U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NM1

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☑	☐	☐	☐

Name of Principal: Ms. Kathy Sandoval

Official School Name: Albuquerque Institute of Math & Science at UNM Charter School

School Mailing Address: 933 Bradbury SE
Albuquerque, NM 87106-4374

County: Bernalillo State School Code Number*: 524001

Telephone: (505) 559-4249 E-mail: ksandoval@aims-unm.org

Fax: (505) 243-9235 Web site/URL: www.aims-unm.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Kathy Sandoval Superintendent e-mail: ksandoval@aims-unm.org

District Name: State of New Mexico Chartered School District Phone: (505) 559-4249

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Steve Cabaniss

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
   - 0 Elementary schools (includes K-8)
   - 0 Middle/Junior high schools
   - 0 High schools
   - 1 K-12 schools
   - 1 Total schools in district

2. District per-pupil expenditure: 7720

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	28	32	60
7	29	36	65
8	29	31	60
9	23	14	37
10	22	17	39
11	22	8	30
12	10	10	20
Total in Applying School:			311

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
8 %	Asian
1 %	Black or African American
43 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
45 %	White
2 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	1
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2011	311
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Arabic

9. Percent of students eligible for free/reduced-priced meals: 30%

Total number of students who qualify: 93

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Although the school does not participate in the free and reduced-priced meals program, however data collected demonstrates the accuracy of the percentage who qualify and is consistent with percentages from the demographic area surrounding the school.

10. Percent of students receiving special education services: 1%

Total number of students served: 3

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	19	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	2	0
Paraprofessionals	0	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	0
Total number	27	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	92%	92%	96%	92%
High school graduation rate	85%	93%	93%	52%	0%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	21
Enrolled in a 4-year college or university	100%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**100**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

In 2004 the City of Albuquerque recognized the need for an educated workforce to support the "Technology Corridor" located in the Middle Rio Grande Valley. The Albuquerque Institute for Mathematics and Science @ UNM (AIMS@UNM) located on the University of New Mexico's south technology campus, opened its doors in September of 2005. Its strategy then, as now, is to provide students an accelerated curriculum that would engage and challenge them intellectually; with a common goal of college preparation and participation prior to graduation. With its college readiness focus and unique location, AIMS@UNM has been able to do more to develop the full range of capabilities and skills necessary to succeed in college, while providing a seamless transition between high school and college. In addition to challenging academic content, AIMS@UNM also provides a climate and environment of college readiness necessary for successful college preparation. At the Albuquerque Institute for Math and Science, the consistent message is that every student will work to meet the same high expectations to meet rigorous content standards, participate in dual enrollment, graduate with university credits and be accepted to college.

AIMS@UNM has created a highly structured school environment that sets high academic and behavioral expectations for its students. With an emphasis on mathematics and science, and a requirement for "Critical Language" (Chinese or Japanese) study, the mission is to prepare students, grades six thru twelve, for college, community, and beyond through a rigorous focus on math and science and an emphasis global participation. Beginning in the sixth grade and continuing through their graduation, all students enjoy a common culture of college preparation. The curriculum follows the New Mexico State Standards curriculum framework.

One of the hallmarks of the AIMS program has been the Dual Credit requirement. In order to graduate, students must have a total of at least 30 college credits; three of which must be in math and science. Students begin enrolling in dual credit classes during their sophomore year and continue on through graduation. Although there is a minimum requirement of 30 credits, the vast majority of students take many more hours than the minimum. It is not unusual for students of AIMS to have 50 or more college credits upon graduating; essentially allowing them to enter college as a junior. A number of our students have earned their Associates Degree even before graduating from high school. 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 has consistently outperformed students locally, statewide and nationally. The school has made AYP throughout the course of its charter, and currently enjoys a proficiency rate of over 94% in both reading and math. Additionally, the performance gap between subgroups has diminished over the past five years and in many cases has completely disappeared. This year with New Mexico's new A-F grading system, AIMS was one of only 14 high schools in the state to receive an A. In 2009, the CREDO study out of Stanford University recognized the Albuquerque Institute for Mathematics and Science @UNM as one of six charter schools in New Mexico out performing regular public schools in the state. In March of 2012, the school received a grant from the Daniels Foundation to expand this highly successful school.

