STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

ARSENIO ROMERO, PH.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Charter Schools Division
2021-22 Annual Report

School Name: Amy Biehl High School

School Address: 123 4th Street SW Albuquerque, NM 87102

Head Administrator: Stephanie Becker

Governing Board Chair: Rachel Berenson

Business Manager: Mary Hagermann

Authorized Grade Levels: 9-12

Authorized Enrollment: 325

2021-22 End of Year Enrollment: 224

Contract Term: 2020-2025

Mission: Amy Biehl High School was founded in the spirit of Amy Biehl, a young scholar dedicated to social justice and service. We graduate diverse learners and leaders who demonstrate the intellectual, social, and ethical habits to improve their communities. Our graduates are civic-minded, college-bound, and career ready.

About the School

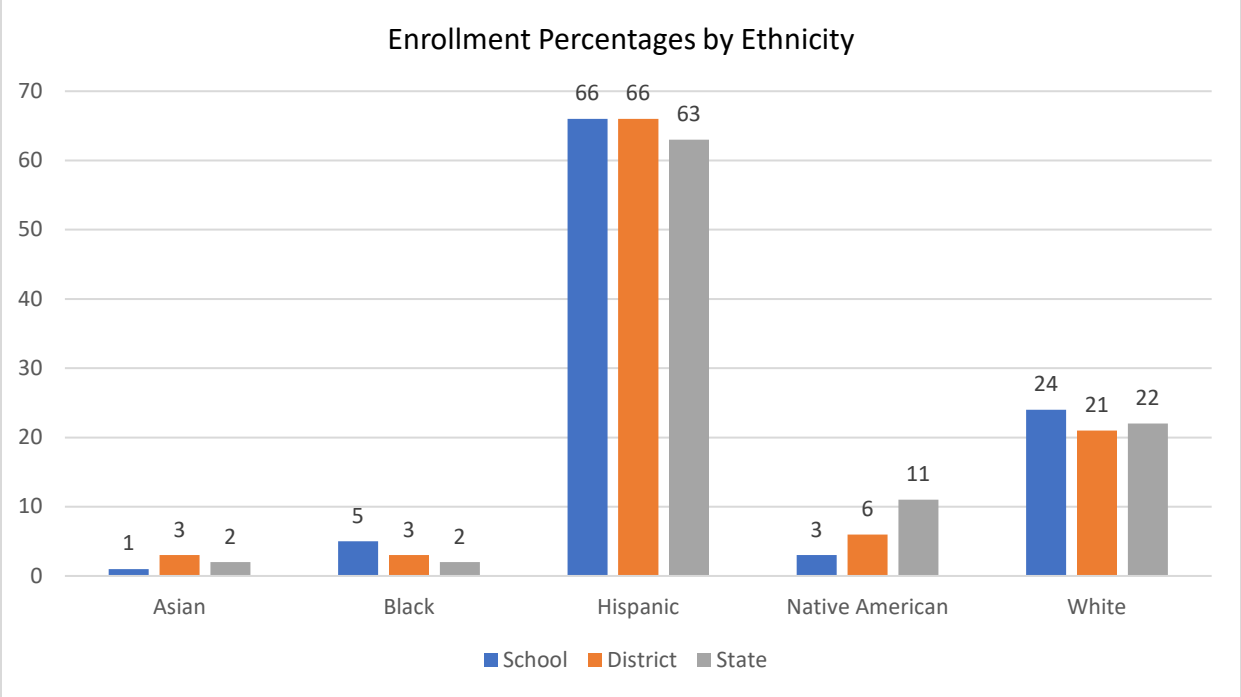
Amy Biehl High School (ABHS) was founded in 1999 and was originally an APS-Authorized charter school. The school became a PEC authorized charter school in 2010. The school is in downtown Albuquerque, serves grades 9-12, and as of school year 2021-2022, has a total enrollment of 224 students. The school has a relationship with the non-profit, Amy Biehl High

