Item No. 5.C

AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: June17, 2016

II. Item Title: Vote on Charter School Amendment – Amy Biehl High School to Add School Site

III. Executive Summary and Proposed Motions:

Request and Rationale

Amy Biehl High School is requesting to amend the school's primary physical location to lease additional classroom and office (3323 ft.) space at the SIMMS building located across the street from the school at 400 Gold Ave. SW Albuquerque, New Mexico, 87102. The school indicates the rationale for its request to add additional space is:

> Amy Biehl High School is committed to a mission of Service and Scholarship; this includes offering a variety of required and elective courses for a diverse student population. To meet this commitment the school requires additional classroom and office space. Courses offered in this space will include 12th Grade ELA, Economics, Pre-Calculus and College Counseling.

School History

Amy Biehl High School was founded in 1999 and was originally chartered through the APS school district. The school was created to intentionally connect students with the surrounding community through civic engagement as well as employ meaningful, relevant student assessment through dual enrollment. The school has always embraced an inclusion model and strove to provide a rigorous and relevant educational experience to all students.

The charter school was approved in 1999 by Albuquerque Public Schools. In 2010 the New Mexico Public Education Commission (PEC) approved Amy Biehl's renewal as a state authorized charter school for 5 years. The School applied for and received a 5 year renewal by the PEC in 2015. The school serves grades 9-12 and its enrollment cap is 325. According to the 2016 120th Day STARS report, the school had 296 students enrolled in March, 2016.

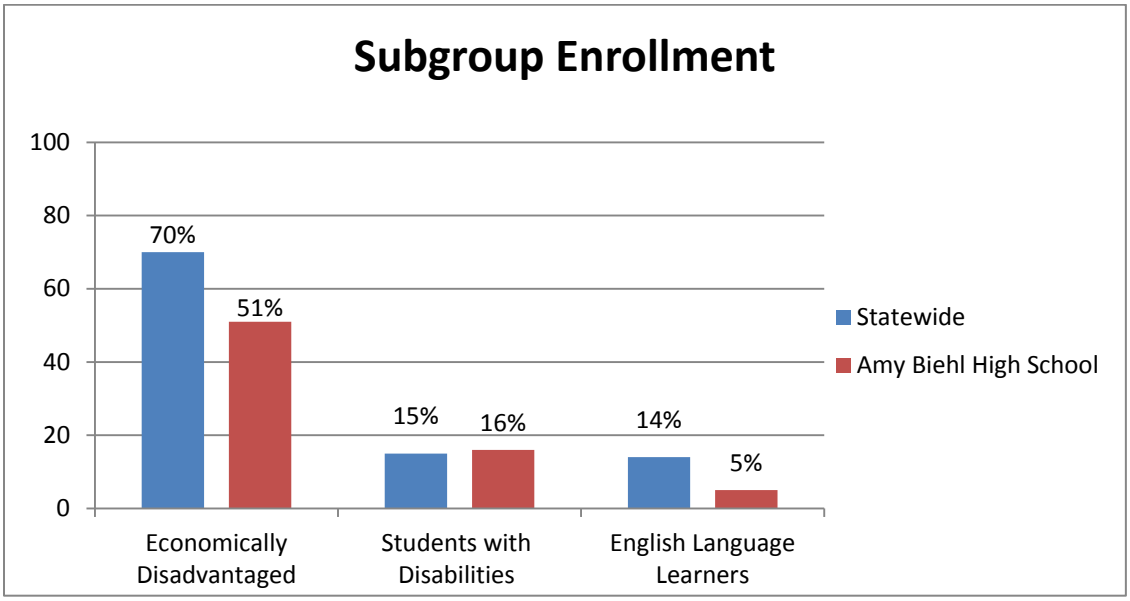
Amy Biehl's academic program targets their mission, specifically college readiness and civic mindedness. The school staff works to intentionally cultivate a school culture that is committed to social justice and civic responsibility.

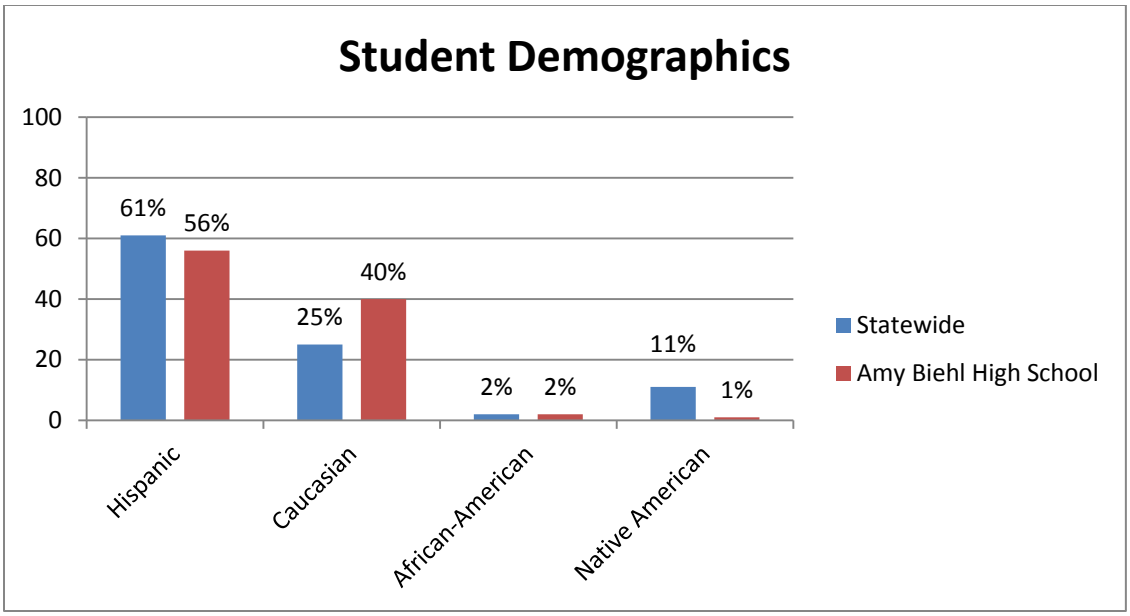
School Enrollment and Demographics Data

The 120th day enrollment count at Amy Biehl High School was 276 students for the 2015-2016 school year and 295 students for the 2014-2015 school year. This demonstrates a *decrease* in total enrollment by 19 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first full week of the 2015- 2016 school year shows a re-enrollment rate of approximately 88%.

Student demographics and subgroup enrollment for Amy Biehl High School Academy for the 2015-16 120th day reporting, as compared to statewide data is provided below. The STARS data indicates the school has a somewhat smaller percentage of Economically Disadvantaged students and English Language Learners enrolled than the percentage of such students enrolled in schools across New Mexico. Amy Biehl High School has a slightly higher percent of Students with disabilities as compared to the statewide percentage.





