



Albuquerque Institute for Mathematics and Science

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

School Address: 933 Bradbury Dr SE, Albuquerque, NM 87106

Head Administrator: Katharina Sandoval-Snider

Business Manager: Jolene Jaramillo

Authorized Grade Levels: 6-12

Authorized Enrollment Cap: 720

Current Enrollment: 383

Contract Term: July 1, 2015 through June 30, 2020

Mission: Albuquerque Institute for Mathematics and Science at UNM is prepared to provide an extraordinary education to students in the Albuquerque metropolitan area who are interested in pursuing careers requiring advanced math science, and technology skills. AIMS@UNM will educate an intellectually single minded blend of culturally, ethnically and economically diverse students in a culture of rigor and strength of fortitude, preparing them for early college entrance; driven by motivation, fueled by innovation and guided by a spirit of public service. It will prepare its graduates for post-secondary education, gainful employment, and leadership in New Mexico's high technology industry.

Analysis of Renewal Application and Renewal Site Visit

PART A:	Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
PART B:	Progress Report provided by the School is attached Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on November 7, 2019. <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence— A-F School Letter Grades Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. Overall NM School Grades SY16 – SY18: A, A, and A	<i>Meets the Standard</i>
1.b	Specific Charter Goals Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> Math proficiency: 80-89% of FAY students in grades 6-11 proficient in math on PARCC Rating for SY19: Falls Far Below the Standard Reading proficiency: 80-89% of FAY students in grades 6-11 are proficient in reading on PARCC Rating for SY19: Meets the Standard 	<i>Demonstrates Substantial Progress</i>
FINANCIAL COMPLIANCE		
2.a	Audit Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. During SY16-SY18, the school had only one audit finding (in SY17).	<i>Meets the Standard</i>
2.b	Board of Finance Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>

CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	Organizational Performance Framework Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> • Indicator 1d. Students with special needs • Indicator 1e. English Language Learners • Indicator 5a. Facilities Requirements 	<i>Failing to Demonstrate Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Meets the Standard</i>

PART C:	Financial Statement A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
PART D	Affidavits for Petitions <ol style="list-style-type: none"> 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>30</u> Percentage: <u>100</u> % 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>242</u> Percentage: <u>80</u> %
PART E:	Description of the Charter School Facilities and Assurances A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. <ol style="list-style-type: none"> 1. A narrative description of its facilities 2. Attach <u>X</u> facility plans or ____ the school’s Facility Master Plan School provided a “Feasibility Study” 3. Attach a copy of the building E Occupancy certificate(s) from <u>Construction Industries</u> number <u>13802</u> The maximum capacity is not listed on the certificate. 4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 The school provided a letter from PSFA, dated September 4, 2014, but it does not contain the NMCI score. The chart on the PSFA website lists 1.06%.

	<p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.</p> <p>_____ building is owned by charter school, school district, or government entity; OR _____ building is subject to a lease-purchase agreement; OR _____ <input checked="" type="checkbox"/> school had provided the appropriate assurances form: <input checked="" type="checkbox"/> Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)</p>
PART F:	<p>Amendment Requests</p> <p>No Amendment Requests were submitted during this contract term.</p>
Other Appendices	<p>The school provided additional appendices, specifically school data and school report cards.</p>
S @	<p>A s _____ is on the following page.</p>
School's Response	<p>The school's narrative response to the CSD Preliminary Analysis is attached.</p>

Albuquerque Institute of Math and Science Stakeholder Interviews

Stakeholder interviews were conducted on November 7, 2019 at Albuquerque Institute for Mathematics and Science. The participants included three (3) parents, one (1) student, one (1) governing council member, and three (3) staff members.

Two of the three parents present mentioned the school's state ranking amongst other middle and high schools as a reason for enrolling their child/children at the school. All three parents agreed that the focus on college preparation was a strength, with one parent sharing that his son earned a full ride scholarship to New Mexico Tech after graduating from AIMS. Great appreciation was also shown for the school's martial arts classes, which functions as the PE program. The school does a great job of communicating with parents.

The one student in attendance stated she enrolled at Albuquerque Institute of Math and Science because her chess coach recommended it to her. The student said she does feel challenged in English, but less challenged in math and science because she has an "affinity" for those subjects. When she is challenged, she is able to raise her hand and ask her teachers. When asked about strengths, she stated, "You really know how to suffer through work. You get to work hard, but get to have fun." She did wish that the school offered more AP class options though.

One governing council member was interviewed. He was asked to join because of his business background and did join because he believes the school is important. The business manager sends the council financial reports that are then reviewed during council meetings. The head administrator evaluation is primarily carried out by the chair. The council member wants to create a more formal evaluation process for the board's self-evaluation.

One teacher began the interview by stating that AIMS was "the best place she had ever worked." Strengths listed included: highly structured classrooms, excellent academic curriculum, discipline, and the intensity of the education program. One of the school's English teachers was excited to share that he had started to work with the science staff to bring more cross-curricular teaching to the school. A result of this initiative was a requirement for students to send out well-crafted, professional emails to three scientists across the country as a component of their science fair projects. Teachers do feel they have a role in shaping the development of the school with one teacher stating, "Whatever you can dream up she [the head administrator] will say, 'Try it out'." Staff are reportedly always talking about how kids are doing with more regular and structured discussion done every other week during "research" time.



Part A: Preliminary Data Report and Current Charter Contract Terms

Albuquerque Institute of Math & Science
December 2019

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

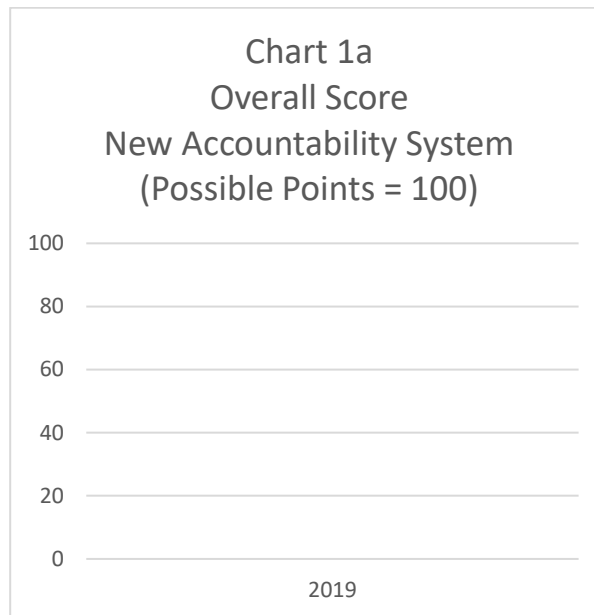
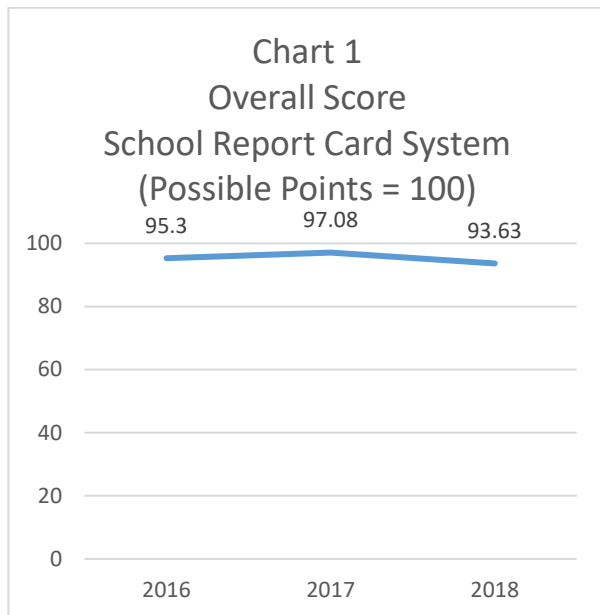
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

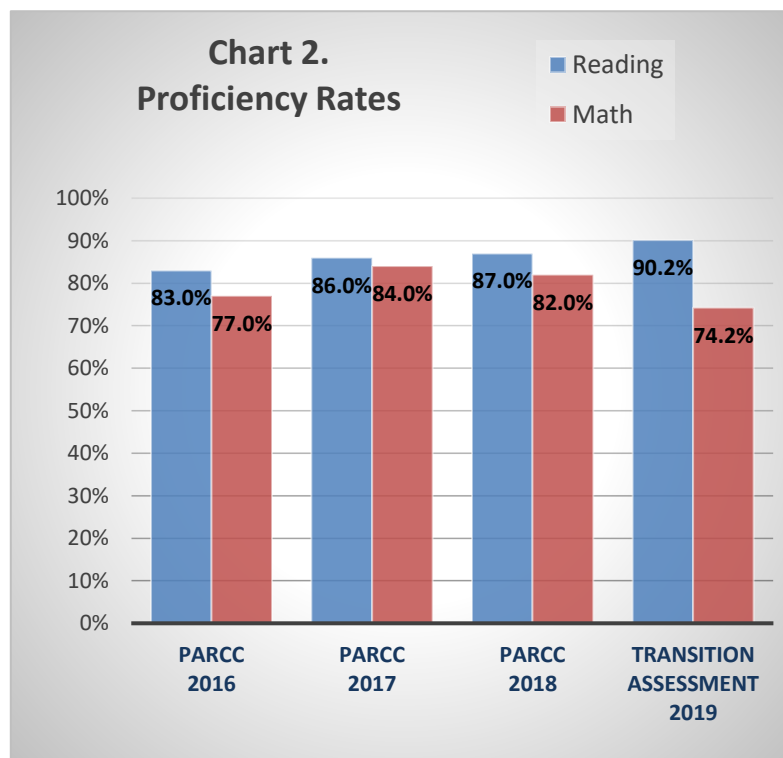
Overall Standing

Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).

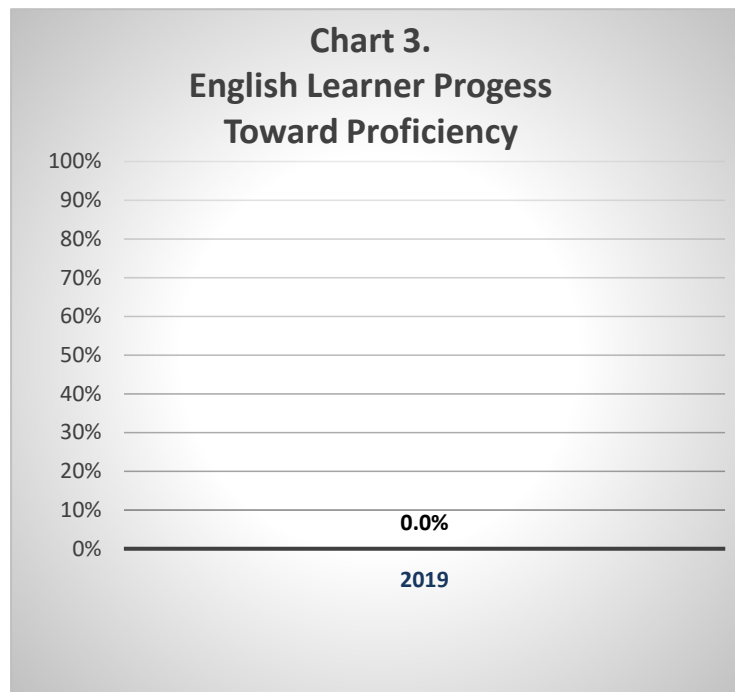


Proficiency Rates

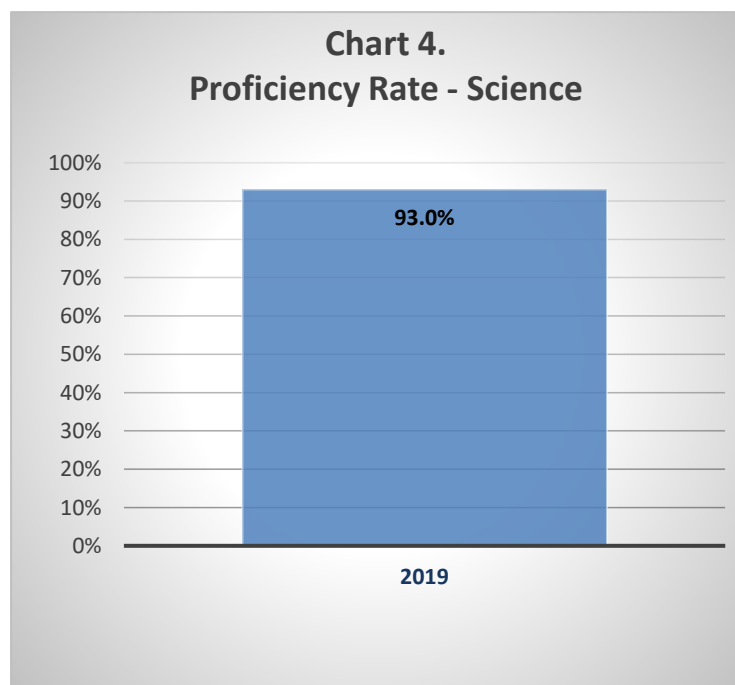
Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



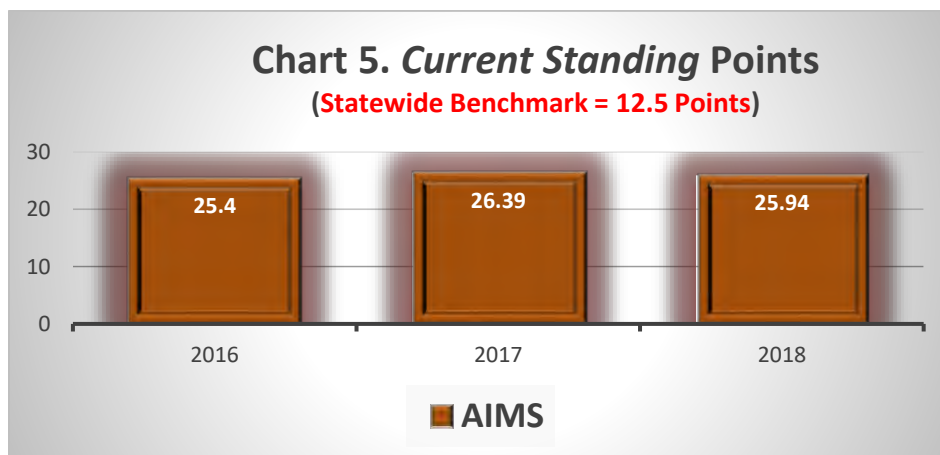
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



