

**Albuquerque
Institute for Math
and Science at
UNM**

Amendment Proposal

Presented on
2/1/2013

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Introduction

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

1 Current Situation

The need for the AIMS program far exceeds the space. The Albuquerque Institute for Math and Science at UNM is currently housed on the University of New Mexico south campus. The current building is located at 933 Bradbury St. S.E. and is presently at physical capacity of the building with 312 students enrolled, even though the current charter cap is set at 360 students. 62% of the sixth grade openings are taken by siblings of current students, leaving only 22 openings for new students. There are 520 students on the school wait list.

2 Proposal

The current location is ideal for delivery of the mission of the school. The current location however is “land locked” with little opportunity for expansion. For this reason, the Albuquerque Institute for Math and Science is requesting an increase in its enrollment cap from 360 to 720 students, grades 6-12 to allow for the establishment of an additional location of the school. Both schools would have a singular mission and would share administration and resources.

2.1 Objectives

Should the amendment request be approved, the AIMS administration will immediately pursue earlier informal negotiations with the University of New Mexico to secure space for a sixth grade class of approximately 60 students, to arrive fall of 2013. An additional location near the current established building would be ideal, however other possible locations include:

- Los Lunas Campus
- North UNM Campus
- West Side Campus

2.2 Approach

The additional location would begin with 60 sixth graders, and increase in grade level each year, until reaching a maximum enrollment of 360 students, grade 6-12. This would be in addition to the existing campus located on the UNM South Campus. It is crucial that the students on the additional campus be able to easily access the University of New Mexico and CNM campuses. This is due to the Dual Enrollment requirement of the Charter. It is not unusual for AIMS students to graduate with 50 or more credit hours from UNM. The new additional campus would have an assistant principal on site, with oversight provided by the current Principal.

2.3 Benefits

The benefits of maintaining the current location while starting another sixth grade at an additional location and slowly adding an additional class each year includes:

- Maintenance of the culture that has been established at AIMS, while providing a strong supportive model for establishment of the same culture at the additional site.
- Gradual growth that would minimize financial and operational risk and encourage measured deliberate implementation of the program at an additional site.
- an ability to structurally and culturally maintain the integrity of this established and successful program in such a way as to encourage it's replication in the new site
- Allow the stability of the established school to encourage the same stability at the new site.

3 Current Program

The Albuquerque Institute for Math and Science at UNM is now in its eighth year of operation, having renewed in 2010. The school is due for renewal again in 2015. Factors which contribute to the potential successful expansion of the program include; the stability of the current program, the large geographical area from which the school draws and the performance of the school over the course of the charter.

3.1 Stability

The current administration has 25 years of administrative experience and has been with the school for the past 7 years. Prior to this, the current administration was an administrator for the Career Enrichment Center with APS, oversaw APS summer school, and founded the APS Early College Academy.

By MOU with the University of New Mexico, the Governance Council is made up of four University of New Mexico professors (College of Engineering, College of Education, College of Arts and Sciences and the President's Designee respectively). Two members are from the Community at large (Economic Development and Sandia National Laboratories) and there is also a parent representative. The average Governance Council member has three years' experience with the AIMS GC. Three of the seven members have been GC members since the school opened in 2005.

AIMS is fortunate to have very little turnover in instructional staff each year. This may in part be due to the teaching environment; the teachers of AIMS believe in the purpose and mission of the school, and are therefore of common mind and goal. When a new position is available, AIMS uses a rigorous hiring process to find top-quality teachers who are experts in their content areas. Teachers at the school have discretion over their collaborative meeting time and agenda, and they spend over 100 hours per year in collaboration and planning time. AIMS utilizes annual performance contracts and performance based pay to ensure that only the highest-quality teachers remain at the school. The average instructor has been with the school for a little over five years, with six teachers having been with the school since it opened in 2005

3.2 Demographics and Impact

Demographically the school is just about evenly split between Hispanic and Anglo populations. (Figure 1) Approximately 30% are eligible for Free and Reduced lunch and 42% of the student population receiving special education services.

