

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2014 State Charter Renewal Application Kit***

Albuquerque Institute for Math and Science at UNM



**Effective Options
for New Mexico's
Families
Charter Schools**





STATE OF NEW MEXICO
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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2014**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2015**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- 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;
- 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 minimum educational standards or student performance standards identified in the charter application;
- 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 charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact me at Matt.Pahl@state.nm.us or (505) 827-8068 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Matt Pahl
Interim Director
Charter Schools Division

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

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Instructions: 2014 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2014 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Matt Pahl at Matt.Pahl@state.nm.us or (505) 827-8068. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2014 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the “CSD Sharepoint File Transfer Guide,” which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us or Amy Chacon at Amy.Chacon@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (April – September 2014)	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 st , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to	Renewal applicants may respond in writing to the information contained in the Renewal

Preliminary Renewal Analysis (November 14-December 2)**	Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
CSD Director's Recommendation (December 5)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Friday, December 5, 2014 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 11-12)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 11-12, 2014 .
Contract Negotiations (December, 2014-March, 2015)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: (*This process takes place after a success renewal process.*) The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): (*This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.*) This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material

violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

***SAMPLE.** The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.) The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.) The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.

2014 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.

ALBUQUERQUE INSTITUTE FOR MATH AND SCIENCE



10/1/2014

Renewal Application to Public Education Department and Public Education Commission

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Part A—School’s Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - Renewal Snapshot Report Albuquerque Institute for Mathematics & Science (AIMS@UNM)

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

General Information

Mailing Address: 933 Bradbury SE, Albuquerque, NM 87106
 Physical Address: 933 Bradbury SE, Albuquerque, NM 87106
 Phone: (505) 559-4249 Ext: Fax: (505) 243-9235 Website: www.aims-unm.org
 Opened: 2005 State Appvd: Dec-09 Renewal: 2015
 School District: Albuquerque County: Bernalillo

Kathy Sandoval-Snider, Director Email: ksandoval@aims-unm.org
 Steve Cabaniss, President Email: scabaniss@unm.edu

Mission: Albuquerque Institute for Mathematics and Science @UNM (AIMS@UNM) is committed to preparing its students, grades six thru twelve, for college, community, and beyond through a rigorous focus on math and science and an emphasis on global participation.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	6-12		720	340	18	18.9

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	A	A	A		
2. 3 Year Avg Grade		A	A		
3. Current Standing	A	A	A		
4. School Growth		F	B		
5. Highest Performing Students	B	A	B		
6. Lowest Performing Students	D	B	B		
7. Opportunity to Learn	B	B	B		
8. Graduation	B	D	D		
9. Career and College	A	A	A		
10. Reading Proficiency	92.8	94.4	94		
11. Math Proficiency	94.2	94	93.2		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	2.8	1.5	4.64		

NM PED Charter School Division - Renewal Snapshot Report
Albuquerque Institute for Mathematics & Science (AIMS@UNM)

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment	222	272	302	312	340
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male	53.6%	58.5%	55.0%	52.6%	53.8%
3. % Female	46.4%	41.5%	45.0%	47.4%	46.2%
4. % Caucasian	44.1%	46.0%	47.7%	45.2%	46.5%
5. % Hispanic	41.4%	40.1%	41.7%	43.6%	43.2%
6. % African American	0.5%	1.1%	1.0%	2.6%	2.9%
7. % Asian	14.0%	12.9%	9.6%	8.0%	7.1%
8. % Native American	0.0%	0.0%	0.0%	0.6%	0.3%
9. % Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%
10. % Title 1 TS	0.0%	0.0%	0.0%	0.0%	0.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	0.0%	0.0%	0.0%	0.0%	0.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	2.3%	1.5%	1.0%	0.6%	0.9%
15. % ELL	0.9%	1.5%	0.7%	0.3%	0.3%



Part B—Self-Report/Looking Back (A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

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 minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14).

The school has met AYP target goals over the course of the charter and has maintained a school grade of A for the past three years. 2012 score was 85.4, 2013 score was 84.63 and 2014 score was an 89.36.

Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

Current standing in 2012 was 31.9/30 points. It is the understanding of the school that AIMS was the only school in the state to exceed the total number of points available. 2013 the current standing was 29.86/ 30 possible, and the 2014 current standing is 29.89/30 points possible.

School Growth

Provide a statement of progress regarding your “School Growth” over the past three years and offer any additional information regarding this measure.

School growth overall was not reported in the 2012 report card. In 2013 school growth saw only 2.56/10 (F) possible points; the faculty operated on the belief that we were already so high performing the students didn't have “room” to improve. Moving away from “non-proficient, proficient, advanced” designations and instead focusing on individual student improvement became the focus of the 2013-2014 school year. With this knowledge in hand, the school enacted interventions that saw 8.53/10 possible points(B).

Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your “Q3 Growth” over the past three years and offer any additional information regarding this measure.

School growth of highest performing student's saw 11.2/15 possible points at the end of the 2012 school year. 2013 demonstrated 9.99/out of 10 possible (A) during the 2013 school year. During the 2014 school year, 5.43/10 points (B) were earned.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure.

During the 2012 school year, the lowest performing students at the school saw 5.5/15 points possible. With the information we received from the report card, interventions were put in place that resulted in 8.84/10 points possible for the 2014 school year, which was again repeated during the 2014 school year (8.84/10)

Opportunity to Learn

Provide a statement of progress regarding “Opportunity to Learn” over the past three years and offer any additional information regarding this measure.

The report card reflected 6.7 out of 8 points possible for opportunity to learn. This increased slightly to 6.86/8 during the 2013 school year, and decreased slightly (6.38/8 possible points). Interestingly, the school itself administers a very similar survey to students regarding all of their teachers rather than just the math and English teachers. Overall the results were significantly more favorable than the one conducted via the SBA.

Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.

According to the 2012 report card, the graduation rate was 85.3 or 14.6/17 points earned. In 2013 however the 2012 cohort was very small and we had nearly 25% of our potential graduates “recruited” directly out of the senior class by a highly respected university in New Mexico. These students were encouraged to take the GED and enter the university the next fall; which they did. However the state counted those students as “dropouts” even though they entered a postsecondary institute and successfully completed the first year. The graduation rate plummeted to 66.1% that year, with the school earning only 10.53/17 points. The 2014 report card saw a similar phenomenon but on a much smaller scale, and the graduation rate climbed to 82.3%. AIMS expects the 2014 graduation rate to near 100% for the 2013 cohort.

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.

The school has maintained an A in this area for the past three report card years. All students at AIMS must participate in AP classes, dual credit classes, and the ACT progression of exams in order to graduate. Expansion of these opportunities in

to the ninth grade year will mean nearly 100% of the student body will have participated in college and career readiness opportunities.

Bonus Points

Provide a statement of progress regarding "Bonus Points" over the past three years.

During the 2012 school year, the school earned 2.8/5 possible points. The 2013 school year earned the school only 1.5/5 possible points. Careful study of the rubric however earned the school 4.64 points out of a possible 5 points; a significant increase.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1: Seventh grade proficiency levels in science according to the New Mexico Standards Based Assessment, will increase by 5% at the proficient and advanced levels for the 2010-2011 school year. (Baseline 2009-2010: 57% proficient and advanced).Figure 1																
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): New Mexico Standards Based Exam																
Data—Average Scores																
Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14												
7	85%	87%	91.5%	90%												
<div style="text-align: center;"> <p>7th grade Science</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>"2010-2011"</th> <th>"2011-2012"</th> <th>"2012-2013"</th> <th>"2013-2014"</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td>57</td> <td>85</td> <td>87</td> <td>91.5</td> <td>90</td> </tr> </tbody> </table> </div> <p style="text-align: center;">Figure 1</p>						Baseline	"2010-2011"	"2011-2012"	"2012-2013"	"2013-2014"	Science	57	85	87	91.5	90
	Baseline	"2010-2011"	"2011-2012"	"2012-2013"	"2013-2014"											
Science	57	85	87	91.5	90											

Provide a statement of progress and additional information regarding the above data: From the baseline of 57%, the school met and exceeded the goal of 5% increase during the 10-11 school year. Currently the school hovers at around 90% proficiency. The science curriculum is the corner stone of the AIMS 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.

As we follow this class through to 2014, we also see a trend away from the achievement gap. Baseline data demonstrated a 21 point gap between Caucasian students in science and Hispanic students. That gap has consistently closed until today it is an 8 point gap. It is the expectation of the school that this achievement gap will continue to disappear. Figure 2

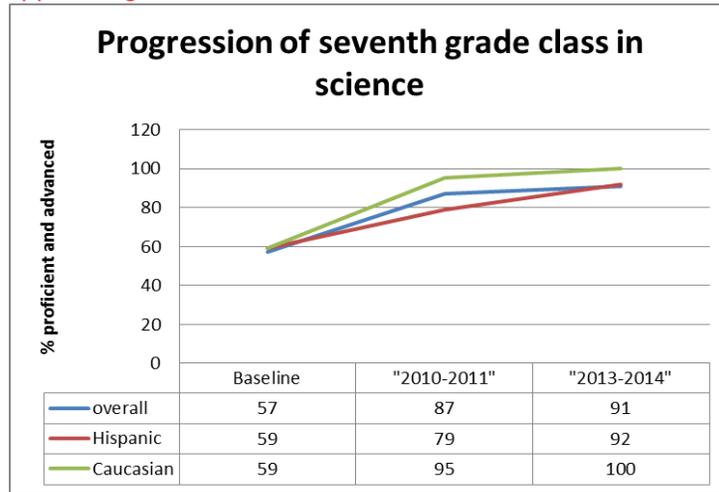


Figure 2

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school’s statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #2: Seventh grade proficiency levels in math, according to the New Mexico Standards Based Assessment, will increase by 5% at the proficient and advanced levels for the 2010-2011 school year. (Base-line 09-10 school year 62%)

Measure(s) Used: New Mexico Standards Based Exam				
Data—Average Annual Data				
Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
7	86%	87%	95%	96.9%

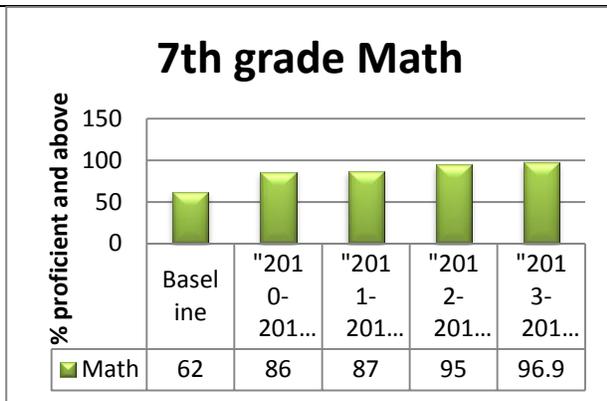


Figure 3

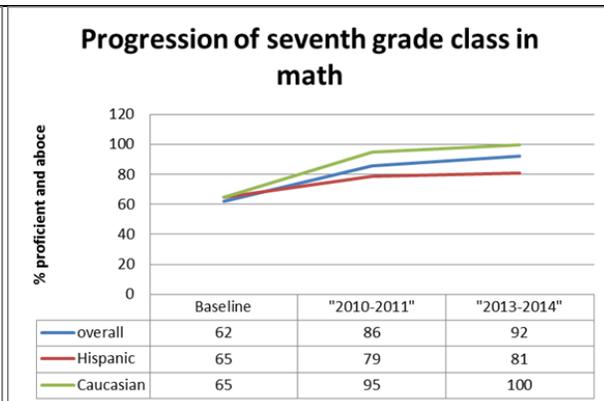


Figure 4

Provide a statement of progress and additional information regarding the above data: The school has met and exceeded the goal for 2010-2011 and has continued improved performance over the course of the charter (Figure 3). The Math program is both Pre-AP in the middle school and AP in the high school. Staff has had extensive AP professional development, and most often teach classes in both the middle school and high school in an effort to facilitate a seamless transition and to produce an environment of consistency in expectation for the students. Exceptional math skills are integrated into all content areas of the curriculum, with all teachers working in collaboration for students.

Middle school math curriculum is accelerated and encompasses the New Mexico standards and benchmarks. Algebra I is completed in the 8th grade, followed by Geometry, Algebra II and AP Calculus in the 9th, 10th and 11th grades respectively. Students must also complete a dual enrollment math course in order to graduate. Bi-monthly meetings between the middle and high school instructors have produced instructional strategies that are in alignment with future performance requirements of students in the high school AP program.

Unlike the science performance gap however, we see the baseline data demonstrating no performance gap in math; both Hispanic and Caucasian students were performing poorly. As we follow these students during their careers however, we see improvement in both groups, but not at the same rate. Today there remains a 15 point performance difference between Hispanic and Caucasian students, but both are performing at a much more advanced level. (Figure 4)

Math is presented not only as a study unto itself, but also as a necessary tool in the study of all content areas. Math is integrated into all projects, with all faculties working with students on projects required by the school. An example is the AIMS Science Fair; all students must develop a research question, perform the research and its subsequent analysis and produce a journal style article for presentation.

The math and science faculties work together to instruct students in the proper analysis of scientific data, particularly statistical analysis. Specific instruction is given in the use of data to reinforce research conclusions. This integrated approach reinforces for students that the study of science is not a "stand alone" subject, but rather a rich integration of all skills, including math.

The seamless instruction, from middle school through high school, and integration into all content areas, with the consistent presentation of a common goal for all students, facilitates the identification and intervention for any students struggling with the math curriculum. By high school the expectation for

24 Student performance is a known, and there are few students who struggle with math by this point in the career at AIMS. For those students who need extra support there is mandatory tutoring after school and on Friday afternoons. This tutoring is data driven and individualized for each student. Tutoring is conducted by the Math faculty. AIMS also offers a summer research camp for middle schools students.

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school’s statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #3: **Eleventh grade college readiness indicators will increase by 5% over a period of 2010-2011 on internal formative assessments designed during the 2009-2010 school year.**

Measure(s) Used: **Development of internal formative assessments, with validity occurring from comparison to the ACT progression of assessments (Explore, the PLAN, PSAT and ACT)**

Data: **Development of formative assessments, Explore, the PLAN, PSAT and ACT.**

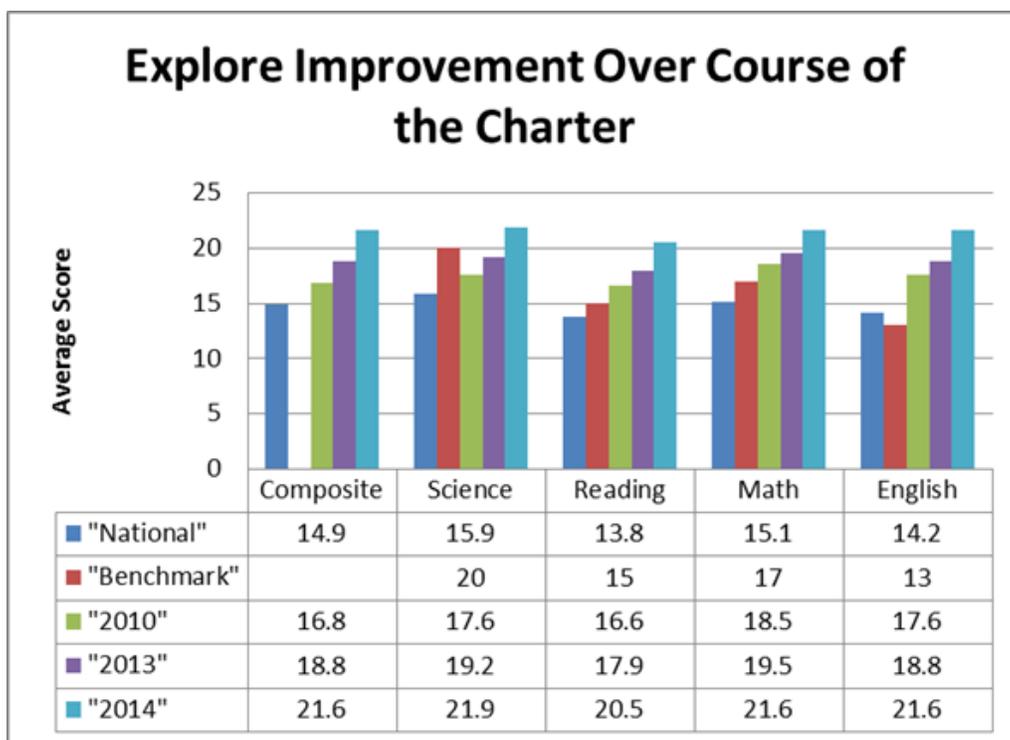


Figure 5

Provide a statement of progress and additional information regarding the above data: The AIMS@UNM Charter School faculty currently utilizes an integrated curriculum across content areas, yet inclusive of all standards as established by the State of New Mexico. All standards and benchmarks are aligned with the State of New Mexico curricular framework. These core courses have been identified by such organizations as Achieve and the ACT as necessary for students to meet college readiness standards. In mathematics, grades 6 and 7 are taught pre-Algebra, with Algebra taught in the 8th grade. Beginning with the ninth grade, students take four years of math: Geometry, Algebra II/Pre-Calculus, Calculus, and finish with a dual enrollment math class during their senior year. English classes in the middle grades are enriched, with the high school students taking four years of English, two of which are AP Literature and AP English and Composition. Science is also taken every year beginning in the 6th grade, with a dual credit science requirement during their senior year. AP US History, AP World History and AP Government and Politics round out the social studies requirement in the high school. Exposure to the Critical Languages begins in the middle school, with two years of study required at the high school level. Finally Service Learning standards are imbedded into the core content at each grade level.

In support of College and Career Readiness, AIMS utilizes dual enrollment as a curricular strategy. It is positively associated with high school graduation, college enrollment rates, higher college grade point averages, and progress toward college completion. It is an effective strategy for helping students make a better transition from high school to college, make adult world connections, and persist in college once they're there. The Albuquerque Institute for Mathematics and Science @ UNM measures students preparation for college, personal goal setting, and students' adult world connections through participation in Dual Enrollment classes and student performance in those classes. It is not unusual for students to graduate from AIMS with nearly 60 credit hours, greatly in excess of the graduation requirements for AIMS; entering the post-secondary institution with a junior status.

Additionally all students must take the College Board progression of exams; including the Explore (8th and 9th grade, The Plan, PSAT and ACT. The school utilizes these exams to validate faculty assessments for College Readiness, as well as to track individual student progression over their association with AIMS. As evidenced above (Figure 5), Explore scores have progressively improved over the course of the charter.

