



NOTICE AND AGENDA
REGULAR MEETING OF THE GOVERNING COUNCIL OF
ALBUQUERQUE AVIATION ACADEMY

September 25, 2026

2:00 p.m.

AAA Board Room

6441 Ventana Rd NW, Albuquerque, NM
and Internet/Call-in

(See Special Procedures Below)

AAA MISSION

Albuquerque Aviation Academy cultivates opportunities for 6th-12th grade students to excel in fields related to aviation and STEAM. Students will have unique options to explore and excel in multiple career areas of aviation which are woven throughout an innovative hybrid learning experience.

(The Governing Council may take an agenda item out of order to facilitate business at hand.)

- I. Call to Order
 - A. Roll Call
 - B. Adoption of the Agenda*
 - C. Review/Approval of Minutes from August 28, 2026, Regular Meeting*
- II. Public Comment (comments will be limited to two minutes) – see attached Special Procedures for more information.
- III. Ongoing Business Matters
 - A. Aviation Committee Update
 - B. Aviation Program Update
- IV. Administrative Update
 - A. Student Achievement Update
- V. New Business Matters
 - A. 2025-2026 Published Testing Scores
 - B. 2025-2026 School Report Card via NM Vistas (discussion/action) *
 - C. 2026-2027 BOY Short Cycle Assessment Data
- VI. Governing Council Development
 - A. Discussion PCSNM Coach/Mentor Training
- VII. Finance Report
 - A. Business Office Operations Update
 - B. Voucher Approvals (discussion/action) *
 - C. Bank Reconciliation (discussion/action) *
 - D. Budget Adjustment Requests (discussion/action) *

BAR 2627-11000-00004-T
- VIII. Announcements



A. Date for next Regular AAA Governing Council Meeting

IX. Adjournment*

Note: * Indicates Action Item

If you are an individual with a disability who needs a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Amanda Catanzaro at acatanzaro@abqaviation.com least one week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact Ms. Catanzaro at the email address above if a summary or other type of accessible format is needed.



Special Procedures for September 25, 2026, AAA Governing Council Regular Meeting

The AAA Governing Council Regular Meeting on September 25, 2026, at 2:00 pm will be held at Albuquerque Aviation Academy boardroom and will provide for those not wishing to attend in person access to view and/or participate via Zoom. This will be available to the public, Governing Council members and AAA staff.

The procedures for accessing the meeting are as follows:

From a computer, tablet or smartphone, enter the following URL:

<https://us04web.zoom.us/j/5383341131?pwd=UWpFVWNQejFoRDRYMct3OXlEdkxhUT09>

OR

Call one of the following numbers:

1-669-900-6833

1-301-715-8592

1-253-215-8782

(Because of the increase of Zoom for meeting use, the phone numbers may appear to be busy at first. Keep trying until you get through.)

Meeting ID: 538 334 1131

Access Code: 4100

You will also be asked to enter your (optional) participant ID. Just follow the spoken directions (press #) to skip this step, as it is not needed for this meeting.

Public comment will be allowed during the meeting either via Zoom or in person. To speak during public comment, please email your request to speak with your name to acatanzaro@abqaviation.com up to twenty-four hours prior to the meeting. Requests to speak made after twenty-four hours prior to the meeting will not be honored. Speakers will be un-muted to address the Governing Council. Public comments will be limited to two minutes. The public may email comments to Amanda Catanzaro acatanzaro@abqaviation.com. Email comments will be kept with the records of the meeting.

Audio and video recording of the open meeting will be available upon request.

Should anyone wishing to join the meeting via the internet have issues accessing the meeting you may contact Amanda Catanzaro at 505-608-6441.

These procedures are subject to revision given changing circumstances. Please check the AAA website for any updates to these procedures.



GOVERNING COUNCIL

Regular Meeting of the Albuquerque Aviation Academy Governing Council on
Friday, August 28, 2026

via Zoom.us & In person at 6441 Ventana Road NW

BOARD MEMBERS PRESENT

Alex Carothers, Roland Dewing, Laura Kohr, Larry Kennedy and Larry Kennedy

BOARD MEMBERS ABSENT

Mike Romo

ALSO IN ATTENDANCE

Bridget Barrett, Amanda Catanzaro, Sean Fry, and Lauren Chavez

PUBLIC

none

These minutes were approved on _____

By a vote of ____ yes ____ no ____ absent ____ abstained

_____ President

_____ Secretary

I. Call to Order

Larry Kennedy called to order the Regular Meeting of the Governing Council for the Albuquerque Aviation Academy for August 28, 2026 at 2:00 PM on Zoom.us and in person.

A. Roll Call

Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr (via Zoom), Farrah Nickerson (via Zoom), and Larry Kennedy.

B. Adoption of the Agenda*

Larry Kennedy asked for a motion to approve the agenda. Alex Carothers made a motion to approve the agenda. Roland Dewing seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

C. Review/Approval of Minutes from July 24, 2026 Regular Meeting*

Larry Kennedy asked for a motion to approve the minutes from July 24, 2026 Regular Meeting amending “he” to “she” in five areas of the minutes. Alex Carothers made a motion to approve the minutes as amended. Farrah Nickerson seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

II. Public Comment

Larry Kennedy asked Bridget Barrett and Amanda Catanzaro if there was any public comment. No one signed up for public comments.

III. Ongoing Business Matters

A. Aviation Committee Update and B. Aviation Program Update

Dr. Chavez presented that they have flown 21.4 hours in Hotel Kilo and 4.0 in Addison.

One student completed their initial solo cross-country flight. Another student finished all the of the cross country and solo flights and is preparing for their check ride. Two other students are pre-solo in their training.

In October the FAA knowledge exam will be changing so trying to push students to complete prior to. After that, training may have to be adjusted to meet the needs and requirements of the new exam.

The hangar next to Hotel Kilo opened up and Jacob requested if we could move Addison to that open hangar so that both planes are next to each other which is very helpful for the program. This way they are able to oversee both pre-flights at once with one CFI.

Reviewed expenses for the program.

Question was asked what the estimated numbers of students to complete the privates pilot program this year. Dr. Chavez stated that there should be at least five, with maybe two or three additional so in total seven or eight this year.

Discussion about AI and the new FAA Knowledge Exam and how to prepare students for this new test.

IV. Administrative Update

A. Student Achievement Update

Bridget Barrett presented that it is early in the school year and not a lot of numbers yet. Eye on Attendance shows that our Regular Attendance rate went up from 93.2% in 2024-2025 to 97.94% in 2025-2026 school year which is great. Discussion regarding continuation of the attendance incentives this year with the Dean of Students. Dean of Students is already stepping up communication this year and sending out emails to students asking them why they are not working in their courses if they are behind.

Reviewed the Imagine Learning Grade Enrollment Report for the Fall Semester.

Our Registration Goal is 320 and currently we are at 328 and three additional students have accepted a spot and waiting on registration packets to be completed. We are beginning a targeted campaign with Clear Channel Billboards specifically targeting the female population.

Sixth grade has a blended model this year and ELA and math courses are completely in person taught. It has been rewarding to see the beginning of the year.

We are having an Open House which will also be our Curriculum Night where parents and students will be moving through a schedule of classes on September 3rd. E-sports program has begun this year and seems to be going well so far.

Question and discussion about what is being done to specifically help 6th and 11th grade students right now since they have the lowest grades.

V. New Business Matters

A. Public Education Commission's Indicators of Success Program *

Larry Kennedy shared that this is mandatory this school year and needs to be completed and uploaded by 9/1/2026. There was a lot of issues and it was a pain trying to access the platform due to firewall protection due to the way PED created the platform. Noted that many of these indicators are beyond the scope of the governing council and has nothing to do with them. Question was asked if anyone scored a single indicator at lower than a five and governing council could discuss those indicators. Governing council has no interest in providing or being mentored.

Larry Kennedy asked for a motion to give all indicators a rating of five (5). Alex Carothers made a motion. Farrah Nickerson seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

B. PCSNM Governing Body Coach/Mentor Training Program *

Larry Kennedy shared the options from PCSNM and Kelly Callahan. Discussion to keep the ongoing built in trainings within the meetings and Kelly to be the mentor of the Governing Council.