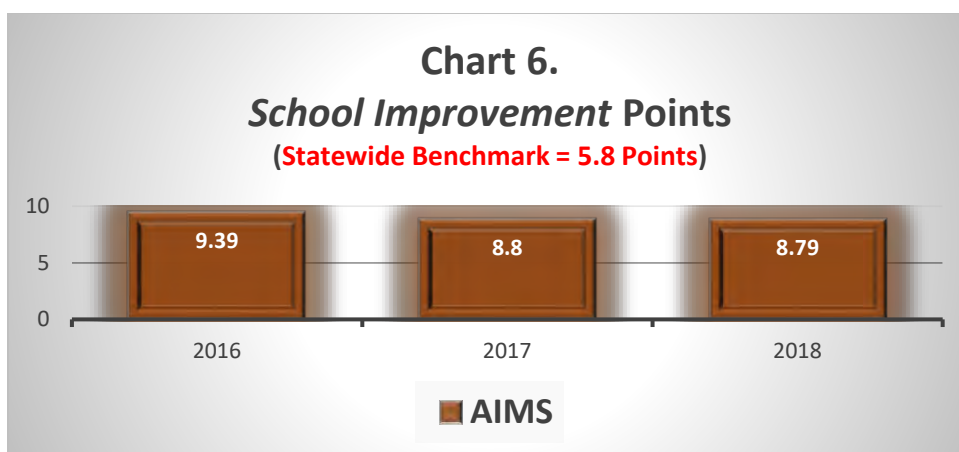
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

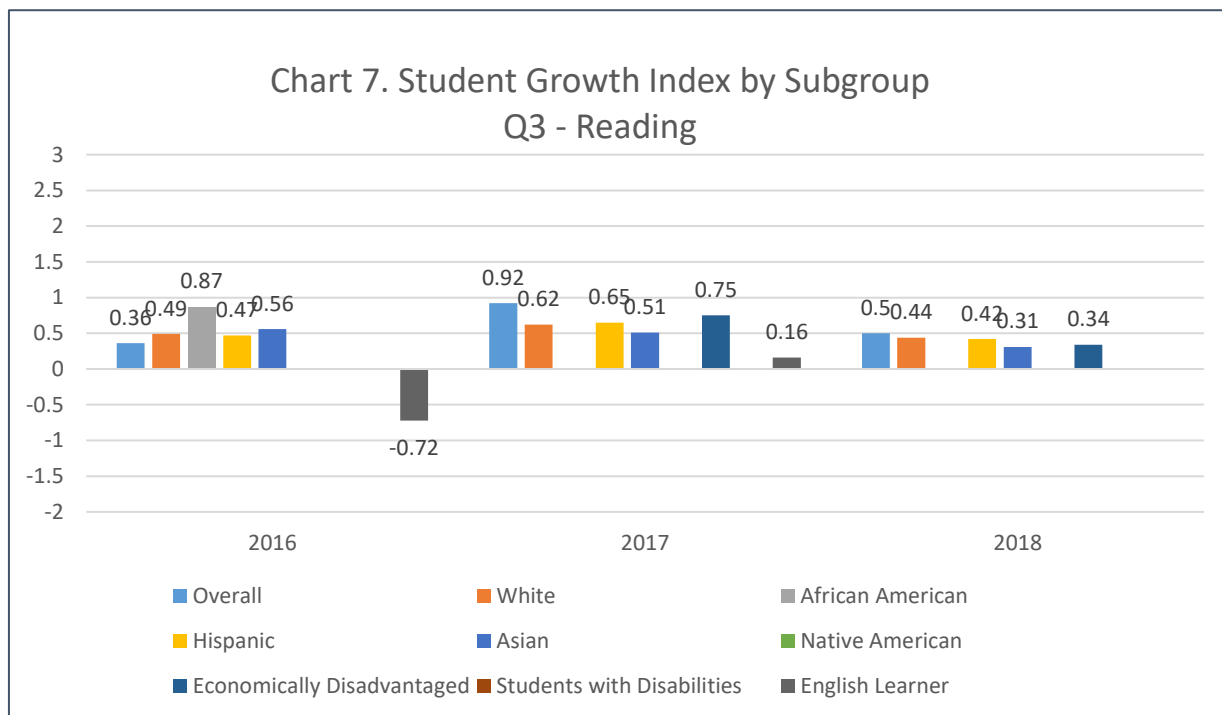


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



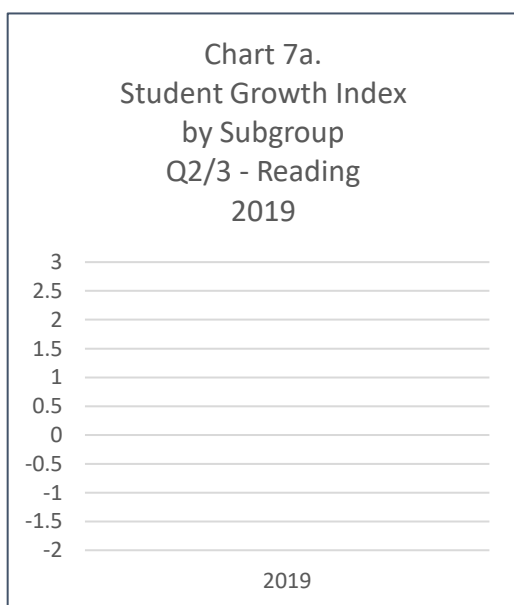
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%) This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



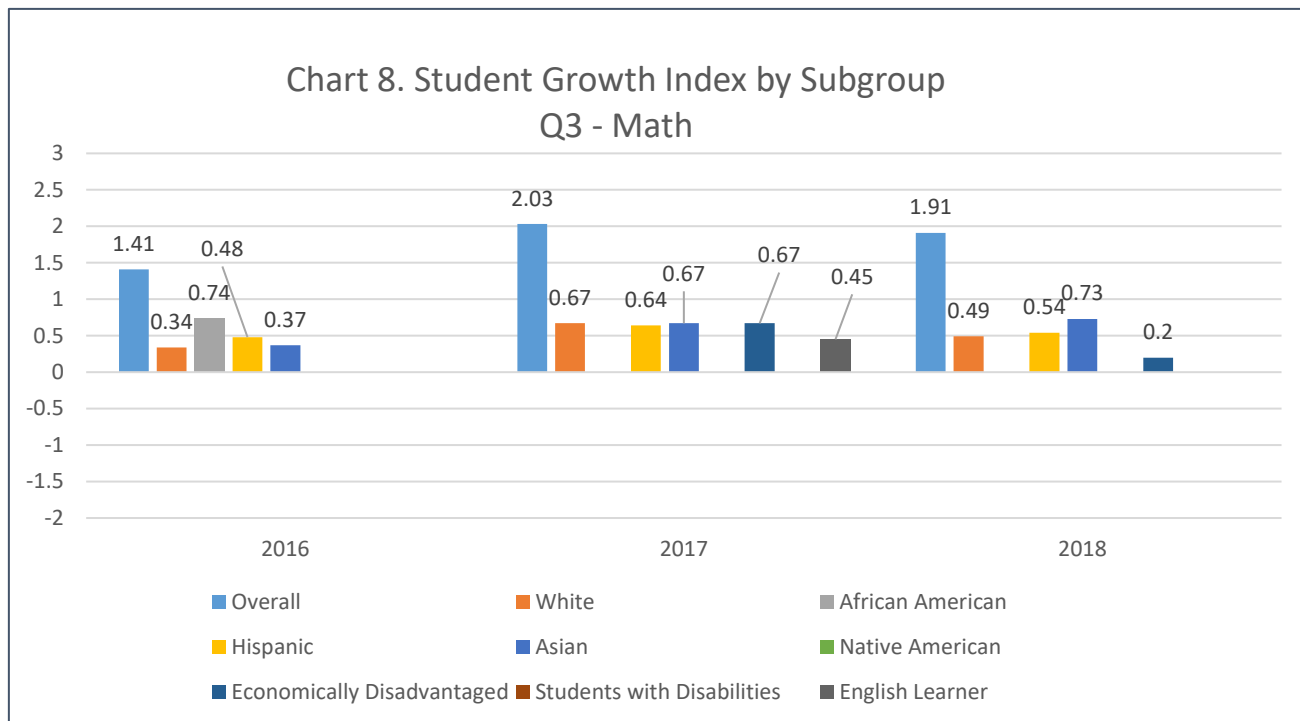
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



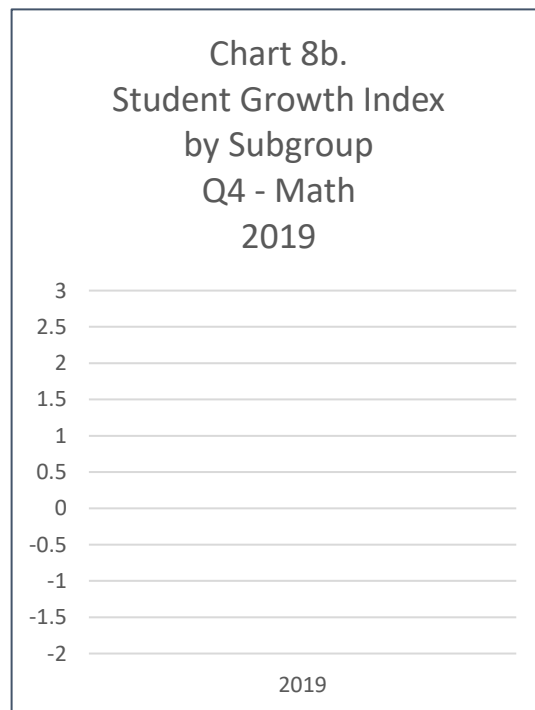
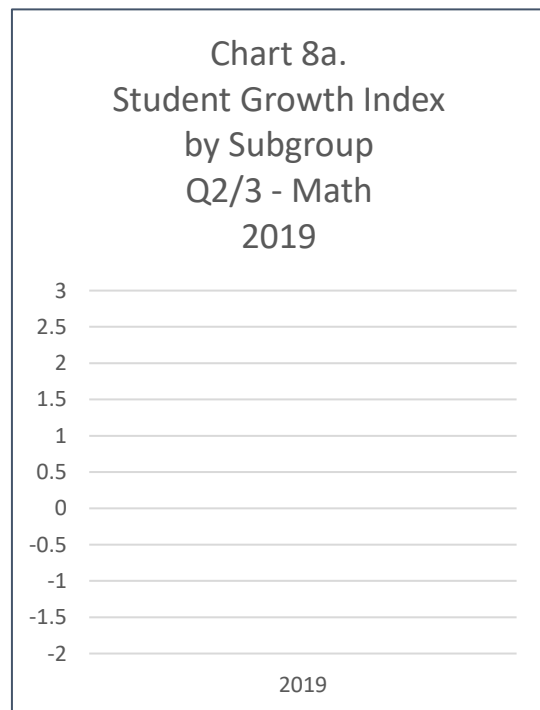
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



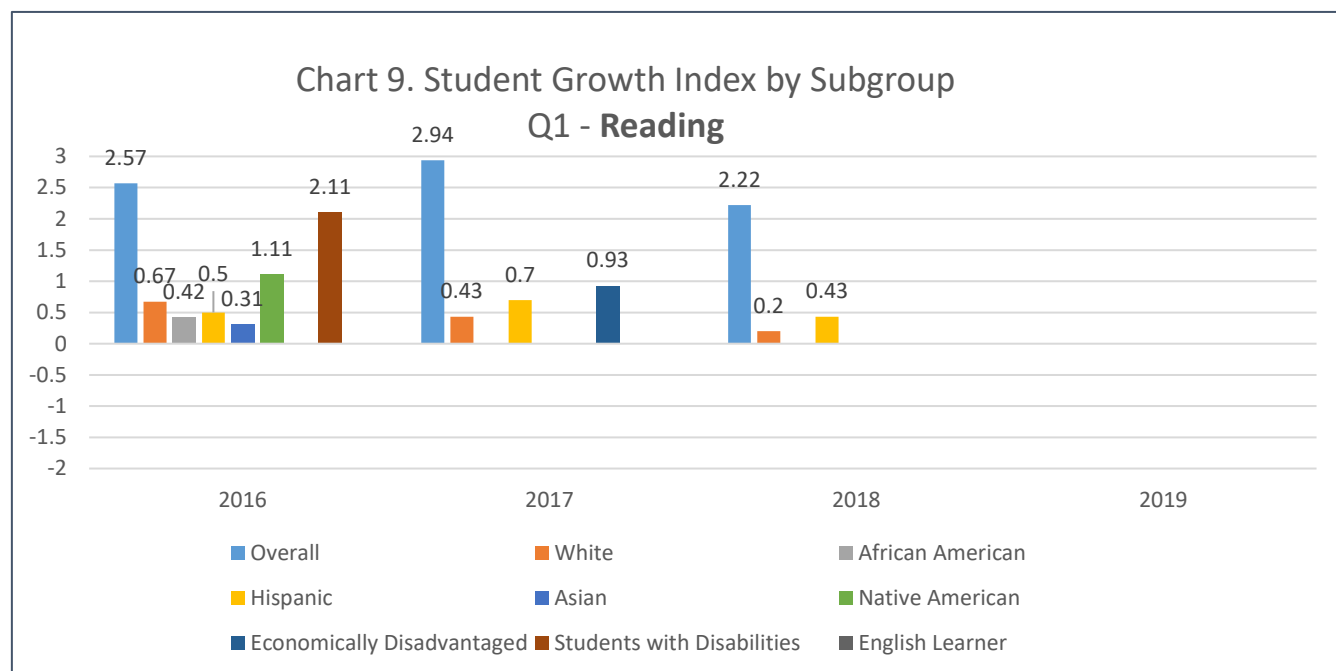
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