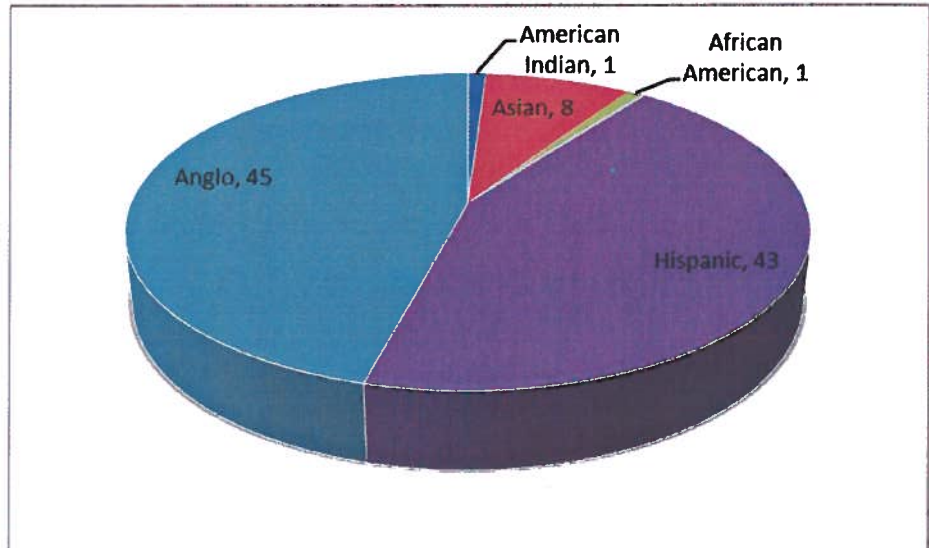


Figure 1

Geographically, the families of AIMS are spread out between Santa Fe and Los Lunas. The majority of families come to AIMS from the West Mesa and South Valley of Bernalillo County. Other locations represented include: Corrales, Placitas, Bernalillo, Santa Fe, East Mountains, Los Lunas, Bosque, and Peralta. Transportation to and from the school is provided for the most part by parents, although many students also utilize public transportation including city buses as well as the New Mexico Rail Runner.

The fact the AIMS families are so spread out, and the large distances that the families are willing to drive to attend AIMS, suggests that direct impact to any specific school in the greater Albuquerque Area would be minimal. A representation of the location of AIMS families is below. Each "bubble"

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Parents who bring their children to AIMS are attracted to the schools specific mission and rigor. Although there are several schools within a three mile distance from the main facility of AIMS at UNM, the impact of an additional school would have minimal impact on the student population of those schools should the additional site be in close proximity to the current location. Below is a listing of schools within a three mile area of the school at this time, along with grades served and current population of the school. (Figure 3)

School	Grades	#	Mid	#	Miles
Albuquerque High School	9th-12th	1600			2.59
La Resolana Leadership Academy	6th-8th	74			1.26
Ralph J Bunche Academy	K-8th	104	6th-8th	37	1.26
Early College Academy	9th-12th	200			2.39
Academy of Trades and Technology	9th-12th	110			2
Robert F Kennedy Charter	9th-12th	<300	Day and Night School		1
Christine Duncan Charter	K-8th	112	6th-8th	45	1.33
Immanuel Lutheran School	K-8th	200	6th-8th	60	2
Jefferson Middle School	6th-8th	950			2.26
St. Charles Borromeo	K-8th	300	6th-8th	70	0.6
Cien Aguas International School	6th-8th	55			1.26

Figure 3

Albuquerque High School is a comprehensive high school and therefore does not have the focused mission of AIMS. Early College Academy does have a similar mission to AIMS, however ECA does have transportation provided to the students, and therefore AIMS would most likely not impact the enrollment of the ECA. La Resolana Leadership Academy does have a middle school; however its mission is different from AIMS. Ralph Bunch, Academy of Trades and Technology and Robert F Kennedy, Christine Duncan and Cien Aguas Charter Schools all have very different missions and serve different populations than AIMS. The parochial schools of Immanuel Lutheran and St. Charles do send children to AIMS, and so those children come back into the public school system. Jefferson Middle, a comprehensive middle school has a large wait list for transfer students into the school and most likely would not be negatively impacted by an AIMS expansion.