The same can be seen in the progressive improvement in ACT scores over the course of the charter. In each case the school has consistently out performed the nation.(Figure 6)

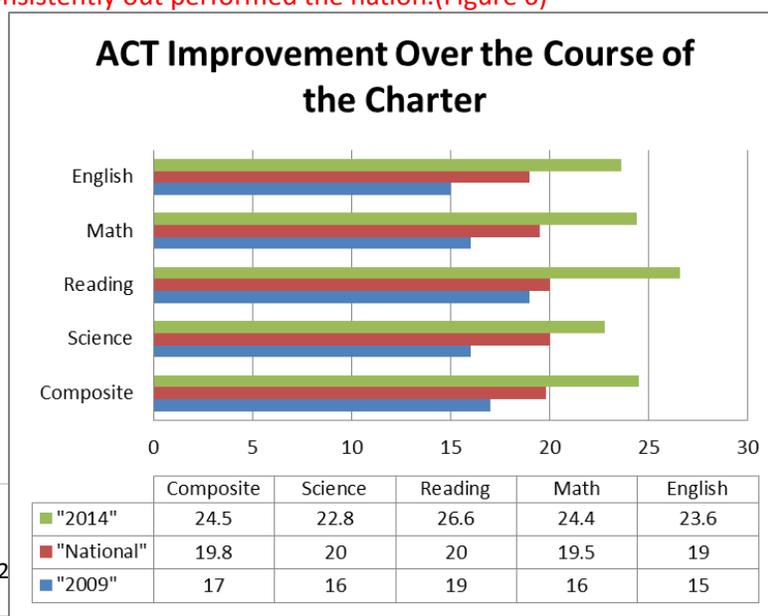


Figure 6

B. Financial 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 generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

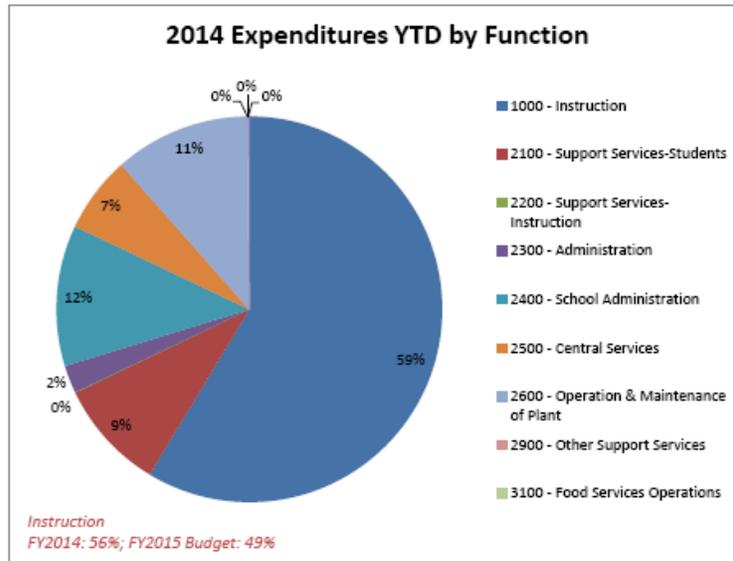
Yes **No** Is the school meeting financial reporting and compliance requirements?

Yes **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

a. Financial Statement

The financial statements are e-mailed to the finance committee and the governance council prior to the governance council monthly meeting. This allows the finance committee to review the financial packet more thoroughly during the finance committee meetings and prior to approving during the monthly governance council meetings. (Appendix A)



1000 - Instruction: direct classroom related expenditures.
2100 - Support Services - Student: special education, school counselor, attendance, student records.
2200 - Support Services - Instruction: testing and library
2300 - Administration: auditors, legal, and governance council
2400 - School Administration: principal's office
2500 - Central Services: business office and administrative technology
2600 - Operation & Maintenance: custodial, maintenance, security, and safety
3100 - Food Services: food services operations
4000 - Capital: Lease Assistance, HB-33, and SB-9 allocations.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	5	5 compliance and other	See Appendix A.
1 (10–11)	11	9 compliance and other, 2 significant deficiency	See Appendix A.
2 (11–12)	13	10 compliance and other, 1 significant deficiency, 2 material weakness.	See Appendix A.
3 (12–13)	1	1 compliance and other	The school has hired a new business manager to address inconsistencies in internal control and compliance such as the one noted and to address future procurement issues.

Identify any changes made to fiscal management practices as a result of audit findings. In 2012-2013, the school implemented new procedures to strengthen internal controls with the assistance of the new business manager. As a result, the school saw a 93% decrease in audit findings.

C. Organizational 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...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 at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

Questions	School’s Response		
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If “no” please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school’s charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If “yes” please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

- 1) X Yes No The school complies with instructional days/hours requirements.
- 2) X Yes No The school complies with graduation requirements.
- 3) X Yes No The school complies with Promotion/Retention requirements.
- 4) X Yes No Next-step plans are completed for applicable grades.
- 5) X Yes No The school has an approved EPSS Plan.
- 6) X Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) X Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) X Yes No The school’s curriculum is aligned to Common Core Standards.

For any “no” answers please provide an explanation.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a “no” response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- b) Yes No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:

- 1) **Yes** **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) **Yes** **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) **Yes** **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) **Yes** **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
 - d) **Yes** **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the ESEA relating to English language learner requirements.
 - e) **Yes** **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

Employees—Assurances

- a. **Yes** **No** The school meets teacher and other staff credentialing requirements
- b. **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

School Environment—Assurances

- a. **Yes** **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. **Yes** **No** The school keeps records of fire inspections and other safety requirements.
- c. **Yes** **No** The school meets transportation and nutrition requirements, if applicable. N/A
- d. **Yes** **No** The school complies with health and safety requirements.
- e. **Yes** **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

- a. **Yes** **No** The school maintains required information in STARS and submits in a timely manner.
- b. **Yes** **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. **Yes** **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. **Yes** **No** All student records are retained and disposed of pursuant to state requirements.
- e. **Yes** **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

- 1) **Yes** **No** The school complies with governance requirements? Including:
- 2) **Yes** **No** All required School Policies
- 3) **Yes** **No** The Open Meetings Act
- 4) **Yes** **No** Inspection of Public Records Act
- 5) **Yes** **No** Conflict of Interest Policy
- 6) **Yes** **No** Anti-Nepotism Policy
- 7) **Yes** **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
- 8) **Yes** **No** Required Committees (Finance and Audit) and submission of appropriate documentation
- 9) **Yes** **No** Governing Body Mandated Trainings
- 10) **Yes** **No** Governing Body Evaluates Itself

Yes **No** Is the school holding management accountable?

- 1) **Yes** **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) **Yes** **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

See Appendix B

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

See Appendix C

F. Facility

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.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

See Appendix D

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years. The Albuquerque Institute for Math and Science at UNM is seeking a renewal term of 5(five) years.

II. Checklist

		Yes)
Appendix A	Financial Statement	X
Appendix B	Petition of Support from Employees Affidavit	X
Appendix C	Petition of Support from Households Affidavit	X
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	X
Other Attachment(s) Appendix F Appendix G Appendix H Appendix I Appendix J Appendix K	Describe:	<input type="checkbox"/>



Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

- Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

Progression by class by student over time suggests there is a consistent decline in performance from the 8th grade year to the 10th grade year. Data is collected and kept over a students' career at AIMS. The data indicates a consistent increase in student performance in both reading and math in grades 6-8. For example the class of 2018 demonstrates consistent student improvement over the a three year time period:(Figure 7)

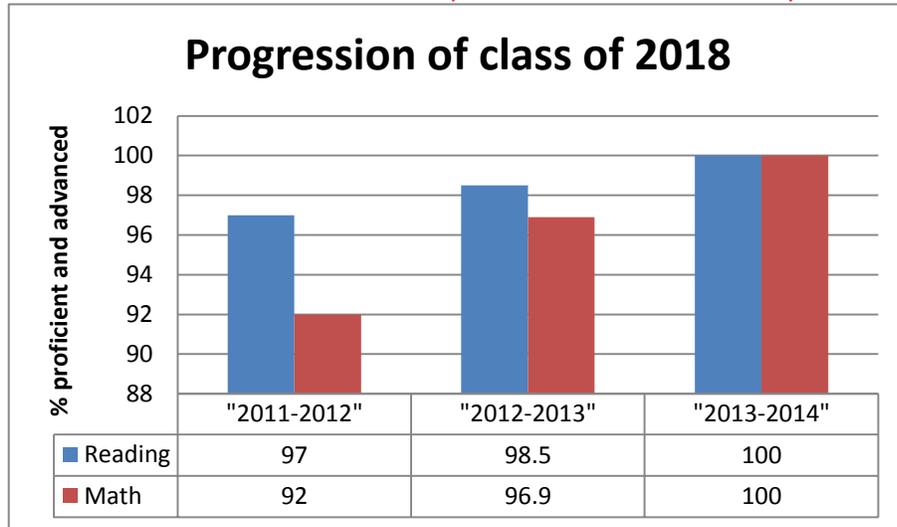


Figure 7

However, examination over a six year time period show a decline between the eighth and ninth grade year:

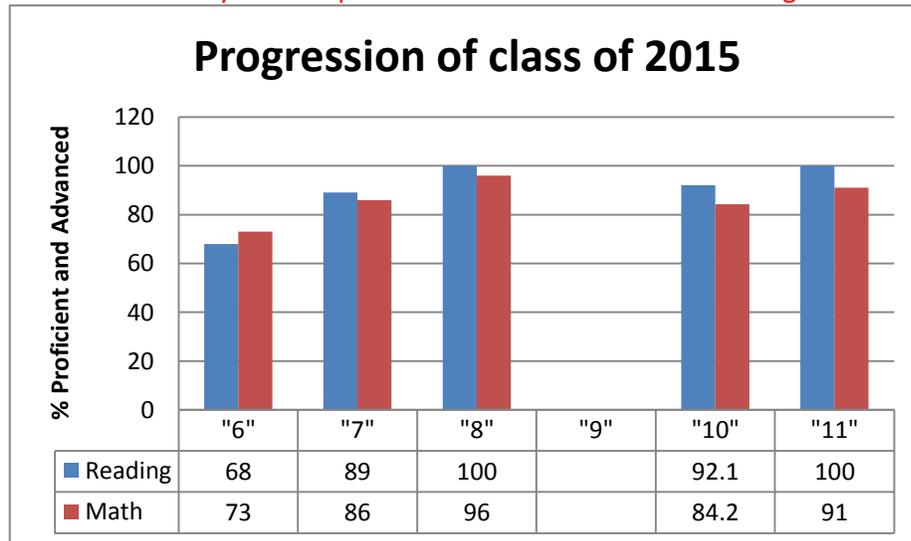


Figure 8

Students appear to lose ground, sometimes taking more than two years to catch back up to their eighth grade level. None the less, performance gaps between gender and between ethnic groups virtually disappear over the course of a students' attendance at AIMS. The school will make it a priority to change this trend during the ninth grade year so that students do not experience a performance dip. However it must be noted that because AIMS has proficiency rates already well above the state target, the growth of

our highest performing students will be limited by the high end of the performance range requiring students to maintain their high performance rather than demonstrating continuous improvement.(Figure 8)

2. What main strategies will be implemented to address these priorities?

We believe one of the reasons this phenomenon is seen is that the ninth grade year is not tested with SBA's. With the implementation of PAARC however, ninth grade will become a tested grade level, so the school will have that data available. Additionally, the school will begin giving the Explore in both the eighth and ninth grade years, allowing the school to track student progression from the eighth to ninth grade year. This progression will continue by administering the PLAN in the tenth grade, and the PSAT in the eleventh grade. Although the PLAN and the PSAT have been part of the AIMS program for several years now, the addition of the Explore in the ninth grade year will allow for a continuous progression of assessment from grades 6 thru 11.

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

Upon receiving NMSBA assessment data, the scores are broken down by student and by teacher. School and teacher results are published, both on the website and in a newsletter sent to parents and the community. Individual student results are shared with parents and students during a conference to develop a plan for improvement in the tested areas. Both strengths and weaknesses are discussed and an individualized plan is developed.

For the past three years AIMS@UNM has utilized a system of evaluation of its teaching staff utilizing the assessment data as a component of each teachers evaluation, and from which AIMS 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. Teachers and staff are evaluated based on three areas of performance; teaching and learning framework, commitment to school community and professionalism, and student improvement on assessments. 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. Originally assessment was 35% of the total evaluation score; however as test scores continued to improve, teachers requested the assessments be 50% of their total evaluation.

Upon completion of the four phases, scores are averaged for the two evaluated areas, along with student achievement data. After weighting the components, a total score is produced. From this score, a visual of the impact that employee has upon the classroom is produced, and compensation is determined. More importantly however, each staff member is presented with a list of their student's assessment outcome throughout their history at AIMS. From this longitudinal analysis and disaggregation of data, teachers are able to identify areas where their teaching is really making a positive impact on their student's performance. Identification of these "North Stars" helps teachers develop essential questions about their classrooms and question how to replicate these success stories in their other students. Examinations of these essential questions are brought for discussion to their peers and strategies for replication are developed. The outcomes of these strategies are presented at the end of the year to the staff and community as a whole during what we call "AIMS Teacher Research Day". AIMS Faculty, University of New Mexico Faculty, general community and families are invited to attend.

Although time consuming for Administration, this evaluation system seeks to create a culture in which all teachers have a clear understanding of what defines excellence in their work. Teachers are provided with constructive and data-based information about their impact in the classroom and receive support

to increase their effectiveness. The development of strategies to replicate areas of success and the subsequent presentation of the outcome of these strategies is the basis for identification of AIMS Best Practices.

In the end, it is the student who is the focus of all of this hard work. We believe the success of AIMS supports this effort. AIMS students have continuously made steady improvements in achievement, particularly in the areas of math and science. According to the CREDO study, AIMS is one of only six schools in the State of New Mexico that outperforms the traditional public schools. The school has consistently met AYP goals each year, increasing student proficiency yearly. Analysis of our incoming sixth graders over the past three years shows an increase in math proficiency of 40%, science by 45%, and reading by 38% with current levels at 95%, 95% and 90% proficient and advanced respectively. By their junior year, AIMS students reach a proficiency of over 98%. The achievement gap has diminished from 38% in reading to 1% currently, and math from 28% to less than 1%. Provision of instructors with assessment data that is specific and constructive is critical to the student improvement in student performance demonstrated by the school. This improvement has resulted in national recognition for the school. During this past year, the school was recognized as a National Blue Ribbon School; one of only eleven charters in the country. Additionally, the school ranked #48 in the Nation of all public and private schools for program rigor (17th in of all Charter schools in the nation) by US News and World Report, and was ranked in the top 25% of the best school in the Nation (Newsweek).

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

First, every effort will be made to determine the scaled score of state administered tests for all new students coming in to AIMS. These students will have their data combined to determine the lowest 25% of our population. This data will be disaggregated to teachers so they may implement interventions. Mandatory tutoring after school, implemented by teachers, will occur for students in the lowest quartile. Additionally, the house supports in the form of peer tutoring will be implemented and will become part of the community service for house leaders. Scores and well as goals will be available for all students and will be communicated to parents. The school will produce graphics of a students' standing relative to his/her peers as well as reading and math goals for each student and their parents as well as strategies for continuously improving classroom performance.

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 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 scaffold 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. 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 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.

AIMS

Review of FY 09 Audit Findings

From: [Robert Cordova](#) Add to Contacts

Sent: Tue, Sep 14, 2010 at 8:48 am

To: ksandoval@aims-unm.org

[Review of AIMS FY09 Findings.xls](#) (42.4 KB)

Kathy,

I've never officially met you but hear great things about you. After completing a brief overview of the FY 2009 audit findings, I have attached a spreadsheet with the information you requested. I am currently out of the office on a professional engagement, however you can reach me on my cell phone at 505-264-9794 (at times I may be unavailable, however will call you back). My wife is also a CPA and is very knowledgeable with AptaFund and performs the business manager function at two charter schools with APS and PED. If you have any questions about the attached please do not hesitate to contact me.

Thanks.

RC

Robert Cordova, CPA

Accounting & Consulting Group, LLP

2700 San Pedro N.E.

Albuquerque, NM87110

(505) 883-2727

(505) 213-0060

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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 a professional development to allow multimedia to enrich the content area. 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.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

Each year the head administrator produces a "Status Report" to be delivered to each Board Member and family of AIMS, along with community members such as state legislators. The status report includes assessment results, how the school is using assessment results, how the administrator is sharing lessons learned with the community, curriculum implementation, engagement of families in the school, instructional methods of staff members and professional development. Each year, the director presents the school report card, audit findings and awards and acknowledgements to the board. It is the expectation of the board that any deficiencies will be swiftly dealt with by the director. The school Director's performance is entirely determined by this process. (see appendix

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note: renewing schools are**

encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.

- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

The percentage of AP students earning a 3 or above on their AP tests will increase 5% per year over the course of the charter, to be measured yearly by the college board each year in July.

The mission of AIMS, in addition to math and science, is college preparation. To that end, students at AIMS must complete AP English, AP Literature, AP US History, AP World History and AP Calculus. Currently only 25% of students earn a score of 3 or above on the exam. This goal is in keeping with the mission of the school. Percentage increase of greater than 5% each year will constitute “exceeding standards”, with 5% increase meeting standard, and 0-4% increase “not meeting standards”.

AIMS will replicate it’s successful model by establishing two or more additional sites during the charter term.

In addition to math, science and college preparation, it is within the mission of all charter schools to not only be innovative, but to also bring the innovation to greater numbers of students. By the fall of 2016, AIMS will have opened at least one additional site; beginning with a cohort of sixth graders and increasing a grade each year until all grades 6-12 are in place. By fall of 2019, AIMS will have opened at least another additional site for a total of at least two sites; again beginning with a cohort of sixth graders with the intent of increasing a grade each year until all grades 6-12 are in place. Establishment of two new sites by the end of the charter term will be considered meeting standard, less than two sites will be considered not meeting standards, and 3 or more sites will be considered exceeding standards.

