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ARSENIO ROMERO, Ph.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2022-23 Annual Report  
January 12, 2024**

**School Name:** Albuquerque School of Excellence

**School Address:** 13201 Lomas Blvd. NE Albuquerque, NM 87112

**Head Administrator:** Mustafa Ayik

**Governing Board Chair:** Sean Fry

**Business Manager:** Whitney Warner, Vigil Group

**Authorized Grade Levels:** K-12

**Grade Levels Served:** K-12

**Authorized Enrollment Cap:** 1199

**2022-23 End of Year Enrollment:** 837

**Contract Term:** 2020-2025

**Waivers:** Driver Education, Evaluation Standards for School Personnel, Individual Class Load, Length of School Day, Purchase of Instructional Material, School Principal Duties, Staffing Patterns, Subject Area, Teaching Load

**Mission:** The mission of Albuquerque School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

## **Educational Program:**

i. The educational philosophy of ASE is that school exists for the welfare and dignity of the child. Education at ASE is student-centered and each child is recognized as a unique individual with unique interests, needs, and abilities. ASE aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. The purpose of ASE is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school and community, their perception transforms. This will be evidenced via character education, civic clubs, teacher-student mentorship, Phoenix Guides, and various family night activities. Teachers are required to provide an afterschool club, as indicated on teacher annual expectation agreements.

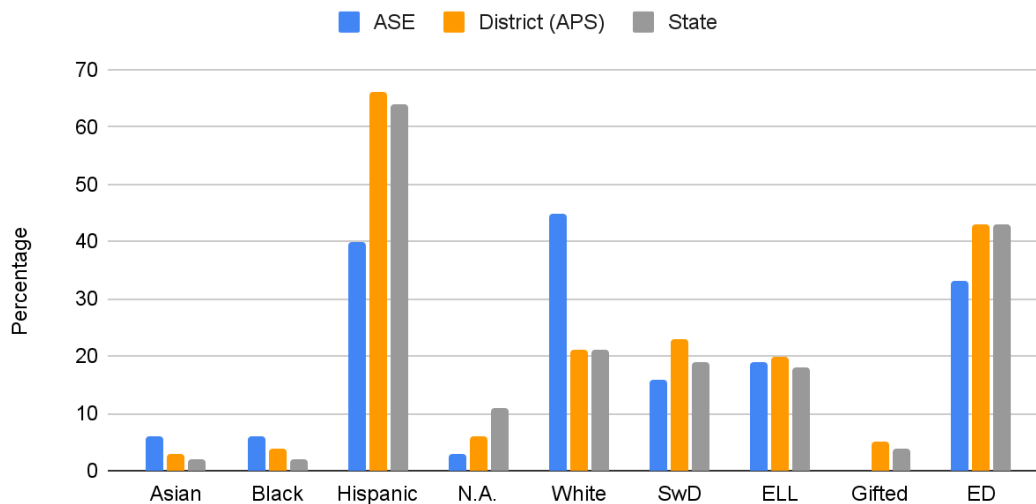
ii. ASE focuses on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. ASE is a college preparatory charter school focusing on math, science, and technology. Members of the ASE believe that excelling in math and science prepares youth to succeed in college, the workplace and the 21st century. Our vision is to enable students to succeed in school and have options to enter math, science and engineering careers. The school requires all students (grades 1-12) to complete a science fair project each year. Teachers are required to provide after school tutoring, as indicated on teacher and student schedules.

iii. Albuquerque School of Excellence model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents). ASE utilizes technology across all of these dimensions to reinforce its school model and curriculum. Student achievement/outcome is built on 3 core principles within the school model: a. a challenging math and science curriculum supported by theory; b. a focus on assessment; and c. a culture of constructive competition, self-discipline, and parental engagement.

High school student transcripts reflect completion of AP classes and dual credit courses. Students participate in school trips to college campuses in grades 8 -12. Each classroom is themed after a specific college. Students in grades 1-6 are introduced to college culture and complete projects and activities based on a specific college.