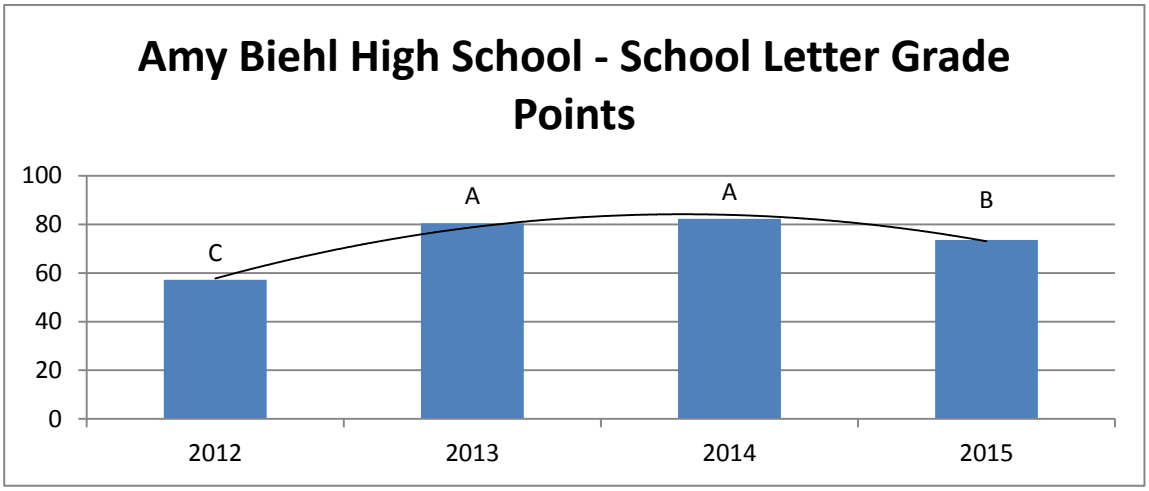
School Performance

Amy Biehl High School has received the following school grades:

In 2011-12 the school grade was a C
In 2012-13 the school grade was an A
In 2013-14 the school grade was an A
In 2014-15 the school grade was a B

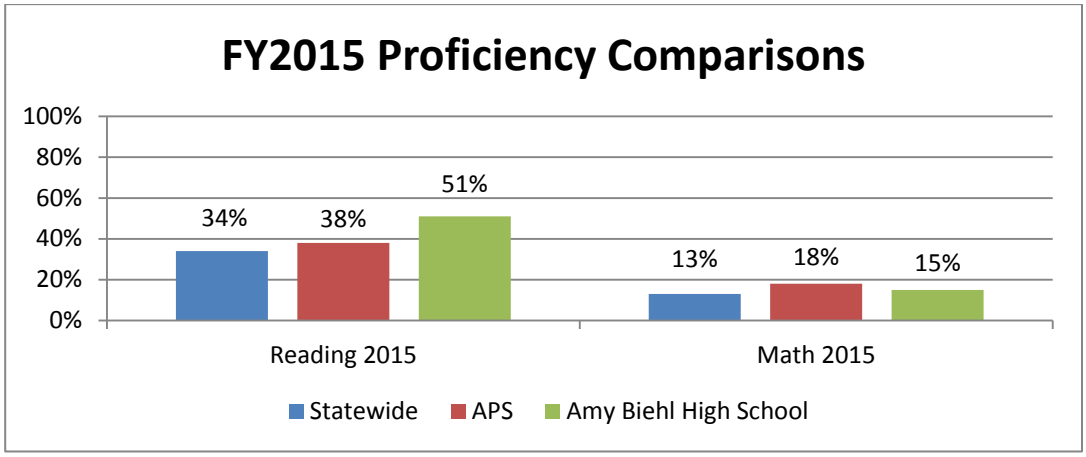
The school currently maintains a three year average of an A.

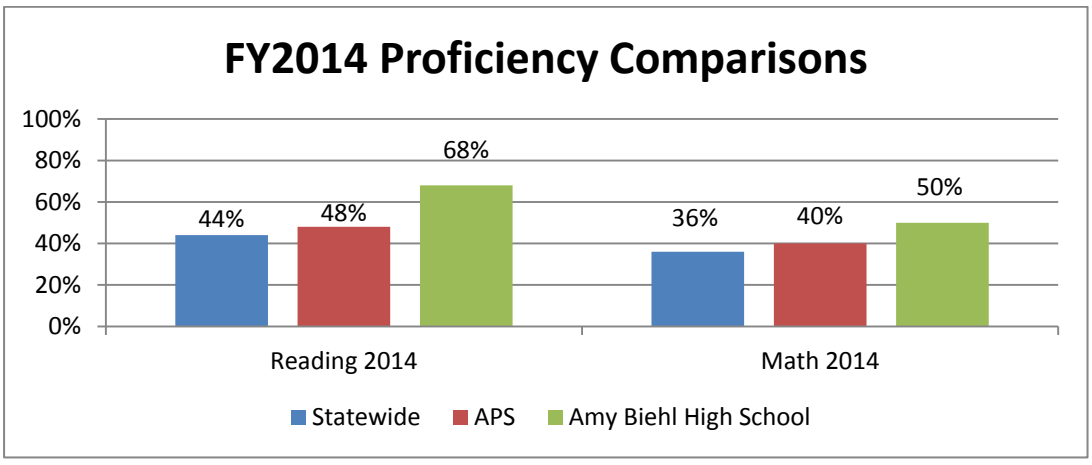
Amy Biehl is able to demonstrate a strong academic performance on the state report card over the last 3 years. As demonstrated in the graph below, the school has demonstrated a consistent high average number in points over the last three years.



The 2015 state assessment letter grade and performance data demonstrate a decrease in “Current Standing” from an A to a B, a decrease in “Student Growth of Highest Performing Students” from an A to a B, and a decrease in “Student Growth of Lowest Performing Students” from a B to a C, but a slight improvement in the "Opportunity to Learn" from a B to an A. All other measures remain unchanged.

The table below shows a comparison of the school’s state assessment proficiency data to the statewide data for the same grade levels and the Albuquerque Public Schools District data for the same grade levels. This comparison for 2014 and for 2015 indicates that the school continued to score above the statewide and Albuquerque Public Schools’ proficiency rates in reading. The school’s math proficiency rate declined in 2015. However, in both years, Amy Biehl High School has had a higher math proficiency rate than the state’s rate.





Proposed Motions

- Move to **approve** the amendment request presented by Amy Biehl High School to amend the school's primary physical location to include leased additional classroom and office (3323 ft.) space at the SIMMS building located across the street from the school at 400 Gold Ave. SW Albuquerque, New Mexico, 87102, with the condition that the school provide evidence of E-Occupancy and compliance with all facilities requirements and final approved governing board minutes.

- Move to **deny** the amendment requests presented by Amy Biehl High School to amend the school's primary physical location to include leased additional classroom and office (3323 ft.) space at the SIMMS building located across the street from the school at 400 Gold Ave. SW Albuquerque, New Mexico, 87102. [**PEC to provide reasons that the request should be denied**].

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

Please complete and submit this form to: **Attorney for the Public Education Commission**, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Amy Biehl High School

Date submitted: 6/8/2016 Contact Name: Frank McCulloch E-mail : fmcculloch@abhs.k12.nm.us

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 8.01.10 (pg. 21)	The Charter School's Primary Location is 123 4th Street SW, Albuquerque, NM 87102.	Amy Biehl High School would like to lease additional classroom and office (3323 ft.) space at the SIMMS building located across the street from the school at 400 Gold Ave. SW Albuquerque, New Mexico, 87102	*Amy Biehl High School is committed to a mission of Service and Scholarship; This includes offering a variety of required and elective courses for a diverse student population. To meet this commitment the school requires additional classroom and office space. Courses offered in this space will include 12th Grade ELA, Economics, Pre-Calculus and College Counseling.*	6/14/2016

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

☐ APPROVED ☐ DENIED

State of New Mexico
Public School Facilities Authority

Robert A. Gorrell,
Director

Santa Fe Office
401 Don Gaspar Ave
Santa Fe, NM 87505
(505) 988-5989
(505) 988-5933 (Fax)

www.nmpsfa.org

Albuquerque Office
1312 Basehart Dr SE, St200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

March 15, 2016

Frank McCulloch
Executive Director/Principal
Amy Biehl Charter High School
123 4th Street SW
Albuquerque, NM 87102

Dear Director McCulloch,

On February 18, 2016 the Public Schools Facility Authority received correspondence from you requesting to have an assessment of a facility located at 400 Gold Ave SW, Albuquerque, NM in order to determine if this facility meets statewide adequacy standards for charter schools, pursuant to 22-20-1 NMSA 1978. In addition to your current location at 123 4th Street SW, the school plans to occupy the north east corner of this facility. The portion the school will occupy is approximately 3,323 GSF. In accordance with this statute, PSFA shall grant approval of the facility if (1) the facility meets applicable provisions of the Statewide Adequacy Standards pursuant to the Public School Capital Outlay Act, or if the building can be brought into compliance with those standards within 18 months;and (2) the subject facility garners a weighted New Mexico Condition Index (wNMCI) score that is at least equal to the average score for all New Mexico public school facilities for the year in which the request is made.