C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

**An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

--	--	--	--	--

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

APPROVED

DENIED

Appendix A



2014-2015 Budget



**Albuquerque Institute for Mathematics
& Science At UNM
A State of New Mexico Charter School**



Governing Council Members

Albuquerque Institute for Mathematics & Science

www.aims-unm.org

Chair	Dr. Steve Cabaniss
Vice-Chair	Mr. Bob Walton
Secretary	Dr. Kathryn Watkins
Treasurer	Joe Fortuin
Member	Curtis M. Mitchke
Member	Dr. Alicia Aragon
Member	Dr. Kerry Howe
Member	Vacant

Management Team:

Director	Katharina Sandoval-Snider
Assistant Principal	Bobby Cordova
Business Manager	Jolene Jaramillo

Albuquerque Institute for Mathematics & Science @ UNM
 Budgeted Expenditures Summary by Fund
 2014-2015 Budget Year

I. General Fund	
-----------------	--

SEG	\$ 3,563,002.00
Instructional Material	\$ 59,000.00
Sub-total	\$ 3,622,002.00

II. Special Revenue	
---------------------	--

Daniels Foundation Fund	\$ 175,000.00
Sub-total	\$ 175,000.00

III. Capital	
--------------	--

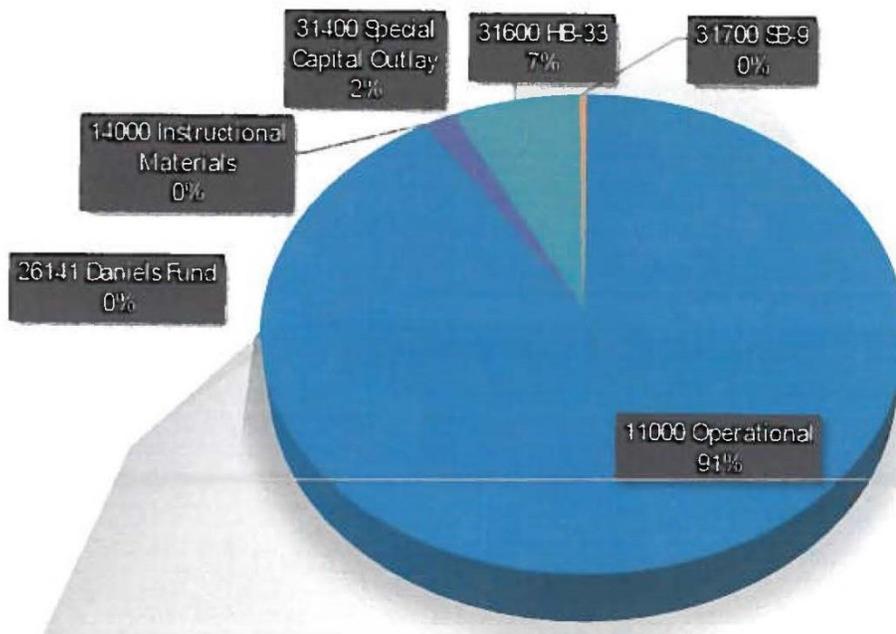
HB-33	\$ 818,486.00
SB-9	\$ 10,055.00
Direct Appropriation	\$ 50,000.00
Library	\$ -

Sub-total	\$ 878,541.00
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TOTAL INITIAL BUDGET	\$ 4,675,543.00
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Albuquerque Institute for Mathematics & Science @ UNM
Projected Revenue, Expenditures, and Fund Balance by Fund
Budget Year 2014-2015

Funds	Fund Description	Cash	Revenue	Expenditures	Grand Total
11000	Operational	\$ 975,000	\$ 2,588,002	\$ (3,563,002)	\$ -
14000	Instructional Materials	\$ 59,000	\$ -	\$ (59,000)	\$ -
26141	Daniels Fund	\$ 175,000	\$ -	\$ (175,000)	\$ -
31400	Special Capital Outlay	\$ -	\$ 50,000	\$ (50,000)	\$ -
31600	HB-33	\$ 618,000	\$ 200,486	\$ (818,486)	\$ -
31700	SB-9	\$ -	\$ 10,055	\$ (10,055)	\$ -
Grand Total		\$ 1,827,000	\$ 2,848,543	\$ (4,675,543)	\$ -

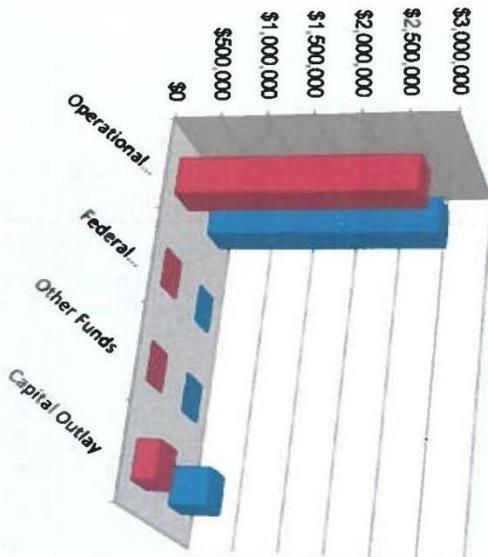


AIMS @ UNM

Revenue

Operational Funds	2013-2014		2014-2015 % Change	
	Estimated	Actual	Estimated	Actual
SEG	11000	\$2,567,547	\$2,588,002	0.8%
Other	11000	\$1,994		-100.0%
Instructional Materials	14000	\$20,163		-100.0%
		\$2,589,704	\$2,588,002	-0.1%
Federal Flowthrough		Estimated	Actual	
		\$0	\$0	0.0%
				0.0%
				0.0%
Other Funds		Estimated	Actual	
Dual Credit	27103	\$10,084		-100.0%
PARCC	27185	\$3,884		-100.0%
		\$13,968	\$0	0.0%
				-100.0%
Capital Outlay		Estimated	Actual	
Lease Assistance	31200	\$179,455	\$0	-100.0%
SB-9	31700	\$7,167	\$0	-100.0%
Library	27107	\$3,360	\$0	-100.0%
Direct Appropriation	31400	\$50,000	\$50,000	0.0%
HB-33	31600	\$173,756	\$200,486	15.4%
		\$413,738	\$250,486	-39.5%
Total Income		Estimated	Actual	
		\$3,017,410	\$2,838,488	-5.9%

Revenue Comparison



**2014-2015 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2013-2014 STARS FINAL 80/120 DAY AVERAGE**

Charter Name	Albq Institute of Math & Science (AIMS)				Charter Number	524-001	
	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASC	GRADE TOTAL	
Kindergarten Program							
ECE/KN						0.00	
FDK						0.00	
Basic Program							
Grade 1						0.00	
Grade 2						0.00	
Grade 3						0.00	
Grade 4						0.00	
Grade 5						0.00	
Grade 6						0.00	
Grade 7					61.00	61.00	
Grade 8					60.50	60.50	
Grade 9					62.50	62.50	
Grade 10					51.50	51.50	
Grade 11					34.50	34.50	
Grade 12					34.50	34.50	
Grade 12					26.00	26.00	
Totals	0.00	0.00	0.00	0.00	330.50		
*INCLUDE STUDENTS RECEIVING A/B SERVICES							
						ECE FTE	0.00
						TOTAL GRADES 1-12	330.50
						SUBTOTAL MEM	330.50
						TOTAL MEM	330.50

Is this a Charter School?	Y
Is this for the 40th Day?	N

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	61.00	1.045	63.745		
Grade 07 *	60.50	1.25	75.625		
Grade 08 *	62.50	1.25	78.125		
Grade 09 *	51.50	1.25	64.375		
Grade 10 *	34.50	1.25	43.125		
Grade 11 *	34.50	1.25	43.125		
Grade 12 *	26.00	1.25	32.500		
* Includes Vocational Weighting					
Special Education	MEM	Factor		Basic Program Units	400.620
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	134.50	0.70	94.150	Special Ed Units	94.150
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	94.150
Elementary Fine Arts Program	MEM	Factor		Fine Arts Program Units	0.000
		0.0500			
Bilingual Program	MEM	FTE	Factor		
HOURS					
1		0.00			
2		0.00			
3		0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12)					
Elementary P.E. Program	MEM	Factor		Elementary P.E. Units	0.000
		0.080			

**2014-2015 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2013-2014 STARS FINAL 60/120 DAY AVERAGE**

			TOTAL MEMBERSHIP PROGRAM UNITS	494 770
			T & E Index (Oct 2013)	1.104
National Board Certified Teachers	FTE	Factor	ADJUSTED PROGRAM UNITS	546 226
		1.500	National Board Certified Teachers Units:	0 000
Size Adjustment Units			Charter Schools not eligible for District Size	
Elementary/Mid/J. High	UNITS		School Size Adjustment Units	91 879
Senior High	0 000		District Size <4,000 Adjustment Units	45 479
District Size(<4,000)	91 879		Charter Schools not eligible for District Size	(45 479)
	45 479		District Size <200 Adjustment Units	0 000
District Size(<200)	0 000		Rural Isolation Units	0 000
At Risk Units	At-risk index	MEM	New District Adjustment Units	0 000
2014-2015	0.064	330.50	At Risk Units	21 152
Charter Schools Student Activities	MEM	Factor	Growth Units	0 000
(Districts Only)		0.100	Charter Schools Student Activities Units	0 000
Home School Student Activities	MEM	Factor	(Charters not eligible for CS Student Activities)	0 000
(Districts Only)		0.100	Home School Student Activities Units	0 000
Home School Student Program Units	# of Students	# of Classes	(Charters not eligible for Home School Student Activities)	0 000
(Districts Only)			Home School Student Program Units	0 000
		Factor	(Charters not eligible for Home School Student Activities)	0 000
		0.250	Home School Student Program Units	0 000
			TOTAL PROGRAM UNITS	659 257
			Save Harmless Units	0 000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2013-14 Actual 40th Day MEM (Enter the District Mem EXCLUDING Charter Mem)	340.00
2014-15 Projected MEM (Enter the District Mem EXCLUDING Charter Mem)	325.00
2014-2015 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	
Save-Harmless Data	
2014-2015 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	
Growth Data	
2014-15 Operating Budget Calculation	0 000
Op-Bud takes 13-14 40 Day compared to 14-15 Mem Proj. FTE	0 000
40th Day Calculation	
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

GRAND TOTAL UNITS	659 257
= Unit Value	\$4,005.75
PROGRAM COST	\$2,640,818.73
Non-categorical Revenue Credits:	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	
Total Non-Cat Rev Credits	\$0.00
Less: 75% of Non-Categorical Revenue Credits	\$0.00
Other Credits/Adjustments:	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00
Less: Other Credits/Adjustments	\$0.00
	(552,816.37)

STATE EQUALIZATION GUARANTEE \$2,588,002.36

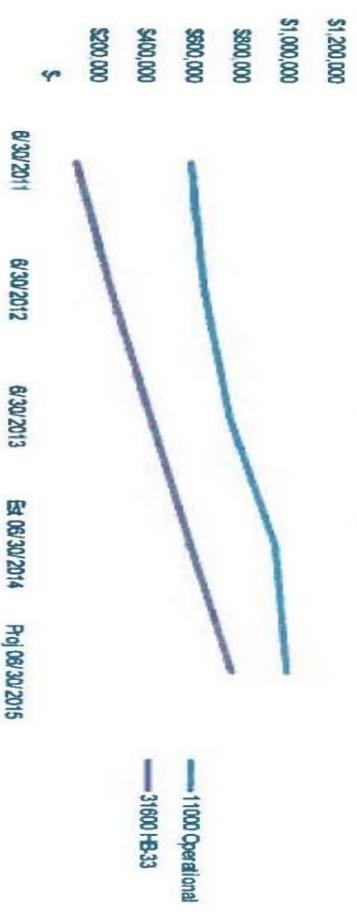
Renewal Application 2014-2015, Approved by the PEC 032814, updated August 2014.

Albuquerque Institute for Mathematics & Science @ UNM
 Estimated Fund Balances as of June 30, 2014
 Budget Year 2014-2015

Fund Name	Operational	Instructional Materials	Institutional	Foundation	2011	Daneri's Fund	Dual Credit	2010 GO	2012 GO	2010 GOB IM	Next Generation Assessments	Public School Capital Outlay	Special Capital Outlay	HR-31	SE-9	Grand Total
Fund #	11000	14000	25115	25115	27103	27106	27107	27111	27185	31200	31400	HR-31	SE-9	31700	Grand Total	
Beginning Cash	\$ 775,598	\$ 70,800	\$ 1,584	\$ 175,000	\$ -	\$ -	\$ -	\$ (8,041)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 444,244	\$ -	\$ 1,461,283
Revenue	\$ 2,599,542	\$ 24,240	\$ -	\$ -	\$ 7,648	\$ 2,238	\$ 3,390	\$ 7,308	\$ 3,884	\$ 178,455	\$ -	\$ 50,000	\$ 173,756	\$ 4,007	\$ 3,025,838	
Expenses	\$ (2,370,130)	\$ (38,140)	\$ (1,584)	\$ -	\$ (7,648)	\$ (2,238)	\$ (3,390)	\$ (1,287)	\$ (3,884)	\$ (178,455)	\$ -	\$ (50,000)	\$ -	\$ (4,007)	\$ (2,659,889)	
Ending Cash	\$ 975,000	\$ 56,900	\$ -	\$ 175,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 618,000	\$ -	\$ 1,827,000

School Year	Operational	31600 HR-31	Total
09/30/2011	\$ 801,818	\$ 121,192	\$ 722,918
09/30/2012	\$ 682,650	\$ 273,042	\$ 955,892
09/30/2013	\$ 775,595	\$ 444,243	\$ 1,219,838
Est 09/30/2014	\$ 875,000	\$ 618,000	\$ 1,593,000
Prog 08/30/2015	\$ 1,030,000	\$ 788,000	\$ 1,828,000

Fund Balance Comparison



Albuquerque Institute for Mathematics & Science @ UNM
 Summary by Position - Full Time Positions
 Budget Year 2014-2015

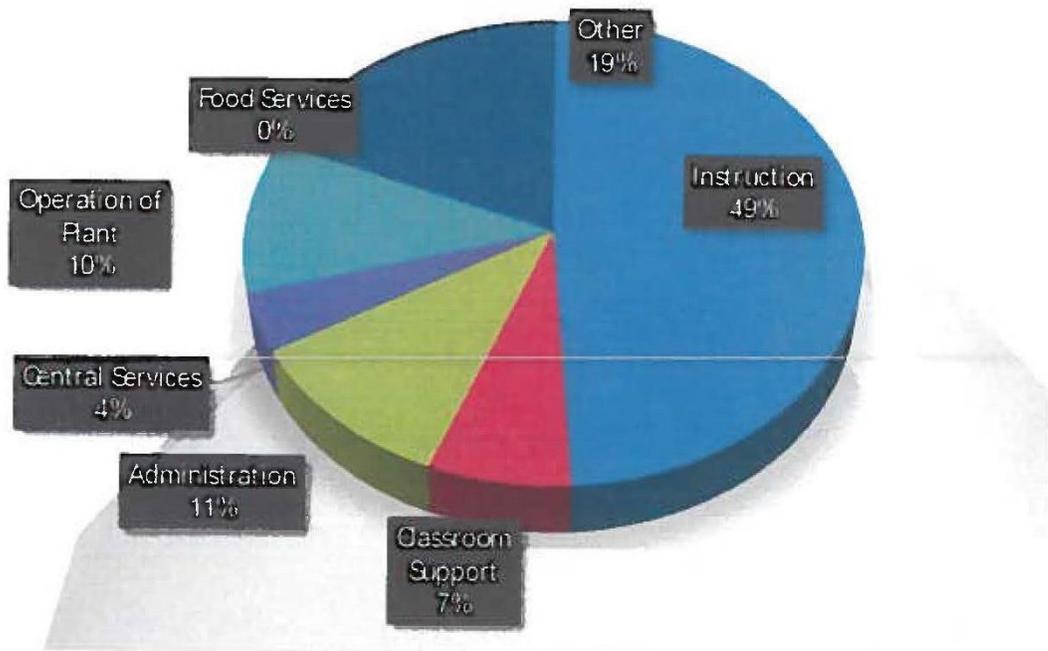
	FTE	Salary	Benefits	TOTAL COST
1000	24.34	\$ 1,211,935.00	\$ 477,595.00	\$ 1,689,530.00
Educational Assistant	1.00	\$ 34,938.00	\$ 8,622.00	\$ 43,560.00
Substitute	0.00	\$ 25,000.00	\$ 27,406.00	\$ 52,406.00
Teacher	22.34	\$ 1,099,036.00	\$ 428,097.00	\$ 1,527,133.00
Teacher Extended Contract	1.00	\$ 52,961.00	\$ 13,470.00	\$ 66,431.00
2100	2.60	\$ 124,586.00	\$ 53,672.00	\$ 178,258.00
Administrative Assistant	1.40	\$ 66,196.00	\$ 26,364.00	\$ 92,560.00
Counselor	1.00	\$ 45,000.00	\$ 22,231.00	\$ 67,231.00
Special Ed Coordinator	0.20	\$ 13,390.00	\$ 5,077.00	\$ 18,467.00
2400	4.00	\$ 273,484.00	\$ 89,424.00	\$ 362,908.00
Administrative Assistant	2.00	\$ 83,497.00	\$ 31,714.00	\$ 115,211.00
Assistant Principal	1.00	\$ 86,665.00	\$ 24,960.00	\$ 111,625.00
Principal	1.00	\$ 103,322.00	\$ 32,750.00	\$ 136,072.00
2500	1.80	\$ 107,590.00	\$ 26,755.00	\$ 134,345.00
Business Manager	0.50	\$ 46,680.00	\$ 11,496.00	\$ 58,176.00
IT Technician	1.30	\$ 60,910.00	\$ 15,259.00	\$ 76,169.00
Grand Total	32.74	\$ 1,717,595.00	\$ 647,446.00	\$ 2,365,041.00

Albuquerque Institute for Mathematics & Science @ UNM
 Summary by Position - Supplemental Pay
 Budget Year 2014-2015

	FTE	Salary	Benefits	TOTAL COST
1000		\$ 55,361.00	\$ 13,041.00	\$ 68,402.00
Activities Director		\$ 10,861.00	\$ 2,560.00	\$ 13,421.00
Tutoring		\$ 10,000.00	\$ 2,355.00	\$ 12,355.00
PTO Payout		\$ 27,000.00	\$ 6,359.00	\$ 33,359.00
Jump Start		\$ 7,500.00	\$ 1,767.00	\$ 9,267.00
2100		\$ 2,000.00	\$ 471.00	\$ 2,471.00
PTO Payout		\$ 2,000.00	\$ 471.00	\$ 2,471.00
2400		\$ 25,000.00	\$ 5,888.00	\$ 30,888.00
PTO Payout		\$ 20,000.00	\$ 4,710.00	\$ 24,710.00
Summer Work Program		\$ 5,000.00	\$ 1,178.00	\$ 6,178.00
2500		\$ 10,000.00	\$ 2,355.00	\$ 12,355.00
PTO Payout		\$ 10,000.00	\$ 2,355.00	\$ 12,355.00
Grand Total		\$ 92,361.00	\$ 21,755.00	\$ 114,116.00