The school relies on both internal and external assessments to inform curriculum and drive instruction. In addition to the NMSBA, the school also administers "The Plan", ACT and PSAT. Additionally, extensive professional development with staff to design formative assessments in their content areas has allowed teachers to continue to build upon their knowledge with respect to analyzing their in-class formative assessments. This data, both internal and external are disaggregated by teacher and student and are provided to each instructor and department. This has allowed the school to identify highly effective teachers in the classroom, as well as teachers who have had little or even negative effect of student performance and facilitates intervention strategies to allow for correction.

The success of the school is evident by the incredible demand for the program by parents. Current families of students are spread out over nearly 2000 square miles, and demographically comprise 45% Anglo, 43% Hispanic, with 12% other students. Students are currently enrolled strictly by lottery, although there is a provision in state law giving siblings of current student's priority. In the fall of 2012, 62% of the new student openings were taken by siblings of current students, leaving only 22 total openings for new students. There are 520 students in the sixth grade lottery pool alone.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Albuquerque Institute for Mathematics and Science takes part in the statewide New Mexico Standards Based Assessment (NMSBA). This criterion-referenced test, given during the month of March each year to all 6-8, and 11 graders, initially measured proficiency in writing, reading, mathematics and science. Funding issues have altered that schedule in recent years and 2012 was the first year the NMSBA was administered to all 10th graders. The NMSBA is aligned to the New Mexico Content Standards and Performance Level Descriptors, which clearly define the expectations for students in each content area. Previously there were four performance levels on the NMSBA; Advanced, Proficient, Nearing Proficiency and Beginning Step. Cut scores for these levels are determined by the New Mexico Public Education Department and are subject to change. For the State of New Mexico, Annual Measurable Objectives (AMO's) are set for the state's public schools. The AMO's then increased every year, with an expected proficiency rate of 100% reached in Math and Reading by the year 2014.

Only Proficient or Advanced designations are acceptable levels of performance for AIMS, with a goal that all students regardless of performance level demonstrate improvement on their scale scores. The percentage of students scoring proficient and above on each test and in each sub-group has been the basis for determining AYP status. This past year however, New Mexico obtained a waiver from some portions of NCLB and now requires improvement in each student performance on their individual scaled scores as the major determinant for the state's A-F school grading system, rather than AYP.

B. 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. Performance has also increased within subgroups, with the performance gap narrowing significantly between Hispanic and Anglo subgroups. The same trend can be seen over time within the gender subgroups.

Reading reflects the same increase in general performance over a five year term. 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. 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.

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

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. 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 the performance gap disappearing as both groups become 100% proficient.

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.

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.

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.

In 2012, there was an achievement gap in both reading and math, of nearly 28 achievement points between all students and African American students in the 7th grade. This gap is due to a singular struggling student, new to the school in 2012. Interventions have been put into place including an Intervention Plan and mandatory tutoring after school in both math and reading. AIMS is confident this students' performance will improve significantly in the coming year.

The following URL will provide data from the New Mexico Public Education Department:

http: www.ped.nm.us/

2. Using Assessment Results:

AIMS has a strong culture of "continuous improvement" among students, families and staff. Upon receiving NMSBA assessment data, the scores are broken down by student and by teacher. School and teacher results are published, both on the website and in a newsletter sent to parents and the community. Individual student results are shared with parents and students during a conference to develop a plan for improvement in the tested areas. Both strengths and weaknesses are discussed and an individualized plan is developed. Students whose scaled scores are not demonstrating improvement are placed into after school tutoring in either reading or math. Students are also provided with their scaled scores. Each student in the school can tell you their performance over their career here at AIMS.