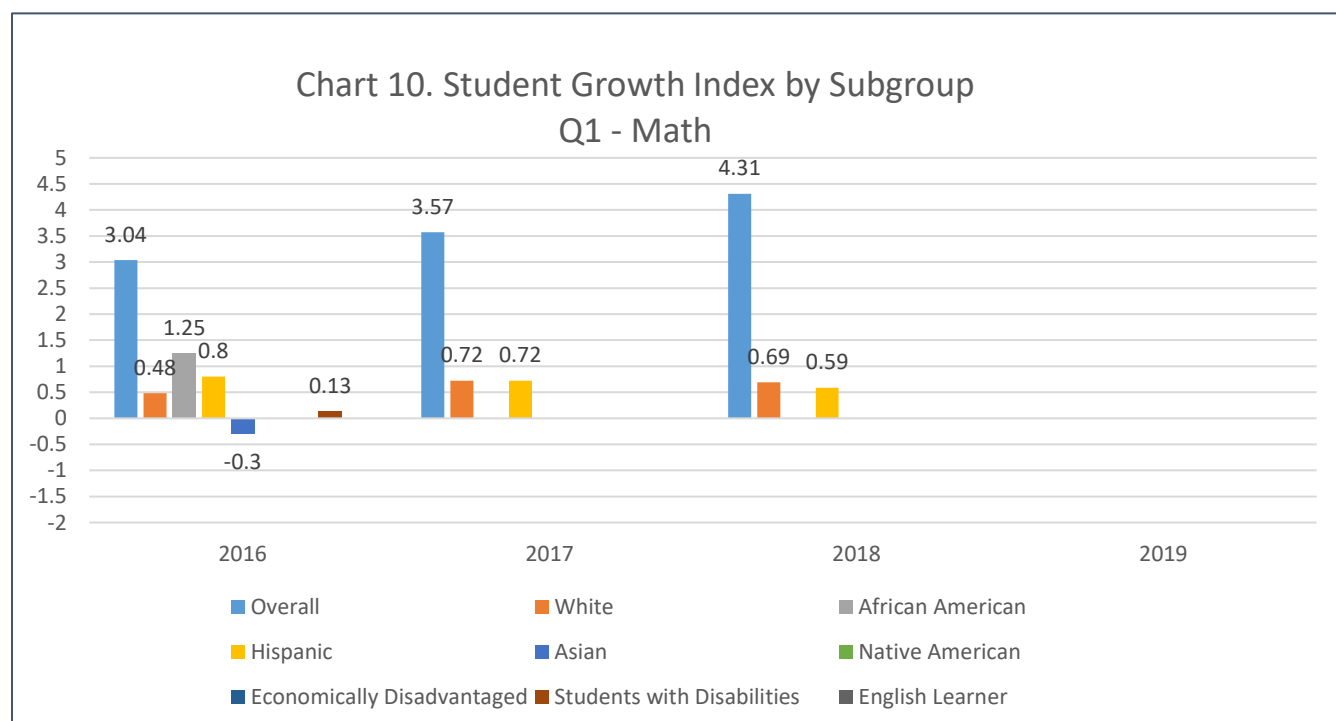


Subgroup – Lowest-Performing Students in Reading

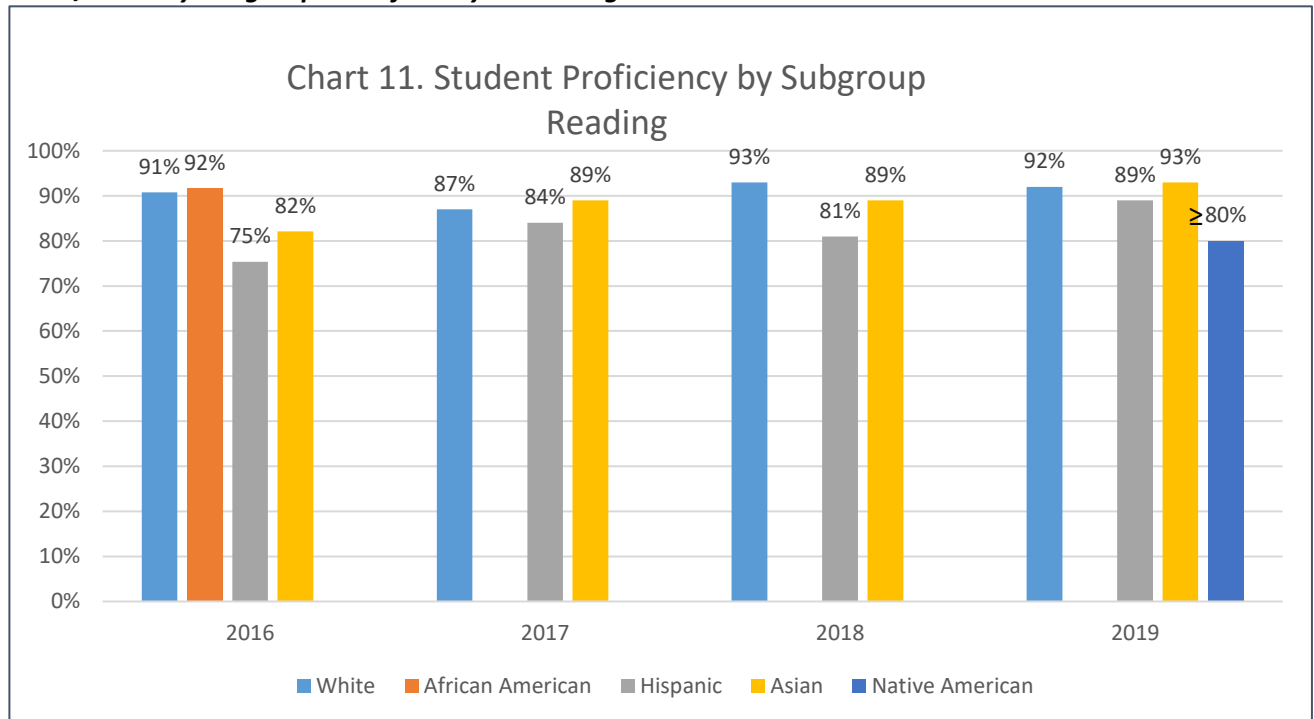
Q1 Lowest-Performing Students (Q1) In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



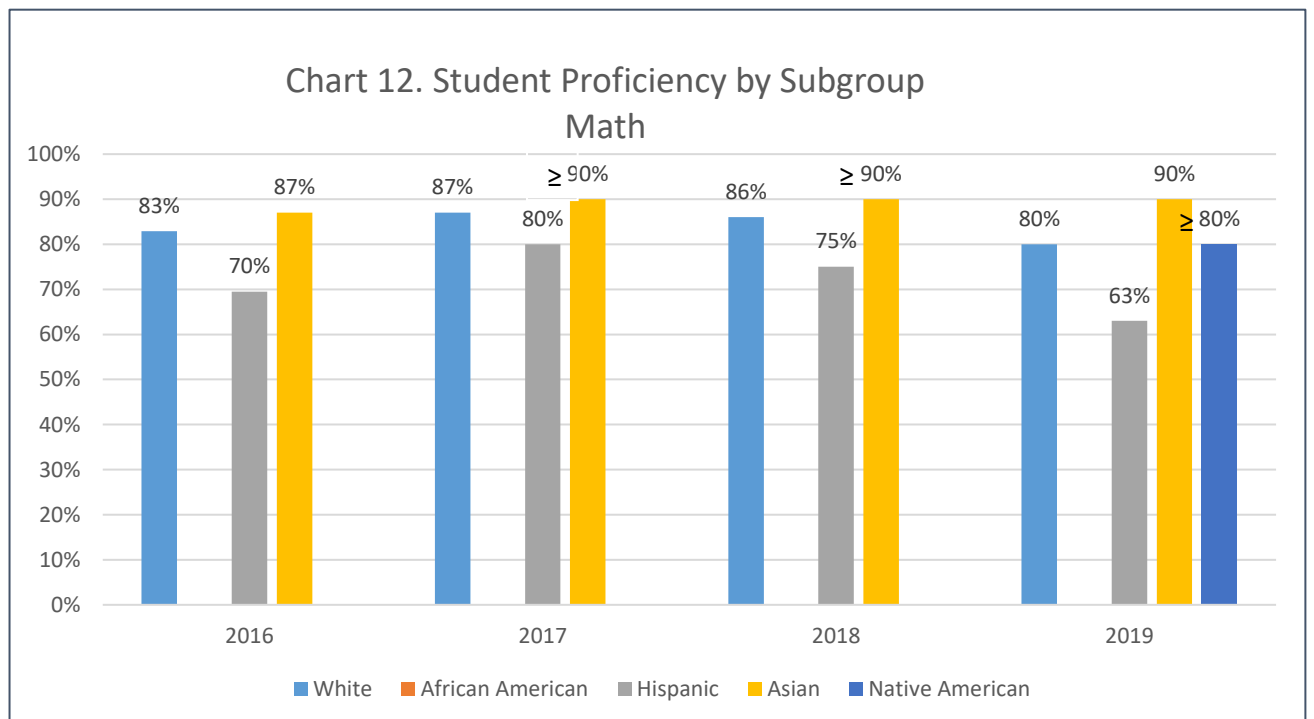
Subgroup – Lowest-Performing Students in Math



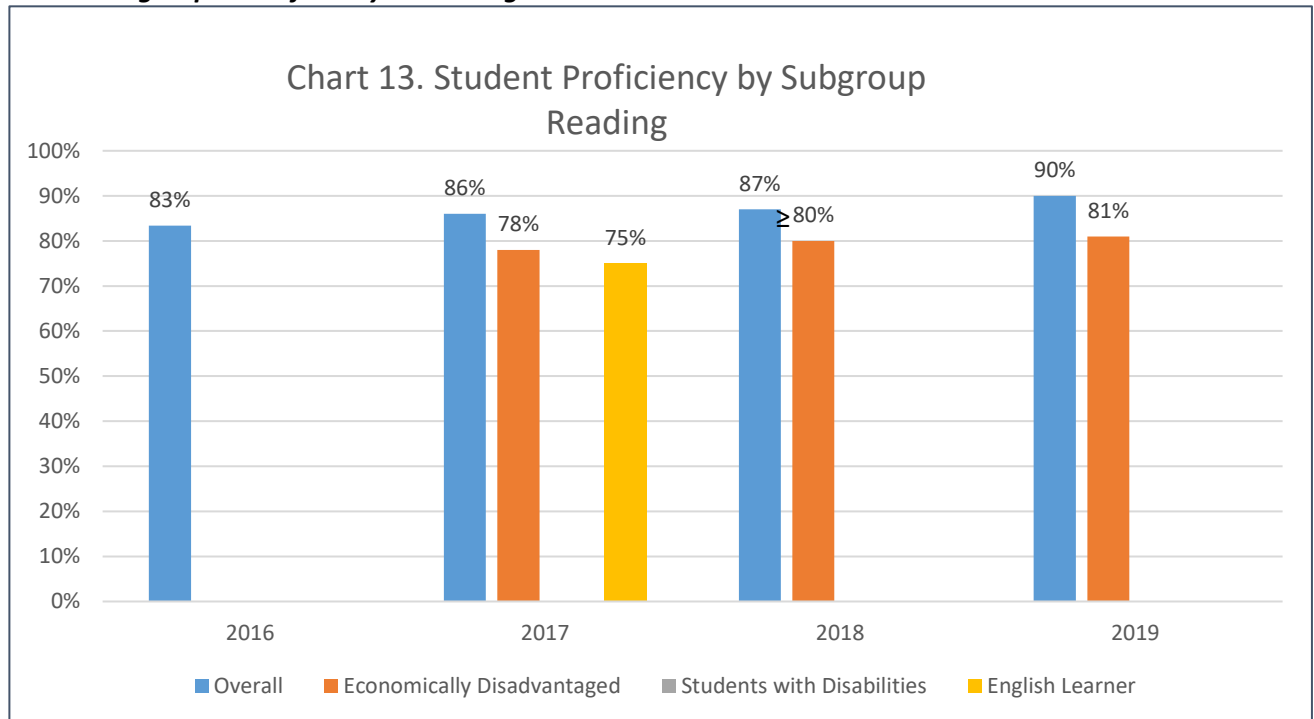
Race/Ethnicity Subgroups - Proficiency in Reading



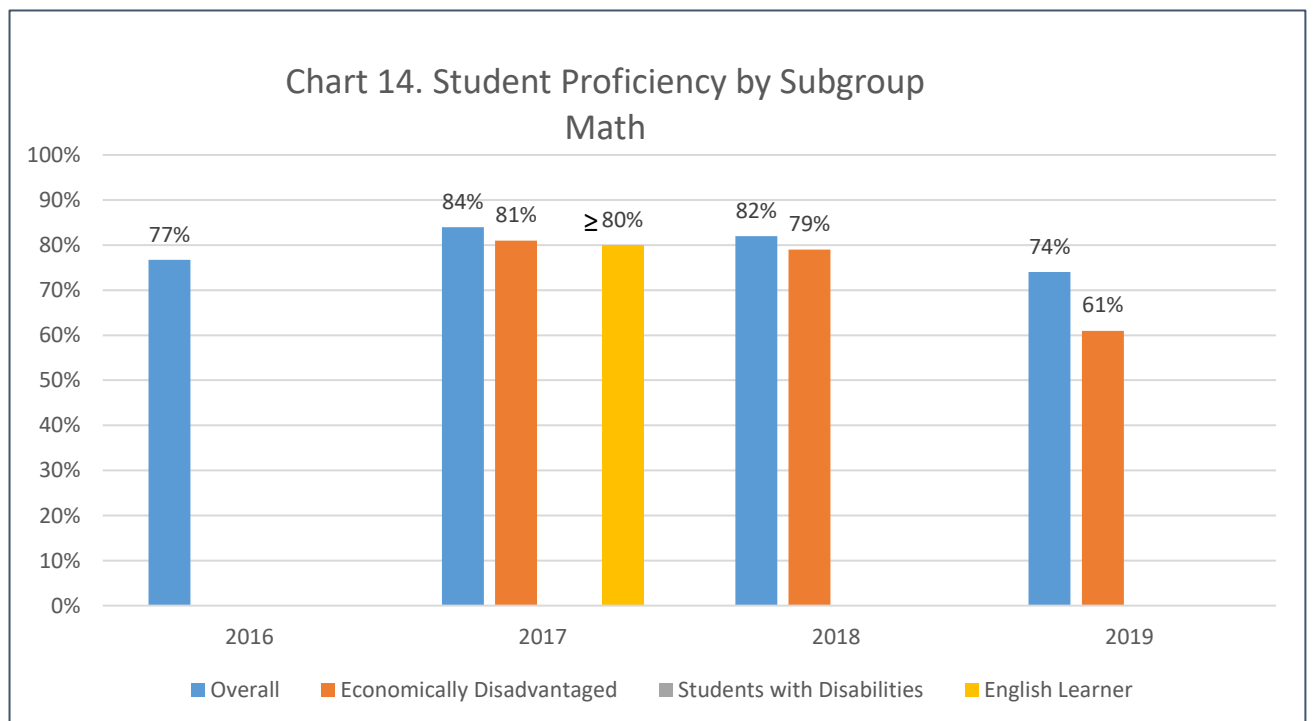
Race/Ethnicity Subgroups - Proficiency in Math