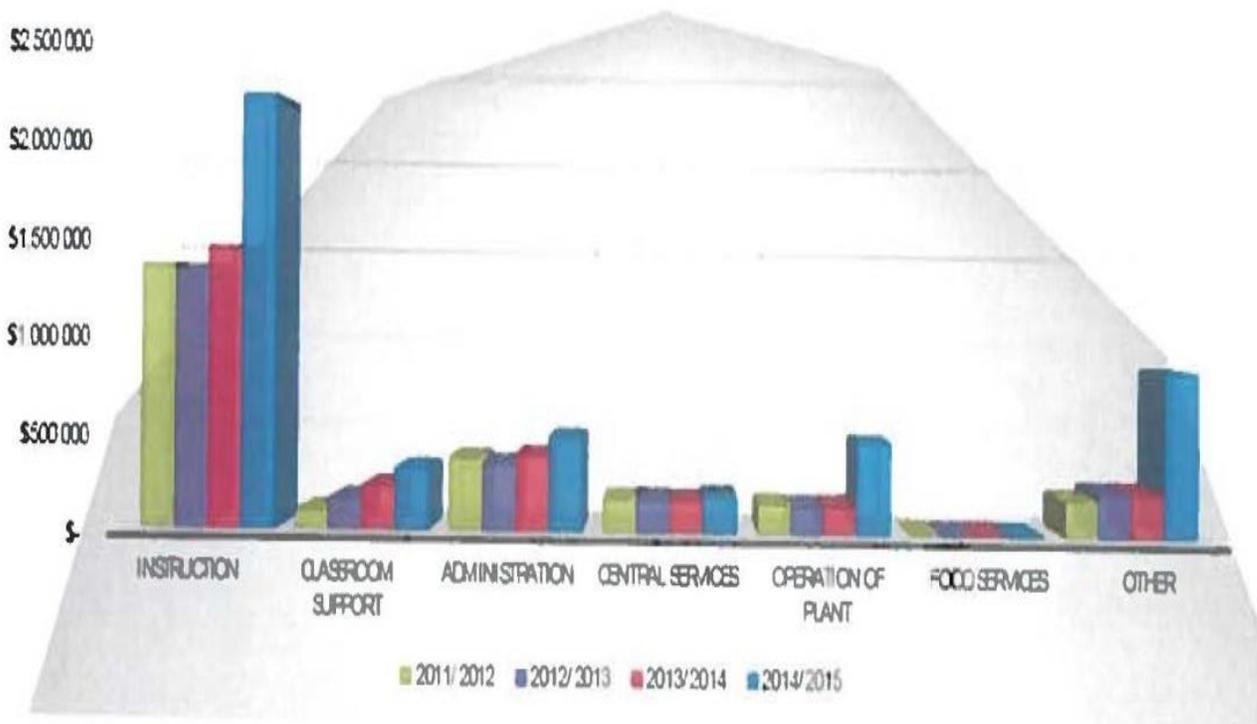
Albuquerque Institute for Mathematics & Science @ UNM
Budget by Function
Budget Year 2014-2015

Description	Function	Projected	%age	W/O Capital %age
Instruction	1000	\$ 2,290,135	49%	60%
Support Services - Students	2100	\$ 282,829	6%	7%
Support Services - Instruction	2200	\$ 40,000	1%	1%
Support Services - General Administration	2300	\$ 66,000	1%	2%
Support Services - School Administration	2400	\$ 434,246	8%	11%
Central Services	2500	\$ 189,900	4%	5%
Operation & Maintenance of Plant	2600	\$ 492,892	11%	13%
Other Support Services	2900	\$ -	1%	0%
Food Services Operations	3100	\$ 1,000	0%	0%
Capital Outlay	4000	\$ 878,541	19%	0%
Total		\$ 4,675,543	100%	99%



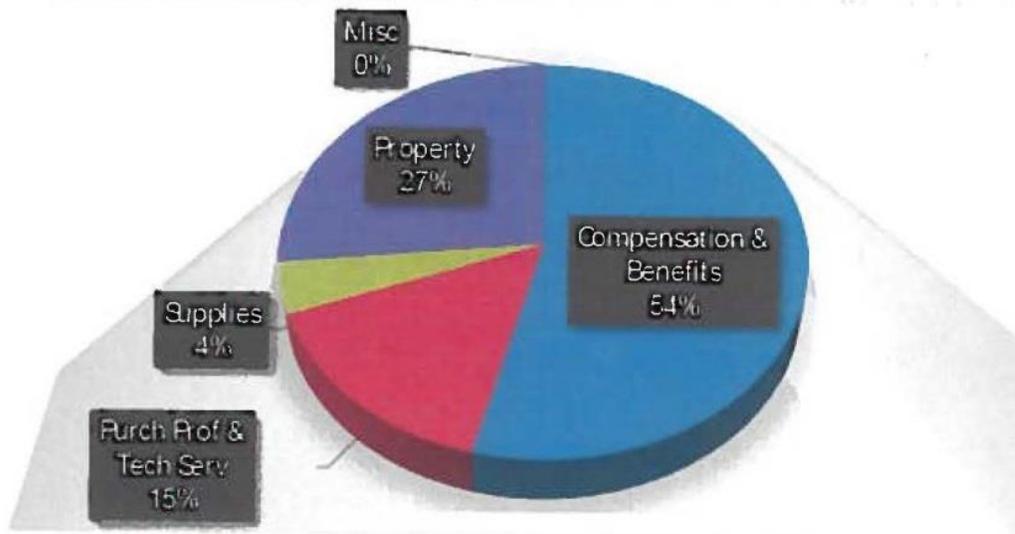
Albuquerque Institute for Mathematics & Science @ UNM
 Budget Change by Function
 Budget Year 2014-2015

Description	2011/2012	2012/2013	2013/2014	2014/2015	\$ Change	% Change	Notes
Instruction	\$ 1,391,509	\$ 1,387,834	\$ 1,488,432	\$ 2,290,135	\$ 803,703	54%	4.50 New Teachers
Classroom Support	\$ 90,659	\$ 157,154	\$ 224,379	\$ 322,829	\$ 98,450	44%	1.00 Counselor
Administration	\$ 388,957	\$ 354,823	\$ 401,755	\$ 500,248	\$ 98,491	25%	1.00 Admin Asst
Central Services	\$ 174,197	\$ 174,880	\$ 168,515	\$ 189,900	\$ 21,385	13%	Increase cost to printer maintenance
Operation of Plant	\$ 155,908	\$ 144,281	\$ 144,508	\$ 492,892	\$ 348,386	241%	Included Lease Cost
Food Services	\$ -	\$ 850	\$ 850	\$ 1,000	\$ 150	18%	
Other	\$ 192,468	\$ 232,920	\$ 233,462	\$ 878,541	\$ 645,079	0%	Does not include lease & budgeted HB-33
Total	\$ 2,391,698	\$ 2,452,722	\$ 2,659,899	\$ 4,675,543	\$ 2,015,644	82%	



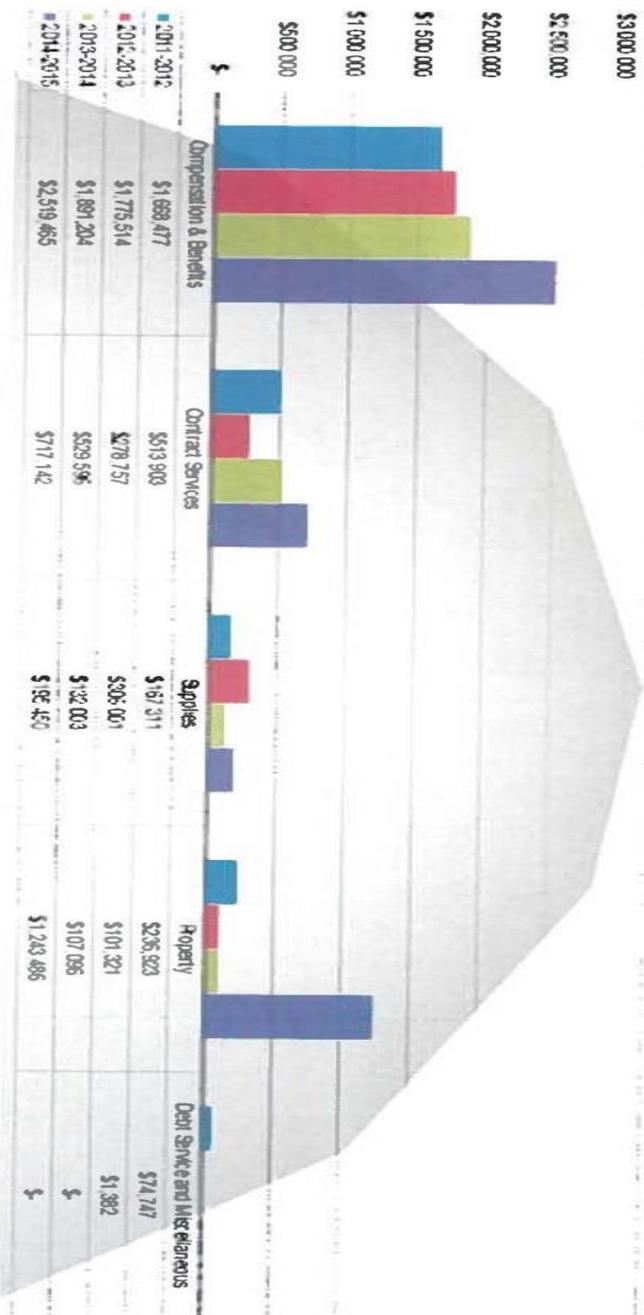
Albuquerque Institute for Mathematics & Science @ UNM
Budget by Object
Budget Year 2014-2015

Description	%age
Compensation & Benefits	\$ 2,519,465
Purch Prof & Tech Serv	\$ 717,142
Supplies	\$ 195,450
Property	\$ 1,243,486
Misc	\$ -
Grand Total	\$ 4,675,543



Albuquerque Institute for Mathematics & Science @ UNM
 Budget by Object
 Budget Year 2014-2015

Object Code	2011-2012	2012-2013	2013-2014	2014-2015	\$ Change	%age	Change Notes
Compensation & Benefits	\$ 1,668,477	\$ 1,775,514	\$ 1,891,204	\$ 2,519,465	\$ 628,261	33%	6.50 New Staff & increases in insurance
Contract Services	\$ 513,903	\$ 218,757	\$ 529,598	\$ 717,142	\$ 187,546	35%	Increases in custodial, maintenance services, insurance, photocopy machine & lease
Supplies	\$ 167,311	\$ 306,001	\$ 132,003	\$ 106,450	\$ 63,447	48%	Increases in supplies & equipment.
Property	\$ 236,923	\$ 101,321	\$ 107,096	\$ 1,243,486	\$ 1,136,390	1061%	HB-33 budget.
Debt Service and Miscellaneous	\$ 74,747	\$ 1,382	\$ -	\$ -	\$ -	0%	
Grand Total	\$ 2,661,361	\$ 2,402,975	\$ 2,659,900	\$ 4,675,543	\$ 2,015,644		



State of New Mexico
Public School Operating Budget
Budget Summary Report

Fund	Total Revenues	Total Expenditures	Difference
11000	3,563,002	3,563,002	00
14000	59,000	59,000	00
10000	3,622,002	3,622,002	00
26116	00	00	00
26141	175,000	175,000	00
26000	175,000	175,000	00
27103	00	00	00
27107	00	00	00
27108	00	00	00
27107	00	00	00
27171	00	00	00
27185	00	00	00
27000	00	00	00
26000	00	00	00
31200	175,000	175,000	00
31400	00	00	00
31600	50,000	50,000	00
31700	818,486	818,486	00
30000	10,055	10,055	00
	878,541	878,541	00

State of New Mexico
Public School Operating Budget
Revenue

Fund	Budget Function	Name: Object	Description	Estimated Amt	Projected Amt
11000	0000	11000	Operational		
11000	0000	11111	Cash Assets		
11000	0000	11111	Unrestricted Cash	775,596	975,000
11000	0000	11000	Total: Cash Assets	775,596	975,000
11000	0000	41000	Revenue From Local Sources		
11000	0000	41701	Fees - Activities	1,252	0
11000	0000	41910	Rental Income	1	0
11000	0000	41921	Instructional - Categorical	500	0
11000	0000	41980	Refund of Prior Year's Expenditures	241	0
11000	0000	41000	Total: Revenue From Local Sources	1,994	0
11000	0000	43000	Revenue From State Sources		
11000	0000	43101	State Equalization Guarantee		
11000	0000	43000	Total: Revenue From State Sources	2,567,548	2,588,002
11000	0000	43101	Total: Revenue From State Sources	2,567,548	2,588,002
11000	0000	43000	Total: Operational	3,346,138	3,563,002
14000	0000	11111	Total: Operational	3,346,138	3,563,002
14000	0000	11111	Total: Instructional Materials Sub-Fund		
14000	0000	11000	Cash Assets		
14000	0000	11111	Unrestricted Cash	70,900	59,000
14000	0000	11000	Total: Cash Assets	70,900	59,000
14000	0000	43000	Revenue From State Sources		
14000	0000	43211	Instructional Materials 50% Supplementary Allocation	24,240	0
14000	0000	43000	Total: Revenue From State Sources	24,240	0
14000	0000	43000	Total: Total Instructional Materials Sub-Fund	95,140	59,000
28000	0000	11000	Local Grants		
28000	0000	11112	Intel Foundation		
28000	0000	11112	Cash Assets	1,584	0
28000	0000	11000	Total: Cash Assets	1,584	0
28000	0000	11112	Total: Intel Foundation	1,584	0
28000	0000	11112	Daniels Fund		
28000	0000	11112	Cash Assets	175,000	175,000
28000	0000	11000	Total: Cash Assets	175,000	175,000
28000	0000	11000	Total: Daniels Fund	175,000	175,000
28000	0000	11000	Total: Level Grants	175,584	175,000
28000	0000	11000	State Flow-through Grants		
28000	0000	43202	2009 Dual Credit Instructional Materials/HB2	7,946	0
28000	0000	43202	Revenue From State Sources	7,946	0
28000	0000	43000	Total: Revenue From State Sources	7,946	0
28000	0000	43202	Total: 2009 Dual Credit Instructional Materials/HB2	7,946	0
28000	0000	43000	Revenue From State Sources		
28000	0000	43204	2010 GO Bonds Student Library SB-1	2,238	0
28000	0000	43204	Revenue From State Sources	2,238	0
28000	0000	43000	Total: Revenue From State Sources	2,238	0
28000	0000	43204	Total: 2010 GO Bonds Student Library SB-1	2,238	0
28000	0000	43000	Revenue From State Sources		
28000	0000	43202	2012 GO Bond Student Library SB-46	3,380	0
28000	0000	43202	Revenue From State Sources	3,380	0
28000	0000	43000	Total: Revenue From State Sources	3,380	0
28000	0000	43202	Total: 2012 GO Bond Student Library SB-46	3,380	0
28000	0000	43000	Revenue From State Sources		
28000	0000	43204	2010 GOB Instructional Materials	6,041	0
28000	0000	43204	Restricted Cash	6,041	0
28000	0000	43000	Total: Cash Assets	6,041	0
28000	0000	43000	Revenue From State Sources		
28000	0000	43202	State Flow-through Grants	6,041	0
28000	0000	43204	Prior Year Balances	1,287	0
28000	0000	43000	Total: Revenue From State Sources	7,308	0
28000	0000	43000	Total: 2010 GOB Instructional Materials	13,349	0

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Albuquerque Institute for Math & Science
FY12 FINANCIAL AUDIT
6/30/2010

FINDING #	FINDING DESCRIPTION	FINDING CLASSIFICATION (Material Weakness, Significant Deficiency, Non-Compliance and Other Matters, Compliance and Other Matters)	RESPONSE
1 FS-07-19	ERB and RHC Contributions	Compliance and Other Matters	<p>Management agrees with the findings with regard to RHC. Current year payments and reports have been filed timely, ERB reports had to be amended, and those amendments were filed after the original filing deadlines. However, all but the July payment was made timely, and that payment was late due to the need to amend the report.</p>
2 FS-07-21	Budget Adjustment Requests (BARs)	Compliance and Other Matters	<p>Management agrees with this finding, and has taken steps to correct the situation. BAR's were actually approved by the Board as required, and uploaded to OBMS. However, they were not properly submitted by the Business Manager such that they were forwarded to either the Budget analyst or the Director for approval. The Business Manager has reviewed the procedures, and this situation will not be repeated.</p>

FINDING #	FINDING DESCRIPTION	FINDING CLASSIFICATION (Material Weakness, Significant Deficiency, Non-Compliance and Other Matters, Compliance and Other Matters)	RESPONSE
3 FS 07-26	Budgetary Conditions	Compliance and Other Matters	The school has not ever actually exceeded budget authority, and did not do so in this instance. In fact what happened was that the entire amount of rent paid by the school was built into its budget in fund 11000, and the school did not exceed that amount. However, what did happen was that, as mentioned above, the school did not successfully submit a BAR for the rent reimbursement it received. As a result, that reimbursement was shown as revenue in Fund 11000, and the rent expenditures were later allocated to fund 31200. While there was a failure to properly process the BAR, the school did not actually exceed its budget authority.
4 FS 08-22	PED Cash Reports/Budget Reports	Compliance and Other Matters	The school is aware of the deadlines for submitting budget reports. There were extenuating circumstances that resulted in the delays which will not be repeated. The school was in communication with its Business Analyst at PED throughout. Management agrees that the RHC payments did not reconcile. This was inadvertent due to an accounting problem with the school's software. The school has met with, and fully reconciled with RHC.
5 FS 08-23	Difference with General Ledger	Compliance and Other Matters	

SIGNIFICANT DEFICIENCY

Financial Statement Findings

Finding #	Condition	Management Response	Action Item #	Action Item	Leader	Timeline	Status
CS 11-01-C	Internal Control Structure: - expenses were not re-classed even though reimbursement requests had already been completed. - cash receipt was incorrectly posted fund. - school had \$2,930 more in expenditures than total funded amount. - school did not properly move expenditures from Operational to Education Job Funds. - mileage reimbursement was incorrectly posted to the wrong object code. - purchase of alarm system was not included in fixed asset listing at year end. - contractor was paid for services outside of the contract term and placed in a trust by the attorney.	Management acknowledges that these payments were made late. The July payment was late due to a death in the family of the Business Manager and the subsequent payments were late current, and the school has created internal controls to insure payments are made timely.	1	- Before a cash reimbursement is submitted, an expenditure report is used to identify the amount. - supporting documentation is included with all cash receipts and a reconciliation is concluded at month end. - Budgets are reviewed at month end with the finance committee to identify need for BARR adjustments. - all journal entries are reviewed by the finance committee for accuracy. - all account codes are reviewed by BM after AP clerk inputs requisition. - If the school purchases fixed asset items, they are included in the listing. - the school currently pays for vendors after services have been rendered.	BH	Ongoing	Resolved: The implementation of the new processes have eliminated the internal control matters.
CS 11-03-C	Cash disbursements: - no PO was created. - Purchase Requisition was created after invoice and services performed. - Purchase Requisition was not approved. - Pavee was filled in and signed but no amount was indicated.	Re: Purchase Orders: The vast majority of the school's vendors do not require a PO. The school has issued PO's for those vendors who request one, and for large expenditures (i.e., rent) to encumber funds. The school has implemented internal controls in order to maintain full compliance with the procurement code. Re: Purchase Reqs: The school will continue to ensure that mistakes are not made regarding dates and approvals. The school does maintain a strict practice that no purchase is initiated or completed without the express authorization of the director. Auditor's Response: We recommend that the school update its policies to ensure that Purchase Orders are only required on items over a certain dollar amount.	1	The school has revised its process with the purchasing system. All purchases must first include a purchase requisition approved by the Director or Asst. Principal, then a PO is processed and signed by the Business Manager. The requisitions are entered in AP/TA by the AP Clerk.	AP Clerk, Business Manager, Employees	July 2012	Resolved: The school has had very minimal instances of this violation since the implementation of this change.
OTHER MATTERS							
CS 07-19-C	RHC payments were not made timely.	School has created internal controls to insure payments are made timely.	1	All payments and reports are processed during the first week of the month. The finance committee reviews the reports to insure timeliness.	BH	Ongoing	Resolved. No reports have been submitted late thus far.
CS 07-21-C	BARRS not completed for IM Fund, Educ. Job Fund, and HB33 Fund. More cash carryover was budgeted than actual for Operational. More was budgeted than remaining for SEG Federal Stimulus Fund.	Re: Instructional Materials: The school did not budget for instructional materials in fund 1400, but did budget and expend monies on instructional materials from its operational fund. Re: Fed Stimulus: The school did submit a BARR in the amount of \$9,922.71, per the specific instructions of the school's PED analyst in Santa Fe. This BARR was ultimately disapproved; however, the school did receive all funds to which it was eligible. Re: HB 33: The school did submit a BARR for HB 33 funds, however that BARR was voided by the system in July of 2011. Those funds are all carried forward and will be expensed in FY 12. All BARR records are kept by the school as well as by PED in the OMBSS records. The school properly followed PED procedures regarding its budget. The school's budget was reviewed and approved by PED. The discrepancy has been pre-existing problems in the school's fund balances, which have all been corrected. The school makes every effort to comply with PED requirements regarding BARRs, and will continue to ensure these requirements are in fact met.	1	Funds are reviewed on a monthly basis to identify the need for BARR adjustments. If the need arises, a BARR is reviewed by the finance committee and then approved by the GC during the next meeting.	BH	Ongoing	Resolved. All BARRs have been submitted to GC and been approved thus far.
CS-08-22-C	PEO Cash Report for the Operational Fund did not agree to the general ledger balance for a difference of \$18,899.	All discrepancies, which resulted from inaccurate fund balances from prior years, have now been reconciled. All cash reports tie to the General Ledger and to the Bank Statements. PED now has an accurate accounting of the school activity. The school has implemented internal controls to ensure all reports match the GL.	1	Funds are reviewed on a monthly basis to identify the need for BARR adjustments. If the need arises, a BARR is reviewed by the finance committee and then approved by the GC during the next meeting. The process includes reconciliation to the general ledger to insure accurate reporting.	BH	Ongoing	Resolved. The PED Cash Report is being processed accurately.