More importantly however, each staff member is presented with a list of their student's assessment outcome throughout the student's history at AIMS. From this longitudinal analysis and disagregation of data, teachers are able to identify areas where their teaching is really making a positive impact on their student's performance. Identification of these "North Stars" helps teachers develop essential questions about their classrooms and question how to replicate these success stories in their other students. Examinations of these essential questions are brought for discussion to their peers and strategies for replication are developed. Teachers meet by their content area and by their grade level every other week. Integral to this endeavor is the goal setting and measurement of whether or not we are meeting these goals. The NMSBA has a wealth of information which is translated into classroom practice. Teachers and Administration together analyze how individual students are doing, how groups of students are performing, how effective is our practice and what skills need greater support. Individual student progress is discussed; lesson plans are developed in an integrated fashion, with attention given to other content areas.

Additionally, NMSBA scores are utilized within the evaluation system. 50% of a teacher's evaluation is determined by the progress of their student's scaled scores, the other 50% is determined by other factors.

From this data the teacher is placed on a gradient which graphically portrays that teacher's effectiveness in the classroom. Although time consuming for Administration, this feedback supports the creation of a culture in which all teachers have a clear understanding of what defines excellence in their work. Teachers are provided with constructive and data-based information about their impact in the classroom and receive support to increase their effectiveness. By the same token, students are also provided with their performance data. The development of strategies to replicate areas of success and the subsequent presentation of the outcome of these strategies is the basis for identification of AIMS Best Practices.

In the end it is the student who is the focus of all of this hard work. We believe the success of AIMS supports this effort. AIMS students have continuously made steady improvements in achievement, particularly in the areas of math and science. According to the CREDO study, AIMS is one of only six schools in the State of New Mexico that outperforms the traditional public schools. The school has consistently met AYP goals each year, increasing student proficiency yearly. Analysis of our incoming sixth graders over the past three years shows an increase in math proficiency of 40%, science by 45%, and reading by 38% with current levels at 95%, 95% and 90% proficient and advanced respectively. By their junior year, AIMS students reach a proficiency of over 98%. The achievement gap has diminished from 38% in reading to 1% currently, and math from 28% to less than 1%. Provision of instructors with assessment data that is specific and constructive is critical to the student improvement in student performance demonstrated by the school.

3. Sharing Lessons Learned:

Each year, the Albuquerque Institute for Mathematics and Science prepares and publishes a status report of the school. Within the body of the report are updates on the History of the school, financial status, student performance, staffing, educational environment and leadership of the school. This report is then sent to parents, community members, governmental agencies and state legislators. Best practices of the school are posted on the school website. Additionally, each year the instructional staff presents their individual research projects during "Instructional Lessons Learned: Teacher Research Day". The presentations describe challenges identified in their individual classrooms and the outcome of their "essential question"; identified by assessment data.

The Administration frequently testifies to the New Mexico State Legislature in support of such reform initiatives as "Teacher Effectiveness Evaluation", "Teacher Licensure Advancement" and" Early Reading Intervention." Last year, the Administration dialogued with the Legislature frequently to discuss the role of charter schools and the impact that proposed funding cuts would have on charter programs and schools of choice. This Administration was chosen by the Coalition of State Charter Schools to write and present the Legislative Goals for legislative sessions. In the spring of 2011, this Administration was appointed to the Governor's Task Force for Effective Teaching. This task force was charged with developing a new method and structure for evaluating teachers and administrator's state wide. The AIMS current evaluation system developed and already implemented by AIMS were in alignment with the Governors initiative. This Administration continues to take an active role in Harvard University's Charter School Taskforce, which develops policy and best practices for the Charter School Movement nationally. Additionally, the Administration sits on the New Mexico Secretary of Education's Charter School Advisory, which discusses and advises the Secretary on innovations in Charter School research. Finally, this Administration continues to be asked to present to state meetings, individual schools and community meetings on the topic of school turnaround and reform as well as best practices of charter schools, including such topics as "Traits of Charter School Success", "What are Charter School Vulnerabilities", and "Use of Data to Turnaround Struggling Schools".

