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**Charter Schools Division
2024-25 Renewal Application Part A
August 27, 2024**

School Name: Albuquerque Institute of Mathematics and Science

School Address: 933 Bradbury SE Albuquerque, NM 87106

Head Administrator: Kathy Sandoval- Snider

Governing Board Chair: Robert Walton

Business Manager: Jolene Jaramillo

Authorized Grade Levels: 6-12

Grade Levels Served: 6-12

Authorized Enrollment Cap: 720

Facility/building capacity: 394

2023-24 120-Day Enrollment: 305

Contract Term: 2020-2025

Weighted NMCI Number¹: 17.45

Foundation: No

Remote or in-person instruction (or ratio if combination): in-person

Food services offered: No

Transportation service offered: No

Waivers: Evaluation Standards for School Personnel

Source: CSD Internal Monitoring

¹ Most current NMCI number available from PSFA is from June 2024.

History:

Albuquerque Institute of Mathematics and Science opened in 2004 with Albuquerque Public Schools as their authorizer. In 2010-11, they changed authorizers and renewed with the Public Education Commission. This will be their fourth renewal with the PEC.

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 of School as written in the contract:

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 as 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.

Amendments approved in last four years:

PEC Meeting Date	Approved (Y/N)	Amendment Request
		(none)

Source: Amendments and Notifications

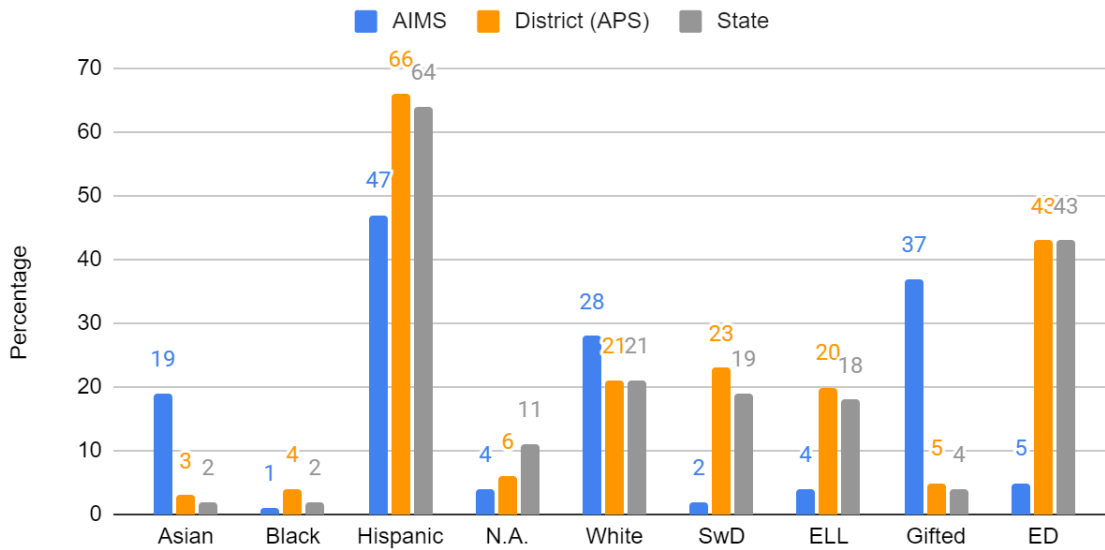
Head Administrator and Business Manager changes in last four years:

PEC Meeting Date	Position	Person Appointed
		(none)

Source: Amendments and Notifications

Demographics

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Note: 2022-23 enrollment data is displayed until certified 120D 2023-24 enrollment figures are available.

Academic Performance

Academic Performance Framework Indicators	2021-22 Score	2022-23 Score	2023-24 Score
1: State Accountability System: NMVISTAS Overall Score (100 points possible)	86	94.1	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	Note: #2 Not calculated by PED for 2021-22 or 2022-23	
3: School-specific Goals: if two goals, average of points on each goal (100 points possible)	87.5*	Unable to rate*	75

Overall Academic Score: average of Indicators 1 and 3	93	*	—
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***Note:** School-specific goals on the school’s annual report for 2021-22 indicated 90 points, but should have been 87.5 (averaging 100 and 75 for the two goals). CSD did not receive sufficient data to give a rating for the School-specific Goals for 2022-23. Lastly, Vistas scores were not available in 2020-21, and 2023-24 will be added when available.

