New Mexico Public Education Commission

Charter School Renewal Application

Part B: Progress Report

Approved by the Public Education Commission: March 18, 2022

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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Amy Biehl High School

Authorizer: New Mexico Public Education Commission

Current Charter Term: 2020-2025

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

Amy Biehl High School (ABHS) has served high school students in the Albuquerque area since 1999. The school has earned an NM Vistas "Spotlight" designation for years 2 and 3 of its current contract term and anticipates earning this designation again in year 4. During SY2020-21, at the height of the pandemic, ABCHS was the first school to reopen its doors to students and offered a hybrid mode option to students with approximately 60-70% choosing to attend school in person.

Amy Biehl High School (ABHS) received a rating of overall satisfactory performance from its authorizer for the 2022-23 school year. The school has consistently exceeded standards for its dual-credit mission goal (MSG #1) and service-learning goal (MSG #2) throughout all measurable years of its current contract. Additionally, for the past four years, ABHS has proudly offered students the chance to earn the State Seal of Bilingualism-Biliteracy, which recognizes their achievement in language proficiency. The number of students earning this seal has increased each year. In the last two years, the school has also expanded this opportunity to include American Sign Language (ASL).

Awards:

2021 Emese Nagy: PCSNM's Charter School Student of the Year

2021 NMPED Teacher of the Year Finalist: Christina Herrera-Furst

2022 Two students nominated for the U.S. Presidential Scholars Program

2022-2024 ABHS rated 'Best Place to Work (2022, 2023, 2024)—with a #1 'Best place to work' rating in 2024

2023 Teach Plus Innovation Award winner for Community Engagement

2024 Building Hope Impact Award Winner in Community Engagement

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1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response: **SY2019-2020**

While not a part of the current contract term, SY2019-20 was a formative year for Amy Biehl High School. At the beginning of SY2019-20, ABHS reviewed the data from the TAMELA interim test to assess proficiency for grades 9-11 and placed students in academic support classes for the Fall 2019 term. Incoming 9th-grade students completed interim short-cycle assessments in ALEKS and Reading Plus. In the fall of 2019, ABHS administered the PSAT/NMSQT test to all 10th and 11th graders. In January of 2020, ABHS had all ELL students complete the WIDA ACCESS test. Additionally, ABHS administered the ASVAB test to all 11th graders in January of 2020. Of the 11th-grade students who completed the ASVAB test, 76% met the demonstration of competency standards for math, reading, and science set by the NMPED at that time. Prior to the shutdown, ABHS also held public exhibitions for 10th and 11th-grade students.

In late February 2020, ABHS conducted preemptive professional development with all staff to ensure everyone knew how to use Google Meets and discussed what would happen if the school had to close due to COVID-19. ABHS was already a 1-to-1 device school; all students had school-provided Chromebooks. Teachers taught students how to log on to Google Meet, what it would look like, and how to use the cameras on the Chromebooks. When schools closed, students knew they would continue learning after spring break.

The school, following the normal calendar year, had a week of PD prior to starting online with the students in April. During this time the decision was made to forego Google Meets due to low-quality video and opted instead to buy a Zoom license to provide all instruction. Teachers met with their classes on Google Meet, explained how to download and use Zoom, and online learning commenced.

After schools closed in March 2020, ABHS did not administer the Reading Plus or ALEKS assessments and instead, focused on maintaining synchronous instruction five days a week and assessing student learning via coursework and EOCs (modifying the ones the NMPED had publicly released that spring).

ABHS worked tirelessly to ensure students were supported during the pandemic by providing synchronous learning five days a week with a modified schedule to ensure access to personal instruction during this chaotic time, access to Social Workers who engaged students in groups and one-on-one, provided hotspots to students who did not have access to a stable internet connection, and additionally, personally delivered necessary reading materials and supplies to all scholar's households. The school felt that providing quality instruction and support was a social justice issue and that students should continue to have access to their education. The everyday attendance rate for the 4th quarter of this school year averaged 96%.

The strength of ABHS lay in its teachers, who, despite the challenges of their own disrupted lives, children at home, and missing the camaraderie of in-person work, rose to the occasion and excelled in

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online instruction. ABHS is proud of its teachers, who maintained instruction for students, Monday through Friday, while anecdotally, other schools were striving for one day a week of phone contact and heard of cases in other districts where teachers were forbidden to contact students with very little instruction happening. At times these stories disheartened and frustrated staff since ABHS was committed to working in ways few other schools were during this time. To support the welfare of its staff, ABHS administration met one-on-one with teachers for personal mental health check-ins, supporting staff the same way staff actively engaged students in SEL activities woven throughout core content instruction. Additionally, the administration would pop into online classes to say hello to students, and at times participate in lessons with students.

ABHS successfully held three online public exhibitions that spring to include the 9th-grade Social Action Carnival, 12th-grade Digital Stories, as well as Senior Reviews. Finally, ABHS also held two service days, where students were required to perform community service and document it via shared photo or video evidence and stories with their advisories.

SY2020-2021

As a year-round school, ABHS was the [first in the state to open](#) during the summer of 2020, opting to remain online while the state deliberated on reopening plans. In July, ABHS conducted an eight-day virtual professional development (PD) with staff before welcoming new and returning students to online learning. Staff felt confident in their online teaching abilities, having gained significant experience with a synchronous five-day schedule in the previous quarter. During PD, staff shared new technology and best practices they had discovered. The seamless transition to online learning became a source of pride for the entire staff.

To further support students, ABHS hired a psychometrician as an interventionist to support and expand its Multi-Layered Systems of Support (MLSS) process. This individual developed in-house math and reading screenings to assess incoming students. This process helped to provide context and insight around where incoming students were with their learning and the level of instruction received in their previous school setting. Additionally, social workers and teachers continued to work diligently to support student mental health.

