Clinical Fellows were included in the Speech/Language Apprentice Staff Assignment Codes 26/26S, but due to varying degrees of job duties, and the development of a new Clinical Fellows License in the Licensure Bureau (which should be ready for issuance in May 2011), a separate Clinical Fellows staff assignment code was created. PED’s policy states Clinical Fellows require mentoring by an SLP, which will be unverifiable in STARS since a relationship between two Staff IDs is not available in the Staff Assignment template.

SLP Staff Assignment Hierarchy:

- Lowest Level: 26/26S Speech/Language Apprentice
- Middle Level: 111/111S SLP Clinical Fellows
- Highest Level: 93/93S Speech/Language Pathologist

## Appendix C – District & School Location Codes

District and Location Codes are loaded on the STARS web site at:  
[www.ped.state.nm.us/stars/documentation.html](http://www.ped.state.nm.us/stars/documentation.html)

## Appendix D – Other Code Sets

### 1. Degree Institution Codes (Staff & Staff Snapshot Templates)

#### A. New Mexico Institutions of Higher Education

Code	Higher Ed Institution	Code	Higher Ed Institution
55	University of New Mexico	68	Institute of American Indian Art
56	New Mexico State University	69	Luna Vocational-Technical Institute
57	New Mexico Highlands University	70	Navajo Community College
58	Western New Mexico University	71	New Mexico Junior College
59	Eastern New Mexico University	72	Northern New Mexico Community College
60	New Mexico Institute of Mining and Technology	73	San Juan College
61	University of Albuquerque	74	Santa Fe Community College
62	College of Santa Fe	75	Mesa Technical College
63	College of the Southwest	76	Clovis Community College
64	St. John's College	77	Southwestern College (Santa Fe)
65	New Mexico Military Institute	78	Wayland Baptist University
66	College of Artesia	79	University of Phoenix
67	Central New Mexico Community College	80	Western Governor's University
		00	Non-Degree

#### B. State Codes

Code	State	Code	State	Code	State
01	Alabama	18	Kentucky	35	Ohio
02	Alaska	19	Louisiana	36	Oklahoma
03	Arizona	20	Maine	37	Oregon
04	Arkansas	21	Maryland	38	Pennsylvania
05	California	22	Massachusetts	39	Rhode Island
06	Colorado	23	Michigan	40	South Carolina
07	Connecticut	24	Minnesota	41	South Dakota
08	Delaware	25	Mississippi	42	Tennessee
09	District of Columbia	26	Missouri	43	Texas
10	Florida	27	Montana	44	Utah
11	Georgia	28	Nebraska	45	Vermont
12	Hawaii	29	Nevada	46	Virginia
13	Idaho	30	New Hampshire	47	Washington
14	Illinois	31	New Jersey	48	West Virginia
15	Indiana	32	New York	49	Wisconsin
16	Iowa	33	North Carolina	50	Wyoming
17	Kansas	34	North Dakota	51	Outside USA



## 2. Termination Codes (Staff Templates)

In STARS, Termination Codes are used to describe the reason why a Teacher is no longer with a district.

Code	Termination Description
01	Left NM and teaching in other state
02	Left for reasons other than retirement
03	Left to teach in private school in NM
04	Went to other pub/charter NM district
05	Took non-teaching position in district
06	Died
07	Retired
08	Personal Reasons
09	Non-Renewal of Contract
10	Non-Renewal of Teaching License
11	Discharged prior to end of contract
12	Resigned prior to completion of contract
13	Reduction in force/staff
14	Leave of absence (ie. Permanent leave of absence due to illness or another reason)
15	Military Service
16	Teaching in Another Country
17	Peace Corps/ACTION
18	Completion of Short Term Contract
99	Unknown Reason

## 3. Item Description (Assessment Fact Template – Field 4)

Item Description Code	Item Description
Following values to be used with TEST DESCRIPTION (field #2) = EARLY CHILDHOOD. These assessments are required at each reporting period.	
SOCIAL EMOTIONAL ENTRY	Early Childhood positive social emotional assessment for 3Y/4Y administered within 30 days of Program Entry
LANGUAGE ACQUISITION ENTRY	Early Childhood acquisition and use of Knowledge and Skills assessment for 3Y/4Y administered within 30 days of Program Entry
BEHAVIOR ENTRY	Early Childhood use of appropriate behavior to meet their needs assessment for 3Y/4Y administered within 30 days of Program Entry
SOCIAL EMOTIONAL PROGRESS	Early Childhood positive social emotional assessment for progress data administered to 3y/4y students in program at least six (6) months or more, but no earlier than 6 months after the ENTRY assessment date.
LANGUAGE ACQUISITION PROGRESS	Early Childhood acquisition and use of Knowledge and Skills assessment for progress data administered to 3y/4y students in program at least six (6) months or more, but no earlier than 6 months after the ENTRY assessment date.
BEHAVIOR PROGRESS	Early Childhood use of appropriate behavior to meet their needs assessment for progress data administered to 3y/4y students in program at least six (6) months or more, but no earlier than 6 months after the ENTRY assessment date.
Following values to be used with TEST DESCRIPTION (field #2) = HL. These assessments are required at all reporting periods.	
WOODCOCK-MUNOZ	Woodcock-Munoz language proficiency assessment
IPT	IPT language proficiency assessment
LAS	LAS language proficiency assessment
INSTRUMENT NOT SPANISH	Instrument other than Spanish
Following values to be used with TEST DESCRIPTION (field #2) = NMELPAPT. These assessments are required at all reporting periods.	
NMELPAPT	NM English Language Proficiency Assessment Placement Test
Following values to be used with TEST DESCRIPTION (field #2) = DDA. The reporting of these assessments is required at all reporting periods	
SLDDDA	SLD Dual Discrepancy Model Evaluation



Following values to be used with TEST DESCRIPTION (field #2) = SAT the reporting of the referrals based on the assessment is required at each reporting period.

SAT Student Assistance Team referral

4. Standard Achieved Code (Assessment Fact Template - Field 17)

Code	Standard Achieved Description
<b>A. Entry Assessment Values – (Entry Assessment value applies to Positive Social Skills, Language Acquisition Skills and Behavior Skills assessments to 3Y/4Y students administered with 30 days of program entry)</b>	
A	Functioning is not comparable to same-aged peers
B	Functioning not sufficient to same-aged peers
C	Functioning nearer to same aged peers
D	Functioning comparable to same-aged peers
E	Maintaining functioning comparable to same-aged peers
<b>B. Progress Assessment Values – Progress Assessment value applies to Positive Social Skills, language Acquisition Skills and Behavior Skills assessments to 3Y/4Y students in program at least six (6) months</b>	
A	Did not improve functioning
B	Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
C	Improved functioning to a level nearer to same-aged peers and acquired new skills, but did not reach it
D	Improved functioning to a level comparable to same-age peers
E	Maintained functioning at a level comparable to same-aged peers
<b>C. Dual Discrepancy Assessment</b>	
Y	SLD Eligible,
N	SLD Not Eligible

5. Infraction Codes (Student Infraction Template)

Code	Infraction Description
1	Assault/battery with firearm
2	Assault/battery with knife or cutting object
3	Assault/battery with other dangerous weapon
4	Assault/battery aggravated with hands, feet, fist
5	Assault/battery simple
6	Other Violence - Sexual battery
7	Other Violence – Homicide
8	Other Violence – Kidnapping
9	Other Violence - Robbery using force
10	Other Violence - Self Injury
11	Other Violence – General (includes Threat or Intimidation)
12	Sexual Harassment
13	Disorderly Conduct
<b>A. Vandalism</b>	
40	Graffiti
41	Criminal Damage
42	Breaking/Entering/Larceny
43	Missing Property/Theft
44	Arson
45	Vandalism



# Student Teacher Accountability Reporting System



46 Other Vandalism, Describe in Comment Field (Field #15)

## B. Weapons, Substance Abuse, Gang Activity

- 51 Weapons Possession – Knife/Cutting
- 52 Weapons Possession – Other
- 53 Gang-Related Activity
- 54 Drug Violation
- 55P Alcohol Violation – Possession
- 55U Alcohol Violation – Use
- 55D Alcohol Violation – Dealing
- 56 Tobacco Use
- 57 Other Weapons, Substance Abuse, Gang Activity – Describe in Comment Field (Field #15)

## C. Firearms Possession (NOT to include toy guns, cap guns, BB guns, pellet guns, etc.)

- 61 Handgun Possession
- 62 Rifle/Shotgun Possession
- 63 Other Firearms Possession - Describe in Comment Field
- 64 Multiple Firearms

## 6. Response Code (Student Template - Field # 7)

### Code Response Description

- 1 Arrest/referral to justice system
- 2 In school suspension
- 3 Out of school suspension
- 4 Expulsion - no educational services – REGULAR ED ONLY; NOT to be used for Special Ed students)
- 5 Modified Expulsion (still receiving some educational services)
- 6 Sent to alternate setting by school personnel
- 7 Sent to alternate setting based on hearing officer determination of likely injury
- 8 Other/Unknown For students receiving special education and related services use this code ONLY if student remains in their current educational setting and no placement changes have been made through the IEP. Setting and level of service remains the same.

## 7. Disability and Disability Cause Codes (Special Education Snapshot Template)

### A. Disability Description

- AU Autism
- DB Deaf-Blindness
- DD Developmental Delay
- ED Emotional Disturbance
- HI Hearing Impairment
- ID Intellectual Disability (previously referred to as MR – Mental Retardation)
- MD Multiple Disabilities



### A. Disability Description

- OHI Other Health Impairment
- OI Orthopedic Impairment
- SL Speech or Language Impairment
- SLD Specific Learning Disability
- TBI Traumatic Brain Injury
- VI Visual Impairment

### B. Disability Cause Description

#### 1. Syndromes

- A1 Down's Syndrome
- A2 Trisomy 13
- A3 Usher's
- A4 Other Syndrome

#### 2. Multiple Congenital Anomalies

- B1 CHARGE Syndrome
- B2 Fetal Alcohol Syndrome
- B3 Hydrocephaly
- B4 Maternal Drug Use
- B5 Microcephaly
- B6 Other Multiple Congenital Anomaly

#### Premature

- C1 Prematurity as sole cause

#### 3. Congenital Prenatal Dysfunctions

- D2 Herpes
- D3 Rubella
- D4 Syphilis
- D5 Toxoplasmosis
- D6 Other Congenital Prenatal Dysfunction

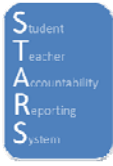
#### 4. Postnatal Causes

- E1 Asphyxia
- E2 Encephalitis
- E3 Head Injury/Trauma
- E4 Meningitis
- E5 Stroke
- E6 Other Postnatal Cause

#### 5. Cause not listed above

- F1 Other Cause Not Listed
- F2 Dyslexia ( to be used only with Primary Disability code SLD)

### 8. Primary Setting Codes (Special Education Snapshot Template)



## Student Teacher Accountability Reporting System



<b>A. Primary Setting Code Description</b>	
<p><b>1. Early Childhood Settings (Ages 3-5)</b> These settings only apply to students aged three and four or a student who turned 5 after the school year began. In rare occasions, students who are 6 can remain in a preschool setting. This is an IEP level decision. Six year old students will be flagged and will need to provide the department with documentation. A regular early childhood program is a program that includes a majority (at least 50%) of nondisabled children (children not on IEPs).</p>	
EC22	Children attending a regular early childhood program <b>at least</b> 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program
EC23	Children attending a regular early childhood program <b>at least</b> 10 hours per week and receiving the majority of hours of special education and related services in some other location.
EC24	Children attending a regular early childhood program <b>less than</b> 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program.
EC25	Children attending a regular early childhood program <b>less than</b> 10 hours per week and receiving the majority of hours of special education and related services in other location.
EC17	Children attending a special education program (not in any regular early childhood program), specifically, a separate special education class.
EC18	Hospital ( <b>Use Location Code 993</b> )
EC05	Special Education Program – PUBLIC Separate School
EC06	Special Education Program – PRIVATE Separate School
EC07	Special Education Program – PUBLIC Residential Facility
EC08	Special Education Program – PRIVATE Residential Facility
EC04	Children attending neither a regular early childhood program nor a special education program and receiving the majority of hours of special education and related services at home ( <b>HOMEBOUND, Use location code 998</b> ).
EC16	Children attending neither a regular early childhood program nor a special education program and receiving the majority of hours of special education and related services at the SERVICE PROVIDER LOCATION or some other location not in any of the other categories.
EC14	Alternative Schools (includes Family Schools)
EC26	In Private School - IEP placed <b>at least</b> 10 hours per week ( <b>use referring school location code, not 997 or 999</b> )
EC27	In Private School - IEP placed <b>less than</b> 10 hours per week ( <b>use referring school location code, not 997 or 999</b> )
EC28	In Private School - Parentally Placed <b>at least</b> 10 hours per week ( <b>use Location Code 997</b> )
EC29	In Private School - Parentally Placed <b>less than</b> 10 hours per week ( <b>use Location Code 997</b> )
<p><b>2. School Age Settings (Ages 6-21)</b>            These settings only apply to those students aged 6 - 21 enrolled in grades K - 12 or those students who have not graduated from high school.</p>	
SA01	Inside Regular Class 80% or more of day
SA02	Inside Regular Class 40% - 79% of day
SA03	Inside Regular Class less than 40% of day
SA04	Homebound (use Location Code 998)
SA05	Public Separate School
SA06	Private Separate School
SA07	Public Residential Facility <i>If facility is on the list of Certified Residential Treatment Facilities (RTC), submit the Special Education Services Fact template with a Services Code (Field #5) = RF.</i>
SA08	Private Residential Facility <i>If facility is on the list of Certified Residential Treatment Facilities (RTC), submit the Special Education Services Fact template with a Services Code (Field #5) = RF.</i>
SA09	Juvenile Detention Center - JDC
SA10	Private School – Parentally Placed (use Location Code 997)
SA12	Removed to IAES - by School Personnel: An appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 school days. The setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavioral



## Student Teacher Accountability Reporting System



	violation so that it does not recur.
SA14	Alternative Schools (includes Family Schools)
SA15	Removed to IAES - by an impartial due process hearing officer through a formal due process hearing filed with the State. Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
SA17	Separate Class
SA18	Hospital (use Location Code 993)
SA19	Private School IEP placed (use referring school location code, <b>not</b> 997 or 999)
SA21	Corrections



**9. Event Reason Codes (Special Education Events Template)**

**A. Event Reason Code #7 (If Event Type Code = 1-Exit)**

- 1 Returned to regular education (no longer receiving special education)
- 
- 4 Reached Maximum Age
- 5 Died
- 6 Moved, known to be continuing
- 
- 8 Dropped Out *(Includes dropouts, runaways, GED recipients (in New Mexico students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education not found in other exit reason codes).*
- 9 Graduated on Standard Option
- 10 Graduated on Career Option
- 11 Graduated on Ability Option

**10. Non-Compliance Reason Codes (Special Education Events Template)**

A. Non-Compliance Description Field #20	
<b>SPP11 Compliance Codes</b>	
7	Student Died
15	Parent refused to provide consent for evaluation or initial services.
17	Parent fails or refuses to produce the child for evaluation (at least three documented attempts)
20	Student moved out of the school district's educational jurisdiction
<b>SPP11 Non Compliance Codes</b>	
2	School District missed timeline(s)
<b>SPP12 Compliance Codes</b>	
1	Parents selected to have child remain in Part C program (IFSP in place)
7	Student Died
10	Part C missed timelines for transition conference and/or referral.
14	Withdrawal from Part C by Parent
15	Parent refused to provide consent for evaluation or initial services.
17	Parent fails or refuses to produce the child for evaluation (at least three documented attempts)
18	Part C referred child less than 90 days before the child's 3rd birthday
19	Parent chose the Extended Part C Option
20	Student moved out of the school district's educational jurisdiction
<b>SPP12 Non Compliance Codes</b>	
2	School District missed timeline(s)



## Student Teacher Accountability Reporting System



A. Non-Compliance Description Field #20	
8	Dual enrollment in Part C and Part B programs
<b>SPP13 Compliance Codes</b>	
7	Student Died
20	Student moved out of the school district's educational jurisdiction
<b>SPP13 Non Compliance Codes</b>	
21	Student graduated before IEP corrected.
22	Student dropped out of school before IEP corrected.



## Student Teacher Accountability Reporting System



### 11. Enrollment Code (School Enrollment Template - Field # 7)

Code	Enrollment Description
E1	Enroll - Student enrolled at this school for the first time during the current school year including a student who attended this same school the last school year and returns this school year; student who has NOT been enrolled anywhere else in the U.S. during the current school year. This student is in school for the first time during this school year regardless of start date. Includes students who are <b>pre-enrolled, rollovers or continuing / transition IEPs</b> .
E2	Enroll – Student who has been enrolled in school this <u>current</u> school year in another state, private school, home school or transfer in from a state-supported school. Registration for school can be at anytime during the year.
R1	Enroll – Student that transfers from one school to another school in same district during the current school year.
R2	Enroll - Student who moves from a school district or charter school in a different district in New Mexico into your district after school starts. (Also includes a charter school from another district and not a charter school within your district.
R3	Enroll - Student previously dropped from school for any reason other than transfer to another school or district and later <u>returns to your school</u> site without attending school elsewhere during this school year. (was previously an E1, R1 or R2).
W1	Withdrawal - Student who withdraws or no longer attends school for any reason not found in other withdrawal codes. This also includes a student transferring from your district to another PED district/school or has reached maximum age.
W2	Withdrawal - student whose <b>whereabouts are unknown</b> . By law, a student that has been absent for ten (10) consecutive days must be dropped from the rolls.
W3	Withdrawal - Student that was pre-enrolled for the new school year and did not return to school (a No-Show).
W4	Withdrawal – Student exits to a non-diploma granting education setting such as vocational or GED program
W5	Withdrawal – Delayed – Student is detained in a court-ordered facility with no educational services, such as out-of-state jail, Expulsion or <u>out-of-school suspension greater than 6 months</u> . (does NOT include New Mexico Corrections).
W6	Withdrawal – Emigrated or Moved Student exited <b>outside of US or US territories; does not include</b> temporary military assignment or studying abroad as US exchange student
W7	Withdrawal – <b>Pregnancy</b> Student exited school due to pregnancy (applies to either female or male student)
W8	Withdrawal or Transfer Out – Student who withdraws to a potential diploma-granting, non-PED school. This includes a <b>private</b> or <b>BIE</b> school that grants a standard diploma recognized by the State of New Mexico. The school may be in or out of state. Use this code <i>also</i> for students who <b>moved out of New Mexico</b> within US or US territories or who are studying abroad as <b>US exchange students</b> . Does not include Home Schooled
W11	Withdrawal - due to lack of interest
W12	Withdrawal - Unable to adjust
W13	Withdrawal - Left school to work
W14	Withdrawal – Failing, unable to complete work
W15	Withdrawal – Parental request
W16	Withdrawal – Child care problems
W17	Withdrawal – Runaway, unable to locate
W18	Withdrawal – Married and left school
W21	By law, a student that has been absent for ten (10) consecutive days due to out-of-school suspension <b>but less than 6 months</b> must be dropped from the rolls. Not in W5.
W23	A student that has been absent for ten (10) consecutive days due to illness, verified as legitimate.
W24	A student that has been absent for ten (10) consecutive days due to illness, <b>NOT</b> verified as legitimate.
W81	Withdrawal or Transfer Out - Use this code for students withdrawing to be <b>Home-Schooled</b> .
WD	Withdrawal – Death
WG	Graduated with a standard diploma (required for early graduates and optional for EOY graduates). Does not include certificates. Diploma Type Code must equal 1.



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WC	Withdrawal – Student in <u>regular education only</u> who completed coursework required to graduate but did not pass the HSCE. (required for early completers and optional for EOY completers). Diploma type code must equal 2
D1	Student Template record was submitted in error.
D2	Student is enrolled under a different STATE ID



## 12. Residence Status Code (School Enrollment Template - Field # 10)

Code	Residence Status Description
1	Public School
2	Another Charter School
3	Home School
4	Private School
5	Correctional Facility
6	Out of state
7	Out of school more than 1 year
8	BIE School / Federal Grant / BIE Contract
9	State Supported

## 13. Programs Code (Programs Qualification - Field # 5)

Code	Program Description
ELL	English Language Learner (required at 40D, 80D, JAN, 120D and EOY)
MH	Mental Health Services Required (required at all reporting periods)
VR	Vocational Rehabilitation Services Required (required at all reporting periods)
DD	Developmental Disability Services Required (required at all reporting periods)
IL	Independent Living Services Required (required at all reporting periods)
PS	Postsecondary Services Required (required at all reporting periods)

## 14. Qualification Info Code (Programs Qualification – Field # 8)

Code	Qualification Description
<b>Valid Values for Original Classification:</b>	
0	Not Applicable
1	Home Language Survey and Language Proficiency Assessment
2	Teacher Observation and Language Proficiency Assessment
3	Student Survey (7-12 only) and Language Proficiency Assessment
<b>Valid Values for Reclassification from FEP back to ELL:</b>	
0	Not Applicable
9	Student academic achievement on the state mandated test, a Student Assistance Team (SAT) referral, and Language Proficiency assessment results.



