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SECRETARY OF EDUCATION

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GOVERNOR

**Charter Schools Division
2022-23 Annual Report
March 1, 2024**

School Name: Albuquerque Institute of Math and Science

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

Grade Levels Served: 6-12

Authorized Enrollment Cap: 720

2022-23 End of Year Enrollment: 339

Contract Term: 2020-2025

Concern: Lottery and Enrollment Processes (see last page)

Waivers: Evaluation Standards for School Personnel

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.

The School is a STEM-based, dual credit, secondary school with a requirement of 30 credit hours necessary for graduation.

Educational Program:

Due to small class sizes and the collection of student sequential performance data over a number of years, teachers are able to determine strategies which support each 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.

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

Each student is required to produce a science fair project, individually or in pairs; devise a project, collect data, write a technical style article and present their result. 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 and 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.

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

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

iv. In order to **graduate**, students must have a total of at least 30 post-secondary credits; at least nine credits of which must be in math and science. The close relationship with the University of New Mexico as well as the placement of the AIMS campus on the UNM south technology campus facilitates this accomplishment. AIMS will not grant an AIMS diploma to any student not fulfilling the dual credit requirement.

v. Graduates of AIMS must have 27.5 high school credits: four in English, four in science, five in mathematics, two in "critical language", ten dual enrollment classes (which convert to approximately 30 credit hours at the college level), one physical science and one and a half in "intensive" coursework.

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

vii. The **social studies** program is also Pre-AP and AP, with World and New Mexico History required in the middle school, AP World, AP History, AP Economics and AP Government required in the high school for graduation.

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

ix. All students must complete two years of a Critical Language (Chinese, Japanese, Arabic, etc.) to graduate from the School. These languages have been identified as critical for participation in a global economy; the national trend being the demand for speakers of these languages far exceeds the supply.

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

xi. **AIMS Houses:** Students at the School are arranged in "Houses". Each House is headed by a senior showing extraordinary leadership skills. Aligned vertically grades 6-12, students requesting mediation may do so through their house leadership. Students unable to mediate through student leadership may do so through administrative channels. The House structure of the School also facilitates Peer Facilitation. This is Where older students work with younger students who need help academically or socially. They may tutor the student or be a reading buddy. The peer facilitation can also involve working with groups of students.

xii. 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 third-party specialists, trained in the use of instrument. This together with their student's improvement in their scaled state required testing scores determines their evaluation.

xiii. Upon receiving their state required testing data, disaggregated by student and instructor, teachers meet vertically as departments, and horizontally by grade level, to develop their PDP's departmentally and by grade level, as well as develop personal goals for their professional growth. All goals are student performance based, data driven and must be tied directly to student achievement. Together, teachers ask themselves essential questions concerning their classrooms and student success. From this introspection, teachers develop potential interventions and classroom strategies, which are then immediately applied in the classroom and the results reported back to the group. The results of their work are presented at the end of each school year during "Teacher Research Day", The presentations are open to the community and parents as well.

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

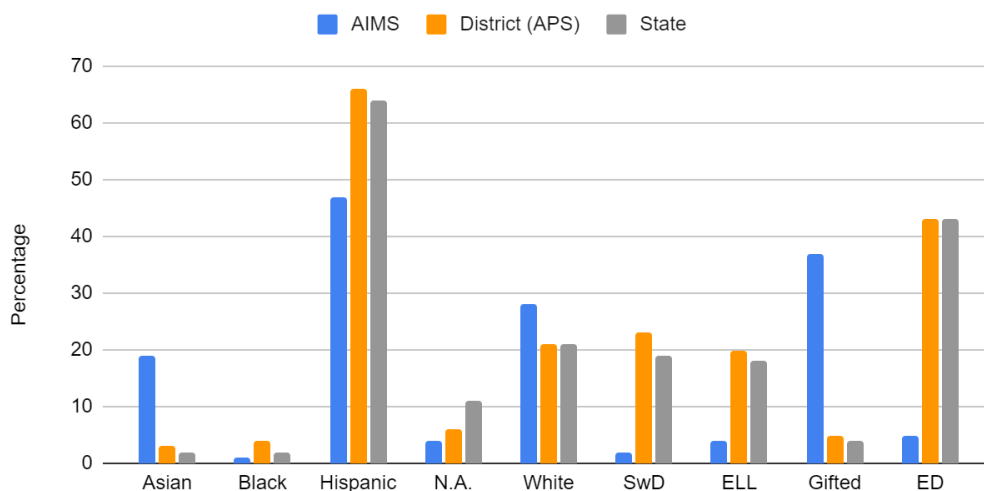
xv. The school hosts an orientation for new parents every year, Parents are matched up with "Parent Mentors"; parents who have been at the School for one or more years, and can work with new parents as they encounter new experiences with their children associated not only with entering a new grade level, but a new school as well.