4. Engaging Families and Communities:

Due to the extreme commitment parents must have to the program at AIMS, the school strives to introduce and welcome parents into the culture of AIMS. There's a deep consensus on priorities and traditions that allow achievement of those priorities. At AIMS, there has been a great effort to establish

the lore of the school, which is handed down student to student, and parent to parent. Supporting structures for the lore of AIMS can be seen in the arrangement of students into houses named after famous historical archers, establishment of mentor parents, orientation of new parents on the AIMS homework model and most importantly, an adherence to the mission of the school. As the culture of the school has become established, new parents coming in are integrated into the community by the veteran parents and new students are advised by the upper classmen. The mission statement of the school has been the common ground for all activity. Beginning in the spring prior to their child's sixth grade year, administration and counseling meet with parents of accepted students. 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.

The school year begins with the "AIMS Family Picnic", which is attended by AIMS families and their students, as well as AIMS 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 upper classmen 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.

AIMS is also fortunate to have close ties with the University of New Mexico as well as the science and technology companies sharing the campus with us. The school provides opportunities such as student teaching assignments and a pipeline for dissemination of curricula and activities from the University personnel to our students, thereby enriching our curriculum.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

"A child will reach as high as you hold the bar". Albuquerque Institute for Mathematics and Science at UNM believes that all students can prepare for college when provided with a rigorous, intellectually challenging environment. School climate, seamless transition between middle, high, and post-secondary education, a plan for grades 6 thru 12, and project based learning are approaches that are designed to help individual students achieve their highest potential in science and mathematics education. Because of our commitment to bridging the gap between school and the world beyond, Albuquerque Institute for Mathematics and Science at UNM will look and feel different than a traditional 6-12 school. The University environment of the school sends the constant message to students that attendance to college is the ultimate goal. The curriculum, which is in alignment with the New Mexico Content, Standards and Benchmarks, is accelerated, rigorous, and in line with accepted college readiness initiatives. Graduates of AIMS must have 29.5 credits to graduate: four in English, four in science, five in mathematics, two in "critical language", ten dual enrollment classes (which convert to 32 credit hours at the college level), one physical science and one and a half in "intensive" coursework.

The **science** curriculum is the corner stone of the AIMS 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. All students are required to participate in science fair, and all project based learning is science based.

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. All history classes are in alignment with the state standards and emphasize analysis, inference and synthesis to increase comprehension, in keeping with the mission of the school.

Physical Education at AIMS 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.

The **"Critical Language"** component is somewhat unique to the AIMS program in New Mexico. 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. This is in keeping with the global participation of the students of AIMS.

Intensives are also unique to AIMS. 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.

2. Reading/English:

The English program is both Pre-AP in the middle school and AP in the high school. Staff has had extensive AP professional development, and most often teach classes in both the middle school and high school in an effort to facilitate a seamless transition and to produce an environment of consistency in expectation for the students. Exceptional English skills are integrated into all content areas of the curriculum, with all teachers working in collaboration for students.

Middle school English curriculum is Pre-AP and encompasses the New Mexico standards and benchmarks. The high school curriculum is Honors English 9, Honors English 10, AP English and AP Literature. Bi-monthly meetings between the middle and high school instructors have produced rubrics for reading and writing that are in alignment with future performance requirements of students in the high school AP program. Sample essays are presented and scored with rubrics developed to improve vertical articulation of writing instruction and student performance necessary for their future AP English classes.

English is presented not only as a study unto itself, but also as a necessary tool in the study of all content areas. English is integrated into all projects, with all faculties working with students on projects required by the school. An example is the AIMS science fair. All students must develop a research question, perform the research and its subsequent analysis and produce a journal style article for presentation. In a joint effort, the English and science faculties' work together to instruct students in the proper format for a journal style article and presentation skills. This paper is presented to both English and science classes for editing and grading. This integrated approach reinforces for students that the study of science is not a "stand alone" subject, but rather a rich integration of all content areas.