## Student Teacher Accountability Reporting System



### 15. Event Type Code (Special Education Events - Field # 5)

Code	Event Type Description
1	Special Education Exit
2	Parental Notification of the transfer of rights has occurred
4	A Communication Consideration Form was completed at their IEP for student who is deaf or hard of hearing
5	Communication Needs Considered at their IEP for student who is Blind or Visually Impaired
6	CEIS - Date of referral for special education
10	Written Parental Consent Received for Medicaid and/or Private Insurance
<b>SPP11 Child Find – 60 day timeline</b> (Required for all <b>INITIAL EVALUATIONS</b> for students suspect of being eligible for <b>IDEA 618, Part B</b> services. Special Education Referral Code (Field #167 in Student / Student Snapshot) = C, F or Blank ). Student may or may not be currently enrolled. See Appendix I for additional guidance.	
30	<b>Part B</b> - Parental Consent Initial Evaluation Only
31	<b>Part B</b> - Initial Evaluation Only
32	<b>Part B</b> - Initial EDT Eligibility Determination - YES
33	<b>Part B</b> - Initial EDT Eligibility Determination - NO
34	<b>Part B</b> - Initial IEP Date
<b>SPP12 Early Childhood Transition from Part C to B</b> (Submit if Special Education Referral Code (Field #167 in Student / Student Snapshot) = C). Student may or may not be currently enrolled. See Appendix I for additional guidance.	
30	<b>Part B</b> - Parental Consent Initial Evaluation Only
31	<b>Part B</b> - Initial Evaluation Only
34	<b>Part B</b> - Initial IEP Date
18	<b>Part C to B</b> - Date referral received from Part C
20	<b>Part C to B</b> - 90 day transition conference
21	<b>Part C to B</b> - Eligibility Determination- YES
24	<b>Part C to B</b> - Eligibility Determination – NO
22	<b>Part C to B</b> - Initial Placement IEP or IFSP
23	<b>Part C to B</b> - IEP Implementation
<b>SPP13 Post-Secondary Measurable Goals and Transition.</b> Submit a SPECIAL EDUCATION EVENTS template record EACH SCHOOL YEAR for each of the eight questions for students with disabilities (not gifted) during the reporting period for students who turn 16 and older between 7/1 and 120th Day of the current school year. Not required if student exited special education prior to their 16th birthday or student 16 and older exited special education prior to their new IEP date. See Appendix I for additional guidance.	
40	Are there appropriate measurable post-secondary annual goals? – YES
42	Have the post-secondary goals been updated annually? - YES
48	Were the postsecondary goals based upon an age appropriate transition assessment? – YES
54	Are there transition services in the IEP that will reasonably enable the student to meet the postsecondary goal(s)? - YES
46	Do the transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s)? - YES
44	Are there annual IEP goals related to the student's transition service needs? – YES
50	Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? – YES
Or	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? – YES
56	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? – <b>N/A</b>

## 16. Programs Code (Programs Fact - Field # 5)

Code	Program Description
T1A	Title I Part A (required at all reporting periods)
T1APR	Title I, Part A private school students that are receiving Title I services(required at all reporting periods)
T1AND	Title I, Part A students that are enrolled in Neglected and Delinquent programs supported by Title 1, Part A funds(required at all reporting periods)
T1D	Title I, Part D students that are in a program or facility supported by Title 1, Part D funds. (required at all reporting periods)
T1C	Title I Part C - Migrant Education Program (required at all reporting periods)
T3	Title III (required at all reporting periods)
T7	Title VII (required at all reporting periods)
T8	Title VIII (required at all reporting periods)
BEP	Bilingual Education Program (required at all reporting periods)
BUS	Bus Services (required at 40D and Dec 1)
BSCV	Bus Services Vocational Ed/Concurrent Enrollment (required at 40D )
FAEA	Fine Arts Education Act (required at 40D, 80D and 120D)
ESL	English as a Second Language (required at 40D)
CEIS	Coordinated Early Intervening Services (required at all reporting periods). <b>For Regular Education Only.</b>
ES	Title IB - Even Start Program (required at all reporting periods)
3Y	Child participating in the Early Childhood 3Y Program (required at all reporting periods)
4Y	Child participating in the Early Childhood 4Y Program (required at all reporting periods)
CSDA	Charter School Students participating in a District Activity
HSDA	Home School Students participating in a District Activity
K3P	Participating in K3+ program
FACE	Family and Children Education (for 3 and 4 year old only)
SS	Participating in the K3+ StartSmart program
GNM	Graduate New Mexico

## 17. Participation Info Code (Programs Fact - Field # 18)

Code	Participation Description
<b><u>Valid Values for BEP:</u></b>	
1	Dual Language Immersion
2	Developmental/Maintenance Bilingual
3	Enrichment
4	Transitional Bilingual
5	Heritage/Indigenous Language
6	Not participating in one of these model
<b><u>Valid Values for ESL:</u></b>	
6	Not participating in one of these model
7	Structured English Immersion
8	Content-Based English as a Second Language
9	Pull-Out English as a Second Language
10	Specially-Designed Academic Instruction in English
11	Sheltered Instruction Observation Protocol (SIOP)



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12 Other Model

**Valid Values for CEIS:**

- 13 Voluntary CEIS – up to 15% of funds used for CEIS
- 14 Mandatory CEIS – 15% CEIS is required if district had significant disproportionality.

**Valid Values for StartSmart:**

- 15 Control Group for StartSmart K3+
- 16 Experimental Group for StartSmart K3+

### 18. Title I Environment Code (Title I Programs Template - Field # 18)

- AC Adult Correction facility.
- AR At-Risk program such as drug and/or alcohol treatment program, teen parent or teen pregnancy program, programs for drop-outs or those with a high rate of absenteeism.
- JC Juvenile Correction facility.
- JD Juvenile Detention facility.
- NP Neglected Program. A neglected program is a residential facility, other than a foster home that cares for children who have been committed to the facility due to abandonment, neglect, or the death of their parents or guardians. Do not include students in Neglected Facilities that are served by Title I, Part A funds.
- O Other. Any program not defined by the other program codes, (AC, AR,JC, JD or NP) that serve non-adjudicated children and youth.



### 19. Tribal Affiliation / Native American

The following tribal codes are referenced in multiple places:

Staff > Field # 70 - Race or Ethnicity Subgroup Code

Staff Snapshot > Field # 70 - Race or Ethnicity Subgroup Code

Student > Field # 114 - Race or Ethnicity Subgroup Code

Student Snapshot > Field # 114 - Race or Ethnicity Subgroup Code

Code	TRIBAL AFFILIATION
------	--------------------

- |    |                                   |
|----|-----------------------------------|
| 00 | Not Applicable                    |
| 01 | Acoma                             |
| 02 | Cochiti                           |
| 03 | Isleta                            |
| 04 | Jemez                             |
| 05 | Jicarilla Apache                  |
| 06 | Laguna                            |
| 07 | Mescalero Apache                  |
| 08 | Nambe                             |
| 09 | Navajo                            |
| 10 | Picuris                           |
| 11 | Pojoaque                          |
| 12 | San Felipe                        |
| 13 | San Ildefonso                     |
| 14 | Ohkay Owingeh (formerly San Juan) |
| 15 | Sandia                            |
| 16 | Santa Ana                         |
| 17 | Santa Clara                       |
| 18 | Kewa (formerly Santo Domingo)     |
| 19 | Taos                              |
| 20 | Tesuque                           |
| 21 | Zia                               |
| 22 | Zuni                              |
| 23 | Other                             |



## 20. Language Codes – Native American and International

The following language codes are referenced in multiple places:

Student > Field # 123 - Home Language Code

Student Snapshot > Field # 123 - Home Language Code

Course Instructor > Field # 21 - Alternate Instruction Language Code

Code	Language Description
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00	English
01	Spanish
02	Vietnamese
03	Hmong
04	Cantonese
05	Cambodian
06	Korean
07	Laotian
08	Navajo
09	Tagalog
10	Russian
11	Creole (French)
12	Arabic
13	Portuguese
14	Japanese
15	Other
16	Tiwa
17	Tewa
18	Towa
19	Keres
20	Jicarilla Apache
21	Mescalero Apache
22	Zuni
24	American Sign Language
25	English Based Sign System



## Student Teacher Accountability Reporting System



### 21. Service Code (Special Education Services Fact - Field #5)

- SS Speech Services
- SO Speech Only
- PT Physical Therapy
- OT Occupational Therapy
- SW Social Work Services
- PS Psychological Services
- OR Orientation
- IN Interpreter
- AU Audiologist
- RT Recreational Therapy
- RF Certified Residential Facility Services

**NMSD** Receiving services at both New Mexico School for the Deaf and another district (NMSD Only)

**NMSBVI** Receiving services at both New Mexico School for the Blind and Visually Impaired and another district (NMSBVI Only)

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**22. Service Provider Name (Special Education Services Fact - Field #21) State of New Mexico Certified Residential Treatment Services Facilities**

Service Provider Name	Location
All Faiths Receiving Home	Albuquerque
Amanecer Psychological Services	Canutillo, TX
Assurance Home, Inc.	Roswell
Inner Guidance / Attachment Healing Center	Albuquerque
Bair Foundation	Albuquerque
Bernalillo County Juvenile Detention Center	Albuquerque
Border Area Mental Health	Silver City
Camelot	Albuquerque
Carlsbad Community Res. Facility	Carlsbad
Carlsbad Mental Health	Carlsbad
Casa de Su Vida	Santa Fe
Casa Mesita, Inc.	Los Alamos
Childhaven	Farmington
Children's Treatment Center	Albuquerque
Counseling and Mediation	Las Cruces
Counseling Associates	Roswell
Counseling Center	Alamogordo
Covenant Child	Artesia
Desert Hills	Albuquerque
Esperanza Guidance Center	Las Cruces
Families & Youth, Inc.	Las Cruces
Family Pride	Las Cruces
Family Works	Albuquerque
Grace House	Carlsbad
Guidance Center of Lea County / Humphrey House	Hobbs
Halvorson House	Farmington



## Student Teacher Accountability Reporting System



Service Provider Name	Location
High Desert Family Services	Albuquerque
Hogares, Inc.	Albuquerque
Hope Springs Wellness Center	Santa Fe
La Familia	Albuquerque
Mental Health Resources	Clovis
Mesilla Valley Hospital	Las Cruces
Namaste	Los Lunas
New Day Shelter	Albuquerque
New Sunrise Regional	San Fidel
New Vision Group Home	Clovis
NM Behavioral Health Services	Las Vegas
NM Parent & Child	Albuquerque
River Valley Behavioral / NM Solutions	Albuquerque
Pasos Adelante Behavioral Health Services	Berino
Pathway House / El Rocky Mountain Mgmt Services	Clovis
Peanut Butter & Jelly	Albuquerque
Presbyterian Med Svcs / San Juan Juvenile Svcs	Farmington
Red Mountain	Rio Rancho
Sequoyah Adolescent Treatment Center	Albuquerque
Service Organization for Youth	Raton
Socorro Mental Health	Socorro
South West Counseling	Las Cruces
Southern NM Human Development	Anthony
Southwest Family Guidance Center	Albuquerque
Streetwise, Inc.	Albuquerque
Taos Group Home / Casa de Corazon	Taos
Team Builders	Santa Fe
Team Builders / Bonem House	Portales



## Student Teacher Accountability Reporting System



Service Provider Name	Location
The Peak at Santa Teresa	Roswell
The Peak Behavioral Health	Santa Teresa
UNM-Children's Psychiatric Hospital (CPH)	Albuquerque
Valencia Counseling	Belen
Youth Development, Inc.	Albuquerque
Youth Shelters & Family Services	Santa Fe
Zimmerman Consulting / Sandhill Child Development	Los Lunas

## Appendix E – License Requirements

The License Requirements file can be found on the STARS web site at:  
[www.ped.state.nm.us/stars/documentation.html](http://www.ped.state.nm.us/stars/documentation.html)

### Changes:

#### **Course 3025 Athletic Training**

- Added licenses 500/505 Pre K-12 Specialty Area and 300/308 Secondary Teacher.

#### **Staff Assignment 95 Special Education Speech/Language Pathologist (SLP) Acting as a Caseload Manager for Speech only 6-21 year olds**

- Removed the following related service providers licenses, which means ONLY a licensed SLP is appropriate
  - Social Worker, Rehab Counselor, Occupational Therapist, Physical Therapist, School Psychologist & Recreational Therapist

#### **Staff Assignment 95S Special Education Speech/Language Pathologist (SLP) Acting as a Caseload Manager for Speech only 3-5 year olds**

- Allows only a licensed SLP

#### **School Year 2012-13 changes:**

Staff Assignment Code 94 Gifted Teacher will require the Gifted Endorsement beginning July 1, 2012.

## Appendix F – Family Educational Rights and Privacy Act

### FERPA Generally

The Family Educational Rights and Privacy Act or “FERPA” is a federal privacy protection law designed to protect student education records. FERPA, also known as the Buckley Amendment, broadly defines education records as *all* records that schools or education agencies maintain about students.

FERPA gives parents (as well as students in postsecondary schools) the right to review and confirm the accuracy of their educational records. FERPA governs what student information and under what circumstances can be released. Since enacting FERPA in 1974, Congress has strengthened privacy safeguards of education records through this law, refining and clarifying family rights and agency responsibilities to protect those rights. Also, state and federal courts can and do interpret FERPA provisions.

FERPA is a federal law that is found at Title 20, Section 1232g of the U.S. Code (20 USC 1232g), which incorporates all amendments to FERPA and can be accessed electronically at: [http://www4.law.cornell.edu/uscode/html/uscode20/usc\\_sec\\_20\\_00001232---g000-.html](http://www4.law.cornell.edu/uscode/html/uscode20/usc_sec_20_00001232---g000-.html).

FERPA regulations are published by the Government Printing Office and codified at Title 34 Code of Federal regulations, Part 99 (34 CFR Part 99). Those regulations can be accessed electronically at: [http://www.access.gpo.gov/nara/cfr/waisidx\\_08/34cfr99\\_08.html](http://www.access.gpo.gov/nara/cfr/waisidx_08/34cfr99_08.html).

### FERPA Protects Privacy

FERPA applies to all public schools, state educational institutions, and post secondary state colleges/universities that receive Federal educational funds and provide educational services or instruction to students. State laws can supplement FERPA, but compliance with FERPA is mandatory if schools are to continue to be eligible to receive Federal education funds. FERPA’s protections apply to both paper and electronic educational records. In addition to the Federal laws that restrict disclosure of information from student records, some states also have privacy protection laws that reinforce FERPA. In New Mexico, the Inspection of Public Records Act cannot not be used to obtain personally identifiable student educational records specifically protected by FERPA.

FERPA requires that educational agencies annually notify parents of students who are currently in attendance or eligible students (age of 18) who are currently in attendance of their right: (1) to inspect and review the student’s education records; (2) to seek amendment of the student’s education records if they are inaccurate or misleading; (3) to consent to disclosure of personally identifiable student information; and (4) to file with the US Dept. of Education a complaint alleging failure to comply with FERPA provisions.

When students reach the age of 18, rights under FERPA transfer from the parents to the students. FERPA gives both parents equal access to their student’s educational records unless the school receives a legally binding document that specifically revokes those rights. (e.g., divorce decrees, separation agreements, domestic relations modification orders)

### FERPA Defines Education Records

Education records include a range of information about a student that is collected by an educational agency such as: student’s name, parents’ names, student’s address, student’s social security number, unique characteristics about student such as ethnicity or place of birth, or other information that would make the student’s identity easily traceable, student’s awards, student’s course grades, student’s achievement results, student’s class location, student’s discipline, etc.. FERPA includes all this and more.

## Disclosure and Non-disclosure of Student Information

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- Compliance with a court order or lawfully issued subpoena;
- Health and safety officials in cases of emergency; and
- Juvenile justice system officials pursuant to state laws.

Schools may disclose, without obtaining consent, **directory information** which includes: student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

To satisfy the requirement of informing parents and eligible students, schools must notify them annually in writing of their rights under FERPA. How this written information is provided is up to the school so long as the notification is an effective means of communication, is in the appropriate language of those whose primary or home language is not English, and effectively communicates to those parents/eligible students who are disabled.

## Questions?

The Family Policy Compliance Office (FPCO) of the U.S. Department of Education is responsible for implementing FERPA. They can be contact in writing, by telephone or by email at:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave. S.W.  
Washington, DC 20202-5920  
202-260-3887 [FERPA.Customer@ED.Gov](mailto:FERPA.Customer@ED.Gov)

Before contacting federal officials, you can often get a direct and immediate response to your questions from your local school officials. A helpful FERPA guide for parents can be accessed online at the following link: <http://www.ed.gov/policy/gen/guid/fpc/brochures/parents.html>

## Appendix G – Minimum Hardware/Software Requirements to Use STARS

All public school districts will submit student and staff data to NMPED through STARS. The **minimum** software necessary to store and report student and teacher accountability data to the NMPED is a student and staff database, an internet connection and a browser. If your district does not have a vendor created and supported student/staff database, your district may download a copy of the STARS Access Database. Your district will need an Access license to use this software.

- Recommended browsers to load files in eDM using a PC:
  - Internet Explorer 7.0 or higher
  - Firefox 3.0 or higher
- Recommended browsers to load files in eDM using a Mac:
  - Safari 5.0 or higher
  - Firefox 3.0 or higher

## Appendix H – School Transportation

**ELIGIBLE STUDENT** - Students who are eligible to be counted for transportation funding must meet the following criteria:

The transportation services must be performed only by use of a school bus or per capita feeder agreements.

1. Student(s) must reside within the established school district boundary or within an approved transportation boundary.
2. Student(s) must reside outside of the statutory walking distance to their assigned school unless an individualized educational plan (IEP) for Special Education determines that the transportation is necessary and is described on the student's IEP or an approval for hazardous walking conditions survey is on file with the School Transportation Unit.
3. Student(s) must be considered as a qualified student as specified in 22-8-2; (M); NMSA, 1978; and
4. Student(s) must meet the membership requirements of section 22-8-2, (B), NMSA, 1978.
5. **APPROVED VOCATIONAL and DUAL/CONCURRENT CREDIT EDUCATION PROGRAM**

The school district shall have an approved course or program of courses defined in a written agreement between cooperating public school district(s) and postsecondary institution(s), subject to statewide policies of the Public Education Department and the Higher Education Department. The Dual Credit/Concurrent Enrollment Agreement must meet the requirements for Approved Dual Credit / Concurrent Enrollment Programs. Approved courses offered by an area vocational school(s) (because they cannot responsibly be offered by area high schools) are also eligible for transportation funding under the New Mexico Policies Governing Concurrent Enrollment.

### **SHARED SCHOOL PROGRAM (IN DISTRICT OUT OF ZONE PROGRAM)**

The Concurrent Enrollment Agreement must address funding and scheduling of eligible student transportation between secondary and post secondary institutions. The transportation services must be performed by use of a school bus or per capita feeder.

6. Student(s) who are transported directly to a school where no bus service is available. Per capita reimbursement must comply with Public Education Department Regulation 6 NMAC 9.4.1.

## Appendix I – Special Education and Related Information

### HOW TO REPORT INDICATOR 13 POST-SECONDARY MEASURABLE GOALS AND TRANSITION OUTCOMES

Submit a SPECIAL EDUCATION EVENTS template record EACH SCHOOL YEAR for each of the eight questions for students with disabilities (not gifted) during the reporting period for students who turn 16 and older between 7/1 and 120th Day of the current school year. Not required if student exited special education prior to their 16th birthday or student 16 and older exited special education prior to their new IEP date. A new survey should be completed and submitted each school year. The SPECIAL EDUCATION EVENTS template can be submitted at all reporting periods in either a point-in-time fashion or in a cumulative fashion. See appendix D.15 SPP13 for a complete list of the survey questions. The NSTTAC indicator 13 checklist link is: <http://www.ped.state.nm.us/SEB/law/dl11/NSTTAC%20Checklist.pdf>

Note: Indicator 13 state target is to have 100% of the questions with an answer of “YES”. *No submission of an event implies a “NO” response.*

SPECIAL EDUCATION EVENTS template for indicator 13.

Submit one record for each event type code if the survey response is “Yes” or “N/A”.

District Code: xxx

Location Code: xxx

School Year Date: Valid Value: YYYY-06-30, where YYYY is the current school year

Student ID: xxxxxxxxxxxx

Event Type Code: Valid Values (Questions 1-7): Yes (40, 42, 44, 46, 48, 50 or 54)

Valid Values (Question 8): Yes or N/A (52 or 56, where 52=Yes, 56=N/A)

Event Date: For School Year 2010-2011, use the constant value of ‘2010-07-01’ or an actual date within the current school year.

EXAMPLE: for the 2010-2011 School Year, the responses to the questions in the survey are:

40	Are there appropriate measurable post-secondary annual goals? – YES
42	Have the post-secondary goals been updated annually? - YES
48	Were the postsecondary goals based upon an age appropriate transition assessment? – YES
54	Are there transition services in the IEP that will reasonably enable the student to meet the postsecondary goal(s)? - YES
46	Do the transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s)? - YES
44	Are there annual IEP goals related to the student's transition service needs? – YES
50	Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? – YES
52 or 56	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? – YES
	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? – N/A

The records in the Special Education Events template would be:

DISTRICT CODE	LOCATION CODE	SCHOOL YEAR DATE	STUDENT ID	EVENT TYPE CODE	EVENT DATE
XXX	XXX	2011-06-30	xxxxxxxxxx	40	2010-07-01
XXX	XXX	2011-06-30	xxxxxxxxxx	42	2010-07-01
XXX	XXX	2011-06-30	xxxxxxxxxx	48	2010-07-01
XXX	XXX	2011-06-30	xxxxxxxxxx	54	2010-07-01
XXX	XXX	2011-06-30	xxxxxxxxxx	46	2010-07-01
XXX	XXX	2011-06-30	xxxxxxxxxx	44	2010-07-01
XXX	XXX	2011-06-30	xxxxxxxxxx	50	2010-07-01

### HOW TO REPORT A COMMUNICATION CONSIDERATION

Submit a SPECIAL EDUCATION EVENTS template record each school year to indicate whether or not a deaf/hard of hearing has had a communication consideration form completed at their IEP or whether or not a blind/visually impaired student has had their communication needs considered. (34 CFR 300.324(a)(2)(iv)).

Business Rule: Event 4 is required if the student is deaf or hard of hearing. Event 5 is required if the student is blind or visually impaired regardless of their disability code.

SPECIAL EDUCATION EVENTS template for communication consideration

District Code: xxx

Location Code: xxx

School Year Date: Valid Value: YYYY-06-30, where YYYY is the current school year

Student ID: xxxxxxxxxxxx

Event Type Code: 4 = Deaf or Hard of Hearing, regardless of disability code, **and/or**  
5 = Blind or Visually Impaired, regardless of disability code

Event Date: Use an actual date or the first day of the PED School Year. Example, for School Year 2010-2011, the first day of PED School Year is 2010-07-01. (The last day of the PED School Year is 2011-06-30)

For example, for the 2010-2011 School Year, the records in the Special Education Events template would be:

DISTRICT CODE	LOCATION CODE	SCHOOL YEAR DATE	STUDENT ID	EVENT TYPE CODE	EVENT DATE
XXX	XXX	2011-06-30	xxxxxxxxxx	4	2010-07-01
XXX	XXX	2011-06-30	xxxxxxxxxx	5	2010-07-01

\*Note that no submission implies that a Communication Consideration form was NOT completed at their IEP.