The requested assessment of this facility was conducted on February 23, 2016. A wNMCI score was generated for this facility as a result of this assessment. The resulting score is 17.32% which is better than the current average of 18.98% (lower is better).

Currently this facility has a Business Occupancy Classification (B occupancy) which, under the 2009 New Mexico Building Codes is acceptable for "Educational occupancies for students above the 12th grade". B occupancy classifications, under the New Mexico Building Codes, is not acceptable for housing students below the 12th grade and therefore must be changed to an Educational Occupancy (E occupancy) Classification in order for students below the 12th grade to occupy the proposed space pursuant to 22-8B-4.2 (A). The jurisdiction having authority to issue the Educational Certificate of Occupancy is the City of Albuquerque. Prior to occupancy you must obtain an E Occupancy Certification from the City of Albuquerque.

In addition, the proposed facility and desire to expand into other areas and increase the number of students served must be included in the charter school's charter agreement approved by the New Mexico Public Education Commission.

If you have any questions regarding this correspondence, please feel free to contact me at any time. I can be reached at 505-468-0274.

_____

Martica Casias
Planning & Design Manager
Public School Facilities Authority

Cc: Norma Ahlskog, PSFA Financial Specialist

ABHS Governing Board Minutes **March 10th, 2016**

Present:

Board Members: Kevin Hoover, Leslie Andrews, Cliff Wintrode, Rachel Berenson, Emily Darnell-Nunez, Gabrielle Uballez

Staff Members: Frank McCulloch, Betty Seeley, Stacey Cotty

Absent: Finnie Coleman, Eduardo Martinez, Miriam Rand

Call to Order and consent of agenda items previously submitted: The meeting was called to order at 5:35 pm.

I. Approval of Previous Minutes: All approved by consensus.

II. Public Comment (2 minutes per speaker. Speakers must sign up prior to the start of meeting. (Limit of 10 minutes total time.) There were no speakers present

III. New Business

a) SIMMS Rental and Vote**: Leslie motioned to approve the Simms Lease, to be signed by Kevin Hoover; Cliff seconded the motion; the motion carried unanimously.

IV. Old Business

a) Increased Collaboration and Communication between ABHS Governance and Foundation Boards

V. Committee Reports

a) Audit: The FY 14 Audit was distributed and discussed. A policy regarding mileage reimbursement will be developed and presented at a future meeting.
b) Governance/Executive
c) Finance/Finance Director's and Treasurer's report(s)
d) Teacher Compensation committee: 2016 – 2017 Faculty Compensation Scenarios Discussion and Vote**: Leslie motioned to approve the new teacher and ancillary staff salary schedule that was presented by the committee, Cliff seconded the motion, the motion carried unanimously.
e) BARS** The following BAR's were presented:
$6,824.00 in additional funding for IDEA-B
$58.00 in funding for IDEA-Risk Pool
$10,103 in additional funding for Title II Professional Development
Cliff motioned to approve the BAR's as presented; Emily seconded the motion, the motion carried unanimously.

VI. Closed Session 10-15-1(H)(8). It was determined that there was no need to go into closed session.

The Meeting was adjourned at 7:05pm.

Amy Biehl High School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.The following person has been designated to handle inquiries regarding the non-discrimination policies: Frank McCulloch Executive Director/Principal 123 4th St. NW, Albuquerque, NM 87102 (505) 468 - 0620 Section 504 Coordinator Gloria Vigil 123 4th St. NW, Albuquerque, NM 87102 (505) 468-0637 Title IX Coordinator Maribeth Dvorak 123 4th St. NW, Albuquerque, NM 87102 (505) 468-0625

School Grade Report Card 2014

Certified

Final Grade

A

Amy Biehl High Charter

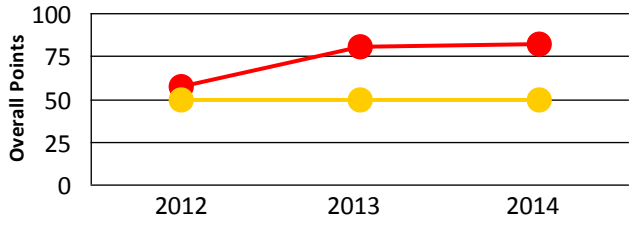
District: State Charter

Grade Range: 09 - 12 Code: 525001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	12.5	A	22.92	30
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?	5.8	C	5.51	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state	3.6	A	9.23	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.7	B	9.18	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	B	7.15	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	12.8	C	13.24	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0	A	12.73	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		2.33	5



3 Year Average

73.3

B

Final School Grade

75.0	to < 100.0	A
65.0	to < 75.0	B
50.0	to < 65.0	C
35.0	to < 50.0	D
0.0	to < 35.0	F

Total Points

82.29

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing

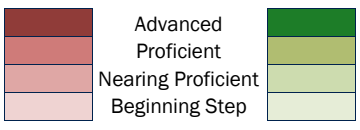
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

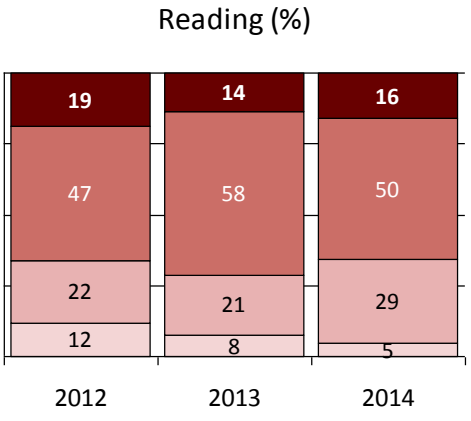
Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

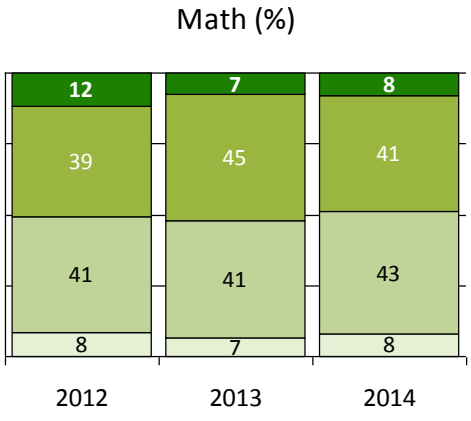
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	65.9	69.6	59.6	71.8	-	62.5	-	-	58.1	31.3	-	30.8
Proficient and Advanced (Pts)	7.42											
Value Added Model (Pts)	5.00											
Math												
Proficient and Advanced (%)	48.8	43.0	58.7	57.9	-	43.8	-	-	44.6	25.0	-	<2.0
Proficient and Advanced (Pts)	5.50											
Value Added Model (Pts)	5.00											

3 Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.