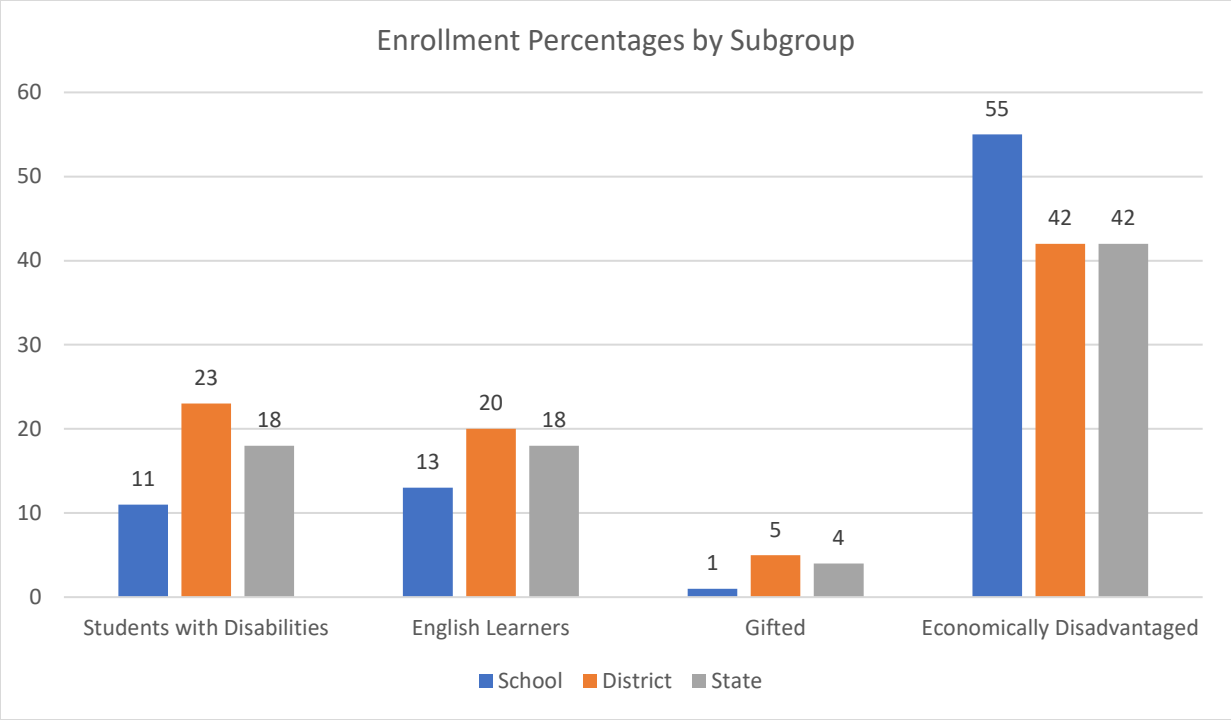
School Foundation of which the primary purpose is to provide financial support to the school or leases the facility for the charter school.

The school strives to graduate students that are civic-minded, college-bound, and career-ready. The school has graduation requirements in addition to the state's graduation requirements. Graduates of the school complete 100 hours of community engagement and at least four Public Exhibitions which are public performance assessments. These Exhibitions provide avenues for students to marry their content understanding with the skills necessary for post-secondary success. With an inclusive instructional model, student growth is closely monitored, and support is offered, namely all students are assigned an advisor who serves as an academic coach, advocate, and liaison to the student. In addition to the graduation requirements, students must participate in and complete the following: (1) Social Justice Curriculum; (2) Advisory; (3) Service Learning/Senior Project; (4) Passage, which includes college applications, scholarship, and financial advisement; (5) Dual Enrollment (unless noted otherwise in IEP); (6) Compass, which includes civic engagement and senior project preparation; and (7) additional electives.

If needed, teachers have a growth-plans and are provided personalized professional development, collaborative professional development, and time to work with content teams to develop curriculum, monitor student exhibitions, and to ensure that students are college and career ready.