## Demographics as reported in STARS 2022-23 End of Year (EOY)

### Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

## Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	<b>81</b>
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	<b>100</b>
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>90.5</b>

### State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.

- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
  - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
  - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
  - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
  - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

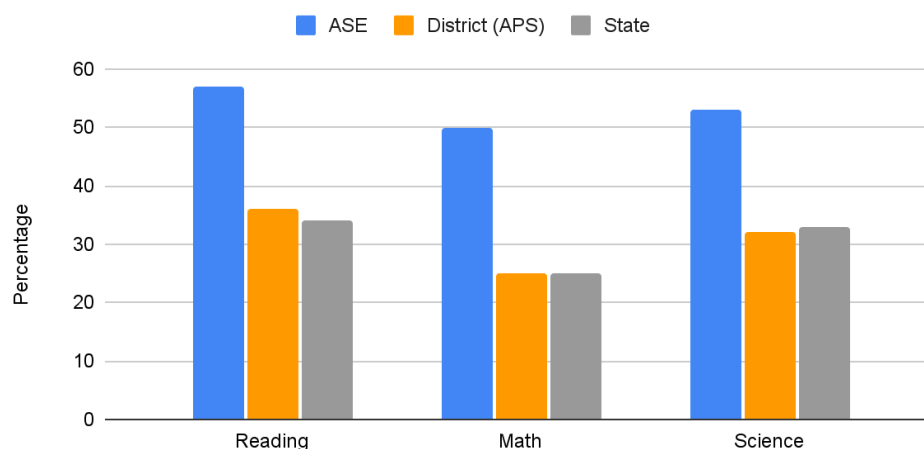
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Albuquerque School of Excellence** received a designation of **Excellence**.

## Proficiency

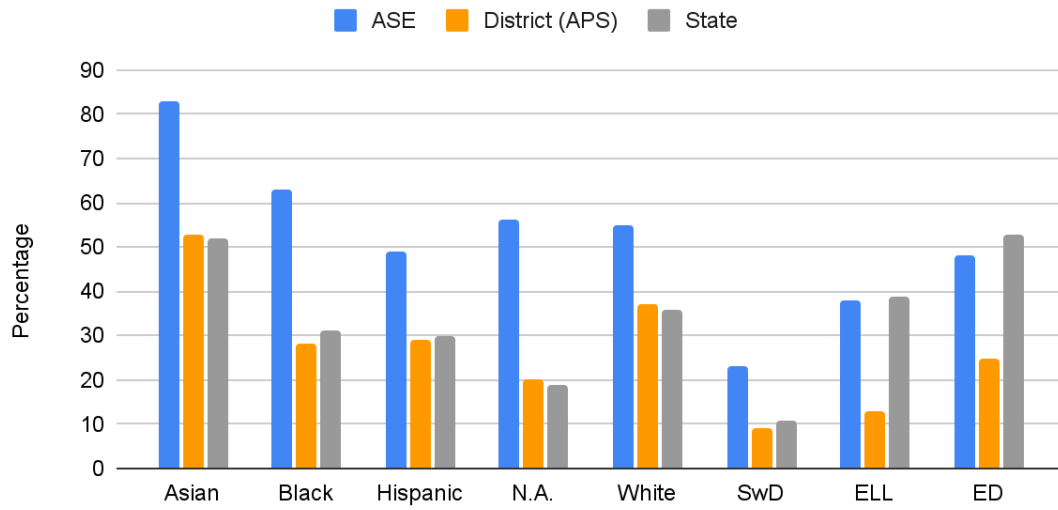
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