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 school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p>Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p>Traditional: No other designation</p>	<p>TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)</p>
		<p>ATSI (Additional Targeted Support and Improvement): TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p>CSI (Comprehensive Support): Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p>MRI (More Rigorous Intervention): on CSI for 3 years</p>

Note about 2022-23 NM Vistas Revision: on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan* (CSP) that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

Important: According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

Overall NMVistas Standing:

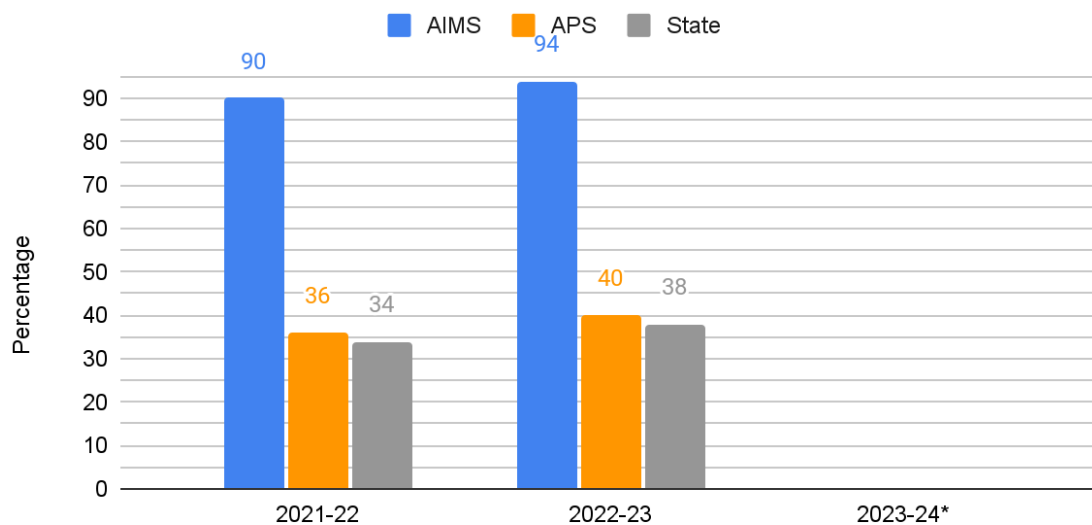
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	86	Spotlight
Year 3	2022-23	94.1	Spotlight overall, with additional designations of excellence in Reading, Math, Science, Attendance, Graduation, & College and Career Readiness
Year 4	2023-24	Pending	----

Source: NMVistas.org

Academic Proficiency:

Reading

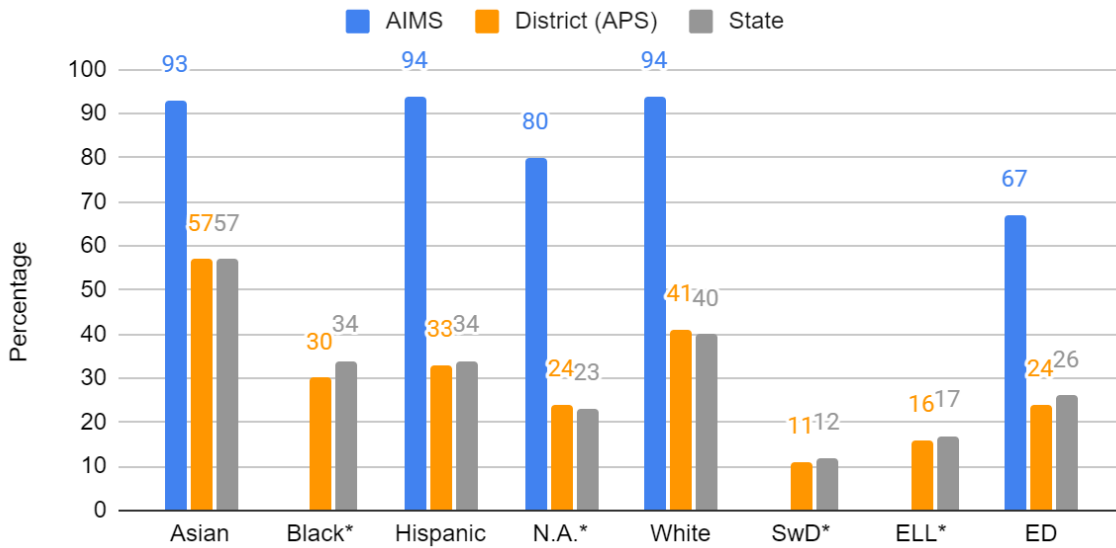
Percent of Students Proficient in Reading across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

***Note:** 2023-24 reading proficiency data is not yet available from Vistas. Report will be updated when data has been released.