School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented with Value Added Modeling (VAM) which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED"s School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	Reading	*Math*
Difference from Expected Growth (SS Points)	0.535	0.345
Points Earned	3.45	2.06

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

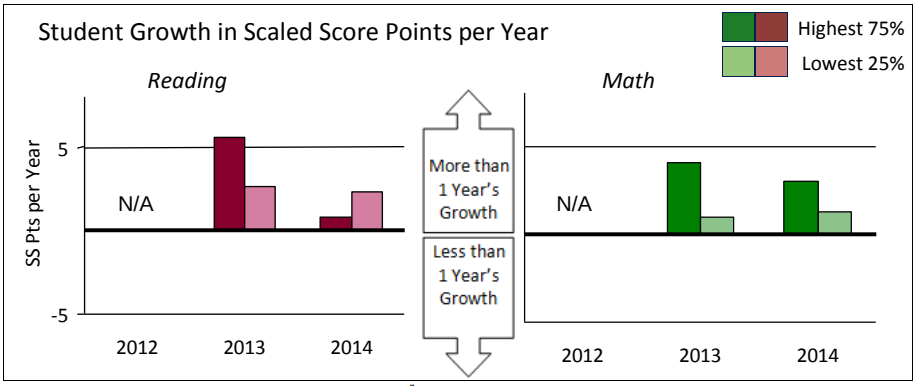
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	All Students	Gender				Race / Ethnicity										Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient	
		Female		Male		White		African American		Hispanic		Asian		Am Indian									
		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range	
Reading Growth																							
Highest 75% (SS/Yr)	0.8	-2.7	1.6	-2.9	1.4	-2.7	1.6	-	-	-2.8	1.5	-	-	-	-	-2.9	1.4	-	-	-	-	-3.1	1.2
Highest 75% (Pts)	4.23																						
Lowest 25% (SS/Yr)	2.3	-2.0	2.3	-	-	-	-	-	-	-2.0	2.3	-	-	-	-	-2.0	2.3	-	-	-	-	-	-
Lowest 25% (Pts)	4.78																						
Math Growth																							
Highest 75% (SS/Yr)	3.0	-3.3	.8	-3.1	1.0	-3.2	1.0	-	-	-3.3	.8	-	-	-	-	-3.3	.8	-	-	-	-	-	-
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	1.3	-3.1	1.0	-3.0	1.1	-	-	-	-	-3.1	1.0	-	-	-	-	-3.1	1.0	-3.6	.5	-	-	-	-
Lowest 25% (Pts)	4.40																						



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences	
Reading	9.0
Math	11.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year
Reading +1.7 per year

Opportunity to Learn (OTL) The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

	All Students	Gender F	Gender M	Race / Ethnicity White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
OTL Attendance (Student Average)	96.0	95.9	96.1	95.9	95.8	96.1	-	95.5	96.3	95.7	-	95.1
OTL Attendance (Points Earned)	3.03											
OTL Survey (Average Total Score)	38.5	38.6	38.2	36.9	-	38.9	-	-	38.8	34.0	-	41.1
OTL Survey (Points Earned)	4.12											
OTL Survey Questions Reading	The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.											
1. My teacher introduces a new topic by connecting to things I already know.	4.0	4.0	3.9	4.0	-	3.9	-	-	3.9	3.6	-	4.1
2. My teacher explains why what we are learning is important.	3.8	3.7	3.9	3.6	-	3.9	-	-	3.9	3.2	-	4.1
3. My teacher explains how learning a new topic is a foundation for other topics.	3.5	3.6	3.5	3.7	-	3.4	-	-	3.5	3.1	-	3.8
4. Every student gets a chance to answer questions.	4.3	4.3	4.3	4.1	-	4.4	-	-	4.3	4.1	-	4.3
5. My teacher wants me to explain my answers.	4.4	4.5	4.4	4.3	-	4.5	-	-	4.4	3.9	-	4.7
6. My teacher knows when I understand, and when I do not.	3.5	3.6	3.5	3.4	-	3.6	-	-	3.7	3.2	-	3.6
7. My teacher explains things in different ways so everyone can understand.	3.8	3.9	3.7	3.6	-	3.9	-	-	3.8	3.1	-	4.2
8. My teacher gives me helpful feedback on work I turn in.	4.3	4.3	4.3	4.1	-	4.5	-	-	4.4	4.0	-	4.6
9. My teacher checks our understanding.	3.9	3.8	4.0	3.7	-	4.0	-	-	4.0	3.5	-	4.2
10. My teacher takes the time to summarize what we learn each day.	4.0	4.0	3.9	4.0	-	3.9	-	-	3.9	2.2	-	3.5
OTL Survey Questions Math												
1. My teacher introduces a new topic by connecting to things I already know.	3.5	3.5	3.6	3.4	-	3.5	-	-	3.6	3.4	-	3.9
2. My teacher explains why what we are learning is important.	2.8	2.7	3.0	3.0	-	2.8	-	-	2.8	2.6	-	3.1
3. My teacher explains how learning a new topic is a foundation for other topics.	3.6	3.7	3.6	3.8	-	3.6	-	-	3.6	3.1	-	3.8
4. Every student gets a chance to answer questions.	3.9	4.0	3.8	4.0	-	3.9	-	-	3.8	3.9	-	4.2
5. My teacher wants me to explain my answers.	4.4	4.4	4.4	4.4	-	4.3	-	-	4.2	4.3	-	4.5
6. My teacher knows when I understand, and when I do not.	3.3	3.3	3.3	3.3	-	3.3	-	-	3.4	3.2	-	3.5
7. My teacher explains things in different ways so everyone can understand.	3.6	3.6	3.6	3.5	-	3.6	-	-	3.5	3.3	-	4.0
8. My teacher gives me helpful feedback on work I turn in.	3.7	3.7	3.8	3.6	-	3.9	-	-	3.7	3.9	-	3.8
9. My teacher checks our understanding.	3.8	3.8	3.8	3.9	-	3.8	-	-	3.7	4.0	-	4.1
10. My teacher takes the time to summarize what we learn each day.	3.5	3.5	3.6	3.4	-	3.5	-	-	3.6	2.8	-	3.8

Color Key:
4 or 5, Rated High
2 or 3, Rated Mid
0 or 1, Rated Low

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Cohort of 2013 - 4-Year Rate												
Percent Graduating	73.1	85.5	58.5	62.9	-	73.4	-	-	71.2	69.0	-	N/A
Points Earned	5.85											
Cohort of 2012 - 5-Year Rate												
Percent Graduating	73.9	82.5	62.0	75.7	-	69.9	-	-	67.2	77.0	-	N/A
Points Earned	2.22											
Cohort of 2011 - 6-Year Rate												
Percent Graduating	63.1	78.8	43.9	64.9	-	62.5	-	-	34.2	43.4	-	N/A
Points Earned	1.26											

Growth in 4-Year Rates
Value Added Modeling takes into account the school's prior 3 years.

Growth Index (Increase)	2.1
Points Earned	3.91

SAM Rates

SAM Graduation (%)

This school did not qualify to be a SAM school.

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
2) Evidence that the student can pass a college level course (Advanced Placement, Dual Credit, or IB)
3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at http://ped.state.nm.us/Graduation/index.html.

