# Table of Contents

## SUPPORT STAFF

## LETTER FROM THE PRINCIPAL

## GENERAL INFORMATION

- **SCHOOL PROFILE** ............................................................................................................. 5
- **HOW TO APPLY** ................................................................................................................ 5
- **ENROLLMENT REQUIREMENTS** ....................................................................................... 5
- **COURSE SELECTION/PRE-REGISTRATION PROCESS** .................................................. 5
- **SAMPLE PROGRAM OF STUDY, HIGH SCHOOL DIPLOMA WITH 2 YEAR DEGREE** ........ 6
- **SAMPLE PROGRAM OF STUDY, HIGH SCHOOL DIPLOMA WITH COLLEGE CERTIFICATE** .... 7
- **SCHEDULE CORRECTIONS** ............................................................................................... 8
- **SCHOOL SCHEDULE** ........................................................................................................ 8
- **GRADING POLICIES** ......................................................................................................... 8
- **TRANSCRIPTS** ................................................................................................................. 9
- **TEXTBOOKS** .................................................................................................................. 9
- **LIBRARY MEDIA CENTER SERVICES** ................................................................................ 9
- **SCHOOL COUNSELING SERVICES** .................................................................................. 10

## GRADUATION INFORMATION

- **GRADUATION REQUIREMENTS** ..................................................................................... 11
- **DISTANCE LEARNING** .................................................................................................... 11
- **CAREER CLUSTER AND WORKPLACE READINESS COURSES** ..................................... 11
- **THE NEXT STEP PLAN** ................................................................................................... 12
- **SPECIAL EDUCATION PATHWAYS FOR GRADUATION** ............................................... 12
- **GRADE LEVEL CLASSIFICATION** .................................................................................. 12
- **EARLY GRADUATES** ......................................................................................................... 12
- **CLASS RANKING** ........................................................................................................... 13
- **DIPLOMAS** .................................................................................................................... 13
- **21ST CENTURY SKILLS** ................................................................................................. 13

## TESTING INFORMATION

- **EXIT EXAMS AND OTHER TESTING INFORMATION** .................................................... 14

## COLLEGE INFORMATION

- **COLLEGE PREPARATORY PROGRAMS** ........................................................................... 15
- **COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES** ............................. 16
- **NEW MEXICO FIRST SEMESTER® AND LOTTERY SCHOLARSHIPS**............................. 16
- **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION – NCAA** ................................... 17
ADDITIONAL EDUCATIONAL AND ACTIVITY OPPORTUNITIES

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES AND ATHLETICS ........................................ 17
SUMMER PROGRAMS .................................................................................................................... 17

SCHOOLS OF CHOICE

CAREER ENRICHMENT CENTER (CEC) ......................................................................................... 18
EARLY COLLEGE ACADEMY (ECA) ............................................................................................ 18
ECADEMY ..................................................................................................................................... 19
FREEDOM HIGH SCHOOL ............................................................................................................ 19
NEW FUTURES SCHOOL ................................................................................................................ 20
NEX+GEN ACADEMY .................................................................................................................... 20
SCHOOL ON WHEELS .................................................................................................................... 20
SANDIA INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM ........................................ 21

COURSE OFFERINGS

GENERAL ELECTIVE ....................................................................................................................... 22
LANGUAGE ARTS ............................................................................................................................ 22
MATHEMATICS ............................................................................................................................. 23
SCIENCE ........................................................................................................................................ 24
SOCIAL STUDIES ........................................................................................................................... 25

APPLICATION PROCESS

CCHS FACTS TO CONSIDER ....................................................................................................... 27
APPLICATION FORM FOR 2014-2015 ......................................................................................... 29
STUDENT APPLICANT QUESTIONNAIRE .................................................................................... 30
ENROLLMENT APPROVAL FORM ................................................................................................. 31
FROM THE CHIEF ACADEMIC OFFICER:

Dear Students and Parents,

Albuquerque Public Schools is dedicated to providing outstanding educational opportunities for all our students. Preparing students for 21st century careers is our foremost goal for our entire community. To serve our diverse student populations we are focusing on the Common Core State Standards, College and Career Readiness skills and technological literacy.

Common Core State Standards are designed to ensure high levels of student achievement through a rigorous curriculum. Students and teachers will focus on building knowledge through content rich nonfiction, informational texts and academic vocabulary. Mathematics instruction will focus on math fluency, applications and deep understanding of essential concepts.

College and Career Readiness skills are taught throughout the curriculum using project based learning, decision making, effective group work and time management. Students can also take advantage of honors, Advanced Placement, dual credit, online and Career and Technical Education classes.

Technological literacy is an essential skill for 21st Century Careers. Digital literacy skills include the ability to find, analyze and use online sources, data and tools. APS has purchased Discovery Education as one tool students will use to develop technological literacy.

These are a few examples of our commitment to our students’ learning. Our students’ academic success requires the support, encouragement and guidance of our teachers, administrators, parents and community. As you make course selections for next year, I encourage you to have meaningful discussions as a family that lead to the great learning opportunities APS schools have to offer.

Sincerely,

Shelly Green
Interim Chief Academic Officer
FROM THE PRINCIPAL:

Dear Parents and Students,

Welcome to our second year at the College and Career High School and my heartfelt congratulations to you all. Together last year we opened CCHS and by all possible measures we enjoyed tremendous success. Data collected from our inaugural semester—student GPA, CNM classes taken and successfully completed, college credits earned—show that we are meeting our high hopes and expectations. So I am delighted to publish CCHS’s first ever course catalog and carry on this second year what we started together last year: a CCHS tradition of students achieving academic excellence while pursuing the college and career pathway of their choice.

To all prospective students and parents, I am so happy you have decided to take a closer look at what CCHS has to offer. Our catalog has details on the unique opportunities available here at CCHS, but let me highlight three of them for you:

- First, we like to brag about our personalized program of study. A key element of the APS partnership with CNM is our achievement coach. The achievement coach is a CNM staff member dedicated full-time to our high school whose role is to help students develop a graduation degree or certificate plan specific to their individual needs and goals, navigate the CNM class registration process, and connect students to the many support services made available through CNM.
- Second, we enjoy a small school environment with the advantages of a large school setting. Our faculty and staff get to know our students (our students are never just a face in the crowd!), and our students have access to all the courses and resources CNM has to offer. I like to think that at CCHS instead of students having to fit into a fixed school program, students can define and build a school program to fit them.
- Finally, for students who want it, we offer the opportunity to achieve **Dual Graduation.** At CCHS, students can earn a college degree or a college certificate while they work on their high school diploma. This means two graduations, two diplomas, and all college tuition and books paid for.

I invite both returning and prospective students and parents to carefully read our catalog and learn more about our school. Or better yet, come to our Open House February 19th between 4:30 and 6:30 and meet our faculty and staff.

Sincerely yours,

Elizabeth Abeyta, Principal
GENERAL INFORMATION

SCHOOL PROFILE
The College and Career High School is a school of choice public high school with approximately 200 students. We are a high school on the main Central New Mexico Community College campus that allows students to complete their high school diploma while earning a college certificate, two-year degree or credits towards a bachelor's degree. Two semesters and a required summer session divide the school year of 178 instructional days. Our school is open to sophomores, juniors and seniors from across the greater Albuquerque community.

HOW TO APPLY
CCHS attracts a wide variety of students from all geographic areas and socioeconomic groups in Albuquerque. Students interested in a challenging academic and career focused program are encouraged to apply. To be eligible, high school sophomores, juniors, and seniors must have successfully completed the requirements of all previous high school years. For example, an entering 10th grader must have successfully completed all of the following: English 9 (1 credit), Algebra I (1 credit), PE (1 credit), Biology* (1 credit), Health (.5 credit), and NM History (.5 credit). If you have not completed these courses, you are still welcome to apply, but you may need to take these courses at your own expense and your own time as these courses are not offered at CCHS.

Interested students must complete the application form and questionnaire, and must provide transcripts.

Prospective CCHS students must also take the ACCUPLACER. The ACCUPLACER is a test that assesses your skills in reading, sentence skills (English) and math to determine which college-level classes you are prepared to take. CNM has established the minimum scores needed to enroll in college classes. Students who need to improve their ACCUPLACER scores have access to various supportive programs, such as boot camps and tutoring.

ENROLLMENT REQUIREMENTS
Because CCHS students must use CNM courses to fulfill credit requirements for high school graduation, they must be enrolled in APS and CNM classes. High school core academic classes typically are offered in the morning, so students may take CNM classes in the afternoon.