Results from the screenings indicated that most incoming 9th graders needed remediation in math, with many also struggling with on-grade reading. ABHS placed the lowest 40% of students into support classes, creating specific enrichment/support classes for Fall 2020, including ALEKS, an adaptive math remediation program, as well as math-specific study halls, and Word Generation, a program for reading support, particularly for ELL students.

Additional interventions included using Title I funds to hire an extra math teacher, who was also licensed in Special Education, to maintain small class sizes for at-risk students. Recognizing the need for more certified TESOL teachers, ABHS used Title II funds to support teachers in obtaining TESOL endorsements, resulting in three new endorsements. Finally, with the retirement of Executive Director Frank McCulloch at the end of SY20, the new Executive Director, Stephanie Becker, chose to personally oversee the math team and conduct all evaluations, which served as a form of its own intervention, marking a significant shift in leadership focus. Furthermore, students with disabilities were invited to receive extra support in person, as 40D demographics data indicated that 36% of students had an IEP.

In the spring of 2021, the math team and Executive Director participated in the Math and Science Bureau's PD program, **"**Mathematics Reentry RFA for K–12 NM public schools." During this time the participants met online, conducted PLCs, and examined data. The program highlighted Illustrative Math as a high-quality instructional material (HQIM).

Recognizing that ABHS needed to understand how students were doing compared to national norms, the school decided to administer the Renaissance STAR interim test, which could be administered remotely, to assess math and reading skills. In March teachers trained on the Renaissance platform and then administered tests to all students immediately thereafter. Data from the initial assessment indicated that 49% of 9th graders tested at/above benchmark in Reading, while 52% of 9th graders tested at/above benchmark in Math. "At/Above Benchmark", however, in Renaissance STAR national tests means at least 40% proficient in the assessed subject (see Appendix A-1).

ABHS remained online until April 5, 2021, when schools reopened in person. At that time, the school maintained a hybrid component for parents who were still not comfortable with sending their children to in-person instruction.

The school wrote 11th-grade parents and students about SAT and ASVAB testing, offering the option to all who wished to take it, to do so. Of those students who participated in the SAT, 75% of students were proficient in reading and 25% were proficient in math.

During the school's time online, ABHS successfully continued to hold virtual exhibitions which were shared online for the public to attend. This included the 10th grade John Brown and Mai Lai Trials as well as final 11th grade Civics exhibitions. Upon return, the 9th grade Social Action Carnival exhibitions as well as the 12th grade Digital Stories and Senior Reviews were done in person. Service-learning activities continued throughout the year as well with students sharing and documenting their experiences. In fact, ABHS's traditional MLK School Day as a day on, and not a day off, was executed with great success virtually as outside poets, activists, and community leaders joined our students online prior to students doing their own community service.

SY2021-2022

The school welcomed back all students in July 2021. It was challenging to establish consistent norms for 9th and 10th graders, as many 10th graders had not attended in-person instruction during the previous spring, and the new 9th graders faced the same behavior challenges seen across schools. Fortunately, the enthusiasm of the 11th and 12th graders to return to school helped create a positive atmosphere. These upperclassmen modeled appropriate behavior and academic expectations, assisting teachers and social workers in guiding the younger students to appreciate the privilege of being back in school.

Like all schools, ABHS was concerned about cumulative learning loss from a year of online instruction. However, upon returning to full in-person learning, the school was pleased to find that its students did not experience the severe learning losses that were widely anticipated. ABHS continued using the Renaissance STAR test as a short-cycle assessment, which helped measure the success of initial interventions. Notably, 9th graders who had previously averaged 49% proficiency in reading improved to 63% by 10th grade, and their math proficiency increased from an average of 52% to 67%.

Before the school year began, ABHS introduced a STEM-focused course, TinkerCad, required for all incoming 9th graders to reinforce numeracy and math skills through creative projects. The school also created specific Algebra I and Geometry support classes for students identified as struggling on the Renaissance STAR test and provided professional development through Illustrative Math to enhance math instruction. Title I funds continued to support an additional math teacher, while student well-being was prioritized through Social-Emotional Learning (SEL) activities during advisor time. Two new enrichment classes, Mindfulness and Feeling Good, were introduced to support SEL needs. Additionally, ABHS offered Statistics and Probability as an alternative to Algebra II and partnered with CNM to pilot M2S2, a project that offered a contextualized dual-credit College Algebra course taught by a CNM instructor at ABHS.

ABHS was designated as a Spotlight School, with state summative assessments reflecting overall proficiency.

ABHS received the designation of Spotlight School. State summative outcomes assessed overall proficiency:

ABHS vs State SY 21-22
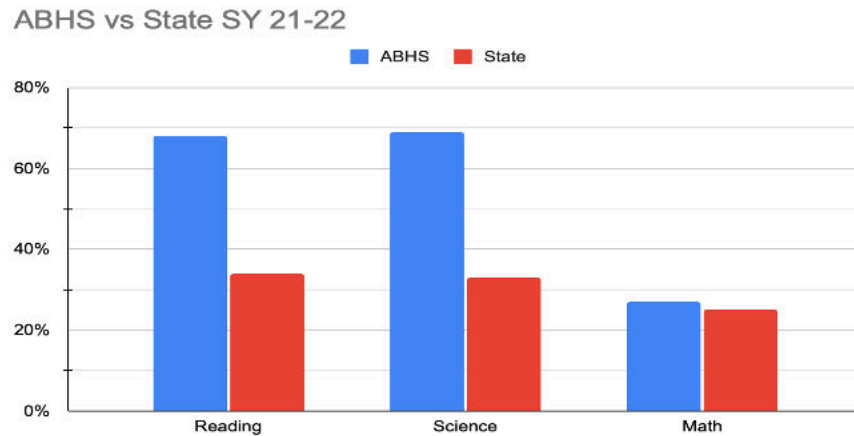
SY 2022-2023

School year 2022-23 was, to be frank, rough. The incoming 9th-grade class showed more behavior issues; 10th graders were still exhibiting social and academic deficits; financial challenges were looming with the end of ESSER funds and the small school size adjustment, and as with other schools, the student population declined. The school had to make some tough decisions.