50% or Higher
20% -50%
Below 20%

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Participation (% of Cohort)	90.9	97.1	83.5	93.9	>98.0	87.0	>98.0	>98.0	89.9	94.7	93.7	N/A
Participation (Pts)	4.5											
Success (% of Participants)	81.9	95.3	63.8	84.2	73.9	81.2	>98.0	76.5	83.7	44.9	38.1	N/A
Success (Pts)	8.2											
Percent of School's Cohort of 2013 Participating in Each CCR Opportunity												
ACT	67.6	75.7	58.1	68.3	>98.0	60.0	>98.0	>98.0	58.6	53.1	75.4	-
PLAN	12.5	7.3	18.6	10.8	<2.0	13.6	<2.0	23.5	11.9	44.2	<2.0	-
SAT	<2.0	2.1	<2.0	<2.0	4.3	2.0	<2.0	<2.0	2.4	2.7	<2.0	-
PSAT	15.2	14.2	16.4	20.6	30.4	12.3	<2.0	5.9	17.3	26.5	26.2	-
AccuPlacer	5.6	2.1	9.7	4.5	<2.0	6.8	<2.0	5.9	4.1	2.7	31.7	-
Advanced Placement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	2.3	<2.0	15.9	-
Dual Credit	61.5	80.2	39.7	55.5	69.6	62.5	>98.0	70.6	60.0	31.9	35.7	-
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-
Career Technical Education	4.2	4.0	4.4	3.6	<2.0	5.4	<2.0	<2.0	2.3	<2.0	15.9	-
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0

Bonus Points While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

☑ Student Engagement ☑ Parental Engagement ☐ Extracurricular Activities ☑ Truancy Improvement

Supplemental Information

Similar Schools While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

Ranks High
Ranks Mid
Ranks Low

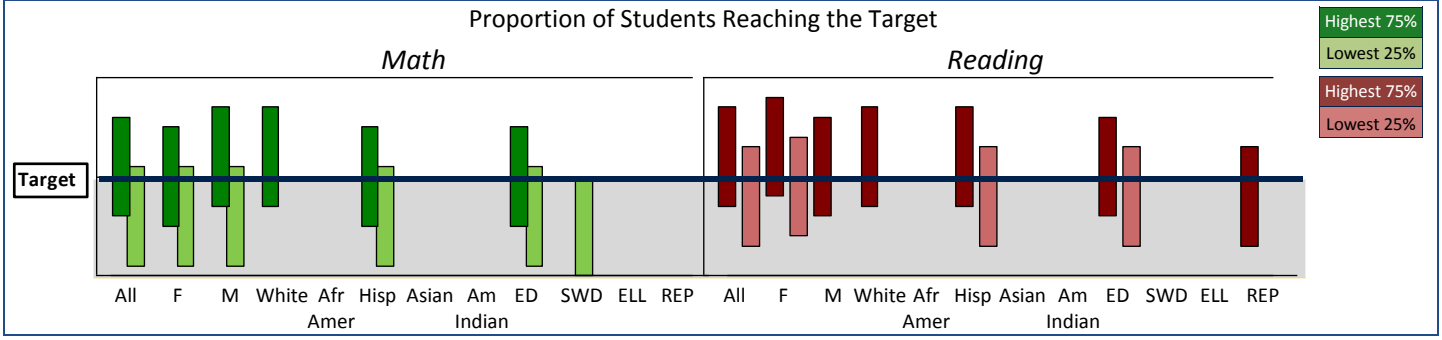
School Rank

	ELL		*SWD*		*Ethnicity*		*ED*		*Mobility*		*Composite*	
Students (% Tested)	2.3		13.2		67.2		57.3		1.3			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	11	(27)	7	(35)	3	(35)	6	(35)	13	(34)	8	(35)
School Growth	14	(27)	17	(35)	19	(35)	13	(35)	17	(34)	20	(35)
Student Growth, Highest 75%	19	(27)	22	(35)	27	(35)	15	(35)	15	(34)	23	(35)
Student Growth, Lowest 25%	11	(27)	8	(35)	12	(35)	11	(35)	10	(34)	10	(35)
Opportunity to Learn	2	(27)	5	(34)	3	(35)	4	(35)	3	(34)	6	(35)
Graduation	7	(27)	7	(34)	7	(35)	3	(35)	8	(34)	5	(35)
College and Career Readiness	7	(27)	7	(34)	5	(35)	9	(35)	15	(34)	10	(35)

School Growth Targets Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading **Target 61.0%**	Highest 75% (%)	70.1	75.4	61.9	71.4	-	67.2	-	-	63.3	-	-	27.3
	Lowest 25% (%)	26.3	35.7	-	-	-	30.8	-	-	28.6	-	-	-
Math **Target 55.0%**	Highest 75% (%	59.6	53.7	68.6	65.5	-	53.6	-	-	50.9	-	-	-
	Lowest 25% (%)	8.3	8.0	9.1	-	-	12.5	-	-	9.5	.0	-	-

Graduation **Target 73.7%** For high schools graduation rates for the Cohort of 2013 are available on page 5.



Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	>98.0	97.5	>98.0	>98.0	-	>98.0	-	-	>98.0	>98.0	-	-
Math (%)	>98.0	97.5	>98.0	97.4	-	>98.0	-	-	>98.0	>98.0	-	-

School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2014 (Avg SS)	42.8	43.3	41.8	44.4	-	42.1	-	-	41.4	35.5	-	38.7
	2013 (Avg SS)	43.1	44.6	41.0	46.0	-	40.6	-	-	42.7	34.1	-	-
	2012 (Avg SS)	41.8	44.7	38.6	45.0	-	39.8	-	-	41.9	31.1	-	-
Math	2014 (Avg SS)	38.9	38.1	40.1	40.6	-	38.1	-	-	38.0	30.9	-	32.5
	2013 (Avg SS)	39.7	40.1	39.3	43.0	-	37.3	-	-	40.1	31.3	-	-
	2012 (Avg SS)	40.3	40.9	39.5	43.6	-	37.8	-	-	39.9	32.6	-	-

Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.

5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).

6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

School Grade Report Card
2015 Certified

Final Grade

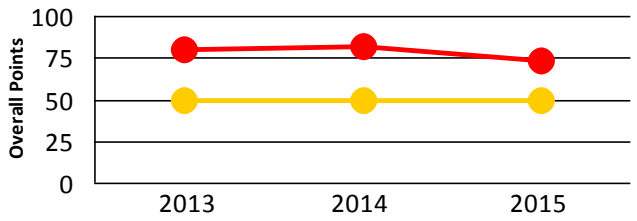
B

Amy Biehl High Charter

District: State Charters
Grade Range: 09 - 12 Code: 525001

This School
Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	12.5	B	15.95	30
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	5.8	C	5.65	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	3.6	B	5.57	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.7	C	8.14	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	A	7.39	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.	12.8	C	12.57	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0	A	13.43	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		4.88	5



3-Year Average

78.8

A

Final School Grade			
75.0	to <	100.0	A
65.0	to <	75.0	B
50.0	to <	65.0	C
35.0	to <	50.0	D
0.0	to <	35.0	F

Total Points

73.58

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing

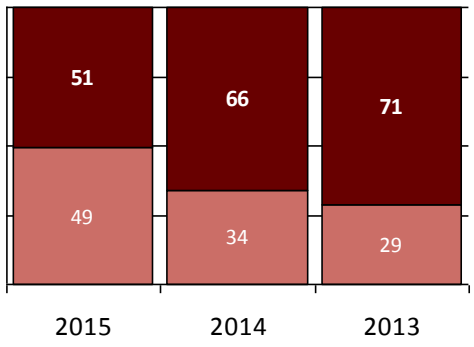
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