The CNM classes also fulfill requirements for a college program of study. Our CNM Achievement Coach will help students explore their interests and enroll in CNM classes. Because CNM courses concurrently earn college credit and high school credit, it is possible to complete both APS and CNM requirements simultaneously.

According to APS policy, minimum enrollment requirements for high school graduation for Underclassmen (10th and 11th graders) are seven classes per semester. Seniors (12th graders) must enroll in a minimum of four (4) classes per semester and are encouraged to enroll in seven (7). Students must be enrolled in four classes, per New Mexico Activities Association regulation, to participate in athletics or activities. For CCHS students, these semester minimum enrollment requirements will look a little different since many of the credits are being earned in college courses and because we have fall, spring and summer sessions instead of the traditional two semester high school. However, class enrollment for CCHS students must be sufficient to maintain fulltime status as defined by APS. All students, full time or part time, are required to take all standardized tests.

COURSE SELECTION/PRE-REGISTRATION PROCESS
We build your schedule of classes on the basis of APS curriculum requirements, and according to the college and career pathway you have selected and available CNM classes. You should choose courses carefully in consultation with your parents or guardians, achievement coach, and CCHS staff.
## SAMPLE* 2 YEAR DEGREE
Program of Study and Sequence of Courses for a CCHS student in Liberal Arts AA (Associates of Arts)

<table>
<thead>
<tr>
<th>2014-2015 CCHS/CNM Dual Graduation</th>
<th>CCHS Credits</th>
<th>CNM Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School and Liberal Arts AA Degree Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Year (10th grade): Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FIN 1010 Making Money Work</td>
<td>1 (3 hours)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td>CSE College Success Experience</td>
<td>1 (4 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>First Year (10th grade): Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>IT 1010 Intro to Computers</td>
<td>1 (3 hours)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td>Humanities</td>
<td>1 (4 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>First Year Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Behavioral Science</td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 (2 credits)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td><strong>Second Year (11th grade): Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Eng 1101 College Writing</td>
<td>1 (3 hours)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td>Elective</td>
<td>1 (4 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year (11th grade): Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Eng 1102 Analytical Writing</td>
<td>1 (3 hours)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td>COMM 1130 Public Speaking OR</td>
<td>1 (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMM 2221 Interpersonal Communications Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Requirement</td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td>Lab Science Requirement</td>
<td>1 (2 credits)</td>
<td>(7 hours)</td>
</tr>
<tr>
<td><strong>Third Year (12th grade): Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ/Gov</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lab Science Requirement</td>
<td>1 (4 credits)</td>
<td>(7 hours)</td>
</tr>
<tr>
<td>Elective</td>
<td>1 (3 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year (12th grade): Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>1 (3 hours)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>1 (3 hours)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>1 (3 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>1 (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>1 (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>1 (3 hours)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 32 credits
Total Hours: 62 hours

*course of study will vary for each individual student depending on career pathway and course offerings and availability

**includes transfer of 5 credits (required core courses) from 9th grade
# SAMPLE* COLLEGE CERTIFICATE

Program of Study and Sequence of Courses for a CCHS student in General Business, Certificate of Completion

<table>
<thead>
<tr>
<th>2014-2015 CCHS/CNM Dual Graduation</th>
<th>CCHS Credits</th>
<th>CNM Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School and Certificate of Completion Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Year (10th grade): Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><em>BA 1101 Introduction to Business</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td><em>CSE College Success Experience</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>(4 credits)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td><strong>First Year (10th grade): Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><em>IT 1010 Intro to Computers</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td><em>ACCT 1109 Business Math</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>(4 credits)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td><strong>First Year Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>(2 credits)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td><strong>Second Year (11th grade): Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><em>Eng 1101 College Writing</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td><em>ACCT 1111 Accounting IA</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>(4 credits)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td><strong>Second Year (11th grade): Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><em>ACCT 1112 Accounting IB</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td><em>BA Business Interpersonal Skills</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>(4 credits)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td><strong>Second Year Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>(2 credits)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td><strong>Third Year (12th grade): Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ/Gov</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><em>BA 1121 Business English</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td><em>BA 1133 Principles of Management</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>(3 credits)</td>
<td>(6 hours)</td>
</tr>
<tr>
<td><strong>Third Year (12th grade): Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 12</td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td><em>ACCT 1210 Accounting II</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td><em>BA 2222 Principles of Marketing</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td><em>BA 2240 Business Law</em></td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>(4 credits)</td>
<td>(9 hours)</td>
</tr>
<tr>
<td>Total Credits</td>
<td>32 credits**</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>45 hours</td>
<td></td>
</tr>
</tbody>
</table>

*course of study will vary for each individual student depending on career pathway and course offerings and availability

**includes transfer of 5 credits (required core courses) from 9th grade
There are **three** registration periods at CCHS

<table>
<thead>
<tr>
<th>Registration Period</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring registration</td>
<td>High School courses for the following year CNM summer classes*</td>
</tr>
<tr>
<td>Summer registration</td>
<td>CNM fall semester classes*</td>
</tr>
<tr>
<td>Fall registration</td>
<td>CNM spring semester classes*</td>
</tr>
</tbody>
</table>

*You must make an appointment with our CNM achievement coach to sign up for CNM courses.

**CNM SCHEDULE CORRECTIONS**

Students must follow CNM rules and guidelines to add or drop classes. Please follow the link below for detailed information:

http://www.cnm.edu/depts/enrollment/registration/addingdropping_classes.html

**SCHOOL SCHEDULE**

CCHS does not follow a traditional high school bell schedule. In general, CCHS students attend high school classes in the morning and CNM classes in the afternoon. Expect a college experience: there are no bells announcing the beginning and end of class; your school day may be longer than at a traditional comprehensive high school; you may have evening or even weekend classes; and as you move about campus to go from class to class, you will be unsupervised much of the time.

**GRADING POLICIES**

Each semester of your high school classes will consist of three (3) marking periods. The report cards for the first two marking periods will have progress grades for your high school classes only. The third and final report card will include high school grades for the final exam and semester, and the final grade for your CNM courses. The final examination for your high school classes may count for no more than 20% of the final semester grade.

The high school grading scale is:

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>LETTER GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>0% - 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Credit is granted for successful completion of each class at the end of the semester. Credits are granted with passing grades: A, B, C, or D. Credit is not granted for grades of “F”, “I” (Incomplete) or “W/F” (withdrawal with the grade of F). Course work must be completed by the end of the semester following the semester in which the “I” (Incomplete) is posted. If a grade is not assigned for the Incomplete within the next semester, a grade of F will be assigned. If a course is repeated, the higher grade will be recorded and computed in the student’s grade point average (GPA); however the F remains on the transcript. Duplicate credit will not be granted for a course that is repeated.

CNM grades are included on the high school transcript and calculated in the GPA. CNM grades also become part of your permanent college record.

Grading policy for your college courses will follow CNM policy:

http://www.cnm.edu/student-resources/academicrecords/indexed/grades.html
TRANSCRIPTS
E-mail requests for a transcript to our school’s secretary. Please allow 24 hours for transcripts to be copied. Unofficial transcripts are stamped “Unofficial” and can be used for job applications and as useful information in educational planning. Official transcripts are stamped “Official,” have the school seal, and are mailed directly from school to school. Official transcripts are primarily for college applications and the military. The first four transcripts requested are free.

To request official transcripts from CNM go to http://www.cnm.edu/student-resources/academicrecords/indexed/requestingtranscripts.html

TEXTBOOKS
All high school textbooks are issued through content area teachers. All CNM textbooks are free for CCHS students. Students will need to pick up CNM textbooks at the location and times indicated below:

DUAL CREDIT TEXTBOOK PICKUP AND RETURN IS AT THE AZTEC COMPLEX, ROOM C-3
- Address: 2611 Eubank Blvd NE, Albuquerque, NM 87112 (near the Eubank/Candelaria intersection)
- Hours: Monday – Friday: 7:30am – 3:30pm
- Phone: 505-298-6752, x3305.

For the most up-to-date information on how to get your college textbooks visit http://www.aps.edu/libraries/textbooks/dual-credit-textbooks-for-high-school-students

A current APS and CNM student identification card (ID) is required for check out of textbooks. All textbooks, including your college textbooks, are the property of the State of New Mexico and are loaned to students with the expectation that they will be used appropriately, treated with care, and returned in good condition. Charges will be assessed for lost or damaged books.

All high school textbooks must be returned to the content area teachers by the end of the last day of school. Students who do not return textbooks will be charged the replacement cost of the book.

Students will be informed of the materials they have checked out and of any fines, fees, or other charges they have incurred.