3.3 Performance

Over the past 5 years the school has implemented a practice of utilizing both internal and external assessments to inform curriculum and drive instruction. The Administration disaggregates student test scores to teachers; by teacher and student. This has allowed the school to identify highly effective teachers in the classroom, as well as teachers who had little or even negative effect on student performance, and facilitate corrective measures.

A five year trend in math scores demonstrates improvement in proficiency from nearly 40% in 2007-2008 to nearly 100% proficient in 2011-2012. (Figure 4)

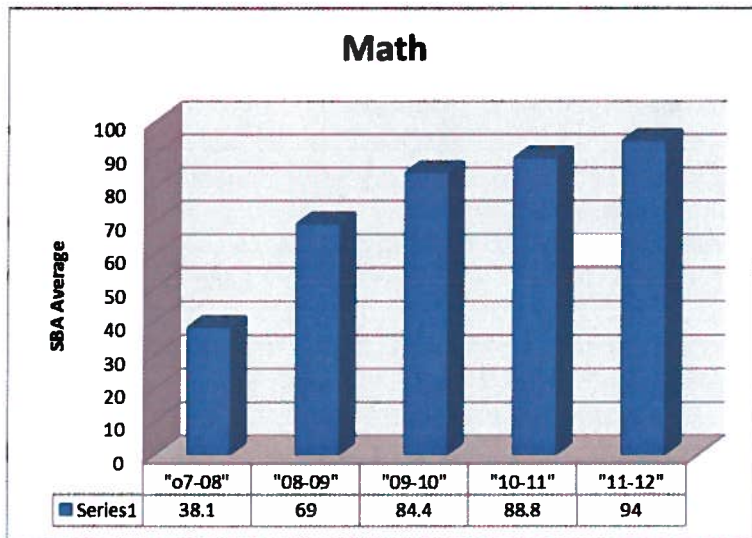


Figure 4

Performance has also increased within subgroups, with the performance gap narrowing significantly between Hispanic and Anglo subgroups. (Figure 5)

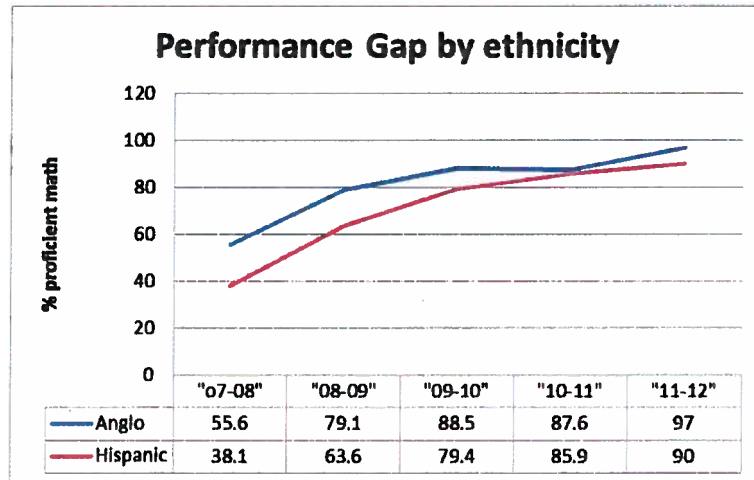


Figure 5

The same trend can be seen over time within the gender subgroups. (Figure 6)