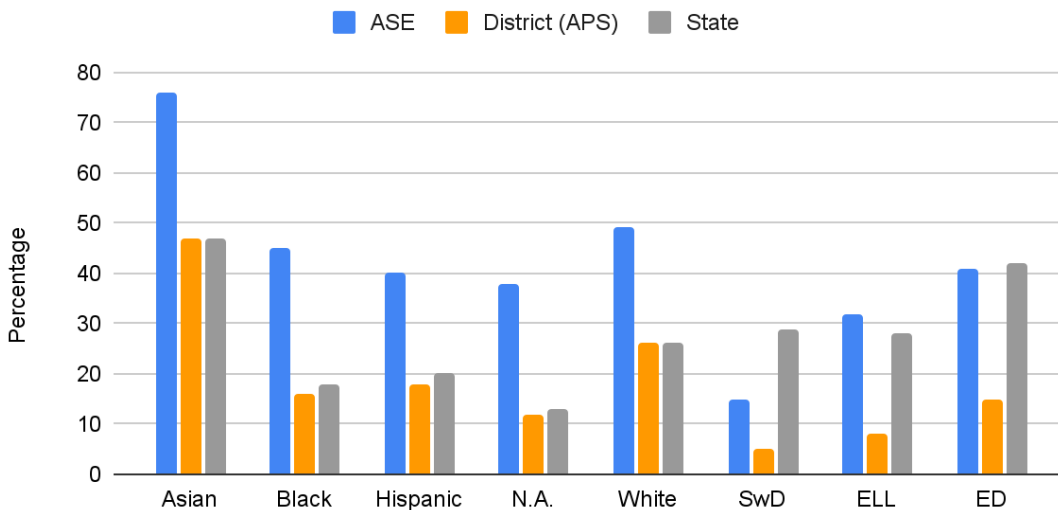
Source: NMVistas.org

## Percent Proficient in Reading by Subgroup 2022-23



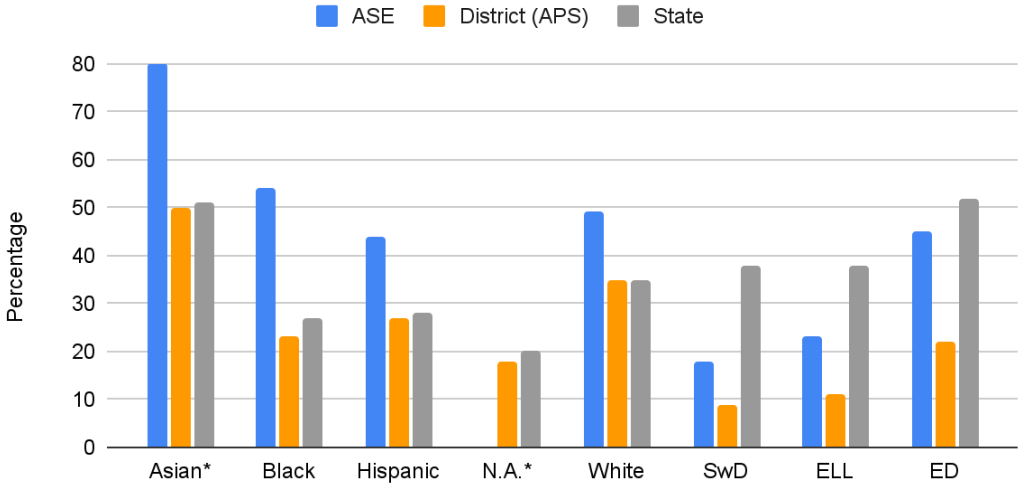
Source: NMVistas.org

## Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

### Percent Proficient in Science by Subgroup 2022-23

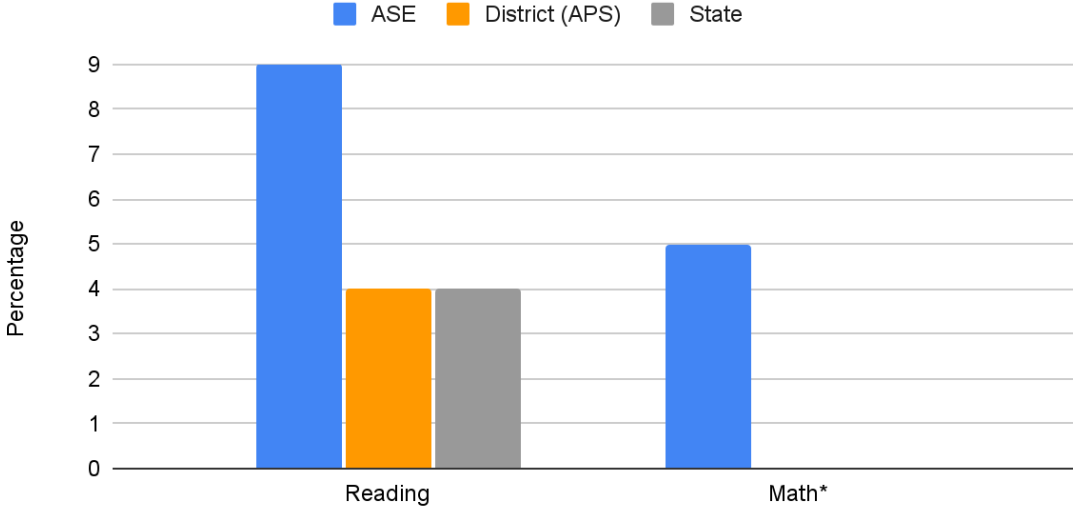


Source: NMVistas.org

**\*Note:** Native American science data masked due to population size. Science proficiency for Asian population indicated on Vistas as  $\geq 80\%$ , also masked due to population size.