LIBRARY MEDIA CENTER SERVICES
As a CCHS student you will have a CNM student ID and have access to all the library materials and computers at all the CNM libraries. CCHS also has a computer lab for the exclusive use of our high school students. All our computers access the Internet. Student use of computers must comply with the Computer Use Contract signed at the beginning of the year and the APS Student Technology Acceptable Use Policy.
SCHOOL COUNSELING SERVICES

VISION – Every APS student will graduate from high school with a personalized and meaningful post-secondary plan, empowered with the attitudes, skills and knowledge to succeed and contribute in a globally competitive world.

MISSION – Through a systematic, developmentally appropriate, data-driven, Pre K-12 school counseling program, all students will have equitable access to the rigorous education necessary to ensure that they are socially and academically prepared for productive careers and life roles in a diverse society.

A Comprehensive School Counseling Program:

The APS School Counselors and College and Career Readiness Counselors follow a comprehensive school counseling program for ALL students based on best practice that:

- is driven by student data;
- is student standard’s based in academic, career and personal/social development;
- identifies the knowledge, attitude and skills that all students should acquire for success;
- is delivered in a systematic fashion;
- ensures equitable access to a rigorous education; and
- promotes and enhances the learning process through direct and indirect services.

Delivery of School Counseling Services

The School Counselors/College and Career Readiness Counselors deliver services in the following ways:

Direct Student Services

Direct services are in-person interactions between school counselors and students to facilitate academic success, college and career readiness, and personal/social development and can include the following:

- **School counseling core curriculum:** This curriculum is delivered through the classrooms, and consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.
- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services:** Responsive services are activities designed to meet students’ immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services

Indirect services are interactions with others (families, teachers, administrators, and community agencies) to help support the students in academic, career and personal/social success.

How to Schedule an Appointment:

Our goal is to assist students and families in a timely fashion. A parent who wishes to meet with a School Counselor or a College and Career Counselor may schedule an appointment by calling or e-mailing the counselor.
The information in the following section is general information about high school graduation requirements, career readiness, and high school testing that applies to all high school students in Albuquerque Public Schools. Some of the information in this section may not relate directly to CCHS students.

**GRADUATION INFORMATION**

**GRADUATION REQUIREMENTS**

2013 Graduates and later - 25 Credit Plan (entered high school in 2009 or thereafter)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0</td>
</tr>
<tr>
<td>Laboratory Science (See science section)</td>
<td>3.0</td>
</tr>
<tr>
<td>Government</td>
<td>0.5</td>
</tr>
<tr>
<td>United States History &amp; Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>World History &amp; Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>Economics</td>
<td>0.5</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td>New Mexico History</td>
<td>0.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives*</td>
<td>9.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25.0</td>
</tr>
</tbody>
</table>

*Students must take:
- one credit of an Advanced Placement, honors, dual credit, or distance learning course
- one unit of a career cluster course, workplace readiness course, or a language other than English

Most colleges and universities require 2-4 credits of the same modern, classical, or native language.

**DISTANCE LEARNING**

Blended online course instruction is delivered in both face-to-face and online settings. Students are required to complete assignments and take exams as described in the course syllabus. Computer labs are available on site for students who do not have access to technology at home. Space is limited in all classes, with priority given to seniors who are lacking the distance learning graduation requirement. Students wishing to enroll in one or more classes must meet with their counselors to obtain a permission form prior to the registration period. Registration is the same process for online courses as face-to-face courses at each school.

Online courses are also available through eCADEMY, an APS School of Choice. eCADEMY registration is held during the second week of each semester. There is a non-refundable enrollment fee for each course.

We recommend students not take more than 3 online courses at one time, or if this is their first experience, students should only enroll in one class.

**See your counselor for more information and before registering for any courses.**

**CAREER CLUSTER AND WORKPLACE READINESS COURSES**

A career cluster course, a workplace readiness course, or a modern, classical, or native language course meets one of the high school graduation requirements.

A career cluster course is an identified career-technical education course. These courses are part of an aligned, sequential series of classes within a related grouping of occupations in a given industry sector. Completing a series of career cluster courses may result in industry-recognized certification or a post-secondary degree and add relevance to the high school curriculum.
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.”

**THE NEXT STEP PLAN**

Completion and annual revision of a Next Step Plan (NSP) is a New Mexico Public Education Department graduation requirement. The purpose of the Next Step Plan is to involve pertinent people in each student’s life (the student, the student’s parent(s) or guardian(s), school counselor, school advisor, and others as appropriate) who work collaboratively with the student in developing goals and plans that prepare the student for a prospective career and personal future. The NSP is a living, working document, reviewed and updated annually, culminating during the 12th grade year in a transition plan for a post-secondary or career related future.

**SPECIAL EDUCATION PATHWAYS FOR GRADUATION**

There are three pathways by which Special Education students may earn a diploma: the Standard, Career, and Ability pathways, described below. The pathway selected for each student is based on his or her Individual Education Plan (IEP).

- **Standard Pathway** – students must meet the standard graduation requirements and pass the graduation assessment.
- **Career Pathway** – students must earn the total number of credits required for graduation, but the credits don’t have to be those courses specified by the Public Education Department for graduation. Students must take the graduation assessment and earn the cut scores determined in their IEPs. Students must also complete career goals determined in their IEPs.
- **Ability Pathway** – students must earn the total number of credits required for graduation, complete goals determined in the IEP, and complete the Alternate Graduation Assessment.

The registrar works with the Special Education Head Teacher and Transition Specialist to verify eligibility for graduation.

**GRADE LEVEL CLASSIFICATION**

Students must earn a set number of credits before they are classified at the next grade level. The following table illustrates the number of credits required for classification at each grade level.

<table>
<thead>
<tr>
<th>To Be Classified</th>
<th>Credits Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Grade</td>
<td>6</td>
</tr>
<tr>
<td>11th Grade</td>
<td>13</td>
</tr>
<tr>
<td>12th Grade</td>
<td>19</td>
</tr>
<tr>
<td>Graduate</td>
<td>25</td>
</tr>
</tbody>
</table>

During the summer, the school reclassifies students (keeps them in the same grade) who have not earned enough credit to move to the next grade.

**EARLY GRADUATES**

Students who wish to graduate before their graduating class should be aware of the following requirements:

1. Students must declare their plans to their school counselor during the period of time between the beginning of their sophomore year and before the start of the second semester of their junior year.
2. Students must enroll in senior classes (English 12, a fourth math course, government and economics) during their graduating (3rd) year. Failure to do so will jeopardize their plans for early graduation.
3. Early graduates must take and pass the 11th grade NMSBA (New Mexico Standards Based Assessment)/HSGA (High School Graduation Assessment). They will be classified as juniors when the diploma is granted.
4. Students completing graduation requirements at mid-year may participate in the spring commencement and receive their diplomas at that time. Diplomas are not issued mid-year.
5. Students who complete graduation requirements at mid-year must follow withdrawal procedures at the end of Semester I.

CLASS RANKING
After grade point averages (GPAs) are calculated for all students, the students in each graduating class are ranked in order and assigned their class rank. The student with the highest GPA in a class is ranked number one in the class, the student with the next highest GPA is ranked number two, and so on. Students with the same GPA receive the same rank. The preliminary ranking for seniors is usually available shortly after October 1st. The official ranking occurs after the 8th semester. If you are applying for early college admission, simply indicate that official ranking will be available at a later date.

DIPLOMAS
Your legal name should appear on your school records and your diploma. If your name is incorrect or misspelled, please notify the registrar. A graduation list will be available in mid spring before diplomas are ordered. Students are responsible for checking the list to make sure their names are on the list and spelled the way they want them to be printed on the diploma.

21ST CENTURY SKILLS
Background: The APS Academic Plan provides a framework for a district direction, setting priorities, reallocating resources, creating new schools and management systems, and building the capacity of our staff. As part of the Albuquerque community, APS enjoys strong relationships with many important groups including business leaders, politicians, community activists, and our parents. These groups share common beliefs in terms of expectations for our schools and the quality of education delivered to our young people. As part of our curricular plan, we have conducted formal and informal research within our business and workforce communities. Results of this research point out that our business community is united around the idea that students need certain skills to be successful and compete in today’s global workforce. At the core of these skills are critical thinking and problem solving abilities. At APS we call these the “21st Century Skills.”