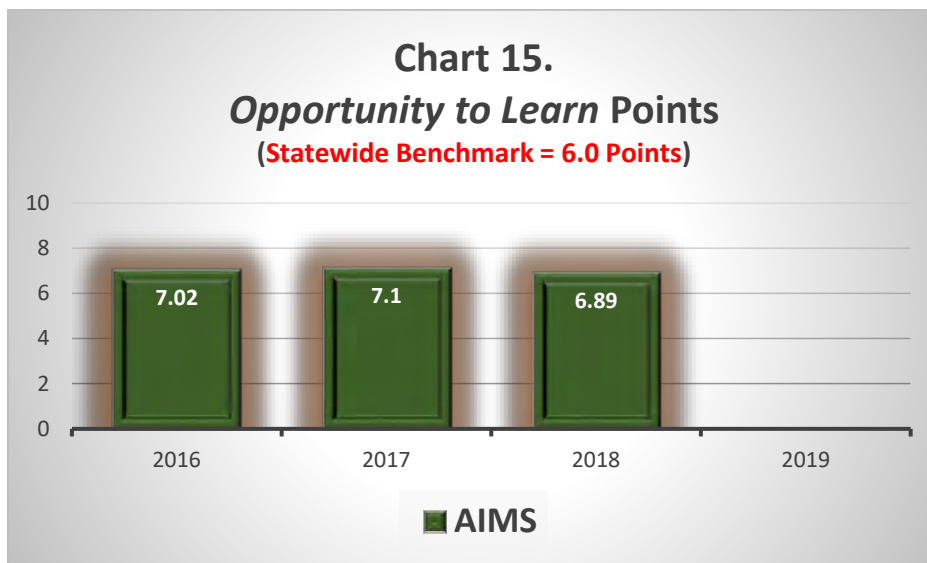
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

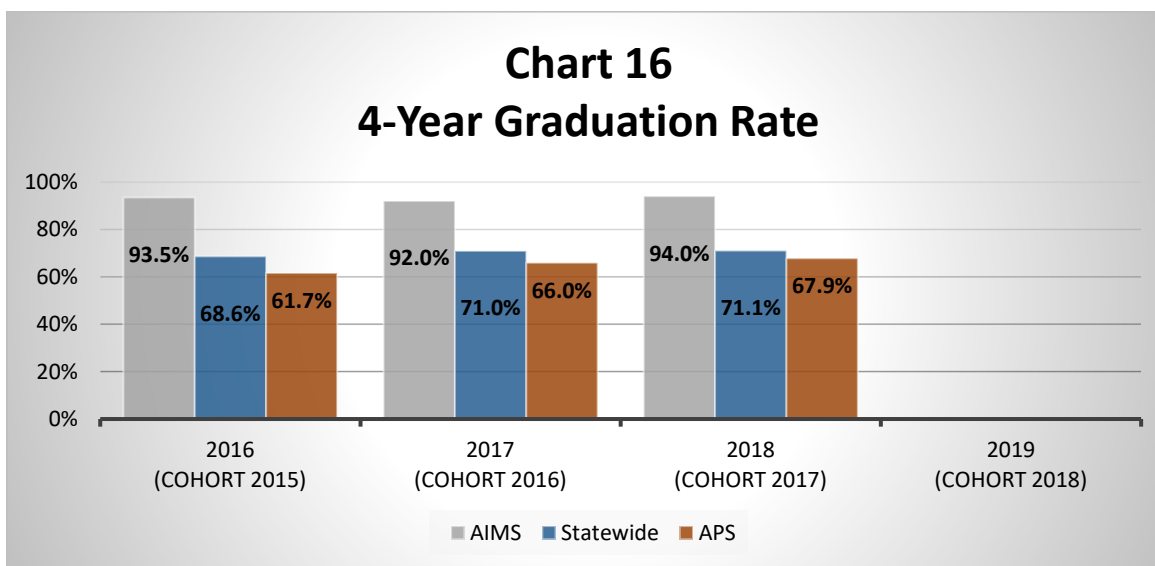


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



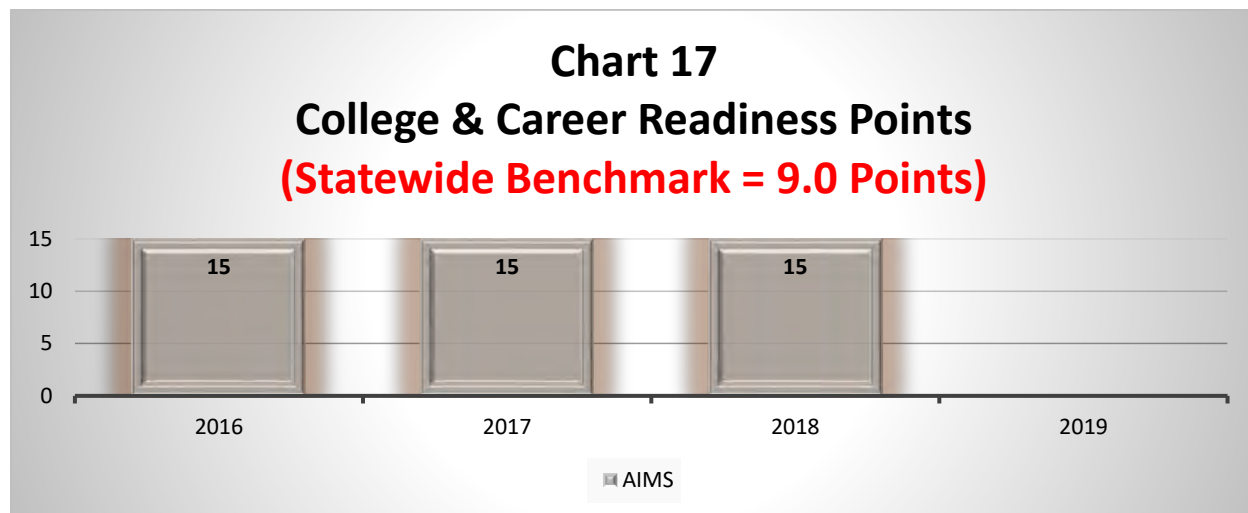
High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year’s cohort of students.



College & Career Readiness (CCR): This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark¹. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



¹ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

1. Math proficiency: AIMS students will be proficient in math. AIMS will show its student proficiency in math through the proficiency data provided in State Mandated Testing (currently PARCC). The school meets this indicator if 80-89% of FAY students in grades 6-11 are proficient in math.
2. Reading proficiency: AIMS students will be proficient in math. AIMS will show its student proficiency in reading through the proficiency data provided in State Mandated Testing (currently PARCC). The school meets this indicator if 80-89% of FAY students in grades 6-11 are proficient in reading.

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2
2016	Does not meet	Exceeds
2017	Meets	Meets
2018	Meets	Meets
2019	Falls Far Below	Meets

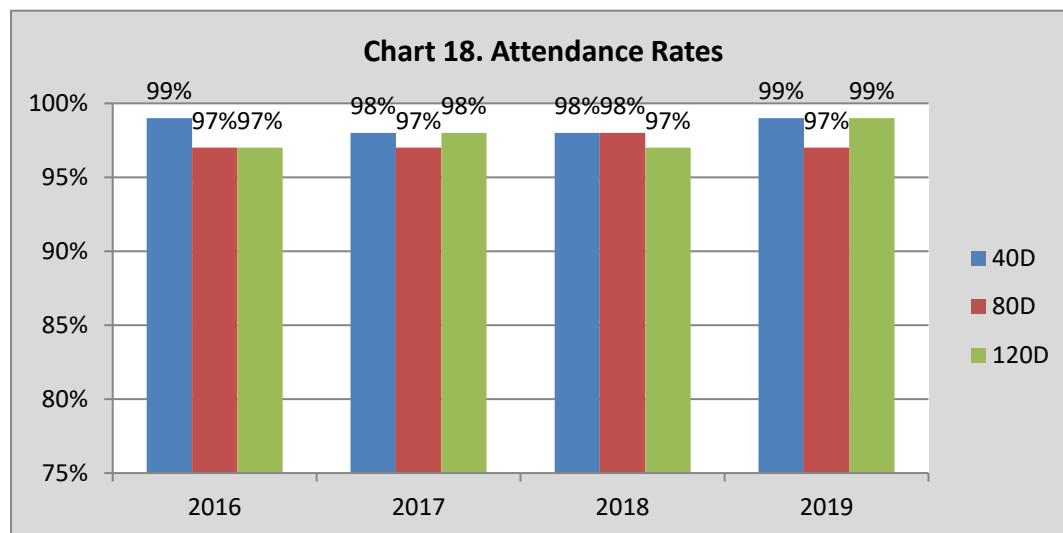
² Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

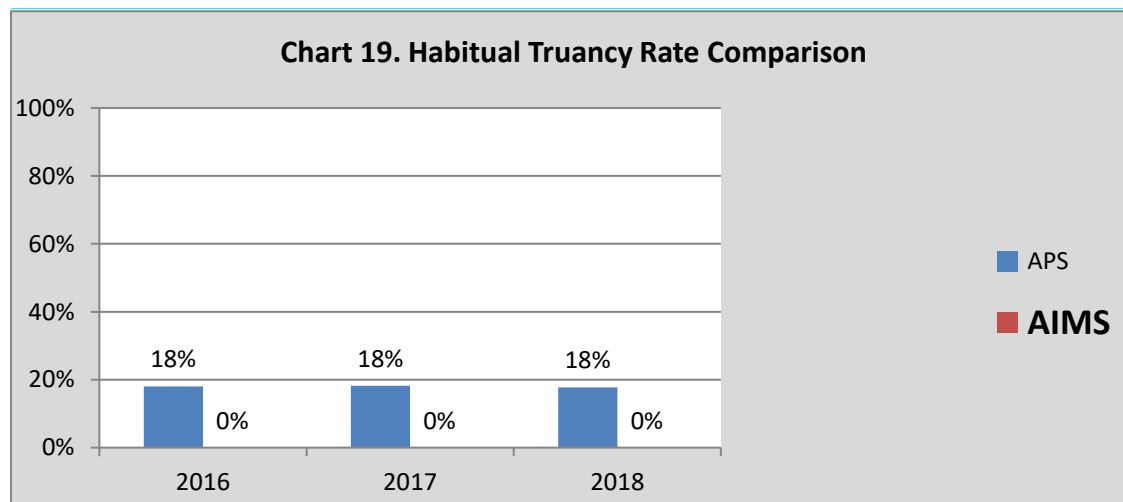
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 19 reflects the school's habitual truancy rate compared to the local district.

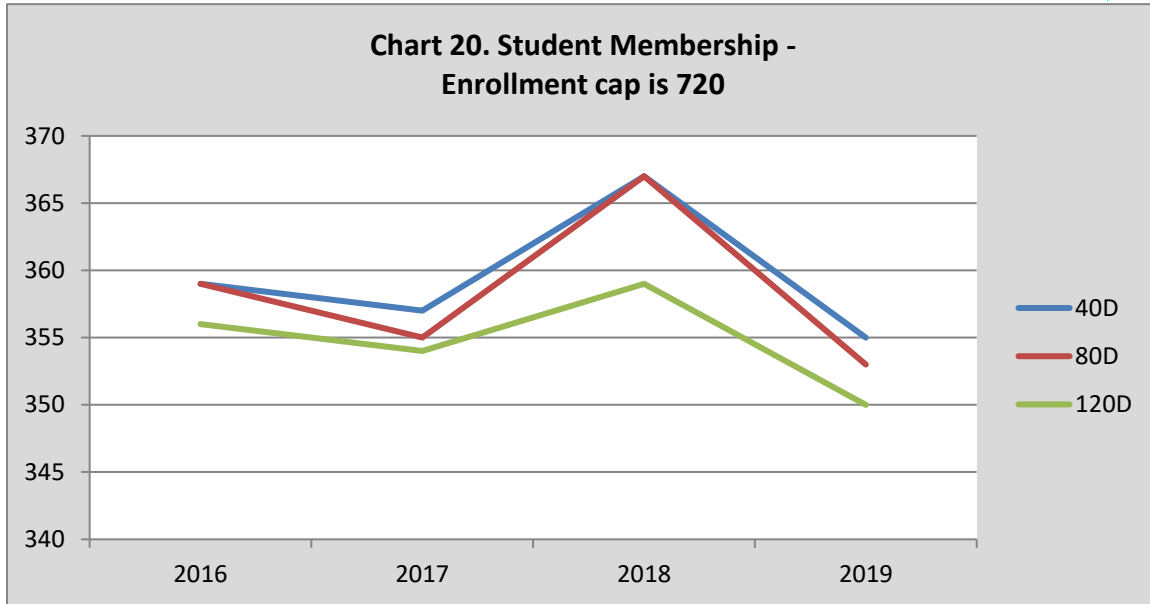
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