Demographics as reported in STARS 2021-22 End of Year (EOY)





Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	63
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	>90
Overall Academic Score: average of Indicators 1 and 3	**>77**

State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

Amy Biehl High School ranked above **84.3%** of high schools statewide. The school received a designation of **Spotlight school.**

Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

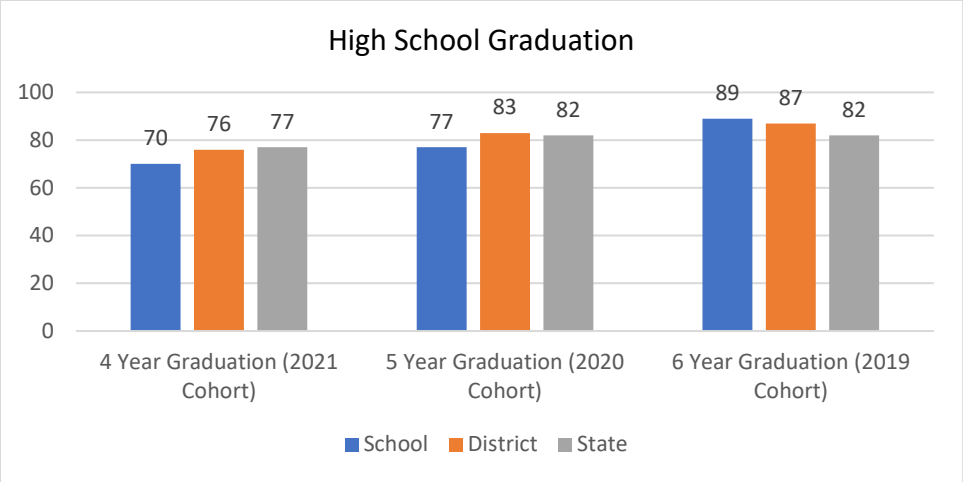
Students	Percentages Given	Data Masking
N = 0		Examples: In a group of 17 students, if the proficiency was 3% the chart would show ≤ 20% and if it was 98% it would show ≥ 80%. In a group of 59 students, if the proficiency was 3% the chart would show ≤ 5% and if it was 98% the chart would show ≥ 95%.
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

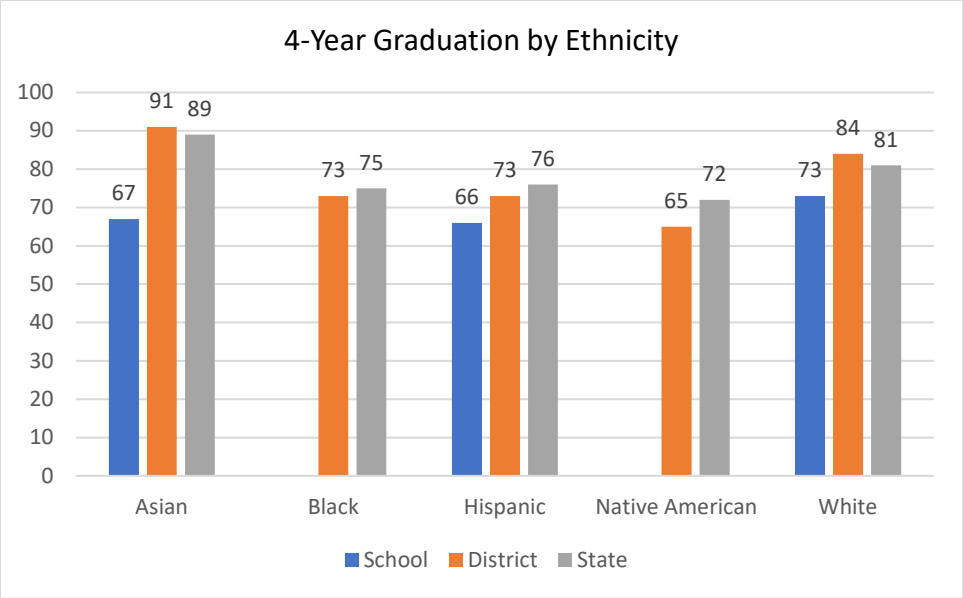
Subgroup Proficiencies			
	Reading	Math	Science
All	68%	27%	69%
Asian			
Black	*****	*****	*****
Hispanic	52%	*****	59%
Native	*****	*****	*****
White	≥ 80%	*****	≥ 80%
SwD	*****	*****	*****
EL	*****	*****	*****
FRL	50%	*****	60%