The “21st Century Skills” include:

On an academic level, every child in our district will:

- Read by the third grade
- Complete the 8th grade with essential reading, writing, and math skills
- Complete Algebra I successfully at the 9th grade

Upon graduation, every child in our district will be college or career ready, with these skills:

- Critical thinking and problem-solving ability
- Collaboration and teamwork skills
- Adaptability
- Initiative
- Effective oral and writing abilities
- The ability to access and analyze information
- The ability to create and imagine

Using this list as a benchmark for critical thinking and problem solving, APS has intertwined a mixture of skill and knowledge practices for students. The challenge is delivering content and skills in a rich way that genuinely improves outcomes for all APS students.
EXIT EXAMS AND OTHER TESTING INFORMATION

Every high school student graduating in 2015 or later must take and pass the state standards based assessment in Reading, Math, and Science. Students must reach a set score on each part:

- 1137 in Reading,
- 1137 in Math OR
- 2273 in ELA and Math combined and
- 1138 in Science

Students will have more than one (1) chance to pass the state standards based assessment (SBA):

- 10th grade (ELA and Math)
- 11th grade (ELA, Math, Science)
- 12th grade (ELA, Math Science)

Students must also pass an end of course test in Writing administered in grade 11 and again in grade 12.

For Social Studies students must pass ONE of these: end of course exams in Economics, Government, NM History, World History, US History.

Alternate Demonstration of Competencies

Students who are not able to demonstrate their competencies in these five areas have an alternative pathway – the alternate demonstration of competencies (ADC). These are ways to show skills for graduation instead of the SBA. ADCs are available to students once they have taken the SBA each time it is offered.

If students do not pass the SBA in math or do not reach the combined score needed in reading and math to pass math there is an alternative pathway. If students have taken and passed an Algebra II course, they may use the Algebra I end of course exam if they have taken but not passed the SBA math each time it has been offered.

These are optional tests for all students but may serve as students’ ADC if they need an alternative to the SBA.

1. **PLAN** – 10th graders – pre-test for the ACT which gives students information on their strengths and weaknesses to help them prepare for the ACT. It includes a career interest inventory.
2. **PSAT/NMSQT** – 11th graders – pre-test for the SAT and qualifying test for National Merit Scholarships, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program. 10th graders may elect to participate in the PSAT to qualify as a National Merit Semi-Finalists.
3. **ACT** – 11th and 12th graders – required for admission to colleges and universities accepted at all New Mexico schools.
4. **SAT AND SUBJECT TESTS** – 11th and 12th graders – college admission test preferred by some out-of-state colleges and universities.
5. **ADVANCED PLACEMENT (AP) EXAMINATIONS** – may result in college credit and advanced placement in the college program, depending on the student’s scores and the each college’s specific policy.
6. **ACCUPLACER** – 9th -12th graders – Exams in reading, English, math and writing that determine course placement in the community college program.
7. **IB OR INTERNATIONAL BACCALAUREATE EXAMS** – for students attending an IB program and participating in the IB exams; these exams may serve as an ADC.

If a student transferred to an APS high school from another state he/she may be able to use that state’s exit exam scores to meet these requirements.
Special Education
Graduation requirements, including passing scores on the exit exams, may vary for students with an Individualized Education Plan. Contact your school’s special education department chair for more information.

Graduation Requirements
Students will find all of the graduation requirements in a chart and all the scores they must meet for each test to use as their ADC on the APS website. Make sure students use the chart that matches their graduation year.

Our counselors recommend the following testing schedule for students:
- Sophomores take the PLAN in October.
- Juniors take the PSAT in October for qualification for the National Merit Scholarship Program, National Achievement Scholarships for Outstanding Black Students, and the National Hispanic Scholar Recognition Program.
- Juniors take the ACT and/or the SAT in April/May/June.
- Seniors retake the ACT and/or the SAT in September or October if need for a better representation of the students’ academic achievement.

Other Assessments
Other assessments of scholastic aptitude and vocational interests are available through the counseling office. One example is the Armed Services Vocational Aptitude Battery (ASVAB).

Other information that follows is general information about applying to 4 year colleges. Some of the information may not relate directly to CCHS students. For example, because CCHS students are taking CNM college classes, Honors or AP courses are not offered. Also, changes may occur concerning the New Mexico Lottery Scholarships based on decisions made by the New Mexico legislature. Please visit our counselor if you have specific questions about the information in this section of the catalog.

COLLEGE INFORMATION

COLLEGE PREPARATORY PROGRAMS
Admission requirements vary widely among colleges and universities; consequently, students and their parents are urged to research entrance requirements for specific institutions. For example, some universities require a fine arts credit for admission; some colleges and universities calculate grade point average (GPA) for core courses only. School counselors are helpful in providing college information. Students and parents are encouraged to visit the counseling link on the school website for more information.

COLLEGE PREPARATORY PROGRAM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>English or Honors/Advanced Placement</td>
<td>4</td>
</tr>
<tr>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td>Algebra I or Honors Algebra I, Geometry or Honors Geometry, Algebra II or Honors Algebra II, a fourth credit of math</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>US History and Geography or Advanced Placement US History, World History and Geography or Advanced Placement World History, Economics or Advanced Placement Microeconomics or Macroeconomics, Government or Advanced Placement US Government and Politics, an additional elective</td>
<td>4</td>
</tr>
<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>Biology, Chemistry, Physics, Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics</td>
<td>3-4</td>
</tr>
<tr>
<td>Modern, Classical or Native Language:</td>
<td>Most colleges require the same language</td>
</tr>
</tbody>
</table>
COLLEGE PREPARATION AND ADVANCEMENT OPPORTUNITIES

Students should obtain information from their prospective college to determine whether the school participates in and awards credit through the Advanced Placement (AP) and/or the College Level Examination Program (CLEP) examinations. School counselors have more information on both programs. Please note this is for colleges and universities, not high schools.

ADVANCED PLACEMENT (AP) PROGRAM

Many colleges and universities participate in the College Board Advanced Placement Program. The program grants advanced standing in courses and credit for college courses through AP examinations administered at our school in May of each year. Students may receive advanced placement or credit from a participating college or university based on their examination performance.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Many colleges and universities participate in the College-Level Examination Program (CLEP), which allows students to gain advanced standing and college-level credit to fulfill basic graduation requirements and/or accelerate their program of study to graduate early. There are two kinds of CLEP examinations. The general examinations are given in the areas of English composition, humanities, natural sciences, mathematics, and social sciences. The subject examination is used to award credit in specific college courses. The colleges and universities administer the examinations.

DEPARTMENTAL EXAMINATIONS

In some cases, students may receive advanced placement and college credit by passing a department qualifying examination at a college or university. Students should approach their prospective college for specific information.

NEW MEXICO FIRST SEMESTER* AND LOTTERY SCHOLARSHIPS

IMPORTANT NOTE: New Mexico postsecondary institutions have different criteria for accessing this scholarship money (different admission deadlines for receiving these awards, semesters in which these awards can be used, exams that must be taken prior to receiving the awards, financial aid applications that must be completed prior to receiving the awards etc.). Students should check with the post-secondary institution to which they are applying for scholarship criteria.

Students have an opportunity to earn a first semester scholarship to New Mexico public post-secondary institutions of higher education. To earn this scholarship, students must:

- be a New Mexico high school graduate,
- have a high school GPA as determined by the post-secondary institution,
- be a New Mexico resident,
- complete admission requirements and be admitted to a New Mexico public post-secondary institution of higher education and
- enroll in a degree granting program with at least 12 credit hours.

The New Mexico State Lottery Scholarship is a tuition scholarship for New Mexico high school graduates attending a New Mexico public post-secondary institution of higher education. The scholarship covers tuition (not including fees). It is available for up to 8 consecutive semesters or until the student graduates, whichever comes first. Only 4 semesters may be used at a two-year institution. In order to qualify for the Lottery Scholarship you must (at minimum):

- be a New Mexico high school graduate– spring 1996 or later,
- be a New Mexico resident,
- have had full-time enrollment (minimum of 12 credit hours-Fall/Spring) at a NM public post-secondary institution of higher education the semester immediately following graduation, and
• maintain a minimum 2.5 GPA and be enrolled for a minimum of 12 hours each semester, excluding summer.

*Post-secondary schools have different titles for this first semester scholarship (e.g., Bridge Scholarship, NM Lottery Success Scholarship, NM Legislative Lottery Scholarship).

**NATIONAL COLLEGIATE ATHLETIC ASSOCIATION – NCAA**

National Collegiate Athletic Association (NCAA) requirements apply to students who plan to participate in athletics at the college level. The NCAA was established in 1906 and serves as the athletics governing body for more than 1,300 colleges, universities, conferences and organizations. The national office is in Indianapolis, but the member colleges and universities develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions: Division I, Division II, and Division III. One of the differences among the three divisions is that colleges and universities in Division I and II may offer athletic scholarships, while Division III colleges and universities may not. NCAA guidelines specify which courses qualify as NCAA core courses and what college entrance scores and grade-point averages are required to participate in college athletics. Online, virtual, software-based credit recovery, independent study and correspondence courses must meet NCAA guidelines in order to qualify as NCAA core credit. **Students are responsible for adherence to NCAA course guidelines.** Athletes should consult with the Athletic Director for assistance. For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

**PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES AND ATHLETICS**

CCHS students may participate in the extra-curricular and co-curricular activities as well as athletic programs offered at their home school.