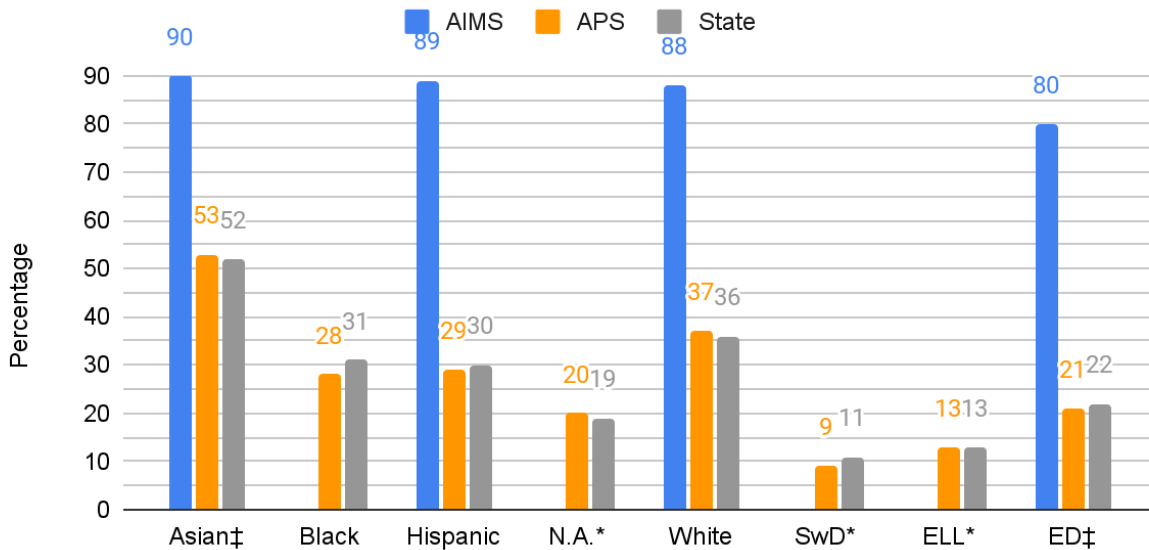
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

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

Percent Proficient in Reading by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

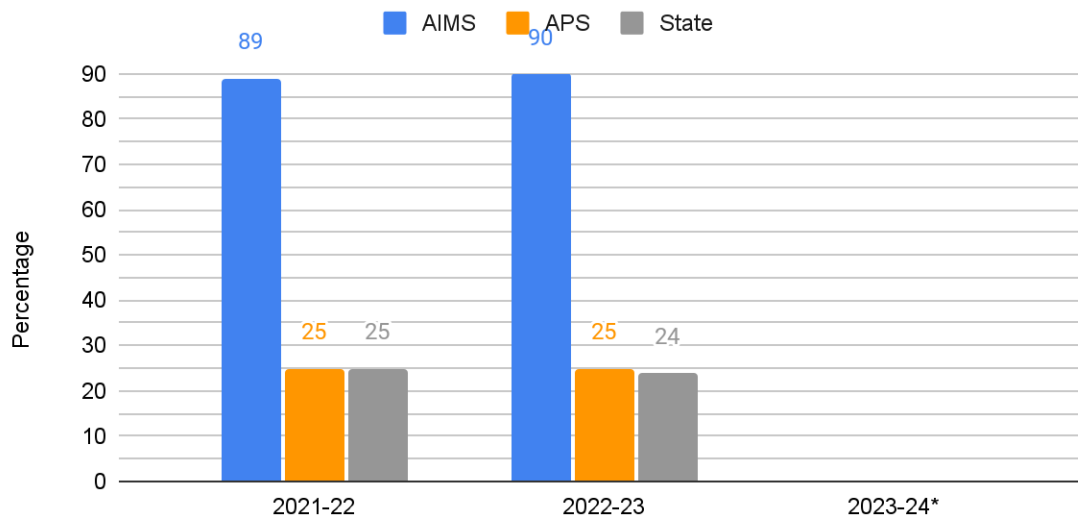
Note. 2021-22 AIMS data are missing due to no students in the student subgroup.

***Note:** 2021-22 AIMS data are masked due to too few students represented in the subgroup(s).

‡Note: 2021-22 AIMS data for Asians are blurred at $\geq 90\%$ and for ED at $\geq 80\%$.

Mathematics

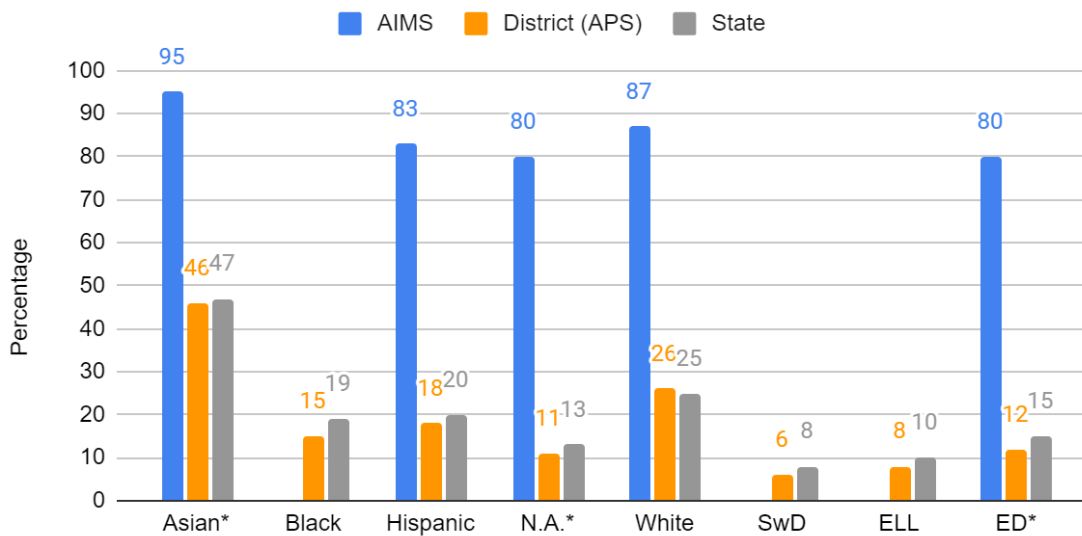
Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

***Note:** 2023-24 math proficiency data is not yet available from Vistas. Report will be updated when data has been released.