### HOW TO REPORT A PARENTAL NOTIFICATION OF THE TRANSFER OF RIGHTS

Submit a SPECIAL EDUCATION EVENTS template record each school year to indicate whether or not parental notification of the transfer of rights has occurred.

Business Rule: Notification of the transfer of rights when a student turns 18 during the school year is required at the IEP review for students who turn age 14 and above during the school year.

SPECIAL EDUCATION EVENTS template for communication consideration

District Code: xxx

Location Code: xxx

School Year Date: Valid Value: YYYY-06-30, where YYYY is the current school year

Student ID: xxxxxxxxxxxx

Event Type Code: 2

Event Date: Use the first day of the PED School Year. Example, for School Year 2010-2011, the first day of PED School Year is 2010-07-01. (The last day of the PED School Year is 2011-06-30)

For example:

For example, for the 2010-2011 School Year, the records in the Special Education Events template would be:

DISTRICT CODE	LOCATION CODE	SCHOOL YEAR DATE	STUDENT ID	EVENT TYPE CODE	EVENT DATE
XXX	XXX	2011-06-30	xxxxxxxx	2	2010-07-01

\*Note that no submission implies that a Parental Notification of the transfer of rights has NOT occurred.

## HOW TO REPORT WRITTEN PARENTAL CONSENT for MEDICAID and/or PRIVATE INSURANCE

Submit a SPECIAL EDUCATION EVENTS template record for each occurrence each school year to indicate whether or not a written parental consent was received for Medicaid and/or Private Insurance

SPECIAL EDUCATION EVENTS template

District Code: xxx

Location Code: xxx

School Year Date: Valid Value: YYYY-06-30, where YYYY is the current school year

Student ID: xxxxxxxxxxxx

Event Type Code: 10

Event Date: Valid Value (Use actual date of event): YYYY-MM-DD, YYYY is the current school year

For example:

The records in the Special Education Events template would be:

DISTRICT CODE	LOCATION CODE	SCHOOL YEAR DATE	STUDENT ID	EVENT TYPE CODE	EVENT DATE
XXX	XXX	YYYY-06-30	XXXXXXXXXX	10	YYYY-MM-DD (actual date)

\*Note that no submission implies that a Parental Notification of the transfer of rights has NOT occurred.

## HOW TO REPORT A CERTIFICATE OF COMPLETION

A student who has received a certificate of coursework completed and who did not pass the HSCE must be enrolled with a Continuing or Transition IEP. A Certificate of Coursework Completed is not a valid graduation option and does not end the student's right to FAPE.

**Submit Student, Student Snapshot and Special Ed Snapshot as follows:**

**1. Submit STUDENT template. (use location code where served or 000)**

- Special Ed Status code is Y
- Current Grade Level = 12
- Level of Integration (Valid Values: 1, 2, 3 or 4)
- Repeating Last Year = N
- Diploma Type Code = 2
- Graduation Status Code (**Leave Blank**)
- Expected Graduation Timeframe is required, use format MMY.

**2. Submit STUDENT SNAPSHOT template. (use location code where served or 000)**

- Special Ed Status code is Y
- Current Grade Level = 12

- Level of Integration (Valid Values: 1, 2, 3 or 4)
- Repeating Last Year = N
- Diploma Type Code = 2
- Graduation Status Code (**Leave Blank**)
- Expected Graduation Timeframe is required, use format MMY.

### 3. Submit **SPECIAL ED SNAPSHOT** template

- Primary Disability
- Transition IEP Status Code (Valid Values: C or T)
- Last IEP Date
- Last Eval Date
- Expected Diploma Type

#### **Definition:**

- ✓ **Continuing IEP** - student is IN SCHOOL receiving special education or related services.
- Transition IEP** - student may or may not be in school setting receiving special education or related services/transition services. This includes students who have completed their coursework but have not passed the Exit Exam and are continuing to receive special education/transition services.

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## **HOW TO REPORT CONTINUING OR TRANSITION IEP's FOR RETURNING 12<sup>th</sup> GRADERS WHO ENROLLED BEYOND THE STANDARD FOUR YEARS OF HIGH SCHOOL**

**A Continuing or Transition IEP must be in place.**

**Submit Student, Student Snapshot and Special Ed Snapshot as follows:**

- 1. Submit STUDENT template. (use location code were served)**
  - Special Ed Status code is Y
  - Current Grade Level = 12
  - Level of Integration (Valid Values: 1, 2, 3 or 4)
  - Expected Graduation Timeframe is required, use format MMY.
- 2. Submit STUDENT SNAPSHOT template. (use location code were served or 000)**
  - Special Ed Status code is Y
  - Current Grade Level = 12
  - Level of Integration (Valid Values: 1, 2, 3 or 4)
  - Expected Graduation Timeframe is required, use format MMY.
- 3. Submit SPECIAL ED SNAPSHOT template**
  - Primary Disability
  - Transition IEP Status Code (Valid Values: C or T)
  - Last IEP Date
  - Last Eval Date
  - Expected Diploma Type

**Definition:**

- ✓ Continuing IEP - applies to 12<sup>th</sup> grade special education students who have completed four years of high school and have not yet graduated. They are in school and must have a current IEP which contains prior written notice that the student will receive a conditional certificate of transition. The conditional certificate of transition entitles a student who has attended four or more years of high school to continue to receive special education services until the diploma is obtained.
- ✓ Transition IEP - applies to 12<sup>th</sup> grade students who are no longer in the high school setting, but continue to receive special education services in order to obtain a diploma.

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**HOW TO REPORT EARLY CHILDHOOD PART C TO B TRANSITION STUDENTS**

Report all students who were served in Part C and referred to Part B for eligibility determination.

1. **Submit a STUDENT and SPECIAL ED EVENTS template for all students who were served in Part C and referred to Part B for eligibility determination. This includes students who are ineligible for Part B and/or are not currently enrolled.**
  - If the student is NOT enrolled set fields in the STUDENT template to *special education = N; grade level = PK, SPED referral code = C, location code is either the enrollment school code or location code 000. DO NOT submit Student Snapshot or a Special Ed Snapshot template.*
  - If the student is enrolled, submit STUDENT SNAPSHOT template, and
  - If the student is currently receiving special education and related services, submit the SPECIAL ED SNAPSHOT template
2. **Submit a SPECIAL ED EVENTS template for each event that has occurred as follows.**
  - Part C to B ELIGIBLE student would have the following events. This may include students who are NOT currently enrolled.
    - 18 Part C to B Date referral received from Part C
    - 20 Part C to B 90 Day Transition Conference
    - 30 Part B - Parental Consent Initial Evaluation Only
    - 31 Part B - Initial Evaluation
    - 34 Part B - Initial IEP
    - 21 Part C to B Eligibility Determination - YES
    - 22 Part C to B Initial Placement IEP or IFSP
    - 23 Part C to B IEP ImplementationNon-compliance reason codes are entered in event types 18, 20, 21, 22 or 23

## HOW TO REPORT CHILD FIND 60-DAY TIMELINE (PK – 12)

1. **Generate unique state student id and submit a STUDENT template for all CHILD FIND students. This includes students who are ineligible for Part B and/or are not currently enrolled.**
  - If the student is NOT enrolled set fields in the STUDENT template to *special education = N; grade level = PK-12, SPED referral code = F, location code is either the enrollment school code or location code 000. No snapshot template is required, or*
  - If the student is enrolled, submit STUDENT SNAPSHOT template, and
  - If the student is currently receiving special education and related services, submit the SPECIAL ED SNAPSHOT template
  
2. **Submit a SPECIAL ED EVENTS template for each event that has occurred as follows.**
  - **Child Find ELIGIBLE student would have the following events:**
    - 30 Part B - Parental Consent Initial Evaluation Only
    - 31 Part B - Initial Evaluation
    - 32 Part B - Initial EDT Eligibility Determination – YES
    - 34 Part B - Initial IEP Date

Non-compliance reason codes are entered in event types 30, 31, 32 or 34
  
  - **Child Find INELIGIBLE student would have the following events:**
    - 30 Part B - Parental Consent Initial Evaluation Only
    - 31 Part B - Initial Evaluation
    - 33 Part B - Initial EDT Eligibility Determination - NO

Non-compliance reason codes are entered in event types 30, 31 or 33

## **HOW TO REPORT STUDENTS AS GIFTED WITH A DISABILITY, GIFTED ONLY OR SPECIAL ED ONLY**

SEE TEMPLATE FIELD REQUIREMENTS BELOW:

	STUDENT and STUDENT SNAPSHOT		SPECIAL ED SNAPSHOT			
	Gifted Participation (field # 80)	Special Education (field #38)	Primary Area of Exceptionality per IEP (field #59)	Primary Disability (sample)	Secondary Disability	Primary Setting Code (field #44 samples)
<b>EXAMPLES:</b>						
<b>Gifted with a <i>secondary</i> IDEA disability</b>	Y	Y	G	VI		SA01
<b>Gifted with a <i>primary</i> IDEA disability</b>	Y	Y	SE	SLD	SL	SA03
<b>Gifted Only</b>	Y	N	G			optional
<b>Students with a Disability Only</b>	N	Y	SE	VI	OHI	EC22

## GUIDELINES FOR CALCULATING RELATED SERVICE FTE

- 1) FTE is rounded to two decimal places.
- 2) Figure out the total time you are hiring this person, using one of these methods.
  - By hours per week: If you are paying this person for preparation time and travel time per week, in addition to direct service time, include this in your total. Divide this total by the LEA workweek for teachers. This is the total FTE for this person.
  - By total days: Figure out the total number of days you are hiring this person for a year. Divide by the total number of days in a typical teacher contract. This is the total FTE for this person.
  - By total hours: Figure out the total numbers of hours you are hiring this person for a year. Divide by the total number of hours in a typical teacher contract. This is the total FTE for this person.
- 3) If this person is seeing any students as a caseload teacher (that is, if this person is the child's only special education teacher) this person will have a caseload FTE.

$$\begin{array}{l} \text{FTE for A-level service} = \frac{\# \text{ of students}}{60} \quad \text{FTE for B-level service} = \frac{\# \text{ of students}}{35} \\ \text{(Code 95)} \end{array}$$

$$\text{FTE for 3Y/4Y itinerant* service} = \frac{\# \text{ of hours spent with these students}}{\text{LEA work week}} \quad \text{(Code 96)}$$

\*FTE for 3Y/4Y service for a teacher at a center-based program on the public school campus is not audited. Instead, we audit the adult-to-student ratio as required by state regulations.

Add them together. This is the caseload FTE for this person.

- 4) Finally, figure related service FTE.
  - If the remainder of this person's service is only students who are five or older prior to September 1, then do the following:

$$\text{Total FTE minus caseload FTE} = \text{related service FTE}$$

- If the remainder of this person's service includes some 3Y/4Y students, then do the following:

$$\frac{\text{time for 3Y/4Y related service}}{\text{LEA work week}} = \text{3Y/4Y related service FTE (unfunded)}$$

$$\text{Total FTE minus caseload FTE minus 3Y/4Y rel serv FTE} = \text{related service FTE}$$

If you have any questions, please call the Special Education Bureau at 505-827-1457.

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## GUIDELINES FOR SUBMITTING SPECIAL ED EXIT DATA (Ages 14 and Older)

**Note: A Certificate of Course Work Completed is not a valid graduation option and does not end the student's right to FAPE.**

The templates to be used in submitting data on Exited Special Education Students depend on the reasons for exiting special education (e.g. Returned to Regular Education, Graduated with a standard diploma, Moved, Dropped Out, etc.). In all cases a record needs to be submitted in the Special Education Events Template for students ages 14 and above as of the child count date who received special education and related services under **IDEA 618, Part B** and exited special education at any time during the school year.

#### SUBMIT SPECIAL ED EVENTS TEMPLATE.

- Event Type Code = 1 - EXIT
- Event Reason Code = use values 1,4,5,6,8,9,10 or 11

#### FOR EXITED SPED STUDENTS RETURNING TO REGULAR EDUCATION

- SUBMIT STUDENT and STUDENT SNAPSHOT templates
  - Special Ed Status code must equal "N"
  - Level of Integration (not required unless student is gifted)
- **No Special Ed Snapshot** record is required for Students returning to Regular Education
- SUBMIT SPECIAL ED EVENTS template
  - Event Type Code = 1 – indicating the student is exiting Special Ed
  - Event Date (Use actual date of the event)
  - Event Reason Code = 1 – Returned to Regular Education

#### FOR SPED STUDENTS GRADUATING WITH A STANDARD DIPLOMA at END of YEAR (EOY)

- SUBMIT STUDENT and STUDENT SNAPSHOT templates and complete the following fields:
  - **Special Education must equal "Y"**
  - Level of Integration (1,2,3 or 4)
  - Repeating Last Year = N
  - Graduation Status Code = 2
  - Post Graduate Activity
  - Diploma Type Code (valid values: 1–Diploma)
  - LEP/ELL Eligibility
- SUBMIT SPECIAL ED SNAPSHOT TEMPLATE:
  - Primary Disability (If gifted only leave blank)
  - Primary Area of Exceptionality (valid values: SE or G)
  - Expected Diploma Type (use 3-Career Option, 4-Ability Option or 5-Standard Option)
  - Primary Setting Code
  - Transition IEP Status Code (If student is *graduating with a diploma* leave blank).
- SUBMIT SPECIAL ED EVENTS TEMPLATE.
  - Event Type Code = 1 – indicating the Event is Exiting Special Ed
  - Event Date (Use actual date of the event)
  - Event Reason Code (Use 9-Graduated on Standard Option, 10- Graduated on Career Option or 11-Graduated on Ability Option).

#### FOR SPED STUDENTS who are EARLY (1st Semester) or SUMMER (3rd Semester) GRADUATES WITH A STANDARD DIPLOMA

- SUBMIT STUDENT TEMPLATE and complete the following fields
  - **Special Education must equal "Y"**
  - Level of Integration (Valid values: 1,2,3 or 4)
  - Repeating Last Year = N
  - Graduation Status Code (Valid values: 1 or 3)
  - Post Graduate Activity
  - Diploma Type Code (valid values: 1–Diploma)
  - LEP/ELL Eligibility
- No STUDENT SNAPSHOT record is required
- No SPECIAL ED SNAPSHOT record is required

- **SUBMIT SPECIAL ED EVENTS TEMPLATE.**
  - Event Type Code = 1 – indicating the Event is Exiting Special Ed
  - Event Date (Use actual date of the event within the current school year)
  - Event Reason Code (Use 9-Graduated on Standard Option, 10- Graduated on Career Option or 11-Graduated on Ability Option)

**FOR SPED STUDENTS who have EXITED for OTHER REASONS**

- **SUBMIT STUDENT template and complete the following fields**
  - **Special Education must equal “Y”**
  - Level of Integration (Valid values: 1,2,3 or 4)
  - LEP/ELL Eligibility
- No STUDENT SNAPSHOT record is required
- No SPECIAL ED SNAPSHOT record is required
- **SUBMIT SPECIAL ED EVENTS TEMPLATE.**
  - Event Type Code = 1 – indicating the Event is Exiting Special Ed
  - Event Date (Use actual date of the event within current school year)
  - Event Reason Code - (Valid values: 4-RMA, 5-Died, 6-Moved, known to be continuing or 8-Dropped Out)

**GUIDELINES FOR CALCULATING LEVEL OF INTEGRATION (SERVICE LEVEL)**

Students who attend school full-time

(1) Total the minutes of special education service scheduled on the student’s IEP. Special education service should include the following:

- Service to a student from a licensed special education teacher or related service provider (34 CFR 300.24) or licensed speech language pathologist
- Service to a student from a one-on-one aide or job coach
- Service to a student from a general education teacher who is implementing curriculum modifications developed jointly with the special education teacher\*
- Service to a general education teacher from a special education teacher who is consulting on a weekly basis with the general education teacher about classroom modifications for a student

(2) Refer to the following state-mandated school day minimums:

Grade	Hours per day
KF/KN	5.5/2.5
1-6	5.5
7-12	6

(3) Divide #1 by #2

- 1% - 10% is Level 1/Minimum/A
- 11% - 49% is Level 2/Moderate/B
- 50% or more is Level 3/Extensive/C
- Approaching a full day is Level 4/Maximum/D
- For students on block scheduling, divide the total hours of special education service in the whole year by the total hours in the whole year (i.e., For high school, use 6 hrs/day X 5 days/week X 36 weeks/year = 1080 hours) and use the percents above for each count date to determine funding

For students in a 3Y/4Y program, the service level is 4/Maximum/D, EXCEPT for SPEECH ONLY students. If SPEECH ONLY the service level must be 1/Minimum/A or 2/Moderate/B

For students who have reduced-day programs including those in homebound or hospital settings, use the same method for calculating service level as for full-time students. Please note that the student's special education service time is divided by the time in a state-mandated school day, not that student's reduced-hour day.

To count service from a general education teacher as part of a student's special education service, that general education teacher must be involved in collaboration with the special education teacher at least twice a week, preferably including common planning time. If the general education teacher is only implementing directions from the special education teacher regarding simple modifications (i.e., sit in an area free from distractions, do half as many problems, allow extended time for tests, read with a partner, etc.), that service is NOT included in a calculation of special education service. Irrespective of the calculation of service level, IEP teams are required to plan and provide the supports and services necessary to ensure that a free appropriate public education is available to every student with exceptionality.

## GUIDELINES FOR SUBMITTING EXTENDED CONTRACT DOCUMENTATION FOR STAFF DELIVERING SPECIAL EDUCATION SERVICE

1. Tell us how many paid hours per day in a standard contract  
Tell us how many days in a standard contract  
We need both of these pieces of information to verify the extra FTE you are claiming
2. For Special Education Teachers: submit the page from a signed written agreement that specifies the extra hours before or after the normal school day (or school year) they are providing service to students. If the teacher's prep period is being purchased, we will divide 1 hour by the number of paid hours in a day in order to calculate the extra FTE, unless you specify the length of the prep period.
3. For related Service Providers: submit a signed written agreement that specifies the extra hours and / or days for each provider.
4. The first time you submit your staff file on the 40<sup>th</sup> day, you will **NO LONGER** receive a warning message. We encourage you to submit your staff files before the 40<sup>th</sup> day and if you have an OVER FTE situation, we also encourage your staff to complete the caseload waiver documentation and get approval before the 40<sup>th</sup> day. After your caseload waiver documentation has been approved by the PED staff, continued approval will be automatic when you submit your staff file (80<sup>th</sup> & 120<sup>th</sup> count days) unless the FTE record exceeds the approved level or there is a new OVER FTE situation.
5. On the 80<sup>th</sup> and 120<sup>th</sup> day entry counts: staff with extended contracts previously approved will not require re-approval documentation unless the FTE exceeds the approved level. New staff OVER FTE will require submission of caseload waivers and extended contract approvals. NOTE: STARS will accept FTE's > 1.0 input from the LEA without PED approval. This does not relieve the LEA from following up with the caseload waiver and extended contract approval requirement. The 5, 7 & 10 day documentation rules detailed in the "Guidelines for Submitting Caseload Waivers" instructions apply to extended contracts also.
6. PED staff will contact special education directors about any extended contact documentation that is not approved.

### HOW TO FIGURE CASELOAD MAXIMUMS

For teachers with Assignment Codes:

- |     |  |
|-----|--|
| 94  | regular education teacher of gifted                    |
| 95  | speech-language pathologist caseload manager           |
| 95S | preschool speech-language pathologist caseload manager |
| 96  | preschool teacher                                      |
| 97  | special education teacher                              |

each "A or minimum" level student **1/35 or .029 FTE**  
(receives sp ed service 10% or less of the day = level 1 on STARS)

each "A or minimum" related service student **1/60 or .017 FTE**  
(must be under staff at code 95)

each "B or moderate" level student **1/24 or .042 FTE**  
(receives sp ed service less than half of the day = level 2 on STARS)

each "B or moderate" related service student **1/35 or .029 FTE**  
(must be under staff at code 95)

each "C or extensive" level student **1/15 or .067 FTE**  
(receives sp ed service half a day or more = level 3 on STARS)

each "D or maximum" level student **1/8 or .125 FTE**  
(receives sp ed service all day or approaching a full day = level 4 on STARS)

The FTE generated by the students cannot exceed the FTE for their caseload teacher unless a waiver is granted. These caseload waivers are granted by the Secretary of Education on a case-by-case basis, and are available at: [http://www.ped.state.nm.us/admin.personnel/waiver\\_requests.html](http://www.ped.state.nm.us/admin.personnel/waiver_requests.html).

## FAQ for Highly Qualified Teacher Reports

**Problem:** District not appearing in dropdown prompt of Highly Qualified Teacher Report

**Reason:** No Highly Qualified Teacher (HQT) data was found for this district based on the criteria.

**Possible reasons are:**

- Same Class/Section not found in both the **Course Instructor Template** and the **Student Course Enrollment template**. Typically it's the *Section Code Long* that's not matching between the two templates.
  - **Solution:** Run report "**Course Instructor w/o Course Enrollments & Course Enrollments w/o Instructors**" to identify data mismatch issues. This report is comprised of TWO reports, so make sure you refer to BOTH sections. If changes are made to any KEY fields, such as section code below, please make a request of the STARS help desk to delete all the records first in the template before resubmitting, and then resubmit the entire template.