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

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

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	92
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	Unable to rate*
Overall Academic Score: average of indicators 1 and 3	

*School-specific goal 2 rated Meets Standard; goal 1- incomplete data received (see note on page 11 with Mission-Specific Goals.)

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.

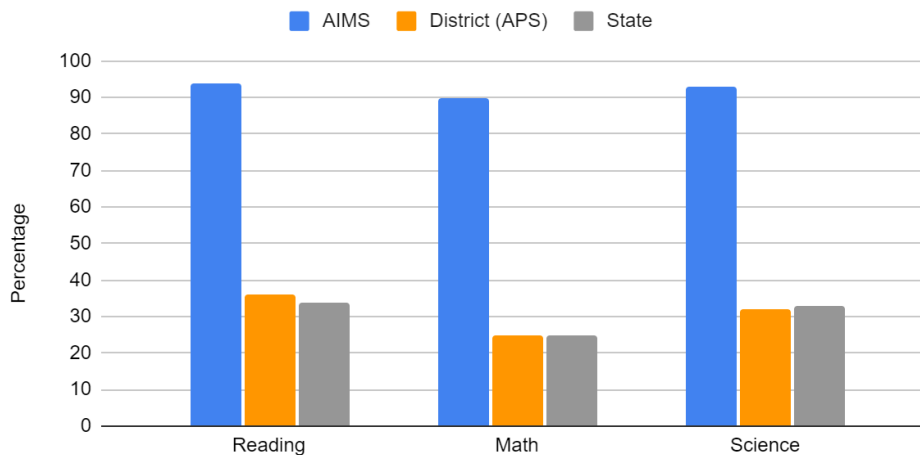
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Albuquerque Institute Of Math & Science** received a designation of **Excellence**.

Proficiency

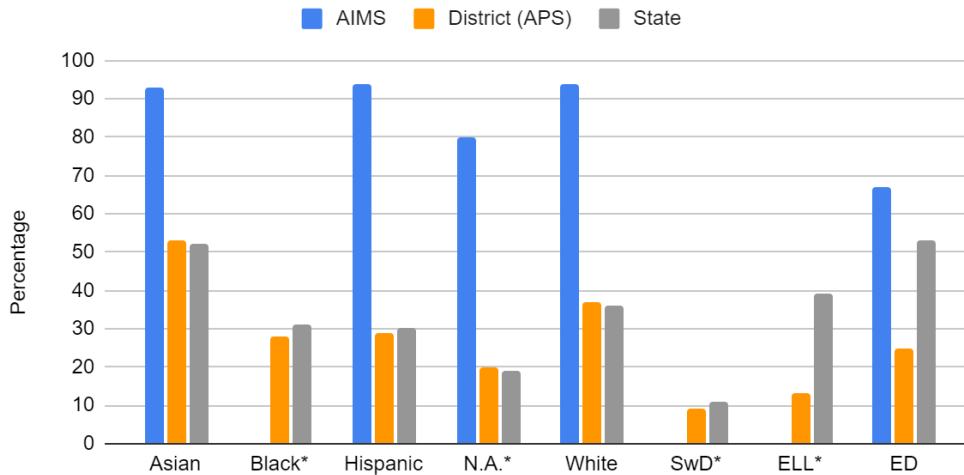
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