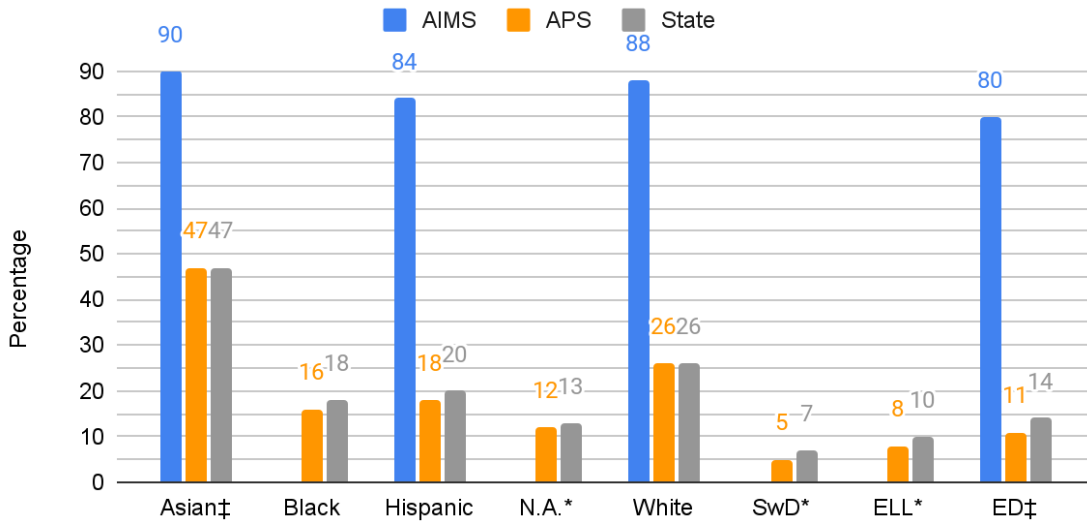
Percent Proficient in Math by Subgroup 2022-23



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 Math by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

Note. 2021-22 AIMS data are missing due to no students in the student subgroup.

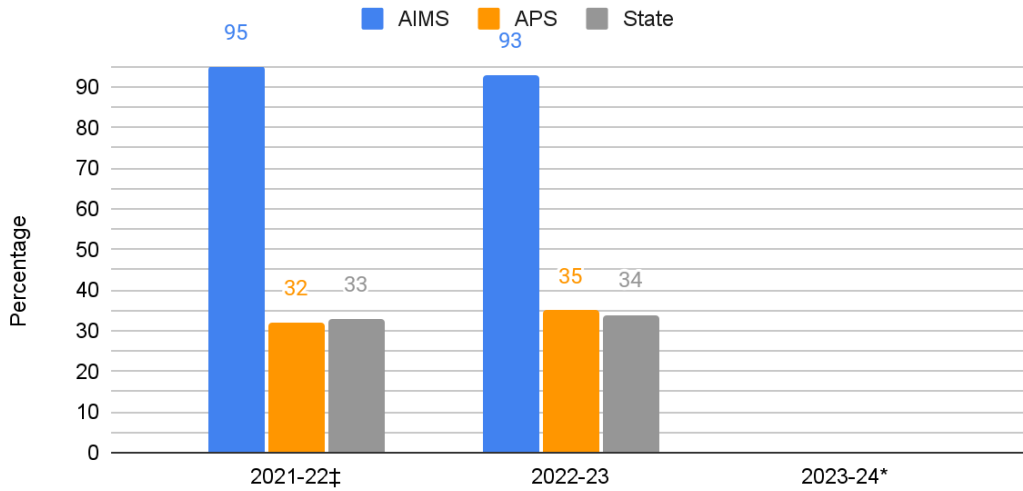
***Note:** 2021-22 AIMS data are masked due to too few students represented in the subgroup(s).

‡Note: 2021-22 AIMS data for Asians are blurred at $\geq 90\%$ and for ED at $\geq 80\%$.