**Report Path:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Course](#)

[Course Enrollments without Course Instructors](#)  
[Course Instructors without Course Enrollments](#)

Example of Section mismatch between *Course Instructor* and *Student Course Enrollment*:

Location ID	Location Name	Course ID	Staff ID	Section Code Submitted in Course Instructor Record	Section Code Submitted in Student Course Enrollment Record
184	ALAMEDA MIDDLE	10003000	123123123	ENG/LANG ART813	813
184	ALAMEDA MIDDLE	10003800	123123123	ENG/LANG ART815	815
184	ALAMEDA MIDDLE	10003800	123123123	ENG/LANG ART812	812
110	EDWARD ORTIZ MIDDLE	28022000	111222333	ACADEMIC LAB611	611
012	CAREER ACADEMY	02284100	444555666	CNMSR SKILLS004	004

- Only typical districts (001-089 Public/Local Charter Schools;500-599 State Charters), are included in the HQT reports. The following *District Organization Type Codes* are omitted from the HQT reports:
  - State Supported
  - DOH FIT
  - BIA District

**To Verify Course Instructor:**

**Report Path:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [Template Verification Reports](#) > [Staff](#) > [Course Instructor Template Verification](#)

**To Verify Student Course Enrollment:  
Report Path:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [Template Verification Reports](#) > [Student](#) > [Student Course Enrollment Template Verification](#)

**Problem:** School/Location not appearing in dropdown prompt of Highly Qualified Teacher Report

**Reason:** No Highly Qualified Teacher (HQT) data was found for this district's school/location based on the criteria.

**Possible reasons are:**

- If the defined school's grade range does not fall neatly into ONE and ONLY ONE Elementary, Middle or High School definition, then the school cannot be judged under the NCLB rules. For example, if a school is defined as K-12, then there is an overlap of Elementary, Middle and High School. Note: In School Year 2009-10 this criteria has changed and now all Public, Local Charter and State Charter schools defined as Elementary, Middle, Junior High or High School will now receive HQT results. Certain exceptions may still apply, such as if ONLY Distance Learning, Concurrent Enrollment or Religious Studies classes are being taught and therefore dummy Staff IDs such as 888888888, 777777777 or 555555555 are being submitted as the Primary Instructor in the Course Instructor Template, then no HQT results will be generated.
  - **Solution:** Run report "**School Grade Range for HQT Verification**" to determine if the grade range is valid for HQT. Schools showing multiple school type designations will contain a NO under the column labeled "On HQT Report" and will be omitted from the HQT reports. YES means the school will be judged for HQT. All Public/Charter schools defined as Elementary, Middle, Junior High or High School will be listed.
  - To see a list of schools that won't appear on the HQT reports, run report "**School Grade Range for HQT Verification – Not on HQT Report.**"

**Note:**

- For non-state level users, only THEIR district and/or schools will appear.
- PK only schools (grade range=PKPK) are omitted from the HQT reports.
- For School Year 2006-07 & 2007-08, 11 schools statewide were omitted from the HQT reports due to grade ranges spanning multiple school types (Elementary, Middle & High School).

**Report Path:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Highly Qualified Teacher Reports](#) > [HQT Data Review](#) > [School Grade Range for HQT Verification](#)

School Level	Valid Grade Ranges
ES	0101,0102,0103, <b>0104</b> ,0105,0106, <b>0107,0108</b> ,0202,0203,0204,0205, <b>0206</b> ,0303,0304,0305,0306,0405,0406,0506,0606,KN01 thru <b>KN09</b> ,KNKN,PK01 thru <b>PK09</b> ,PKKN
MS	<b>0506,0507,0508,0509,0606</b> ,0607,0608, <b>0609,0707,0708,0709,0808,0809</b>
JH	0608, <b>0609,0708,0709,0809</b>
HS	<b>0612,0712,0812,0909</b> ,0911,0912,1012, <b>1112</b>

Note: Grade ranges in BOLD were added 4/4/07. The grade range restriction was removed in school year 2009-10. The Course License Requirement Table is now the driver in determining if proper licensure was held as opposed to verifying this based on School Levels.

School Level definition: ES=Elementary School, MS=Middle School, JH=Junior High, HS=High School. (MS and JH schools both appear on the Middle School Reports.)

- Pre-Kindergarten only schools are omitted from the Highly Qualified Teacher reports. These are defined in the **Location** table as *Grade Range* PKPK. Some Pre-K schools are also coded with school level PREK, which automatically omits them from the HQT reports as well.
- If the school is not defined as PUBLIC or CHARTER, the school will not appear in the location dropdown prompt.
  - School Level Code must also be ES (Elementary School), MS (Middle School), JH (Junior High) or HS (High School) or it will be omitted from the HQT report and will not appear in the location dropdown prompt.

**Problem:** Teacher not appearing in the Highly Qualified Teacher Report

**Reason:** No Highly Qualified Teacher (HQT) data was found for this teacher based on the criteria.

**Possible reasons are:**

- Only CORE courses (as defined by NCLB) will be included on the Highly Qualified Teacher reports. If teaching ALL NON-CORE courses, then the teacher will not appear on the report.
  - To view a list of courses showing the *Core Course Indicator* column, run "**State Courses by Course ID**" Report.

**Report Path:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [General Reports](#)  
[State Courses by Course ID](#)

- The class may be defined as core; however, if every student in the course is GIFTED ONLY (*Challenge Type=G* in **STUDENT SNAPSHOT and no Special Ed Disabilities**), then the class will not appear on the HQT report. According to NCLB, gifted only classes are excluded from the Highly Qualified Teacher criteria. Note: In school year 2009-10 Gifted Only students are now determined by Gifted Participation Code=Y and Special Education=N (meaning no Disabilities).
- Team Teachers will not appear in the HQT reports, only the Primary Teacher will appear. However, when determining if a class is being taught by a highly qualified teacher, the licenses of the ENTIRE TEAM of teachers (Primary + Other Instructors) will be considered. However, there are instances where the Primary Instructor must hold the proper credentials, in which case it does matter which is the Primary and which is the Team Teacher.

**Note:** Team Teachers are reported in the *Other Instructor* fields of **Course Instructor**. The “teacher of record” will be reported in the *Primary Instructor ID* of **Course Instructor**.

- Substitute teachers are excluded from the HQT reports. If the Primary Teacher was reported as a Substitute teacher (*Staff Qualification Status Code = S or T* in the **STAFF SNAPSHOT** table), they will be excluded.
- “Dummy” staff ID’s of 555555555 (religious instruction), 777777777 (Concurrent enrollment courses) and 888888888 (distance learning instructors) are excluded from the HQT reports.
- A primary teacher reported in the following *Staff Assignments* (position codes) is excluded from the HQT reports if the staff assignment is reported at the same district and location as the course taught:
  - 93, 93S = Speech/Language Pathologist
  - 95, 95S = Related Service Provider Acting as Caseload Teacher
  - 101 (Corrections Facility Teacher), 104 (Home School/Alternative School Teacher) & 106 (Special Education Alternative School Teacher) were added School Year 2009-10.

**Problem:** Class not appearing in the Highly Qualified Teacher Report.

**Reason:** The class did not meet the criteria in order to be judged as being taught by a Highly Qualified Teacher.

**Possible reasons are:**

- Only CORE courses (as defined by NCLB) will be included on the Highly Qualified Teacher reports.
- Classes containing ALL GIFTED students with no disabilities (*Challenge Type = G* in **STUDENT SNAPSHOT**) will not appear on the Highly Qualified Teacher reports. Likewise, courses typically designated for gifted only students will not be defined as core courses. Note: In school year 2009-10 Gifted Only students are now determined by Gifted Participation Code=Y and Special Education=N (meaning no Disabilities).

**Problem:** Why is class listed as NOT being taught by a Highly Qualified Teacher?

**Reason:** Based on the complex Highly Qualified Teacher criteria, the class is deemed to NOT be taught by a highly qualified teacher. There are several ways to investigate and verify the Highly Qualified Teacher results.

**How to investigate:**

- **View Teacher’s licenses**

- 1) District's Human Resource person may log onto PED's Licensure Database via the web site [www.ped.state.nm.us](http://www.ped.state.nm.us)
- OR
- 2) Run "Licensure Information by District" report in STARS

**Report Path:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Licensure Reports](#)  
[Licensure Information by District for Snapshot Date](#)  
[Licensure Information by District, Location for Snapshot Date](#)

Note: The PED Licensure Database is real time and the Staff Certifications in STARS are transferred 3 times daily (Midnight, Noon & 5:00 PM), so there may be slight inconsistencies between the two systems.

- **View Course License Requirements**
  - Run report, **Course License Requirements** found at:

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Licensure Reports](#)

- Compare the licenses & endorsements required for the 4-digit course code with the licenses & endorsements held by the teacher.
- Endorsement Equivalent (such as HOUSSE, 24 Semester Hours, Testing or NBPTS) may apply to 200/208 & 400/408 licenses.
  - Note: For the HQT determination, the 200 & 208 licenses with no endorsements are filtered out of the Course License Requirements table for all courses but 0000-0008. Courses requiring a Language Arts, Social Studies, Math or Science endorsement for a person holding a 200/208 or 400/408 license may be deemed highly qualified due to having Endorsement Equivalent.
- The teacher may possess the correct license/endorsement for the course; however, it may not be the appropriate license for the school (Elementary, Middle or High School).
  - ie) An Elementary 200 K-8 license is not appropriate for teaching in a High School (unless teaching middle grades such as 6<sup>th</sup> – 8<sup>th</sup> grade). Also, a Secondary Licensed 7-12 teacher is not appropriate for teaching in an Elementary School (unless teaching middle grades such as 7<sup>th</sup> -8<sup>th</sup> grade).
- **Refer to Highly Qualified Teacher flowchart and data templates in STARS manual when performing your analysis.**

**Templates used in Highly Qualified Teacher reports:**

- **Course Instructor**
- **Student Course Enrollment**
- **Course**
- **Staff Snapshot**
- **Staff Assignment**
- **Student Snapshot**

The flowchart, templates and business rules may also be found at PED's STARS website (under the FAQ, Highly Qualified Teacher URL <http://www.ped.state.nm.us/stars/documentation.html>) or in the *HQT Data Review* folder. For specific documents, refer to "**Where to find additional Information Related to the Highly Qualified Teacher Process**" section of this document.

**Note:**

- Since the key fields from these templates are used to join all the various tables together for determining the Highly Qualified Teacher status, it's important that all the key fields match for related data. For example, a teacher must be found in **Staff Snapshot**, **Staff Assignments**, **Course Instructor** and their students must be found in **Student Snapshot** as well as **Student Course Enrollment**. The course being taught must be found in **Course**. Key fields are identified as K under the CODE column in the template specifications.
- **Staff Certifications** are loaded from the PED's AS/400 Licensure Database.

**Problem:** How to report Team Teachers?

**Solution:** Team teachers are reported in the *Other Instructor 1* & *Other Instructor 2* fields in the **Course Instructor** template. The Other Instructor fields contain the *STAFF ID* of the team teachers. The STAFF ID of the Team Teachers must be included in **Staff Snapshot**.

**Report Path:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [Template Verification Reports](#) > [Staff](#) > [Course Instructor Template Verification](#)

**Problem:** To correct HQT errors, I've had the STARS help desk delete certain data (e.g. **Course Instructor**, **Student Course Enrollment**, etc...) and I've resubmitted this data, yet my Highly Qualified Teacher report shows no data or doesn't reflect the changes I believe it should?

**Reason:** The Highly Qualified Teacher statuses are recalculated 3 times a day (Midnight, Noon and 5:00 PM) based on the district's data that's present at that time as well as licenses that have been reloaded. When districts resubmit data, they will not see the HQT results until 30 minutes (or as long as 1.5 hours) after the Licensure Database transfer occurs. The HQT statuses ARE NOT regenerated on the fly when the report is run as it was in ADS.

**Problem:** How could someone appear on the License Discrepancy Report as not properly licensed to teach a course yet appear on the Highly Qualified Teacher report as Highly Qualified?

**Solution:** This could occur if teamed with someone who is "Highly Qualified" to teach the course.

**Problem:** How could someone appear on the Highly Qualified Teacher report as NOT Highly Qualified to teach a course yet they do not appear on the License Discrepancy Report; and therefore, appear to have the proper licensure to teach the course?

**Solution:** This could occur if 1) their Elementary K-8 Teaching License or K-12 SpEd Teaching License "Pre-dates Testing" OR 2) if teaching the subject areas Language Arts, Social Studies, Math or Science in a Middle School. As an example, if teaching Math in a Middle School the State of NM statute states an Elementary K-8 teaching license is appropriate, but the Federal government under NCLB states this isn't good enough. They also need for instance 24 semester hours in Math.

**Other Common Problems:**

- A different *location code* was reported in **Staff Assignment** than **Course Instructor**.

**How to properly report correctional facility teachers (and other such teachers who are teaching various CORE subject areas but do not have endorsements in these areas) so they do not appear as Not Highly Qualified on the HQT reports?**

Three staff assignment codes are reserved for these types of situations:

- 101 Corrections Facility Teacher
- 104 Home School/Alternative School Teacher (Includes Family Schools)
- 106 Special Education/Alternative School Teacher (Includes Family Schools)

Business Rules:

- Classes taught by the above staff assignments will NOT be judged as being taught by a Highly Qualified Teacher; therefore, eliminating these classes from appearing on the Highly Qualified Teacher report (similar to what occurs on the License Discrepancy Report).
- An HQT logic change occurred school year 2009-10.

The following related change was made to the License Discrepancy report school year 2007-08:

- Staff Assignments 101 (Corrections Facility Teacher), 104 (Home School/Family School Teacher) and 106 (Special Education Alternative/Family School Teacher) may teach ANY course as long as they have a valid teaching license (as defined in the **Staff Assignment License Requirements** table). Endorsements in those particular subject areas will not be checked.

## Course 1187 (Elementary Visual Arts):

- In school year 2008-09 the description will change from “Elementary Visual Arts” to “Introductory Visual Arts” to eliminate confusion. This art class does not necessarily refer to ‘Elementary’ students taking Art. These could be High School students taking an “Introductory” art class. This course code is only to be reported by people who are licensed to teach Art and is not to be reported if Art is taught by a teacher teaching an “elementary self contained classroom setting”—such as a 1<sup>st</sup> grade teacher teaching art (as well as other subjects) to his/her first grade (homeroom) class.
- This class has no relationship to the FAEA (Fine Arts Education Act). Funding for elementary students taking Fine Arts is determined by the code FAEA found in the **Programs Fact Template**.

## How to report Elementary Classes

### Business Rules for reporting Elementary Self-contained Classroom Settings:

#### Definition:

- If elementary students are being taught various subjects (such as math, English, reading, writing, etc...) by the same teacher (in the same classroom) then report the teacher ONCE in Course Instructor for this homeroom (Course Code = 0000-0008).

ie) Jane Doe teaches a 5<sup>th</sup> grade elementary class which contains 15 students.

Course Instructor:                    00054000            Section 1            Jane Doe  
 Student Course Enrollment:        Will contain 15 records for this Class/Section (00054000/Section 1); One for each student.

#### Criteria:

- Use courses 0000 (Kindergarten) through 0008 (8<sup>th</sup> Grade) to indicate Elementary Self-contained Classroom Settings. This will trigger the system to ensure the teacher has an Elementary Teaching License. A Middle School or Secondary teaching license would not be appropriate for these elementary courses.
- *Course Instructor* should contain ALL courses being taught and by whom-- including pullouts. All instructors should be included here.
- If students are sent to another teacher for any type of instruction, then report these situations in **Course**, **Course Instructor** and **Student Course Enrollment**. A goal of PED is to ensure classes are being taught by appropriately licensed instructors.

### Pullouts:

#### Definition:

- There may be situations where students are “pulled out” of their elementary self-contained classroom and placed into another classroom for portions of the day. These classes should also be reported to STARS.

Typical Elementary Pullout classes include:

- PE (2301), Art (1150,1187), Music (1147), Special Education Resource Course (2802), ESL (1061,1062), Title I Language Arts (1020), Title I Reading (1019), Assisted Reading (1031) & Title I Math (2017).

**Criteria:**

- Teachers who are teaching “pullout” type classes must be appropriately licensed and endorsed in the area they are teaching.

Note: If students are sent to another teacher for any type of instruction, then these should be reported in STARS with the appropriate Course Code.

**Course Enrollment – Consistent Reporting Period Verification:**

Assure the following 3 fields are consistent and refer to the SAME reporting period (40D, 80D, 120D, etc...) otherwise erroneous HQT may result:

**ENROLLMENT PERIOD NUM**

Valid values: 501 = 40D  
 502 = 80D  
 503 = 120D  
 901 = EOY  
 902 = K3P

**EFFECTIVE DATE**

Valid values: YYYY-10-01 = 40D  
 YYYY-12-15 = 80D  
 YYYY-03-01 = 120D  
 YYYY-06-01 = EOY  
 YYYY-09-01 = K3P

**SEMESTER**

Valid Values: 1 = 40D  
 2 = 80D  
 3 = 120D  
 4 = EOY  
 5 = K3P

**COURSE INSTRUCTOR SNAPSHOT DATE**

Valid values: YYYY-10-01 = 40D  
 YYYY-12-15 = 80D  
 YYYY-03-01 = 120D  
 YYYY-06-01 = EOY  
 YYYY-09-01 = K3P

Run the following STARS report to check for consistent reporting periods:

[STARS Site Collection > STARS Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > STAFF > Highly Qualified Teacher Reports > HQT Data Review > Course Enrollment – Consistent Reporting Period Verification](#)

**Social Security Number (SSN) in PED’s online Licensure Database is 999999999 and therefore licenses are not being found:**

- Affects License Discrepancy Report and Highly Qualified Teacher Report

- If the SSN is unknown or never obtained (such as a foreigner) when applying for a license, then the Licensing Bureau will enter their SSN as 999999999. These “dummy” SSNs are NOT loaded into STARS, and therefore licenses will never be found for these Staff IDs.
- If a District or Charter hires a person with SSN 999999999, when the SSN is known please contact the PED Licensing Bureau to have their SSN changed. The Staff ID submitted in STARS must match the SSN in PED’s Licensure Database for determining licensure.

## STARS and understanding the determination if a class is taught by a Highly Qualified Teacher:

- In STARS, the student make-up of the class is considered.
  - All Special Ed Students
    - Special Ed Self-Contained Classroom
    - Requires a Special Ed 400 or 408 (Lifetime) license
    - Special Ed Inclusion classes that contain ONLY Special Ed Students and are taught by a Regular Ed Licensed Teacher, require teaming with a Special Ed Licensed teacher for CONSULTATION purposes to be considered Highly Qualified.
  - 0 or SOME Special Ed Students
    - Requires a Regular Ed license, whose definition may be found in the **Course License Requirements** table
- In STARS, a unique classroom is defined by the 8-digit *course code* plus the *section code*.

In STARS these are two separate 1<sup>st</sup> grade classes.

Course Code	Section
00012000	A
00014000	A

- In STARS, the Highly Qualified Teacher statuses are regenerated 3 times a day (Midnight, Noon & 5:00 PM); therefore, if teacher data is loaded into STARS prior to these times, their HQT results won’t be available until the process completes (which takes approximately 30 minutes to 1.5 hours, depending on where we are in the school year. At the beginning of the year it will process quicker than towards the end because the entire school year’s data is re-evaluated).

## Definitions:

**Classroom** A unique classroom is defined by the 8-digit course code PLUS the section code.

### Student Classroom make-up definitions:

0 Special Ed students	Regular Ed Classroom	Requires Regular Ed Teaching License
Some Special Ed students	Special Ed Inclusion Classroom	Requires Regular Ed Teaching License
ALL Special Ed students	Self-contained Special Ed Classroom	Requires SpEd Teaching License for SpEd Courses prefixed with 28 OR Requires Special Ed Teaching License Highly Qualified in Subject Area for Core-Content Non-SpEd Courses not prefixed with 28 OR Requires Regular Ed Teaching License teamed with Special Ed Teaching License who provides CONSULTATION services as needed to Regular Ed Teacher

## Explanation of Not Highly Qualified Reasons:

**Problem:** Highly Qualified Status (Reason) states, “Not properly Licensed for the School Type.”

**Reason:** A school is designated as Elementary, Middle or High School and each has different NCLB rules. Currently, a school may only be defined as ONE and ONLY ONE school type/level.

Note: School Type renamed to School Level in the data warehouse January 2008.

### Appropriate teaching licenses for school level (school type):

School Level Description	School Level value in Location Table	Licenses
Elementary	ES	200/208, 250, 400/408, 500, 505, <b>300/308, 350</b> Note: 300, 308 & 350 added 4/4/08 to allow Secondary/Middle Licensed teachers to teach middle school grades in an Elementary School.
Middle	MS & JH	200/208, 250, 300/308, 350, 400/408, 500, 505 Note: 250 added School Year 2008-09.
High School	HS	300/308, 350, 400/408 500, 505, <b>200/208</b> or 250. Note: 250 added School Year 2008-09. 200 & 208 added 4/4/08 to allow Elementary Licensed teachers to teach middle school grades in the High School.

**Note:** Licenses in BOLD added School Year’s 2007-08 & 2008-09 to allow for 1) Elementary Licensed Teachers teaching middle school grades at a High School and 2) Secondary Licensed Teachers teaching middle school grades at an Elementary School. Since K-12 type schools contain overlapping school levels and only one school level may assigned to a school, the above license requirements were removed 2009-10 to allow HQT results to be determined for K-12 schools. Due to this change, the reason “Not Properly Licensed for School Type” should no longer occur.

### Teaching Licenses:

License	Description
200	Elementary K-8
208	Lifetime Elementary K-8
250	Early Childhood (Birth thru 3 <sup>rd</sup> grade)
300	7-12 Secondary
308	Lifetime Secondary
350	5-9 Middle Level
400	Special Ed Pre K-12
408	Lifetime Special Ed Pre K-12
500	Pre K-12 Specialty Area
505	Lifetime Pre K-12 Specialty Area

**Problem:** Highly Qualified Status (Reason) states, “Does not have Regular Ed License.”

**Reason:** It’s been determined there are 0 or SOME (but not all) Special Ed students in the classroom, in which case the teacher assigning the grade (the Primary Teacher) OR the Team Teacher(s) must have the license/endorsement as specified in the Course License Requirement Table.

### Student Classroom make-up definitions:

0 Special Ed students	Regular Ed Classroom
Some Special Ed students	Special Ed Inclusion Classroom
ALL Special Ed students	Special Ed Self-contained Classroom

The following report shows the SpEd/RegEd/GiftedOnly Class Make-up (provides a drill-down to view individual students and their SpEd status):

**Report Path:**

STARS Site Collection > STARS Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > STAFF > Highly Qualified Teacher Reports > HQT Data Review > HQT Class Summary-Includes Class Size and Class Makeup

**Note:** For courses 0000-0003 (KN-3<sup>rd</sup> grade) a teacher needs a 200, 208 or 250 license. For courses 0004-0008 (4<sup>th</sup>-8<sup>th</sup> grade) a teacher needs 200 or 208 license. For all other courses, refer to the **Course License Requirements** Table.