### Improvement (Growth)

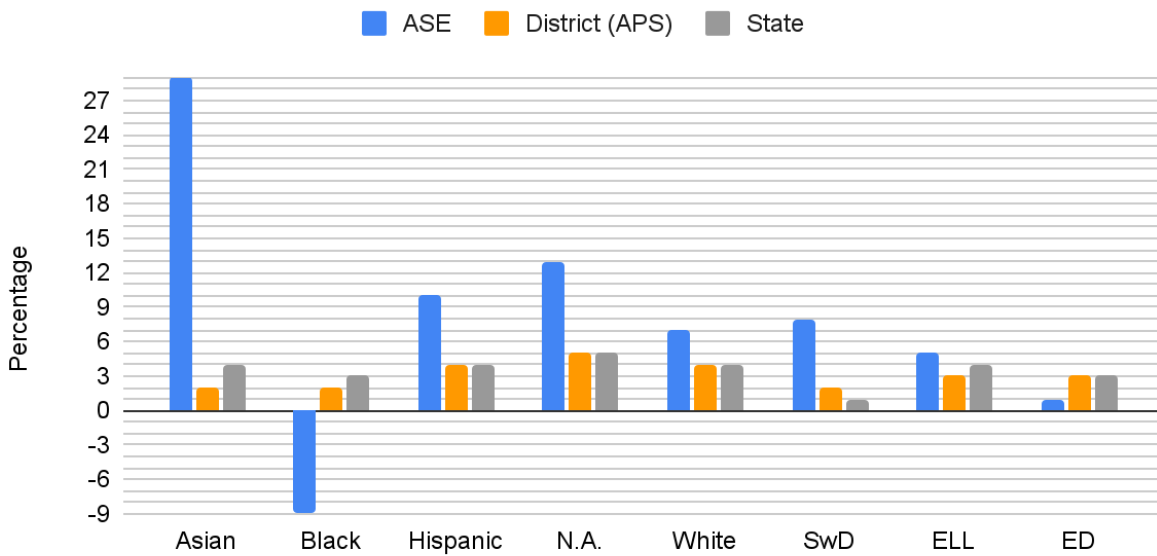
#### Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

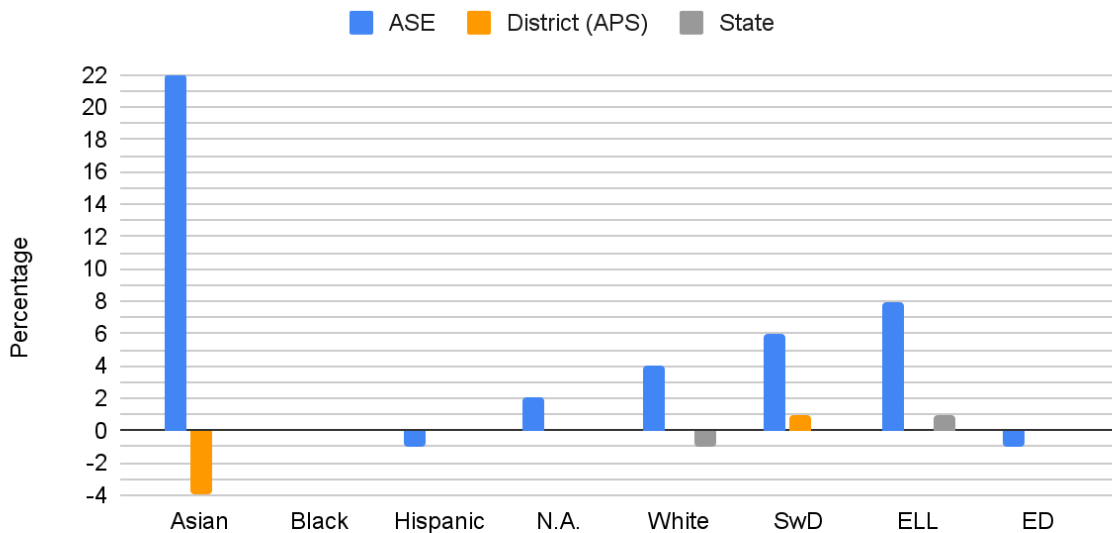
**\*Note:** Math growth was 0% for the state and district for SY2023.

## ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

## Math Percent Growth by Subgroup\* (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

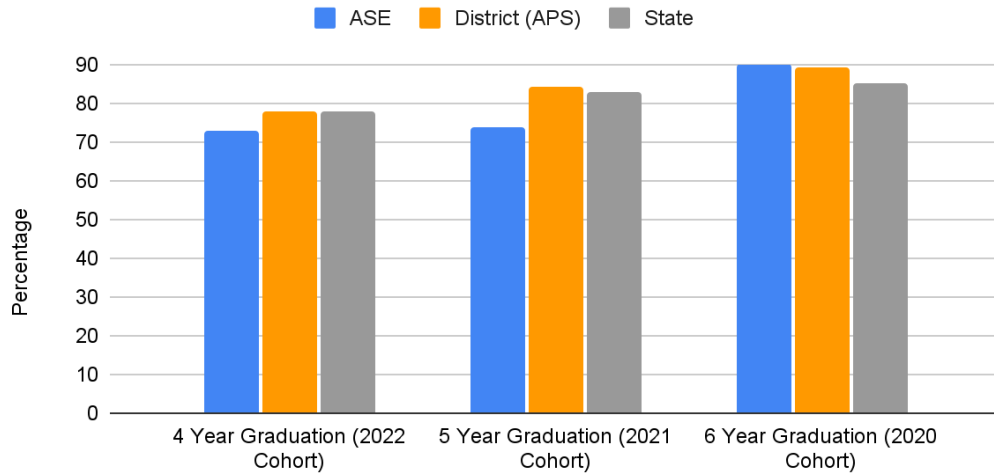
\*Note: there are no bars of growth school, district, and state for some subgroups in math because growth was 0%

**English Learner Progress (NMVistas): 19%**

**High School Graduation**

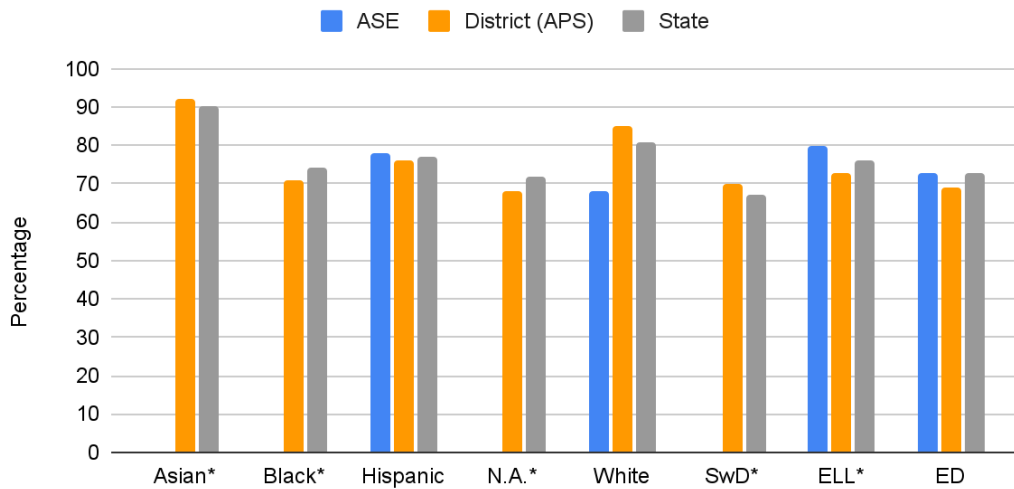
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

### High School Graduation



Source: NMVistas.org

### 4-Year Graduation by Subgroup



Source: NMVistas.org

**\*Note:** Data for Asian, Black, Native American, and Students with Disabilities is masked due to population size. Graduation rate for English Language Learners is indicated on Vistas as  $\geq 80\%$ , also masked due to population size.



## Mission-Specific Goals

**Goal 1:** STEM and College Readiness classes: ASE students will be prepared for STEM related employment or post-secondary education as demonstrated by completion of STEM elective courses or College Readiness classes. These classes may include AP, Honors, Dual Credits, Distance Learning, and career/college assessment prep courses (to address the skills necessary to take exams such as Accuplacer, PSAT, and SAT). Graduates who are enrolled for their entire high school career will exceed the NM graduation requirements in this area.

75-89% of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 75-89% of students in grades 11-12 will complete three or more of these credits with a passing grade of C or better each year.