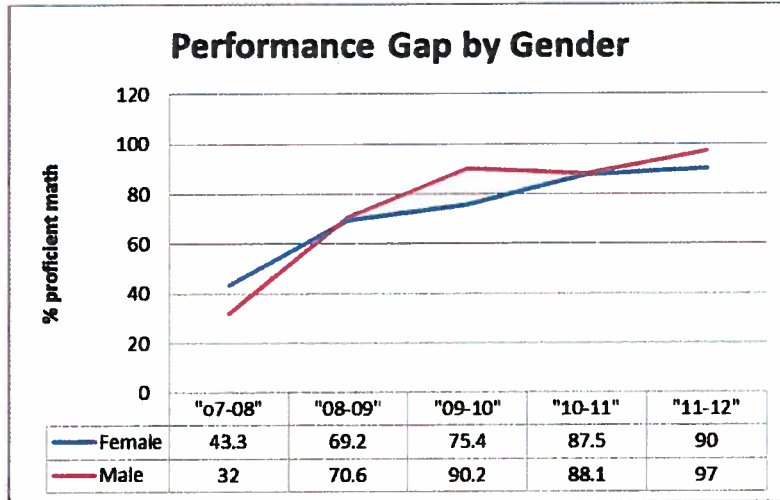


Figure 6

Reading reflects the same increase in general performance over a five year term. (Figure 7)

A little over 40% proficiency in reading during the 2007-2008 school year progressively increases to nearly 100% proficiency by the 2011-2012 school year.

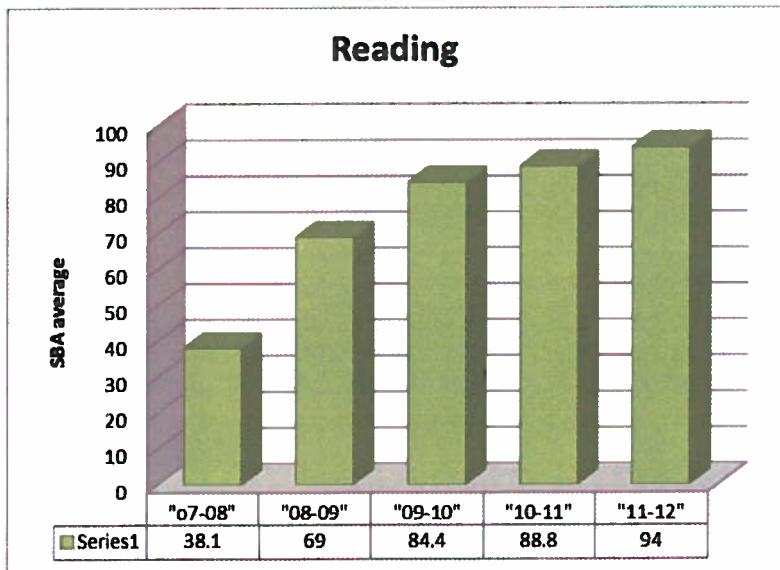


Figure 7

Again the performance gap between the Hispanic and Anglo subgroups diminishes during the five year term. The same can be seen within the gender subgroups over the same time period. (Figures 8 & 9)