**Problem:** **Highly Qualified Status (Reason) states, “Does not have Special Ed license for Self Contained class,” and I didn’t define the class as such with a 2 (SpEd) in the 5<sup>th</sup> digit (common code) of the 8-digit course code.**

**Reason:** In STARS, if EVERY student in the class/section is defined as Special Ed (excluding gifted), then a Special Ed teaching license is required (by either the primary teacher or a team teacher). This is a change from how the Special Ed class determination was made in ADS. The 5<sup>th</sup> digit (common code) is only used to determine if the class is taught in a bilingual manner, in which case the 5<sup>th</sup> digit would be 8. The 2 (SpEd) is ignored for HQT.

Special Ed Inclusion classes that contain ONLY Special Ed Students and are taught by a General Education Teacher (holding a Regular Ed Teaching License), require teaming with a Special Ed Licensed Teacher (400/408 License) for CONSULTATION purposes to be considered Highly Qualified. For additional information, refer to [http://teachnm.org/highly\\_qualified.html](http://teachnm.org/highly_qualified.html) click on the Highly Qualified Special Education Teachers link and view the CONSULTATION verbiage.

This Not Highly Qualified reason may also occur if EVERY student in the class is defined as GIFTED, but some of the gifted students also have a Special Ed Disability. In this case, you'll need to team the GIFTED teacher with a Special Ed Licensed Teacher (400/408 License) for CONSULTATION purposes to be considered Highly Qualified.

**Possible scenarios for classrooms containing ALL Special Ed Students:**

1. Course Code is 0000-0008
  - Elementary Self-Contained classroom setting for Kindergarten thru 8<sup>th</sup> Grade
  - Requires a 400/408 SpEd Teaching License
2. Course Code prefixed with “28” -- meaning Special Ed course.
  - Requires a 400/408 SpEd Teaching License
3. Course Code NOT prefixed with ‘28’ -- meaning subject area course.
  - a If taught by a 400/408 SpEd Teacher, then needs to be Highly Qualified in Subject Area
    - As an example, if teaching course 1709 Elementary Exploratory Science, the 400/408 SpEd License holder would need to be Highly Qualified in Science. This requires in PED’s Licensure Database the District having marked 24 semester hours in Science (per their transcript) if the person did not pass the NMTA Science test.
  - b If taught by a RegEd Teacher, then needs to have appropriate License/Endorsement for the course AND be teamed with a SpEd Licensed Teacher (400/408) who provides CONSULTATION to the RegEd teacher per the student’s IEP.
    - Typically occurs with Special Ed INCLUSION classes that happen to have ALL SpEd students.

**SpEd Student Definition:** *Special Education=Y* in **STUDENT SNAPSHOT** and *Challenge Type<>G*. Note: In School Year 2009-10, this definition changed to *Special Education=Y* in **STUDENT SNAPSHOT** and *Gifted Participation Code<>Y*.

**Problem:** **Highly Qualified Status (Reason) states, “License predates Testing. File ID is less than 202814.”**

**Reason:** These particular teachers holding a 200/208 or 400/408 license need additional requirements (Testing, HOUSSE or NBPTS) to be deemed Highly Qualified under NCLB because the Feds state a teacher will not be considered Highly Qualified unless they’ve passed a test to receive their license.

- Applies to Elementary schools only.
- Only applies to courses 0000-0008 (KN-8<sup>th</sup> grade courses).

**Problem:** **Highly Qualified Status (Reason) states, “Does not have HOUSSE or NMTA or 24 Semester Hours or NBPTS endorsement.”**

**Reason:** These particular teachers do not have the normal license requirements for the course nor do they have the endorsement equivalent requirements to be deemed Highly Qualified under NCLB. These apply to the following endorsement/content areas: Language Arts, Social Studies, Math & Science.

Only applies to those people holding a 200/208 Elementary Teaching License or a 400/408 Special Ed Teaching license. Because these licenses are not issued with the endorsements Language Arts, Social Studies, Math and Science yet NCLB requires knowledge in these subject areas, the districts/charters will need to verify the number of semester hours on their transcripts for these subject areas and mark them as Highly Qualified in PED’s online Licensure Database in order to be considered HQT. They may also qualify through HOUSE, NBPTS (National Board Professional Teaching Standards) or by passing a NM Test Assessment.

**Problem:** **Highly Qualified Status (Reason) states, “Does not have License and or Endorsement required for the Course.”**

**Reason:** Teacher wasn’t appropriately licensed to teach the course. Appropriate licenses/endorsements for the course may be found in **Course License Requirements**.

**Note:** The teacher’s STAFF ID is used to find their licenses in the PED Licensure Database. If you believe the teacher is properly licensed, verify the STAFF ID submitted in STARS matches the one found in the PED Licensure Database. If a “dummy” SSN was entered into the licensure database (ie. 999999999), please contact the Professional Licensure Bureau to have it corrected.

**Problem:** **Highly Qualified Status (Reason) states, “Does not have Bilingual Endorsement required for Course,” yet when I check the Course License Requirements, the person has the correct License/Endorsement.**

**Reason:** If a class is taught in a “Bilingual Manner” then a bilingual endorsement (67) is required (in conjunction with the Course License Requirement specified in the table). The Bilingual Manner determination is made if the 5<sup>th</sup> digit (common code) of the 8-digit course code contains an 8.  
ie) If teaching a MATH class and has the appropriate license with the Math Endorsement will be Highly Qualified; however, if the class is ALSO taught in a bilingual manner then in addition will need the Bilingual Endorsement.

Note: For ESL classes (1061,1062) or Native American classes taught by someone with a 520 Native Language and Culture certificate, you should not report as taught in a “Bilingual Manner” because the bilingual endorsement does not always apply in these instances and may result in a Licensure Discrepancy.

**Problem:** **Highly Qualified Status (Reason)** states, “License Requirements for the Course cannot be found.”

**Reason:** No licenses/endorsements for the course were found in **Course License Requirements**. The Professional Licensure Bureau needs to be contacted because the **Course License Requirements** table needs to be updated. Every core course should have a license requirement.

**Problem:** **Highly Qualified Status (Reason)** states, “No Staff Snapshot record for primary teacher.”

**Reason:** This is an error in the District’s reporting. The teacher was not reported in the **Staff Snapshot** template for the appropriate report period. Districts will need to resubmit the appropriate Staff Snapshot record for the primary teacher. To view this list, run report “**No Staff Snapshot for Primary Teacher.**”

**Report Path:** Report unavailable

- Report = [No Staff Snapshot for Primary Teacher](#)

This error may also occur if this person is no longer teaching in your district yet their Staff ID is still being reported in Course Instructor as teaching a class. In this case, the Course Instructor record should either be DELETED OR the Primary Instructor changed to reflect the current teacher of record.

This error may also appear if the Primary Instructor is a “dummy Staff ID” (55555555, 77777777 or 88888888) and a team teacher was specified or vice versa. To correct, ensure dummy Staff ID’s are entered as a Primary Instructor only and no Team Teacher is entered.

## Where to find additional information related to the Highly Qualified Teacher process:

PED’s website at:

<http://www.ped.state.nm.us/stars/documentation.html>

Or, alternatively at:

<http://www.ped.state.nm.us/> (PED’s homepage)

- Click **RESOURCES FOR TEACHERS** or **PED A TO Z DIRECTORY**
- Click **STARS**
- Click **DOCUMENTATION**
- Click **Highly Qualified Teachers** under **STARS Documentation** Section.

### How NCLB/HQT distinguishes between an Elementary Self-contained classroom and a Middle School non-Self-contained classroom:

- Different licensing rules apply to the two different classroom settings, Elementary versus Middle School.
- Problem is for some schools, grades 7 & 8 may be considered a “self-contained Elementary Setting” and in others it may be a “Middle School Setting.” STARS will know this by the Course Code being reported.

### Self-contained Classroom Setting - Elementary:

- Courses 0000-0008
- Students taught all classes by same teacher in same classroom (all day long)

- NCLB doesn't require "endorsement equivalents" for self-contained elementary classroom settings. A 200/208 K-8 Teaching License is appropriate for 0 or some SpEd students in the class OR a 400/408 Special Ed Teaching License is appropriate for ALL SpEd students in the class. All subjects may be taught with these licenses.

#### **Not Self-contained Classroom Setting – Middle School:**

- Any course other than 0000-0008
- Students are not in the same classroom all day long and are taught different subjects by different teachers
- NCLB does require "endorsement equivalents" for these non-self-contained classrooms. For a 200/208 K-8 Teaching License with 0 or some SpEd students in the class OR a 400/408 Special Ed Teaching License with ALL SpEd students in the class, knowledge in the subject is required (and these licenses are not issued with Math, Science, Language Arts or Social Studies endorsements).

### **Highly Qualified Teacher Reports are located in STARS reporting at:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Highly Qualified Teacher Reports](#)

**Reports in *Highly Qualified Teacher Reports* > *HQT Data Review* folder:**

[STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Highly Qualified Teacher Reports](#) > [HQT Data Review](#)  
[Course Enrollment – Consistent Reporting Period Verification](#)  
[HQT Class Summary – Includes Class Size and Class Makeup](#)  
[School Grade Range for HQT Verification](#)

For a list of NOT Highly Qualified Teachers ONLY, run the reports found at [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Highly Qualified Teacher Reports](#) > [Not HQT \(Reports unavailable\)](#)

### **Templates used in Highly Qualified Teacher Reports:**

- Course Template
- Course Instructor Template
- Student Course Enrollment Template
- Staff Snapshot Template
- Staff Assignment Template
- Student Snapshot Template

#### **Note:**

- Staff Certifications template loaded from PED's AS/400 Licensure Database is also used to verify licensure.
- Since the key fields from these templates are used to join all the various tables together for determining the Highly Qualified Teacher status, it's important that all the key fields match for related data. For example, a teacher must be found in **Staff Snapshot**, **Staff Assignments**, **Course Instructor** and their students must be found in **Student Snapshot** as well as **Student Course**

**Enrollment.** The course being taught must be found in **Course**. Key fields are identified as K under the CODE column in the template specifications.

## How to report Special Education students attending a Regular Education class (Special Ed Inclusion):

Report ALL students in the SAME 8-digit Course Code AND SAME Section Code.

Below shows an example of what the HQT reports will show if the Regular Ed students are reported in a DIFFERENT section than the Special Ed students AND if the team teaching the class/section containing ALL Special Ed students DOES NOT have a Special Ed license. The NOT Highly Qualified reason states, "Does not have Special Ed license for Self Contained Class."

Course ID 8-Digit	Classes	Meets NCLB/IDEA Definition for Highly Qualified		Highly Qualified Status (Reason)
00034000	1	Not Established		Does not have Special Ed license for Self Contained class
00034000	1	YES		Highly Qualified
	2	1	50.0% HQT	

### Below is a copy of a memo that explains the Special Education Inclusion reporting problem and how to correct it for HQT:

Upon review of Highly Qualified Teacher (HQT) Reports, PED found that some districts submit Special Education students attending Regular Education classes under a separate section number in the same class. This manner of reporting causes the Regular Education teacher to show up as not being highly qualified in Special Education and artificially inflates the number of teachers that are not highly qualified in your district.

Please review the HQT Reports (Elementary, Middle & High School) to see if this problem exists in your district. If there are any data corrections that need to be made, they will only apply when the HQT Report shows a teacher designated as Highly Qualified for the regular education class, but Not Highly Qualified due to, "Does not have Special Ed License for Self Contained Class" for a different section of the SAME class. Note a unique class is defined as an 8-digit Course ID PLUS Section.

To correct the aforementioned situation, changes will need to be made to the 120<sup>th</sup> day *COURSE INSTRUCTOR* and/or *STUDENT COURSE ENROLLMENT* templates and will not impact the SEG Funding reports. A reopen of the 120<sup>th</sup> day data submission window will need to be requested for the *COURSE INSTRUCTOR* and/or *STUDENT COURSE ENROLLMENT* templates only. These should be the only templates open for resubmission so as not to impact SEG funding.

How to reflect 120<sup>th</sup> Day Data in the templates:

#### *Course Instructor*

- Semester = 3

#### *Student Course Enrollment*

- Enrollment Period Num = 503
- Effective Date = 2008-03-01
- Semester = 3

PED has identified two potential solutions for this issue. (Please select the BEST solution for your specific district. Only 1 is necessary.):

**Solution 1:** Requires a SECTION change. For the Special Ed Inclusion class, report all students (SpEd and RegEd) in the SAME SECTION. Make sure ALL students in this classroom have the same 8-Digit Course ID AND Section. Then STARS will truly see this class as ONE Special Ed Inclusion class as opposed to TWO classes, one being a Self Contained Special Ed class and the other a Regular Ed class, each requiring different licensing.

Steps:

1. Request from STARS help desk, [jared.vigil@state.nm.us](mailto:jared.vigil@state.nm.us) a DELETE of both the 120<sup>th</sup> Day *Course Instructor* and 120<sup>th</sup> day *Student Course Enrollment* templates for your district.
2. In the 120<sup>th</sup> Day *Course Instructor* Template, remove the Special Ed Self Contained Class record(s) for that particular SECTION(s) in the *Course Instructor* Template.
3. In the 120<sup>th</sup> Day *Student Course Enrollment* Template, change the section(s) of all the students in the Self Contained SpEd class to the section(s) listed for the Regular Ed class. So ALL students (SpEd & RegEd) now appear in the same class/section.
4. After verifying the *Course Instructor* and *Student Course Enrollment* 120<sup>th</sup> day data has been deleted in STARS, resubmit the 120<sup>th</sup> day *Course Instructor* and *Student Course Enrollment* templates. You'll need to resubmit both templates in their entirety since ALL 120<sup>th</sup> day data has been deleted and not just those records that were changed.

Solution 2: Requires a Special Ed Team Teacher change. Report a Special Ed team teacher with the Class/Section that is NOT Highly Qualified due to "Does not have Special Ed License for Self Contained Class."

Steps:

1. In the 120<sup>th</sup> day *Course Instructor* Template, include the Staff ID of the Special Ed Team Teacher in the *OTHER INSTRUCTOR* field of the class/section stating, "Does not have Special Ed License for Self Contained Class."
2. Resubmit to STARS the 120<sup>th</sup> day *Course Instructor* Template containing these changes. This solution requires ONLY changes to be resubmitted and no deletes are necessary since key fields are not changing. Also, this change WILL NOT impact the Caseload Waiver Summary report.

The summarized steps are as follows:

- Step 1: Update your STARS data via either Solution 1 or Solution 2
- Step 2: Re-run the HQT reports to insure the changes have been reflected. You should see the HQT percentages increase.
  - Note: You'll need to wait to run the HQT reports until the HQT process completes. Changes to HQT occur 3 times daily (Midnight, Noon & 5:00 PM) and takes approximately 30 minutes to 1.5 hours to complete.

Be advised that the above solutions reflect how PED will need to see Special Ed students in a Regular Ed classroom reported from this point on.

## Licensure:

### Where License Discrepancy Reports are located in STARS Reporting:

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Licensure Reports](#)

- [Licensure Discrepancy for Courses by District, Location](#)
- [Licensure Discrepancy for Staff Assignments by District, Location](#)

### Where to find License Requirements in STARS Reporting:

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Licensure Reports](#)

Reports are called:

- [Course License Requirements](#)
- [Course No License Requirements](#)

- [Staff Assignment License Requirements](#)
- [Staff Assignment No License Requirements](#)

These reports define proper licensure for courses and for staff assignments and are used in the License Discrepancy reports and the Highly Qualified Teacher reports.

## Differences between HQT and License Discrepancy Reports:

- Federal versus State Rules
  - HQT based on Federal NCLB rules
  - License Discrepancy based on State of NM rules
- Course differences
  - License Discrepancy includes ALL courses
  - HQT includes CORE subject area courses only
- Course License Requirement Differences
  - 200/208 K-8 Elementary Teaching Licenses AND 400/408 K-12 Special Ed Teaching Licenses have “additional” requirements for HQT than what is listed in the “Report View of Course License Requirements.” They must have knowledge in the Subject Area being taught to be considered Highly Qualified. This information is entered into the online Licensure Database by the Districts and Charters (and NOT by PED staff). If their transcript states they have 24 Semester Hours in the subject areas of Language Arts, Math, Science and/or Social Studies, then place an “X” in the appropriate Row/Column. This information will be transferred to STARS 3 times daily (Midnight, Noon & 5:00 PM) and will be reflected in the HQT reports.
- Staff Assignment Codes
  - Not used in HQT. Only staff reported teaching COURSES are included on HQT reports.
  - Staff Assignment Code 95 (Related Service Provider acting as a caseload teacher) as well as other Related Service Providers who are reported teaching classes are omitted from HQT but included in License Discrepancy.
  - Substitute Teachers are omitted from HQT. For the License Discrepancy Reports, substitute teachers require either a Substitute Teaching license or a Teaching License and this is based on their STAFF ASSIGNMENT CODE (course requirements are NOT checked).
- License Discrepancy only shows people with a licensing issue (goal is to not have any data listed) WHEREAS HQT shows all primary teachers, whether HQT or not.
- Primary Teachers (Primary Instructor from *COURSE INSTRUCTOR TEMPLATE*) names only appear on the HQT reports, not TEAM teachers (reported in OTHER INSTRUCTOR of *COURSE INSTRUCTOR TEMPLATE*)
  - Although Secondary Teachers (team teachers) are considered for HQT
  - For License Discrepancy, only PRIMARY INSTRUCTORS are considered (not OTHER INSTRUCTORS)

### **Business Rules for Highly Qualified Teacher (HQT) Reports**

Last Updated: 02/26/2010 for School Year 2009-10

**SY2012:** No changes

#### **Summary of changes for SY 2010**

- Previously the HQT logic ignored course license requirements where the course was other than 0000 to 0008, the license type was 200 or 208 and there was no required endorsement.
  - Six exceptions to this rule are being introduced for school year 2010. License requirements for Middle School Math Intervention courses 2005-2008; 1033 Reading Intervention & 1035 Writing Intervention are to be considered for license types 200 and 208 even if an endorsement is not required. This change is further described in business rule # 13 below.

- The following staff assignment codes won't be considered for HQT Reporting (because they teach various subjects without requiring specific endorsements in those areas):

101 Corrections Facility Teacher  
 104 Home School/Family School Teacher  
 106 SpEd-Alternative/Family School Teacher

This change is further described in business rule # 8 below.

- Grade Ranges for School Levels (Elementary, Middle and High School) will no longer be validated. Reason "Not Properly Licensed for School Type" has been removed. This change is further described in business rules #2, #10 & J. Reason Code 1 – Not Properly Licensed for School Type.
- Gifted Students are now stored in a different field in the data warehouse and is further described in business rule #9 below.
- The following License Statuses are now considered OK and will result in HQT if the appropriate license is held: Conditional, License Case, Ethics Case. Additional licenses were added to School Levels so they now all include the SAME teaching licenses. This change is further described in business rule #11 below.

### Summary of changes for SY 2008

There is only one minor change, detailed below, to the HQT business rules for school year 2008. Please note that this change technically should have been part of the HQT rules or logic for school year 2007. For this reason, the updated logic will apply to both the 2008 and 2007 school years.

In the future it's possible that the HQT logic will need to change due to regulation or policy changes. If this occurs eScholar will need to maintain separate sets of HQT logic for separate school years.

#### Changes:

- Previously the HQT logic ignored course license requirements where the course was other than 0000 to 0008, the license type was 200 or 208 and there was no required endorsement.
  - Three exceptions to this rule are being introduced for school year 2008. License requirements for courses 0034, 1020 and 1017 are to be considered for license types 200 and 208 even if an endorsement is not required. This change is further described in business rule # 13 below.

In addition to this change to the business logic, eScholar will need to change the HQT code to be based on the Staff Certification Snapshot table. This table, new in version 9 of the CDW, will store licensure information for each staff member for each school year. The code will need to be changed to use this table and to pull the licensure data for the appropriate school year.

### Business Rules

1. The intent of Highly Qualified Teacher Report is to identify classes taught, or not taught, in a highly qualified manner. The teacher, the course taught and the circumstances of the particular class (Bilingual Delivery, Special Ed students) are used to determine if the teacher is highly qualified for a

- class assignment. In other words, a teacher alone is not highly qualified, nor is a course highly qualified. The determination to be made is whether the teacher is highly qualified to teach a specific class or not.
2. One criterion in making the determination of whether a teacher is highly qualified is whether or not the teacher is appropriately licensed for the course. There also are other factors such as whether special education students are included in the course and whether the course is taught bilingually or if a local school district has conducted a transcript analysis of the teacher's college records and found that the teacher meets the highly qualified criteria and has marked their findings on the licensure database. Note that beginning School Year 2009-10, the Course License Requirement table will drive what licenses are appropriate and the School Level (Elementary, Middle or High School) requirement will be removed. This change will allow K-12 schools (those schools containing multiple school levels) to now receive HQT results. It will also eliminate the need to validate specific Grade Ranges for various School Levels.
  3. In some cases a class may be taught by two or more teachers (team teaching). In this case all of the licenses held by the group of teachers are to be considered for determining HQT.
  4. Only Core Courses are to be considered for HQT Reporting. These courses can be identified as having a "Y" in the CORE INDICATOR field in the COURSE table. The CORE INDICATOR field indicates whether a course is defined as a CORE NCLB COURSE.
  5. Only Public and Charter schools are to be considered for HQT reporting. This can be identified by locations having ORGANIZATION TYPE CODE of "Public" or "Charter" in LOCATION table.
  6. Courses taught by the primary teacher who is a Long Term and Short Term Substitute Teacher (STAFF QUALIFICATION STATUS CODE = "S" or "T" in STAFF SNAPSHOT table) are not to be considered for HQT reporting. If the class primary teacher does not have a Staff Snapshot record for the appropriate School Year and Report Period then the class should be Not HQT for reason of "No Staff Snapshot record for primary teacher".
  7. "Dummy" staff ID's (used to report religious, concurrent enrollment, distance instructors, etc.) of 555555555, 777777777 and 888888888 are not to be considered for HQT reporting.
  8. Courses taught by the primary teacher who is a Speech Lang Pathologist or a Related Service Provider acting as Caseload Teacher (STAFF ASSIGNMENT CODE = 93, 93s, 95 and 95s in STAFF ASSIGNMENT table) are not to be considered for HQT reporting. Note that this only applies to courses taught at the same location as the 93, 93s, 95 or 95s staff assignment. In other words, if a staff member has a 93 staff assignment at District A, Location A but is teaching a course at District A, Location B this course should not be filtered out. Note: Matching "location" criteria was removed 4/4/08.