First, ABHS began to decouple the traditional Humanities curriculum into separate classes, ELA and Social Studies. This allowed the school to accommodate more transfer students who would enter with a traditional transcript and thus increase enrollment. The decision was made to decouple 11th-grade and 10th-grade classes, leaving 9th grade for the following year. Previously the two subjects were intertwined allowing for major projects, deep study, and giving time to implement the solid Facing History curricula that had been the backbone of ABHS. Although the decision to decouple classes was made in Spring 2022, the reality of 'starting from scratch' impacted the teachers as they struggled with deciding what materials should be taught in each class, how exhibitions like the John Brown trial would be done in one class vs. two, and so on. To compound the challenges, the Sped Director retired in June of 22 and ABHS struggled with finding a qualified replacement. The school opted to use an outside contracting Sped support company, but the faculty was used to having someone onsite and available when needed. ABHS did find and hire an excellent director in January of 23 to address these issues.

Due to the uncertain financial future, the administration felt it was necessary to RIF three teaching positions to ensure financial stability. As a small school, decisions like this cause a ripple effect and make people worry.

During this year, ABHS continued academic support classes informed by Renaissance STAR data, offered after-school tutoring, participated in Extended Learning Time Programs, and received a STEM-focused grant that partnered ABHS with Explora to support afterschool programming.

The above changes in the school's environment, combined with the fact that the tested students spent their 9th-grade year online, could explain the dramatic drop in proficiency in reading and math scores

from the previous year. Although scores were disappointing, ABHS still received the designation of Spotlight School:

ABHS vs State SY 22-23
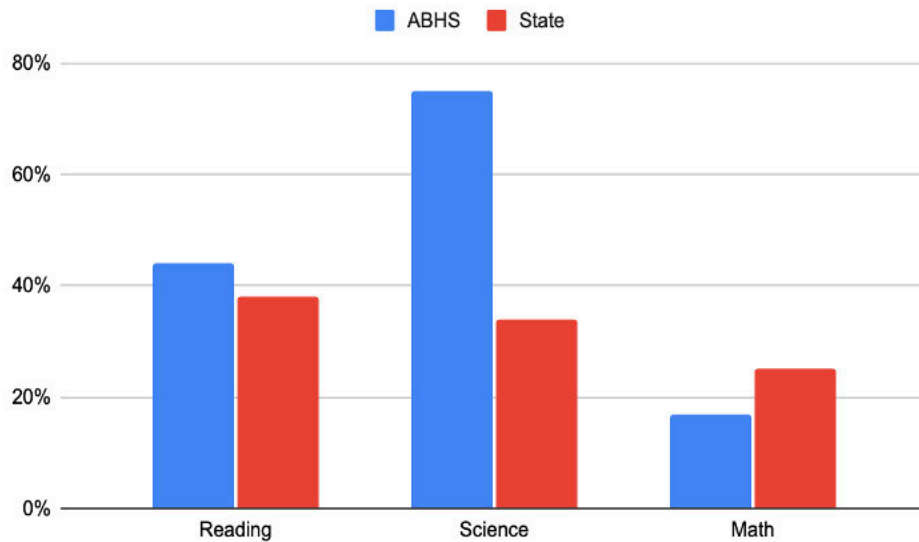
SY 2023-2024

Due to the continued disappointing math scores, ABHS removed TinkerCad as a required class and instituted a class called STEM 3D for incoming 9th graders. Every STEM 3D class had a different focus and allowed students more freedom to choose between topics that aligned with their interests. Additionally, the school examined PSAT/NMSQT data as a staff during Winter PD and decided to start interdisciplinary math activities to support math literacy. Some examples include ELA 11 classes solving Algebra II problems as bell ringers at the start of class and Physical Science conducted two weeks of specific math in science instruction and remediation.

Additionally, the school has experienced a drop in enrollment and when three employees retired at the end of the school year, ABHSl decided to not rehire those positions in order to sustain financial stability. By ensuring fiscal sustainability, ABHS has been able to maintain robust programming for all students.

Unofficially, as scores were not released before the submission of this document, ABHS drastically improved in reading proficiency but did not move the mark in Math. Science scores remain high but ABHS's Achille's heel remains math proficiency.

ABHS vs. State SY 23-24 (unconfirmed, state unknown)
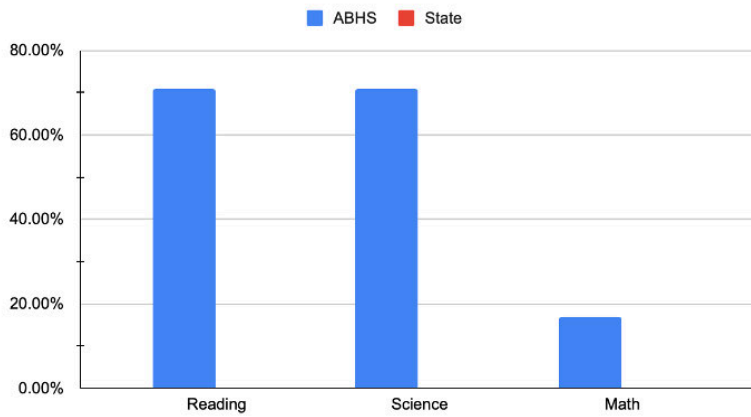
Subgroups:

ABHS is an inclusive, small school that has always attracted a high number of students with IEPs as evidenced by the chart below:

Percentage of Students with IEPs from Year to Year
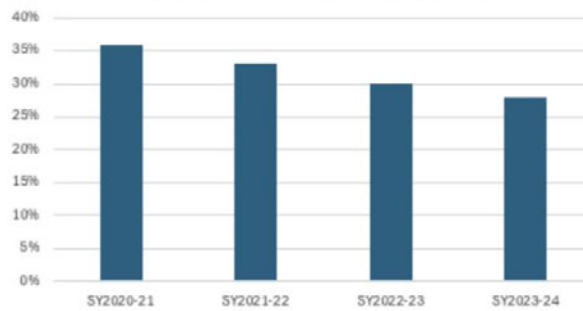
Most subgroup data is masked at ABHS. However, the category of students with disabilities (SwD) is open to examination.

SY2021-22

SY2022-23
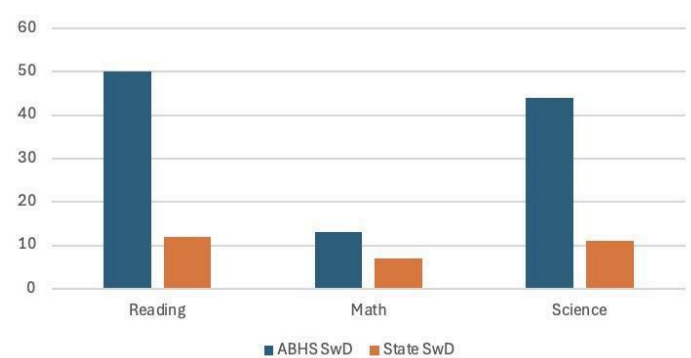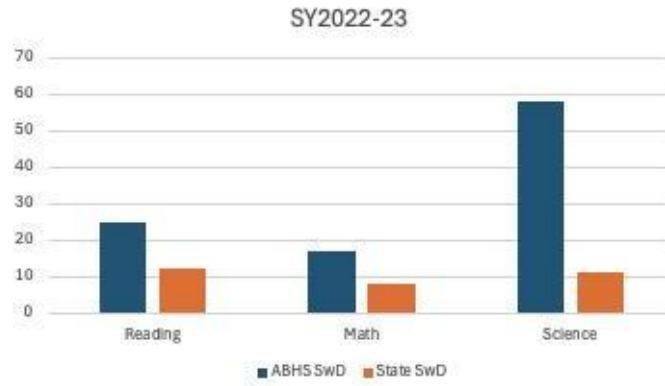
In both years, ABHS students with IEPs have outperformed the state in math, reading, and science summative tests.

ELL proficiency data is masked on the summative tests; however, the graph below shows a five-year trend of students demonstrating higher scores on the ACCESS test over the last four years. For SY2022-23, ███ ████████████████

ELL ACCESS overall scores SY 21-24
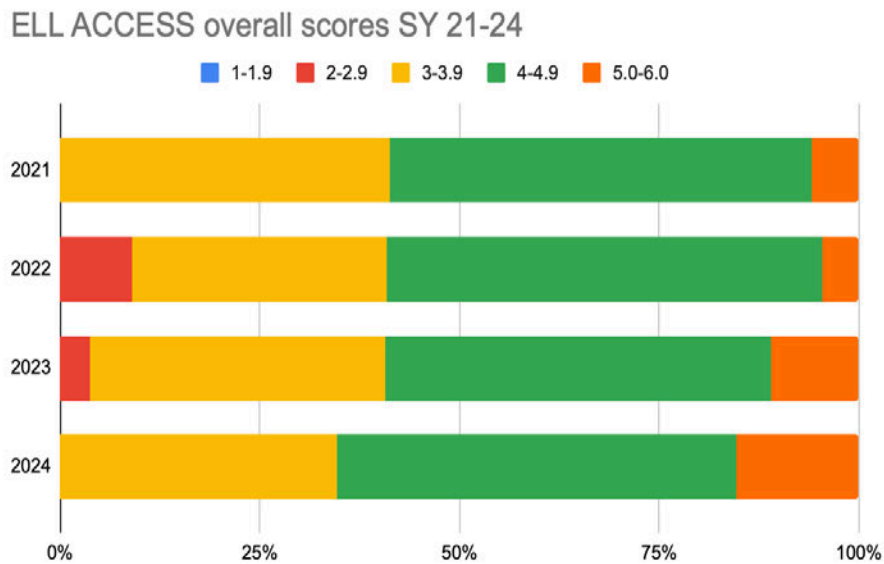
1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The

purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

ABCHS has two mission-specific goals tied to its contract and is pleased to report that it has earned a rating of 'exceeds standard' for each goal during this contract term.

The first goal states that "90%-100% of ABHS students will graduate with at least 2 dual credit classes with a C or better or 1 dual credit class and 1 career readiness course with a C or better."