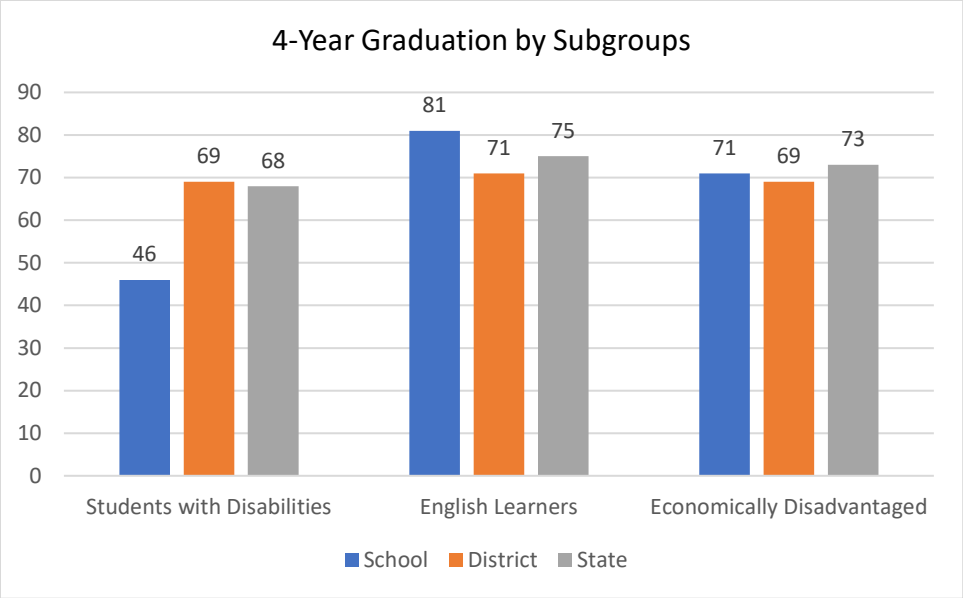
English Learner Progress toward Proficiency: 18%

High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2021 graduation cohort, 5-year data for the 2020 cohort, and 6-year data for the 2019 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.


High School Graduation
100
80
60
40
20
0
70
76
77
77
83
82
89
87
82
4 Year Graduation (2021 Cohort)
5 Year Graduation (2020 Cohort)
6 Year Graduation (2019 Cohort)
School
District
State


4-Year Graduation by Ethnicity
100
90
80
70
60
50
40
30
20
10
0
67
91
89
73
75
66
73
76
65
72
73
84
81
Asian
Black
Hispanic
Native American
White
School
District
State



Mission-Specific Goals

Goal 1: 80% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better.

Performance Level	Target	Points
Exceeds Standard	90%-100% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better.	100
Meets Standard	80%-89% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better.	75
Does Not Meet Standard	70% - 79% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better.	25
Falls Far Below Standard	Less than 70% of Amy Biehl High School students will graduate with at least two (2) dual credit classes with a C or better OR 1 dual credit class and 1 career readiness course with a C or better.	0

Rating: Exceeds Standard (>90%)

Goal 2: 80% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better.

Performance Level	Target	Points
Exceeds Standard	90%-100% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better.	100
Meets Standard	80% - 89% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better.	75
Does Not Meet Standard	70%-79% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better.	25
Falls Far Below Standard	Less than 70% of Amy Biehl High School's students, who are present at 40th and 120th days, will complete a yearly service project(s) with a grade of C or better.	0

Rating: Exceeds Standard (>90%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: Meets Standard

Pursuant to the PEC Performance Framework and Accountability System (2019), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

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

Explanation of 2021-22 Indicator Ratings

1.c. Non-compliant with Indicator 11.

3.c. Two untimely amendment requests.