Larry Kennedy asked for a motion to accept option 2 Coach/Mentoring Consultancy Program. Farrah Nickerson stated she would like to amend the motion to add without the training retreat to the motion. Larry Kennedy amended the motion. Roland Dewing made a motion to accept option 2 Coach/Mentoring Consultancy Program without the training retreat. Alex Carothers seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

C. Facilities Committee Update

Larry Kennedy shared that the committee met yesterday and plan to meet every other month.

Amanda Catanzaro spoke about the diversity of membership, including families of students with various backgrounds and expertise so that will make this committee very helpful as we plan for the future of the school.

D. Inventory Certification *

Amanda Catanzaro shared that the certification in the paper packet was the incorrect year but the online packet and submitted was correct and provided hard

copy of the correct year. This is an annual requirement as part of the audit process.

Larry Kennedy asked for a motion to approve the Inventory Certification dated 6/30/2026. Alex Carothers made a motion to approve. Roland Dewing seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

E. Disposal List 8/28/2026 *

Amanda Catanzaro shared the disposal list of 8/28/2026 of mostly old gray cushioned chairs that really need disposing of due to age and cleanliness. A few other older or broken items are also on the list that are in need of disposal.

Larry Kennedy asked for a motion to approve the Disposal List 8/28/2026. Alex Carothers made a motion. Roland Dewing seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

F. Head Administrator Travel Request Authorization for PCSNM Leadership Retreat *

Bridget Barrett and Sean Fry presented the Travel Request because auditors will ask who approves the approver? Discussion regarding the Leadership Retreat.

Larry Kennedy asked for a motion to approve the Head Administrator Travel Request Authorization for PCSNM Leadership Retreat. Farrah Nickerson made a motion. Alex Carothers seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

G. CNM MOU for Dual Credit *

Bridget Barrett shared that CNM updated our name on the existing MOU so no other action is needed at this time.

H. Assurances for Compliance Indicator 3.c.

Amanda Catanzaro shared and Annual Assurances Document and the Governing Council reviewed the Annual Compliance Requirements in the Performance Framework, Organizational Framework, 3.C Compliance Requirements in draft form that was available on the PEC website as of 8/26/2026, Albuquerque Aviation Academy 2024-2029 charter, the Performance Indicators, the Mission

Specific Goal, and the most recent Albuquerque Aviation Academy 2025-2026 ratings, as to date. No needs to improve were identified.

Larry Kennedy asked for a motion to approve the Annual Assurance Document. Roland Dewing made a motion. Farrah Nickerson seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

I. Children's Internet Protection Act (CIPA) *

Amanda Catanzaro shared that this is an annual requirement that we are in compliance to continue to receive E-Rate funding.

Larry Kennedy made the motion that the Governing Council reviewed the organization's Children's Internet Protection Act Internet Safety Policy and CIPA Certification and Technology Protection Measures in accordance with the Children's Internet Protection Act (CIPA). Following discussion and an opportunity for public comment, the Board voted to reaffirm the Internet Safety Policy and continue enforcement of the technology protection measures currently in place. Farrah Nickerson seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

VI. Governing Council Development

None this month. Likely to begin next month.

VII. Finance Report

A. Business Office Operations Update

Sean Fry presented that the Finance Committee met prior to the meeting and reviewed the financial statements through July 2026. Only one month of information so not very much at this time. Lots of change will be coming, especially with the changes in insurance rates that take place with the September payroll. Expenditures exceeded revenue by \$15,508.07.

The goal is to have at least 320 at 40th day.

Reviewed unusual expenditures for the month that included annual risk insurance payment. Over \$190,000 in non-recurring expenses this month, which is typical for the beginning of the school year.

B. Voucher Approvals for July 2026 *

Sean Fry presented the July Vouchers and the Finance Committee can support the approval.

Larry Kennedy asked for a motion to approve the July 2026 Voucher Approvals. Alex Carothers made a motion. Farrah Nickerson seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

C. Bank Reconciliation for July 2026 *

Sean Fry presented the July Bank Reconciliation. The Finance Committee can support the approval.

Larry Kennedy asked for a motion to approve the July 2026 Bank Reconciliation. Farrah Nickerson made a motion. Alex Carothers seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

VIII. Announcements

Next regular scheduled governing council meeting is scheduled for 9/25/2026 at 2:00 pm.

Larry Kennedy offered any member of the GC some Zozobra tickets that he is unable to use. If you are interested, let him know.

IX. Adjournment *

Larry Kennedy called for a motion to adjourn. Alex Carothers made a motion to adjourn. Roland Dewing seconded the motion. Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Alex Carothers, Roland Dewing, Laura Kohr, Farrah Nickerson and Larry Kennedy; all voted yes. The motion carried unanimously.

The Regular Meeting of the Governing Council for the Albuquerque Aviation Academy adjourned on August 28, 2026 at 2:59 PM.

Monthly Report - September 30, 2026

All figures and outcomes are based on the date of this report - September 23, 2026
(HK Hobbs time: 2106.2; Addison Hobbs time: 29.6)

FLIGHT TRAINING:

- **Hours:** 20.2 hrs in HK and 16.9 hrs in Addison. More of our current
- **Training:** One student is close to checkride. Her stage check got cancelled for weather. One student should be ready soon but he fell a little behind in Edgenuity so he needed to catch up. Two others are still pre-solo. Those two each has a unique “issue”, right now, which is slowing their progress, but Stryker and I are working on them.

CLASSES:

A handful of AIA students who haven't passed the FAA knowledge exam will get dropped from the class at the beginning of October. One is a senior, which means he won't graduate with a pilot's certificate. He was behind in Edgenuity all last year, and although he stayed on track for the first several weeks, he has fallen badly behind again. The others are juniors, so they have time to pass it this semester and join us next semester, or even next year.

OTHER:

We've had THREE recent graduates get accepted to ATC trainee positions (and one joined the Marines for ATC training.) This is a BIG deal! Their careers each got started because of our internship with ABQ Tower :)

LOEFI is this weekend. We will have HK out for display, and we are also working with the EAA to have one of our drones getting footage of the event.

EXPENSES:

- **Fuel:** \$2077.6 (est)
- **Maintenance:** \$3264 (engine gauges for Addison;) \$745.50 (HK oil change;) still awaiting invoice for Addison's oil cooler
- **Hangar Rental:** \$357 per month x 2
- **Insurance:** Annual Premium - \$15,658 (both airplanes)

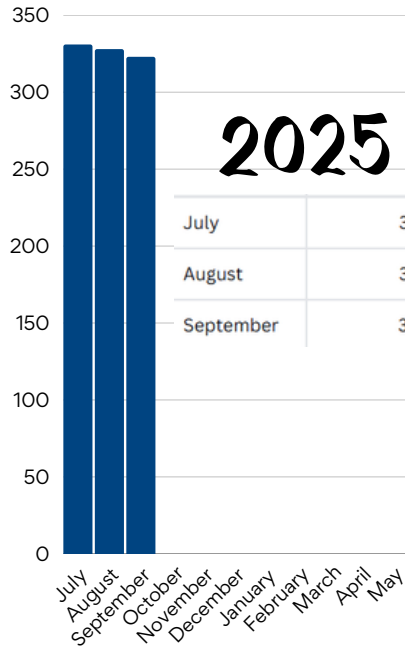


Student Achievement Update *September* 2026



Student Enrollment

Student Enrollment Goal
SY 25/26: 306



Eye on Attendance

Daily Attendance Rate Comparison



97.3% August **95.3% September**

Imagine Learning Grade Enrollment Report Fall Semester



Student Achievement Snapshot 1,343 active course enrollments

OVERALL GRADES Completed work

76%
A-C

10%
F

ACTUAL GRADES Adjusted for course progress

55%
A-C

27%
F

Students demonstrate the ability. Pacing is lowering Actual Grades.
Focus: consistent daily progress and course completion

Actual Grade data available for 1,343 enrollments.

Registration Goal



Percentage met: : 101%

3 have accepted a spot, but not registered

Altitude Achievement

Staff and students building a strong sense of community with multiple activities coming up! Flag Football and EA Sports active. Homecoming, Trunk or Treat and multiple fundraisers! Senior Sunrise on our field was exceptional.