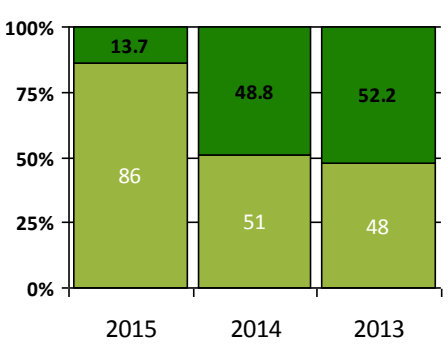
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	50.6	56.5	42.9	58.2	28.6	44.6	>98.0	50.0	41.8	13.3	<2.0
Proficient and Advanced (Pts)	2.53										
Value Added Model (Pts)	8.69										
Math											
Proficient and Advanced (%)	13.7	15.2	11.7	22.0	<2.0	7.3		<2.0	8.9	3.3	<2.0
Proficient and Advanced (Pts)	0.68										
Value Added Model (Pts)	4.04										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

Proficient
Not Proficient





School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	Reading	*Math*
Value Added Score	1.010	-0.562
Points Earned	4.22	1.44

School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	0.77	0.48	0.69	0.61	0.23	0.54	0.69	0.68	0.55	0.83	-0.81
Highest 75% (Pts)	3.90										
Lowest 25% (VAS)	1.21	0.19	0.56	0.29	-0.03	0.45	-	-	0.34	0.34	0.29
Lowest 25% (Pts)	4.43										
Math Growth											
Highest 75% (VAS)	-0.42	0.28	0.09	0.12	1.11	0.25	-	0.70	0.16	-0.09	0.12
Highest 75% (Pts)	1.67										
Lowest 25% (VAS)	0.65	0.33	-0.18	-0.04	0.26	0.12	-	-	-0.04	0.04	-0.19
Lowest 25% (Pts)	3.71										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	96.1	96.0	96.2	95.9	-	96.2	-	-	95.8	95.2	97.3
Attendance (Points)	3.03										

Survey (Average)	39.2	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.	*Reading* 39.7
Survey (Points)	4.4		*Math* 38.7
Count of Surveys (N)	450		*General* NA

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: http://ped.state.nm.us/Graduation/index.html.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2014 - 4-Year Rate											
Cohort Graduation (%)	78.1	89.0	62.8	79.5	-	76.3	-	-	70.5	60.6	-
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	6.25										
Cohort of 2013 - 5-Year Rate											
Graduation (%)	73.1	85.5	58.5	62.9	-	73.4	-	-	71.2	69.0	-
Points Earned	2.2										
Cohort of 2012 - 6-Year Rate											
Graduation (%)	73.9	82.5	62.0	75.7	-	69.9	-	-	67.2	77.0	-
Points Earned	1.5										

Growth in 4-Year Rates		
Growth takes into account three years of graduation rates.	Growth Index	.27
	Points Earned	2.65

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at http://ped.state.nm.us/Graduation/index.html.

50% or Higher
20% -50%
Below 20%

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	88	92	82	87	100	89	-	74	80	77	85
Participation (Pts)	4.39										
Success (% of Participants)	90	89	92	89	92	90	-	100	81	89	0
Success (Pts)	9.04										
Percent of School's Cohort of 2014 Participating in Each CCR Opportunity											
ACT	52.4	65.3	34.3	48.9	92.3	49.4	-	74.2	48.6	20.8	31.9
PLAN	6.5	4.1	9.9	2.7	<2.0	10.6	-	<2.0	3.3	20.8	<2.0
SAT	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
PSAT	73.6	81.2	62.9	70.9	>98.0	73.3	-	74.2	64.0	54.9	23.9
AccuPlacer	4.1	<2.0	7.4	<2.0	<2.0	7.3	-	<2.0	5.6	7.6	<2.0
Advanced Placement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	31.9
Dual Credit	76.4	88.2	59.7	76.6	92.3	75.1	-	74.2	69.4	56.8	29.4
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	<2.0	2.5	<2.0	3.6	<2.0	<2.0	-	<2.0	<2.0	5.7	<2.0
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0		<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	3.3	3.6	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- [x] Student Engagement
- [x] Parental Engagement
- [ ] Extracurricular Activities
- [x] Truancy Improvement
- [x] Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%)	100
Math (%)	98

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		*SWD*		*Ethnicity*		*ED*		*Mobility*		*Composite*	
Students (% Tested)	3.3		12.6		55.9		56.1		1.0			
	Rank	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**
Current Standing	14	(36)	11	(36)	18	(36)	9	(36)	17	(35)	15	(35)
School Growth	16	(36)	16	(36)	19	(36)	12	(36)	15	(35)	18	(35)
Student Growth, Highest 75%	15	(36)	15	(36)	19	(36)	17	(36)	17	(35)	16	(35)
Student Growth, Lowest 25%	5	(36)	4	(36)	11	(36)	2	(36)	8	(35)	6	(35)
Opportunity to Learn	6	(36)	7	(36)	6	(36)	5	(36)	10	(35)	8	(36)
Graduation	21	(36)	20	(36)	23	(36)	16	(36)	21	(35)	25	(36)
College and Career Readiness	9	(36)	8	(36)	9	(36)	8	(36)	15	(35)	7	(36)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

				Gender		Race / Ethnicity							
		Target	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Growth Lowest 25% (Q1)	Reading	.0038	Y	Y	Y	Y	N	Y	.	.	Y	Y	Y
	Math	-.0334	Y	Y	N	N	Y	Y	.	.	N	Y	N
Growth Highest 75% (Q3)	Reading	-.0481	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
	Math	-.0613	N	Y	Y	Y	Y	Y	.	Y	Y	Y	N
Proficiency	Reading	33.3%	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N
	Math	17.6%	N	N	N	Y	N	N		N	N	N	N
Graduation	4-Year Cohort	75.6%	Y	Y	N	Y		Y			N	N	

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html.

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading Proficiency	2015 (%)	50.6	56.5	42.9	58.2	28.6	44.6	>98.0	50.0	41.8	13.3	<2.0
	2014 (%)	65.9	69.6	59.6	71.8		62.5			58.1	31.3	
	2013 (%)	71.4	73.4	68.5	81.5		62.0			68.3	27.8	
Math Proficiency	2015 (%)	13.7	15.2	11.7	22.0	<2.0	7.3		<2.0	8.9	3.3	<2.0
	2014 (%)	48.8	43.0	58.7	57.9		43.8			44.6	25.0	
	2013 (%)	52.2	50.6	54.5	72.7		38.0			54.7	15.8	

Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in reading and math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-11.