The seamless instruction and integration into all content areas, with the consistent presentation of a common goal for all students, facilitates the identification and intervention for any students struggling with the English curriculum. By high school the expectation for student performance is a known, and there are few students who struggle with English by this point in the career at AIMS. For those students who need extra support there is mandatory tutoring after school and on Friday afternoons. This tutoring is data driven and individualized for each student. Tutoring is conducted by the English faculty.

3. Mathematics:

The Math program is both Pre-AP in the middle school and AP in the high school. Staff has had extensive AP professional development, and most often teach classes in both the middle school and high school in an effort to facilitate a seamless transition and to produce an environment of consistency in expectation for the students. Exceptional math skills are integrated into all content areas of the curriculum, with all teachers working in collaboration for students.

Middle school math curriculum is accelerated and encompasses the New Mexico standards and benchmarks. Algebra I is completed in the 8^{th} grade, followed by Geometry, Algebra II and AP Calculus in the 9^{th}, 10^{th} and 11^{th} grades respectively. Students must also complete a dual enrollment math course in order to graduate. Bi-monthly meetings between the middle and high school instructors have produced instructional strategies that are in alignment with future performance requirements of students in the high school AP program.

Math is presented not only as a study unto itself, but also as a necessary tool in the study of all content areas. Math is integrated into all projects, with all faculties working with students on projects required by the school. An example is the AIMS science fair; all students must develop a research question, perform the research and its subsequent analysis and produce a journal style article for presentation. The math and science faculties work together to instruct students in the proper analysis of scientific data, particularly statistical analysis. Specific instruction is given in the use of data to reinforce research conclusions. This integrated approach reinforces for students that the study of science is not a "stand alone" subject, but rather a rich integration of all skills, including math.

The seamless instruction, from middle school through high school, and integration into all content areas, with the consistent presentation of a common goal for all students, facilitates the identification and intervention for any students struggling with the math curriculum. By high school the expectation for student performance is a known, and there are few students who struggle with math by this point in the career at AIMS. For those students who need extra support there is mandatory tutoring after school and on Friday afternoons. This tutoring is data driven and individualized for each student. Tutoring is conducted by the Math faculty. AIMS also offers a summer research camp for middle schools students.

4. Additional Curriculum Area:

More than anything, AIMS is defined by its Dual Enrollment requirement for graduation. Dual enrollment allows high school students to simultaneously earn credit toward high school completion and an associate or baccalaureate degree from a post-secondary institution. Graduates of AIMS are required to have a total of 32 credit hours of Dual Credit. AIMS believes the use of Dual Credit as a curricular strategy supports the College and Career Readiness goals of the school's mission; it is positively associated with high school graduation, college enrollment rates, higher college grade point averages, and progress toward college completion. Beginning in their tenth grade year, students must enroll in a dual credit class each semester. Students and their families are guided by our counseling staff in maneuvering through the enrollment process, understanding their students FERPA rights, participating in entrance examinations and scheduling of classes. All students taking classes must first have the class approved by the counseling and administrative staff. Students are expected to select an advanced curriculum that aligns with their post-secondary goals, as outlined in their "Next Step Plans". The school has a "Dual Credit Agreement" with the participating post-secondary schools, which outlines those dual enrollment classes meeting the standards and benchmarks for each course equivalency. The Albuquerque Institute for Mathematics and Science @ UNM measures students preparation for college, personal goal setting, and students' adult world connections through participation in Dual Enrollment classes and student performance in those classes. Currently the AIMS students outperform the more traditional students at the post-secondary level, collectively earning a 3.44 grade point average. It is an effective strategy for helping students make a better transition from high school to college, make adult world connections, and persist in college once they're there. It is not unusual for students to graduate from AIMS with nearly 60 credit hours, greatly in excess of the graduation requirements for AIMS; entering the post-secondary institution with a junior status.

5. Instructional Methods:

Due to small class sizes and the dissemination 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. Projects include such initiatives as the Science Fair requirement. For this project instruction is ***scaffolded*** and ***integrated.*** Each student is expected to produce a science fair project; devise a project, collect data, write a technical style article and present their results. 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, 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.