<p>Stabilization 84,394A Award Year & Number: 2011</p>	<p>The school did not properly reconcile the Education Job Fund and the ENMS Stabilization cash balance. We noted the school had reported excess expenditures of \$2,940 for ENMS Stabilization. An adjusting journal entry was required to move these expenditures into the Operational Fund. For the Education Jobs Fund we noted the school requested reimbursement but did not adjust all of these expenditures from the Operational Fund to this fund. An adjusting entry of \$52,302 was required to move these expenditures.</p>	<p>funds were received. Re: The incorrect posting of \$1,157. The funds were direct deposited into the school's operating account with no description as to the sender. They were thought to be fund 14000 funds, and were posted to that account. Re: Reclassification of Fed Stim Funds: The Business Manager moved the amount of funds from fund 11000 to fund 25250 consistent with the BAR he was instructed to submit by the PED financial analyst, i.e., the \$9,982.71. Re: Incorrect object code: The school coded a \$139 mileage reimbursement to object code 53711 as an "other charge", "allowance", as set forth in the code definition. The expense should have been coded under 55913 non-teacher employee travel. Re: Alarm System: The school did purchase an alarm system. It has been added to the school's fixed asset list, and a depreciation method and schedule was provided to the auditors. Re: Attorney Trust Account: The school paid funds into their attorney's trust account. These funds remain legally the property of the school, and are controlled by the Rules of Professional Conduct governing attorneys. At any time, the school can request a refund of any unused fees. The attorney provides an invoice for services rendered, and cannot transfer fees without the approval of the school. As such, these funds are not pre-paid expenses. In the future, these funds will be classified as an asset.</p>	
<p>FA 11-01-C</p>			

FINDING #	FINDING DESCRIPTION	FINDING CLASSIFICATION (Material Weakness, Significant Deficiency, Non-Compliance and Other Matters, Compliance and Other Matters)	RESPONSE	RESPONSIBLE MANAGER/EXECUTIVE	STATUS (Specific steps the school plans to take or has taken to address the finding)
1 CS-07-21-C	BAR Not Submitted	Non-compliance and Other Matters	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. Future BAR's and adjustments will be processed prior to year end to comply in the future.	Business Manager	Review budget on a monthly basis to determine if BARs are necessary. Meet with the Finance Committee on a monthly basis to review BARs.
2 CS-07-26-C	Budgetary Conditions, Compliance and other matters	Compliance and Other Matters	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. Future BAR's and adjustments will be processed prior to year end to comply in the future.	Business Manager & Finance Committee	Review budget on a monthly basis to determine if BARs are necessary. Meet with the Finance Committee on a monthly basis to review BARs.
3 CS-08-22-C	PEO Cash Reports/Budget reports, Non-Compliance and other items	Non-compliance and Other Matters	This was a one-time incident due to revenue being deposited into the wrong bank account. The school will insure that revenue is recognized correctly in the future.	Business Manager & Finance Committee	The reports from the general ledger are being used for the PED report. Additionally, the Finance Committee reviews the reports.
4 CS-11-01-C	Internal Control Structure, Material Weakness and Non-Compliance and other matters	Material Weakness & Non-Compliance & Other Matters	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. The business office will perform reconciliations to detect any errors and review necessary reports with the finance committee. The business currently meets with the finance committee to review all journal entries that were processed during the month.	Business Manager & Finance Committee	<ul style="list-style-type: none"> The school has changed procedure to allow for review of account coding. The office manager processed requisitions and the business manager reviews and approves. The school has updated its procedures to allow for review of RFRs. On a quarterly basis, the finance committee reviews all RFRs. The finance committee now reviews all cash receipts posted in AP/TA. The amount was remitted to the employee. The reconciliation to the general ledger is reviewed on a quarterly basis. The school has paid the 2007 workers compensation taxes. The finance committee now reviews all payroll quarterly reports. The school currently has contracts with all service vendors. The journal entries are reviewed by the finance committee on a monthly basis.
5 CS-11-02-C	Personnel File Maintenance, Non-Compliance and other matters	Non-compliance and Other Matters	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. The business office will perform a review of all staff files to ensure compliance in the future.	Business Manager	The school reviewed all personnel files to ensure that the proper documentation was filed. In addition, for new employees, the school has developed a check list to obtain all required documents.
6 CS-11-06-C	Bank reconciliations not reviewed, Significant Deficiency	Significant Deficiency	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. The business office will review the bank reconciliation reports with the finance committee.	Business Manager & Finance Committee	The Finance Committee reviews the bank reconciliations every month during the scheduled meeting in which the reports are initialed and dated.

FINDING #	FINDING DESCRIPTION	FINDING CLASSIFICATION (Material Weakness, Significant Deficiency, Non-Compliance and Other Matters, Compliance and Other Matters)	RESPONSE	RESPONSIBLE MANAGER/EXECUTIVE	STATUS (Specific steps the school plans to take or has taken to address the finding)
7 CS 12-01-C	Gross Receipts Tax, Non Compliance and other matters	Non-compliance and Other Matters	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. The business office will ensure that procedures are established to detect future errors.	Business Manager & Office Manager	The school issues non-taxable certificate forms to all vendors who have attempted to charge sales tax for non-service related items.
8 CS 12-02-C	Segregation of Duties over Payroll and posting of Receipts, Material Weakness	Material Weakness	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. The business office has changed its procedure with the bank which exclude the business manager from approving direct deposits.	Business Manager & Principal	The school has modified its payroll procedures to include internal controls over the payroll process. This procedure includes eliminating the business manager from the authorization process. The Principal or Assistant Principal are the only ones allowed to sign the direct deposit or payroll registers.
9 CS 12-03-C	Board Review of disbursements and finances, Non-Compliance and other matters	Non-compliance and Other Matters	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. The school is meeting with the finance committee to review all monthly transactions more thoroughly. The reports are then approved during the monthly governing council meetings.	Business Manager & Principal & Governing Council	The Governing Council is approving the disbursements and financial matters during the monthly meetings. This is being noted in the minutes.
10 CS 12-04-C	Communication of Audit Report, Non-Compliance and other matters	Non-compliance and Other Matters	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted.	Business Manager & Principal & Governing Council	The school will no longer report to the Governing Council until the report has been officially released.
11 CS 12-05-C	Timely Deposits, Non-Compliance and other matters	Non-compliance and Other Matters	The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. The business office has implemented procedures to ensure timely deposit of receipts.	Business Manager & Office Manager	The school has adopted new policies and modified its procedures in tracking cash receipts. This includes depositing the money in the bank account within 24 hours and timely recording of the revenue in the GL.
12 CS 12-06-C	Procurement Code, Non-Compliance and Other Matters	Non-compliance and Other Matters	The school has hired a new business manager to address inconsistencies in internal control and compliance such as the one noted and to address future procurement issues. The school has hired a new business manager who will address inconsistencies in internal control and compliance such as the one noted. The business office has implemented procedures to ensure proper classification of contractors and reporting to the IRS.	Business Manager	The school has designated the Business Manager as the procurement agent. The school will go out to bid if needed.
13 CS 12-07-C	IRS requirements, Non-Compliance and other matters	Non-compliance and Other Matters	The school has hired a new business manager to address inconsistencies in internal control and compliance such as the one noted. The business office has implemented procedures to ensure proper classification of contractors and reporting to the IRS.	Business Manager & Office Manager & Principal	The school has reviewed its contracts with employees and vendors and made proper determinations that meet IRS requirements. The school is also reporting the information to the IRS via annual W-2s or 1099s.

**State of New Mexico
Public School Operating Budget
Revenue**

Budget	Name:	AMS @ UNM 2014-2015		
Fund	Function	Object	Description	Estimated Amt Projected Amt
2785	0000	43000	Next Generation Assessments	
2785	0000	43202	Revenue From State Sources	
2785	0000	43000	State Flow-through Grants	3,884
2785	0000	43000	Total: Revenue From State Sources	3,884
2785	0000	43000	Total: Next Generation Assessments	3,884
2700	0000	43000	Total: State Flow-through Grants	3,884
31200	0000	43000	Public School Capital Outlay	30,677
31200	0000	43209	Revenue From State Sources	
31200	0000	43000	PSCOC Awards	179,465
31200	0000	43000	Total: Revenue From State Sources	179,465
31200	0000	43000	Total: Public School Capital Outlay	179,465
31400	0000	43000	Special Capital Outlay-State	50,000
31400	0000	43210	Revenue From State Sources	
31400	0000	43000	Special Capital Outlay - State	50,000
31400	0000	43000	Total: Revenue From State Sources	50,000
31400	0000	43000	Total: Special Capital Outlay-State	50,000
31600	0000	11000	Capital Improvements HB-33	
31600	0000	11000	Cash Assets	
31600	0000	11111	Unrestricted Cash	444,244
31600	0000	11000	Total: Cash Assets	444,244
31600	0000	41000	Revenue From Local Sources	618,000
31600	0000	41110	Ad Valorem Taxes - School District	
31600	0000	41000	Total: Revenue From Local Sources	173,756
31600	0000	41000	Total: Revenue From Local Sources	173,756
31700	0000	43000	Total: Capital Improvements HB-33	200,486
31700	0000	43204	Capital Improvements SB-9	618,000
31700	0000	43000	Revenue From State Sources	
31700	0000	43000	Prior Year Balances	4,007
31700	0000	43000	Total: Revenue From State Sources	4,007
31700	0000	43000	Total: Capital Improvements SB-9	10,055
31700	0000	43000	Total: Revenue	4,007
31700	0000	43000	Total: Revenue	4,488,987
31700	0000	43000	Total: Revenue	4,678,543

State of New Mexico
Public School Operating Budget
Expenditure Detail with Job Class

FD	FN	OBJ	JOB Description	Estimated Amt	Estimated FTE	Projected Amt	Projected FTE
11000	1000		Expenditure				
11000	1000		Operational				
11000	1000	51100	Instruction				
11000	1000	1411	Salaries Expense: Teachers-Grades 1-12	844,876	18.04	1,018,754	20.54
11000	1000	1422	Salaries Expense: Teachers Special Education - Gifted	40,640	0.80	53,560	0.80
11000	1000	1611	Salaries Expense: Substitutes-Sick Leave	13,781	0.00	25,000	0.00
11000	1000	1613	Salaries Expense: Separation Pay	18,800	0.00	27,000	0.00
11000	1000	1711	Salaries Expense: Instructional Assistants-Grades 1-12	32,960	1.00	34,838	1.00
11000	1000	1411	Additional Compensation: Teachers-Grades 1-12	39,207	0.00	7,500	0.00
11000	1000	1621	Additional Compensation: Summer School/After School	5,165	0.00	10,000	0.00
11000	1000	1624	Additional Compensation: Activities Salary	10,861	0.00	10,861	0.00
11000	1000	0000	Educational Retirement	115,384	0.00	185,090	0.00
11000	1000	52111	ERA - Retiree Health	17,545	0.00	23,763	0.00
11000	1000	52210	FICA Payments	61,456	0.00	73,644	0.00
11000	1000	52220	Medicare Payments	14,373	0.00	17,234	0.00
11000	1000	52311	Health and Medical Premiums	108,478	0.00	147,423	0.00
11000	1000	52312	Life	1,711	0.00	1,401	0.00
11000	1000	52313	Dental	6,445	0.00	7,848	0.00
11000	1000	52314	Vision	1,209	0.00	1,112	0.00
11000	1000	52315	Disability	387	0.00	612	0.00
11000	1000	0000	Workers Compensation Premium	10,136	0.00	10,927	0.00
11000	1000	52720	Workers Compensation Employer's Fee	278	0.00	246	0.00
11000	1000	53330	Professional Development	13,485	0.00	15,600	0.00
11000	1000	53711	Other Charges	3,226	0.00	3,350	0.00
11000	1000	53760	Tuition For Concurrent Enrollment	3,282	0.00	5,000	0.00
11000	1000	0000	Rental - Computers and Related Equipment	13,200	0.00	30,000	0.00
11000	1000	55817	Student Travel	451	0.00	4,000	0.00
11000	1000	55915	Other Contract Services	1,415	0.00	2,000	0.00
11000	1000	56113	General Supplies and Materials	459	0.00	1,100	0.00
11000	1000	57331	Fixed Assets (more than \$5,000)	23,475	0.00	35,000	0.00
11000	1000	57332	Supply Assets (\$5,000 or less)	0	0.00	300,000	0.00
11000	1000	0000	Total: Instruction	35,920	0.00	23,871	0.00
11000	2000		Support Services	1,439,615	18.84	2,058,136	22.34
11000	2100		Support Services-Students				
11000	2100	51100	Salaries Expense: Coordinator/Subject Matter Specialist	5,037	0.20	13,390	0.20
11000	2100	51100	Salaries Expense: Guidance Counselor/Social Workers	0	0.00	45,000	1.00
11000	2100	51100	Salaries Expense: Data Processing	64,267	1.40	65,198	1.40
11000	2100	51100	Salaries Expense: Separation Pay	2,000	0.00	2,000	0.00
11000	2100	52111	Educational Retirement	9,114	0.00	17,697	0.00
11000	2100	52112	ERA - Retiree Health	1,386	0.00	2,533	0.00
11000	2100	52210	FICA Payments	4,421	0.00	7,850	0.00
11000	2100	52220	Medicare Payments	1,034	0.00	1,838	0.00
11000	2100	52311	Health and Medical Premiums	9,672	0.00	21,368	0.00
11000	2100	52312	Life	63	0.00	183	0.00
11000	2100	52313	Dental	679	0.00	1,221	0.00
11000	2100	52314	Vision	102	0.00	204	0.00
11000	2100	52315	Disability	73	0.00	158	0.00
11000	2100	52710	Workers Compensation Premium	551	0.00	1,159	0.00
11000	2100	52720	Workers Compensation Employer's Fee	20	0.00	32	0.00
11000	2100	53215	Psychologists/Counselors - Contracted	87,057	0.00	85,100	0.00
11000	2100	56113	Other Contract Services	385	0.00	0	0.00
11000	2100	57332	Software	6,778	0.00	7,000	0.00
11000	2100	0000	Supply Assets (\$5,000 or less)	49	0.00	0	0.00
11000	2100		Total: Support Services-Students	192,598	1.60	282,629	2.90
11000	2200		Support Services-Instruction				
11000	2200	56118	General Supplies and Materials	26,093	0.00	40,000	0.00
11000	2200	0000	Total: Support Services-Instruction	26,093	0.00	40,000	0.00

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State of New Mexico
Public School Operating Budget
Expenditure Detail with Job Class