5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

School Grade Report Card
2013

Certified

Final Grade

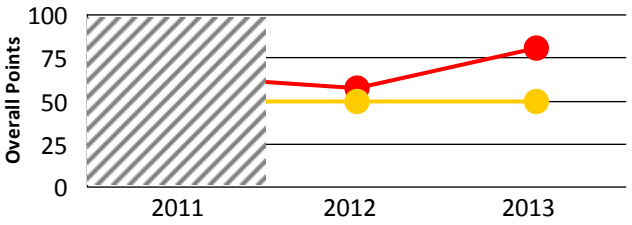
A

Amy Biehl High Charter

District: State Charters
Grade Range: 09-12 Code: 525001

This School
Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	12.5	A	22.04	30
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?	5.8	C	5.73	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	3.6	A	10.00	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.7	B	9.13	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	A	7.25	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	12.8	D	11.14	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0	A	12.98	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		2.14	5



3 Year Average

67.2

B

Final School Grade	
75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

Total Points

80.41

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing

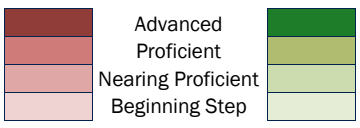
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

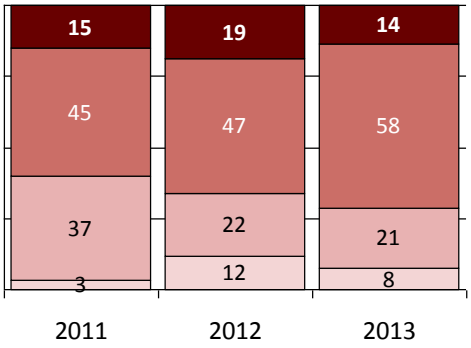
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	71.4	73.4	68.5	81.5	-	62.0	-	-	68.3	27.8	-	-
Proficient and Advanced (Pts)	7.99											
Value Added Model (Pts)	5.00											
Math												
Proficient and Advanced (%)	52.2	50.6	54.5	72.7	-	38.0	-	-	54.7	15.8	-	-
Proficient and Advanced (Pts)	5.77											
Value Added Model (Pts)	3.27											

3 Year Summary

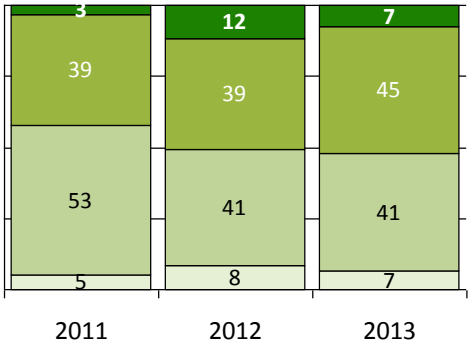
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented with Value Added Modeling (VAM) which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED"s School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	Reading	*Math*
Difference from Expected Growth (SS Points)	2.058	0.564
Points Earned	1.97	3.76

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

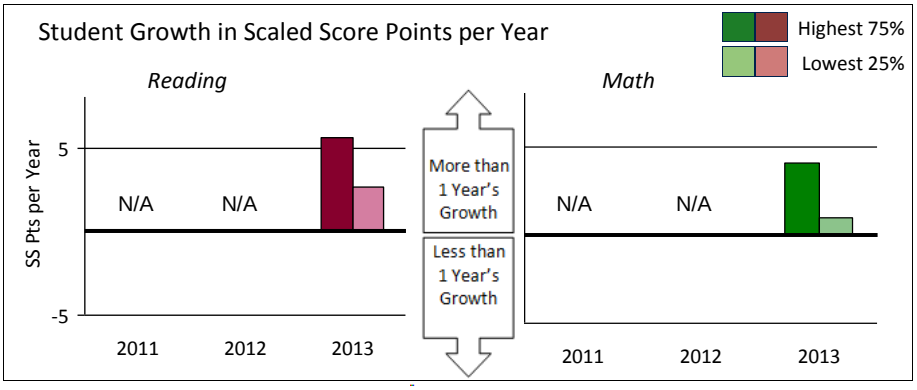
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

		Gender				Race / Ethnicity															
	All Students	Female		Male		White		African American		Hispanic		Asian		Am Indian		Econ Disadv		Students with		English Language		Redesignated English	
		From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To
Reading Growth																							
Highest 75% (SS/Yr)	5.6	0.6	5.2	-0.1	4.5	0.6	5.2	3.8	8.4	-0.1	4.5	-	-	3.1	7.5	0.5	5.0	-2.1	2.8	-2.0	2.9	-	-
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	2.7	2.8	7.3	3.3	7.9	3.8	8.4	2.4	7.2	3.2	7.7	-	-	-1.8	3.1	1.9	6.5	3.0	7.6	4.9	9.0	-	-
Lowest 25% (Pts)	4.98																						
Math Growth																							
Highest 75% (SS/Yr)	4.1	-0.7	3.9	-0.8	3.8	-0.6	4.0	1.0	5.6	-1.2	3.4	-	-	1.5	6.0	-0.9	3.7	-1.5	3.2	-2.0	2.5	-	-
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	1.0	1.3	5.9	0.2	4.9	1.3	5.9	-1.1	3.6	0.8	5.5	-	-	-1.2	3.5	0.8	5.5	0.5	5.1	-	-	-	-
Lowest 25% (Pts)	4.15																						



Remaining Gap Between Highest and Lowest Performing Students in 2013

Scaled Score Differences	
Reading	15.5
Math	15.1

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math	+1.3 per year
Reading	+1.7 per year

Opportunity to Learn (OTL) The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	98.5	98.4	98.6	98.4	97.6	98.6	-	-	98.4	98.5	99.0	-
OTL Attendance (Points Earned)	3.11											
OTL Survey (Average Total Score)	38.6	38.5	38.8	39.3	35.8	38.2	-	40.0	38.6	37.8	41.0	-
OTL Survey (Points Earned)	4.14											

OTL Survey Questions Reading

The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.

1. My teacher introduces a new topic by connecting to things I already know.	3.8	3.7	3.8	3.9	3.5	3.7	-	3.8	3.8	3.4	3.5	-
2. My teacher explains why what we are learning is important.	4.0	4.0	4.0	4.1	3.0	4.0	-	3.8	4.0	4.0	4.5	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.3	3.4	3.2	3.4	3.5	3.3	-	3.3	3.3	3.2	4.0	-
4. Every student gets a chance to answer questions.	4.5	4.6	4.4	4.6	4.8	4.4	-	4.8	4.4	4.2	5.0	-
5. My teacher wants me to explain my answers.	4.6	4.5	4.6	4.6	4.0	4.5	-	5.0	4.6	4.4	5.0	-
6. My teacher knows when I understand, and when I do not.	3.5	3.4	3.7	3.7	3.5	3.3	-	3.8	3.5	3.5	2.0	-
7. My teacher explains things in different ways so everyone can understand.	3.8	3.8	3.8	3.8	3.3	3.8	-	4.0	4.0	3.6	4.5	-
8. My teacher gives me helpful feedback on work I turn in.	4.3	4.3	4.4	4.2	4.3	4.3	-	5.0	4.3	4.3	5.0	-
9. My teacher checks our understanding.	4.0	4.0	4.0	4.1	3.5	4.0	-	4.0	3.9	4.2	3.5	-
10. My teacher takes the time to summarize what we learn each day.	2.9	2.9	3.0	3.0	2.5	3.0	-	2.8	3.0	2.9	4.0	-

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	3.6	3.5	3.6	3.5	4.3	3.6	-	4.3	3.7	3.7	3.5	-
2. My teacher explains why what we are learning is important.	2.9	2.7	3.2	2.6	2.3	3.2	-	3.3	3.1	3.7	3.0	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.3	3.2	3.4	3.1	4.0	3.3	-	4.0	3.4	3.2	4.0	-
4. Every student gets a chance to answer questions.	4.1	4.2	4.0	4.2	4.8	4.0	-	4.8	4.1	4.2	3.0	-
5. My teacher wants me to explain my answers.	4.3	4.2	4.4	4.3	3.0	4.3	-	4.3	4.4	4.1	3.0	-
6. My teacher knows when I understand, and when I do not.	3.4	3.3	3.6	3.5	2.5	3.4	-	3.3	3.7	3.7	2.5	-
7. My teacher explains things in different ways so everyone can understand.	3.7	3.6	3.7	3.8	3.0	3.6	-	3.5	4.0	3.5	4.0	-
8. My teacher gives me helpful feedback on work I turn in.	3.7	3.6	3.8	3.6	3.0	3.7	-	4.3	3.9	3.9	3.0	-
9. My teacher checks our understanding.	4.1	4.0	4.3	4.1	3.5	4.1	-	4.5	4.2	4.2	3.5	-
10. My teacher takes the time to summarize what we learn each day.	2.8	2.7	3.0	2.6	2.8	2.9	-	4.3	3.1	3.1	3.0	-