Actual Grades by Grade Level



1,341 active course enrollments with reported Actual Grades

Grade Level	A	B	C	D	F	Total
6	8	20	11	17	40	96
7	10	35	49	42	38	174
8	13	22	33	61	67	196
9	28	44	62	44	40	218
10	70	93	56	28	48	295
11	24	53	49	40	85	251
12	16	25	21	11	38	111
Total	169	292	281	243	356	1,341

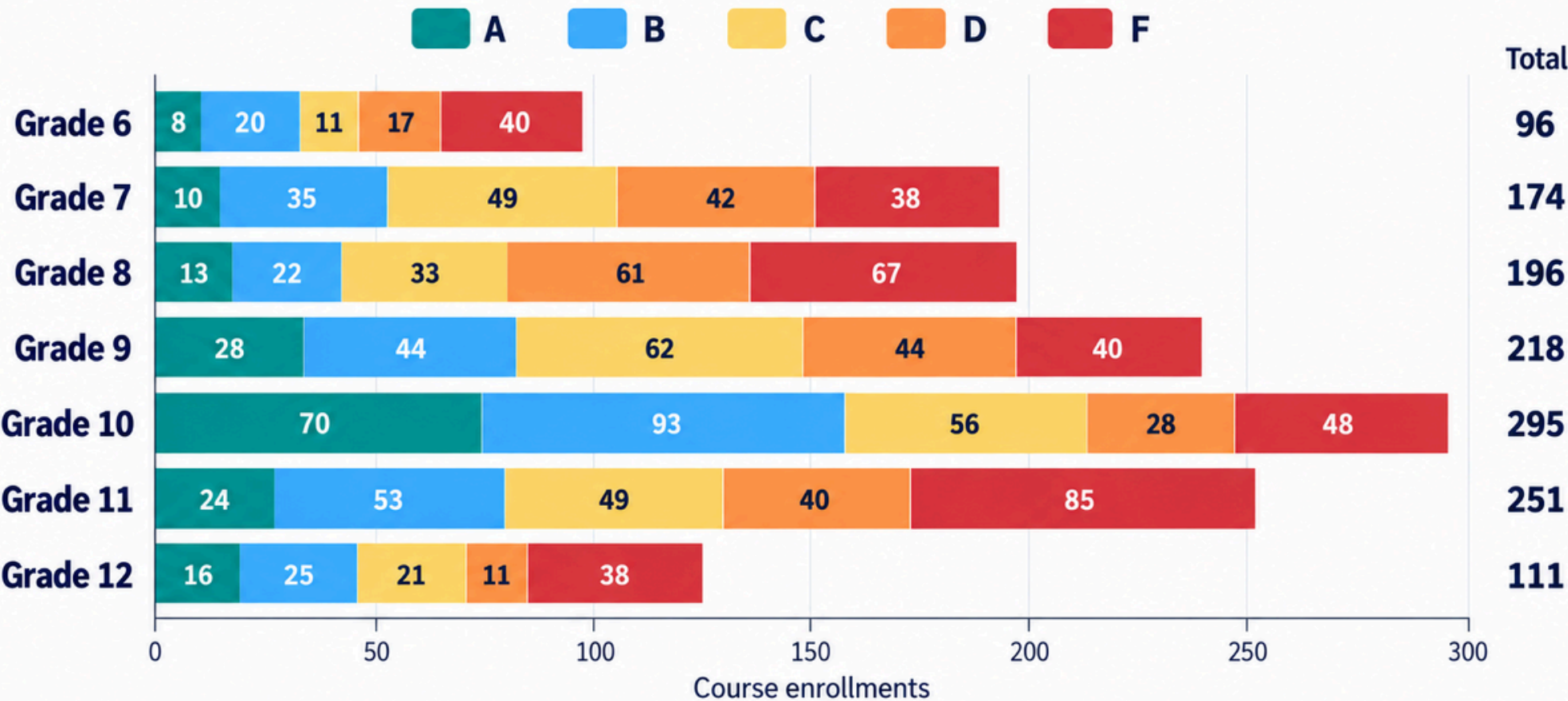


The greatest concentration of failing Actual Grades is in **grades 8 and 11**.

Actual Grade reflects performance adjusted for course progress.

Actual Grades by Grade Level

1,341 active course enrollments with reported Actual Grades

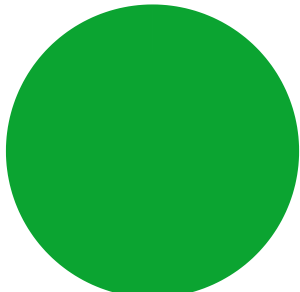


Grades 8 and 11 have the highest numbers of failing Actual Grades.

Actual Grade reflects performance adjusted for course progress.

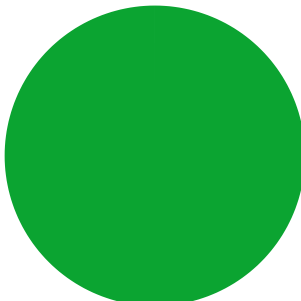
PARTICIPATION RATES

ENGLISH LANGUAGE ARTS



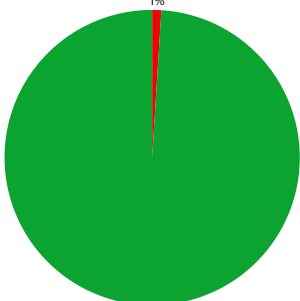
Students Tested
100%

MATH



Students Tested
100%

SCIENCE



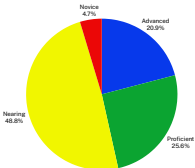
Students Tested
99%

PROFICIENCY RATINGS

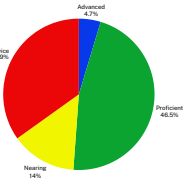
	2022-2023 Albuquerque Aviation Academy	2023-2024 Albuquerque Aviation Academy	2024-2025 Albuquerque Aviation Academy	2025-2026 State of New Mexico	2025-2026 Albuquerque Aviation Academy
ELA	54%	59%	63%	43%	64%
Math	35%	27%	41%	26%	42%
Science	64%	61%	63%	33%	59%

6TH GRADE

ELA

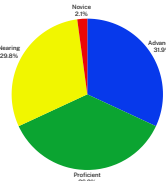


MATH

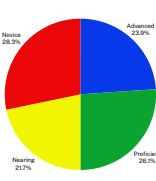


7TH GRADE

ELA



MATH

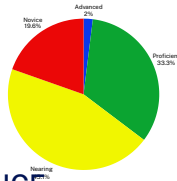


8TH GRADE

ELA

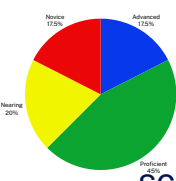


MATH

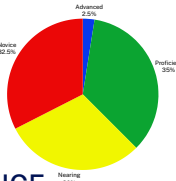


11TH GRADE

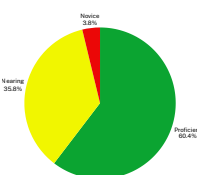
ELA



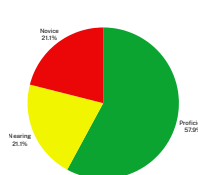
MATH



SCIENCE



SCIENCE



THE 2025-2026 CHARTER SCHOOL REPORT CARD
FOR

Albuquerque Aviation Academy

SCHOOL YEAR	TOTAL ENROLLMENT	ACCOUNTABLE SCHOOLS
2025-2026	316	1

School ↓	City	Type	Designation
Albuquerque Aviation Academy	Albuquerque	State Charter School	Spotlight

Math Proficiency

The percentage of students whose ability in math is at the expected level, or higher, for the student's grade.

Students in 3rd through 8th and 11th grade are assessed in math. Students in grades 3-8 take the NM Measures of Student Success & Achievement (NM-MSSA) or Dynamic Learning Maps (DLM). Students in grade 11 take the SAT or DLM.

