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Charter Schools Division 2021-22 Annual Report

School Name: Albuquerque Institute for Math & Science @ UNM (AIMS)

School Address: 933 Bradbury SE Albuquerque, NM 87106

Head Administrator: Kathy Sandoval- Snider

Governing Board Chair: Robert (Bob) Walton

Business Manager: Jolene Jaramillo

Authorized Grade Levels: 6-12

Authorized Enrollment: 720

2021-22 End of Year Enrollment: 338

Contract Term: 2020-2025

Mission: The mission of the school is to prepare and provide an extraordinary education to students in the state of New Mexico who are interested in pursuing careers requiring advanced math, science, and technology skills.

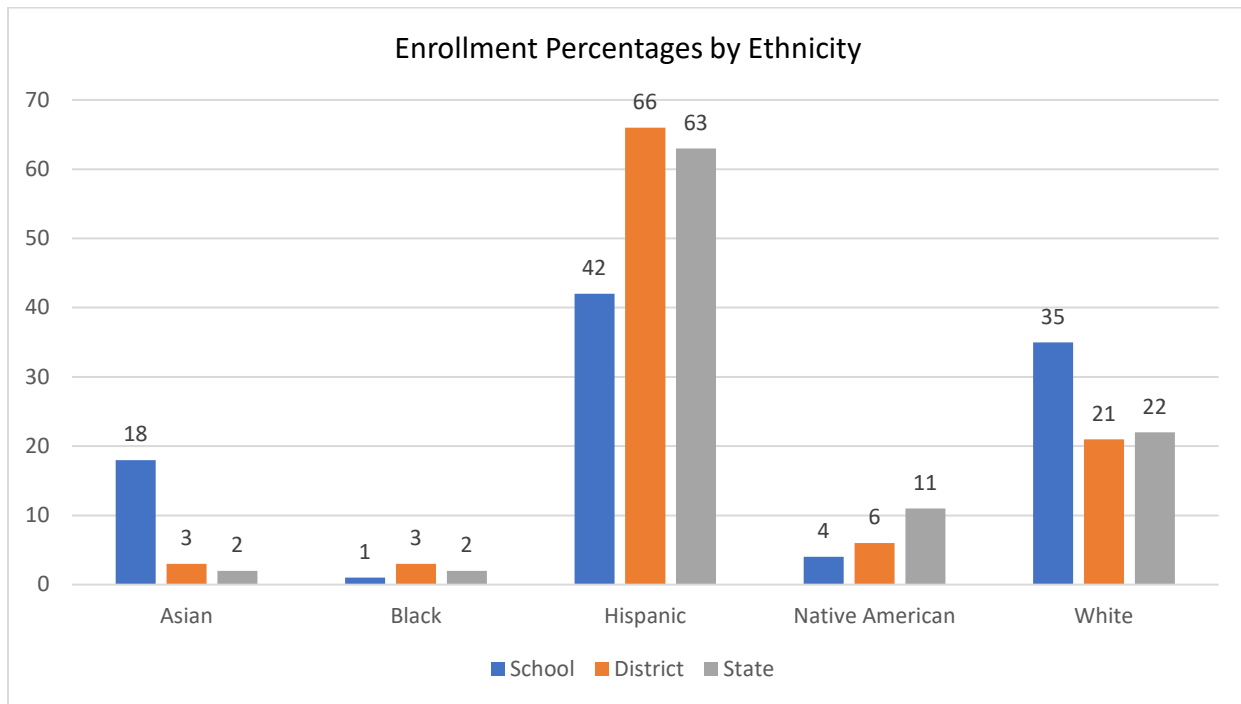
About the School

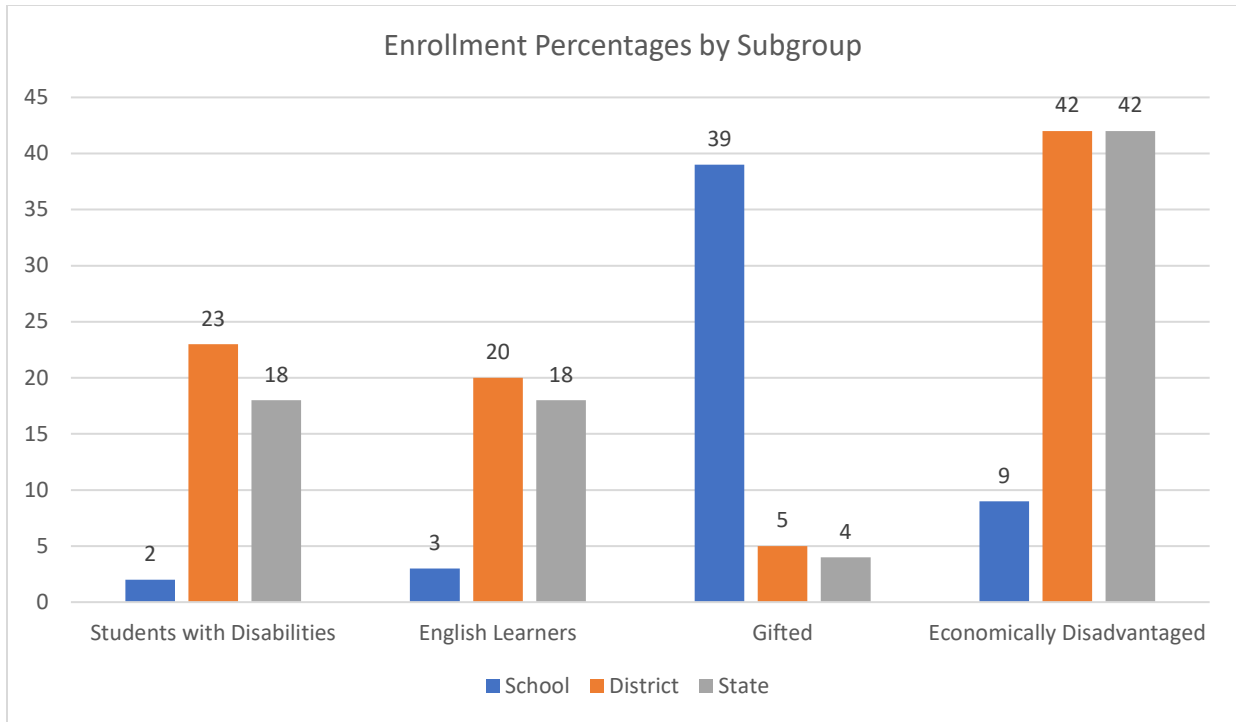
Albuquerque Institute for Math and Science (AIMS) is a PEC-authorized early college high school that opened in 2010. The school serves grades 6-12 and as of school year 2021-2022, has an enrollment of 338 students. The school had a legal relationship with the University of New Mexico (UNM) until 2020, an agreement that may have been renewed. The school is housed on UNM's campus.

AIMS uses a project-based curriculum and emphasizes STEM (Science, Technology, Engineering, and Math). All students and staff are provided a laptop computer. In each year of attendance, every student takes Science and completes a Science Fair project. To graduate, students must earn 30 units of college credit in Math and Science in addition to taking seven Advanced Placement classes and associated AP exams. Additionally, students are required to take two years of Karate and two years of a critical language (Chinese, Japanese, Arabic, etc.). The school implements a “House” structure where a groups of students from grades 6-12 grade meet daily for peer support and sharing.

AIMS teachers are evaluated four times a year and during this time, they are asked to develop data-focused essential questions concerning their classrooms and student success rates. The teachers develop and research potential interventions and present their work and findings each year on “Teacher Research Day.” Finally, the school assigns parent mentors to new families and hosts a family picnic at the beginning of each year where teachers, students, and parents participate in a “Rube Goldberg” event to build camaraderie.

Demographics as reported in STARS 2021-22 End of Year (EOY)





Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	86
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals if two goals, average of points on each goal	90
Overall Academic Score: average of Indicators 1 and 3	88

State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

Albuquerque Institute for Mathematics and Science @ UNM ranked above **100%** of high schools statewide. The school received a designation of **Spotlight school**.

Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

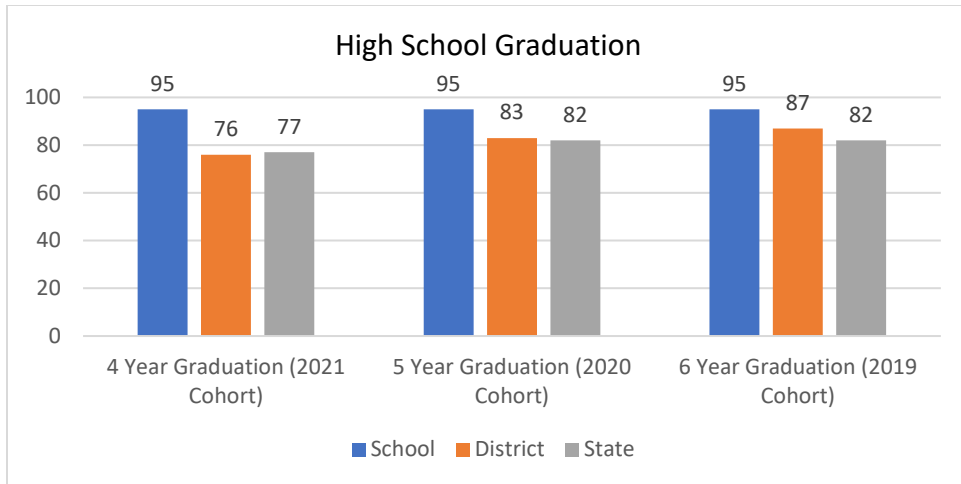
Students	Percentages Given	Data Masking
N = 0		Examples: In a group of 17 students, if the proficiency was 3% the chart would show ≤ 20% and if it was 98% it would show ≥ 80%. In a group of 59 students, if the proficiency was 3% the chart would show ≤ 5% and if it was 98% the chart would show ≥ 95%.
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

2021-22 Proficiency Percentages			
	Reading	Math	Science
All	90%	89%	≥ 95%
Asian	≥ 90%	≥ 90%	≥ 80%
Black			
Hispanic	88%	84%	≥ 90%
Native	*****	*****	*****
White	87%	92%	≥ 90%
SwD	*****	*****	*****
EL	*****	*****	*****
FRL	≥ 80%	76%	≥ 80%

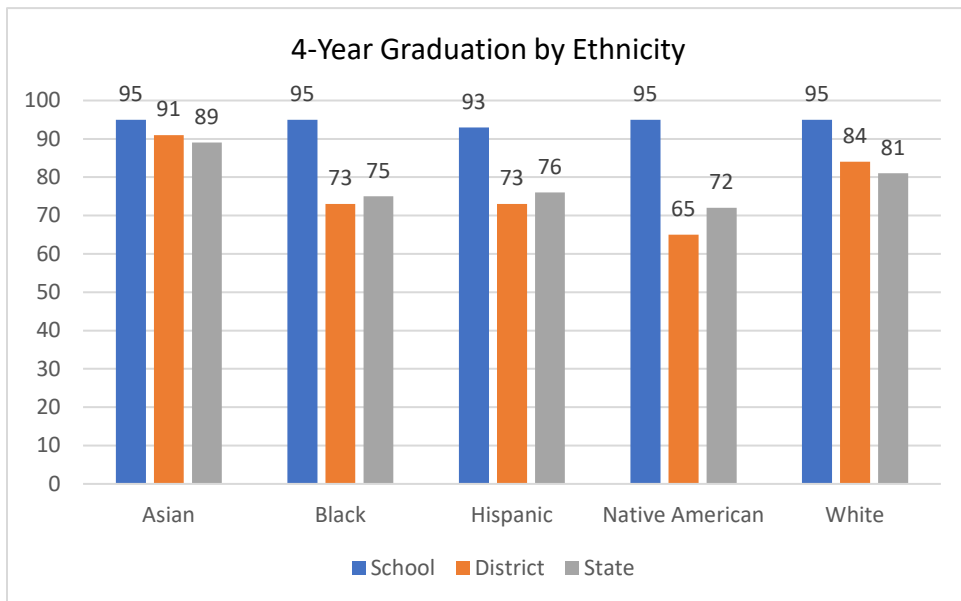
English Learner Progress toward Proficiency: 0%

High School Graduation

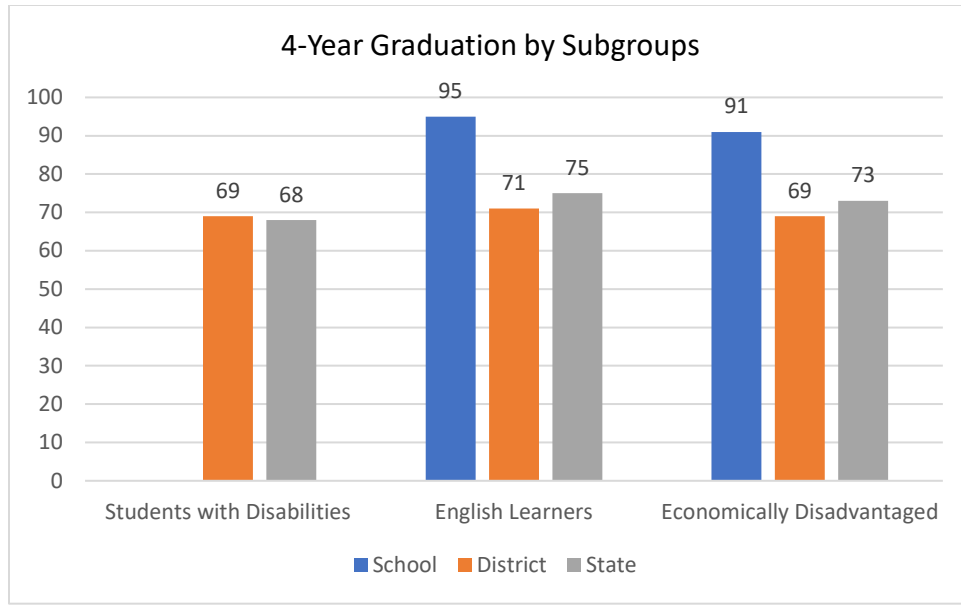
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2021 graduation cohort, 5-year data for the 2020 cohort, and 6-year data for the 2019 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.