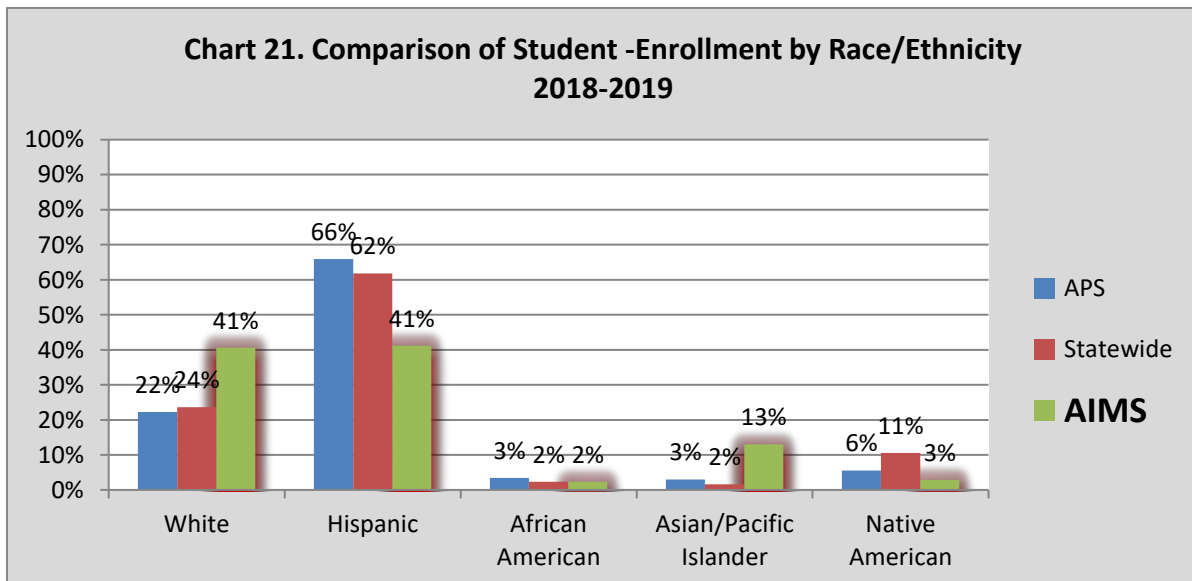
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

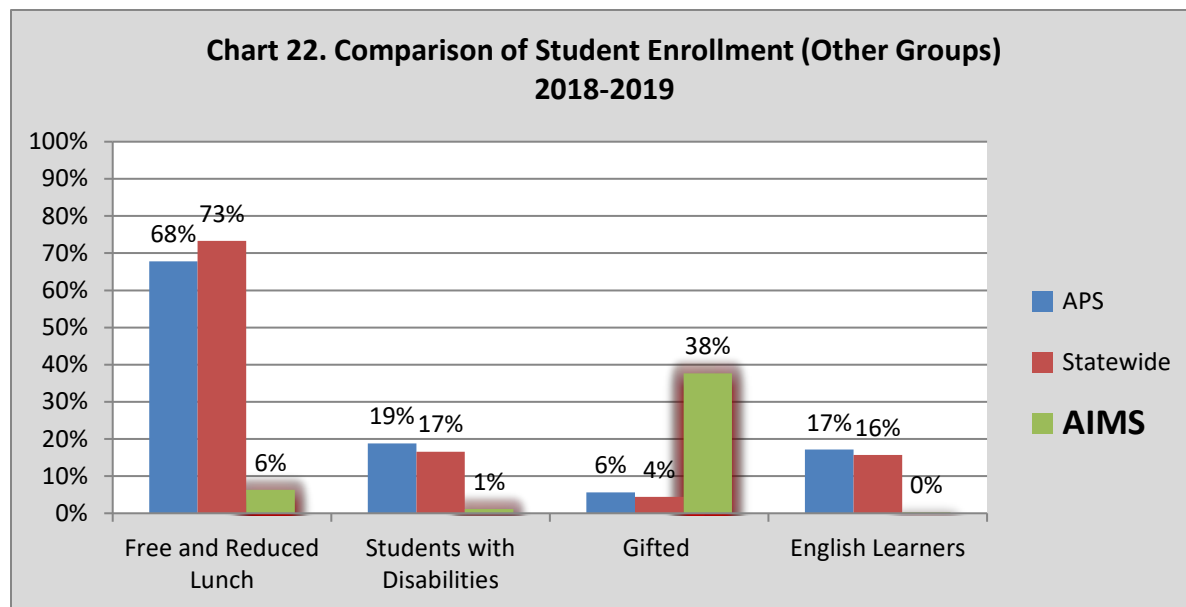


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

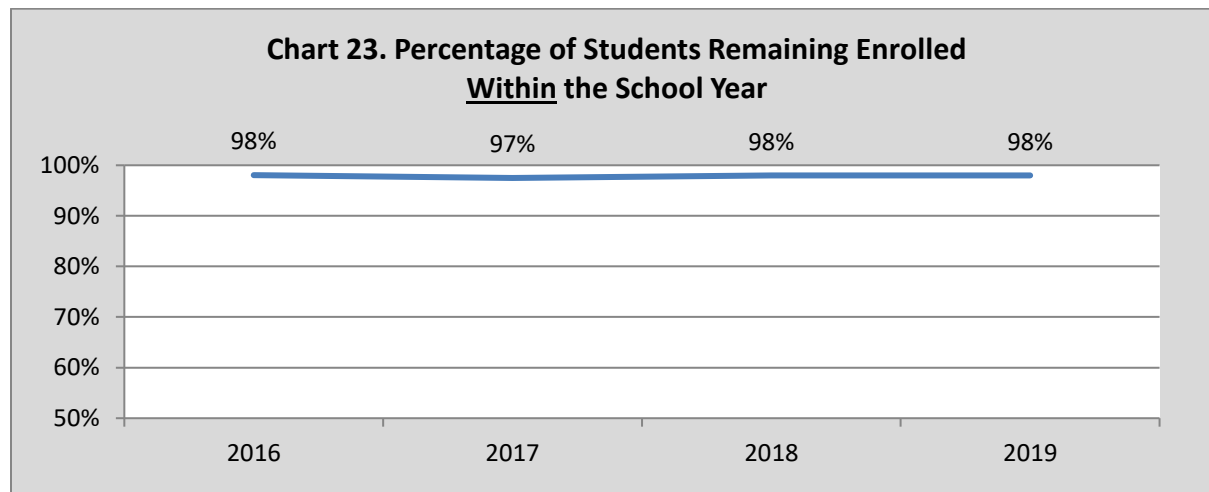


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

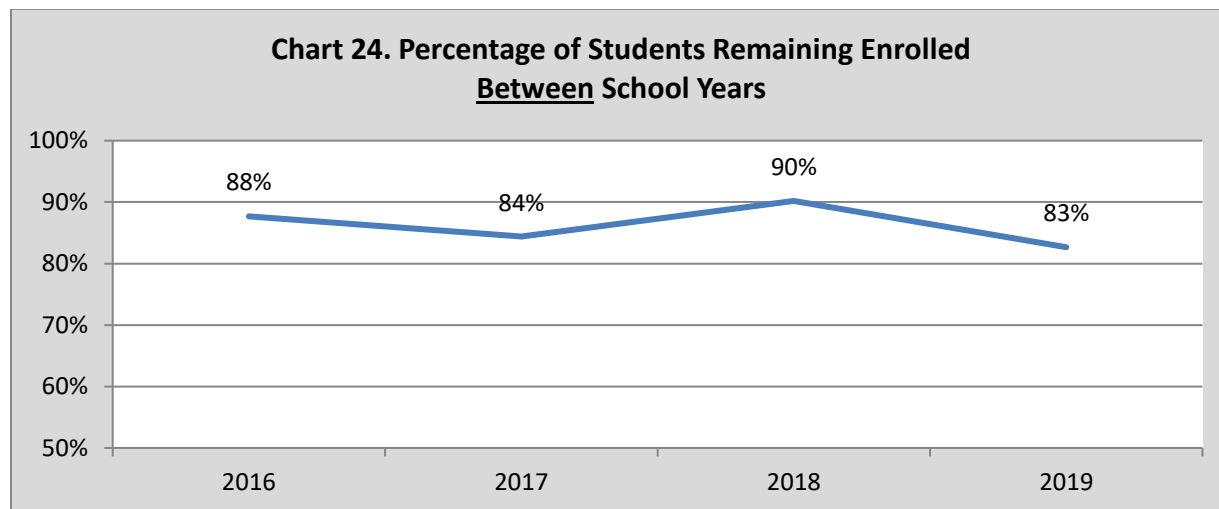
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

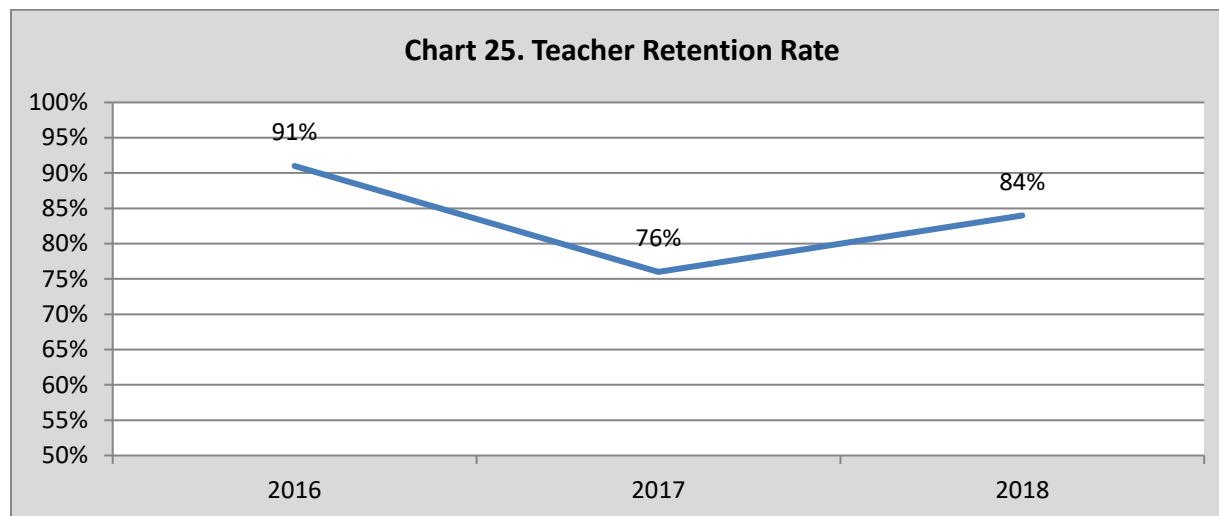


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	0	0	0
FY17	1	0	0
FY16	0	0	0

Summary of Most Recent Fiscal Report

In FY18, the school received no findings.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Due to small class sizes and the collection of student sequential performance data over a number of years, teachers are able to determine strategies which support each student's learning skill. Besides quality instructional techniques, AIMS@UNM utilizes project based strategies to integrate the curriculum. Projects offer students an opportunity to apply their specific core knowledge and skills, learn about their community and give back to their community.

Projects include such initiatives as the Science Fair requirement. For this project, instruction is **scaffolded** and **integrated**. The School defines scaffolding as instruction which is built upon each year along with expected outcomes. The School defines integrated instruction as instruction infused into each content classroom.

Each student is expected to produce a science fair project; devise a project, collect data, write a technical style article and present their results. Although the requirements are the same across grade level, the younger students need a great deal of support; gradually, this support is taken away to allow students their independence. If the student is unable to achieve this independence however, the instructor brings back the support system to help the student experience success until they are able to achieve independence. The project is integrated, with instructors of each content area working with students to produce the final project. The math instructors work with the student's data, the English instructors work with producing a technical style article. The use of a project organized around a theme, such as Science Fair, allows differentiation around a student's prior knowledge, as well as supporting the concept that projects are multifaceted and "rich" with a variety of content areas.

Students are encouraged to support and share what they have learned through the **House** system, which meet each day. Named for famous archers, the Houses are aligned from grade 12 to grade 6. Senior leadership mentors the younger students within each House.

The School has a superb technological framework for students. Wireless technology has been a part of the School since 2007. Each student is provided with a wireless laptop, and instruction is given within the framework of the core content areas, in utilization of that technology. As a result, technology is woven into each and every discipline in order to support student achievement. Additionally, communication between instructor, student and parent is supported through an online computer program which posts not only student grades, but assignments and support documents as well.

Student – Focused Term(s).

AIMS@UNM has created a highly structured school environment that sets high academic and behavioral expectations for its students. With an emphasis on mathematics and science, and a requirement for “Critical Language” (Chinese or Japanese) study, the mission is to prepare students, grades six thru twelve, for college, community, and beyond through a rigorous focus on math and science and an emphasis global participation. Beginning in the sixth grade and continuing through their graduation, all students enjoy a common culture of college preparation. The curriculum follows the New Mexico State Standards curriculum framework.

One of the hallmarks of the School’s program has been the Dual Credit requirement. In order to **graduate**, students must have a total of at least 30 post-secondary credits; at least nine credits of which must be in math and science. Students begin enrolling in dual credit classes during their sophomore year and continue on through graduation. Although there is a minimum requirement of 30 credits, the vast majority of students take many more hours than the minimum. It is not unusual for students of AIMS to have 50 or more college credits upon graduating; essentially allowing them to enter college as a junior. A number of our students have earned their Associates Degree even before graduating from high school. The close relationship with the University of New Mexico as well as the placement of the AIMS campus on the UNM south technology campus facilitates this accomplishment. AIMS will not grant an AIMS diploma to any student not fulfilling the dual credit requirement.

Albuquerque Institute for Mathematics and Science at UNM believes that all students can prepare for college when provided with a rigorous, intellectually challenging environment. School climate, seamless transition between middle, high, and post-secondary education, a plan for grades 6 thru 12, and project based learning are approaches that are designed to help individual students achieve their highest potential in science and mathematics education. Because of our commitment to bridging the gap between school and the world beyond, Albuquerque Institute for Mathematics and Science at UNM will look and feel different than a traditional 6-12 school. The University environment of the school sends the constant message to students that attendance to college is the ultimate goal. The curriculum, which is in alignment with the New Mexico Content, Standards and Benchmarks, is accelerated, rigorous, and in line with accepted college readiness initiatives. Graduates of AIMS must have 27.5 high school credits: four in English, four in science, five in mathematics, two in “critical language”, ten dual enrollment classes (which convert to approximately 30 credit hours at the college level), one physical science and one and a half in “intensive” coursework.

The **science** curriculum is the corner stone of the School’s curriculum. All students take science each year. The curriculum is in alignment with the state standards and benchmarks for accelerated study. Middle school is Pre-AP, with the high school program including 9th grade Accelerated Physics, 10th grade Accelerated Biology, 11th grade Accelerated Chemistry, and a dual enrollment science course at the post-secondary level. All students are required to participate in science fair, and all project based learning is science based.