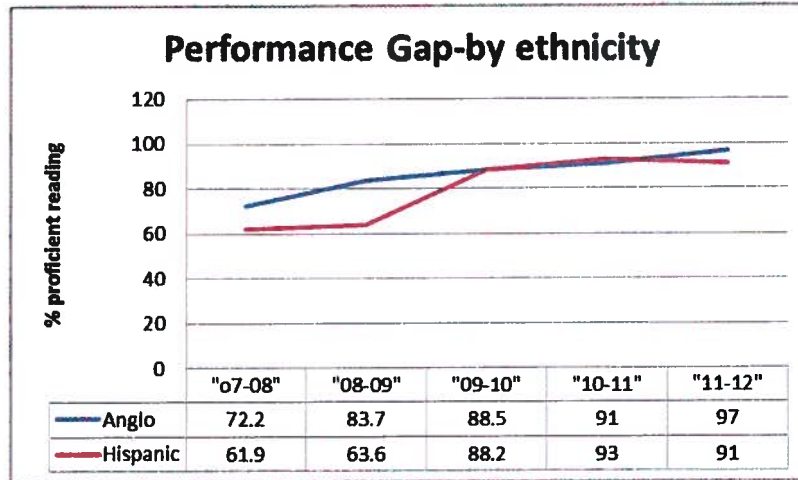


Figure 8

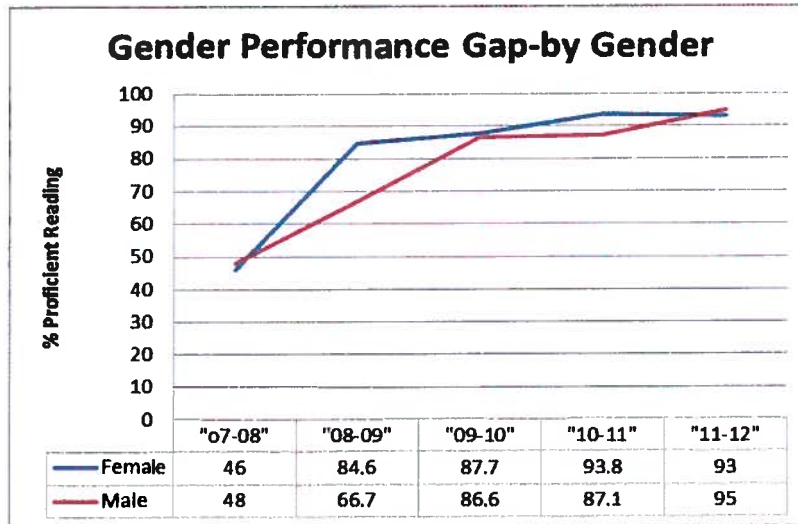


Figure 9

An analysis of a singular class over the years allows a comparison of the same group of students over the years.

An example is an analysis of the class of 2013 over a five year period of time as seen below. In 2007-2008 proficiency of this group of students was 42%

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in math. As the years progress however, the proficiency of this group steadily increases, until finally reaching 100% during the 2011-2012 school year. (Figure 10)

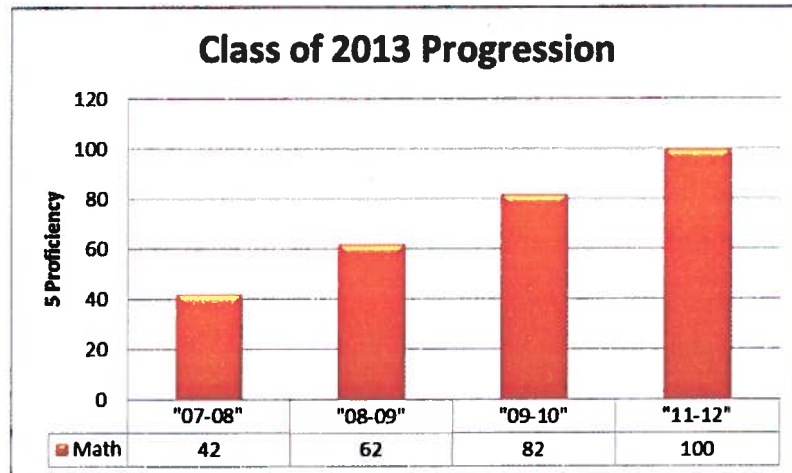


Figure 10

If we look at the ethnic and gender subgroups, again significant improvement is demonstrated. There is a performance gap between Hispanic and Anglo subgroups in 2007-2008, although across the board the performance is sadly lacking in both groups. (Figure 11)