The math proficiency rate may be adjusted by the number of students who participated in the assessment.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	25.5%	42.3%
Male	27.7%	48.4%
Female	23.3%	25.0%
White	26.2%	43.1%
Hispanic	21.1%	36.3%
Black	19.7%	Masked
Asian	47.8%	Masked
Native American	16.2%	Masked
Multiracial	31.6%	Masked
Economically Disadvantaged	17.8%	37.5%
Not Economically Disadvantaged	36.6%	44.6%
Students with Disabilities	8.2%	24.1%
Not Students with Disabilities	30.3%	46.0%
English Language Learners	10.3%	Masked
Not English Language Learners	29.1%	43.8%
Homeless	12.3%	Unavailable
Migrant	16.2%	Unavailable
Military	43.4%	Unavailable

Math Participation

The percentage of students who participated in the state math assessment in grades 3-8, and grade 11.

Note: comparisons between schools, districts, and the state are not equivalent.*

	Participation
All	≥ 98.0%
Male	≥ 98.0%
Female	≥ 95.0%
White	≥ 98.0%
Hispanic	≥ 98.0%
Black	Masked
Asian	Masked
Native American	Masked
Multiracial	≥ 80.0%
Economically Disadvantaged	≥ 95.0%
Not Economically Disadvantaged	≥ 98.0%
Students with Disabilities	≥ 90.0%
Not Students with Disabilities	≥ 98.0%
English Language Learners	Masked
Not English Language Learners	≥ 98.0%

Math Non-Participation

The percentage of students who did not participate in the state math assessment in grades 3-8, and grade 11.

Note: comparisons between schools, districts, and the state are not equivalent.*

	NonParticipation
All	$\leq 2.0\%$
Male	$\leq 2.0\%$
Female	$\leq 5.0\%$
White	$\leq 2.0\%$
Hispanic	$\leq 2.0\%$
Black	Masked
Asian	Masked
Native American	Masked
Multiracial	$\leq 20.0\%$
Economically Disadvantaged	$\leq 5.0\%$
Not Economically Disadvantaged	$\leq 2.0\%$
Students with Disabilities	$\leq 10.0\%$
Not Students with Disabilities	$\leq 2.0\%$
English Language Learners	Masked
Not English Language Learners	$\leq 2.0\%$

Math Performance Levels

The percentage of students at each performance level.

Each student's math assessment places them into one of four performance levels:

Grades 3–8:

- PL1 = Novice
- PL2 = Nearing Proficiency
- PL3 = Proficient
- PL4 = Advanced

Grade 11:

- PL1 = Well Below State Expectations
- PL2 = Below State Expectations
- PL3 = At State Expectations
- PL4 = Above State Expectations

The performance level index

The performance level index percentage is like a proficiency rate in that it measures students' overall assessment performance. However, unlike a proficiency rate, it is adjusted by the number of students who were PL2 or PL4, awarding partial credit for students who were PL2 and extra credit for students who were PL4.

In the performance level index:

- PL1 tests are counted for 0 points
- PL2 tests are counted for 0.5 points
- PL3 tests are counted for 1 point
- PL4 tests are counted for 1.25 points

The performance level index percentage is always higher than the proficiency rate.

Note: comparisons between schools, districts, and the state are not equivalent.*

	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All	28.6% (48)	29.2% (49)	33.3% (56)	8.9% (15)
Male	25.0% (31)	26.6% (33)	38.7% (48)	9.7% (12)
Female	38.6% (17)	36.4% (16)	18.2% (8)	≤ 20.0% (Masked)
White	30.6% (44)	26.4% (38)	35.4% (51)	7.6% (11)
Hispanic	31.4% (32)	32.4% (33)	32.4% (33)	≤ 10.0% (Masked)
Black	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)

	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Asian	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Native American	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Multiracial	Masked (Masked)	56.3% (9)	Masked (Masked)	Masked (Masked)
Economically Disadvantaged	39.3% (22)	23.2% (13)	28.6% (16)	≤ 20.0% (Masked)
Not Economically Disadvantaged	23.2% (26)	32.1% (36)	35.7% (40)	8.9% (10)
Students with Disabilities	41.4% (12)	34.5% (10)	24.1% (7)	Masked (Masked)
Not Students with Disabilities	25.9% (36)	28.1% (39)	35.3% (49)	10.8% (15)
English Language Learners	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Not English Language Learners	28.4% (46)	27.8% (45)	34.6% (56)	9.3% (15)

Reading Proficiency

The percentage of students whose ability in reading is at the expected level, or higher, for the student's grade.

Students in 3rd through 8th and 11th grade are assessed in reading. Students in grades 3-8 take the NM Measures of Student Success & Achievement (NM-MSSA) or Dynamic Learning Maps (DLM). Students in grade 11 take the SAT or DLM.

For schools that do not enroll students in grade 3 or higher, students take the Istation ISIP Early Reading assessment.

The reading proficiency rate may be adjusted by the number of students who participated in the assessment.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	43.3%	63.7%
Male	40.3%	61.3%
Female	46.5%	70.5%
White	44.5%	63.2%
Hispanic	39.4%	60.8%
Black	40.1%	Masked
Asian	62.6%	Masked
Native American	30.6%	Masked
Multiracial	49.8%	68.8%
Economically Disadvantaged	34.6%	60.7%
Not Economically Disadvantaged	55.9%	65.2%
Students with Disabilities	14.1%	48.3%
Not Students with Disabilities	51.4%	66.9%
English Language Learners	18.7%	Masked
Not English Language Learners	49.0%	65.4%
Homeless	26.4%	Unavailable
Migrant	18.1%	Unavailable
Military	61.5%	Unavailable

Reading Participation

The percentage of students in grades 3-8 and 11 who participated in the state reading assessment. For schools that do not enroll students in grade 3 or higher, the percentage of students who participated in the state early literacy assessment.

Note: comparisons between schools, districts, and the state are not equivalent.*

	Participation
All	≥ 98.0%
Male	≥ 98.0%
Female	≥ 95.0%
White	≥ 98.0%
Hispanic	≥ 98.0%
Black	Masked
Asian	Masked
Native American	Masked
Multiracial	≥ 80.0%
Economically Disadvantaged	≥ 95.0%
Not Economically Disadvantaged	≥ 98.0%
Students with Disabilities	≥ 90.0%
Not Students with Disabilities	≥ 98.0%
English Language Learners	Masked
Not English Language Learners	≥ 98.0%

Reading Non-Participation

The percentage of students in grades 3-8 and 11 who did not participate in the state reading assessment. For schools that do not enroll students in grade 3 or higher, the percentage of students who participated in the state early literacy assessment.

Note: comparisons between schools, districts, and the state are not equivalent.*

	NonParticipation
All	≤ 2.0%
Male	≤ 2.0%
Female	≤ 5.0%
White	≤ 2.0%
Hispanic	≤ 2.0%
Black	Masked
Asian	Masked
Native American	Masked
Multiracial	≤ 20.0%
Economically Disadvantaged	≤ 5.0%
Not Economically Disadvantaged	≤ 2.0%
Students with Disabilities	≤ 10.0%
Not Students with Disabilities	≤ 2.0%
English Language Learners	Masked
Not English Language Learners	≤ 2.0%

Reading Performance Levels

The percentage of students at each performance level.

Each student's reading assessment places them into one of four performance levels:

Grades 3-8:

- PL1 = Novice
- PL2 = Nearing Proficiency
- PL3 = Proficient
- PL4 = Advanced

Grade 11:

- PL1 = Well Below State Expectations
- PL2 = Below State Expectations
- PL3 = At State Expectations
- PL4 = Above State Expectations

The performance level index

The performance level index percentage is like a proficiency rate in that it measures students’ overall assessment performance. However, unlike a proficiency rate, it is adjusted by the number of students who were PL2 or PL4, awarding partial credit for students who were PL2 and extra credit for students who were PL4.

In the performance level index:

- PL1 tests are counted for 0 points
- PL2 tests are counted for 0.5 points
- PL3 tests are counted for 1 point
- PL4 tests are counted for 1.25 points

The performance level index percentage is always higher than the proficiency rate.