While most students who complete dual credit courses are considered seniors, the school also encourages underclassmen, when appropriate, to engage in dual credit courses. See the table below for a breakdown of Dual Credit enrollment by class over the contract years:

Seniors, Juniors, Sophomores and Freshmen
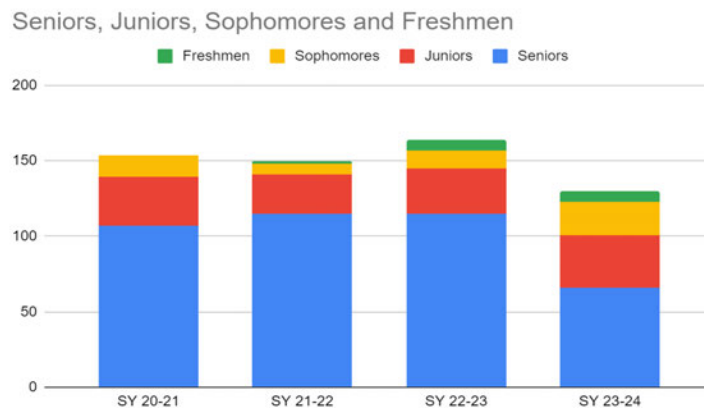
A significant development in SY2023-24 was ABHS's designation as an Early College High School. The school chose to implement an Academy model, allowing underclassmen to begin taking college courses and complete up to four by graduation. This model is flexible, accommodating all students without making it mandatory, ensuring that students with different needs, such as those on IEPs, are not penalized if they opt to meet only the minimum requirements. In Fall 2024, there are 31 seniors, 23 juniors, and 19 sophomores enrolled in dual credit courses, far exceeding the goal set for the Academy's first year. Additionally, the school is offering three dual credit classes on campus to support this initiative.

The school's second goal states, "90%-100% of ABHS students, who are present at 40th and 120th days, will complete their yearly service project(s) with a grade of C or better." For the contract years, ABHS students have exceeded the standards as evidenced by the PowerSchool grades. Note that each year, more than 90 % of students achieved this goal.

Percentage of students present on the 40th and 120th day who scored a C or better in Service Learning:
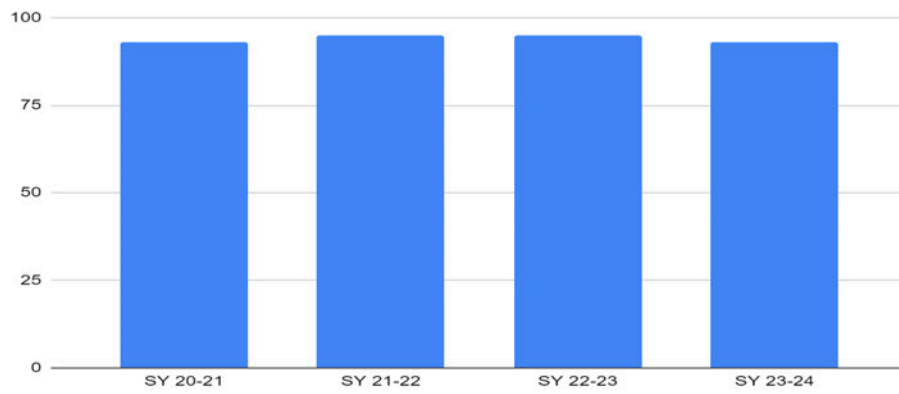
2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

i. Exhibitions: Amy Biehl HS graduates will have completed at least four public performance assessments. Exhibitions offer a way for students to intersect their understanding of the curriculum with the skills necessary for post-secondary success which include but are not limited to public speaking, research skills, critical analysis of resources, synthesis of content knowledge, and project management skills.

School Response: At Amy Biehl Charter High School (ABCHS), students engage in a series of impactful projects and public exhibitions throughout their high school journey, emphasizing scholarship, social justice, and community involvement.

In 9th grade, students undertake a Social Action Project where they research a compelling social justice issue and present their findings to the school, family, and the broader community. Their presentations include a call to action related to the issue they investigated. Additionally, 9th graders complete an Accessibility Project in Algebra 1, where they design plans to improve the accessibility of the school's entrance for people with disabilities.

Tenth-grade students participate in mock trials, including the trial of abolitionist John Brown in the first semester and a trial related to the Vietnam War, prosecuting William Malley for his role in the My Lai Massacre in the second semester. Students assume various roles in these trials, while other classes serve as jury members, with family and community members invited to observe.

Eleventh-grade students have multiple opportunities for public exhibitions during their time at ABCHS. In Civics, they research a landmark Supreme Court case, create a legal brief, and present it to the public. In Humanities, they develop a research project on either a historical turning point or an "upstander," presenting their work to students, families, and community members. Additionally, for the past two years, juniors in Life Science have presented their projects during the school's Open House in May.

In their final year, 12th-grade students complete a comprehensive Final Review, reflecting on their four years at ABHS. They showcase their academic growth, social-emotional development, dual credit coursework, senior project, and a digital story related to their senior project. This presentation includes reflections on their overall experience and post-secondary plans.

Over their time at ABCHS, students can participate in upwards of 5-7 public exhibitions, with special attention given to the involvement of transfer students who join after 9th grade. The school's commitment to exhibitions has not wavered during its contract term, including successfully transitioning these exhibitions to the Zoom platform, ensuring that all students met their goals despite the challenges.

ii. **Assessment that drives instruction:** Because of our inclusive model of instruction, it is vital to closely monitor student progress on their path to post-secondary success. We administer short-cycle assessments that allow teacher teams to gauge college and career readiness so they can adjust the instruction accordingly. Community members can expect that students will be able to track their growth and performance on college readiness assessments.