The **social studies** program is also Pre-AP and AP, with World and New Mexico History required in the middle school, AP World, AP History, AP Economics and AP Government required in the high school for graduation. All history classes are in alignment with the state standards and emphasize analysis, inference and synthesis to increase comprehension, in keeping with the mission of the school.

Physical Education at the School is martial arts based. All students are required to take two years of Karate to complete their program. The Karate forms (or Kata's) reinforce the student's development of personal discipline as they progress through their required sequence of movements in coordination with their peers. Karate moves are tied back to the study of physics as students analyze the utilization of body mass and movement. The Karate program also supports "Critical Language" requirement as instructions are given in the language original to the martial art itself.

The "**Critical Language**" component is somewhat unique to the School's program in New Mexico. All students must complete two years of a Critical Language (Chinese, Japanese, Arabic, etc.) to graduate from the School. These languages have been identified as critical for participation in a global economy; the national trend being the demand for speakers of these languages far exceeds the supply. This is in keeping with the global participation of the students of the School.

Intensives are also unique to the School. Each Friday morning, students take two, two hour blocks of what we call an intensive. Taking the place of what are commonly called "electives", Intensives allow all teachers to "teach to their passion". Each instructor develops a course that demonstrates their love of their content area. Examples may include ancient weaponry taught by the world history teacher, or the Japanese Tea Ceremony taught by the Japanese teacher. This allows presentation of content in a different and often integrated context, thereby enriching the standard curriculum.

Student Mediator Component-the AIMS Houses: Students at the School are arranged in "Houses". Each House is headed by a senior showing extraordinary leadership skills. Aligned vertically, grades 6-12, students requesting mediation may do so through their house leadership. Students unable to mediate through student leadership may do so through administrative channels.

The House structure of the School also facilitates Peer Facilitation. This is where older students work with younger students who need help academically or socially. They may tutor the student or be a reading buddy. The peer facilitation can also involve working with groups of students

Teacher – Focused Term(s).

The staff and faculty of the School is filled with adults who believe in the purpose and mission of the School and are deeply committed to that mission. To that end, all decisions, including those surrounding professional development, are in alignment with the mission of the School, and are determined by individual teacher's personal goals and state required testing data.

The School has implemented a comprehensive system of evaluating the impact of teachers in the classroom. Based on a four tiered evaluation system ranging from high impact in the classroom, to little or no impact in the classroom, teachers are evaluated four times per year; twice by administrative staff, once by instructional leaders (level three teachers), and once by neutral specialists affiliated with the University of New Mexico. This together with their student's improvement in their scaled state required testing scores determines their evaluation. The evaluation is data based, and feedback is given after each observation, along with suggestions for improvement and a framework of support, so that classroom improvement can be implemented immediately. This is taken into consideration to determine the teacher's individual professional development.

Upon receiving their state required testing data, disaggregated by student and instructor, teachers meet vertically as departments, and horizontally by grade level, to develop their PDP's departmentally and by grade level, as well as develop personal goals for their professional growth. All goals are student performance based, data driven and must be tied directly to student achievement. Together, teachers ask themselves essential questions concerning their classrooms and student success. From this introspection, teachers develop potential interventions and classroom strategies, which are then immediately applied in the classroom and the results reported back to the group. Through this process, teachers have identified "bright spots" of their practice and can fine tune their teaching to replicate these areas of success, while at the same time identifying techniques that do not work as well, and altering or eradicating them from their classroom craft as appropriate. The results of their work are presented at the end of each school year during "Teacher Research Day". The presentations are open to the community and parents as well. This year for the first time, individual teacher projects will be published. At the School it's not about teacher or administration ego. It's about the common wisdom of the team utilized for the greater success of the student.

Each teacher is provided with a laptop computer, advanced technological equipment, as well a professional development to allow multimedia to enrich the content area.

Parent – Focused Term(s).

Due to the extreme commitment parents must have to the program at the School, the School strives to introduce and welcome parents into the culture of the School. There's a deep consensus on priorities and traditions that allow achievement of those priorities. At the School, there has been a great effort to establish the lore of the School, which is handed down student to student, and parent to parent. Supporting structures for the lore of the School can be seen in the arrangement of students into houses named after famous historical archers, establishment of mentor parents, orientation of new parents on the School's homework model and most importantly, an adherence to the mission of the School. As the culture of the School has become established, new parents coming in are integrated into the community by the veteran parents and new students are advised by the upper classmen. The mission statement of the School has been

the common ground for all activity. Beginning in the spring prior to their child's sixth grade year, administration and counseling meet with parents of accepted students. Parents are matched up with "Parent Mentors"; parents who have been at the School for one or more years, and can work with new parents as they encounter new experiences with their children associated not only with entering a new grade level, but a new school as well.

The school year begins with the "AIMS Family Picnic", which is attended by the School's families and their students, as well as the School's faculty, staff and their families. During this time, families and the faculty come together for a social event which facilitates welcoming new parents and making connections with more "seasoned" parents and of course faculty. This is followed by the "Rube Goldberg" event. Here teams are arranged vertically; mixing upper classmen with sixth, seventh and eighth graders. Teams compete to complete a task developed by the science department. All teams have parent mentors who work alongside their student teams; again allowing for camaraderie among not only students, but parents and community members as well.

The School is also fortunate to have close ties with science and technology companies sharing the campus with us. These organizations frequently make presentations to parents and students of the School. Additionally, the partnerships provide mentorship opportunities to our senior students, many of whom continue with these organizations after graduation.

3b. Organizational Performance Framework

Albuquerque Institute of Math and Science (AIMS)	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 (1) NM A-F School Grading System / NM System of School Support and Accountability	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 (2) Required Academic Performance Indicators	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard
I-A.02 (A) Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 1a. Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 1b. Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 1c. Education Plan: protecting the rights of all students	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.03 1d. Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
III-A.04 1e. Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
III-A.05 1f. Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.06 1g. Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
IV-A.00 2a. Business Management & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
IV-A.01 2b. Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 3a. Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.01 3b. Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 4a. Employees: meeting teacher and other staff credentialing requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.01 4b. Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.02 4c. Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school six (6) has members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Bob Walton	Vice President	7/1/2014	Active	4	4	0
David Dunlap		3/12/2015	Active	4	4	0
Janine Sjostrom		7/1/2018	Active	4	4	0
Kathryn Watkins		7/1/2014	Active	4	6	0
Sandra Whisler		?	Active	4	4	0
Steve Smith	President	10/8/2015	Active	4	4	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.

AIMS received both Academic and Fiscal exemptions totaling 4 hours of exemption.

The following rubric will be used to evaluate the narratives in Part B:

Meets the Standards	<ul style="list-style-type: none"> In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. 	
Demonstrates Substantial Progress	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard. 	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; AND The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available; AND The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; AND An evaluation of the data and evidence supports the observable and reported successes.
Failing to Demonstrate Progress	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. <p>AND ONE OR MORE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of "at-risk" students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken; or The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence presented during the site visit; or The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes. 	

1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

School response:

- *Due to small class sizes and the dissemination student sequential performance data over a number of years, teachers are able to determine strategies which support each students learning skill. Besides quality instructional techniques, AIMS@UNM utilizes project based strategies to integrate the curriculum. Projects include such initiatives as the Science Fair requirement. For this project, instruction is scaffolded and integrated. Each student is expected to produce a science fair project; devise a project, collect data, write a technical style article and present their results. Although the requirements are the same across grade level, the younger students need a great deal of support; gradually, this support is taken away to allow students their independence. The project is integrated, with instructors of each content area working with students to produce the final project. The use of a project organized around a theme, such as Science Fair, allows differentiation around a student's prior knowledge, as well as supporting the concept that projects multifaceted and "rich" with a variety of content areas.*
- *Students are encouraged to support and share what they have learned through the House system, which meets each day. Named for famous archers, the Houses are aligned from grade 12 to grade 6. Senior leadership mentors the younger students within each House.*
- *AIMS has a superb technological framework for students. Wireless technology has been a part of the school since 2007. Each student is provided with a wireless laptop, and instruction is given within the framework of the core content areas, in utilization of that technology. As a result, technology is woven into each and every discipline in order to support student achievement. Additionally, each teacher is provided with a laptop computer, advanced technological equipment, as well as a professional development to allow multimedia to enrich the content area.*
- *Communication between instructor, student and parent is supported through an online parent portal which posts not only student grades, but assignments and support documents as well.*
- *With an emphasis on mathematics and science, and a requirement for "Critical Language" (Chinese or Japanese) study, the mission is to prepare students, grades six thru twelve, for college, community, and beyond through a rigorous focus on math and science and an emphasis global participation. Beginning in the sixth grade and continuing through their graduation, all students enjoy a common culture of college preparation.*
- *One of the hallmarks of the AIMS program has been the Dual Credit requirement. In order to graduate, students must have a total of at least 30 college credits; three of which must be in math and science. Students begin enrolling in dual credit classes during their sophomore year and continue on through graduation. Although there is a minimum requirement of 30 credits, the vast majority of students take many more hours than the minimum. It is not unusual for students of AIMS to have 50 or more college credits upon graduating; essentially allowing them to enter college as a junior. A number of our students have earned their Associates Degree even before graduating from high school. The close relationship with the University of New Mexico as well as the placement of the AIMS campus on the UNM south technology campus facilitates this accomplishment.*
- *Professional Development is called "Teacher Research". Upon receiving their NMSBA data, disaggregated by student and instructor, teachers meet vertically as departments, and horizontally by grade level, to develop their PDP's departmentally and by grade level, as well as develop personal goals for their professional growth. All goals are student performance based, data driven and must be tied directly to student achievement. Together, teachers ask themselves essential questions concerning their classrooms and student success. From this introspection, teachers develop potential interventions and classroom strategies, which are then immediately applied in the classroom and the results reported back to the group. Through this process, teachers have identified "bright spots" of their practice. The results of their work are presented at the end of each school year during "Teacher Research Day".*

Click here to enter text.

2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department's Standards of Excellence

For any school that has not maintained a C or better letter grade in SY2016 – SY2018 provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018 do NOT complete this Section.

NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.

School response:

The school has maintained an "A" grade in SY2016-SY2018.

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

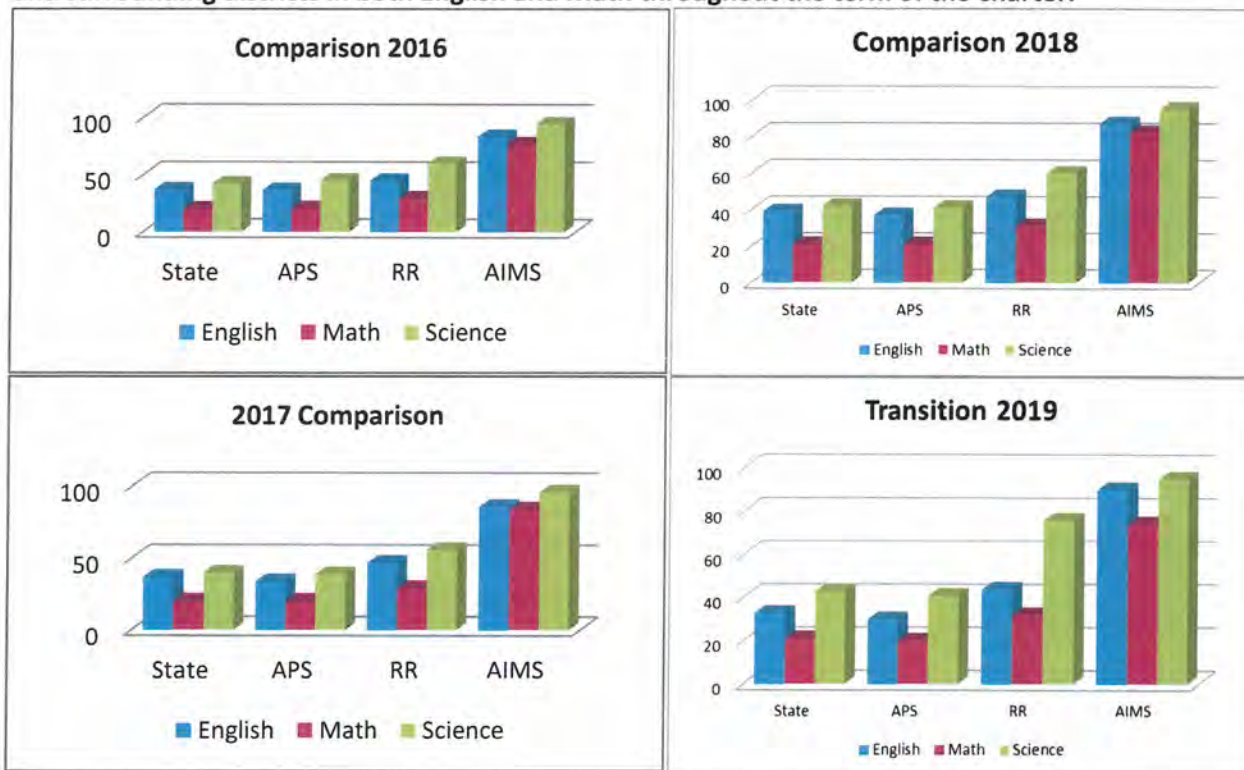
Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School response:

The school met all ELA goals throughout the term of the Charter renewal. The school Did Not meet its goal for math in SY16 of 80% proficiency in Math. That year, the State of New Mexico changed its test from the SBA to PARCC. As is well documented, changes in testing often result in lowered performance for students. That year 77% of students scored proficient and above on math. The subsequent years, SY 17 and SY18, the school met its goals in math, however in SY19, the State of New Mexico again changed the testing to the Transition test. This time math performance fell far below the goal of 80%, with 74.2% of student demonstrating proficiency in math. None the less, AIMS student performed ahead of the State and surrounding districts in both English and Math throughout the term of the charter.



It is noteworthy that performance on school mandated testing remained steadily improved. Currently the school requires students to take the PSAT, various AP exams, and the ACT, including in the area of math. In AP Calculus (a requirement of all AIMS students) the percentage of students scoring a 3 or above increased from 20% to 37% over the course of the term. For the ACT, students ready for college ready math was 88%. 28% of students in the State were ready for college level math. For the PSAT, AIMS 11th grade students ready for college math were 86%, 85% and 98% over the term of the charter. Those ready for both English and Math were 83%, 85% and 98% over the term of the charter. In the State of New Mexico, 34%, 32% and 32% were ready for college level English and Math over the course of the Charter term.