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

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

6. Professional Development:

The staff and faculty of AIMS is filled with adults who believe in the purpose and mission of the school and are deeply committed to that mission. To that end, all decisions, including those surrounding professional development, are in alignment with the mission of the school, and are determined by individual teacher's personal goals and NMSBA data.

AIMS has implemented a comprehensive system of evaluating the impact of teachers in the classroom. 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 specialists affiliated with the University of New Mexico. This together with their student's improvement in their scaled NMSBA scores determines their evaluation. The evaluation is data based, and feedback is given after each observation, along with suggestions for improvement and a framework of support, so that classroom improvement can be implemented immediately. This is taken into consideration to determine the teacher's individual professional development.

Upon receiving their NMSBA data, disagregated 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. Through this process, teachers have identified "bright spots" of their practice and can fine tune their teaching to replicate these areas of success, while at the same time identifying techniques that do not work as well, and altering or eradicating them from their classroom craft as appropriate. 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. This year for the first time, individual teacher projects will be published. At AIMS it's not about teacher or administration ego. It's about the common wisdom of the team utilized for the greater success of the student.

7. School Leadership:

The Governance Council of the Albuquerque Institute for Math and Science is determined by Memorandum of Understanding between the school and the University of New Mexico. This agreement requires that the Council be comprised of a member of the UNM College of Arts and Science, one member from the College of Education, another from the President of the University (or designee) and one member from the College of Engineering. Additional members include three members from community businesses which reflect the mission of the school (either math, engineering or science firms) and one member from the parent community of the school. The Governance Council determines the

policy of the school and gives oversight to the Director. The Director, together with the Assistant Principal, comprise the administrative team and ensure the policies and mission of the school are upheld.

The administration not only is charged with "protecting" the culture of the school, but is also expected to be an instructional leader. The team has expertise and education in content specific to the school, and does have teaching duties. This allows for an additional level of instructional exchange between faculty and school leadership. In addition to providing teachers with student data, the administration also sits collaboratively with each teacher to discuss professional development opportunities and personal goals for the school year.

The school is proactive in its approach to dealing with "At Risk" students. Together with counseling staff and teachers, school leadership meets frequently (both in formal and ad hoc) to discuss student concerns brought to the attention of faculty, either through the classroom, by parent interaction, or House Leadership. From these meetings, a course of action is determined and implemented. Most often a parent conference is implemented. All conferences involve all administration and staff for that student, rather than singular personnel. The end result is a much richer picture of that students needs and the support that student requires and is provided. Additionally, these meetings also discuss and implement initiatives that round out the student culture here at AIMS. Initiatives such as offering student activities after school, implementation of community services opportunities and participation in school wide activities are brought forth for discussion.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: NMSBA

Edition/Publication Year: 2009 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar				
SCHOOL SCORES					
1140 Proficient and Advanced	97				
1151 Advanced	26				
Number of students tested	34				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
2. African American Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
3. Hispanic or Latino Students					
1140 Proficient and Advanced	100				
1151 Advanced	17				
Number of students tested	18				
4. Special Education Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
5. English Language Learner Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
6. Anglo					
1140 Proficient and Advanced	94				
1151 Advanced	36				
Number of students tested	14				
NOTES: Tenth grade first tested 2011-2012 school year					

13NM1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: NMSBA

Edition/Publication Year: 2009 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar				
SCHOOL SCORES					
1140 Proficient and Advanced	85				
1152 Advanced	6				
Number of students tested	34				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
1140 Proficient and Advanced					
1152 Advanced					
Number of students tested					
2. African American Students					
1140 Proficient and Advanced					
1152 Advanced					
Number of students tested					
3. Hispanic or Latino Students					
1140 Proficient and Advanced	84				
1152 Advanced	6				
Number of students tested	18				
4. Special Education Students					
1140 Proficient and Advanced					
1152 Advanced					
Number of students tested					
5. English Language Learner Students					
1140 Proficient and Advanced					
1152 Advanced					
Number of students tested					
6. Anglo					
1140 Proficient and Advanced	93				
1152 Advanced	0				
Number of students tested	14				
NOTES: Tenth grade first tested 2011-2012					