Beginning school year 2009-10 the following staff assignment codes won't be considered for HQT Reporting (because they teach various subjects without requiring specific endorsements in those areas):

101	Corrections Facility Teacher
104	Home School/Family School Teacher
106	SpEd-Alternative/Family School Teacher

9. Gifted students (SY2010 STUDENT SNAPSHOT **Gifted Only** students defined as **Special Education=N AND Gifted Participation Code=Y**) are not to be considered for HQT reporting. If a class is made up of all gifted students then that class will not have a HQT determination. If a class is made up of partial gifted students then the class will have a HQT determination. Please note, however, that the gifted students are not to be considered in the class composition. For example, if a class were made up of 9 Sp Ed students and 1 gifted student this class is to be considered all Sp Ed since the gifted student will be ignored.
10. Only Schools with School Types Elementary, Middle (includes Junior High) and High School will be judged as HQT. SCHOOL TYPE "ES" will be considered for Elementary, "MS" and "JH" for Middle and "HS" for High School.

Note: Jan 2008 **School Type** was changed to **School Level Code** in the Cognos framework. At the beginning of School year 2009-10 the valid grade range check was omitted. The Course License Requirement table will be the driver for determining valid licenses as opposed to using grade ranges.

11. The valid License Types for a Teacher to be able to teach in a particular School Type/Level are as follows

School Type	Valid Licenses
Elementary	200,208,250,400,408,500, 505, 300, 308 or 350. Note: 300, 308 & 350 added 4/4/08 to allow Secondary/Middle Licensed teachers to teach middle school grades in an Elementary School.
Middle	200,208,250,300,308,350,400,408,500 or 505 Note: 250 added School Year 2009-10.
High	300,308,350,400,408,500, 505, 200, 208 or 250. Note: 200 & 208 added 4/4/08 to allow Elementary Licensed teachers to teach middle school grades in the High School. Note: 250 added School Year 2009-10.

Note: Starting School Year 2009-10, valid teaching licenses will be identical across all school types (Elementary, Middle and High School). Basically, ANY valid teaching license is appropriate. The Course License Requirement Table will determine which "grade level" license is appropriate for that course. If the course isn't appropriate for certain School Levels, then the table will state this.

These License Types can be determined from the CERTIFICATION TYPE CODE in STAFF CERTIFICATIONS table. In addition the Licenses must be current (EXPIRATION DATE greater than or equal to School Year) and have one of the following statuses – Approved, Approved Waiver, Reinstated, Reprimand, Conditional, License Case, Ethics Case. All of the above licenses are "regular" licenses (not

HOUSSE, Testing, 24 Semester Hours or NBTPS). This means that the Staff Certification Level should not be HQ1, HQ2, HQ3 or HQ4.

12. In an Elementary or Middle School (and High School added School Year 2009-10 due to K-12 grade ranges needed to include elementary courses) for Course codes whose first four characters are between “0000” and “0008” the following rules apply:

Class Composition	Primary Teacher and or Team Teacher must have the following Licenses for the course to be deemed being taught by HQT
Sp Ed students ONLY	400 or 408
Regular Ed students only or regular ed and some Sp Ed students	200 or 208 or 250 for Course codes 0000 – 0003  200 or 208 for Course codes 0004 – 0008

All of the above licenses are “regular” licenses (not HOUSSE, Testing, 24 Semester Hours or NBTPS). This means that the Staff Certification Level should not be HQ1, HQ2, HQ3 or HQ4.

Note: Courses 0000 – 0008 apply to elementary “self-contained” classroom settings and mean students reported in these Kindergarten (0000) thru 8<sup>th</sup> grade (0008) courses sit in the same classroom all day long and are taught all subject areas by the same teacher. In this classroom setting, this single teacher is only required to have an Elementary K-8 200/208 license.

In addition the teachers must have a CERTIFICATE NUMBER greater than or equal to 202814 in STAFF CERTIFICATIONS table to meet HQT requirements. If the CERTIFICATE NUMBER is less than that then the teachers must have CERTIFICATION LEVEL of 24 Semester Hours (Staff Cert Level = HQ1) or NMTA (HQ2) or HOUSSE (HQ3) or NBPTS (HQ4) in STAFF CERTIFICATIONS table.

The class composition can be determined by checking STUDENT COURSE ENROLLMENT table to see if it contains any students who have a “Y” in SPECIAL EDUCATION in STUDENT SNAPSHOT table. As mentioned in business rule # 9, gifted students are not to be considered either way in the class composition. Exited Special Education students (SPECIAL EDUCATION = ‘N’ in STUDENT SNAPSHOT) are not considered as Special Ed.

13. For Courses whose first 4 characters are other than “0000” through “0008”, course license requirements are to be ignored if an endorsement is not required AND the license type is 200 or 208. There are exceptions to this rule however. Course license requirements for **Title I courses** “0034” (Title I Preschool), “1020” (Title I Language Arts) and “2017” (Title I Math) are to be considered for license types 200 and 208 even if there is no required endorsement. And effective school year 2009-10, the following **Middle School Intervention Courses** are to be considered for license types 200 and 208 even if there is no required endorsement: “2005” (Math Intervention 6<sup>th</sup> Grade), “2006” (Math

Intervention 7<sup>th</sup> Grade), “2007” (Math Intervention 8<sup>th</sup> Grade), “2008” (Pre-Algebra Intervention 8-11), 1033 (Reading Intervention Grade 6-8) & “1035” (Writing Intervention Grade 6-8).

Additionally, all course license requirements associated with license type 800 (Voc Ed) are to be ignored (this is regardless of the course code and whether or not there is an endorsement required).

As per Federal NCLB the above licenses are not adequate to meet the HQT requirements for these courses. If after ignoring these license requirements there are no more requirements found for that Course in the COURSE CERTIFICATION REQUIREMENT table then that Course needs to be flagged as Non HQT. Note: Every CORE course must have at least ONE License Requirement defined and if not, a PED IT Administrator should be notified.

14. For Courses whose first 4 characters are other than “0000” through “0008” the Primary and or Team Teacher must have the license type (CERTIFICATION TYPE CODE) and endorsement (CERTIFICATION AREA CODE) and perhaps level (CERTIFICATION LEVEL CODE) as required in the COURSE CERTIFICATION REQUIREMENT table. If the Primary and or Team Teacher meet the required License Type and Endorsement they need to meet additional License Type requirements based on the class composition as below:

Class Composition	Primary Teacher and or Team Teacher must have the following <b>additional</b> Licenses for the course to be deemed being taught by HQT
Sp Ed students ONLY	400 or 408
Regular Ed students only or Regular Ed and some Sp Ed students	A teaching license other than a 400 or 408. Teaching licenses include the following: 200, 208, 250, 300, 308, 350, 500, 505.

All of the above licenses are “regular” licenses (not HOUSSE, Testing, 24 Semester Hours or NBTPS). This means that the Staff Certification Level should not be HQ1, HQ2, HQ3 or HQ4.

15. For Courses whose first 4 characters are other than “0000” through “0008” if the Primary and or Team Teacher do not meet the required License Type and or Endorsement they can still meet the HQT requirements if they hold a “regular” License Type 200 or 208 (for Elementary or Middle School) or “regular” 400 or 408 (for all School Types). This is possible if the Course required an endorsement of Social Studies (CERTIFICATION AREA CODE =10), Language Arts (20), Science (32) or Mathematics (51) and the Primary and or Team teacher have a license with a CERTIFICATION LEVEL of 24 Semester Hours (HQ1) or NMTA (HQ2) or HOUSSE (HQ3) or NBPTS (HQ4) AND they have the appropriate endorsement attached to this license. For example, if the endorsement (CERTIFICATION AREA) required for the course is a 32, then the staff member must have a license with a CERTIFICATION LEVEL of HQ1, HQ2, HQ3 or HQ4 and this license must have a 32 endorsement

attached to it. Likewise, if the course required a 51 endorsement the staff member would need a license with a CERTIFICATION LEVEL of HQ1, HQ2, HQ3 or HQ4 with a 51 endorsement. In other words, if a K-8 Elementary Licensed teacher (200/208) is teaching a Math class in a middle school and has a MATH endorsement equivalent, then this person would be deemed Highly Qualified (HQT) to teach Math. This person would not be considered HQT to teach Math if they had a SCIENCE endorsement equivalent instead.

16. If a class is taught in a Bilingual manner (5<sup>th</sup> digit of the Course Code = 8) then the Primary Teacher or the Team Teacher should have a Bilingual endorsement (CERTIFICATION AREA CODE = 67).
17. Districts where the ORGANIZATION TYPE CODE equals 'State Supported' or 'DOH FIT' or 'BIA DISTRICT' or 'State' should not be considered for HQT reporting. Only PUBLIC and CHARTER are considered for HQT reporting.
18. Update "Pre-dates Licensure Testing" field. Populating this field is separate from the normal HQT logic. Perhaps this logic should be run after the HQT logic is complete. This field should be populated with a "YES" if the following below conditions occur. If not, leave null.
  - Only applies to HQT results (CLASS\_SUMMARY.HQ\_STAFF\_IND = 'YES')
  - HQT is "Not Established" (CLASS\_SUMMARY.HQ\_STAFF\_IND = 'NO')
  - State-level Course ID is 0000 through 0008
  - File ID for staff member is less than 202814 (lookup to STAFF\_CERT2 table, select distinct CERTIFICATE\_NUMBER as File ID)
  - Staff member has "regular" current 200 or 208 license. "Regular" means that the Staff Certification Level is not HQ1, HQ2, HQ3 or HQ4.
  - Staff member does not have a current license with the Staff Certification Level of HQ1, HQ2, HQ3 or HQ4.

**Predates testing Exception:** Predates testing only applies to Elementary Classroom settings defined as course codes 0000-0008. Predates testing only applies to the following teaching licenses 200/208 & 400/408. It does not apply to the 250 Early Childhood Education (ECE) License since a test was required to be passed in order to receive this license since the beginning of its issuance. Therefore, if the course code is 0000-0003 (Kindergarten thru 3<sup>rd</sup> grade) AND the class contains 0 or some Special Ed Students AND the teacher holds a 250 ECE License, then is Highly Qualified—regardless if the File ID is less than 202814. If the Course Code is 0000-0008 AND the teacher holds a 200/208 or 400/408 license AND the File ID is less than 202814 (Predates testing), then requires NMTA (HQ2), HOUSSE (HQ3) or NBPTS (HQ4) to be Highly Qualified.

Note that this logic is not included on the flowchart.

This document needs to be used in conjunction with the Flowchart for HQT Logic for Elementary, Middle and High School.

Expected Output is to be stored in a table (Class Summary) from which reports can be generated. The table would include the following:

- A. District Code
- B. Location Code, Location Name, School Type
- C. Course Code Long, Course Name
- D. School Year Date
- E. Reporting Period (40D/80D.....)
- F. Section Number Long
- G. Staff Id (will store only the Primary Teacher), Staff Name
- H. Predates Testing
- I. Meets HQT Requirement (computed field Y/N)
- J. Reason Code (for not meeting HQT Requirements) suggested valid values are
  - 1 – Not properly licensed for the School Type (This reason no longer relevant starting school year 2009-10)
  - 2 – Does not have Regular Ed License
  - 3 – Does not have Special Ed license for Self Contained class
  - 6 - License predates Testing. File ID is less than 202814.
  - 7 – Does not have HOUSSE or NMTA or 24 Semester Hours or NBPTS endorsement
  - 8 – Does not have License and or Endorsement required for the Course
  - 9 - Does not have Bilingual Endorsement required for the Course
  - 10 – License Requirements for the Course cannot be found
  - 11 - No Staff Snapshot record for primary teacher

## Appendix K – Exited Teacher

### Definition of an Exited teacher:

Exited teachers are teachers that were teaching in the district and within a 1 year timeframe stopped teaching at the district. Exited Teachers are tracked annually. The “first” year a teacher is NOT teaching on the 120<sup>th</sup> day is the year the teacher should be reported as an Exited Teacher. Exited teachers may be reported at anytime during that year but must be reported by the end of the year. In the case of retirees or people that didn’t renew their contract the following year, their exit year would be the year they did not renew their contract.

A teacher is defined as someone reported in the *Staff Assignment Template* with a TEACHER Staff Assignment code, those listed under the TEACHER category in Volume 2, Appendix B-Staff Assignment Codes.

Exited teachers may have worked in your district the year they were reported as exited (such as someone who was a teacher on the 40<sup>th</sup> day (or 80<sup>th</sup> day) but was no longer teaching on the 120<sup>th</sup> day -- due to moving out-of-state) OR they may not have worked at all during the year they were reported as exited (such as the case of retirement). For retired teachers, they may have been reported actively teaching on the 40<sup>th</sup>, 80<sup>th</sup> or 120<sup>th</sup> day of the PREVIOUS year but were never reported as actively teaching the following year—in which case they will most likely be reported as an Exited Teacher in the year they never taught. In other words, if a teacher was reported during the 2008-09 school year as actively teaching and then doesn’t return as a teacher the following year (2009-10) due to retirement or some other reason, then this teacher that left your district will be reported in the STAFF template only with their appropriate EXIT DATE and TERMINATION CODE (reason for exiting). The EXIT DATE will be used to determine their EXIT YEAR for calculating EXIT RATES. If the Exit Date falls AFTER the 120<sup>th</sup> day, the Exited Teacher will be applied to the following year. Beginning with School Year 2009-10, Exited Teachers will no longer be submitted in the STAFF SNAPSHOT template. If the “Exited” staff person is mistakenly reported in the STAFF SNAPSHOT template during the reporting periods 40<sup>th</sup>, 80<sup>th</sup>, 120<sup>th</sup>, etc... then STARS will inadvertently view this person as ACTIVE, even if a TERMINATION CODE is specified in the STAFF template.

Exited teachers are reported only once during the year they left—meaning they should not be continually reported as exited year after year. It is however possible to have a person exit your district as a teacher more than once over several years, at which time you would report the teacher as exited for each year they left. If the person exits more than once during the same year, you would only report this person as having exited ONCE during the year.

### Criteria:

- Staff Termination codes only to be reported for TEACHERS, those staff reported in a TEACHER staff assignment.
  - For a listing of TEACHER staff assignment codes, refer to the STARS MANUAL Volume 2, Appendix B – Staff Assignment Codes.
- To calculate the Exited Teacher Rate, the count of exited teachers will be divided by the count of teachers.
  - To ensure accurate percentages, Staff ID’s will be matched between those reported as exited with a termination code and those reported as a TEACHER the previous year (or current year for those that didn’t work the previous year). Only Staff ID’s reported with a Staff Termination Code and Exit Date AND reported in a TEACHER Staff Assignment Code the prior year or current year will be included in the Exited Teacher Rate.
  - Teacher Count = Total number of teachers found between the 120<sup>th</sup> days
  - If Termination Codes are reported for Non-Teachers, these will be omitted from the Exited Teacher Rate.
  - If a teacher is reported as exited yet they are found presently teaching on the 120<sup>th</sup> day of that same year, then they will be omitted from the state’s “Exited Teacher” report and won’t be considered as an Exited Teacher.

**Note:** If the Exited Teachers reported by the districts don’t match those appearing on the State’s Exited Teacher report, the reason is most likely due to a data issue. Verify all teachers reported as

exiting were in fact reported as teachers previously AND were NOT reported as actively teaching on the 120<sup>th</sup> day the year they were also reported as exited.

## Exited Teacher Reports

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Teachers](#) > [Exited Teachers](#)  
[Exited Teachers Exception](#)  
[Exited Teachers Verified](#)

Exited Teacher District Detail reports:

- Lists teachers' names with exit date and termination code by District/School.
- Lists teachers who have been verified as having exited within the past year of the selected school year. If the selected school year is 2009-10, the report will include teachers with an Exit Date between 3/2/09 and 3/1/10. These are people that were previously reported in a TEACHER Staff Assignment Code and are no longer reported as "actively" teaching on the 120<sup>th</sup> day of the selected school year.

Exited Teacher Exception District Detail reports:

- Lists people reported as Exited Teachers within the selected school year but who are not qualifying as exited teachers due to: 1) Never reported within the past year in a TEACHER Staff Assignment Code or 2) Still reported as "actively" teaching on the 120<sup>th</sup> day of the selected school year.

Exited Teacher Rate District Summary reports:

- Shows Exited Teacher Rates by District by Termination Code.

Exited Teacher Rate Termination Summary reports:

- Shows Exited Teacher Rates by Termination Code. When the report is executed by PED Staff all districts will be included.

Note: There will be a folder called "Prior 2009-10" that will include versions of the exited teacher reports for school year's prior to 2009-10. In these versions the Termination Code was retrieved from the EOY STAFF SNAPSHOT templates. Beginning with the 2009-10 school year the Exit Date and Termination Codes used to produce the Exited Teacher Reports were retrieved from the STAFF template. The reports containing the Exited Teacher logic for school year's Prior to 2009-10 are currently unavailable but will be developed in the near future.

## FAQs – Exited Teacher

1. How do I report Exited Teachers?

Exited Teachers are reported with an Exit Date and Termination Code in STAFF only. PED will verify the teacher reported as exited was not actively teaching on the 120<sup>th</sup> day of the same year they were reported as exited.

2. Why do I need to report Exited Teachers in STAFF only and will no longer report them in STAFF SNAPSHOT?

STAFF SNAPSHOT contains ACTIVE staff only and if the person exited, they are no longer actively employed at your district or charter school. Note, there is one exception to this rule, and that is someone who left the teaching profession but is still employed in your district or charter. An example would be a teacher who becomes a principal or a substitute teacher. Starting in the 2009-10 School Year, Exited Teachers will be reported in the STAFF template only with an Exit Date and Termination Code. STAFF does not contain a School Year but it does contain an Exit Date for determining the year in which they exited. The grain of STAFF is 1 record per District/Staff ID. Staff may now be reported at the time they exit and no longer need to be reported at EOY only.

3. Why do I need to report exited teachers? Can't exited teachers be derived by PED?

Yes, they can be derived, but PED needs to know WHY the teacher exited. Future decisions may be based on these reasons.

4. Can I report exited teachers in Staff Snapshot, Staff Assignment, Course Instructor & Staff Compensation?

No, these templates are reserved for ACTIVE staff only. However there is one exception. If a person exited the Teaching Profession yet remains employed at your district, then they would be reported in Staff Snapshot, Staff Assignment and Staff Compensation as an active employee. They would also be reported as having exited as a teacher.

5. If an educational assistant, coach or principal retires, should I report them with a termination code?

No, only TEACHERS should be reported with termination codes; those Staff Assignment Codes listed under the TEACHER category found in the STARS MANUAL Volume 2, Appendix B – Staff Assignment Codes.

6. If a teacher leaves due to **health** reasons, what **termination code** should be used?

Use Termination Code 12, "Resigned prior to completion of contract." You may also use code 14, "Leave of Absence" if the person initially took a leave of absence intending to return to work, but then never returns the following year.

7. Should "Substitute Teachers" be reported as Exited Teachers?

If a Substitute Teacher leaves your district (or stops teaching in your district), do not report them as an Exited Teacher (because substitute teachers aren't considered "Active" teachers for purposes of 3-Tier Licensure).

If a "teacher" RETIRES and returns as a Substitute Teacher, report them as an EXITED TEACHER in the year they retired with TERMINATION CODE = 07 (Retired). In this case, they would be reported as an EXITED TEACHER in the same year they were reported as a Substitute Teacher.

8. Should teachers who are "On Leave" be reported as Exited Teachers?

If a teacher is on a "Leave of Absence" (even for a year or more) but is expected to return, then they have not technically left your district and therefore should NOT be reported as an exited teacher. However, there is an Exited Teacher Termination code of 14 (Leave of Absence) which may be used if the person took a "permanent" Leave of Absence. In other words, initially they were planning to take one year off but then decided not to return. This may also apply to someone who became ill and took a temporary "leave of absence" but then decided not to return.

## Educator Quality Division STARS Reports to be run by Districts/Charters for 40<sup>th</sup>, 80<sup>th</sup> & 120<sup>th</sup> Day

Data contained in these reports pertains to STAFF and include the following:

- Licensure
- Highly Qualified Teachers
- Educational Assistants (Instructional Assistants) as Paraprofessionals
- Staff Development
- Teacher's Salaries

### Reports:

#### **Educator Quality Profile:**

- Report unavailable

##### **Includes 5 Indicators:**

- EAs as Paraprofessionals
- Staff Development
- Licensure
- Highly Qualified Teacher
- Teacher Salary

#### **Teachers without Classes:**

Report unavailable

Identifies people found in a TEACHING Staff Assignment but not found teaching a class in COURSE INSTRUCTOR.

Exceptions: Staff Assignments 73-75 Librarians may not be teaching classes. In school year 2009-10 the report will be modified to accommodate these exceptions. Also, if the Teaching Staff Assignment code belongs to a TEAM TEACHER, these will no longer appear on the report.

#### **Primary Instructors without Teaching Staff Assignment:**

- Report unavailable
- Identifies people found as a Primary Instructor in the COURSE INSTRUCTOR template teaching a class but not reported in a TEACHING Staff Assignment in the STAFF ASSIGNMENT template.

Exceptions: Staff Assignments 04 ROTC Instructor and 108 Native American Language & Culture Instructor fall under the "Other Personnel" category as opposed to "Teachers" category, but will be considered ok to report teaching classes. Also, Course Codes that have NO LICENSE REQUIREMENTS do not necessarily have to be taught by teachers and will be removed from this report in 2009-10. A listing of those courses may be found in STARS Reporting at

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Licensure Reports](#) > [Course No License Requirements](#)

## Staff Snapshot and Staff Assignment Cross Reference:

Report unavailable

- Compares Staff Snapshot and Staff Assignment templates and lists Staff IDs not found in both. Short Term Subs (Staff Qualification Status Code=T) are excluded since Staff Assignment records are not required in these situations.