Note: comparisons between schools, districts, and the state are not equivalent.*

	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All	8.3% (14)	28.0% (47)	35.7% (60)	28.0% (47)
Male	8.9% (11)	29.8% (37)	32.3% (40)	29.0% (36)
Female	≤ 20.0% (Masked)	22.7% (10)	45.5% (20)	25.0% (11)
White	7.6% (11)	29.2% (42)	36.8% (53)	26.4% (38)
Hispanic	9.8% (10)	29.4% (30)	31.4% (32)	29.4% (30)

	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Black	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Asian	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Native American	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Multiracial	Masked (Masked)	Masked (Masked)	Masked (Masked)	43.8% (7)
Economically Disadvantaged	$\leq 20.0\%$ (Masked)	33.9% (19)	33.9% (19)	26.8% (15)
Not Economically Disadvantaged	9.8% (11)	25.0% (28)	36.6% (41)	28.6% (32)
Students with Disabilities	Masked (Masked)	34.5% (10)	34.5% (10)	Masked (Masked)
Not Students with Disabilities	6.5% (9)	26.6% (37)	36.0% (50)	30.9% (43)
English Language Learners	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Not English Language Learners	7.4% (12)	27.2% (44)	36.4% (59)	29.0% (47)

Science Proficiency

The science proficiency rate measures the percentage of students who are performing at the expected level, or higher, for the student's grade.

Students in grades 5, 8, and 11 are assessed in science. Students take the NM Assessment of Science Readiness (NM-ASR) or Dynamic Learning Maps (DLM).

The science proficiency rate may be adjusted by the number of students who participated in the assessment.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	33.4%	59.3%
Male	35.7%	59.7%
Female	31.0%	58.3%
White	34.2%	63.9%
Hispanic	27.7%	54.7%
Black	28.8%	Masked
Asian	52.8%	Masked
Native American	22.4%	Masked
Multiracial	42.2%	Masked
Economically Disadvantaged	24.2%	52.2%
Not Economically Disadvantaged	45.6%	61.9%
Students with Disabilities	12.0%	44.4%
Not Students with Disabilities	38.8%	63.2%
English Language Learners	9.5%	Masked
Not English Language Learners	38.8%	61.3%
Homeless	17.0%	Unavailable
Migrant	8.1%	Unavailable
Military	54.9%	Unavailable

Science Participation

The percentage of students who participated in the state science assessment in grades 5, 8, & 11.

Note: comparisons between schools, districts, and the state are not equivalent.*

	Participation
All	≥ 95.0%
Male	≥ 95.0%
Female	≥ 90.0%
White	≥ 95.0%
Hispanic	≥ 95.0%
Black	Masked
Asian	Masked
Native American	Masked
Multiracial	Masked
Economically Disadvantaged	≥ 90.0%
Not Economically Disadvantaged	≥ 95.0%
Students with Disabilities	≥ 80.0%
Not Students with Disabilities	≥ 95.0%
English Language Learners	Masked
Not English Language Learners	≥ 95.0%

Science Non-Participation

The percentage of students who did not participate in the state science assessment in grades 5, 8, & 11.

Note: comparisons between schools, districts, and the state are not equivalent.*

	NonParticipation
All	$\leq 5.0\%$
Male	$\leq 5.0\%$
Female	$\leq 10.0\%$
White	$\leq 5.0\%$
Hispanic	$\leq 5.0\%$
Black	Masked
Asian	Masked
Native American	Masked
Multiracial	Masked
Economically Disadvantaged	$\leq 10.0\%$
Not Economically Disadvantaged	$\leq 5.0\%$
Students with Disabilities	$\leq 20.0\%$
Not Students with Disabilities	$\leq 5.0\%$
English Language Learners	Masked
Not English Language Learners	$\leq 5.0\%$

Science Performance Levels

The percentage of students at each performance level.

Each student's science assessment places them into one of four performance levels:

Grades 3–8 & 11

- PL1 = Novice
- PL2 = Nearing Proficiency
- PL3 = Proficient
- PL4 = Advanced

The performance level index

The performance level index percentage is like a proficiency rate in that it measures students' overall assessment performance. However, unlike a proficiency rate, it is adjusted by the number of students who were PL2 or PL4, awarding partial credit for students who were PL2 and extra credit for students who were PL4.

In the performance level index:

- PL1 tests are counted for 0 points
- PL2 tests are counted for 0.5 points
- PL3 tests are counted for 1 point
- PL4 tests are counted for 1.25 points

The performance level index percentage is always higher than the proficiency rate.

Note: comparisons between schools, districts, and the state are not equivalent.*

	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
All	10.5% (9)	30.2% (26)	59.3% (51)	≤ 10.0% (Masked)
Male	11.3% (7)	29.0% (18)	59.7% (37)	≤ 10.0% (Masked)
Female	Masked (Masked)	33.3% (8)	58.3% (14)	Masked (Masked)
White	11.1% (8)	25.0% (18)	63.9% (46)	≤ 10.0% (Masked)
Hispanic	≤ 20.0% (Masked)	35.9% (19)	54.7% (29)	≤ 20.0% (Masked)
Black	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Asian	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Native American	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Multiracial	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)

	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Economically Disadvantaged	Masked (Masked)	39.1% (9)	52.2% (12)	Masked (Masked)
Not Economically Disadvantaged	11.1% (7)	27.0% (17)	61.9% (39)	≤ 10.0% (Masked)
Students with Disabilities	Masked (Masked)	38.9% (7)	44.4% (8)	Masked (Masked)
Not Students with Disabilities	≤ 10.0% (Masked)	27.9% (19)	63.2% (43)	≤ 10.0% (Masked)
English Language Learners	Masked (Masked)	Masked (Masked)	Masked (Masked)	Masked (Masked)
Not English Language Learners	11.3% (9)	27.5% (22)	61.3% (49)	≤ 10.0% (Masked)

Math Growth

The median growth of students in grades 4–8 in math compared to their peers who had similar scores on previous tests. Percentile ranges from 34–66 represent about a year's growth typical for the academic peer group.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	50th	44th
White	50th	42.5th
Hispanic	49th	44th
Black	47th	47th
Asian	58th	83rd
Native American	49th	66th

	New Mexico	Albuquerque Aviation Academy
Multiracial	52nd	61st
Economically Disadvantaged	47th	37th
Students with Disabilities	43rd	44th
English Language Learners	47th	55.5th

Reading Growth

The median growth of students in grades 4–8 in reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34–66 represent about a year's growth typical for the academic peer group.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	50th	53rd
White	50th	53rd
Hispanic	49th	56th
Black	48th	59.5th
Asian	54th	83rd
Native American	48th	34th
Multiracial	50th	55th
Economically Disadvantaged	47th	56th
Students with Disabilities	43rd	59th
English Language Learners	46th	27th

Graduation Growth

The annual change in the 4-year graduation rate over three years.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	2.0%	-0.1%
Male	2.5%	-2.7%
Female	1.5%	5.8%
White	2.2%	-7.5%
Hispanic	2.2%	9.0%
Black	3.5%	Unavailable
Asian	-0.1%	Unavailable
Native American	1.7%	Unavailable
Multiracial	-15.5%	33.3%
Economically Disadvantaged	3.1%	-1.8%
Students with Disabilities	2.6%	4.7%
English Language Learners	1.6%	5.9%
Foster	-2.8%	Unavailable
Homeless	0.8%	Unavailable
Migrant	1.1%	Unavailable

Four Year Graduation Rate

Four-year adjusted cohort rate for the Class of 2025.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	80.6%	86.1%

	New Mexico	Albuquerque Aviation Academy
Male	78.6%	80.6%
Female	82.8%	≥ 80.0%
White	83.5%	81.1%
Hispanic	80.4%	88.1%
Black	76.4%	Unavailable
Asian	87.9%	Unavailable
Native American	78.0%	Unavailable
Multiracial	77.3%	Masked
Economically Disadvantaged	75.9%	84.5%
Students with Disabilities	73.7%	Masked
English Language Learners	78.1%	Masked
Foster	39.7%	Unavailable
Homeless	63.2%	Masked
Migrant	81.2%	Unavailable

Five Year Graduation Rate

Five-year adjusted cohort rate for the Class of 2024.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	82.7%	87.8%
Male	80.0%	85.3%
Female	85.3%	90.9%
White	84.4%	≥ 90.0%

	New Mexico	Albuquerque Aviation Academy
Hispanic	82.5%	69.1%
Black	75.6%	Masked
Asian	84.0%	Masked
Native American	80.1%	Masked
Multiracial	93.1%	Masked
Economically Disadvantaged	76.9%	69.1%
Students with Disabilities	77.0%	Masked
English Language Learners	83.2%	Masked
Foster	43.0%	Unavailable
Homeless	68.5%	Unavailable
Migrant	Unavailable	Unavailable