School Response: At the beginning of the contract period the school used ACT and Accuplacer data. However, after the state initiated the SAT to measure student proficiency and growth, ABHS began to employ the PSAT/NMSQT to prepare students for tests like the SAT. The Accuplacer was in place to assess college readiness for dual credit but has recently been eliminated for all classes except Math. During COVID, ABHS began using Renaissance/STAR testing to measure student growth and has continued to do so throughout the remainder of its contract term.

iii. **Graduation Credit Requirements:** Amy Biehl High School credits fall into two categories: state graduation requirements and mission-specific graduation requirements.

      a. State Graduation Requirements

      b. Mission Specific Graduation Requirements

            i. Social Justice Curriculum (Holocaust and Human Behavior) 0.5

            ii. Advisory 2.0

            iii. Service Learning/Senior Project 1.5

            iv. Passage (post-secondary, college application, scholarship, financial aid advisement) 1

            v.Dual Enrollment (unless otherwise noted on an IEP) 2.0

            vi. Compass (Civic Engagement and Senior Project Preparation) O.5

            vii. Additional Elective 1.0

      C. Total Credits for Graduation 25.5

School Response: ABHS has not changed any of the credits during the contract year 2020-2025 and all graduates have met both the state and mission-specific requirements.

iv. **Advisory support:** Amy Biehl community members can expect that every student in the building has an advisor who serves as an advocate, academic progress monitor, liaison between families and school, and academic coach.

School Response: ABHS advisories have mixed grade levels where students can peer mentor each other and share the once-a-month service opportunities. Advisors work with students from their entry into ABHS up to graduation. They meet with the advisees three times a week and once a semester with advisees and their families. They are the real connectors between the institution and students' families. The advisory system at ABHS creates a strong sense of community and continuity between families and the school.

v. **Dual Credit:** Amy Biehl High School graduates will have completed 2 dual credit classes with a C- or better, or 1 dual credit class, and 1 career readiness course with a C- or better. Community members can expect curriculum and assessment programs that are aligned with college readiness, intentional support and academic monitoring of student achievement, and individualized college and work readiness advisement and support.

School Response: Dual credit is one of the mission-specific goals for ABHS. The school remains committed to providing students with opportunities to earn dual credit and has exceeded its mission goal for each year of its contract term. Please see above Section 1.b.

vi. **Civic Engagement:** ABHS graduates will have completed a minimum of 100 hours of service to the community as measured by participation in the first-semester community engagement experience, and at least 8 advisory service projects for sophomores and junior years. Students experience service in a variety of settings. When students are in 11th grade, they must complete a course in which they explore talents and passions, and create a self-directed senior project that serves as their capstone service project which is supported by school personnel and community mentors.

School Response: Service-learning experiences represent one of the mission-specific goals for ABHS. The school has upheld its commitment to service learning as a part of its contract as evidenced by its rating of 'exceeds standard' for this mission-specific goal. Please see above Section 1.b.

vii. **Personalized Teacher Professional Development:** Our teachers experience personalized professional development by receiving support in developing a Professional Development Plan and classroom observations followed by targeted, evidence-based feedback. We support teachers by using student feedback as part of their growth plan.

School Response: To execute the above, ABHS employed the Elevate rubric on the Canvas site for the past contract years. For the past two years (22-23, 23-24), the three administrators (the Dean of Students, the Dean of Instruction, and the Executive Director divided up faculty, facilitated PDP creation, completed classroom observations (both informal and formal) along with debriefing conversations to set new goals for the upcoming year. Despite the state not requiring formal observations during COVID, ABHS continued to observe and offer feedback to faculty to ensure excellence in curriculum delivery.

vii. **Collaborative Professional Development:** During this time teachers analyze student performance data, collaborate in curriculum planning, receive training for differentiated instruction, civic engagement, and college readiness, and plan content-specific and school-wide events. This time is crucial in developing a rigorous curriculum that supports students in being college and community-ready.

School Response: ABHS teachers typically spend between 20 and 25 days in professional development (PD) each year. This time is both sacred and vital in creating a community of engaged educators who are dedicated to serving scholars who value learning and aspire to succeed as post-secondary citizens. During these PD days, teachers analyze student performance data, collaborate on curriculum planning, receive training in differentiated instruction, civic engagement, and college readiness, and plan content-specific and school-wide events. This focused time is crucial in developing a rigorous curriculum that supports students for post-secondary success. See an example below from SY 24-25:

ABHS Summer Professional Development Schedule July 8th- 17th, 2024 Focus: Aligning with Mission
Yellow = all staff   Green = Teachers & EAs only

Monday, July 8th	Tuesday, July 9th	Wednesday, July 10th	Thursday, July 11th	Friday, July 12th
COURTROOM **8:30 - Welcome Back Potluck, 9-9:30 Executive Director (Steph)** **9:30 - 10:15 Welcome activity - Team Building Activity-Support (Monico out)** **10:30 - 12:00 Mike Lynam- Thinking Classrooms in Science**	**8:30-9:45 Christopher Vias -Gifted presentation** 8:30- 9:45- Planning for Advisory and Orientation - Student Support: Sarah, Bronson, Monico, Steph **10:00-12:00 Required Training --POMS online links** 9:45- 12:00 New Staff Orientation with Mark C and Mary. (by appt.) Livia, Joely, Gabriella, Science hire	**Burritos and Coffee** **8:30-9:15 Exhibitions and public events calendaring (stacking functions)-IST** **9:30 -10:30 SPED TEAM MEETING-EAs and SPED teachers-** **9:30 to 12 - GNED individual planning**	**8:30-9:30 Mission hour-- Bret--Community Engagement Caroline-College Engagement** **9:45-10:30: Dual Credit with Advisors** **10:45 - 12:00 Team Planning**	**8:30-9:15 Academy Presentation (Steph & Caroline)** **9:30 -11:30 ADVISORY purpose/goals- Support** ☐ **Build a system for teacher check-ins** ☐ **Advisory Schedule**
Lunch 12:00-1:00	**Lunch 12:00-1:00**	**Lunch 12:00-1:00** Tech Team Meeting w/Mark C	**Lunch 12:00-1:00**	**Lunch 12:00-1:00**
1:00 Introducing Dana van Tilborg -to teaching staff **2-4 Content meetings** **1-2 EAs office organization** **2-3 EAs with Gabriella in Jury room** 1:00-2:00 Support Meeting Monico, Bronson, Sarah, Gabriella, Steph, Plus Halley (Place new 9th-grade students in Advisory) 2:15 - 3:15- Admin. Team - Steph, Mark C, Randy, Michael, Paola, Mary	**1:00 Required Training --CPI online training- meet in Courtroom to kick off the work** **Teaching Assignment given: Find your team and schedule planning for teams**	**1-4 Team Planning** EAs - SPED folders and Accommodation lists 1:00-2:00 SEL Team - Monico, Aldis, John, Bronson	**1:00 - 1:30 Mark C -Tech stuff** **1:30 - 2:30 - F and G set up and planning** **2:30 - 3:15 - ALONG onboarding for advisors - Monico facilitating**	**1:00- 4:00 Team Planning**