13NM1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: NMSBA

Edition/Publication Year: 2006/2009 Publisher: Harcourt/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
1140 Proficient and Advanced	100	96	92	81	50
1151 Advanced	24	46	69	44	13
Number of students tested	21	24	13	16	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
2. African American Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
3. Hispanic or Latino Students					
1140 Proficient and Advanced	Masked	Masked	Masked	Masked	36
1151 Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	8	8	2	3	14
4. Special Education Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
5. English Language Learner Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
6. Anglo					
1140 Proficient and Advanced	Masked	92	Masked	Masked	69
1151 Advanced	Masked	46	Masked	Masked	25
Number of students tested	8	13	7	8	16

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
In 2009, New Mexico changed publishers from Harcourt to Measured Progress

13NM1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: NMSBA

Edition/Publication Year: 2006/2009 Publisher: Harcourt/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
1140 Proficient and Advanced	95	88	93	69	81
1151 Advanced	38	38	31	0	9
Number of students tested	21	24	13	16	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
2. African American Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
3. Hispanic or Latino Students					
1140 Proficient and Advanced	Masked	Masked	Masked	Masked	71
1151 Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	8	8	2	3	14
4. Special Education Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
5. English Language Learner Students					
1140 Proficient and Advanced					
1151 Advanced					
Number of students tested					
6. Anglo					
1140 Proficient and Advanced	Masked	93	Masked	Masked	88
1151 Advanced	Masked	31	Masked	Masked	19
Number of students tested	8	13	7	8	16

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
In 2009 New Mexico changed publishers from Harcourt to Measured Progress

13NM1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: New Mexico Standards Based Exam

Edition/Publication Year: 2006/2009 Publisher: Harcourt/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
640 Proficient and Advanced	92	80	80	73	42
653 Advanced	43	19	32	27	5
Number of students tested	65	54	44	37	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
640 Proficient and Advanced					
653 Advanced					
Number of students tested					
2. African American Students					
640 Proficient and Advanced					
653 Advanced					
Number of students tested					
3. Hispanic or Latino Students					
640 Proficient and Advanced	88	78	65	69	40
653 Advanced	37	22	26	23	0
Number of students tested	35	18	23	13	11
4. Special Education Students					
640 Proficient and Advanced					
653 Advanced					
Number of students tested					
5. English Language Learner Students					
640 Proficient and Advanced					
653 Advanced					
Number of students tested					
6. Anglo					
640 Proficient and Advanced	96	80	95	83	Masked
653 Advanced	44	20	42	33	Masked
Number of students tested	25	30	19	18	6

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
In 2009, NM changed publishers from Harcourt to Measured Progress

13NM1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: New Mexico Standards Based Assessment

Edition/Publication Year: 2006/2009 Publisher: Harcourt/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
640 Proficient and Advanced	97	82	75	68	37
652 Advanced	45	17	14	5	5
Number of students tested	65	54	44	37	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
640 Proficient and Advanced					
652 Advanced					
Number of students tested					
2. African American Students					
640 Proficient and Advanced		Masked			
652 Advanced		Masked			
Number of students tested		3			
3. Hispanic or Latino Students					
640 Proficient and Advanced	100	89	79	46	30
652 Advanced	43	11	9	8	10
Number of students tested	35	18	23	13	11
4. Special Education Students					
640 Proficient and Advanced					
652 Advanced					
Number of students tested					
5. English Language Learner Students					
640 Proficient and Advanced					
652 Advanced					
Number of students tested					
6. Anglo					
640 Proficient and Advanced	100	80	79	83	Masked
652 Advanced	44	20	21	6	Masked
Number of students tested	25	30	19	18	6

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
In 2009, NM changed publishers from Harcourt to Measured Progress