Participation in extra curricular activities is governed by the New Mexico Activities Association which specifies that students meet and maintain the following requirements:

- Students must be enrolled in a minimum of four classes.
- Students must attain and maintain a grade point average of 2.0 or better on a 4.0 scale.
- Students must maintain excellent attendance.
- Students may not fail more than one class per grading period.

If a student does not meet and maintain these requirements, he or she will be ineligible for participation in extra-curricular activities, including athletic participation, for the following six-week grading period.

**SUMMER PROGRAMS**

Albuquerque Public Schools offers summer programs to meet the academic needs of students. Students are provided with academic intervention, remediation, or academic advancement.

The emphasis of the summer intervention program in high school is to keep students on target for their original graduation date. Tuition is charged. However, students who qualify for the Free and Reduced Lunch Program are eligible for tuition and fee discounts. A Free and Reduced Lunch Program (FRLP) application must be completed during the school year. Please apply for the FRLP on line at https://fsedocs.aps.edu/Ifservlet/Letter_ENG (English), or https://fsedocs.aps.edu/Ifservlet/Letter_SPA (Spanish). Summer programs are held at several centrally located high school campuses in the city. They begin within two weeks after the close of the regular school year. For face-to-face courses, there are two 4.5 hour periods daily, each period consisting of a three-week period during which a one-half credit can be earned per course. Online courses are offered at eCADEMY with three 4.5 hour periods daily. Registration for summer school begins in May by district high school counselors and continues the first week of June at the Alice and Bruce King Educational Complex (APS City Center).

Visit the APS website, www.aps.edu (On the APS home page, in the red rectangle entitled “Students,” click on summer programs and follow the links.), or contact the Summer Program staff for more information (505) 855-9870.
SCHOOLS OF CHOICE

APS provides Schools of Choice, small high schools that deliver programs of study, which by definition are in some way different from the traditional comprehensive high school. The College and Career High School is a school of choice. Specific questions about course offerings and programs available at each School of Choice can be answered at the school site. Contact the school for additional information.

Career Enrichment Center (CEC)

807 Mountain Rd NE, Albuquerque, NM 87102 (505) 247-3658

The Career Enrichment Center (CEC) offers APS-approved classes to students enrolled in other APS traditional and charter schools. Students take their core classes at their home high school and may take elective classes at CEC. CEC is not a diploma-granting institution, however courses completed are posted directly on the student transcript.

Program Features: As an APS magnet school, CEC provides students with many opportunities, from beginning to advanced-level work, for in-depth career focused learning. Students can chose unique courses from a wide-range of career areas, many of which include hands-on experiences working in one of CEC’s specialized laboratories. Students may select courses in Medicine, Film, Computer Science, Science, Engineering, Business, Languages, and Trades. CEC also offers internship classes and is the only APS high school that offers Chinese and Japanese language classes, Cosmetology, and has a nationally accredited LPN Program. Additionally, CEC offers many CNM dual-credit courses, some of which are integrated into CEC course offerings. Please contact CEC for a list of these classes.

Student Profile and Services: CEC’s programs attract a wide variety of students from all geographic areas and socioeconomic groups throughout APS. Students with exceptional potential, motivation, or specialized interests have the opportunity for in-depth career exploration. Meeting the needs of a diverse student body in college-readiness, career exploration, career preparation, internships, dual enrollment, and leadership development is an integral component of CEC’s curriculum and course offerings.

Student Enrollment: Enrollment in CEC courses varies by program. Applicants must have a strong academic background and specific skills related to course requirements. Students are selected on the basis of their grades, resume, references, and field experience. Applications for the fall semester may be submitted as early as February 1st. Early application allows time for the instructors to interview applicants when necessary. Applying to CEC occurs at pre-registration. During pre-registration at the home high school, a representative from the CEC will present information about course offerings and will assist students in the application process. Students may also register online for courses via CEC’s website. Pre-requisites and recommendations for specific courses can also be found on the website.

Early College Academy (ECA)

807 Mountain Rd NE, Albuquerque, NM 87102 (505) 247-3658

The Early College Academy (ECA) is the sister high school of the Career Enrichment Center (CEC). ECA is a diploma-granting college-preparation institution.

Program Features: The Early College Academy (ECA) is a magnet high school focused on college preparation. Core academic classes are offered in the morning so that students may take a full load of CEC, UNM, or CNM classes in the afternoon. UNM and CNM classes may apply toward an associate or university degree. ECA’s small-school environment offers students an intimate and personalized college-readiness learning experience.

Student Profile and Services: ECA attracts a wide variety of students from all geographic areas and socioeconomic groups in Albuquerque. Students of exceptional ability, motivation, and potential have the opportunity to earn college credit while working toward a high school diploma. Because of the school’s structure, ECA does not offer specialized classes or other services traditionally offered at comprehensive high schools: there are no ESL, gifted, or special education classes.
ECA graduation requirements exceed those required by most APS comprehensive high schools. ECA students have access to the CEC bus; therefore, transportation is provided to and from student’s neighborhood high schools.

Student Enrollment: Students who are interested in a challenging curriculum with nightly homework should apply for admission to ECA. Students must reside in the Albuquerque Public Schools District to be eligible to attend ECA. Residency documentation must be provided during the registration process. Because of space limitations, student enrollment is limited to a maximum of 50 students per grade level for a maximum enrollment of 200. The school maintains a “waiting list” if interest exceeds space. Students may apply for admission to ECA by contacting the school’s counselor or administrative staff.

eCADEMY

5300 Cutler NE, Albuquerque, NM 87110 (505) 247-4209

eCADEMY is an APS online program that allows students to retake courses previously failed at their home high schools.

Program Features: The majority of courses at eCADEMY are offered online. Students taking online classes are still required be on campus for orientation, exams and additional course work. Computer labs are available on site for students who do not have access to technology at home. Space is limited in all classes, with priority given to seniors.

Student Profile: eCADEMY students are considered part time and must be enrolled full time at an APS high school. There are no full time students at eCADEMY. Over 1500 part time students enroll in eCADEMY classes each semester.

Enrollment Information: Students wishing to enroll in eCADEMY classes must meet with their counselors to be registered. There is a non-refundable registration fee of $15 per half credit course.

Freedom High School

5200 Cutler Ave. NE, Albuquerque, NM 87110 (505) 884-6012 or (505) 816-9500

Freedom High School is a diploma-granting School of Choice in the Albuquerque Public Schools. The school is accredited, and students must fulfill all the graduation requirements set for high schools by the Albuquerque Board of Education and the State of New Mexico.

Program Features: Freedom High utilizes an advisement system where students have a daily advisory class with their advisors who have a mentorship role. Advisors work closely with parents from enrollment to graduation to support students in graduating from high school with a plan for their future. The advisement program allows students to earn credit for work or volunteering and enjoy job-shadowing experiences in line with their career interests.

Student Profile and Services: Freedom’s academic program provides educational services for students in grades 10-12 who have determined they may benefit from a personalized small school setting. Students come to Freedom having faced a variety of barriers to earning their high school diploma, but all have a determination to graduate. The program is semi–self-progress and allows students to recover credits, move forward, and in many cases graduate on time or early.

Enrollment Information: Students must be a sophomore or higher in credits to enroll at Freedom High. The enrollment process starts with a placement exam to determine reading and math skills and the need for support classes in these content areas. Students and their parents are then scheduled to come to an interview and orientation where they can further discuss the student’s needs, school policies, and determine if the school is a fit for them. Call the school office for placement exam times, further information, or to begin the enrollment process.
New Futures School

5400 Cutler NE, Albuquerque, NM 87110 (505) 883-5680

Classes at New Futures lead toward a high school diploma. Course offerings are standardized as prescribed by the Albuquerque Public Schools. Students are expected to meet all standards and benchmarks in the core curriculum content.

Program Features: New Futures also offers Plato, a math tutoring lab, AP classes and College and Career Counseling. A variety of elective classes are offered. Some of the elective classes focus on child development, parenting and health. These electives are designed to help pregnant and parenting teens have a healthier pregnancy and acquire good parenting skills.

Student Profile and Services: New Futures School is open to all pregnant and parenting students, male and female, in grades 6-12 who live in the Albuquerque Public School District. New Futures provides transportation, small classes, a fully staffed health clinic with UNMH for moms, dads and babies, an on-campus WIC office and a 4-Star childcare center where students can interact with their children. Daycare is available on a first-come, first-served basis.