Color Key:
4 or 5, Rated High
2 or 3, Rated Mid
0 or 1, Rated Low

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Cohort of 2012 - 4-Year Rate												
Percent Graduating	63.5	72.9	49.8	58.6	-	64.6	-	-	59.6	53.6	-	N/A
Points Earned	5.08											
Cohort of 2011 - 5-Year Rate												
Percent Graduating	60.2	78.8	37.5	60.6	-	60.1	-	-	34.2	43.4	-	N/A
Points Earned	1.81											
Cohort of 2010 - 6-Year Rate												
Percent Graduating	76.7	86.6	67.3	70.1	-	79.4	-	-	75.0	81.2	-	N/A
Points Earned	1.53											

Growth in 4-Year Rates		
Value Added Modeling takes into account the school's prior 3 years.	Growth Index (Increase)	3.7
	Points Earned	2.73

SAM Rates		
	SAM Graduation (%)	-
	This school did not qualify to be a SAM school.	

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
2) Evidence that the student can pass a college level course (Advanced Placement, Dual Credit, or IB)
3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at http://ped.state.nm.us/Graduation/index.html.

50% or Higher
20% -50%
Below 20%

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Participation (% of Cohort)	85.4	82.5	89.7	90.1	>98.0	78.4	-	>98.0	84.8	94.5	29.6	-
Participation (Pts)	4.3											
Success (% of Participants)	87.1	92.2	80.2	82.9	>98.0	89.1	-	>98.0	82.1	66.0	14.7	-
Success (Pts)	8.7											
Percent of School's Cohort of 2012 Participating in Each CCR Opportunity												
ACT	65.9	74.5	53.5	63.1	82.2	65.0	-	>98.0	67.5	61.3	4.3	-
PLAN	17.7	8.9	30.6	22.9	17.8	13.7	-	<2.0	18.6	32.1	<2.0	-
SAT	<2.0	2.5	<2.0	2.4	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
PSAT	2.8	3.9	<2.0	3.0	<2.0	3.2	-	<2.0	4.0	<2.0	25.2	-
AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
Advanced Placement	<2.0	2.1	<2.0	2.4	<2.0	<2.0	-	3.4	<2.0	<2.0	4.3	-
Dual Credit	61.0	68.4	50.2	57.4	60.6	62.5	-	96.6	55.3	52.5	<2.0	-
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
Career Technical Education	7.8	11.1	3.1	5.0	17.8	10.0	-	<2.0	10.4	<2.0	<2.0	-
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

☑ Student Engagement ☑ Parental Engagement ☐ Extracurricular Activities ☐ Truancy Improvement

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		*SWD*		*Ethnicity*		*ED*		*Mobility*		*Composite*	
Students (% Tested)	1.5		13.9		59.2		47.1		2.7			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	11	(29)	4	(35)	14	(35)	8	(35)	9	(34)	10	(35)
School Growth	12	(29)	10	(35)	14	(35)	11	(35)	14	(34)	12	(35)
Student Growth, Highest 75%	12	(29)	18	(35)	10	(35)	12	(35)	12	(34)	18	(35)
Student Growth, Lowest 25%	9	(29)	18	(35)	14	(35)	13	(35)	20	(34)	17	(35)
Opportunity to Learn	4	(29)	4	(35)	3	(35)	6	(35)	4	(34)	5	(35)
Graduation	20	(29)	24	(35)	21	(35)	22	(35)	25	(34)	24	(35)
College and Career Readiness	6	(29)	12	(35)	9	(35)	10	(35)	16	(34)	11	(35)

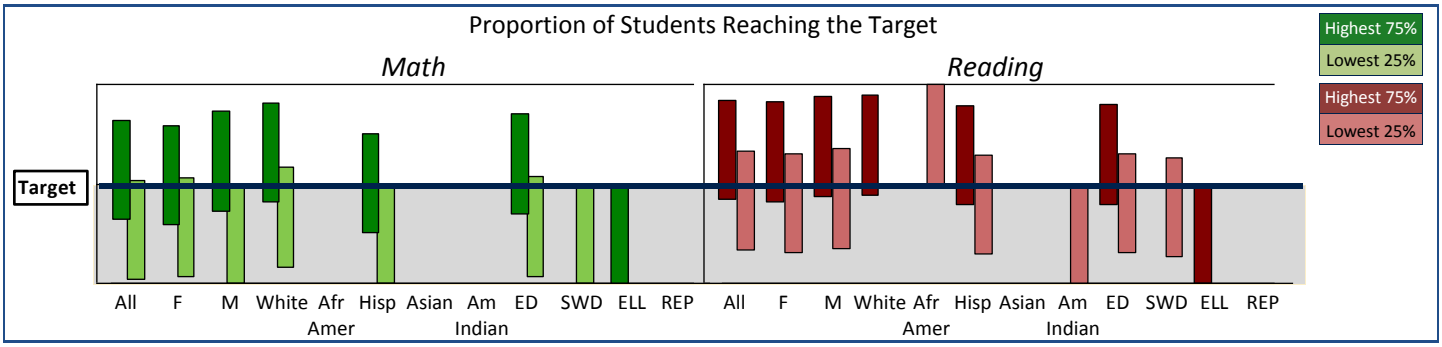
School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading **Target 56.7%**	Highest 75% (%)	84.4	82.5	87.9	88.6	-	78.7	-	-	79.2	-	.0	-
	Lowest 25% (%)	33.3	30.8	35.0	-	100.0	29.2	-	.0	30.8	26.7	-	-
Math **Target 50.0%**	Highest 75% (%	64.4	59.0	72.5	81.8	-	51.0	-	-	70.2	-	.0	-
	Lowest 25% (%)	3.6	6.7	.0	16.7	-	.0	-	-	7.1	.0	-	-

Graduation **Target 71.8%**

For high schools graduation rates for the Cohort of 2012 are available on page 5.



Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	95.7	95.2	96.4	91.5	-	100.0		-	100.0	-	-	
Math (%)	96.4	95.2	98.2	93.2	-	100.0		-	100.0	-	-	

School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2013 (Avg SS)	43.1	44.6	41.0	46.0	-	40.6	-	-	42.7	34.1	-	-
	2012 (Avg SS)	41.8	44.7	38.6	45.0	-	39.8	-	-	41.9	31.1	-	-
	2011 (Avg SS)	42.2	43.3	40.5	42.0	-	43.1	-	-	39.8	-	-	-
Math	2013 (Avg SS)	39.7	40.1	39.3	43.0	-	37.3	-	-	40.1	31.3	-	-
	2012 (Avg SS)	40.3	40.9	39.5	43.6	-	37.8	-	-	39.9	32.6	-	-
	2011 (Avg SS)	38.8	38.4	39.4	39.6	-	39.3	-	-	36.6	-	-	-

Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	>98.0	-	-	-	-	-	-	-	-	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.

5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).