ix. Content Teams: Teachers who share the same content meet regularly to plan, refine, and coordinate school-wide public exhibitions of student learning.

School Response: ABHS faculty place a high value on collaboration and continue to work together to offer the most relevant and engaging content aligned with standards. Teachers collaborate both formally and informally during professional development and PLCs that take place weekly. Content teams meet during professional development sessions and grade-specific content teachers self-organize to plan and align curriculum, share materials, and content strategies. Exhibitions are content-specific and teachers meet to plan and execute these events.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visits.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

Amy Biehl High School has maintained all Board of Finance authority during this contract term. See below for a description of audit findings and the school's plan to correct any issues.

Year	Total # of Findings	Nature of Finding (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
2019-2020	1	Budgetary Conditions (Other Noncompliance) - Expenditure function where actual expenditures exceeded the budgetary authority.	The school will ensure each budget line is in balance every quarter and a Maintenance Bar is submitted timely.
2020-2021	1	Financial Close and Reporting (Other Matters) - Timely review and reconciliation of year-end balances.	The school implemented a year-end review process to reconcile balances prior to final reporting to PED to ensure that all RfR funds are submitted timely and accordingly.
2021-2022	0	No Findings	No Findings
2022-2023	1	Financial Close and Reporting (Significant Deficiency) - Lack of internal controls and procedures to properly identify modified accrual adjustments, accurate budget reporting and review of revenues and expenditures by fund prior to year-end close out.	The school and business manager will implement a review process for the expenditures done at the beginning/end of the year. The school and business manager will implement a second review of cash receipts to make sure they are being coded correctly.
2023-2024	NA	NA	NA

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

While the school received one 'working to meet standard' in SY2020-21 for indicator 3.a and a 'working to meet standard' for indicator 3.c. for two untimely amendment requests, the school's governing board has earned a rating of 'meets standard' for all governance-related indicators for the remaining years of its contract term. The following table documents ABHS Board Membership, terms, officers, committees, and training hours. Board membership never fell below the minimum of 5 members and the Board has maintained membership of the required committees.

Early in the school's contract term, it had one member fail to meet the required hours. To ensure that training requirements were met by members going forward, the governing board created a standing agenda item, "Training hours," as a part of the 'old business section' so that the board regularly checks in about training hour requirements. Now that there are more options and opportunities for Board members to complete hours, the trend has been positive, and the school is pleased to report that board members have completed the required training hours for the past two years.

2020-2021				
Board Member	**Term**	**Status**	**Committee**	**Hours**
Rachel Bernson	2017-present	President/Former Parent	President Finance Committee	8
Leslie Andrews	2011-pressent	Vice President/Former Parent	Vice President Audit Committee	8
Cliff Wintrode	2014-present	Treasurer	Treasurer Audit Committee Finance Committee	8
Melanie Lewis	2017-present	Secretary	Secretary	8
Cesar Miranda	2017-present	Member/Alumnus	Ad Hoc	8
Emily Darnell-Nunez	2005-2021	Member/Former Parent	Ad Hoc	8
Gilberto Zamora	2020-2023	Member/Parent	Ad Hoc	8
Marisa Saavedra-Gutierrez	2021-2023	Member/Parent	Ad Hoc	10

2021-2022				
Board Member	**Term**	**Status**	**Committee**	**Hours**
Rachel Bernson	2017-present	President/Former Parent	President Finance Committee	8
Leslie Andrews	2011-pressent	Vice President/Former Parent	Vice President Audit Committee	8
Cliff Wintrode	2014-present	Treasurer	Treasurer Audit Committee Finance Committee	8
Melanie Lewis	2017-present	Secretary	Secretary	8
Cesar Miranda	2017-present	Member/Alumnus	Ad Hoc	8
Gilberto Zamora	2020-2023	Member/Parent	Ad Hoc	8
Marisa Saavedra-Gutierrez	2021-2023	Member/Parent	Ad Hoc	8
Sue Anne Athens	2022-present	Member	Ad Hoc	10

2022-2023				
Board Member	**Term**	**Status**	**Committee**	**Hours**
Rachel Bernson	2017-present	President/Former Parent	President Finance Committee	8
Leslie Andrews	2011-pressent	Vice President/Former Parent	Vice President Audit Committee	8
Cliff Wintrode	2014-present	Treasurer	Treasurer Audit Committee Finance Committee	8
Melanie Lewis	2017-present	Secretary	Secretary	8
Cesar Miranda	2017-present	Member/Alumnus	Ad Hoc	8
Gilberto Zamora	2020-2023	Member/Parent	Ad Hoc	8
Marisa Saavedra-Gutierrez	2021-2023	Member/Parent	Ad Hoc	8
Sue Anne Athens	2022-present	Member	Ad Hoc	9