Six Year Graduation Rate

Six-year adjusted cohort rate for the Class of 2023.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	82.0%	≥ 90.0%
Male	79.2%	≥ 90.0%
Female	84.8%	Masked
White	83.0%	≥ 80.0%
Hispanic	81.5%	≥ 80.0%
Black	75.7%	Masked
Asian	92.2%	Unavailable

	New Mexico	Albuquerque Aviation Academy
Native American	82.6%	Unavailable
Multiracial	Unavailable	Unavailable
Economically Disadvantaged	Masked	Unavailable
Students with Disabilities	76.4%	Masked
English Language Learners	81.5%	Masked
Foster	52.0%	Unavailable
Homeless	62.2%	Unavailable
Migrant	83.8%	Unavailable

English Learner Progress

English Learner Progress measures the percentage of students currently identified for EL services who are on track toward achieving English language proficiency within five years as measured by the ACCESS English language development assessment.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	18.7%	Masked
White	18.7%	Masked
Hispanic	18.6%	Masked
Black	23.1%	Unavailable
Asian	34.8%	Masked
Native American	14.9%	Masked
Multiracial	19.6%	Masked
Economically Disadvantaged	17.2%	Masked
Students with Disabilities	8.0%	Masked

	New Mexico	Albuquerque Aviation Academy
English Language Learners	18.7%	Masked

English Language Development Proficiency

Number and percentage of students currently identified for EL services who achieved proficiency on the ACCESS English language development assessment.

Data will be available January 2027

Reading Assessment Exemptions

Number of recently arrived English learners exempted from state reading assessment.

Data will be available January 2027

College & Career Readiness Participation

College & Career Readiness shows the percentage of high school students who have participated in college and career courses.

Please note that systemic data collection issues of College and Career Readiness (CCR) Participation were reported for this accountability year. The data gathered and displayed for this indicator is required by ESSA to be reported by the state, but it may underrepresent actual student CCR participation.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	89.6%	94.9%
Male	88.6%	92.9%
Female	90.7%	100.0%
White	91.4%	94.3%
Hispanic	89.2%	95.0%
Black	85.1%	Unavailable
Asian	91.8%	Unavailable
Native American	89.4%	Unavailable
Multiracial	88.4%	100.0%
Economically Disadvantaged	87.7%	95.5%
Not Economically Disadvantaged	92.0%	94.7%
Students with Disabilities	84.2%	92.9%
Not Students with Disabilities	90.7%	95.3%
English Language Learners	89.0%	100.0%
Not English Language Learners	89.8%	94.6%
Homeless	81.4%	100.0%
Military	90.7%	Unavailable

College & Career Readiness Success

College & Career Readiness shows the percentage of high school students who have participated in and achieved a passing grade in college and career courses.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	84.9%	86.2%
Male	85.2%	94.0%
Female	84.6%	68.3%
White	90.0%	93.0%
Hispanic	83.1%	81.6%
Black	81.8%	Unavailable
Asian	91.3%	Unavailable
Native American	83.4%	Unavailable
Multiracial	85.6%	100.0%
Economically Disadvantaged	82.2%	64.1%
Not Economically Disadvantaged	88.2%	96.5%
Students with Disabilities	77.7%	41.1%
Not Students with Disabilities	86.3%	94.4%
English Language Learners	78.2%	66.0%
Not English Language Learners	86.8%	87.8%
Homeless	75.5%	100.0%
Military	89.8%	Unavailable

Regular Attendance

Regular attendance measures the percentage of students who were present more than 90% of enrolled school days.

Note: comparisons between schools, districts, and the state are not equivalent.*

	New Mexico	Albuquerque Aviation Academy
All	71.8%	97.9%
Male	71.6%	98.6%
Female	71.9%	96.3%
White	72.5%	98.0%
Hispanic	70.3%	97.7%
Black	70.7%	Masked
Asian	81.3%	Masked
Native American	64.6%	Masked
Multiracial	73.2%	≥ 90.0%
Economically Disadvantaged	65.1%	95.6%
Not Economically Disadvantaged	81.2%	≥ 98.0%
Students with Disabilities	65.8%	≥ 95.0%
Not Students with Disabilities	73.3%	98.4%
English Language Learners	68.1%	≥ 80.0%
Not English Language Learners	72.6%	97.9%
Foster	Unavailable	Unavailable
Homeless	52.3%	Unavailable
Migrant	69.8%	Unavailable
Military	82.4%	Unavailable

NAEP Math Results

NAEP (National Assessment of Educational Progress) is a nationwide assessment that measures students' academic performance. A random sample of students in each state are tested. These results depict the scaled score for students in NM compared to the nationwide average in Math.

Data Unavailable

NAEP Reading Results

NAEP (National Assessment of Educational Progress) is a nationwide assessment that measures students' academic performance. A random sample of students in each state are tested. These results depict the scaled score for students in NM compared to the nationwide average in Reading.

Data Unavailable

NAEP 4th Grade Math Achievement Levels

This figure reports the percentage of students who scored within each achievement level. NAEP uses four achievement levels to describe what students know and can do:

- PL1 = Below NAEP Basic
- PL2 = NAEP Basic
- PL3 = NAEP Proficient
- PL4 = NAEP Advanced

Data Unavailable

NAEP 8th Grade Math Achievement Levels

This figure reports the percentage of students who scored within each achievement level. NAEP uses four achievement levels to describe what students know and can do:

- PL1 = Below NAEP Basic
- PL2 = NAEP Basic
- PL3 = NAEP Proficient
- PL4 = NAEP Advanced

Data Unavailable

NAEP 4th Grade Reading Achievement Levels

This figure reports the percentage of students who scored within each achievement level. NAEP uses four achievement levels to describe what students know and can do:

- PL1 = Below NAEP Basic
- PL2 = NAEP Basic
- PL3 = NAEP Proficient
- PL4 = NAEP Advanced

Data Unavailable

NAEP 8th Grade Reading Achievement Levels

This figure reports the percentage of students who scored within each achievement level. NAEP uses four achievement levels to describe what students know and can do:

- PL1 = Below NAEP Basic
- PL2 = NAEP Basic
- PL3 = NAEP Proficient
- PL4 = NAEP Advanced

Data Unavailable

NAEP Math Participation

These graphs depict the participation rates of Students with Disabilities and English Language Learners for the National Assessment of Educational Progress (NAEP). We report participation rates for these groups to ensure transparency, equity, and validity in the assessment process.

Data Unavailable

NAEP Reading Participation

These graphs depict the participation rates of Students with Disabilities and English Language Learners for the National Assessment of Educational Progress (NAEP). We

report participation rates for these groups to ensure transparency, equity, and validity in the assessment process.

Data Unavailable

Post-Secondary Enrollment

Postsecondary enrollment rates of New Mexico high school graduates in public or private institutions.

Data will be available January 2027

Educator Qualifications

Educator Qualifications depicts the percentage of educators that are teaching with an emergency/provisional credential, the percentage of educators teaching outside of their subject area, and the percentage of experienced teachers, where experienced is defined as teaching more than 5 years.

These metrics are further broken down by school poverty level, where “high poverty level” is defined as schools where 75% or more students are directly certified for SNAP benefits and “low poverty level” is defined as schools where 25% or fewer students are directly certified for SNAP benefits.

DISCLAIMER: In the prior reporting year, “high poverty level” was defined as 75% or greater Free Reduced Lunch (FRL) status and “low poverty level” was defined as 25% or less Free Reduced Lunch (FRL) status. Because of New Mexico’s expansion in distributing food services to schools, schools depicted as “High Poverty” in the prior reporting year did not truly reflect the student population. The data reported in the current year are a more

accurate representation of New Mexico's student population but are not comparable to the prior year's data.

Data will be available January 2027

Per-Pupil Expenditures

DISCLAIMER for 2024-2025:

The PPE business rules have changed for this year in the following two ways:

1. ADA Membership is now the count of students at 40 day (prior was 80/120 day average). This count is more consistent with [federal reporting guidelines](#).
2. Business rules for reporting now show expenditures reported at the school level and the district central office separately. District expenditures are not prorated by enrollment across schools as that may conceal some inter-school resource inequities. However, some of the district level expenditures may be directly related to instruction and support functions (e.g., teacher salaries, instructional materials, student technology, or professional development).