Science

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 Science across Charter Term

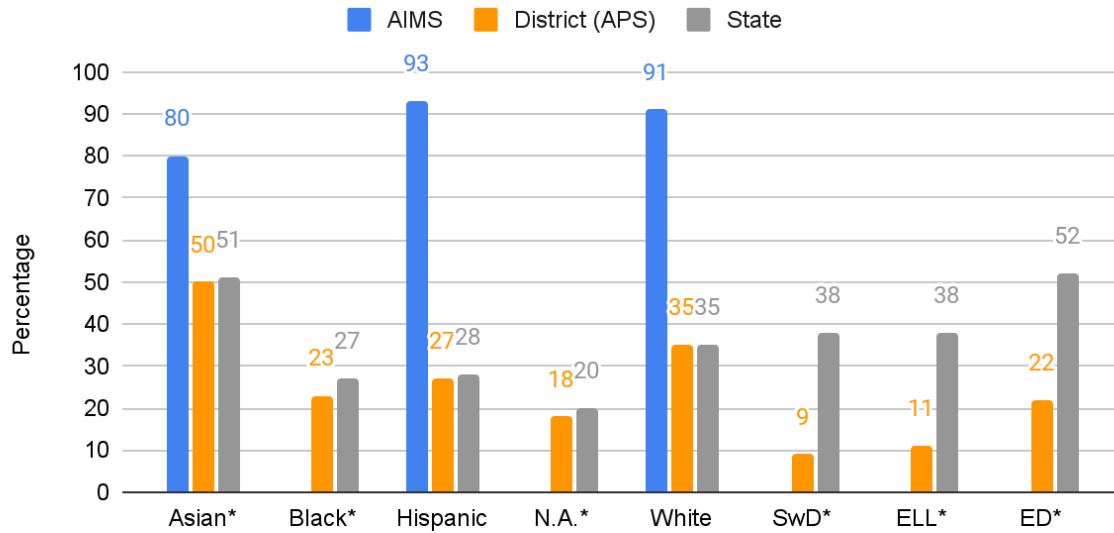


Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

‡Note: 2021-22 AIMS data are blurred at $\geq 95\%$.

Note: 2023-24 science proficiency data is not yet available from Vistas. Report will be updated when data has been released.

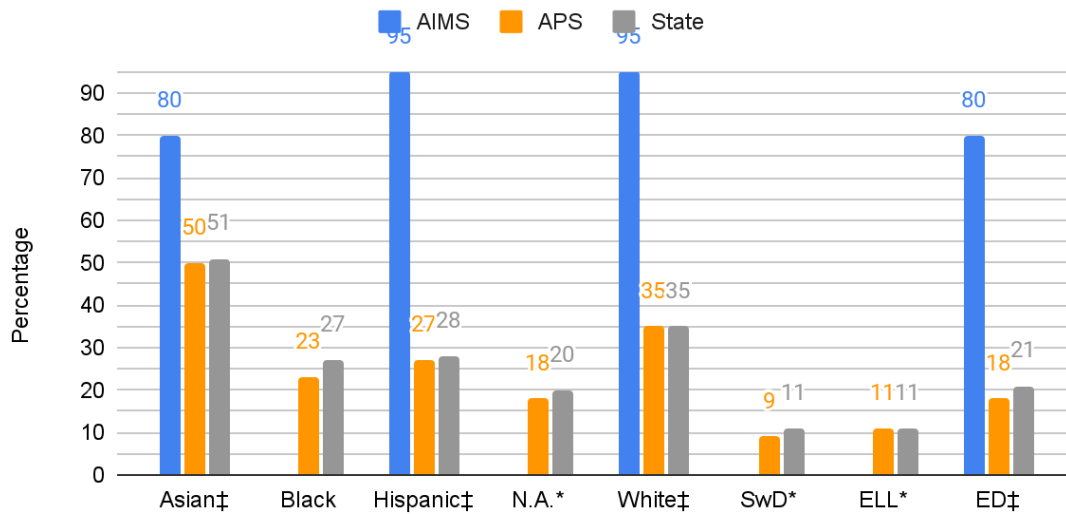
Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

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

Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

Note. 2021-22 AIMS data are missing due to no students in the student subgroup.

***Note:** 2021-22 AIMS data are masked due to too few students represented in the subgroup(s).

‡Note: 2021-22 AIMS data for Asians are blurred at $\geq 80\%$, AIMS data for Hispanics are blurred at $\geq 95\%$, and AIMS data for ED are blurred at $\geq 80\%$.

English Learner Progress toward Proficiency:

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency (an ACCESS score of 4.7 or higher) within five years.

School Year	% English Learning Progress
2021-22	Masked
2022-23	46.2%
2023-24	Pending

Note: English learning progress masked due to population size.

Source: NMVistas.org (WIDA/ACCESS for ELLs)