Enrollment Information and Schedule: The schedule at New Futures is comprised of four classes a day, five days a week for 9 weeks. There are four 9-week terms in the school year. Students can earn up to 2 credits each term for a total of 8 credits each year. Students can transfer in at the beginning of each 9-week term.

nex+Gen Academy

5325 Montgomery NE, Albuquerque, New Mexico 87109 (505) 883-7222

The nex+Gen Academy offers a diploma-granting program that fulfills all of the requirements set for high schools by the state of New Mexico and by Albuquerque Public Schools.

Program Features: The small school of choice opened in the fall of 2010 on the Del Norte High School campus. A public high school with a capacity of 400 students, nex+Gen provides a personalized educational experience that supports student success in a rigorous program of studies that prepares students for college and career.

Student Profile and Services: nex+Gen Academy offers a unique teaching and learning system based on the proven national model established by the New Tech Learning Network. Students work together collaboratively to solve complex, real-world problems. Classes are integrated, allowing students to make authentic connections among subject-matter disciplines. Learning at nex+Gen Academy is rigorous, standards-driven, and project-based. Utilizing cutting-edge technology in a one-to-one environment, students develop a wide range of critical thinking skills that prepare them for success in college and the workplace. In addition to their experiences within the classroom, all students graduate with community service experience, mentorship experience, and six hours of dual college credit.

Enrollment Information: Enrollment is determined by self-selection by families that are committed to the unique features and expectations of the school. A typical and successful nex+Gen student is: Self-directed and excited in learning; interested in taking ownership in their learning; able to enjoy a small school community; willing to benefit from learning that is rigorous, standards-driven, and project-based.

School on Wheels

*Main Campus: 129 Hartline SW 87105 (505) 243-2395
*Western Trails Campus: Unser and Western Trails, 6440 Western Trails Blvd 87120 (505) 877-0201

Graduates of the School on Wheels receive a high school diploma. The school is accredited, and students must fulfill all of the requirements set for high schools by the Albuquerque Board of Education and the State of New Mexico.
**Program Features:** School on Wheels is a School of Choice, offering a work-study/credit recovery program. The program requires a Senior Portfolio presentation as part of the exit criteria. Each graduating senior must present a portfolio to a panel of guests and teachers in order to meet school graduation requirements.

**Student Profile:** The school accepts students from ages 16-20 years of age. If students are working, they attend school for 5 core credits required for graduation. The other two credits are elective credits received for working. If students are not working, they must take credit recovery or elective classes in order to fulfill the other 2 credits that should be earned each school year.

**Enrollment information:** If a student is interested in enrolling at the School on Wheels, he or she must attend an “intake” meeting with the principal. At this orientation meeting it is determined whether the student meets the enrollment criteria. If a student is accepted, he or she is placed on one of five teams headed by a team leader who also serves as an advisor. Teams meet daily for approximately 15 minutes before attending their regular scheduled classes. The team concept is vital to the philosophy of School on Wheels. There are a limited number of openings at both campuses. Our goal is to have a maximum of 15 students per team leader. If interested in interviewing for one of the openings, please contact Lisa Madril, school receptionist, and set up an intake/orientation meeting with Mr. Pena, the school principal.

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**Sandia International Baccalaureate Diploma Program**

**Sandia High School, 7801 Candelaria NE, Albuquerque, NM 87110 (505) 294-1511**

The International Baccalaureate Diploma Program (IB) is designed as an academically challenging and balanced program of education with final examinations that prepare students for success at the university level and beyond. The program is taught over two years (junior and senior year) and has gained recognition and respect from the world’s leading universities. The IB Program is unique in that it provides a liberal arts, interdisciplinary education leading to a diploma, which is recognized throughout the world.

**Program Features:** IB Diploma students pursue studies in English, foreign language, experimental sciences, mathematics, social studies, and an arts elective over two years. Students complete assessment tasks in the classroom, which are scored by their teachers, and then moderated by IB. Additionally, students take written examinations at the end of the program, which are marked by external IB examiners.

**Enrollment information:** Sandia’s IB program is open to all high school students in the area as well as surrounding private school students. Students will be required to take an entrance assessment, provide teacher recommendations, and participate in a personal interview prior to admittance.
CCHS COURSE OFFERINGS

GENERAL ELECTIVE

Service Learning
Course Number: 53012  Grade: 10, 11, 12  Credit: 1.0

Important Notes: This course satisfies the graduation requirement that a student must earn one (1) career cluster, workplace readiness or language credit. The goal for this class is to provide a program that connects learning with academic study by helping the student transfer knowledge and skills from one setting to another and deepens his/her understanding of how we can all work together to make our communities better.

Course Description: Service Learning is designed to provide the student with opportunities to use academic lessons in a real-world context. This course develops skills and abilities in problem solving, decision making, critical analysis, collaboration, and team building. The goal is for the student to design one or more service projects that engages him/her in action research and that identifies a community need. Through this process, he/she enhances his/her social, personal, and career development and gains a sense of civic responsibility and understanding of diversity and mutual respect among all participants. Areas of study include, but are not limited to, preparation and planning, research, action, celebration, and evaluation. Literacy strategies are integrated throughout the course.

LANGUAGE ARTS

English 10
Course Number: 25041  Grade: 10  Credit: 1.0

Prerequisites: Successful completion of English 9

Course Description: In English 10, the student surveys and samples a wide variety of multi-cultural literature of the world from diverse authors, various time periods, and various genre. The student studies and considers a broad spectrum of themes and perspectives from around the globe and makes connections to his or her own ancestry and to the ancestry of other peoples of the world. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

English 11
Course Number: 25051  Grade: 11  Credit: 1.0

Prerequisites: Successful completion of English 10

Course Description: In English 11, the student surveys selections of the literary history of America using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from the Colonial Period (1607 – 1765) to the Post-Modern Period (1970 – Present) including political and social history and literary movements within each period. With a thematic approach, the student surveys selections of American literature across time grouped by themes (e.g. Struggle for Independence, the American Dream, Individual Thought and Action.) With a genre approach, the student surveys various time periods and themes in American literature through selected genre across time periods (e.g. early journals, poetry, verse, sermons, oratory, short stories, novels, and plays). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of U.S. History and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.
English 12
Course Number: 25061  Grade: 12  Credit: 1.0

Prerequisites: Successful completion of English 11

Course Description: In English 12, the student surveys selections of the literary history of the world/Great Britain using a particular approach designed by the teacher and supported with appropriate instructional materials. With a chronological approach, the student surveys selected samples from B.C. – A.D. to the present including political and social history and literary movements within each period, (e.g. Celtic and Roman, The Anglo-Saxon, Medieval, Renaissance, Age of Reason, Romantics, Victorians, Modern, etc.). With a thematic approach, the student surveys selections of world/British literature across time grouped by themes (Storytelling, Expanding Horizons, Conflict and Turning Points, etc.). With a genre approach, the student surveys various time periods and themes in world literature through selected genre across time periods (e.g. mythology, legends, epics, journals, poetry, verse, plays, novels, short stories, etc.). With a humanities or interdisciplinary approach, the student makes connections to corresponding time periods and themes through the study of World History, and/or other subject areas. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of language arts, through writing and research (50% of the course), and through the use of technology as a learning tool.

MATHEMATICS

Geometry
Course Number: 35040  Grades: 10, 11, 12  Credit: 1.0

Prerequisites: Successful completion of Algebra I.

Course Description: In Geometry the student learns abstract and logical thinking through inductive and deductive reasoning. The student uses lines, planes, polygons, circles, and three-dimensional figures for representing and solving a variety of problems. The student uses calculators, computers and software programs (e.g. Geometer’s Sketchpad, Cabri Geometry), construction tools (e.g. compass, protractor, straight edge), and graphing utilities as tools in problem solving. Other areas of study include global processes; algebra, functions, and graphs; and data analysis and probability. Literacy strategies are integrated throughout the curriculum.

Algebra II
Course Number: 36040  Grades: 10, 11, 12  Credit: 1.0

Prerequisites: Successful completion of Geometry.

Course Description: In Algebra II the student learns to extend and develop the concepts studied in Algebra I and Geometry and is introduced to more advanced topics such as relations, functions, conic sections, and exponential and logarithmic functions. Also, he/she pays more attention to the study of systems of equations including quadratic systems, inequalities, and absolute value relations. Other areas of study are geometry and data analysis and probability. The student applies problem-solving techniques throughout the course as an integral part of the subject.