Caution is advised when comparing PPE at the School and District level. District PPE will be systematically higher than school PPE and SY 2024-25 data are not comparable to the prior year's data.

This new method implemented by the School Budget Bureau will be used for future calculations.

Note: Some categories of funds and expenditures are excluded from Per-Pupil Expenditures for federal reporting. Numbers reported here may be different than what is reported by the School Budget Bureau.

Data will be available January 2027

School Climate

The U.S. Department of Education requires states to report data from the Civil Rights Data Collection (CRDC) for SY 2024-2025. The CRDC is a comprehensive survey conducted by the [Office of Civil Rights \(OCR\)](#); it gathers data from public schools and districts across the country to ensure equal access and to enforce civil rights laws. The downloadable files include data submitted by New Mexico schools.

Alternate Assessment Participation

Number and percentage of students in grades 3-8 and 11 with the most significant cognitive disabilities that take an alternative form of assessment.

Data will be available January 2027

School Board Training

The number of hours of training attended by each school's local school board members and whether each member met statutory training requirements. [Section 22-2F-3 NMSA 1978](#)

District school board training data in this table are collected and verified by the [New Mexico School Boards Association](#).

Charter school governing board training data in this table are collected and verified by [Options for Parents and Families Division of the Public Education Department](#).

Member Name ↓	First year of first term	Number of hours of training completed in the calendar year	Met required hours of training	Met required categories of training
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Data will be available January 2027

The Family Educational Rights and Privacy Act prohibits states from revealing students' personal information without their consent. As part of these privacy protections, states are required to define the minimum number of students in any student group about whom data can be presented to the public. In New Mexico, this minimum is 10.

For all student groups with 9 or fewer students, data will show as **"Masked"**.

New Mexico also masks the top and bottom of percentage ranges to avoid reporting when all or nearly all members a student group share the same outcome. This data will show as, for example, **"≥ 95.0%"**, and will appear in graphs as a section of each affected bar that is shaded with diagonal hatching.

The [about page](#) displays New Mexico's full rules for masking students' personal information.

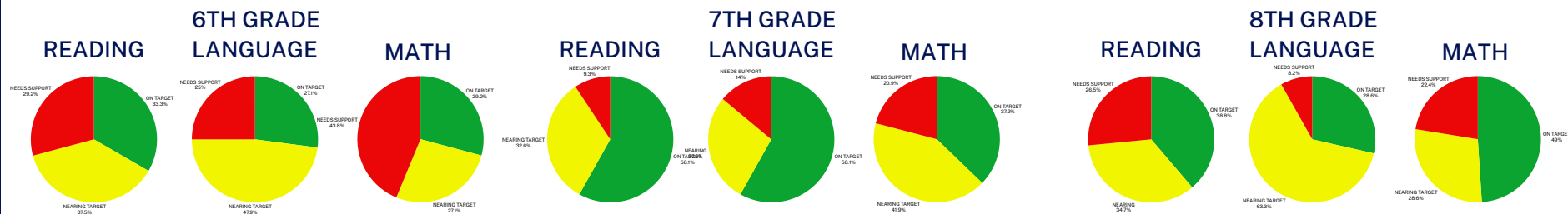
Different types of schools—elementary/middle schools, high schools, and K-2 schools—serve populations which behave differently and administer tests that use different standards. In math and language arts proficiency, for example, the SAT test for 11th graders is a college entrance exam, where MSSA for 3rd-8th graders is a test of the New Mexico Common Core State Standards, and Amira ISIP for Kindergarten-2nd graders is an interim assessment taken several times throughout the year. Proficiency rates for high school students, therefore, tend to be lower on average than proficiency rates for K-8 students, due to the greater difficulty of the test

used to calculate them. Attendance and English language test outcomes also tend to be lower for high school students than K-8 students.

Since district and state outcomes are a combination of elementary/middle, high school, and K-2 outcome rates, comparing schools to districts or to the state will tend to show high schools with relatively lower outcomes and elementary/middle and K-2 schools with relatively higher outcomes.

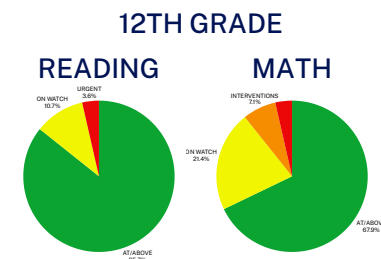
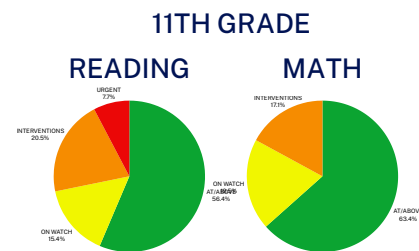
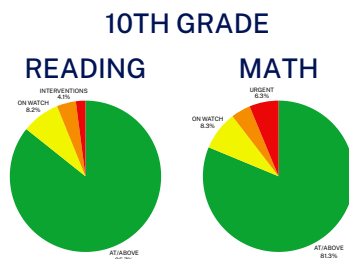
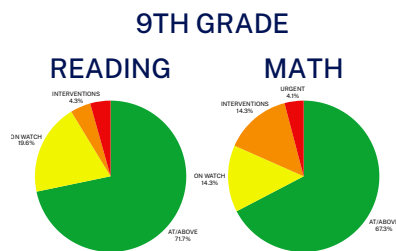
MIDDLE SCHOOL -IMSSA

GRADE	SUBJECT	ON TARGET	NEARING TARGET	NEEDS SUPPORT
6TH GRADE	READING	16	18	14
6TH GRADE	LANGUAGE	13	23	12
6TH GRADE	MATH	14	13	21
7TH GRADE	READING	25	14	4
7TH GRADE	LANGUAGE	25	12	6
7TH GRADE	MATH	16	18	9
8TH GRADE	READING	19	17	13
8TH GRADE	LANGUAGE	14	31	4
8TH GRADE	MATH	24	14	11



HIGH SCHOOL - RENAISSANCE STAR ASSESSMENT

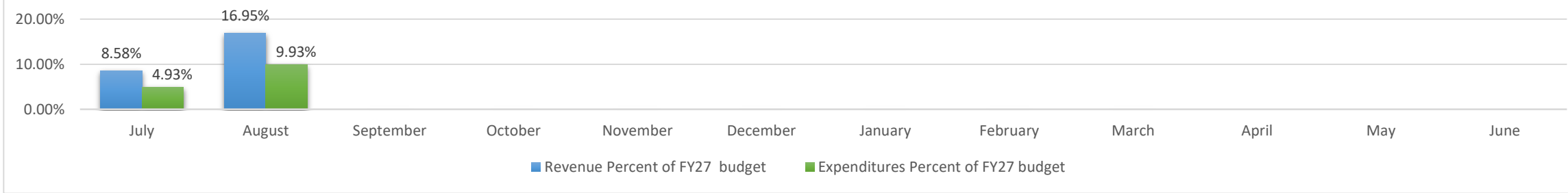
GRADE	SUBJECT	AT OR ABOVE GRADE LEVEL	ON WATCH	INTERVENTIONS NEEDED	URGENT INTERVENTIONS
9TH GRADE	READING	33	9	2	2
9TH GRADE	MATH	33	7	7	2
10TH GRADE	READING	42	4	2	1
10TH GRADE	MATH	39	4	2	3
11TH GRADE	READING	22	6	8	3
11TH GRADE	MATH	26	8	7	0
12TH GRADE	READING	24	3	0	1
12TH GRADE	MATH	19	6	2	1





Finance Summary as of August 31, 2026

Operational Revenue vs. Expenditures



AA Academy has received 16.95% of budgeted Operational revenue & expended 9.93% of budget through the end of the month.