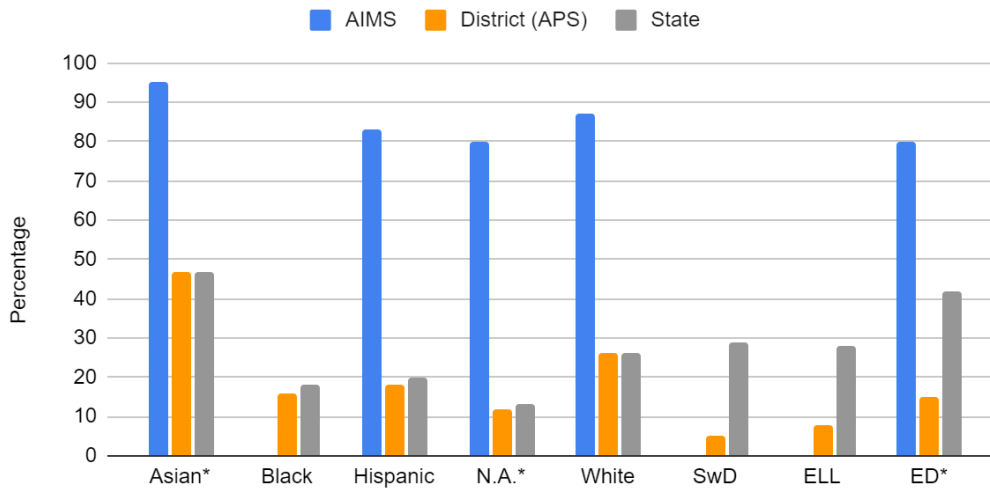
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size. Native American population also masked, $\geq 80\%$ in reading.

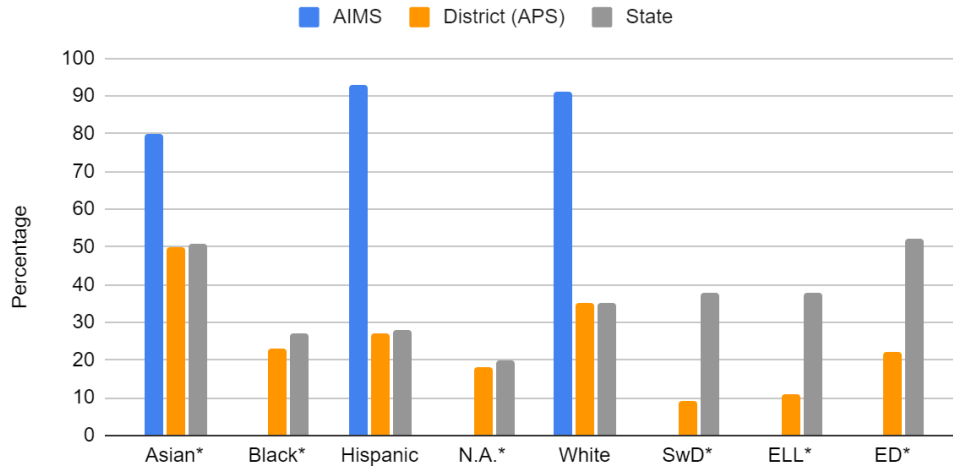
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size. Populations also masked: Asian, $\geq 95\%$; Native American and economically disadvantaged, $\geq 80\%$ in math.

Percent Proficient in Science by Subgroup 2022-23

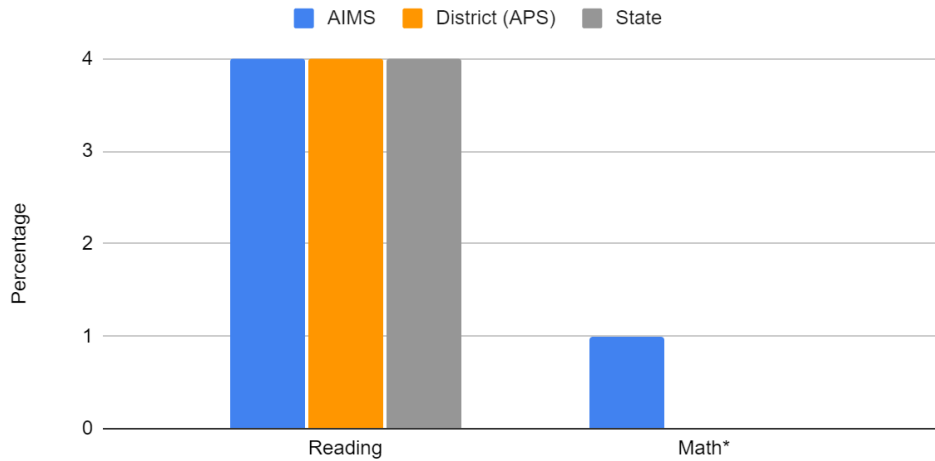


Source: NMVistas.org

***Note:** groups are masked due to population size. Asian population also masked, $\geq 80\%$ in science.

Improvement (Growth)