Transitions to College Mathematics
Course Number: 38010  Grades: 11, 12  Credit: 1.0

Prerequisites, Important Notes & Fees: Successful completion of Algebra II. This course requires student access to a graphing calculator.

Course Description: In Transitions to College Math the student approaches the basic concepts and techniques from Algebra I and Geometry through numerical computation in concrete problem settings. Graphing is used to strengthen numerical intuition and to give concrete representation of functional relationships. The goal is to increase the readiness of the student to do college-level work in mathematics, and therefore, to open career options to him/her that might otherwise remain closed.
Pre-Calculus (previously Math Analysis)
Course Number: 38040 Grades: 10, 11, 12 Credit: 1.0

Prerequisites, Important Notes: Successful completion of Algebra II. This course requires student access to a graphing calculator.

Course Description: In Pre-calculus the student applies advanced algebraic concepts and problem-solving techniques, with and without technology, to find the solution of polynomial equations and inequalities. Areas of study are linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their graphs, systems of equations and sections, sequences, and series, probability and statistics, and limits. The student uses reasoning skills to investigate application models.

SCIENCE

Students are required to have three credits of science to earn a standard New Mexico high school diploma. Students must select one course from each of the columns in the A/B/C column structure, OR take Biology, Integrated Physics/Chemistry and any other science course, OR take Biology, AP Environmental Science and any other science course.

<table>
<thead>
<tr>
<th>A Courses Life Sciences</th>
<th>B Courses Chemical Sciences</th>
<th>C Courses Physical Sciences</th>
<th>Science Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology I</td>
<td>Chemistry I</td>
<td>Physics I</td>
<td>Biology II</td>
</tr>
<tr>
<td>Biology I Bilingual</td>
<td>Chemistry I Bilingual</td>
<td>Physics I Bilingual</td>
<td>Chemistry II</td>
</tr>
<tr>
<td>AP Biology</td>
<td>Geology</td>
<td>AP Physics B</td>
<td>Physics II</td>
</tr>
<tr>
<td>Eco-Biology</td>
<td></td>
<td>AP Physics C</td>
<td>Geology</td>
</tr>
<tr>
<td>Botany (CEC)</td>
<td></td>
<td>Astronomy 1 (CEC)</td>
<td>Geology/Astronomy II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geology/Astronomy 1 Intro. To Forensics (CEC)</td>
<td>Anatomy &amp; Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marine Science (VHS)</td>
<td>Pre-Engineering Electronics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Engineering Physics</td>
<td>Photonics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EMT (CEC)</td>
<td>Digital Circuitry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forensics (CEC)</td>
<td>Micro-Biology (CEC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Physics (CEC)</td>
<td>Veterinary Medicine (CEC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nursing Sciences I (CEC)</td>
<td>Advanced Medical Research Techniques (CEC)</td>
</tr>
<tr>
<td></td>
<td>Integrated Physics/Chemistry</td>
<td>AP Environmental Science</td>
<td>Nursing Assistant (CEC)</td>
</tr>
</tbody>
</table>

Plan I: ABC
Students select one course from each column in the current A/B/C column structure.

Plan II: Two Plus
Students select
1. One course from column A
2. Integrated Physics/Chemistry
3. Plus any other science course

Plan III: Advanced Placement – AP
All AP science courses receive core science credit.
Options:
1. 1 AP life science + 1 course from either column B or C + any other science course
2. 2 AP courses (1 life and 1 physical) + any other science course
3. 3 AP science courses (1 of which should be a life science)

Note: The College Board Designates AP courses as offerings to be taken after introductory high school science course(s).

Students who choose AP courses will be taking the most academically demanding courses the district offers. Students will receive career guidance and planning assistance, so they do not take more AP classes than they can comfortably handle.
Chemistry I (Analytical)
Course Number: 42121 Grades: 10, 11, 12 Credit: 1.0

**Important Notes & Fees:** It is strongly recommended that the student has successfully completed Algebra I prior to taking Chemistry I. This course meets college entrance requirements.

**Course Description:** This laboratory course exceeds state standards and offers extended opportunities for students. It provides preparation for all subsequent science course including Advanced Placement courses. The student investigates substances and how they react with one another. Concepts of study include, but are not limited to, scientific measurement, properties and structures of matter, atomic theory, classification and periodic trends, bonding theory, chemical reactions (e.g., general types, acid/base, redox), rates, equilibrium, stoichiometry, energy, (e.g., EMR, bonding), nuclear chemistry, and solubility. In addition the student learns how chemistry and Earth and space science are related by studying electromagnetic radiation, radioactivity, the structure of the Earth, and the groundwater. Scientific thinking and practice (e.g., extensive laboratory activities, critical thinking, problem solving), science and society, and literacy are integrated in all science courses.

Physics I (Analytical)
Course Number: 43121 Grades: 10, 11, 12 Credit: 1.0

**Course Description:** This laboratory class is designed to exceed state standards and offer extended opportunities for students. It provides preparation for all subsequent science course including Advance placement classes. The student investigates topics of study that include, but are not restricted to, principles of motion, gravitation, heat, light, sound, electricity and magnetism, forces of nature, plate tectonics, and cosmology. As appropriate these topics are examined at scales ranging from atomic to astronomical. The focus is on conceptual understanding and mathematical relationships and applications. Literacy strategies are integrated throughout the curriculum.

**SOCIAL STUDIES**

World History/Geography
Course Number: 12019 Grade: 10 Credit: 1.0

**Important Notes:** World History and Geography is a required course for graduation.

**Course Description:** World History encompasses the study of diverse regions, cultures, communities, religions, institutions, and their development, growth, and interactions since the Renaissance. This course emphasizes continuity, as well as changes over time, and the technological, and political trends, culminating in our present world. Reading, writing, speaking and research strategies are integrated throughout the course.

US History/Geography
Course Number: 12019 Grade: 11 Credit: 1.0

**Important Notes:** US History and Geography is a required course for graduation.

**Course Description:** United States History is a survey course with a focus on post-Reconstruction United States (1877 – Present). Major emphasis is placed on American society, culture, and politics. The student uses critical thinking skills to demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Government
Course Number: 13011 Grade: 12 Credit: .5

**Course Description:** Government is a required course that provides the student with a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. The student analyzes the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. In addition, he/she examines his/her rights and responsibilities as a citizen and how to exercise them as well as experince the political process at local state, and national levels of governments.
Economics
Course Number: 15011  Grade: 12  Credit: .5

Course Description: Economics is a semester course with an emphasis on the allocation of scarce resources and the economic reasoning used by government agencies and by people in various roles. The student examines topics such as scarcity, supply and demand, market structures, the role of government, money, the role of financial institutions, and international trade.
## CCHS Facts to Consider