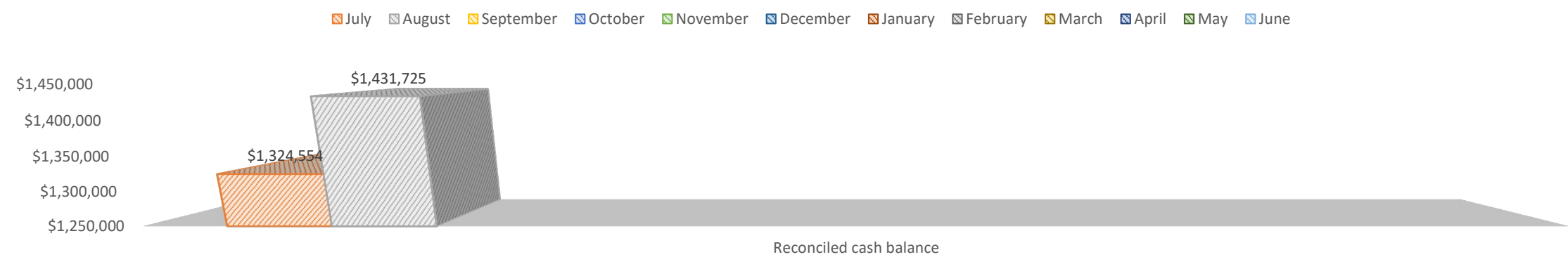
Bank Reconciliation:

- August 2026
 - o Reconciled cash balance at month end was \$2,439,727.15
 - o Outstanding items total \$1,030.13
 - o Revenues exceeded Expenditures by \$6,992.55 for the month.

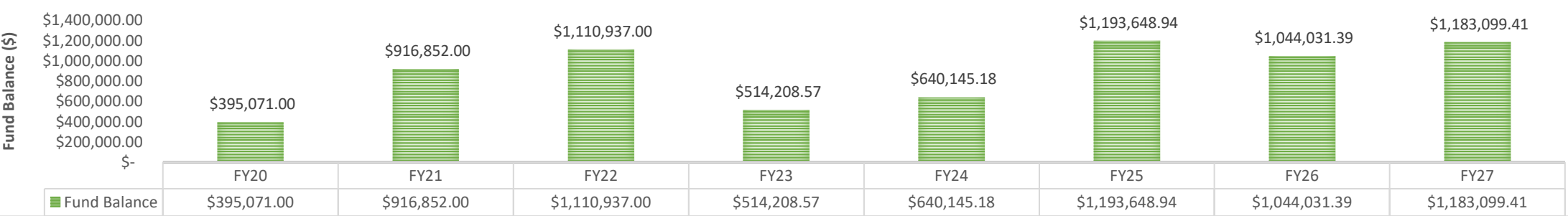
BARS for Approval:

BAR 2627-11000-0004-T

FY27 OPERATIONAL CASH BALANCE



HISTORICAL OPERATIONAL FUND BALANCE



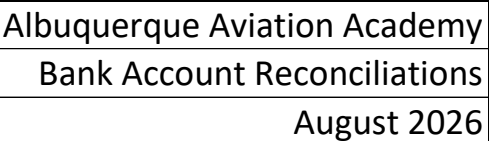


Albuquerque Aviation Academy

Bank Register Activity

August 2026

[illegible]

[illegible]

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 544-000-2627-0004-T

Fund Type: General Fund / Capital
Outlay / Debt Service

Adjustment Type: Transfer

Fiscal Year: 2026-2027

Entity Name: Albuquerque Aviation Academy

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Sean Fry, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-242-6640 x2501

Email: sean.fry@abqca.org

FLOWTHROUGH ONLY

Budget Period: 2026-07-01

To: 2027-06-30

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	1000 Instruction	56112 Other Instructional Materials	1010 Regular Education (PreK-12) Programs	544001 Albuquerque Aviation Academy	0000 No Job Class	\$651,329.46	(\$211,647.00)	\$439,682.46	
11000 Operational	2400 Support Services-School Administration	51100 Salaries Expense	0000 No Program	544001 Albuquerque Aviation Academy	1211 Coordinator/Subject Matter Specialist	\$115,898.00	\$4,802.00	\$120,700.00	
11000 Operational	2400 Support Services-School Administration	51100 Salaries Expense	0000 No Program	544001 Albuquerque Aviation Academy	1217 Secretarial/Clerical/Technical Assistants	\$45,000.00	\$5,000.00	\$50,000.00	
11000 Operational	2400 Support Services-School Administration	51100 Salaries Expense	0000 No Program	544001 Albuquerque Aviation Academy	1511 Data Processing		\$33,783.00	\$33,783.00	0.50
11000 Operational	2400 Support Services-School Administration	52111 Educational Retirement	0000 No Program	544001 Albuquerque Aviation Academy	1511 Data Processing		\$8,000.00	\$8,000.00	
11000 Operational	2400 Support Services-School Administration	52112 ERA - Retiree Health	0000 No Program	544001 Albuquerque Aviation Academy	1511 Data Processing		\$1,000.00	\$1,000.00	
11000 Operational	2400 Support Services-School Administration	52210 FICA Payments	0000 No Program	544001 Albuquerque Aviation Academy	1511 Data Processing		\$3,000.00	\$3,000.00	
11000 Operational	2400 Support Services-School Administration	52220 Medicare Payments	0000 No Program	544001 Albuquerque Aviation Academy	1511 Data Processing		\$1,000.00	\$1,000.00	
11000 Operational	2400 Support Services-School Administration	52311 Health and Medical Premiums	0000 No Program	544001 Albuquerque Aviation Academy	1511 Data Processing		\$10,000.00	\$10,000.00	
11000 Operational	2400 Support Services-School Administration	52313 Dental	0000 No Program	544001 Albuquerque Aviation Academy	1511 Data Processing		\$500.00	\$500.00	
11000 Operational	2400 Support Services-School Administration	52314 Vision	0000 No Program	544001 Albuquerque Aviation Academy	1511 Data Processing		\$200.00	\$200.00	
11000 Operational	2400 Support Services-School Administration	52500 Unemployment Compensation	0000 No Program	544001 Albuquerque Aviation Academy	1511 Data Processing		\$600.00	\$600.00	
11000 Operational	2400 Support Services-School Administration	55915 Other Contract Services	0000 No Program	544001 Albuquerque Aviation Academy	0000 No Job Class		\$25,000.00	\$25,000.00	

11000 Operational	2600 Operation & Maintenance of Plant	52112 ERA - Retiree Health	0000 No Program	544001 Albuquerque Aviation Academy	1113 Administrative Associates		\$20.00	\$20.00	
11000 Operational	2600 Operation & Maintenance of Plant	53711 Other Charges	0000 No Program	544001 Albuquerque Aviation Academy	0000 No Job Class	\$850.00	\$22,000.00	\$22,850.00	
11000 Operational	2600 Operation & Maintenance of Plant	54311 Maintenance & Repair - Furniture/Fixtures/Equipment	0000 No Program	544001 Albuquerque Aviation Academy	0000 No Job Class	\$2,000.00	\$20,000.00	\$22,000.00	
11000 Operational	2600 Operation & Maintenance of Plant	54312 Maintenance & Repair - Buildings and Grounds	0000 No Program	544001 Albuquerque Aviation Academy	0000 No Job Class	\$6,000.00	\$60,000.00	\$66,000.00	
11000 Operational	2700 Student Transportation	51100 Salaries Expense	0000 No Program	544001 Albuquerque Aviation Academy	1113 Administrative Associates	\$20,453.00	\$1,000.00	\$21,453.00	
11000 Operational	2700 Student Transportation	52111 Educational Retirement	0000 No Program	544001 Albuquerque Aviation Academy	1113 Administrative Associates	\$3,713.00	\$180.00	\$3,893.00	
11000 Operational	2700 Student Transportation	52210 FICA Payments	0000 No Program	544001 Albuquerque Aviation Academy	1113 Administrative Associates	\$1,269.00	\$62.00	\$1,331.00	
11000 Operational	2700 Student Transportation	52311 Health and Medical Premiums	0000 No Program	544001 Albuquerque Aviation Academy	1113 Administrative Associates	\$3,941.00	\$500.00	\$4,441.00	
11000 Operational	4000 Capital Outlay	54640 Rental - Lease To Purchase	0000 No Program	544001 Albuquerque Aviation Academy	0000 No Job Class	\$467,509.80	\$15,000.00	\$482,509.80	
Sub Total							\$0.00		0.50
Indirect Cost									
DOC. TOTAL							\$0.00		

Justification:

Move budget authority for actual staff salaries, the Grant Plant support, facilities and capital budget for cash carryover targeting. SDF.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.