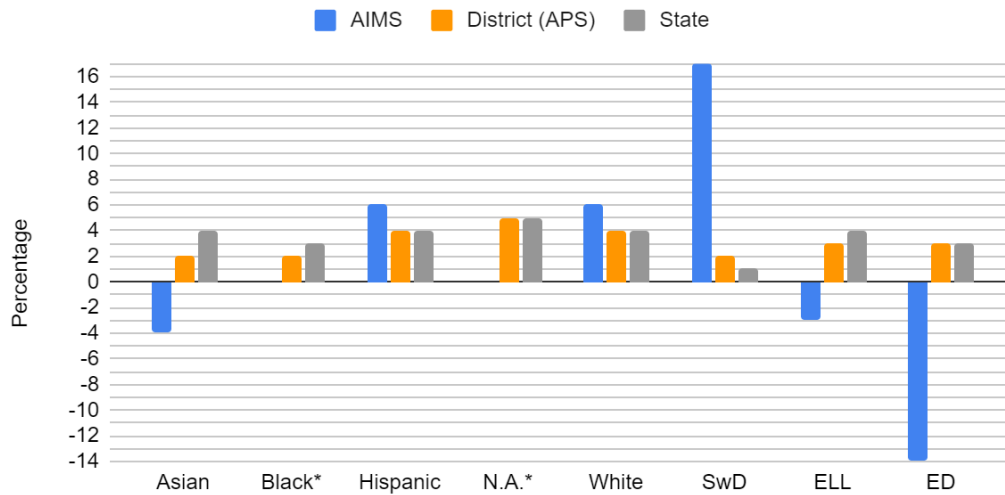
Percent Growth for All Students (2021-22 to 2022-23)



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

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

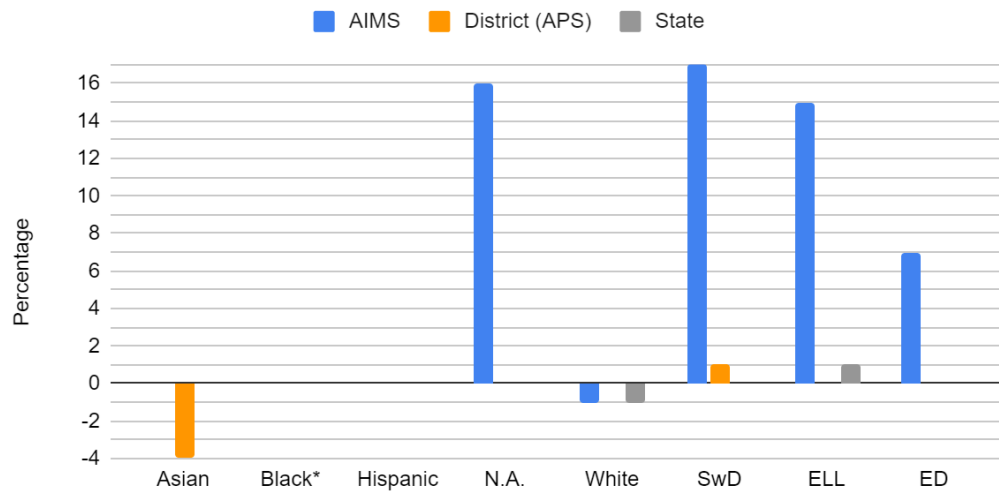
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



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

***Note:** groups are masked due to population size.

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



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

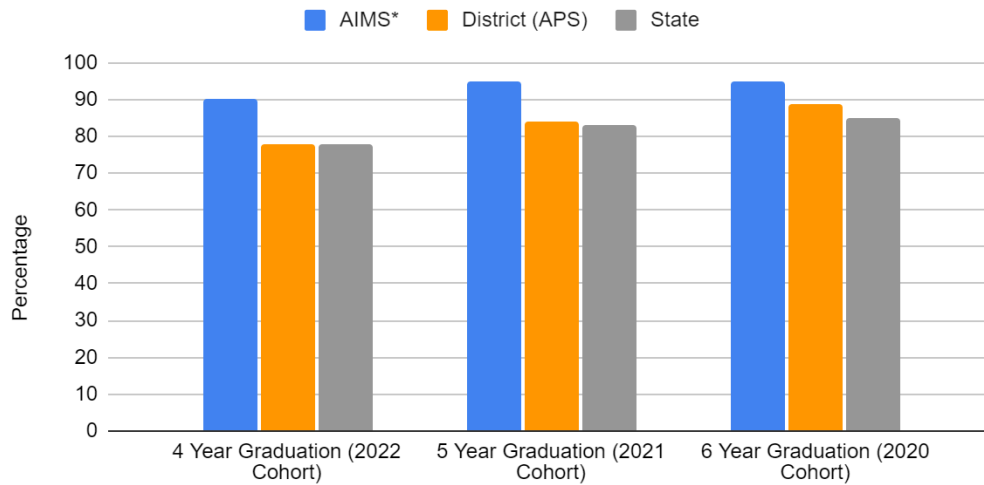
***Note:** groups are masked due to population size.