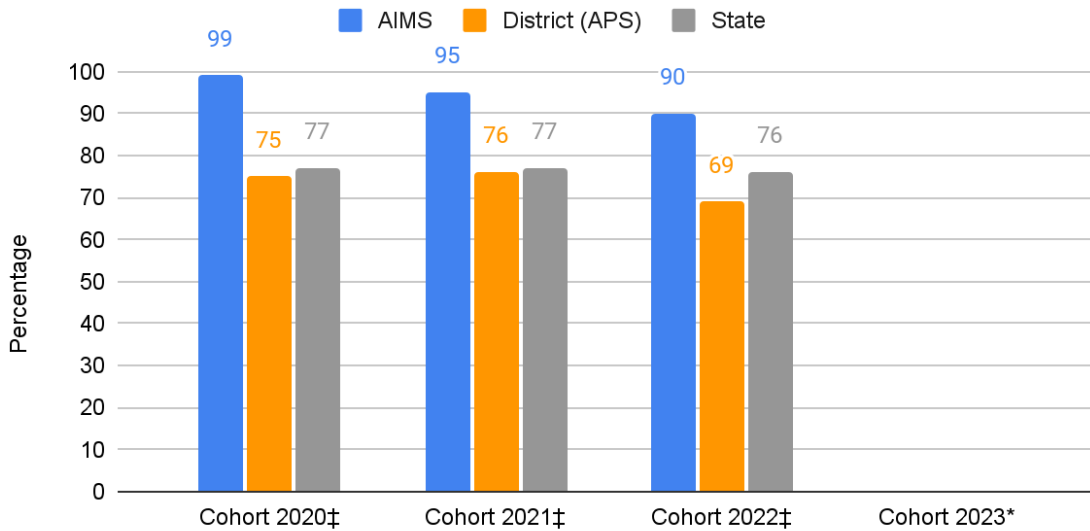
High School Graduation Rates:

The data reported each year is for the prior year's cohort of students. Cohort 2022 is the most recent 4-year graduation data available, cohort 2021 is the most recent 5-year data, and cohort 2020 is the

most recent 6-year data. Data for the next cohort (2023 4-year, 2022 5-year, and 2021 6-year) will be available in fall 2024 on the NMPED Graduation Data Site: [Graduation Data – New Mexico Public Education Department \(state.nm.us\)](https://webnew.ped.state.nm.us/bureaus/accountability/graduation/)

4-Year Graduation Data

4-Year High School Graduation (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

***Note:** 4-year graduation data for Cohort 2023 is not yet available from NMPED. Report will be updated when data has been released.

‡Note: AIMS 2021-22 data are blurred at $\geq 90\%$, AIMS 2020-21 data are blurred at $\geq 95\%$, and AIMS 2019-20 data are blurred at $\geq 99\%$.

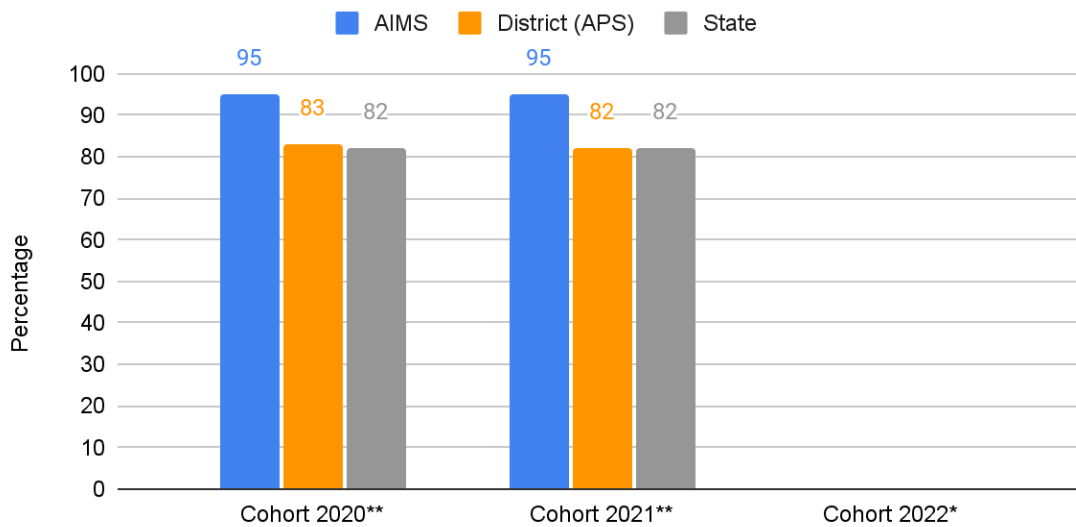
AIMS 4-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2023*	pending	—	—	—	—	—	—	—
2022	**	**	$\geq 80\%$	**	$\geq 80\%$	**	**	**
2021	$\geq 95\%$	$\geq 95\%$	≥ 93	$\geq 95\%$	$\geq 95\%$	**	$\geq 95\%$	$\geq 91\%$
2020	**	**	99%	**	100%	**	**	**

****Note:** data is not available due to too few or no students represented in the subgroup.

5-Year Graduation Data

5-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

***Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** School's 2020, 2021 data are partially masked due to population size, $\geq 95\%$ graduation rate.