## Course Instructor & Student Course Enrollment Mismatch:

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Course](#)

[Course Enrollments without Instructors](#)

[Course Instructors without Enrollments](#)

## License Discrepancies:

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Licensure Reports](#)

[Licensure Discrepancy for Courses by District, Location](#)

[Licensure Discrepancy for Staff Assignments by District, Location](#)

### Description:

- Based on State of NM Statutes
  - No "Team Teaching" concept or qualifying through HOUSSE.
- Lists staff not properly licensed for their Staff Assignment(s).
- Lists staff not properly licensed for Courses they are teaching.
  - Proper licensure is checked for the *PRIMARY INSTRUCTOR* only, not the *OTHER INSTRUCTORS* (Team Teachers).

### FAQ:

1. Our school hired a person with a Substitute Teaching License (503) to perform Educational Assistant/Instructional Assistant duties and is kicking on the Licensure Discrepancy report for Staff Assignment Code 34 as No Valid License -- even though I've coded this person in the Staff Snapshot Template as a Long Term/Short Term Sub (Qualification Status=S/T). Why?

Because substitute teaching licenses only apply to "Teaching" staff assignment codes of which Educational Assistants (EAs) do not belong. This person would need to obtain an Educational Assistant License (502) to perform EA job duties. It is not uncommon for people who have Substitute Teaching Licenses to also have an Educational Assistant License.

## Highly Qualified Teachers (HQT):

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Highly Qualified Teacher Reports](#)

[Highly Qualified Teacher Detail by District, Location](#)

### Description:

- Based on Federal, No Child Left Behind (NCLB) Statutes

- Lists all CORE courses (non-gifted), their *PRIMARY INSTRUCTOR* and if the class is being taught by a Highly Qualified Teacher (or team of Highly Qualified Teachers).
- People holding an Elementary K-8 license or a K-12 Special Education License may require additional qualifications to be deemed Highly Qualified if:
  - Pre-dates Testing
    - File ID < 202814
  - Is a Middle School Teacher or Special Ed Teacher teaching the subjects areas of Language Arts, Math, Science or Social Studies.

**Lists ONLY those Teachers/Classes Not Highly Qualified:**

Reports to be posted Fall 2011 at:

[STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Highly Qualified Teacher Reports](#) > Not HQT

**Educational Assistants:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Highly Qualified Teacher Reports](#)  
[EAs with Instructional Duties by District, Location](#)

**Description:**

- Lists staff reported in Staff Assignment Codes 311-34I (Educational Assistants (EAs) providing instructional duties in a Title I school) and states if they are at the Paraprofessional Status; meaning they hold a Level 3 EA license.
- Goal is to have all these types of EAs at a Level 3 EA license.

**Staff Development:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Staff Development](#)  
[Staff Development Summary by District, Location](#)

**Description:**

- Provides the total number of staff receiving Staff Development.
- “Charters Excluded” version shows totals by District. “Charters Only” version shows totals by District, School.

**Activity Codes define type of Staff Development being received:**

- Activity Code HQMS (High Quality Mentorship) reported on 40<sup>th</sup> day if “receiving” mentorship and at EOY if “completed” mentorship.
- Activity Codes HQPDT (High Quality Professional Development for Teachers) and HQPDA (High Quality Professional Development for Administrators) reported on 120<sup>th</sup> day.

**Mentorship Award (used for funding) on 40<sup>th</sup> day only:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Staff Development](#)  
[High Quality Mentorship Service Award for Beginning Teachers](#)  
[Beginning Teachers Receiving Mentorship on 40<sup>th</sup> day-Exception \(People on exception report won't be eligible for award\)](#)

**Teachers Salaries:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location](#)

**Description:**

- Lists teachers with questionable salaries.

Note: Substitute Teachers and Part-Time Teachers may be ignored.

Minimum Teacher's Salary:

- \$30,000 Level 1 Teaching License
- \$40,000 Level 2 Teaching License
- \$50,000 Level 3 Teaching License

## Appendix M – Staff Development Beginning Teacher Mentorship

### **Mentorship program for beginning teachers:**

Districts will receive the funding for the beginning teacher mentorship programs based on the data districts submit for the 40<sup>th</sup> day. Please pay close attention to the Staff Development Template item – HQMS (High Quality Mentoring Support).

Of those beginning teachers that were receiving mentorship on the 40<sup>th</sup> day, PED needs to know how many completed the district's 1-year Mentorship program by the end of the year.

### **Report paths for Mentorship reports:**

#### **“Template Verification” reports:**

**Shows count of total mentorship records sent by district. These are the records found in the Staff Development Template for 40<sup>th</sup> day with Activity Code=HQMS:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [Template Verification Reports](#) > [Staff](#) > [Staff Development Summary](#)

**Shows detail of mentorship records sent by district (of the summary count listed above), such as Staff ID of those receiving mentorship. These are the records found in the Staff Development Template for 40<sup>th</sup> day with Activity Code=HQMS:**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [Template Verification Reports](#) > [Staff](#) > [Staff Development Template Verification](#)

#### **Mentorship Exception (those that won't appear on the Awards report):**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Staff Development](#) > [Beginning Teachers Receiving Mentorship on 40<sup>th</sup> day-Exception](#)

#### **Mentorship Award (used for funding):**

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Staff Development](#) > [High Quality Mentorship Service Award for Beginning Teachers](#)

Run the above mentorship reports to get 1) total number of mentorship staff submitted by district 2) number of exceptions and 3) number receiving an award.

TTL Mentorship = #Exceptions + #Awards

Note: Staff appearing on the Exception report is being omitted from the Awards report and should be fixed.

#### **Mentorship Exceptions that need to be corrected by the district:**

1. No Course Instructor
  - To qualify for mentorship, the beginning teacher must be in a classroom. To fix this error, include the mentorship Staff ID in the Course Instructor template-- in either the Primary Instructor field or in one of the Other Instructor fields (as a team teacher).
2. No Teaching Staff Assignment
  - To qualify for mentorship, the person must be reported as a teacher. To fix this error, the mentorship Staff ID must be included in the Staff Assignment Template with a TEACHING staff assignment code. Those codes may be found in the STARS manual, volume 2 Appendix B - Staff Assignments, under the TEACHER category.
3. No Staff Snapshot

- Since we retrieve the person's name and years experience from Staff Snapshot, this record must exist. To correct this error, include the mentorship Staff ID in the Staff Snapshot template.
4. No Level 0 or Level 1 License
- To qualify for the mentorship award, these must be beginning teachers that have a level 0 (or "I") (Internship) or level 1 TEACHING license. The person must have a TEACHING license. For instance, if someone has a Level 1 Administrative License, they do not qualify. Note that Substitute Teaching licenses and Educational Assistant licenses do NOT qualify for the award since these are not considered TEACHING licenses but instead are defined as Instructional Support Provider licenses.
  - If someone does not qualify for mentorship, because they have a level 2 or 3 license, please have the district request a delete of those STAFF IDs from the Staff Development template (Activity Code=HQMS) from the STARS help desk.
  - If someone has applied for their Intern or Level 1 teaching license but has not yet been issued a license from the PED Licensure Database, we'll need to know who those people are so the district gets compensated for these—it may require a manual adjustment by PED's Professional Development Bureau.

## Common "NO COURSE INSTRUCTOR" Exceptions:

To qualify for the mentorship award, the beginning teacher teaching Pull-Out Classes and Special Ed teachers who visit many classrooms, must be reported in the Course Instructor Template at least once. Some may be considered Team Teaching situations in which case it's not necessary to team this beginning teacher with EVERY classroom they visit, but to qualify for funding, STARS needs to see at least ONE classroom association in the Course Instructor template.

## EOY Completed Mentorship Reports and Process:

Main Reports:

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Staff Development](#) > [Completed Mentorship](#) > [Completed Mentorship for Beginning Teachers](#)

To view Template Data only:

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [Template Verification Reports](#) > [Staff](#) > [Staff Development Template Verification](#)

To View 40D Exceptions, those who did not qualify for Mentorship Funding Award:

[STARS Site Collection](#) > [STARS Reporting](#) > [Public Folders](#) > [eScholar Framework - Verify](#) > [District and Location Reports](#) > [STAFF](#) > [Staff Development](#) > [Beginning Teachers Receiving Mentorship on 40<sup>th</sup> day-Exception](#)

Note: Those who did not qualify for the Mentorship Award on the 40<sup>th</sup> day will be OMITTED from the Completed Mentorship Reports and will not be considered as completing the program. Staff ID's must match between the 40<sup>th</sup> and EOY Staff Development Templates, and the Activity Codes must be HQMS for both reporting periods to count as Completed Mentorship. No funding is involved in Completed Mentorship. It's simply a tracking mechanism to determine, "What percentage of beginning teachers completed the Mentorship program?"

Since only EOY data may be corrected, those who are not being considered as completing the program cannot be fixed if this requires changing 40<sup>th</sup> day data.

**Step 1:** Submit STAFF, STAFF SNAPSHOT & STAFF DEVELOPMENT FACT templates

**Step 2:** Verify Completed Mentorship data was loaded into STARS

[STARS Site Collection > STARS Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > Template Verification Reports > Staff > Staff Development Template Verification](#)

**Step 3:** Run Completed Mentorship Reports

[STARS Site Collection > STARS Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > STAFF > Staff Development > Completed Mentorship > Completed Mentorship for Beginning Teachers](#)

To determine why Mentorship was not completed, check the following:

- Are Staff ID's matching between 40<sup>th</sup> Day Mentorship and EOY Mentorship?
  - You'll verify this information in the STAFF DEVELOPMENT FACT Template (where Code=HQMS) by running the following report for both 40D and EOY

[STARS Site Collection > STARS Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > Template Verification Reports > Staff > Staff Development Template Verification](#)

- Did they not qualify for the Mentorship Award at 40<sup>th</sup> day?
  - Run the following Exception reports against the 40<sup>th</sup> day snapshot date. Any teachers that appear here but were reported as "Completed" at EOY will NOT be considered as a completer of the Mentorship program.

[STARS Site Collection > STARS Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > STAFF > Staff Development > Beginning Teachers Receiving Mentorship on 40<sup>th</sup> day-Exception](#)

## FAQs – Mentorship

### 1. What constitutes successful completion of the Mentorship program?

Successful completion of the beginning teacher mentorship program requirement is defined in 6.60.10 NMAC. All beginning teachers must successfully complete a minimum of a one-year district-supervised mentorship program to be eligible for licensure advancement to Level II. District administrators are responsible for determining if a beginning teacher has successfully completed the one-year mentorship program requirement. Additionally, the district shall provide documentation to the teacher and in the teacher's personnel file verifying successful completion of the beginning teacher mentorship program requirement.

### 2. What is the regulation I may reference for more information regarding the Mentorship program?

The current regulation is – "Mentorship Programs for Beginning Teachers" (6.60.10 NMAC) and states..."All beginning teachers holding a waiver, internship license, or level I NM teaching license and employed in a NM public school district, charter school, or state agency shall successfully complete a one to three year beginning teacher mentorship program..."

### 3. What is the objective of the Mentorship program for beginning teachers?

To establish requirements for statewide mentorship programs to provide beginning teachers an effective transition into the teaching profession, retain capable teachers, improve the achievement of students, and improve the overall success of the school.

## Appendix N – Class Overload / Teacher Overload

### DESCRIPTION OF CLASS LOAD & TEACHING LOAD

Class size requirements for general education are divided into Class Load and Teacher Load. Class Load describes the number of students in a single K-6 class. Class Load requirements are further delineated as Individual Class Load and Average Class Load. Teacher Load describes the total number of 7-12 grade students that a teacher has on their roster at one time. Teacher Load requirements are content and grade level specific. Teacher Load requirements do not apply to band, music, or athletic elective classes.

#### Individual Class Load

Individual Class Load is applicable only to Kindergarten and First Grade classes.

Kindergarten – The class load for kindergarten classes shall not exceed 20 students. Teachers with Kindergarten classes of 15 to 20 students shall be entitled to an educational assistant.

First Grade – There is no maximum class load for grade one. However, teachers with a first grade class of 21 or more students shall be entitled to an educational assistant.

#### Average Class Load

There are two categories for Average Class Load: Average Class Load for grades 1-3 and Average Class Load for grades 4-6.

Grades 1-3 – The Average Class Load at an individual elementary school shall not exceed 22 students, when averaged among grades 1-3.

Grades 4-6 – The Average Class Load at an individual elementary school shall not exceed 24 students, when averaged among grades 4-6.

#### Teacher Load

The Teacher Load requirement is relevant to grades 7-12. The Teacher Load requirement does not apply to band, music, or athletic elective classes. The Teacher Load shall not exceed 160 students in all content areas except required English.

Required English 7-8 – The Teacher Load shall not exceed 135 students with a maximum of 27 students per class.

Required English 9-12 - The Teacher Load shall not exceed 150 students with a maximum of 30 students per class.

NOTE - For information on requesting waivers to these requirements, please refer to 22-10A-20.NMSA Staffing patterns; class load; teaching load.

### How to report Educational Assistants (EA's) for Class Overload Reports in STARS:

- EA's only apply to Kindergarten and First Grade (in regards to Class Overloads)
  - Kindergarten
    - Classes with 15-20 students require an EA to be in compliance
  - First Grade
    - Classes with 21 or more students require an EA to be in compliance
- EA's are to be reported as "team teachers" in STARS to be considered for Class Overload adjustments
  - The Staff ID (SSN) of the EA must be entered in the **OTHER INSTRUCTOR 1** or **OTHER INSTRUCTOR 2** field of the **COURSE INSTRUCTOR** template for the appropriate 8-digit **Course Code** and **Section**.

The following “key” fields define a unique classroom in the COURSE INSTRUCTOR template:

- District Code
- Location Code
  - School Code
- School Year Date
  - ie) 2012-06-30 = School Year 2011-12
- Semester
  - 1=40D; 2=80D; 3=120D; 4=EOY; 5=K3P
- Course Code Long
  - 8-digit course code; 1<sup>st</sup> 4-digits=State Course Code
- Section Code Long
  - Section
- Course Instructor Snapshot Date
  - ie) 2011-10-01 = 40D

## Appendix O – Protocol for Delete Requests of Data

The two primary methods of changing data within STARS are to “delete” or “update” the data. In both cases the data has been reviewed and it is determined to be in error. In the case of the delete, the data must be removed from the data warehouse and resubmitted as appropriate. In the case of an update, a simple resubmission of the appropriate data will replace the existing data and no delete is required.

To determine which method is more appropriate, review the respective template table (found in the STARS Manual) for which the data element was submitted. Find the appropriate data element. Review the Code column field. If there is a “K” value in the Code field signifying a key field, the data must be deleted. There may be additional values along with the “K” in the column, but as long as one of the values is a “K” the data must be deleted. For any other value in the code field, with the exception of when a “K” is present, the data is updatable and no delete is required.

### Template Deletions

There are two primary methods for deleting data within STARS: 1) complete template deletion, and, 2) individual record deletion. The table below lists the primary method for deleting data for each respective template.

eScholar Domain	eScholar Template	Complete Template Delete	Individual Record Delete
Assessment	Assessment Fact		X
Attendance	Student Daily Attendance	X	
	Student Summary Attendance	X	
Course and Grades	Course	X	
	Course Instructor	X	
	Student Course Enrollment	X	
	Student Grades	X	
Discipline	Student Infraction	X	
	Student Infraction Response	X	
Enrollment	School Enrollment	X	
Groups and Programs	Programs Fact	X	
	Programs Qualification	X	
	Title I Program	X	
Special Education	Special Education Events		X
	Special Education Services Fact	X	
	Special Education Student	X	
	Special Education Snapshot	X	
Staff	Staff	X	
	Staff Assignment	X	
	Staff Compensation	X	
	Staff Snapshot	X	
	Staff Development Fact	X	
Student	Student	X	
	Student Snapshot	X	

## Complete Template Deletions

The majority of templates have snapshot dates for each reporting period (40D, 80D, 120D, and EOY). For these templates the whole template will be deleted for that reporting period. The following is required when requesting a delete for templates with snapshot dates:

Environment (Test or Production)  
Template Name  
Snapshot Date - 40D, 80D, 120D, and/or EOY  
Reason for Deleting Data

For example: Test  
Template Name (Student Snapshot Template)  
Snapshot Date (40D)  
Reason for Deleting Data (Incorrect Student ID's)

## Individual Record Deletions

### Assessment Fact

The Assessment Fact Template is a Template from which individual records CAN be deleted. Since this template does not have a snapshot date associated with it, the following "key fields" are required when requesting deletion of data from the Assessment Fact Template.

\* This is used for each individual student record that needs to be deleted from the Assessment Fact Template

- Test Description \*Please see Valid Values
- Assessment School Year Date \*Dates must be in ISO format: yyyy-mm-dd
- Item Description Code \*Please see Valid Values in Vol. 2
- Test Date \*Dates must be in ISO format: yyyy-mm-dd
- Student ID \*9digits

For example: Test Description (HL)  
Assessment School Year Date (2012-06-30)  
Item Description Code (Valid Values)  
Test Date (2011-09-01)  
Student ID (123456789)

### Special Education Events Template

The Special Education Events Template is a Template from which individual records CAN be deleted. Since this template does not have a snapshot date tied to it, the following "key fields" are required when requesting a deletion of data from the Special Education Events Template. (Fields needed are the first 6 fields of the template).

\* This is needed for each student that needs to be deleted from the Special Education Events Template

- District Code \*District Codes must be 3 digits: ###
- Location Code \*Location Codes must be 3 digits: ###
- School Year Date \*Dates must be in ISO format: yyyy-mm-dd
- Student ID \*9 digits
- Event Type Code \*
- Event Date \*Dates must be in ISO format: yyyy-mm-dd

*For example:* District Code (020)  
Location Code (123)  
School Year Date (YYYY-06-30)  
Student ID (123456789)  
Event Type Code (Valid Values)  
Event Date (YYYY-MM-DD)

**Templates that are automatically deleted based on dependencies**

<u>*Requested Template Delete</u>	<u>*Automatic Associated Template Deletes</u>
Course Template	Course Instructor, Student Course Enrollment, and Student Grades
Course Instructor Template	Student Course Enrollment and Student Grades
Staff Snapshot	Staff Compensation
Student Snapshot	Sped Snapshot and Title I

## Appendix P – New Mexico Graduation Requirements | FAQs

### NEW MEXICO PUBLIC EDUCATION DEPARTMENT HIGH SCHOOL GRADUATION REQUIREMENTS FOR FRESHMAN ENTERING 2011-2012

#### FREQUENTLY ASKED QUESTIONS (FAQ) June 2011

- High School Graduation Requirements FAQ: <http://www.ped.state.nm.us/HighSchoolRedesign/dl11/Graduation%20FAQ%202011.pdf>
- High School Graduation Requirements: <http://www.ped.state.nm.us/GradReqs/>

**Note: The following information is non-regulatory guidance.**

#### COURSE AND REPORTING REQUIREMENTS

##### 1. What courses are required for students entering grade 9 in 2009-2010 and subsequent school years?

###### [HS Graduation Requirements](#)

- A:**
- 4 units in English
  - 4 units in Mathematics, of which 1 unit shall be equivalent to or higher than the level of Algebra 2 unless a parental waiver is signed in the spring of a student's sophomore year
  - 3 units in Science, 2 units of which shall have a laboratory component
  - 3 ½ units in Social Science, including: U.S History and Geography, World History and Geography, Government, Economics, and ½ unit of New Mexico History
  - 1 unit in Physical Education
  - 1 unit in one of the following: a career cluster course, workplace readiness or a language other than English.
  - 7 ½ elective units

##### 2. Why is it important to know the correct course codes?

**A:** Districts have the responsibility to report to the state the courses that students are taking. In order to ensure the students are on track for graduation, the following course codes are to be used unless Alternative Credit Courses are approved by PED using the Alternative Credit process.

- I. 1001 English/Language Arts I
- 1002 English/Language Arts II
- 1003 English/Language Arts III
- 1004 English/Language Arts IV

- II. 2031 Algebra 1
- 2041 Algebra 2

**See PED STARS Manual** for names and numbers of other Mathematics courses. Also, for additional information see Question 10 Math Requirements/Information.

III. 3 units in Science, 2 units of which shall have a laboratory component.

IV. 2706 World History and Geography – 1 unit  
2717 New Mexico History – ½ unit  
2729 United State History and Geography – 1 unit  
2730 Government – ½ unit  
2741 Economics – ½ unit  
OR  
2739 Principles of Democracy – 1 unit (this unit substitutes for Government and Economics if taken for a year)

V. 2305 Physical Education

**3. Students are also required to earn one credit in an advanced placement or honors course, a dual credit course or a distance learning course. What is the difference between an honors course and an advanced placement course?**

**A: Honors courses** are developed locally to meet the needs of accelerated students. Honors classes offer the same curriculum that non-honors courses offer, but are more challenging. Honors courses are generally faster paced and cover topics more in-depth. However, these courses are not usually considered equivalent to college-level work. [Section 22-13-1.4 NMSA 1978](#)

**Advanced Placement (AP) courses** are taught by high school teachers trained in advanced placement course delivery provided through the [College Board](#). These courses are more difficult and involve more work than standard classes. AP courses are considered college-level courses, and may allow a student to earn college credit depending upon college and university policies for the institution the student may later attend.

**4. What is the difference between concurrent enrollment and dual credit?**

**A:** If a high school student is taking a course for credit at an institution of higher education but not receiving high school graduation credit at the primary enrollment high school location, the student is considered to be concurrently enrolled. If, however, the same student was taking a class for credit at an institution of higher education which also counts for credit toward high school graduation, the student would be considered to be dually enrolled. Students who are enrolled in a dual credit course do so at public expense.

**5. What is distance learning and a distance learning course?**

**A:** Distance learning refers to the technology and educational process used to provide credit or grade bearing courses when the course provider and the distance-learning student are not necessarily physically present at the same time or place. Distance learning does not include educational software that utilizes only on-site teaching. A distance learning course is one where the student and primary instructor are separated by time or space and linked by technology.