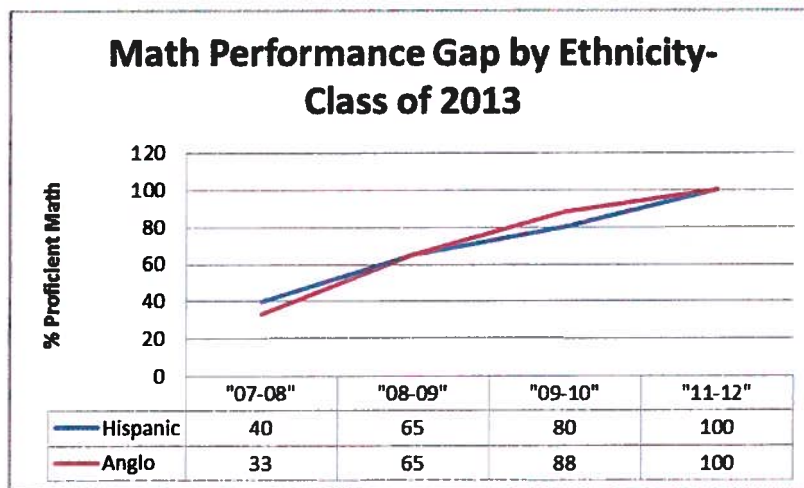


Figure 11

However, as the years progress for these students, the performance not only increases for both these groups, but by 2011-2012 the performance gap has disappeared as both groups reach 100% proficiency.

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With math performance between gender groups, there is a significant difference between males and females, with females far outscoring male students. Again, however, over the years, both groups have improved with again the performance gap disappearing as both groups become 100% proficient. (Figure 12)

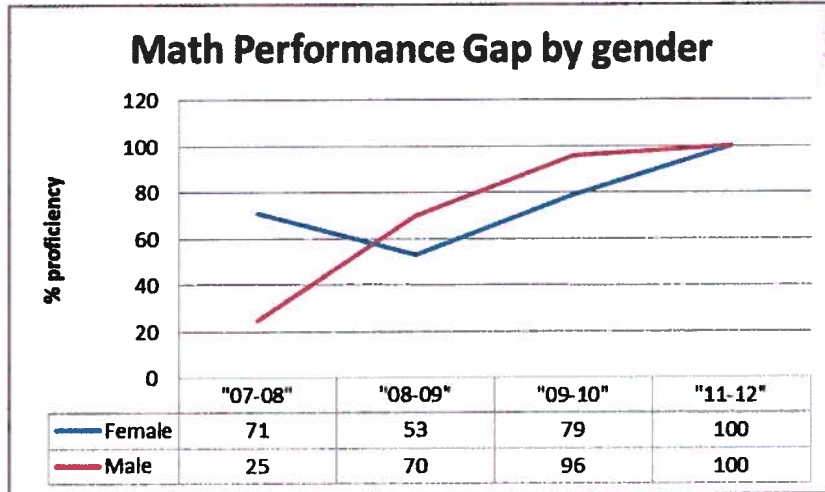


Figure 12

This same trend is mirrored in the reading scores over the years for this same group of students. In 2007-2008 reading proficiency was below 40%. As this same group progressed through the years however, proficiency increased significantly until reaching 100% during the 2011-2012 school year. (Figure 13)