Data for the above is provided in the appendix.

3. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
Year 1	0	none	none
Year 2	1	<ul style="list-style-type: none"> • Purchase order was created after the expenditure was incurred. • Journal entry lacked proper approval by responsible employee or other than the preparer 	<ul style="list-style-type: none"> • Provided purchasing procedures to employees and posted in the copier room. • Generated list of journal entries posted by month to ensure that all have been reviewed by Finance Committee.
Year 3	0	none	none

b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

The school had maintained it's board of finance throughout the term of the charter.

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School response:

Click here to enter text.

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received “working to meet” or “fall far below” in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

School response:

Click here to enter text.

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School response:

At no time during the contract period has the membership of the board fallen beneath the required mandated 5 members.

SY18-19 David Dunlap-member-finance committee member and college of arts and science representative.

Dr. Kathryn Watkins –President and Department of Education Representative. Hours complete

Janine Sjostrom- community member. Hours complete

Bob Walton-community member and Vice President Hours complete

Dr. Sandra Whisler-community member Hours complete

Steven J Smith-community member and member of the finance committee. Hours complete

Dr. Ganesh Balkrishnan-Department of Engineering Representative. Resigned

Audit Committee Members

GC Member/Finance	Steven Smith	ssmith@aims-unm.org	505-559-4249
Finance/Volunteer	Diana Cordova	dcordovacpa@hotmail.com	505-264-5729
Parent Volunteer	Reginald Tyler	rtyler@aims-unm.org	505-559-4249
Ex-Officio Members	Kathy Sandoval	ksandoval@aims-unm.org	505-559-4249
	Jolene Jaramillo	business@aims-unm.org	505-559-4249

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	Jolene Jaramillo	business@aims-unm.org	505-559-4249

SY 17-18

Dr. David Dunlap-member-finance committee member and college of arts and science representative.

Dr. Kathryn Watkins –President and Department of Education Representative. Hours complete

Janine Sjostrom- community member. Hours complete

Bob Walton-community member and Vice President Hours complete

Dr. Sandra Whisler-community member Hours complete

Steven J Smith-community member and member of the finance committee. Hours complete

Dr. Ganesh Balkrishnan-Department of Engineering Representative. Hours complete

Dr. Joe Ho: Parent Member-College of Arts and Sciences. Resigned

Joe Fortuin: Community Member- Resigned

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	Jolene Jaramillo	business@aims-unm.org	505-559-4249

SY16-17 Dr. David Dunlap-member-finance committee member and college of arts and science representative.

Dr. Kathryn Watkins –President and Department of Education Representative. Hours complete

Janine Sjostrom- community member. Hours complete

Bob Walton-community member and Vice President Hours complete

Dr. Sandra Whisler-community member Hours complete

Steven J Smith-community member and member of the finance committee. Hours complete

Dr. Ganesh Balkrishnan-Department of Engineering Representative. Hours complete

Dr. Joe Ho: Parent Member-College of Arts and Sciences. Hours complete

Joe Fortuin: Community Member- Hours complete

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	Jolene Jaramillo	business@aims-unm.org	505-559-4249

During the 18-19 school year, the representative of the College of Engineering resigned due to time constraints. By MOU with UNM, and the bylaws of the Board, the school had to have a representative from the College of Engineering. Sadly, the school was unable to find a volunteer. I sent the following to the to the Charter School division. " I believe AIMS @ UNM has some unique requirements of which I wish to make you aware.

First it is critical to understand that at no time did Board membership fall below the critical five member Board required by law. However the Board manual requires the following:

"The Board of Trustees shall consist of no more than nine members. Since AIMS@UNM is a college-preparatory school, all voting members of the Board must hold a bachelor's degree or higher. One Board member shall be a parent of a current student, attending AIMS for two or more years. The parent member of the Board serves a one-year term, and may serve two terms upon majority vote of the Board. All other Board members serve four-year terms and may serve for two terms upon majority vote of the board. A Board member may serve for additional terms beyond two terms upon vote by two thirds of the Board.

I believe AIMS @ UNM has some unique requirements of which I wish to make you aware. First it is critical to understand that at no time did Board membership fall below the critical five member Board required by law. However the Board manual requires the following:

"The Board of Trustees shall consist of no more than nine members. Since AIMS@UNM is a college-preparatory school, all voting members of the Board must hold a bachelor's degree or higher. One Board member shall be a parent of a current student, attending AIMS for two or more years. The parent member of the Board serves a one-year term, and may serve two terms upon majority vote of the Board. All other Board members serve four-year terms and may serve for two terms upon majority vote of the board. A Board member may serve for additional terms beyond two terms upon vote by two thirds of the Board.

Four Board members shall be faculty of the University of New Mexico; the UNM President or nominee, one faculty member nominated by the Dean from the School of Engineering, one by the Dean of the College of Arts and Sciences, and one by the Dean of the College of Education."

To complicate matters, AIMS@UNM has a MOU with UNM which also dictates the make-up of Board membership:

"In consultation with the AIMS@UNM Board of Trustees, the UNM President will select four representatives from UNM to serve on the Board of Trustees. One representative each will be selected from the School of Engineering, College of Education and College of Arts and Sciences, and the UNM President or designee will serve as an ex-officio member".

We recently lost our Engineering representative as well as our parent member. We had a very difficult time finding willing replacements for both positions, however we have two nominees ready for the September board meeting. To close out the seat for either member would have violated either the MOU and/or the Board of Trustee's manual. We seek your indulgence until the September meeting, which will be held September 14, 2019.

Thank-you for your consideration,

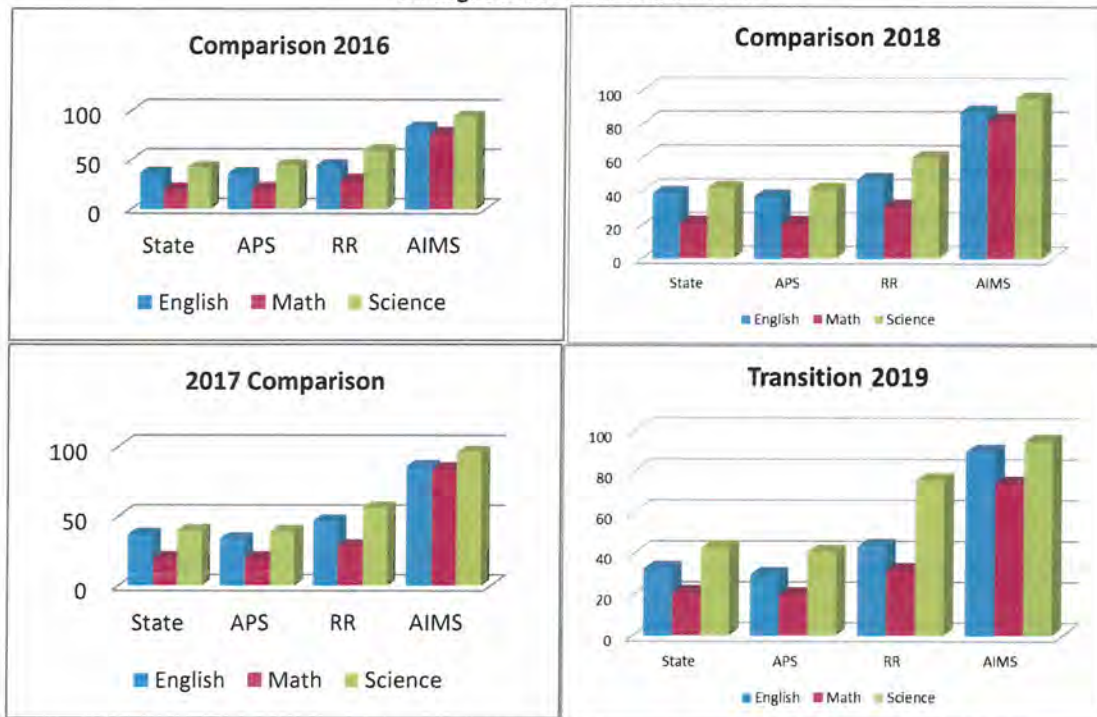
Unfortunately, both candidates expressed concern with the time requirements. The school continues to search for appropriate board members.

* All schools must provide a response for this section of the application.

Appendix-D

School Response to CSD Analysis

The school met all ELA goals throughout the term of the Charter renewal. The school Did Not meet its goal for math in SY16 of 80% proficiency in Math. That year, the State of New Mexico changed its test from the SBA to PARCC. As is well documented, changes in testing often result in lowered performance for students. That year 77% of students scored proficient and above on math. The subsequent years, SY 17 and SY18, the school met its goals in math, however in SY19, the State of New Mexico again changed the testing to the Transition test. This time math performance fell far below the goal of 80%, with 74.2% of student demonstrating proficiency in math. None the less, AIMS student performed ahead of the State and surrounding districts in both English and Math throughout the term of the charter.



It is noteworthy that performance on school mandated testing remained steadily improved. Currently the school requires students to take the PSAT, various AP exams, and the ACT, including in the area of math. In AP Calculus (a requirement of all AIMS students) the percentage of students scoring a 3 or above increased from 20% to 37% over the course of the term. For the ACT, students ready for college ready math was 88%. 28% of students in the State were ready for college level math. For the PSAT, AIMS 11th grade students ready for college math were 86%, 85% and 98% over the term of the charter. Those ready for both English and Math were 83%, 85% and 98% over the term of the charter. In the State of New Mexico, 34%, 32% and 32% were ready for college level English and Math over the course of the Charter term. It is noteworthy that by graduation, 100% of AIMS graduates are proficient in reading and 92% are proficient in Math. Data is provided in the appendix.

McKinney-Vento: Educational Stability for Students Experiencing Homelessness.

Applicability:

This policy applies to all students of the Albuquerque Institute for Math and Science at UNM.

Policy:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (also referred to as the McKinney-Vento Act) (42 U.S.C. 11431 et seq.). The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized and strengthened in December 2015 by the Every Student Succeeds Act (ESSA). The McKinney-Vento Act is designed to address the challenges that children and youth experiencing homelessness have faced in enrolling, attending and succeeding in school.

In addition, in 2017, New Mexico updated its laws to address the educational stability of students experiencing disruption, including those student experiencing homelessness or unaccompanied youths.

The attached policy were developed to provide information and guidance for local education agencies, charter schools, parents/guardians, students and advocates on the federal and state requirements regarding the education of students experiencing homelessness.

“Guidelines for Students Experiencing Homelessness” include the following:

- Immediate enrollment of students experiencing homelessness in their school of choice;
- School selection and best interest;
- Participation and removal of barriers;
- School records, vaccinations and immunizations;
- Transfer of records;
- Transportation;
- Direct Certification for free school meals;
- Notice of parental/guardian and student rights.

This document is posted on the Public Education Department (PED) McKinney-Vento website at:

<http://webnew.ped.state.nm.us/bureaus/student-success-wellness/mckinney-vento/>.

You may also locate the New Mexico Every Student Succeeds Act (ESSA) state plan at:
<http://ped.state.nm.us/ped/ESSAdocs/FINAL NMESSA Plan.pdf>.

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA). ESSA strengthens ESEA in notable ways, including new provisions related to the education of homeless children and youth. The ESSA integrates best practices nationwide to increase the identification, enrollment, stability, and school success of children and youth experiencing homelessness.

The amendments strengthen the McKinney-Vento Act by focusing on:

- Identification of homeless children and youths;
- Preschool-aged homeless children, including clarification that Homeless Liaisons must ensure that these children and their families have access to and receive services, if eligible, under LEA-administered preschool programs, including Head Start, Part C of the Individuals with Disabilities Education Act (IDEA) (Early Intervention Program for Infants and Toddlers with Disabilities), and other preschool programs administered by the LEA;
- Collaboration and coordination with other service providers, including public and private child welfare and social services agencies; law enforcement agencies; juvenile and family courts; agencies providing mental health services; domestic violence agencies; child care providers; runaway and homeless youth centers; providers of services and programs funded under the Runaway and Homeless Youth Act; and providers of emergency, transitional, and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities;
- Professional development and technical assistance at both the State and local levels;
- Removing enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer;
- School stability, including the expansion of school of origin to include preschools and receiving schools and the provision of transportation until the end of the school year, even if a student becomes permanently housed;
- Privacy of student records, including information about a homeless child or youth's living situation; and
- The dispute resolution process.

Students who qualify for this program include children and youth who lack a fixed, regular, and adequate nighttime residence.

The term includes—Children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
- living in motels, hotels, RV parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters; or
- abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then they are eligible to receive services provided under the McKinney-Vento Act.

New Mexico Public Education Department Students Experiencing Homelessness or Unaccompanied Youth Dispute Resolution Form:

**New Mexico Public Education Department
Students Experiencing Homelessness or Unaccompanied Youth Dispute Resolution
Form**

(This form should be used for the dispute resolution process for students experiencing homelessness or unaccompanied youth in regards to eligibility, school selection, enrollment or transportation.

Note: LEAs/State Charter Schools with unresolved disputes shall forward this form along with the LEA's/State Charter School's written explanation of the school's decision to the Public Education Department's homeless liaison within five calendar days of the LEA's final decision. The filing of these documents shall be deemed to satisfy the requirements of paragraphs 1 through 4 of Subsection A of 6.10.3.8 NMAC.