Computer Assisted Instruction without an online teacher is not considered a distance learning course. Thus, distance learning does not include educational software that utilizes only on-site teaching and self-paced learning. Online courses that utilize highly-qualified teachers at-a-distance, such as those offered by IDEAL-NM [Welcome to IDEAL-NM - Home](#), do meet the criteria for distance learning courses.

**6. Students are also required to earn one credit in one of the following: a career cluster course, workplace readiness or a language other than English. What is the difference between a career cluster course and a workplace readiness course?**

**A:** A career cluster course is an identified career-technical education course. These courses are part of an aligned, sequential series of courses within a related grouping of occupations in a given industry sector. Completing a series of career cluster courses may result in an industry recognized certification or post-secondary degree and add relevance to the high school curricula.

A workplace readiness course is designed specifically to address entry-level career skill requirements, standards and benchmarks as identified under Career-Technical Education in the “Standards of Excellence.” This does not include courses already identified as meeting other specified graduation requirements.

**7. What is the procedure for awarding graduation credit to students who complete specified career technical education courses?**

**A:** The Alternative Credit Process is to be followed.

**OTHER GENERAL REQUIREMENTS**

**8. What is a Next Step Plan?**

**A:** Next Step Plans benefit students by helping to outline career plans beginning with the 8<sup>th</sup> grade year and prior to graduation. At the end of grades 8 through 11, each student prepares an interim next-step plan, based on college and career readiness data that establishes the coursework for each grade.

For a student receiving special education support and services, the Individualized Education Program (IEP) transition plan must meet the federal Individual with Disabilities Education Act (IDEA) requirements, which satisfy the next-step plan requirements.

**9. Do students have to take and pass the New Mexico State 11<sup>th</sup> grade Standards Based graduation assessment?**

**A:** Yes. Students are required to take and pass the graduation examination. Students with an IEP and or who are English Language Learners may receive accommodations which could include: the modification of content, instruction, and or learning outcomes for diverse student needs.

**MATH REQUIREMENTS / INFORMATION**

**10. Which math courses count as meeting the requirements for high school math?**

**A:** Math courses that align to the New Mexico 9-12 math standards or higher can be counted.

For example:

2024 Applied Math

2031 Algebra 1

2041 Algebra 2

2034 Geometry

2080 Integrated Pathway: Mathematics I

2081 Integrated Pathway: Mathematics II

2082 Integrated Pathway: Mathematics III

2029 Probability & Statistics

2053 Pre-Calculus

2058 AP Calculus AB

2097 Financial Literacy-Math

**11. Some 9<sup>th</sup> grade students enter high school who are not ready to take Algebra 1. What courses can they take?**

**A:** Each district is to monitor student progress in achieving the standards. From the end of grade 8 and in grades 9 through 12, each student must work with his or her school to develop what is known as a Next Step Plan. If a student is not ready to take a particular course or is not making progress toward achieving the standards, then the Next Step Plan must be developed and revised yearly to reflect a course sequence which will lead to achieving the standards. For a student receiving special education (or gifted education services), the IEP transition plan serves as the Next Step Plan.

For students who need extra assistance to master a subject, or more time to develop prerequisite skills, the Next Step Plan may include elective or other classes where they receive more intense help through individual or small-

group tutoring, different materials, specialized assignments, or perhaps just more opportunity to practice. This may focus on learning more effective study or organizational skills. In these situations, teachers conduct short cycle assessments, progress checks with students (often using computerized assessments) so they can determine if the more intense level of instruction is resulting in better grades or subject mastery.

## **12. Can credit be awarded for Pre-Algebra?**

**A:** Districts can award credit for a Pre-Algebra course if it is part of the student's Next Step Plan. The student's Next Step Plan must delineate how the student will have completed the graduation requirement of 4 units in mathematics, of which 1 unit shall be equivalent to or higher than the level of Algebra 2.

## **13. Do intervention math courses count as one of the 4 required math units for graduation?**

**A:** No, an intervention math course does not count as one of the 4 required math units for graduation. Intervention math courses are to be offered in conjunction with a regular course and provide the extra support that some students may need in order to be successful in the regular course. Examples of these courses include:

2008 Pre-Algebra, Intervention  
2009 Algebra 1, Intervention  
2010 Geometry 1, Intervention  
2018 Algebra 2, Intervention

## **14. Do students have to take Geometry?**

**A:** Every student must have the opportunity to achieve all of the 9-12 standards which are assessed on the grade 11 NMSBA. Links for the NMSBA Assessment Frameworks and the Performance Level Descriptors are listed below. Since geometry is one of the three strands in the 9-12 math standards, the recommendation is that every student take Geometry.

Link to the NMSBA Assessment Frameworks:

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/assessmentFrameworks.html>

Link to the NMSBA grade 11 Performance Level Descriptors:

<http://www.ped.state.nm.us/div/acc.assess/assess/d1/07MathEnglish11.pdf>

Link to the NMSBA grades 3-9 Performance Level Descriptors

[http://www.ped.state.nm.us/div/acc.assess/assess/d1/descriptors\\_2006/index.html](http://www.ped.state.nm.us/div/acc.assess/assess/d1/descriptors_2006/index.html)

## **15. Beginning in school year 2011-12, when a parent submits a written permission for his or her child to complete a lesser math unit than Algebra 2, what math courses can the student take?**

**A:** The student would take the required Algebra 1, recommended Geometry, plus two other math courses (**Section 22-13-1.1 I (2) NMSA 1978**). The PED Administrative Code that permits a written parental request to complete a lesser math can be found at NMAC subsection J.2.I and k of 6.29.1.9.

For additional information or clarification on required subjects/graduation requirements for all students in grades K-12 please contact the New Mexico Public Education Department, Humanities Bureau at (505) 827-6573.

## Appendix Q – Course Code Request Submission Process

### COURSE CODE SUBMISSION PROCESS

1. In writing, submit a letter to the Deputy Secretary for Student Success , outlining the proposed course, description and knowledgeable contact person, that does not currently have a clearly identified course code in the STARS code set for districts ( <http://ped.state.nm.us/stars/documentation.html> ).
2. The Deputy Secretary's office will forward the request to the applicable content area expert at Public Education Department.
3. The content area expert will direct the district to an existing course code, or a recommendation to create a new course code and what that code might be.
4. PED's IT Division will work with the content area expert on creation of a course code, if needed.
5. When the code has been created, the Deputy Secretary's office will notify the district of the results and the code will be added to the online posted code set.

All requests for Fall Semester must be submitted in writing prior to April 15 of the prior school year.

All requests for Spring Semester must be submitted in writing prior to October 1, of the prior semester.

## Appendix R – Alternative (Course) Credit Form

New Mexico Public Education Department

### ALTERNATIVE CREDIT

## APPROVAL REQUEST

*Instructions: Please complete this form electronically and submit it via e-mail to Julia Rosa Emslie ([juliarosa.emslie@state.nm.us](mailto:juliarosa.emslie@state.nm.us)) from the Superintendent's or designee's e-mail. Note: the boxes automatically expand as you add text.*

Superintendent: \_\_\_\_\_

District/School (if applicable): \_\_\_\_\_

Mailing Address: \_\_\_\_\_ ST: NM Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Secondary Contact: \_\_\_\_\_ Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ ST: NM Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Date of Submission \_\_\_\_\_

Has local school board approval been obtained?  Yes  No

Date of board approval. \_\_\_\_\_

### PLEASE USE A SEPARATE REQUEST FOR EACH COURSE.

#### APPLICABLE STATUTE AND/OR STATE RULE:

##### NMAC 6.29.1.9 PROCEDURAL REQUIREMENTS:

J. (11) Alternative credit. Local districts, charter schools or state educational institutions may design elective courses, known as alternative credit courses, to satisfy any of the specified credits required for graduation.

(a) The process includes:

(i) review of the licensure and endorsements of affected staff;

(ii) review of required course content standards with benchmarks and performance standards with the proposed elective course, and summary of alignment between the two courses;

(iii) determination of the amount of credit that will be generated;

(iv) publication of information regarding what course is available for alternative credit and identification of STARS course number;

(v) inclusion of the availability of alternative credit in all next-step plans;

(vi) note on the student transcript that the graduation requirement course was completed using the named alternative credit course.  
(vii) review and preliminary approval by the local board of education or governing body of a charter school.

(b) Once the process has been completed, the district superintendent or administrator of a charter school or state educational institution shall submit a written request, with appropriate documentation, to the secretary for approval.

*This box auto-expands.*

**Course to be replaced with its assigned STARS number:**

*This box auto-expands.*

**Proposed alternative course with STARS number if applicable:**

*This box auto-expands.*

**Amount of credit offered for the proposed alternative course:**

*This box auto-expands.*

**Please explain if there is not a one-to-one unit ratio between the two courses:**

*This box auto-expands.*

**Assurances:**

How will the alternative credit information be included in the Next Step plans?

How will alternative credit information be disseminated in advance of the course offering?

*This box auto-expands.*

**Explain rationale for alternative credit request:**

*This box auto-expands.*

**Provide a summary showing the alternative course will meet the content standards of the graduation requirement course:**

*This box auto-expands.*

FOR PED INTERNAL USE ONLY:		PED PS #
Reviewed by:		Date:
<b>RATIONALE FOR APPROVAL:</b>		Date:
Concur with staff recommendations for approval:		Date:
Hanna Skandera Secretary of Education		
<b>RATIONALE FOR NON-APPROVAL:</b>		Date:
Concur with staff recommendations for non-approval:		Date:
Hanna Skandera Secretary of Education		
Returned to Superintendent by:		Date:

## Appendix S – Homeless Definitions

### **Homeless**

The term “homeless children and youth” as defined by McKinney Vento — (A) means individuals who lack a fixed, regular, and adequate nighttime residence...; and (B) includes — (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings... (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus train stations, or similar settings; and (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). The main cause of homelessness is the lack of affordable housing. While this lack alone is often enough to cause homelessness, when combined with other factors such as low wages, unemployment, domestic violence, illness, mental health issues, and addiction, the risk of experiencing homelessness increases dramatically. Unaccompanied youth are youth not in the physical custody of a parent or guardian.

### **Unaccompanied Youth**

Homeless student as defined by McKinney Vento NOT in the presence of a parent, guardian or legal status identified by the court system (e.g., Guardian ad Litem, court system or foster parent). The term unaccompanied youth applies ONLY to homeless students and includes youth in homeless situations who are not in the physical custody of a parent or guardian. Examples would include but are not limited to young people who have run away from home, been thrown out of their homes, and/or been abandoned by parents or guardians. Unaccompanied youth have the same rights as other students experiencing homelessness. These young people are separated from their parents for a variety of reasons. The primary causes of homelessness among unaccompanied youth are physical or sexual abuse by a parent or guardian, neglect, parental substance abuse, and family conflict. Schools may not condition school enrollment upon the receipt of proof of legal guardianship by caregivers of homeless, unaccompanied youth; nor may they require caregivers to become legal guardians within a certain period of time after the child enrolls in school. Note that the absence of an available caregiver must not impede enrollment. Unaccompanied, homeless youth who are on their own completely must be enrolled in school immediately.



## Appendix T – Accessing STARS

Internet Explorer is the recommended browser for STARS

From your browser, go to <http://eui.ped.state.nm.us/sites/STARS/>

You will be prompted for a **User name:** and **Password:**

- Your **User name:** is the email address you provided to the STARS Help Desk when you requested a STARS account.
- If you do not have a STARS account, complete the “STARS User Authorization Form” included at the back of this manual. You may also download the form from <http://www.ped.state.nm.us/STARS/>.
- If you cannot remember your password, call the STARS Help Desk at (505) 827-7935.

Connect to eui.ped.state.nm.us

Connecting to eui.ped.state.nm.us.

User name:

Password:

Remember my password

OK Cancel

After you login, you will see the STARS Site Collection page:

Home - STARS Site Collection - Windows Internet Explorer

Home - STARS Site Collection

STARS Site Collection

System Updates and Notices

STARS Production

STARS Test

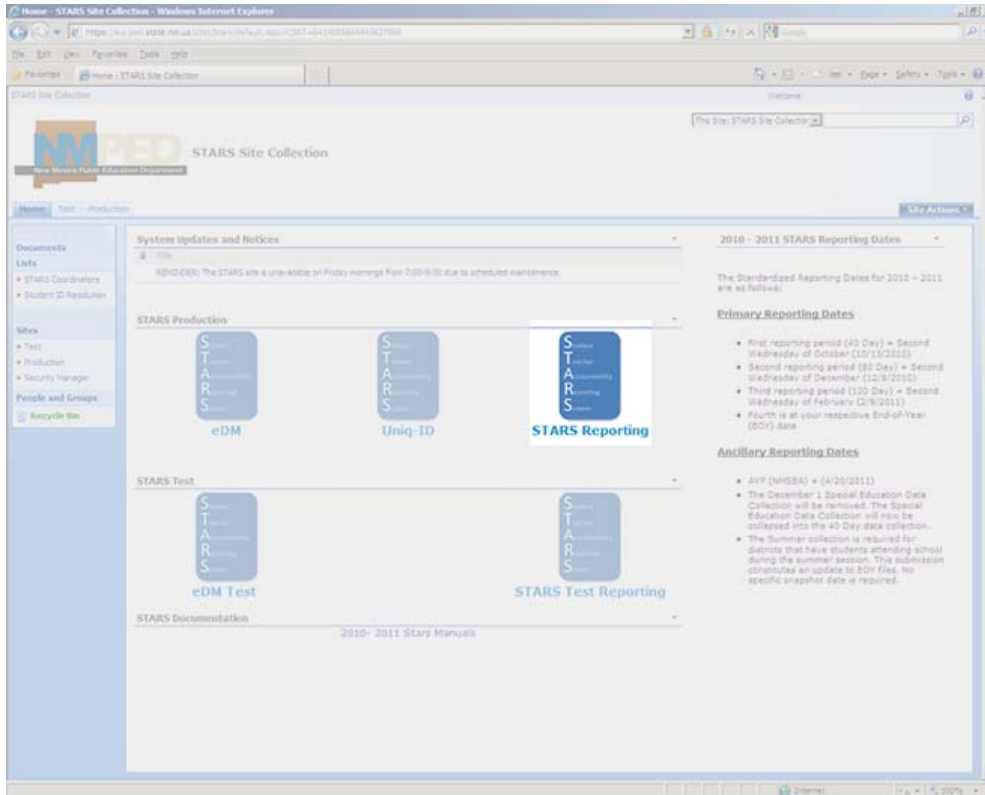
STARS Documentation

2010 - 2011 STARS Reporting Dates

Primary Reporting Dates

Ancillary Reporting Dates

To run STARS production reports, click **STARS Reporting** on the top row:



From the **STARS Reporting** page, click one of the links for **Public Folders** – they all go to the same place:



From the list of Public Folders, go to the **eScholar Framework – Verify** folder. All STARS reports will be organized inside this folder.

For help, call the STARS Help Desk at (505) 827-7935.



## Appendix U – Guide to Extracting Data

### 1. Introduction

#### Purpose

To provide guidance on extracting data from source systems into eScholar Complete Data Warehouse® for PK-12 (CDW-PK12™) Data Integration Template format.

#### Definitions, Acronyms, and Abbreviations

ASCII: American Standard Code for Information Interchange. ASCII is a code for representing English characters as numbers, with each letter assigned a number from 0 to 127. For example, the ASCII code for uppercase M is 77. Most computers use ASCII codes to represent text, which makes it possible to transfer data from one computer to another.

ISO Date Format: A date format defined by the International Standards Organization; the ISO Date Format is YYYY-MM-DD and is the required date format within much of CDW-PK12™.

### 2. CDW-PK12 Data Integration Templates

#### Overview

The eScholar Data Integration Templates provide the specifications that must be followed to create extract files that can be successfully processed by CDW-PK12 load plans. The load plans are executed via eScholar Data Manager® (eDM™).

#### Individual Template Structure

Each template includes the following header information:

- 1) Data Domain(s)
- 2) Template Name
- 3) Target Table / eDM File ID

Each template may include the following columnar information:

- 1) Field Number.
- 2) Field Start and End Position for creating fixed-width filesLength.
- 3) Scale and Data Type information: Scale of any decimal columns (Scale = 0 for integer columns). If there is no information in this column, the field could be character or date.
- 4) Field NameNote - All date fields have a field name ending in DATE.
- 5) Code:
  - K - field is a component of the logical key.
  - U - field is updateable through the load plan based on matching logical key.
  - R – field is required.
  - CR – field is conditionally required based on business rules.

Each template includes a Rules section. Any relevant extract rules that must be followed in creating the data file are defined.

Each template includes a Load Sequence section. This section defines any pre-requisite files that must be loaded prior to loading the current template-formatted file (see *Template File Dependencies* section below).

## Template Formats Supported

Each template contains an extract rule on the specific file formats that are supported for that template. This extract rule is generally the last rule within the *Rules* section.

Some templates support both delimited and fixed width options; others support only delimited. For templates that support a delimited file format, the following delimiters are supported:

- 1) Comma
- 2) Tab

Additional delimiters may also work but have not been formally tested. For templates that support fixed width options, only ASCII is supported.

## Template File Naming Convention

The Naming convention for template-formatted files is as follows:

- 1) DistrictCode\_EDMFileID\_YYYYMMDDHHMM.xxx
- 2) District Code is the state-supplied or eScholar-supplied value.
- 3) EDMFileID is the Target Table.
- 4) The Date and Time information is required to handle processing more than one file for the same template per day.
- 5) xxx represents the file extension:
  - csv – comma-delimited
  - tab – tab-delimited
  - del – other delimiter
  - txt – ASCII flat file

The extracted file must conform to the naming convention in order to be processed by eScholar Data Manager (eDM).

## Template File Dependencies

Files may have dependencies. Dependencies are noted at the bottom of each template in the Load Sequence Section. By following the dependencies, extractors can come up with a prioritized list of when to work on each template.

## 3. Creating Extract Files

### Data Dictionary

The STARS Manual, Volumes 1 and 2, provide information on the elements to include in the extract files.

### District Code

This value is a required field in every record of virtually every template-formatted file. Any extraction tool must have this value available to insert into each record, if the value is not already stored in the source system.

## School Year

Many templates contain a School Year Date field:

- 1) A school year in CDW-PK12 begins on July 1st and ends on the following June 30<sup>th</sup>.
- 2) The school year is represented as the last day of the year, i.e. June 30<sup>th</sup>.

For example, the school year that begins on July 1, 2011 and ends on June 30<sup>th</sup>, 2012 would be represented by the value 2012-06-30 and would be referred to as the '2012 school year'. Since School Year Date is a date field, the date format must be ISO: YYYY-MM-DD (see *Date Format* section below).

## Date Format

Any date field included in any template-formatted record must be in ISO date format: YYYY-MM-DD. This includes the full ten characters, including the dashes between the components. All date fields are identified on the templates with a Field Name ending in DATE.

## Field Lengths

Field lengths are identified in each template in the Length column.

When the input file format is delimited, the load plan checks each field for length violations. CDW-PK12 load plans reject any record which contains data in a field that is greater than the maximum allowed length. Text qualifiers are not included in the calculation of the input data field length (see below for a discussion of text qualifiers).

When creating a delimited file, there is no need to use all of the positions within a single field – it is not necessary to pad with blanks, for example.

When creating a fixed-width file, every position must be accounted for.

Do not use leading spaces with any character fields unless they are actually part of the value – leading spaces are not trimmed and are included in the field length. Trailing spaces are trimmed.

## Text Data

**Text Qualifiers:** For clients using a delimited format, in particular comma-delimited, it is important to use an appropriate text qualifier to handle situations where the delimiter is part of the field value. For example, some name fields are designated to be in the form Last Name, First Name, where a comma is part of the field value. Enclosing the value within a qualifier such as “ enables the value to successfully load.

**Note:** eScholar highly recommends using the double quote (“), rather than the single quote (') as the text qualifier.

## 4. How the CDW-PK12 Load Plan Works

### Basic Format Checking

*Are the field lengths correct?* – if any fields would be truncated then the entire record is rejected.

*Are the data types correct?* – for example, if there is any text data in a numeric field, then the entire record is rejected.

*Are dates valid?* – if any date field supplied is an invalid date (e.g. February 30th), the entire record is rejected.

*Are the date formats correct?* – if any date field supplied in a template-formatted file is not in ISO format, the entire record is rejected.

## Duplicate Checking

The Data Loading process checks for the presence of duplicate records within each input file. This check is based on the components of the logical key – the fields identified with a K in the Code column of the template. Note that this could mean that two records that are not identical could fail the duplicate logic test if their logical keys are identical.

## Other Data Validations

Other types of data validations may be executed by the load plan:

- 1) Data comparisons – that an end date is greater than or equal to a start date, e.g.

## Duplicate Processing

There are two types of reaction during:

- 1) Partial Duplicate Rejection: The first record encountered is processed (which could mean inserted, updated, or rejected depending on the full contents of the record and the database) and each subsequent record in a duplicate set that is encountered is rejected.
- 2) All records involved in a duplicate set are written to the Duplicates Log file for client review. Please note that an input file record with a matching record in the database is not a duplicate situation – this is an update situation (see *Insert vs. Update Processing* section).

## Insert vs Update Processing

Once a record has passed all the required checks it is ready for database processing. There are two kinds of processing: Insert and Update.

The input record is compared to the target table to see whether the record is already in the table. This is performed based on logical key – the fields in the template where Code = K.

If no match is found, the record is new and Insert processing is performed. The record is prepared and then inserted into the warehouse.

If a match is found, the record exists in the table and Update processing is performed.

Each field in the input file record is compared to the matching table record to determine whether any values have changed. Only fields identified with a U in the template are checked. If any updateable field has changed, the table record is updated appropriately. If no updateable fields have changed, no further processing is done.

## Error, Warning, and Alert Logs

The CDW-PK12 load plans produce error information when records are rejected based on any of the checks described above.

The CDW-PK12 load plans produce warning information when records are processed but violations are detected.

For field level validations, errors and warnings are combined in an Alert file. These log files are provided as feedback to the client in an appropriate manner.