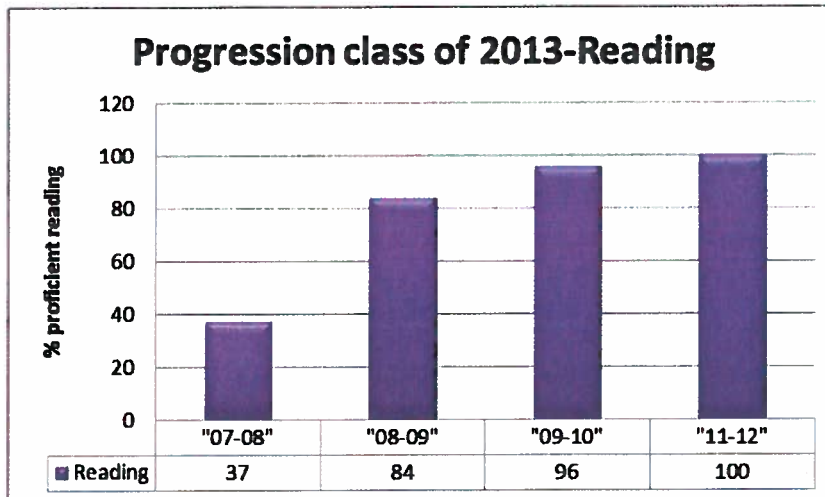


Figure 13

Just as with the performance between the Hispanic and Anglo subgroups, the performance gap was non-existent, however the scores themselves were abysmal. Progression through the years for this group of students however, culminated in a 100% proficiency by 2011-2012, with no performance gap. (Figure 14)

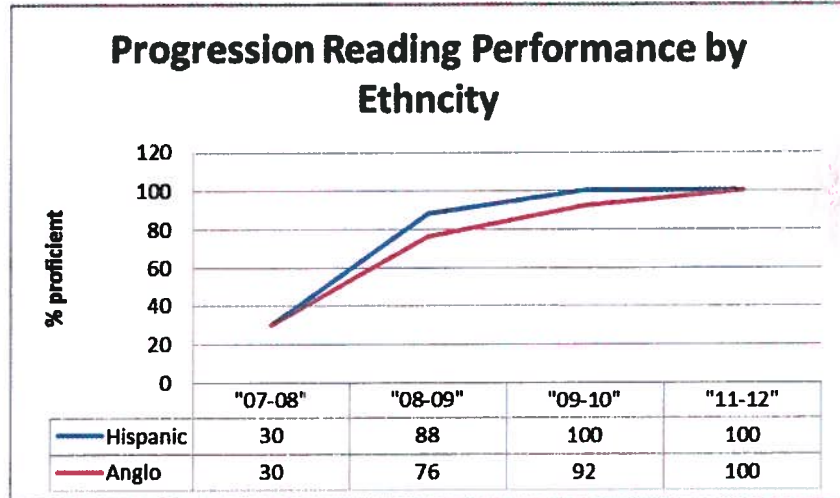


Figure 14

Mirroring the performance gap between gender groups, there is a significant gap between male and female performance, with females scoring around 69% while their male counterparts scored 25% proficient. Again, as the years progressed, not only did the gap disappear, but both groups were 100% proficient by 2011-2012. (Figure 15)

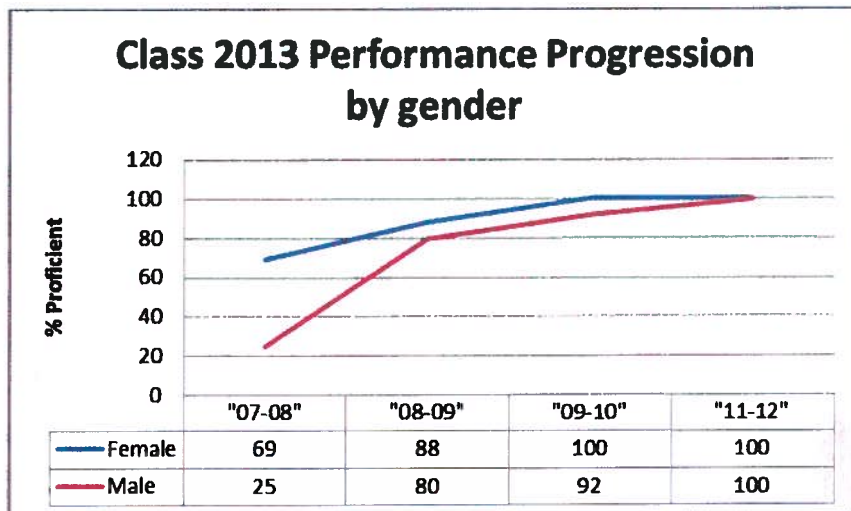


Figure 15

4 Costs

In March of 2012, the Albuquerque Institute for Math and Science received a Daniels Foundation Grant of \$175,000.00 to help fund establishment of an additional campus for the school. Additionally, the following is an analysis of the projected revenue current through 2017. Additional budget analysis is found in the Appendix.