13NM1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: NMSBA

Edition/Publication Year: 2006/2009 Publisher: Harcourt/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
740 Proficient and Advanced	95	87	86	62	
753 Advanced	23	32	43	32	
Number of students tested	60	47	46	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
740 Proficient and Advanced					
753 Advanced					
Number of students tested					
2. African American Students					
740 Proficient and Advanced	Masked		Masked		
753 Advanced	Masked		Masked		
Number of students tested	3		1		
3. Hispanic or Latino Students					
740 Proficient and Advanced	94	79	95	65	
753 Advanced	18	21	42	29	
Number of students tested	17	24	19	17	
4. Special Education Students					
740 Proficient and Advanced					
753 Advanced					
Number of students tested					
5. English Language Learner Students					
740 Proficient and Advanced					
753 Advanced					
Number of students tested					
6. Anglo					
740 Proficient and Advanced	98	95	79	65	
753 Advanced	30	40	47	41	
Number of students tested	37	20	19	17	

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
In 2009, NM changed publishers from Harcourt to Measured Progress. Seventh graders were first tested in 2008-2009

13NM1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: NMSBA

Edition/Publication Year: 2006/2009 Publisher: Harcourt/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
740 Proficient and Advanced	89	91	89	84	
753 Advanced	17	21	22	22	
Number of students tested	60	47	46	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
740 Proficient and Advanced					
753 Advanced					
Number of students tested					
2. African American Students					
740 Proficient and Advanced	Masked		Masked		
753 Advanced	Masked		Masked		
Number of students tested	3		1		
3. Hispanic or Latino Students					
740 Proficient and Advanced	83	92	95	88	
753 Advanced	12	17	16	16	
Number of students tested	17	24	19	17	
4. Special Education Students					
740 Proficient and Advanced					
753 Advanced					
Number of students tested					
5. English Language Learner Students					
740 Proficient and Advanced					
753 Advanced					
Number of students tested					
6. Anglo					
740 Proficient and Advanced	92	100	84	76	
753 Advanced	22	30	26	18	
Number of students tested	37	20	19	17	

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
7th grade first tested in 2008-2009 school year

13NM1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: NMSBA

Edition/Publication Year: 2006/2009 Publisher: Harcourt/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
840 Proficient and Advanced	91	96	82		
855 Advanced	35	15	39		
Number of students tested	43	53	44		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
840 Proficient and Advanced					
855 Advanced					
Number of students tested					
2. African American Students					
840 Proficient and Advanced					
855 Advanced					
Number of students tested					
3. Hispanic or Latino Students					
840 Proficient and Advanced	94	100	80		
855 Advanced	26	16	38		
Number of students tested	19	19	24		
4. Special Education Students					
840 Proficient and Advanced					
855 Advanced					
Number of students tested					
5. English Language Learner Students					
840 Proficient and Advanced					
855 Advanced					
Number of students tested					
6. Anglo					
840 Proficient and Advanced	95	92	88		
855 Advanced	38	20	44		
Number of students tested	21	25	16		
NOTES: In 2009, NM changed publishers from Harcourt to Measured Progress. Eighth grade students first tested in 2009-2010					

13NM1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: NMSBA

Edition/Publication Year: 2006/2009 Publisher: Harcourt/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
840 Proficient and Advanced	97	100	96		
858 Advanced	16	25	14		
Number of students tested	43	53	44		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
840 Proficient and Advanced					
858 Advanced					
Number of students tested					
2. African American Students					
840 Proficient and Advanced					
858 Advanced					
Number of students tested					
3. Hispanic or Latino Students					
840 Proficient and Advanced	95	100	92		
858 Advanced	16	26	13		
Number of students tested	19	19	24		
4. Special Education Students					
840 Proficient and Advanced					
858 Advanced					
Number of students tested					
5. English Language Learner Students					
840 Proficient and Advanced					
858 Advanced					
Number of students tested					
6. Anglo					
840 Proficient and Advanced	100	100	100		
858 Advanced	14	32	6		
Number of students tested	21	25	16		
NOTES: In 2009, NM changed publishers from Harcourt to Measured Progress. Eighth grade first tested in 2009-2010 school year					

13NM1

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