Budget Name: AIMS @ UMM 2014-2015

FD	FN	OBJ	JOB Description	Estimated Amt	Estimated FTE	Projected Amt	Projected FTE
11000	2300	0000	Support Services-General Administration	14,683	0.00	15,000	0.00
11000	2300	53411	Auditing	48,150	0.00	48,150	0.00
11000	2300	53711	Legal	1,350	0.00	1,350	0.00
11000	2300	55812	Other Charges	540	0.00	1,500	0.00
11000	2300	0000	Board Training				
11000	2300	0000	Total: Support Services-General Administration	64,703	0.00	65,000	0.00
11000	2400	51100	Support Services-School Administration	184,360	2.00	189,987	2.00
11000	2400	51100	Salaries Expense: Principals	42,230	1.00	83,497	2.00
11000	2400	51100	Salaries Expense: Secretarial/Clerical/Technical Assistants	17,000	0.00	20,000	0.00
11000	2400	51300	Salaries Expense: Separation Pay	672	0.00	5,000	0.00
11000	2400	52111	Additional Compensation: Secretarial/Clerical/Technical Assistants	29,797	0.00	41,491	0.00
11000	2400	52112	Educational Retirement	4,532	0.00	5,971	0.00
11000	2400	52210	ERA - Retiree Health	15,745	0.00	18,507	0.00
11000	2400	52220	FICA Payments	3,543	0.00	4,330	0.00
11000	2400	52311	Medicare Payments	10,827	0.00	20,752	0.00
11000	2400	52312	Health and Medical Premiums	167	0.00	228	0.00
11000	2400	52314	Life	499	0.00	1,158	0.00
11000	2400	52315	Denial	113	0.00	224	0.00
11000	2400	52710	Vision	0	0.00	70	0.00
11000	2400	52720	Disability	1,956	0.00	2,541	0.00
11000	2400	53330	Workers Compensation Premium	28	0.00	40	0.00
11000	2400	53414	Professional Development	100	0.00	500	0.00
11000	2400	53711	Other Services	3,400	0.00	3,400	0.00
11000	2400	54610	Other Charges	45	0.00	50	0.00
11000	2400	55813	Rental - Land and Buildings	319	0.00	1,000	0.00
11000	2400	55815	Employee Travel - Non-Teachers	5,081	0.00	6,000	0.00
11000	2400	56118	Other Contract Services	2,853	0.00	4,500	0.00
11000	2400	0000	General Supplies and Materials	13,224	0.00	20,000	0.00
11000	2400	57332	Supply Assets (\$5,000 or less)	1,141	0.00	5,000	0.00
11000	2400	0000	Total: Support Services-School Administration	337,052	3.00	434,246	4.00
11000	2500	1115	Central Services	45,320	0.50	46,690	0.50
11000	2500	1511	Salaries Expense: Assoc. Supr./Fin./Bus. Mgr.	59,131	1.30	60,910	1.30
11000	2500	51100	Salaries Expense: Data Processing	5,700	0.00	10,000	0.00
11000	2500	52111	Educational Retirement	13,736	0.00	16,347	0.00
11000	2500	52112	ERA - Retiree Health	2,090	0.00	2,353	0.00
11000	2500	52210	FICA Payments	6,830	0.00	7,293	0.00
11000	2500	52220	Medicare Payments	1,598	0.00	1,706	0.00
11000	2500	52312	Life	126	0.00	127	0.00
11000	2500	52313	Denial	152	0.00	198	0.00
11000	2500	52314	Vision	102	0.00	102	0.00
11000	2500	52350	Unemployment Compensation	0	0.00	15,000	0.00
11000	2500	52710	Workers Compensation Premium	854	0.00	1,001	0.00
11000	2500	52720	Workers Compensation Employer's Fee	21	0.00	23	0.00
11000	2500	53330	Professional Development	1,313	0.00	2,000	0.00
11000	2500	53414	Other Services	35	0.00	0	0.00
11000	2500	53711	Other Charges	50	0.00	50	0.00
11000	2500	54311	Maintenance & Repair - Furniture/Fixture/Equipment	1,274	0.00	0	0.00
11000	2500	54630	Rental Computers and Related Equipment	307	0.00	800	0.00
11000	2500	55400	Advertising	543	0.00	1,000	0.00
11000	2500	55813	Employee Travel - Non-Teachers	588	0.00	1,000	0.00
11000	2500	55815	Other Contract Services	10,531	0.00	2,000	0.00
11000	2500	56113	Software	10,000	0.00	13,350	0.00
11000	2500	56118	General Supplies and Materials	1,099	0.00	3,000	0.00
11000	2500	57332	Supply Assets (\$5,000 or less)	3,031	0.00	3,000	0.00
11000	2500	0000	Total: Central Services	164,631	1.80	189,900	1.80
11000	2600	0000	Operation & Maintenance of Plant				

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State of New Mexico
Public School Operating Budget
Expenditure Detail with Job Class

FD	FN	OBJ	JOB Description	Estimated Amt	Estimated FTE	Projected Amt	Projected FTE
11000	2600	54311	0000 Maintenance & Repair - Furniture/Fixtures/Equipment	10,022	0.00	40,000	0.00
11000	2600	54312	0000 Maintenance & Repair - Buildings and Grounds	31,516	0.00	67,500	0.00
11000	2600	54416	0000 Communication Services	10,702	0.00	19,400	0.00
11000	2600	54610	0000 Rental - Land and Buildings	62,282	0.00	305,192	0.00
11000	2600	54620	0000 Rental - Equipment and Vehicles	445	0.00	0	0.00
11000	2600	55200	0000 Property/Liability Insurance	18,788	0.00	40,800	0.00
11000	2600	55915	0000 Other Contract Services	1,653	0.00	0	0.00
11000	2600	56118	0000 General Supplies and Materials	7,011	0.00	15,000	0.00
11000	2600	57332	0000 Supply Assets (\$5,000 or less)	2,087	0.00	5,000	0.00
11000	2600		Total: Operation & Maintenance of Plant	144,506	0.00	492,892	0.00
11000	3000		Total: Support Services	929,973	6.40	1,505,857	8.40
11000	3100		Operation of Non-Instructional Services				
11000	3100	55914	0000 Contract - Interagency	850	0.00	1,000	0.00
11000	3100		Total: Food Services Operations	850	0.00	1,000	0.00
11000	3000		Total: Operation of Non-Instructional Services	850	0.00	1,000	0.00
11000	3000		Total: Operational	2,370,138	26.24	3,853,002	30.72
14000	1000		Total: Instructional Materials Sub-Fund				
14000	1000	56111	0000 Instruction	20,062	0.00	59,000	0.00
14000	1000	56113	0000 Instructional Materials Cash - 50% Textbooks	9,101	0.00	0	0.00
14000	1000	57332	0000 Software	6,977	0.00	0	0.00
14000	1000		Total: Instructional Materials (\$5,000 or less)	36,140	0.00	59,000	0.00
14000	1000		Total: Total Instructional Materials Sub-Fund	36,140	0.00	59,000	0.00
25000	1000		Total: Local Grants				
25116	1000		Total: Instructional	1,584	0.00	0	0.00
25116	1000	51300	1621 Additional Compensation Summer School/After School Instruction	1,584	0.00	0	0.00
25116	1000		Total: Instruction	1,584	0.00	0	0.00
25116	1000		Total: Initial Foundation	1,584	0.00	0	0.00
25116	1000		Total: Denial Fund	1,584	0.00	0	0.00
28141	1000		Total: Instruction	0	0.00	100,000	2.00
28141	1000	51100	1411 Salaries Expense, Teachers-Grades 1-12	0	0.00	13,800	0.00
28141	1000	52111	0000 Educational Retirement	0	0.00	2,000	0.00
28141	1000	52112	0000 ERA - Retiree Health	0	0.00	6,200	0.00
28141	1000	52210	0000 FICA Payments	0	0.00	1,450	0.00
28141	1000	52220	0000 Medicare Payments	0	0.00	20,760	0.00
28141	1000	52311	0000 Health and Medical Premiums	0	0.00	114	0.00
28141	1000	52312	0000 Life	0	0.00	1,174	0.00
28141	1000	52313	0000 Denial	0	0.00	204	0.00
28141	1000	52314	0000 Vision	0	0.00	174	0.00
28141	1000	52315	0000 Disability	0	0.00	830	0.00
28141	1000	52710	0000 Workers Compensation Premium	0	0.00	20	0.00
28141	1000	52720	0000 Workers Compensation Employer's Fee	0	0.00	20	0.00
28141	1000	57332	0000 Supply Assets (\$5,000 or less)	0	0.00	28,074	0.00
28141	1000		Total: Instruction	0	0.00	176,000	2.00
28141	1000		Total: Denial Fund	0	0.00	176,000	2.00
28141	1000		Total: Local Grants	0	0.00	176,000	2.00
27103	1000		Total: State Flow-Through Grants	1,584	0.00	176,000	2.00
27103	1000		2009 Dual Credit Instructional MaterialsHB2 Instruction	1,584	0.00	176,000	2.00
27103	1000	56112	0000 Other Textbooks	7,846	0.00	0	0.00
27103	1000		Total: Instruction	7,846	0.00	0	0.00
27106	2000		Total: 2009 Dual Credit Instructional MaterialsHB2	7,846	0.00	0	0.00
27106	2000		2010 GO Bonds Student Library Fund SB-1 Support Services	7,846	0.00	0	0.00
27106	2000		Support Services-Instruction				
27106	2200	56114	0000 Library And Audio-Visual	2,238	0.00	0	0.00

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Appendix B

Renewal Support

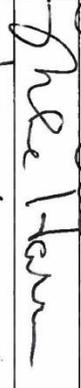
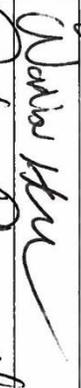
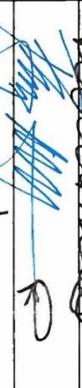


Charter Renewal Support

Signatures	Undersigned faculty and staff
Policy	The undersigned staff members are in favor and support renewal of the Albuquerque Institute for Math and Science Charter School for a term of five (5) years.

Printed Name	Signature	Address	Date
Danielle Bloch	<i>Danielle Bloch</i>	6000 Montano Plaza Dr. NW Apt. 38A, Abq. NM 87120	9/22/14
Jan Bodnar	<i>Jan Bodnar</i>	Bosque Farms, NM	
Jane Brandt	<i>Jane Brandt</i>	76 Morning Sun Trail, Corrales, NM, 87048	9/23/14
Philip Bundy	<i>Philip Bundy</i>	11709 Palo Duro NE, Albuquerque, NM	9/22/14
Robert Cordova	<i>Robert Cordova</i>	6191 Deer Grass Cir NW, Albuquerque, NM	9/22/14
Samuel Marc Davidson	<i>Samuel Marc Davidson</i>	3 Red Tail Hawk Rd, Placitas, NM	9/22/2014
Paul De Herrera	<i>Paul De Herrera</i>	5317 Calle Serrea NW, Albuquerque, NM	9/22/2014
Betty Delgado	<i>Betty A. Delgado</i>	13316 Chico Rd NE, Albuquerque, NM	9/22/14

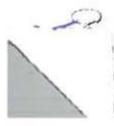
Renewal Support

Printed Name	Signature	Address	Date
Jerry Delmore		700 Terracotta Pl SW, Albuquerque, NM	9/22/14
Steve Eckert		3300 Ronda De Lechusas NW,	9/22/14
Linda Fey		4157 Marble NE, Albuquerque, NM	9/22/14
Donald Frazier		12101 Rosemont Ave. NE, Albuquerque, NM	9/22/14
Susan Gravina		6000 Montano Plaza Dr. apt 3 Albuquerque, NM 9D, Albuquerque, NM	9/22/14
Michael Harris		8901 Wincrest Trail NW, Albuquerque, NM	9/22/14
Nadia Hinkle		1116 Makian pl. NW, Albuquerque, NM	9/22/14
Jolene Jaramillo		8605 Timberidge Pl. NW, Albuquerque, NM	9/22/14
Terrence Jones		P.O. Box 26665, Albuquerque, NM	9/22/14
Zachary Kline		1214 Hermosa Dr SE, Albuquerque, NM	225.8.14
Brianna Logan		1101 Dr. Milk JR. Ave NE #12, Albuquerque, NM	9/22/14
Cynthia Lujan		9628 Tristani SW, Albuquerque, NM	9.22.14
Trish Maestas		815 Los Poblanos Rd NW, Albuquerque, NM	9/22/14
Ben Mitchell		6508 Rogers Ave. NE Albuquerque, NM ,	9/22/14
Hawarem Tahany Mosa		11228 Vista Zo Pl. SE, Albuquerque, NM	9/22/14
Michael Reid		24 Calle Vadito NW, Albuquerque, NM	9/22/14

Appendix C

We the undersigned families of the Albuquerque Institute for Math and Science are in support of the Charter Renewal

Name	Address	Column1	Signature
A			
Abdulla, Wala	7000 Dona Adelina Ave. SW	Albuquerque, NM 87121	
Aguirre, Kristine & Adam	4800 Southern Ave. SE	Albuquerque, Nm 87108	
Ali, Amir and Radwan, Wesam	7412 Marrow Ave NE	Albuquerque, NM 87110	
Alladi, Denise & Vikram	1047 Pinatubo Pl. NW	Albuquerque, NM 87120	
Alley, Sidney and Stephen	2738 San Joaquin Ave. SE	Albuquerque, NM 87106	
Aravador, Jesus and Martinez, Lorena	1555 Fox Hill Pl. SW	Albuquerque, NM 87121	
Apodaca, Carlos and Anna	116 Calle Del Fuego NE	Albuquerque, NM 87113	
Apodaca, Clerice	217 Marlowe NE	Albuquerque, NM 87114	
Apodaca, Samia	6123 Coors Blvd. SW	Albuquerque, NM 87121	
Aragon, Justin	8820 Tenemaha Ave. SW	Albuquerque, NM 87121	
Ascevez, Patricia & Jamie	2717 Della Rd. SW	Albuquerque, NM 87105	
Asfan, Khalil and Eman	3217 Betts Dr. NE	Albuquerque, NM 87111	
Avila, Anita and Manuel	5214 Don Mariano Rd.	Albuquerque, NM 87105	
Avila, Eduardo and Marlene	7705 Brianna Ave NE	Albuquerque, NM 87114	



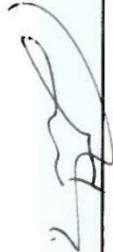
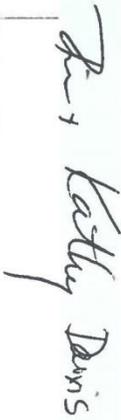
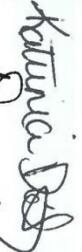
Avinia, Edward	609 Gandalaria Rd NW	Albuquerque, NM 87107	
Awad, Fidaa and Ghassan	6908 Poppy Pl NW	Albuquerque, NM 87121	<i>[Signature]</i>
B			
Baca, Martin & Valery	4924 Summersville Dr. NW	Albuquerque, NM 87120	<i>[Signature]</i>
Baca, Monica and Gerald	1732 Barcelona SW	Albuquerque, NM 87105	<i>[Signature]</i>
Baca, Nicole & William	5823 Avenida la Barranca Dr. NW	Albuquerque, NM 87114	<i>[Signature]</i>
Baker, Jeffrey and Brenda	1004 Tierra Viva Ct. NW	Albuquerque, NM 87107	<i>[Signature]</i>
Baker, Robert and Enriquez, Mary	73 A102	Edgewood, NM 87015	<i>[Signature]</i>
Bales, Liza and Daniel	7703 Euclid Ave. NE	Albuquerque, NM 87110	<i>[Signature]</i>
Banghart, Natasha	122 Avenida Darden	Los Lunas, NM 87021	<i>[Signature]</i>
Barnes-Mathe, Deborah and Barnes, Patrick	1208 Ruffan Ct. SE	Albuquerque, NM 87123	<i>[Signature]</i>
Barraza, Socorro and Ortiz Jose	1524 Fox Hill Pl. SW	Albuquerque, NM 87121	<i>[Signature]</i>
Bartel, Richard	429 Gantite Blvd NE	Albuquerque, NM 87106	
Bellamy, Michael & Arlene	931 Teistar loop Dr. SW	Albuquerque, NM 87121	<i>[Signature]</i>
Benavidez, Jennifer and Mario	1501 Dakota St. NE	Albuquerque, NM 87110	<i>[Signature]</i>
Bermudez, Margaret & Faustino	523 Amherst Dr. SE	Albuquerque, NM 87106	<i>[Signature]</i>
Blanco-Alcantar, Octavio and Laura	5734 Cletsoyway Dr. SW	Albuquerque, NM 87105	<i>[Signature]</i>



Blankley, Rebecca and DuWayne	19 Riddle Rd.	Albuquerque, NM 87123	<i>[Signature]</i>
Boldt, Kenneth & Lynn	6127 Padre Ct. NE	Albuquerque, NM 87111	<i>[Signature]</i>
Bonilla, Cecilia and Hugo	2321 Perry Rd. SW	Albuquerque, NM 87105	<i>[Signature]</i>
Brawley, Camron and Kimberly	9605 Sundoro Pl. NW	Albuquerque, NM 87120	<i>[Signature]</i>
Brown, Daniel and Laura	8008 Bridgewater Pl. NW	Albuquerque, NM 87120	<i>[Signature]</i>
Brown, Ronald and Cecilia	2728 Monument Dr. NW	Albuquerque, NM 87120	<i>[Signature]</i>
Browning, Thomas and Cynthia	PO Box 3410	Los Lunas, NM 87031	<i>[Signature]</i>
Burchell, Ray and Roxanne	5724 Don Lorenzo Dr. SW	Albuquerque, NM 87121	<i>[Signature]</i>
Burnham, Becky and John,	3410 Carlisle Blvd. NE	Albuquerque, NM 87110	<i>[Signature]</i>
Bustillos, Andrew & Carla	P.O. Box 2014	Tijeras, NM 87059	<i>[Signature]</i>
Butcher, T and Tafoya, A & J	315 Carlisle Blvd. NE	Albuquerque, NM 87106	<i>[Signature]</i>
C			
Caimi, Dan and Doris	1608 Sobra Court SE	Albuquerque, NM 87123	<i>[Signature]</i>
^{Caswell} Caswell, Jessica & Smith, Seth & Amanda	428 General Patch NE	Albuquerque, NM 87123	<i>[Signature]</i>
Caldwell, Lisa & Edward	9601 Lona Ln. NE	Albuquerque, NM 87111	<i>[Signature]</i>
Camden, Kelly and Fontana, Charles	1725 Eucariz Rd. SW	Albuquerque, NM 87105	<i>[Signature]</i>
Carmos, Idalia and Efrain	643 Jomada St. SW	Albuquerque, NM 87105	<i>[Signature]</i>

[Handwritten mark]

Castillo, James & Shiyu	1305 Parkway NW	Albuquerque, NM 87120	
Certo, Michael and Olszowka,	301 Mountain Rd. NE	Albuquerque, NM 87102	
Chavez, Cynthia & Julio	616 Freeman Ave. NW	Albuquerque, NM 87107	
Chavez, Maria & Tom	3524 Dakota St. NE	Albuquerque, NM 87110	
Chavez, Ramie	3201 Gonzales Rd. SW	Albuquerque, NM 87105	
Chavez, Regan and Daniel	3709 Summit Park. NW	Albuquerque, NM 87120	
Chen, Hsuan-Chi & Hsiu-Chan	956 Moken Pl. NW	Albuquerque, NM 87120	
Chong, Thuy & Joe	7623 Via Cometa SW	Albuquerque, NM 87121	
Cisco, David and Mariela	9956 Bellevue St. NW	Albuquerque, NM 87114	
Clayton, Lauren & Margo	24 Mirkwood Rd	Tijeras, NM 87059	
Coleman, Alicia & Gabe	7313 Fremont Pl. NW	Albuquerque, NM 87121	
Contreras, Enrique & Olivas, Nancy	809 Goff Blvd. SW	Albuquerque, NM 87105	
Contreras, Gilbert and Andrea	7407 Sanchez R. SW	Albuquerque, NM 87105	
Cordova, DVal & Charles	9308 Jill Patricia Dr. NW	Albuquerque, NM 87114	
Cross, Darry and Kimberly	6111 Sunray Rd. NW	Albuquerque, NM 87120	
Cruz, Beir and Heron, Edward	994 Kennedy Ct. SE	Albuquerque, NM 87109	
Cruz, Jorge and Adelina	7504 Spring Flower Rd. SW	Albuquerque, NM 87121	