Performance Level	Target	Points
Exceeds Standard	90% or more of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 90% or more of students in grades 11- 12 will complete three or more of these credits with a passing grade of C or better each year.	100
Meets Standard	75-89% of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 75-89% of students in grades 11-12 will complete three or more of these credits with a passing grade of C or better each year.	75
Does Not Meet Standard	60 - 74% of students enrolled on the 40th and 120th day in grades 9- 10 will complete two or more of these credits with a passing grade of C or better each year AND 60-74% of students in grades 11-12 will complete three or more of these credits with a passing grade of C or better each year.	25
Falls Far Below Standard	59% or less of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 59% or less of students in grades 11- 12 will complete three or more of these credits with a passing grade of C or better each year.	0

**Rating: Exceeds-** Average of 95% attainment for all grades; all grades > 92% = **100 pts**

**Goal 2:** ASE students in grades K-8 will participate in STEM and CTE related courses to prepare them for college and career opportunities for the 21st century. Along with our current community outreach relationships with the AFRL Stem Academy Program, classroom visitors from the STEM community, and the Central New Mexico Regional Science Fair, ASE will also offer our K-8 students five hours of weekly science instructional hours, taught by highly qualified teachers. Electives in advanced science, math, technology and preparation for science and math competitions such as science fair, science olympiad, robotics, and math counts will also be offered.

Additionally, all ASE teachers will utilize Nepris, an online virtual educational platform, to connect our students to an extensive network of over 31,000 professionals from a variety of careers and disciplines, exposing our students to real world applications for learning about 21st century topics and career opportunities. Nepris utilization will expand upon classroom lesson and project topics allowing for a variety of instructional methods and learning styles.

In grades K-8, 75% or more of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.

Performance Level	Target	Points
Exceeds Standard	In grades K-8, 90% or more of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	100
Meets Standard	In grades K-8, 75-89% of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	75
Does Not Meet Standard	In grades K-8, 60-74% of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	25
Falls Far Below Standard	In grades K-8, less than 60% of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	0

**Rating: Exceeds-** Grades K-8: 92.72% attainment; Middle School: 90.94% attainment= **100 pts.**

## Organizational and Financial Performance Framework

**2022-23 Overall Rating: Meets Standard**

Pursuant to the [PEC Performance Framework and Accountability System](#), 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**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Albuquerque School of Excellence	2020-21	2021-22	2022-23
<b>Organizational and Financial Performance</b>			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard	Meets Standard
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	Meets Standard
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Does Not Meet Standard	Meets Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard	Working to Meet Standard
4c Staff Credentialing	Working to Meet Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A
5c Health and Safety	Assurances	Working to Meet Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard

### Explanation of 2022-23 Indicator Ratings

2.b. FY22 audit reflects one material weakness.

2.c. One repeat audit finding from 2018.

2.d. 16.63% of CY % remaining in SY22-23, 27502 non reverting grant 100% remaining, 27202 89.05% remaining, 27183 50.65% remains.

4.b. EOY: Attendance rate is 94% (**Attendance rate must be 95%**).

### Site Visit Attendees

Monday, April 17, 2023

**CSD Team:** Lucy Valenzuela (Lead), Krisen LaVolpa, Kadriye El-Atwani, Julianna Montoya, Rachel Stofocik, Kimberly Gonzales, Kyle Wood (remote)

**School Leadership:** Mustafa Ayik, Head Administrator

**Governing Board:** Seah Fry, Moriah MacCleod



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District 8, Roswell

K.T. Manis, Member  
District 9, Hobbs

Steven J. Carrillo, Member  
District 10, Santa Fe

January 22, 2024

Mustafe Ayik  
Sean Fry  
Albuquerque School of Excellence  
[mayik@abqse.org](mailto:mayik@abqse.org)  
[sfry@abqse.org](mailto:sfry@abqse.org)

Dear Mr. Ayik and Mr. Fry:

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2022-2023 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its January 2024 meeting.

As outlined in New Mexico rule NMAC 6.2.9.12 and 13<sup>1</sup>, the PEC has accepted this annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report notice of exemplary performance. Thank you for this excellent work.

In addition to the overall notice, the PEC has identified one area of unsatisfactory performance related to finances specifically the material weakness identified in the FY22 audit finding, indicator 2.b. on page 11 of the annual report that should be corrected by the next annual report.

The contract and all annual reports for the school are located here: <https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> You will work with your staff and board and report your progress the CSD through the annual site visit and report process to show your progress. If you are successful in improving the performance, CSD will report that in the next annual report, and the concerns

<sup>1</sup> <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

will be identified as corrected. If you are not successful (which we hope will not be the case), the school may receive a notice of uncorrected unsatisfactory performance next year which could impact the rating for the school and the ultimate renewal of the school. Please note that the school is not being placed on the intervention ladder, but rather should work internally to correct this issue.

The SY 2022-2023 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

Sincerely,

*e/Alan Brauer*

Chair, Public Education Commission