AIMS @ UNM Projected Revenue

Funded Budget Year	Prior Year Mem	40 Day Mem	Unit Value	SEG	Difference
2011-2012	261	301	\$ 3,668.18	\$ 2,277,490.90	
2012-2013	295	302	\$ 3,668.18	\$ 2,174,378.63	\$ (103,112.27)
2013-2014	295	420	\$ 3,668.18	\$ 3,050,435.38	\$ 876,056.75
2014-2015	420	480	\$ 3,668.18	\$ 2,669,165.55	\$ (381,269.83)
2015-2016	480	540	\$ 3,668.18	\$ 2,922,582.14	\$ 253,416.59
2016-2017	540	540	\$ 3,668.18	\$ 2,776,975.00	\$ (145,607.14)
					\$ 602,596.37

Revenue difference from 2012-2013 where no growth was calculated is \$602,596.

Notes:

Unit value remained constant at \$3,668.18.

A/B program remained constant at 72.800 units.

At-Risk remained constant at 0.054 index.

T&E remained constant at 1.087 index.

40 Day membership counts identify the school meeting the projected growth of:

2013-2014: 65 new students at main site and 60 at new site.

2014-2015: 60 new students at new site.

2015-2016: 60 new students at new site.

Student growth was identified in 6th grade which has a lower cost index.

5 Conclusion

The Albuquerque Institute for Math and Science at UNM is a highly successful State Charter School, with a history of high performance. The success of the school has resulted in a greater need than is physically possible at the original site. As the original site is optimum for the mission of the school, and is the sources of much of the culture of the school, it is desirable to start another location near to the original site in effort to attend to at least some of the demand for the program. The growth, performance, stability and range of families attending the school, limit's the risk inherent in any expansion of a Charter School. For this reason, the Albuquerque Institute for Math and Science is requesting an amendment that would allow an additional site of 60 sixth graders beginning the fall of 2013, and adding a grade level each year until a 12th grade is implemented, in essence doubling the enrollment cap to 720 students by the year 2012.

Appendix A:

STATE CHARTER SCHOOL CHA EMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

*All approved charter applications is a contract between the charter school and the governing authority. (22 80 9 N.M.S.A. 15/6)
 *Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.
 (22 80 9 N.M.S.A. 15/6)
 Please complete and submit this form to: Kelly Callahan, General Manager - Options for Parents/Charter School Division (kelly.callahan@esd.nm.gov)

Or, mail to:
 Public Education Department
 Charter Schools Division, Room 301
 300 Doan Center
 Santa Fe, NM 87501-2706

Name of State-Chartered School: Albuquerque Institute for Mathematics and Science at UNM
 Date submitted: December 14th, 2012 (Contact Name: Katharina Sandoval-Shuler E-mail: ksandoval@ams-um.edu)

Current Charter Application Section and Page	Current Charter Statutes(s)	Proposed Revisions/Amendments (Measure(s))	Rationale for Revision/Amendment	Date of Governing Body Approval
V. Educational Plan 2. Grade levels, class size, and projected enrollment	"Maximum enrollment for the school is 360 students"	"Maximum enrollment is 720 total of all locations"	The current location can only accommodate about 310 student currently. Currently the demand for the program exceeds physical space available. AIMS @ UNM has received a Daniels Foundation grant in application (especially in successful model in a second location.	12/17/2012

Original Signature of Governing Council President or Designer:  Date: 12/17

Printed Name of Governing Council President or Designer: Dr. Steve Cabanis

Public Education Department use only

District/General Manager approves change: _____ Date: _____
 (No further action taken)
 Public Education Commission Chair: _____ Date: _____
 APPROVED DENIED