AIMS 5-Year Graduation rates by Subgroup and Cohort (in percentages)

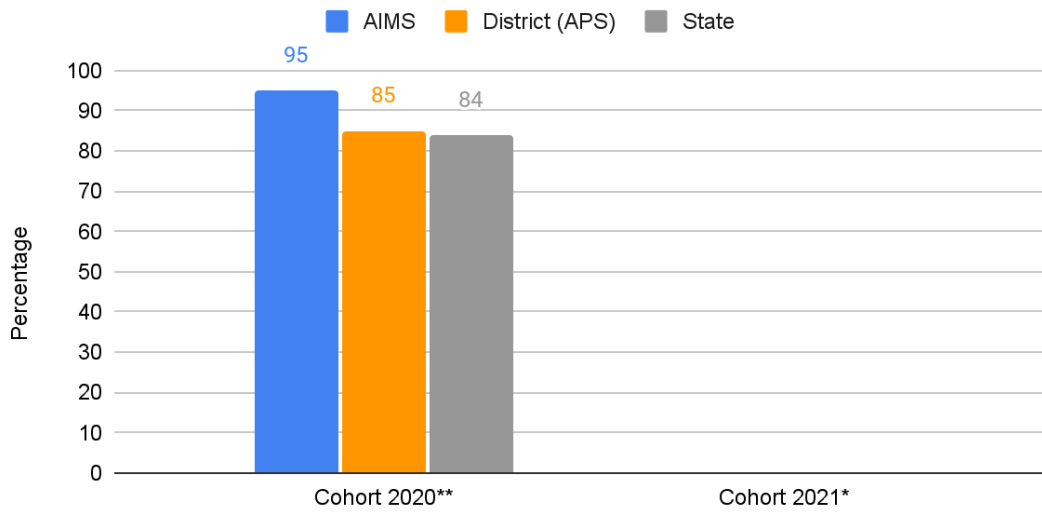
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2022*	pending	—	—	—	—	—	—	—
2021	**	**	$\geq 90\%$	**	$\geq 80\%$	**	**	**
2020	$\geq 95\%$	$\geq 95\%$	$\geq 95\%$	$\geq 95\%$	$\geq 95\%$	**	$\geq 95\%$	$\geq 95\%$

***Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** data is not available due to too few or no students represented in the subgroup.

6-Year Graduation Data

6-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

***Note:** 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** School's 2020 data are partially masked due to population size, $\geq 95\%$ graduation rate.

AIMS 6-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2021*	pending	—	—	—	—	—	—	—
2020	**	**	$\geq 80\%$	**	$\geq 90\%$	**	**	**

***Note:** 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** data is not available due to too few or no students represented in the subgroup.

School-Specific or Mission-Specific Goals:

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
Year 1 2020-21	Not available		
Year 2 2021-22	Exceeds Standard 100	Meets Standard 75	87.5
Year 3 2022-23	Unable to rate*	Meets Standard 75	*
Year 4 2023-24	Meets Standard 75	Meets Standard 75	Meets Standard 75

*Note: CSD did not receive sufficient data to give a rating for the School-specific Goals for Year 3: 2022-23 (see the school’s 2022-23 Annual Report for a full explanation). Year 4 (2023-24) goals will be added to the chart when available.

Source: School reported data

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

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
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Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	97%	unavailable	unavailable
2021-22	86%	92%	66%
2022-23	89%	89%	44%
2023-24	pending	–	–

Student Attendance Source: STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report (Insert NOVA path for newer data)

Teacher Retention Rate:

Year	Retention Rate
2020-21 to 2021-22	75%
2021-22 to 2022-23	95%
2022-23 to 2023-24	pending

Source: STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers) (Insert NOVA path for newer data)

Enrollment Trends as reported in STARS EOY:

Grades Served	FY21	FY22	FY23	FY24
Grade 6	61	60	64	pending
Grade 7	69	58	59	–
Grade 8	66	62	56	–
Grade 9	59	51	50	–
Grade 10	49	49	47	–
Grade 11	34	30	35	–
Grade 12	38	30	28	–
Total	376	340	339	–

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade (120D) (Insert NOVA path for newer data)

Financial Compliance

Staffing measured in Full-Time Equivalents (FTE):

Year	Administrator, Principal	EAs	Related Services Personnel, Healthcare	Non-certified Personnel	Other Personnel	Reg Ed Teacher	SPED / Gifted Teacher	TOTAL All Funds
FY21	2.00	1.00	.01	3.50	1.10	16.02	3.48	27.11
FY22	2.00	1.00	.01	3.50	1.10	17.01	2.00	26.62
FY23	2.00	0	.33	3.70	.75	17.50	2.00	26.28
FY24	Pending							

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment (Insert NOVA path for newer data)

FTE paid for with operational funds:

Year	Gen Ed Teacher 1411	SPED Teacher 1412 Gifted 1422	Gen Ed EA 1711 SPED EA 1712	Guidance Counselor/ Social Worker 1214	Principal 1112 Head Admin 1111	Admin / Support 1113, 1114, 1115	TOTAL Operational 11000
FY21	18.15	2.00	1.0	1.0	2.0	.75	29.88
FY22	17.15	1.7	1.0	0	2.0	.75	28.58
FY23	17.45	1.2	1.0	0	2.0	.75	27.98
FY24	18.8	1.0	0	0	2.0	1.13	27.41

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

Actual Operational Expenses, in whole dollars, by Function Code:

Function	Function Name	FY21	%	FY22	%	FY23	%	FY24	%
1000	Direct Instruction	1,666,071	54%	1,806,633	54%	1,942,798	56%	pending	
2100	Student Support	217,860	7%	302,888	9%	328,924	10%	-	
2200	Instructional Support	58,420	2%	39,123	1%	21,253	<1%	-	
2300	Central Administration	337,052	11%	323,416	10%	360,389	10%	-	

2400	School Administration	255,523	8%	236,250	7%	245,189	7%	-	
2500	Central Services	271,396	9%	285,918	9%	255,953	7%	-	
2600	Maintenance and Operations	260,334	8%	281,724	8%	299,862	9%	-	
2700-5999	All Other Function Codes	0	0%	45,000	1%	0	0%	-	
Total Operational Expense Fund 11000		\$3,066,655	100%	\$3,320,953	100%	\$3,454,367	100%	-	
Total Operational Revenue Fund 11000		\$3,326,024		\$3,742,444		\$3,836,892		pending	

Sources: School Budget Bureau; OBMS>Actuals Reports>Actuals Expenditure Rollup Report & Actuals Revenue Rollup Report (Reporting Period– Fourth Quarter (Apr-Jun))

Operational Cash Balance:

Year	Cash Amount	% Increase (Decrease)	Cash Balance Target	Days Cash on Hand
FY21	1,435,000.00	3%	29.47%	107.56
FY22	1,793,000.00	25%	32.22%	117.60
FY23	2,095,000.00	17%	34.97%	127.63
FY24	2,626,000.00	25%	40.23%	146.85

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

Audit Findings: Audit reports are not completed until a fiscal year ends, so that schools receive the FY2020 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2020-21) are based on the audit report for FY2020 (SY 2019-20).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY20	0	0	0	0	No
FY21	1	0	0	0	No
FY22	1	0	0	0	No
FY23	1	0	0	0	No

Source: NMPED [FY20](#), [FY21](#), [FY22](#) and [FY23](#) Audit Reports, Clifton Larson and Associate

Governing Body Performance

Board Membership and Officers: Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY21	Bob walton	Sandra Whisler	David Dunlap	7	N/A
FY22	Bob Walton	Sandra Whisler	David Dunlap	7	N/A
FY23	Bob walton	Sandra Whisler	David Dunlap	7	N/A
FY24	Bob Walton	Sandra Whisler	David Dunlap	7	N/A

Source: CSD Internal Monitoring

Governing Board Training: Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members?

Board Members	FY21 (exempt 2 hours)	FY22 (exempt 2 hours)	FY23 (exempt 2 hours)	FY24
Bob Walton	6	6	6	8
Sandra Whisler	6	6	6	8
David Dunlap	6	6	6	0
Janine Sjostrom	6	7	6	6
Adam Hecht	12	6	6	6
Julie Garcia	6	6	8	6
William Golsan	10	6	OR	

Source: CSD Internal Monitoring

*Note: R=Resigned. Red font indicates that the member did not complete all required training hours.

Performance Framework Ratings

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**.

Contract Year	School Year	Overall Rating: Organization & Financial Framework (Meets or Does Not Meet)
Year 1	2020-21	Meets Standard
Year 2	2021-22	Meets Standard
Year 3	2022-23	Meets Standard
Year 4	2023-24	Meets Standard

Source: CSD Internal Monitoring

Multi-year Performance Framework Ratings

Albuquerque Institute for Math & Science at UNM	2020-21	2021-22	2022-23	2023-24
Organizational and Financial Performance Ratings				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Working to Meet Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Working to Meet Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Does Not Meet Standard	Working to Meet Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Working to Meet Standard
1f NM DASH Plan	N/A	N/A	N/A	N/A
2a Financial Reporting and Compliance	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
4a Rights of All Students	Assurances	Working to Meet Standard	Does Not Meet Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Meets Standard	Pending
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Working to Meet Standard	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A	N/A
5c Health and Safety	Assurances	Meets Standard	Meets Standard	Working to Meet Standard
5d Handling Information		Meets Standard	Meets Standard	Meets Standard

Explanation of 2023-24 Indicator Ratings:

- 1.b. Participation data will be provided in Fall 2024.
- 1.e. Outstanding Educational Plan Updates/Corrections Pending.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.
- 5.c. Safe School Plan was submitted, but recommended corrections were not made and the school received a letter of non-compliance from Safe and Healthy Schools. School has not reached out to Safe & healthy schools on how to get in compliance; their deadline is August 31, 2024.

Explanation of 2022-23 Indicator Ratings:

4.a. Unresolved lottery and enrollment concerns were not corrected at the end of year.

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.

Explanation of 2020-21 Indicator Ratings:

Explanations for indicator ratings unavailable.

Source: CSD Internal Monitoring

Conditions or Corrective Action Plans (CAPs): none

2022-23 Annual Report rating/notice from PEC: Exemplary Performance overall. Unsatisfactory performance related to insufficient data on the first mission goal.

Source: CSD Internal Monitoring