Cuzmar, Ivette and Fuad	627 Cyan Ct. NW	Albuquerque, NM 87120	
D			
Dalton, Devon and Maren	1835 Red Rum Ct. SE	Albuquerque, NM 87123	
Davidson-Brown, Terri & Iver	4703 Taylor Ridge Rd. NW	Albuquerque, NM 87120	
Davis, Bettina and Blake	408 Piron Creek Rd SE	Albuquerque, NM 87123-3901	
Davis, Joice and Morgan	635 Esperanza Dr.	Bosque Farms, NM 87068	
Davis, Tim and Kathy	2404 Hannett NE	Albuquerque, NM 87106	
Dawson, Ahmed and Pickett, Neema	4231 San Isidro St. NW	Albuquerque, NM 87107	
Dietz, Michael and Katrina	7 Tildios	Peralta, NM 87042	
Dominguez, Nora & Juan	1301 Cirrus Dr. NW	Albuquerque, NM 87120	
Driscoll, Patricia and Ramirez,	7820 Pinewood Dr. NW	Albuquerque, NM 87120	
Dunne, Evan & Tracey	11201 Anaheim Ave NE	Albuquerque, NM 87122	
F			
Faustino, Grace & Janus, Joseph	4777 Tramway Blvd. NE Unit 605	Albuquerque, NM 87111	
Fernandez, Delia and Samuel	501 Saddle Blanket Trl. SW	Albuquerque, NM 87121	
Fitzgerald, Scott & Kim	910 Tramway Ln. NE	Albuquerque, NM 87122	
Flicker, Dawn and Stuart	605 Via Posada SE	Albuquerque, NM 87123	

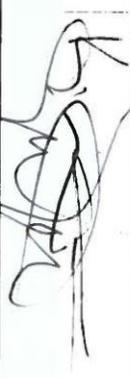
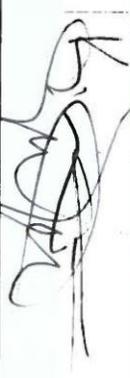
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Foresi, Megan & James	506 11th St. NW	Albuquerque, NM 87102	<i>Wendy Fors</i>
Fredine, Jeff and	6224 Hannett Ave. NE	Albuquerque, NM 87110	<i>Heidi Fink</i>
G			
Gagnon, Suzanne and Gleason, William	1418 Harvard Dr. NE	Albuquerque, NM 87106	<i>Stacy</i>
Galindo-Solis, Anavel and Galindo,	2525 Don Miguel Pl. SW	Albuquerque, NM 87105	<i>Anavel Solis-Columbi</i>
Gallagher, Eric & Anita	12313 Pineridge Avenue NE	Albuquerque, NM 87112	<i>Eric</i>
Gamal, Randa and Hasan, Ahmed	8300 Millstream Pl. NW	Albuquerque, NM 87120	
Garcia, Virginia & Jorge	1212 Montrose Pl. SW	Albuquerque, NM 87105	<i>[Signature]</i>
Gatterman, Melinda and Dave	726-6 Tramway Vista Dr. NE	Albuquerque, NM 87122	<i>Melinda Gatterman</i>
Ghatalia, Vikram and Jinesh			
5009 Central Ave. SE Apt 202 Albuquerque, NM 87106			
Gonzales, Paulette and David	2112 Hubbell Circle SW	Albuquerque, NM 87105	<i>Paulette Gonzales</i>
Gonzalez, Rocio and	P.O. Box 26094	Albuquerque, NM 26094	<i>Rocio Gonzalez</i>
Graff, Fatesha and Earl	3315 Grassy Ct. SW	Albuquerque, NM 87121	
Grano, Rikki	7633 Pontiac Pl. SW	Albuquerque, NM 87105	<i>Rikki Grano</i>
Greer, Laura & Michael	8012 Vista Tijeras	Albuquerque, NM 87121	
H			
Hansen, Kristina (Tina) and Rhykerd,	1724 Singletary Dr. NE	Albuquerque, NM 87112	

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Harvey, April and Jon	12 Avenida Alegre	Los Lunas, NM 87031	<i>pat</i>
Herrin, Alan and Maryam	6009 Tierra Santa Ct NW	Albuquerque, NM 87120	
Heras-Rivera, Eva and	929 Buena Vista DR. SE APT A-202	Albuquerque, NM 87106	<i>Step</i>
Hernandez, Magdalena and Ruben	516 Bazan Ct. SW	Albuquerque, NM 87102	<i>Flora</i>
Hernandez-Olivas, Florisel and Hugo	5033 Valle Del Sol Rd. NW	Albuquerque, NM 87105	<i>Flora</i>
Herrera, Wyatt and Bernice	2332 Cherry Tree Ln. SW	Albuquerque, NM 87105	<i>Flora</i>
Hioft, Jenna and Jesse	27 Wesley Road	Peralta, NM 87042	
Ho, KuangChiu & Pamela	11309 Campo Del Oso Ave. NE	Albuquerque, NM 87123	<i>APK</i>
Howden, Stephen	2532 Lema Rd. SE	Rio Rancho, NM 87124	<i>EM</i>
Hughes, Michael & Carol	2009 La Veta Dr. NE	Albuquerque, NM 87110	
I			
Ivy, Dee and	310 Hermosa Dr. NE	Albuquerque, NM 87108	
J			
Jackson, Craig and Josephina	3501 Vista del Sur NW	Albuquerque, NM 87120	<i>Craig Jackson</i>
Jenkins, John and Carolyn	840 Navajo Lane, SE	Rio Rancho, NM 87124	<i>Carolyn Jenkins</i>
Johnston, Stephanie and	5617 Wheelwright NW	Albuquerque, NM 87120	
Joseph, Jolly and Cislivanna	12404 Sierra Grande NE	Albuquerque, NM 87112	

4/6/19

Licon, Edward & Wendy	7727 Wood Stork Ct. NW	Albuquerque, NM 87114	
Linsley, Shari and Krauth, Kelly	47 Valley Rd	Edgewood, NM 87015	
Lopez, Carlos and Santiago, Ludmila	1328 Summer Breeze Dr. NW	Albuquerque, NM 87120	
Lopez, Samuel and Alma	8423 Rising Star pl	Albuquerque, NM 87122	
Lopez, Sandra and Abeyta, A	P. O. Box 93726	Albuquerque, NM 87199	
Lovato, Lisa	1208 1/2 Rio Grande Blvd. NW	Albuquerque, NM 87104	
Love, James and Mercer, Deana	823 Girard Blvd. NE	Albuquerque, NM 87106	
Love, John & Denise	15 East West DR.	Los Lunas, NM 87031	
Lowery, Beth and Bentley, Kristie	19 Cliffrose Tr	Los Lunas, NM 87031	
Lozoya, Marco and Juana	4409 Loren Ave. NW	Albuquerque, NM 87114	
M			
Maestas - Le Pore, Valerie and Le Pore,	1111 La Font Rd SW	Albuquerque, NM 87105	
Maestas, Andrew & Erinn	2950 Clover Ln SW	Albuquerque, NM 87105	
Manocchio, Regina and Hutchison, Liz	3100 9th St. NW	Albuquerque, NM 87107	
Mantos, Peter and Stewart, Teresa	P.O. Box 92454	Albuquerque, NM 87199	
Martin, Kym	203 Veja Baja dr. SE	Rio Rancho, NM 87124	
Martinez, Marie	7616 Jerry Cr. SW	Albuquerque, NM 87105	

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JOYCE, BRIANNA and ERIZABETH	1070 WILSON VISTA DR	Bosque Farms, NM 87068
K		
Kassem, Khaled and Ismail, Jalilah	6900 Huerto Ave. NW	Albuquerque, NM 87120
Kassem, Khaled and Ismail, Jalilah	6900 Huerto Ave. NW	Albuquerque, NM 87120
Kessel, Renee (Joanna) and	447 Live Oak Loop NE	Albuquerque, NM 87122-1406
Killen, Maria and Adam	4609 Comanche Rd. NE	Albuquerque, NM 87110
Kilman, Angela and Paul	428 General Patch St. NE	Albuquerque, NM 87123
Kolander, Oralia & Jacob	2847 Cabernet St. SW	Albuquerque, NM 87121
Kuszmaul, Tricia and	25 Kiva Ct.	Sandia Park, NM 87047
Kwiecinski, Vickie and Dan	P.O. Box 1226	Cedar Crest, NM 87008
L		
Ladino, Joanne and	41 Paako Dr.	Sandia Park, NM 87047
Lajeunesse, Rachel and Lonzo	2341 Sunshine Rd. SW	Albuquerque, NM 87105
Lawrence, Tricia and Scott	6401 Academy Rd. NE Apt. 181	Albuquerque, NM 87109
Lechuga, Juan and Thara	2827 Linda Pl. SW	Albuquerque, NM 87105
Leiva, Giffert and Calderon, Karla	2917 51ST NW	Albuquerque, NM 87120
Lente, Matthew and	91 Tribal Rd. 90 SW	Albuquerque, NM 87105

[Signature]
Khaled Kassem

[Signature]
Angela Kilman

[Signature]
Vickie K

[Signature]
Joanne Ladino

[Signature]
Tricia Lawrence

[Signature]
Matthew Lente

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Mauderly, Laurie and Segarra, Luis	600 Garcia Lane	Bosque Farms, NM 87068	
Maxon, Eric & Eftromson, Marina	13401 Desert Hills Dr. NE	Albuquerque, NM 87111	<i>Megan Carson</i>
McDonald, Melissa & Patrick	527 Sky Tower St. SW	Albuquerque, NM 87121	<i>Eric McDonald</i>
McClarity, Erin	4530 Sorrel Ln. SW	Albuquerque, NM 87105	<i>Michelle Melendez</i>
Meek, Alicia and Garcia, Tony	25 San Jose HCT7	Laguna, NM 87026	<i>Angie N. S. S. S.</i>
Melendez, Michelle and Gomez, David	1611 San Patricio Ave. SW	Albuquerque, NM 87104	<i>John Willaway</i>
Metzgar, Angelo	320 56Th NW	Albuquerque, NM 87105	<i>Ben and Julianne</i>
Michelback, Stephanie and Jerome	837 Gatewood SW	Albuquerque, NM 87105	<i>John Willaway</i>
Miller, Mary and Alan	8015 Lynnhaven Pl. NW	Albuquerque, NM 87120	<i>John Willaway</i>
Milloway, John and Baros, Julianne	2619 Vista Larga NE	Albuquerque, NM 87106	<i>John Willaway</i>
Miscles, Elizabeth and Javier	8423 Rising Star pl	Albuquerque, NM 87122	<i>John Willaway</i>
Mitchell, Ben and Julianne	6508 Rogers Ave. NE	Albuquerque, NM 87110	<i>John Willaway</i>
Mondragon, Eloy and Monica	12920 Eastridge Dr. NE	Albuquerque, NM 87112	<i>John Willaway</i>
Monge, Gaston and Antonia	2634 Verde Rd	Albuquerque, NM 87105	<i>John Willaway</i>
Montano, Angelica	2122 Valley Rd SW	Albuquerque, NM 87105	<i>John Willaway</i>
Montano, Johnny and Kathy	1524 Joanne Ct. SW	Albuquerque, NM 87121	<i>John Willaway</i>
Montoya, Charlotte and David	7028 Cleghorn NW	Albuquerque, NM 87120	<i>John Willaway</i>

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Montoya, Robert	6120 Woodhallow Pl. NW	Albuquerque, NM 87120	
Montoya, Rosalinda	6220 Woodhallow Pl. NW	Albuquerque, NM 87120	
Mordcaei, John and Gina	7325 Carson Trl. NW	Albuquerque, NM 87120	<i>Jim Mordcaei</i>
Moreno, Jaimie and Robyn	9205 Hondo Valley Pl SW	Albuquerque, NM 87121	
Morgan, David and Pam	2715 Garner Rd. SW	Albuquerque, NM 87105	<i>Pam Morgan</i>
Morrison, Lawrence and	9520 La Rocca Ct. NW	Albuquerque, NM 87114	
Moya, Lisa and David	1605 Barranca Dr. SW	Albuquerque, NM 87121	
Murdough, Matthew and Cautley, Catherine	1036 Monte Largo Dr. NE	Albuquerque, NM 87123	<i>Catherine & Cautley</i>
Mwithi, Andrew and Tara	812 Summit Dr. NE	Albuquerque, NM 87106	
Myers, Michael and Cindy	812 Amherst NE	Albuquerque, NM 87106	<i>Michael Myers</i>
N			
Najera, Blanca and	1230 Carlos Rey Dr. SW	Albuquerque, NM 87121	<i>Blanca Najera</i>
Nakhia, Anthony and April	1300 Capitan NW	Los Lunas, NM 87031	<i>April Najera</i>
Neidigk, Matthew and Valerie	8300 Cedar Creek Dr. NW	Albuquerque, NM 87120	<i>Matthew Neidigk</i>
Nekola, Jeffrey and Fey, Melinda	2621 Mearl Ave SE	Albuquerque, NM 87106	<i>Melinda Fey</i>
Nevarez, Eloy and	2509 Lucero Rd. SW	Albuquerque, NM 87105	<i>Eloy Nevarez</i>
Nguyen, Ly and Chung, Hue	1823 Black Gold SE	Albuquerque, NM 87123	

Nguyen, Ganh	12132 Dan Patch Rd. SE	Albuquerque, NM 87123	
Nious, Leonard and Guerrero, Selinda	4518 Sumstone Way	Rio Rancho, NM 87124	*
O			
Oglesby, Chris and Autumn	1113 8th ST. SW	Albuquerque, NM 87102	
Olewine, Lisa and Michael	7412 Lew Wallace DR. NE	Albuquerque, NM 87109	
Oritz, Antonette and Sanchez,	10116 Del Rey SW	Albuquerque, NM 87121	
Osborne, William and Daniel, Kaayla	2600 W. Zia Rd. F-9	Santa Fe, NM 87505	
Osmon, John and Christina	8717 Bellehaven Pl. NE	Albuquerque, NM 87112	
P			
Page, Mark and Mackenzie, JoAnn	5701 Cochiti NW	Albuquerque, NM 87120	
Parker, John	615 Stern Dr NW	Albuquerque, NM 87121	
Pattichis, Sylvia and	1407 Florida St. NE	Albuquerque, NM 87110	
Paul, Surojit and Ranjana	8910 Greenarbor Rd. NE	Albuquerque, NM 87122	
Pelowitz, Jennifer	6720 Phatinia Pl. NW	Albuquerque, NM 87121	
Pennington, David and Ann Marie	7640 Via Sereno SW	Albuquerque, NM 87121	
Perea, Nancy and Christopher	918 Iron Ave. SW	Albuquerque, NM 87102	
Perea, Nancy and Christopher	918 Iron Ave. SW	Albuquerque, NM 87102	

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Perez, Steve and Yvonne	2550 Isleta Blvd. Sw #36	Albuquerque, NM 87105	
Perez, Abraham and Lillie	823 Terracotta Pl SW	Albuquerque, NM 87121	
Peters, Ryan and Stephanie	5 Mockingbird Hill Rd	Tijeras, NM 87059	
Pino, Karen and	PO Box 35735	Albuquerque, NM 87176	
Pitog, Chad and Saunders, Paulina	10728 Pennyback Pl NE	Albuquerque, NM 87123	
Plakio, Ava and	810 Roma NW	Albuquerque, NM 87102	
Q			
Quintana, Marisela and Mario	6010 Niese Dr. SW	Albuquerque, NM 87121	
Qurashi, Mashallah and Sabiha	3014 Central Ave. SE	Albuquerque, NM 87106	
R			
Ramos, Brenda	2517 La Charles Dr NE	Albuquerque, NM 87112	
Reid, Robert and Arag, Kelly	1216 Garcia St NE	Albuquerque, NM 87112	
Risso, Aileen and Paul	1133 Sagebrush Dr. SW	Los Lunas, NM 87031	
Risso, Aileen and Paul	1133 Sagebrush Dr. SW	Los Lunas, NM 87031	
Rivera, Marisela and River-Solis,	1424 Bonito Rd.	Albuquerque, NM 87105	
Robson, Daniel and Andrea	6720 Photinia Pl NW	Albuquerque, NM 87121	
Rolsma, Dan and Janet	9714 Avenida Del Oso Dr. NE	Albuquerque, NM 87111	

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Romero, Gerald & Eliz	2324 Headingly Ave	Albuquerque, NM 87107	<i>Elizabeth Boness</i>
Romero, Lisa and	P.O. Box 3	Sandia Park, NM 87047	<i>Lisa Romero</i>
Romo, Paul & Marcilla, Lisa	6317 Barnhart CT NE	Albuquerque, NM 87109	<i>Lisa Romero</i>
Romo, Roxanne and Eugene	7301 Aladdin Ct. NW	Albuquerque, NM 87121	<i>Eugene Romo</i>
Rose, Cynthia and Gallo, Sylvia	2701 Ross Ave. SE	Albuquerque, NM 87106	<i>Cynthia Rose</i>
Ross, Celina	409 Sharp Spur St. SW	Albuquerque, NM 87121	<i>Celina Rose</i>
Rubio, Lamberto and Leticia	2308 Desert Springs Dr. SW	Albuquerque, NM 87121	<i>Leticia</i>
S			
Saiz, Cydella & Carlos	10735 Humphries Ln. SW	Albuquerque, NM 87121	<i>Melinda Saiz</i>
Saiz, Mark & Melinda	6031 Stoney Bluff Ct. NW	Albuquerque, NM 87120	<i>Melinda Saiz</i>
Salazar, Jacob and	8143 Waterbury Pl. NW	Albuquerque, NM 87120	<i>Jacob Salazar</i>
Salcido-Favela, Rene and Martha	1311 Santa Maria SW	Albuquerque, NM 87105	<i>Rene Salcido</i>
Sanchez, Catalina and Estrada,	6117 Del Campo Pl NE	Albuquerque, NM 87109	<i>Catalina Sanchez</i>
Sanchez, George and Alderete, Jessica	2815 Merlot Dr. SW	Albuquerque, NM 87121	<i>Jessica Sanchez</i>
Sandoval, James and Barbara	8 Escondida Lane	Pereita, NM 87042	<i>Barbara Sandoval</i>
Sandoval, Martin & Connie	1810 Alpine Ct	Bosque Farms, NM 87068	<i>Connie Sandoval</i>
Santarpia, Amy & Josh	7719 Ramona Ave. NW	Albuquerque, NM 87114	<i>Amy Santarpia</i>