English Learner Progress (NMVistas): Masked due to population size

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.

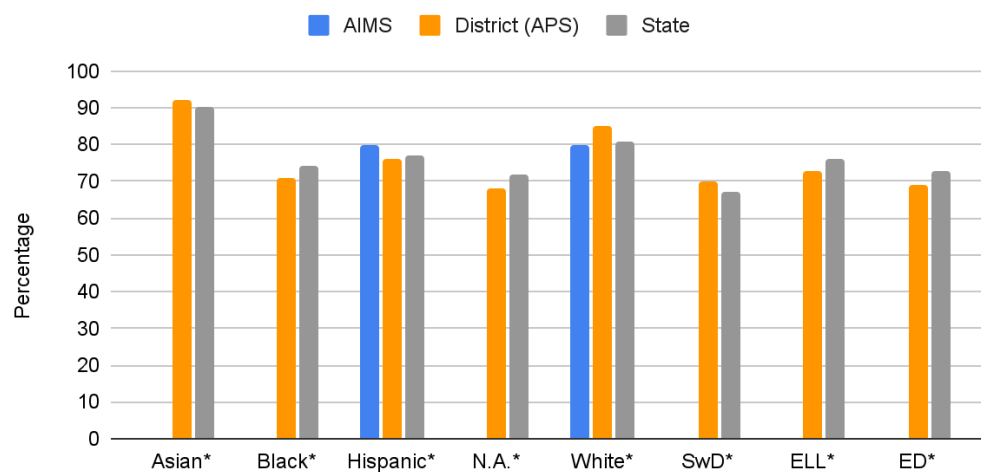
High School Graduation



Source: NMVistas.org

***Note:** according to NMVistas, graduation rates are partially masked, 4-year, $\geq 90\%$; 5 and 6-year, $\geq 95\%$.

4-Year Graduation by Subgroup



Source: NMVistas.org

***Note:** groups are masked due to population size. Populations also masked: Hispanic and white, $\geq 80\%$.

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: Incomplete data received. The school provided aggregate data for all AIMS students compared with data for all NM students. The average score of AIMS grade 11 students on the fall 2022 PSAT Reading and Writing test was 598 (19.6% higher than the statewide average of 500) and the average Math score was 629 (29.7% higher than the statewide average of 485). While AIMS students are clearly outperforming the state in aggregate, it is impossible to determine the percentage of individual students who are outperforming the state average by more than 10 percentage points. Once the school submits individual student scores (with names redacted), CSD can rate this goal. **Note:** the goal in the school's contract refers to science PSAT science scores as well, but the PSAT does not include a science test. CSD will rate the goal based on English and Math scores.

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 – 87.3% of students attained– **75 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 Institute for Math & Science at UNM	2020-21	2021-22	2022-23
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Working to Meet Standard	Meets Standard
1c Rights of Students with Disabilities	Working to Meet Standard	Working to Meet Standard	Meets Standard
1d Rights of English Learners	Does Not Meet Standard	Working to Meet Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A
2a Financial Reporting and Compliance	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets 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	Working to Meet Standard	Does Not Meet Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Meets Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Working to Meet Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A
5c Health and Safety	Assurances	Meets Standard	Meets Standard
5d Handling Information		Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

4.a. At end of year, there were unresolved lottery and enrollment concerns.

Site Visit Attendees

Friday, April 21, 2023

CSD Team: Martica Davis (Lead), Rachel Stofocik, Frank McCulloch, Kyle Wood, and Kimberly Gonzales (remote)

School Leadership: Dr. Kathy Sandoval-Snider, Head Administrator

Governing Board: Robert (Bob) Walton and Julie Garcia

Lottery and Enrolment Concern

Summary of concern: At the site visit on 4/21/23 and in a follow up letter to the schools, AIMS was informed of concerns regarding the Lottery and Enrollment practices being used by the school. Specifically, the concern shared by the CSD, and later by the PEC was that the school's one form included both the lottery (admissions) application and the enrollment forms. The issue was not resolved before the end of the school year.