<p>| Purpose | The College and Career High School (CCHS) is a partnership between Central New Mexico Community College and Albuquerque Public Schools, and is guided by the CCHS Business Council. At CCHS students have the opportunity to earn a college certificate or an associates degree while completing their high school diploma. <strong>Dual graduation</strong> (earning a high school diploma and a college degree or certificate) is the ultimate goal for our students—we help students save time and money as they pursue the college or career path of their choice. You can expect high academic standards. |
| Location | Our high school is on the CNM main campus located in <strong>Building S</strong> on the corner of Coal and Buena Vista. Although our high school classes take place in the S building, students will take college classes in other buildings at CNM. There may even be occasions when students attend classes at other CNM campuses. |
| Calendar | CCHS does not follow APS’s calendar. In general, CCHS follows CNM’s calendar, but high school classes will begin about a week before CNM classes. This is true for both the fall and spring semester. New student orientation is required. As soon as the CCHS’s 2014-2015 calendar is available, it will be posted on our website: <a href="http://www.aps.edu/aps-cnmm">http://www.aps.edu/aps-cnmm</a>. |
| Summer | Summer session is <strong>mandatory</strong>. There is no cost to the student. Students who need to improve their reading and/or math ACCUPLACER score may be required to take a two-week summer Boot Camp. All other students will take CNM classes that further their credits toward their degree/certificate. |
| Grade Levels | CCHS is open to 10th, 11th, and 12th grade. We cannot take 9th graders because the dual credit agreement applies only to sophomores, juniors, and high school seniors. |
| Eligibility | CCHS attracts a wide variety of students from all geographic areas and socioeconomic groups in Albuquerque. Students interested in a challenging academic and career focused program are encouraged to apply. Successful completion of 9th grade and the ACCUPLACER test are required. For details see our course catalog page 5. |
| ACCUPLACER | The ACCUPLACER is a test that assesses your skills in reading, sentence skills (English) and math to determine which college-level classes you are prepared to take. All accepted applicants will be given ACCUPLACER test dates for the summer. These tests are necessary to enroll in CNM courses. If the applicant has already taken the ACCUPLACER, a copy of the scores can be attached to the application. All students must attend summer registration at CNM. |
| Cost | College tuition and registration fees are free to CCHS students. High school classes are also free. Textbook costs for both the high school and CNM are taken care of by APS. However, the student is responsible for any additional fees required to pursue a particular degree/certificate plan which may include tools, uniforms, or software. |
| Transportation, Parking, and Food Services | Students are responsible for providing their own transportation. All CCHS students are eligible to receive a free bus pass for all of the City’s ABQ RIDE bus routes using their CNM ID. Students who drive will need a CNM parking permit. CNM parking lots, both free and paid, require a parking permit. See <a href="http://www.cnm.edu/depts/parking/parking-at-cnm.html">http://www.cnm.edu/depts/parking/parking-at-cnm.html</a> for more information. CCHS does not have a cafeteria, but cold lunches will be available through APS food services. Also, there is a cafeteria on the CNM Main Campus in the Student Services Center where students can purchase food. |</p>
<table>
<thead>
<tr>
<th>Schedule</th>
<th>CCHS does not follow a traditional high school bell schedule. In general, CCHS students attend high school classes in the morning and CNM classes in the afternoon. Expect a college experience: there are no bells announcing the beginning and end of class; your school day may be longer than at a traditional comprehensive high school; you may have evening or even weekend classes; and as you move about campus to go from class to class, you will be unsupervised much of the time. You may have gaps in your day. There are three CCHS morning session classes which run from 7:30am to 12:00pm and afternoon classes that run from 12:30pm to 2:30pm. A student is required to be at school while his or her classes are in session, during Friday Forums, or when appointments have been scheduled with the achievement coach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday Forums</td>
<td>Friday Forums are usually scheduled the first Friday of every month and are for career and college speakers, announcements, and focus groups. During this time students will earn their Milestone Markers and hear about registration information and deadlines. Attendance is required.</td>
</tr>
<tr>
<td>Commitment</td>
<td>CCHS courses run on a block schedule, so this makes mid-year transfers back into a traditional APS high school very difficult. CNM registration occurs three times a year, which makes mid-year transfers into CCHS also difficult. When deciding to come to CCHS you should make a minimum commitment of one year.</td>
</tr>
<tr>
<td>College Culture</td>
<td>Students will be expected to follow CNM’s codes and policies as listed in the CNM website (<a href="http://www.cnm.edu/student-resources/catalog/academic-policy">http://www.cnm.edu/student-resources/catalog/academic-policy</a>). This includes information on issues related to behavior, discipline, dismissal or withdrawal from classes. CNM is a college campus with a college campus culture. Students are expected to be goal-oriented, motivated and prepared to learn in a mature setting. When in a CCHS classroom, the APS Student Behavior Handbook applies. (<a href="http://www.aps.edu/schools/student-rules">http://www.aps.edu/schools/student-rules</a>). When an APS/CNM policy overlap occurs, the more restrictive policy applies.</td>
</tr>
<tr>
<td>FERPA</td>
<td>Students in college courses are treated as adults and are the primary stakeholders of their personal information and grades. Parents will not have direct access to CNM instructors or college grades. CNM abides by FERPA. CNM academic record policies are outlined in the their website: <a href="http://www.cnm.edu/depts/deanofstudents/ferpa.html">http://www.cnm.edu/depts/deanofstudents/ferpa.html</a></td>
</tr>
</tbody>
</table>
| Supports | A key element of the APS partnership with CNM is our achievement coach. The achievement coach is a CNM staff member dedicated to our high school to help students:  
  - develop a graduation degree or certificate plan specific to their individual needs and goals  
  - navigate the CNM class registration process  
  - connect students to the many support services made available through CNM.  
  CCHS Summer Boot Camps are also available. These two week sessions in reading and math are designed to accelerate the students ACCUPLCER scores. Maintaining academic success for both the high school and college is a partnership between CCHS faculty and CNM. Any time a student is struggling to pass a course, the APS and CNM staff and the student will design a plan. |
| Credits, Grades, and Transcripts | All CNM course work, once completed, will be posted on both APS and CNM transcripts. This will become part of the student’s permanent record. Grades W and Audits will show on the student’s permanent high school and college transcript. GPA and successful completion of all registered courses may impact future financial aid. High School elective requirements at CCHS can only be filled by participation in CNM classes. If a student fails an APS or CNM course, a student must, in collaboration with the APS-CNM staff, make arrangements to repeat the course, which may be at a cost to parents. Failure of courses will impact the student’s ability to progress at CCHS. |
| Extra-Curricular Activities | Extra-curricular activities (i.e. band, sports classes, ROTC) are available to students at their home attendance high school. It is the student’s responsibility to make arrangements that do not conflict with CCHS or CNM schedules. Allow time for transportation when planning. |
# Application Form for 2014-2015

<table>
<thead>
<tr>
<th>Steps To Apply to CCHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1. Read “CCHS Facts To Consider”</td>
</tr>
<tr>
<td>□ 2. Fill out the “Application Form For 2014-2015”</td>
</tr>
<tr>
<td>□ 3. Attach an official sealed transcript. Applications will not be accepted without an official transcript. All accepted students will have to provide an additional updated transcript that includes final Spring 2014 grades.</td>
</tr>
<tr>
<td>□ 4. Complete the “Applicants Questionnaire for CCHS” and attach.</td>
</tr>
<tr>
<td>□ 5. Complete the “CNM Dual Credit Enrollment Approval Form”</td>
</tr>
<tr>
<td>□ 6. Drop off your application at:</td>
</tr>
</tbody>
</table>

**College and Career High School at CNM**
525 Buena Vista Dr. SE Building S, Room 103
Albuquerque, New Mexico 87106

*Park at one of our signs in the central lot, east of Building S. See map, back cover of the catalog*

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All applications submitted by April 11th should have a response by May 30th, 2014. After April 11th, rolling admissions will continue through the summer.

## Personal Information

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>First Name</td>
</tr>
<tr>
<td>Home Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Street</td>
<td>City</td>
</tr>
</tbody>
</table>

- Primary Phone (___) ____________
- Email Address

- APS Student ID Number (___)(if available)
- Male ☐ Female ☐
- Student Cell Phone # (___) ____________ Student email
- Current School ______________________ Age
- Anticipated grade level August 2014__________ Date of Birth

## Family Information

<table>
<thead>
<tr>
<th>Mother/Guardian Name:</th>
<th>Primary Phone # (___) ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>Work Phone (<em><strong>) ____________ Cell (</strong></em>) ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Father/Guardian Name:</th>
<th>Primary Phone # (___) ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>Work Phone (<em><strong>) ____________ Cell (</strong></em>) ____________</td>
</tr>
</tbody>
</table>

Who do you primarily live with?  Mom ☐  Dad ☐  Grandparent ☐  Other ☐
Student Applicant Questionnaire for CCHS

Name__________________________________________

Today’s Date ______________________________________

Which career cluster are you interested in?
☐ Business
☐ Hospitality
☐ Health and Biosciences
☐ Engineering Construction and Manufacturing
☐ Other__________________________________________

In your own words, please write your response to the following questions:

What are your career and college goals? What most excites you about these goals?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

What are your academic strengths and weaknesses? What are your favorite and your least favorite subjects? Explain why.
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

How did you hear about the College and Career High School?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Tell us something important about yourself that you would like us to know.
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Welcome to CNM

Enrollment Approval Form

Students are responsible for notifying CNM Admissions of any changes to the high school they are attending. Enrollment verification will be sent by CNM to the student’s high school on file; the high school will notify CNM to disenroll any student they do not confirm as having obtained course enrollment approval from their high school counselor or other official. CNM will send a notification of any course disenrollment to the student’s myCNM email address.

****************************************

Student's Name (please print) _______________________________________________

Student's CNM ID Number (if available) _______________________________________

Student's High School _______________________________________________________

Student's STARS ID Number (if known) _______________________________________

Student’s signature _________________________________________________________

****************************************

Students (if minor) are responsible for obtaining parent approval to be enrolled in the Dual Credit program.

PARENT/LEGAL GUARDIAN SIGNATURE for students less than 18 year of age.

As the parent/legal guardian of this student, I confirm that he/she meets the eligibility requirements for the Dual Credit program and acknowledge the enrollment conditions of this program.

I understand that he/she will be in a college environment and is responsible for being aware of and adhering to all CNM policies.

Print Name ________________________________________________________________

Relationship _______________________________________________________________

parent or legal guardian

Signature and Date _________________________________________________________

****************************************

Please submit to any CNM Admissions Office. Call 505-224-3160 for locations and hours.