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Santillanes, Eric & Sarah	8923 Helmick Pl. NE	Albuquerque, NM 87122	<i>Sarah Santillanes</i>
Serrano, Hugo and Monica	10708 Brookline Dr. NW	Albuquerque, NM 87114	
Sheldon, Rebecca & Chris	5900 Camino Del La Luna	Albuquerque, NM 87120	<i>Rebecca Sheldon</i>
Silverhart, Jo & Jerry	4700 Valle Bonita Ln. NW	Albuquerque, NM 87120	<i>Jo Silverhart</i>
Simko, Istvan and Monica	9308 Battle Creek NW	Albuquerque, NM 87114	<i>Monica Simko</i>
Sitges, Phillip and Rachel	1206 Jefferson NE	Albuquerque, NM 87110	<i>Phillip Sitges</i>
Spear, Barbara and Seegers, Keith	1923 Bold Ruler SE	Albuquerque, NM 87123	
Stanley, Kenneth and Debbie	7412 Via Tranquilo SW	Albuquerque, NM 87121	<i>Debbie Stanley</i>
Stevens, Richard and Kasia	1716 Ridgcrest Dr SE	Albuquerque, NM 87108	<i>Richard Stevens</i>
Stiefel, Sonja & Modine N	4204 Landau St NE	Albuquerque, NM 87111	<i>Sonja Stiefel</i>
Sweeney, Rachel and Lowe, Benjamin	7529 Breckenridge Rd. NW	Albuquerque, NM 87114	<i>Benjamin Sweeney</i>
T			
Tari, Kourosh and Maryam	8121 Otero Ave NE	Albuquerque, NM 87109	
Taylor, Margaret and	P.O. Box 1418	Tijeras, NM 87059	<i>Margaret Taylor</i>
Taylor-Newlin, Andrew and	2021 Lakeview Rd. SW	Albuquerque, NM 87105	<i>Andrew Taylor</i>
Tenorio, Robert and	9819 Rio Corto Ave. SW	Albuquerque, NM 87121	
Thomas, Tristan and Amy	10415 Aventura Ct. NW	Albuquerque, NM 87114	<i>Tristan Thomas</i>

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Thomason, Laurie and	27 Hinson Rd	Belen, NM 87002	<i>Laurie Thomason</i>
Thomsen, Soren and Barbara	1850 Florida St. NE	Albuquerque, NM 87110	
Till, Ty and Betsy	1 Pocco Lane	Los Lunas, NM 87031	<i>Ty Till</i>
Tobias, Judy and McMahon, Danny	5106 Coors Blvd. SW	Albuquerque, NM 87121	<i>Judy Tobias</i>
Toledo, Monica and	6600 Lamy Dr. NW	Albuquerque, NM 87120	<i>Monica Toledo</i>
Trevizo, Maria and Munoz, Ricardo	1300 El Porvenir Circle SW	Albuquerque, NM 87105	<i>Maria Trevizo</i>
Trujillo, April and Derrick	P. O. Box 65522	Albuquerque, NM, NM 87193-5522	<i>April Trujillo</i>
Trujillo, Arthur and Cynthia	7706 Bates Road SE	Albuquerque, NM 87105	<i>Arthur Trujillo</i>
Trujillo, Concetta and	3401 Rio Largo DR. SW	Albuquerque, NM 87121	<i>Concetta Trujillo</i>
Trujillo, Julie and Jerry	7716 Tanbark NW	Albuquerque, NM 87120	<i>Julie Trujillo</i>
Tulskikh, Aleksey and Kelly	10 Wolf Lane	Sandia Park, NM 87047	<i>Aleksey Tulskikh</i>
Tyler, Reginald and Frank,	1027 Pina tubo Pl. NW	Albuquerque, NM 87120	<i>Reginald Tyler</i>
V			
Valdez, Alexis and Alejandrina	4418 Magdalena Lane SW	Albuquerque, NM 87121	
Vallejo, Pedro and Rose	31 Shade Tree Lane	Tijeras, NM 87059	
Van Why, Randy and Luz	14305 Central Ave NW	Albuquerque, NM 87121	
Velarde, Romero Niesha	9309 Cinder Pl NW	Albuquerque, NM 87120	<i>Romero Velarde</i>

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Villanueva, Humberto and Rhiannon	2064 Nancy St. SW	Albuquerque, NM 87105	<i>Rhiannon Villanueva</i>
Vincent, Bryan and Vincent, Amy	9016 Violet Orchid Tr SW	Albuquerque, NM 87121	<i>Bryan Vincent</i>
W			
Wagner, Michael	1237 Monte Verde Dr. NE	Albuquerque, NM 87112	<i>Elizabeth Wagner</i>
Washburn, David and Jeanne	603 Griegos Rd. NW	Albuquerque, NM 87107	<i>David Washburn</i>
Waters, Rebecca and Tykik	309 Bryn Mawr SE	Albuquerque, NM 87106	<i>Rebecca Waters</i>
Willoughby, William and Lynn	1420 Somerset DR. NW	Albuquerque, NM 87120	<i>William Willoughby</i>
Wolf, Matthew and Tammy	7420 Junco Pl. NW	Albuquerque, NM 87114	<i>Tammy Wolf</i>
Wood, Leticia and Robin	4912 Laurene Ct. NW	Albuquerque, NM 87120	<i>Robin Wood</i>
Wood, Sarah and Church	2523 Kathryn Ave. SE	Albuquerque, NM 87106	<i>Sarah Wood</i>
Wright, Shon and Alice	10200 Burham Rd	Albuquerque, NM 87114	<i>Shon Wright</i>
Y			
Yazzie, Marlon and Michelle	12929 Skyview Ave. NE	Albuquerque, NM 87123	<i>Michelle Yazzie</i>
Yousef, Hatem and Babaa, Eman	6405 Evesham Rd. NW	Albuquerque, NM 87120	<i>Hatem Yousef</i>
Z			
Zayas, Nicole and Carlos	6708 Tesuque Dr. NW	Albuquerque, NM 87120	<i>Nicole Zayas</i>
Zellers, Carrie and Ron	337 61st St. NW	Albuquerque, NM 87105	<i>Carrie Zellers</i>

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Family Name	Street	City, State Zip	Signature
Aguilar, Berta and Espinosa,	1007 Marron Circle NE Apt. E	Albuquerque, NM 87112	
Alschuler, Steve and Sue	9215 Lexie Lane NE	Albuquerque, NM 87122	
Amador II, Gabriel and	3312 Rivulet Dr. SW	Albuquerque, NM 87121	
Amisshah, Eric and Tamala	11223 Canyonlands Rd. SE	Albuquerque, NM 87123	
Aragon, Justin	8820 Tenemaha Ave. SW	Albuquerque, NM 87121	
Arechiga-Gonzales, Rene and Ana	8917 Armistice Rd. NE	Albuquerque, NM 871019	
Avila, Nira and John	1711 Kitearson Ave. SW	Albuquerque, NM 87104	
Awad, Fadi and Chassan			
Baca, Earl and Leal, Yvette	2003 Telesfor Dr.	Albuquerque, NM 87105	
Banghart, Natasha	16 Frampton Blvd P. O. Box 1602	Peralta, NM 87042	
Barabe, Aimee and Mitchell, William	1109 Cooper Ave	Albuquerque, NM 87106	
Barber, Melissa and Kenneth	9015 Indigo Sky Trail SW	Albuquerque, NM 87121	
Benavdez, Albert and Girardo, Michelle	99 Juniper Hill Loop	Cedar Crest, NM 87008	
Blanco-Alcantar, Octavio and Laura	5734 Cletsoway Dr. SW	Albuquerque, NM 87105	
Blatchley, Kathleen and Thornton,	P. O. Box 52052	Albuquerque, NM 87181	
Borwin, Mitchell and Richards, Dori	3227 La Manaha Dr	Albuquerque, NM 87104	
Bonilla, Cecilia and Hugo	2321 Perry Rd. SW	Albuquerque, NM 87105	
Bower, Jada and Brian	1121 Marigold Dr. NE	Albuquerque, NM 87122	
Brawley, Camron and Kimberly			
Bridges, Patrick and Terese	1711 Vassar DR NE	Albuquerque, NM 87106	
Bujoj, Silviu and Mihaela	685 Black Hawk Dr. NE	Albuquerque, NM 87122	
Burkett, Corlyn	P. O. Box 25272	Albuquerque, NM 87125	
Camden, Kelly and Fontana, Charles	1725 Eucariz Rd. SW	Albuquerque, NM 87105	
Canales, Rachel and Glenn	3809 Bay Hill Loop SE	Albuquerque, NM 87124	
Chase-Taylor, Vernell and Taylor, Scott	8323 Mendocino Dr. NE	Albuquerque, NM 87122	

15/03

Family Name	Street	City, State Zip	Signature
Chavez, Cynthia & Julio	618 Freeman NW	Albuquerque, NM 87107	
Chavez, Cynthia and Gilbert	618 Freeman NW	Albuquerque, NM 87107	
Chavez, Mike and Joyce	P.O. Box 556	Peralta, NM 87042	
Chavez, Monica and Henry	2603 Garner Rd. SW	Albuquerque, NM 87105	
Cherian, Julie and Biju	7520 Venice Ave. NE	Albuquerque, NM 87113	
Chong, Thuy & Joe	7623 Via Cometa SW	Albuquerque, NM 87121	
Collins, Kristi and Eddie	47 Camino El Alto NE	Albuquerque, NM 87123	
Contreras, Michael	1778 Cerro Crestado Dr	Los Lunas, NM 87031	
Cooper, Christina and Ryan	13325 Sunset Canyon DR. NE	Albuquerque, NM 87111	
Coston, Sean and Jennifer	1401 San Rafael Ave. NE	Albuquerque, NM 87122	
DeLoach, Lorrie and Sean	4824 Petra Pointe Cir NW	Albuquerque, NM 87120	
Family of Montoya	10509 Toledo St. NW	Albuquerque, NM 87114	
Fernandez, Darlene and Jesse	2800 Bosque Del Sol	Albuquerque, NM 87120	
Fernandez, Patricia and Edwin	10022 Rio Grande Blvd. NW	Albuquerque, NM 87114	
Gabrial, Rebecca and Correia de Castro, Alexandre	P.O. Box 4003	Albuquerque, NM 87196	
Garcia, Julieta	635 Torretta Dr. SW	Albuquerque, NM 87121	
Garcia, Wendy and Gilbert	10400 San Gregorio Dr. NW	Albuquerque, NM 87114	
Gonzales-Doyle, Minda and Doyle, Matthew	2605 Boyou Rd. NE	Rio Rancho, NM 87144	
Gonzalez, Michelle and Victor	2540 Los Padillas SW	Albuquerque, NM 87105	
Gray, Jeremy and Colleen	5709 Forestal Ct NW	Albuquerque, NM 87120	
Griego, Patrick and Glenda	P.O. Box 1701	Corrales, NM 87048	
Hadgu, Dorit and Teklu	9119 Ladron DR. NW	Albuquerque, NM 87114	
Hansen, Kristina (Tina) and Rhykerd, Hennek, ^{Aimee} Amy and Cory	1724 Singletary Dr. NE	Albuquerque, 87112	
	1600 Cullen Ln NE	Albuquerque, NM 87112	
Hidalgo, Erica and M. Scott	3023 Joe Sanchez Rd. SW	Albuquerque, NM 87105	

8/2/14

Family Name	Street	City, State Zip	Signature
Hobston - Shoemaker, Laura and Shoemaker, Dale	6612 Charwood NW	Albuquerque, NM 87114	
Hughes, Steve and Stacey	Box 585	Tijeras, NM 87059	
Hutt, Eleanor and Tim	2208 Parkwest Dr. NW	Albuquerque, NM 87120	
Hoskins, Jessica and Pearl, Zachary Masoli, Jan	501 Wellesley Dr. SE	Albuquerque, NM 87106	
Krushil, Jarwala and Shipila	801 Central Ave. NE	Albuquerque, NM 87102	
Leon-Moreta, Augustin and Saenz Montenegro, Sylvia	4451 Avenida Del Sol	Albuquerque, NM 87110	
Terria, Diana and Keith	9884 Gemini San Martin	Albuquerque, NM 87121	
Lopez-Corona, Elena and	1100 Isleta Blvd. SW #10	Albuquerque, NM 87105	
Lucero, Patrizia and Samuel	315 Calle Amarillo SW	Albuquerque, NM 87121	
Manocchio, Regina and Elizabeth	3100 9th St. NW	Albuquerque, NM 87107	
McDaniels, Robert and Wilson, Wendy	161 Scott Dr	Shepherdstown, WV 25443	
Montano, Roberta and Ramirez, Enriquez	4501 Rincon Rd. NW	Albuquerque, NM 87105	
Montoya, John and Carol	10509 Toledo St. NW	Albuquerque, NM 87114	
Montoya, John and Carol	10509 Toledo St. NW	Albuquerque, NM 87114	
Morris, Gretchen and Jason	200 Paseo Vista Loop NE	Rio Rancho, NM 87124	
Mosallaei, Rebecca and Ali	9237 Snowridge Ct. NE	Albuquerque, NM 87111	
Munoz, Elena and Escobar, Juan	8009 Vista Serena Ln. SW	Albuquerque, NM 87121	
Naaz, Laura and Rodriguez-Naaz, Ernest	5305 Beebe St. NE	Albuquerque, NM 87111	
Naydenkov, Mikhail and Maria	7132 Calle Alegria NE	Albuquerque, NM 87113	
Oglesby, Chris and Autumn	1113 8th St. SW	Albuquerque, NM 87102	
Olszowska, Michael and Beata	301 Mountain Rd. NE	Albuquerque, NM 87102	
Ortiz, Abigail and Elias	540 Dean Dr. SW	Albuquerque, NM 87121	
Osborne, Amy and	1128 Los Lentos Rd. NE	Los Lunas, NM 87031	
Padilla, Quilimaca and Espinoza, Robert	8520 Vista Estrella Ln. SW	Albuquerque, NM 87121	
Pera, Stephanie and Ernest	28 Estrada Lane	Bernalillo, NM 87004	

19/2/20

Family Name	Street	City, State Zip	Signature
Ramon, Jennifer and Antonio	3793 Candelarias Lane NW	Albuquerque, NM 87107	
Rice, William and Meghan	4817 Baja Court NE	Albuquerque, NM 87111	
Salas, Stephen and Nora	7704 Calle Carisma NE	Albuquerque, NM 87113	
Salazar, Jacob and Dolores	8143 Waterbury Pl. NW	Albuquerque, NM 87120	
Sanchez, Catalina and Estrada,	6117 Del Campo Pl. NE	Albuquerque, NM 87109	
Santillanes, Eric & Sarah	8923 Helmick Pl. NE	Albuquerque, NM 87122	
Sletten, Marcia and Brett	12505 Towner Ave. NE	Albuquerque, NM 87112	
Smith, Glenn and Landry, Stephanie	300 10th Street SW	Albuquerque, NM 87102	
Smith, Jennifer and Stuart	3725 Altez St. NE	Albuquerque, NM 87111	
Snow, Roseana and Daniel	8909 La Barranca Ave. NE	Albuquerque, NM 87111	
Tomovski, Slobodan and Trump, Dana	304 Schulet Rd. NW	Albuquerque, NM 87107	
Trujillo, Sara and Robert	1132 Casa Tomas Rd NE	Albuquerque, NM 87113	
Turner, Wenona and Moquino, Carlton	100 Silver SW Apt 206	Albuquerque, NM 87102	
Vega, Jose and Diaz-Cruz, Neritza	6401 Academy Rd. NE Apt 48	Albuquerque, NM 87109	
Voza, Natalie and Joseph	6308 Burgos Ave. NW	Albuquerque, NM 87114	
Westphal, Michelle and Michael	49 Santa Maria	Corrales, NM 87048	
Yin, Weihui and Li, Shihong	2400 Westhelmer Rd. 109W	Houston, TX 77098	
Zapata, Edgar and Ana	6639 Isleta Blvd. SW	Albuquerque, NM 87105	
Quintana, Martha & Benny	9000 San Sauro TC	Albuquerque 871	
Garcia, Michelle & Roger	2600 Grandland	Alb. NM 87110	

Appendix D

No 13802

STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
PERMANENT X TEMPORARY _____ EXPIRATION DATE _____

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

933 SE BRADBURY DR. AIDNM 87109

BUILDING ADDRESS _____
UNM SCIENCE & TECHNOLOGY PARK
NAME AND ADDRESS OF OWNER # 23895
BRITTON CONST. INC
NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)
2007024323
BUILDING PERMIT NUMBER
INSPECTOR'S NAME *[Signature]*
IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S) _____
PORTION OF BUILDING
DATE 4-30-08

COMMENTS _____



Susana Martinez
GOVERNOR

Robert "Mike" Unthank
SUPERINTENDENT

James McKay
CHIEF LEGAL COUNSEL

Pat McMurray
DIRECTOR

Administrative Services Division
(505) 476-4800

Alcohol and Gaming Division
(505) 476-4875

Boards and Commissions Division
(505) 476-4600

Construction Industries Division
(505) 476-4700

Financial Institutions Division
(505) 476-4885

Manufactured Housing Division
(505) 476-4770

Securities Division
(505) 476-4580

New Mexico Regulation and Licensing Department
CONSTRUCTION INDUSTRIES & MANUFACTURED HOUSING DIVISION

2550 Cerrillos Road • Santa Fe, NM 87505 • Ph (505) 476-4700 • Fax (505) 476-4685
5200 Oakland Ave. NE • Albuquerque, NM 87113 • Ph (505) 222-9800 • Fax (505) 765-5670
505 S. Main St., Suite 118 • Las Cruces, NM 88004 • Ph (575) 524-6320 • Fax (575) 524-6319
www.rld.state.nm.us/construction

September 2, 2014

Martica Casias
Planning and Design Manager
401 Don Gasper
Santa fe, NM 87505

Re: Albuquerque Institute for Mathematics and Science (AIMS Charter School)

Dear Ms. Casias:

On September 2, 2014 a meeting was held at UNM facility campus Located at 800 Bradbury to review the space for (rooms 158,160,175) to determine the occupancy classification for AIMS Charter school. Present were Kathy Sandoval with AIMS Charter School, and Ron Hibner Chief Building Inspector to determine if the proposed use for AIMS Charter School proposal would be acceptable.

Construction Industries has determined that under Section 508 (mixed use and occupancy) under the 2009 IBC, the proposed use of AIMS Charter School would be approved. The UNM facility campus is a Type II-B construction which would allow a maximum square footage of 14,500 for an (E) occupancy classification. However, each section of the building must be individually classified in accordance with Section 302.1 which states where a building contains more than one occupancy group, the building or portion thereof shall comply with the applicable provisions of Section 508.2, 508.3 or 508.4, or a combination of these sections.

The lower level floors of the UNM facility campus which have an occupancy classification of (B) will be in full compliance with the 2009 IBC with a mixed use occupancy classification. Therefore CID is requesting that AIMS Charter School be allowed to proceed to occupy the UNM facility campus.

If you require additional information, please contact me at 505-476-4672 or martin.romero@state.nm.us.

Sincerely, 

Martin Romero, CBO, General Bureau Chief
Construction Industries Division
State of New Mexico

cc: Daniel A. Ivey Soto, Senator Bernalillo-15
Mike Unthank, Superintendent of RLD
Pat McMurray, Director of CIDMHD
Kathy Sandoval, Aims Charter School, (AIMS)