Date: _____

Please complete all information and mail to:

New Mexico Public Education Department
Student Success and Wellness Bureau
Mc-Kinney Vento State Director
120 South Federal Place, Room 206
Santa Fe, NM 87501

I. School District or State Charter School Information:

a. School district or state charter school serving the student:

b. Name of the school district or state charter school point of contact for students experiencing homelessness:

c. Name of the school where the student is currently enrolled or has been enrolled most recently:

d. Other district and/or school staff who have been made aware of the dispute

Name Phone Email

Name Phone Email

Name Phone Email

II. Information Regarding the Person(s) Requesting Dispute Resolution :

a. Person(s) Name(s):

b. Relationship to Student:

___ I am the unaccompanied youth

____ Parent
____ Advocate

Other: _____

c. Address (or available contact information):

_____ Students Experiencing Homelessness or Unaccompanied Youth Dispute Resolution Form Page 2 of 3

d. Phone number(s):

Home _____ Work _____
Cell _____ Email: _____

III. Student Information

If the dispute is regarding a student experiencing homelessness or unaccompanied youth, please provide the following information:

a. Student's Full Name:

b. Student's Date of Birth:

c. Student's Address (or available contact information):

d. School Student Currently Attends:

IV. Representative Information (optional)

a. Are you using another personnel to assist you in resolving this dispute:

Attorney _____ Other Representative _____

b. If using any of the above, please identify:

Name: _____ Title: _____
Address: _____

Phone number(s):

Work _____
Cell _____ Fax _____

V. Details Concerning the Dispute:

a. Is this dispute in reference to:

- _____ Eligibility
- _____ School Selection
- _____ Enrollment in school of origin
- _____ Transportation
- _____ Other

b. Which school, school district, department, agency or consortium of agencies is the dispute with?

c. Please describe the dispute with the school district or state charter. (Who? What? Where? Why?) *Attach any documents that support your position.*

VI. Efforts Made to Resolve the Dispute

Outcome of efforts made at the local level to resolve the dispute: Describe the attempts that have been made by the District/Charter School to resolve the dispute. Attach documentation including meeting minutes, emails, phone calls, etc.

VII. Proposed Resolution

Describe a proposed resolution(s) to the dispute to the extent known:

VIII. Signature and Date:

Signature of Party or Designated Representative Date

Corrective Action Plan

Gifted Education

1) Conducting IEPs

- a) Continue with face-to-face meetings
- b) Conduct online/interactive meetings, discussion boards [to be developed]
- c) Conduct telephone meetings [begin immediately]
- d) Conduct meetings through email [prototype ready, begin immediately]

2) Defining service

- a) How does the state define gifted services? Does accelerated programming count? Does AP and Honors classes count? Does dual enrollment count? According to the NMPED Gifted Education in New Mexico, Technical Assistance Manual (2019), the above mentioned items among many others may qualify as services and be reflected in the service hours calculations in the IEP.
- b) What is typical for Gifted Services in middle and high school?
- c) What is the comparison group defined in the law and regulations and how is it applied in our case? Special services mean services that are different from the "typical" classroom or "general education" classroom. Are we comparing to our school's general program or one of any typical public school?
- d) The NMPED Gifted TA Manual (2019) states the following:

Strategies for Students who are Gifted:

- Acceleration
- Curriculum compacting
- Enrichment opportunities
- Independent study
- Motivating
- Questioning
- Social and emotional teaching strategies
- Using media and technology (p. 56)

...Services...

- Cluster-grouping options
- Pull-out classes
- Homogeneous classes
- Specialized or magnet schools
- Mentorships
- Dual enrollment classes (p.72)

...Programming options...

- Acceleration
- Advanced classes
- Curriculum compacting
- Early admission
- Honors and Advanced Placement classes
- Individual options
- Individual and small group counseling

- Magnet or special schools...
- Special enrichment options (pp.74-76)

Can AIMS be considered a "Specialized" or "Special" school? Could it be considered a "Magnet" school? Since our educational program includes most if not all options for Gifted services, could we be considered for special status? Although we have reduced the state's costs by reducing the service level of all students who have IEPs (Gifted or other), thus saving funding, we are providing maximum services for all students in the Least Restrictive Environment. If each of the above options can translate into "special services" for students with Gifted IEPs, funding levels for our students would increase dramatically. With approximately 40% of the student population identified as Gifted, would special services bring in more funding if properly coded and requested? Moving 140 students from A level to C level services would increase funding dramatically. It all depends upon what counts and what does not.

3) Future Considerations

- a) Student led IEP meetings
- b) Online, live interactive meetings

The school special education director has had difficulty obtaining compliance from parents of gifted students. This becomes more difficult with the age of the student. The schools director has implemented the following from the special education department:

1. Three attempts will be made to parents to attend IEP meetings. These attempts will be made in writing (via email) and if these attempts fail, then the IEP will be held and the document will be sent home to parents for signature.
2. Additionally the director has asked for a plan from the special education director to schedule the IEP's at the time they are due. That plan is attached.
3. The school has hired an additional special education certified instructor to assist with the gifted IEP's

It must be reiterated that this is not a violation of federal law, as gifted IEP's are a State of New Mexico requirement, not a federal requirement.



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
<http://www.ped.state.nm.us>

CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

October 5, 2018

Director Sandoval-Snider
AIMS @ UNM (ABQ Institute for Mathematics and Science)
933 Bradbury SE
Albuquerque, NM 87106

RE: Annual Determination 2017-2018 school year

Dear Director Sandoval-Snider:

Each year, the State Education Agency (SEA), New Mexico Public Education Department (PED), is required to assign annual determinations in accordance with the Individuals with Disabilities Education Act (IDEA) at 34 CFR § 300.600(a)(2) and Subsection F of 6.31.2.9 NMAC. This determination was made based upon data submitted by the Local Education Agency (LEA) through the Student Teacher Accountability Reporting System (STARS), and participation in random sampling of student post-secondary transition data. Information is also obtained through monitoring visits, dispute resolution, and any other public documentation made available.

Making Determinations

In making determinations, data submitted for indicators 1-14 were examined to determine the validity and reliability of the submitted data and its consistency with the required measures outlined in the State Performance Plan (SPP) and Annual Performance Report (APR) Part B Measurement Table. Specific compliance indicators (9, 10, 11, 12, and 13) were reviewed to determine if LEAs demonstrated substantial compliance of 95% or higher. Indicator 4 data were reviewed to ensure that LEAs did not have any significant discrepancies in the rates of long-term suspensions and expulsions.

Although 95% is considered a level of substantial compliance, all compliance must be fully corrected to 100% as soon as possible and in no case later than one year of the SEA's identification of the non-compliance in accordance with 34 CFR §300.600(e). The targets for compliance indicators 11, 12, and 13 must be 100% and the targets for indicators 4B, 9, and 10 are 0%. An SEA or LEA is not considered to be compliant with the indicators unless it meets the target set by the U.S. Secretary of Education in accordance

with 34 CFR §§ 300.600(d) and 300.601(a)(3) and has fully corrected any non-compliance. This includes ensuring that LEAs demonstrate correction of non-compliance in accordance with the Office of Special Education Programs (OSEP) 09-02 Memorandum. States are not permitted to establish thresholds for meeting compliance that is less than full compliance (100%).

When making determinations, the SEA also considered if:

- the LEA had unresolved special conditions;
- the LEA was designated a "high risk" grantee;
- the LEA had long standing audit issues;
- the length of time the problem existed was unacceptable;
- the magnitude of the problem was a concern;
- the progress the LEA made to correct the problem was insufficient; and
- the data was not timely or reliable.

LEA Determination

The criteria for each determination are summarized in the enclosed 2017-2018 Determination Criteria table. Based upon the comprehensive review of the LEA's data and information, AIMS @ UNM (ABQ Institute for Mathematics and Science) was assigned the annual determination of **Meets Requirements** for the following reason(s):

Indicator	SEA Target on Indicator	LEA Percentage on Indicator
Audit Findings	No	• NA
4b- Suspension/Expulsion	0 %	• Yes - 0%
9- Disproportionate Representation	0 %	• Yes - 0%
10- Disproportionate Representation (specific disability categories)	0 %	• Yes - 0%
11- Child Find - 60 day timeline	100%	• NA
12- Part C to B Transition	100%	• NA
13- Secondary Transition	100%	• NA
Untimely data	No	• NA
Unreliable data	No	• NA
Continued Non-Compliance	No	• NA

The description of the indicators, applicable regulations, and state rules are enclosed. If your district missed a compliance indicator (4B, 9, 10, 11, 12, or 13) for the first time in this reporting period, this letter serves as the official notification of non-compliance. According to 34 CFR § 300.600 (e), LEAs must correct non-compliance as soon as possible, and in no case later than one year after the state's identification of the non-compliance. All non-compliance identified in this letter must be corrected no later than October 5, 2019. The determination of the correction of non-compliance is based on an updated review of the data and

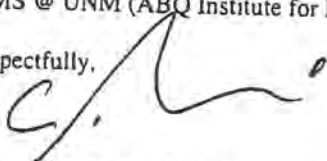
information. This includes correction of individual case(s) of non-compliance and a conclusion that the district is correctly implementing the specific regulatory requirements. This is consistent with the OSEP 09-02 Memorandum (copy enclosed) regarding "Reporting on Correction of Non-compliance in the Annual Performance Report Required under Sections 616 and 642 of the Individuals with Disabilities Education Act." A two-prong approach is used to demonstrate correction of non-compliance. You will be required to complete a Root Cause Analysis (RCA) for any missed compliance indicators. Based upon the results of the RCA, the areas of non-compliance will be addressed through a Corrective Action Plan (CAP).

About an "Intervention" Designation

If your district was assigned the determination of **Needs Intervention** or **Needs Substantial Intervention**, you may request an informal hearing in accordance with Subsection F of 6.31.2.9 NMAC. The hearing will afford the LEA an opportunity to demonstrate why a determination of **Needs Intervention** or **Needs Substantial Intervention** should not be made. The request for the hearing must be made in writing to the New Mexico Secretary of Education within 30 days of the date of the determination. The hearing will be conducted by the Secretary or the Secretary's designee. The formal rules of evidence shall not apply to the hearing.

Thank you for your efforts to improve the educational outcomes for students with disabilities. If you have any questions or concerns, please do not hesitate to call the Education Administrator who is assigned to AIMS @ UNM (ABQ Institute for Mathematics and Science) at (505) 827-1457.

Respectfully,



Christopher N. Ruszkowski
Secretary, NM Public Education Department

CR/ddc/cr

Enc. (3): How the State Made Determinations under Section 616
OSEP 09-02 Memorandum
2017-2018 Determination Criteria

cc: Icela Pelayo, Ph.D, Deputy Secretary of Teaching and Learning, PED
Deborah Dominguez-Clark, Director, Special Education Bureau, PED
Jessica Aufrichtig, Education Administrator, Special Education Bureau, PED
Steve Eckert, Special Education Director, AIMS @ UNM

School Year: 2018-2019
 Snapshot Date: 2019-06-01 - EOY
 Charter Status: Charter

Aggregate Level: Detail



District Name	District	Location Name	Loc ID	Loc Org	Student Name	Student ID	Eng Prof	English Proficiency	Assessment ID	Subject	Achievement	School Yr First	School Yr Last	Err Msg	LAST TEST DATE	SCORE	PROFICIENCY
ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	524	ALBUQUERQUE	001	Charter			0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2013-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/9/2015	5	6-Exited YR 5
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2014-06-30	2016-06-30	Marked NEVER EL, yet found prior year EL tests	#####	6	5
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/9/2015	6	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/9/2015	6	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2013-06-30	Marked NEVER EL, yet found prior year EL tests	N/A	N/A	Left school
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2015-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/9/2015	5	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2015-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/9/2015	6	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2014-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	5	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/9/2015	5	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	5	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2013-06-30	2016-06-30	Marked NEVER EL, yet found prior year EL tests	#####	5	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2013-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	5	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2012-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	5	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2012-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2012	6	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Not Proficient	2016-06-30	2018-06-30	Marked NEVER EL, yet found prior year EL tests	#####	5.2	2
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2013-06-30	2016-06-30	Marked NEVER EL, yet found prior year EL tests	#####	5	6
							0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2012-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2012	5	6



Aggregate Level: Detail

0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2012-06-30	Marked NEVER EL, yet found prior year EL tests			Graduated
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2012-06-30	2013-06-30	Marked NEVER EL, yet found prior year EL tests	3/4/2013	6	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2016-06-30	2018-06-30	Marked NEVER EL, yet found prior year EL tests	#####	5, 6	3
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2012-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2012	5	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	5	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2015-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/2/2015	6	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2013-06-30	2018-06-30	Marked NEVER EL, yet found prior year EL tests	#####	5	3
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2012-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/2/2015	6	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2013-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	6	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2012-06-30	2012-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2012	5	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Not Proficient	2013-06-30	2018-06-30	Marked NEVER EL, yet found prior year EL tests	#####	4, 9	urrent EL Student
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2012-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	6	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2013-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	5	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2012-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2012	6	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	5	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2013-06-30	Marked NEVER EL, yet found prior year EL tests	3/4/2013	5	6
0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	6	

School Year: 2018-2019
 Snapshot Date: 2019-06-01 - EOY
 Charter Status: Charter



Aggregate Level: Detail

0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Not Proficient	2013-06-30	2018-06-30	Marked NEVER EL, yet found prior year EL tests	#####	4	urrent EL Student
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2012-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2012	5	6
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2013-06-30	2016-06-30	Marked NEVER EL, yet found prior year EL tests	#####	6	5
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2012-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2012	6	6
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests			Left school
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	5	6
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2016-06-30	Marked NEVER EL, yet found prior year EL tests	#####	5	5
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/3/2015	5	6
1	Exited ELVEL	ELP	COMPOSITE	Proficient	2016-06-30	2017-06-30	Marked CURRENT EL, but found prior yr Proficient Score	2/2/2017	6	4
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2014-06-30	2014-06-30	Marked NEVER EL, yet found prior year EL tests	3/1/2014	5	6
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/3/2015	5	6
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/3/2015	5	6
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2013-06-30	2015-06-30	Marked NEVER EL, yet found prior year EL tests	3/3/2015	6	6
0	IFEP Initially Fluent English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2013-06-30	2016-06-30	Marked NEVER EL, yet found prior year EL tests	#####	5	5

Total Loc

46 46 46 46 46

Total Report

46 46 46 46 46

Schedule of drills for Albuquerque Institute for Math and Science:

- | | |
|----------------------|-------------------|
| 1. August 9, 2019 | Fire drill |
| 2. August 14, 2019 | Evacuation Drill |
| 3. August 21, 2019 | Fire Drill |
| 4. August 29, 2019 | Shelter in place* |
| 5. October 9, 2019 | Evacuation Drill |
| 6. December 12, 2019 | Fire Drill |
| 7. February 11, 2020 | Shelter in Place* |
| 8. April 24, 2020 | Fire Drill |

Shelter in Place Drills will be observed by either UNM police for constructive criticism or Maez Investigation Group.