Note: School-level cohort rates are $\geq 95\%$ in order to mask data due to student population size.



Note: School-level percentages for the Asian, Black, Native American, and White categories are $\geq 95\%$ in order to mask data due to student population size.



Note: School-level percentage for the English Learners category is $\geq 95\%$ in order to mask data due to student population size. Data for Students with Disabilities was not provided in the PED data set.

Mission-Specific Goals

Goal 1: 80% of 11th graders will exceed the performance of the statewide average for all NM 11th-graders on the Fall PSAT by more than 10% points in the areas of English, Math, and Science

Performance Level	Target	Points
Exceeds Standard	90-100% of 11th graders will exceed the performance of the statewide average for all NM 11th-graders on the Fall PSAT by more than 10% points in the areas of English, Math, and Science.	100
Meets Standard	80-89% of 11th graders will exceed the performance of the statewide average for all NM 11th-graders on the Fall PSAT by more than 10% points in the areas of English, Math, and Science.	75
Does Not Meet Standard	70-79% of 11th graders will exceed the performance of the statewide average for all NM 11th-graders on the Fall PSAT by more than 10% points in the areas of English, Math, and Science.	25
Falls Far Below Standard	Below 70% of 11th graders will exceed the performance of the statewide average for all NM 11th-graders on the Fall PSAT by more than 10% points in the areas of English, Math, and Science	0

Rating: Exceeds Standards (100%)

Goal 2: 75% to 89% of the 8th grade students, enrolled at 40 and 120 day of current school year, will earn a grade of C or better in Algebra.

Performance Level	Target	Points
Exceeds Standard	90%-100 % of the 8th grade students, enrolled at 40 and 120 day of current, school year, will earn a grade of C or better in Algebra.	100
Meets Standard	75% to 89% of the 8th grade students, enrolled at 40 and 120 day of current school year, will earn a grade of C or better in Algebra.	75
Does Not Meet Standard	60%-74% of the 8th grade students, enrolled at 40 and 120 day of current school year, will earn a grade of C or better in Algebra.	25
Falls Far Below Standard	Less than 60% of the 8th grade students, enrolled at 40 and 120 day of current school year, will earn a grade of C or better in Algebra.	0

Rating: Meets Standard (80%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Albuquerque Institute for Math & Science at UNM	2020-21	2021-22
Organizational and Financial Performance		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Working to Meet Standard
1c Rights of Students with Disabilities	Working to Meet Standard	Working to Meet Standard
1d Rights of English Learners	Does Not Meet Standard	Working to Meet Standard
1e Meeting Program Requirements	Assurances	Meets Standard
1f NM DASH Plan	N/A	N/A
2a Financial Reporting and Compliance	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard
4a Rights of All Students	Assurances	Working to Meet Standard
4b Attendance and Retention	Meets Standard	Meets Standard
4c Staff Credentialing	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard
4e Background Checks, Ethics	Assurances	Working to Meet Standard
5a Facilities	Assurances	Meets Standard
5b Transportation	Assurances	N/A
5c Health and Safety	Assurances	Meets Standard
5d Handling Information		Meets Standard

Explanation of 2021-22 Indicator Ratings

1.b. The school is not administering interim assessments. Participation rates for summative assessments are all above 95% target.

1.c. New special education director; improvement from previous school year.

1.d. 17 students on EL error report; improvement in process from previous year.

4.a. Lottery application is separate from enrollment documents, but lottery form does not include siblings and the children of staff on the form. The registration form appears to set criteria for enrollment. Hand delivery and mail for parents to submit documents create barriers to enrollment.

4.e. Two background checks not in files; one found after initial review.