2023-2024				
Board Member	**Term**	**Status**	**Committee**	**Hours**
Rachel Bernson	2017-present	President/Former Parent	President Finance Committee	8
Leslie Andrews	2011-pressent	Vice President/Former Parent	Vice President Audit Committee	8
Cliff Wintrode	2014-present	Treasurer	Treasurer Audit Committee Finance Committee	8
Melanie Lewis	2017-present	Secretary	Secretary	8
Cesar Miranda	2017-present	Member/Alumnus	Ad Hoc	8
Sue Anne Athens	2022-present	Member	Ad Hoc	9
Finnie Coleman	2023-present	Member/Parent	Ad Hoc	8
Lorena Perea	2023-present	Member/Parent	Ad Hoc	13

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response: The mission of ABHS is centered on social justice, which is integral to our instructional approach. The school works hard to ensure that its educational materials are inclusive of both the cultures represented within the student body and those that are not. ABHS uses the "Facing History and Ourselves" curriculum, which is inherently culturally and linguistically inclusive, and as a school community, regularly reviews texts and other curricular resources to ensure they remain representative and relevant. For example, community and family members actively participate in selecting literary texts for our Humanities curriculum. These stakeholders, who serve on our governing board and Equity Council, also support and engage in student exhibitions and academic growth, ensuring that cultural and linguistic diversity is maintained. The Equity Council reviews data to ensure students identified in the Yazzie/Martinez lawsuit have equal access to learning opportunities. In compliance with the Language and Culture Division at the PED, ABHS's Equity Council has completed a readiness assessment, the Culturally and Linguistically Responsive Framework, and submitted an Advisement Package.

Our goal is to provide services that are supportive, relevant, and timely to keep all students engaged in rigorous academics within a caring and responsive environment. We strive to graduate civic-minded, college, and career-ready students who are capable and compassionate citizens.

In alignment with the Bilingual Multicultural Act, ABHS supports students by administering family surveys to assess the influence of languages in students' lives, providing sheltered instruction and

curriculum aligned with state standards, and delivering culturally and linguistically responsive instruction to foster language proficiency and literacy in both English and the student's first language. This approach also promotes cross-cultural skills.

Although ABHS is not directly affiliated with any tribes or reservations, we employ Native American faculty and offer opportunities to study American Indian and other indigenous cultures. This includes annual courses such as Native American Poetry, Indigenous Cultures and History, and incorporating Native American authors into our Humanities curriculum to promote cultural, demographic, and linguistic diversity.

ABHS supports the 72% of Hispanic students enrolled in the charter to reach their academic potential and graduate, in accordance with the Hispanic Education Act. We provide bilingual communication, referral, and support systems for educational success, IDEA/IDEIA evaluations and services in students' native languages, and encourage parental involvement in their children's education. We also provide mechanisms for all stakeholders to work together to improve educational opportunities for all ABHS students.

ABHS offers comprehensive student support through structured case management, academic interventions, and progress monitoring as outlined in our Charter Literacy Plan. Students have access to after-school tutoring, three social workers, and school-wide interventions, including partnerships with health centers and outside agencies like UNM Adobe. All educational programming aims to prepare students for college and careers through dual credit enrollment, technical education, and service-learning projects.

Teachers at ABHS participate in 24 days of professional development annually, covering CPI training, ELL strategies, differentiation best practices, PLCs, and culturally relevant instruction. All at-risk intervention procedures are available to students with exceptionalities and their families, in compliance with the Yazzie/Martinez Supreme Court Ruling.

ABHS is a fully inclusive school, with over half of our teaching staff holding dual licenses in both General and Special Education (SPED). In fact, ABHS encourages and financially supports teachers interested in earning a special education license in support of the school's fully inclusive model. ABHS designates a portion of its Title II funds to support teachers achieving dual licensure. Holding dual licensure is unique to ABHS's model and given the school's high population of students with IEPs, works to create a more equitable learning environment for all students. It's important to note that teachers at ABHS are committed to this model, while not always easy for teachers to accomplish. For example, when our Spanish teacher decided to obtain an additional special education license, her licensure program could not find a secondary modern languages teacher who was also endorsed in special education to mentor her for the program. As of this renewal submission, 9 of 15 teachers hold dual licenses at ABHS.

SPED students participate fully in school life, including Service Days, Road to College activities, Dual Credit courses, Senior Projects, field trips, and after-school tutoring and clubs. The Director of College Engagement, who is SPED-certified, ensures that SPED students know how to upload their IEPs to college accessibility offices and request necessary accommodations. These efforts ensure that all students have access to a free and appropriate public education.

ABHS has a designated individual who coordinates the MLSS system, including data collection, intervention assessment, and analysis of student responses to interventions. The school's support team follows the New Mexico RtI framework and MLSS guidance, ensuring high-quality instruction and increasing intervention intensity as needed across all three tiers.

Recently, the Legislative Finance Committee (LCF) published a SPED Progress Report highlighting how school districts are allocating Special Education funds. While some districts were found to be diverting funds away from SPED students, ABHS remains committed to ensuring that all Special Education funding is used directly to support these students, as mandated by the Yazzie/Martinez Supreme Court Ruling:

	School Year				
	2023/2024	2022/2023	2021/2022	2020/2021	2019/2020
SPED Revenue	769,804	657,564	825,188	632,446	619,930
SPED Costs	1,242,151	1,298,596	851,467	944,915	823,289
Costs as a % of Revenue	161.4%	197.5%	103.2%	149.4%	132.8%

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response:

Although we are not on designated tribal land, our Native American students constitute approximately 10% of our enrollment. We take their learning success seriously and with intent; their post-secondary success is a point of great pride.

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a "Does Not Meet Standard" or a repeated "Working to Meet Standard" rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

The school has not had any repeat findings during this contract term but did receive two 'does not meet standard' as evidenced below:

SY2023-2024

2.b. 'Does Not Meet Standard:' FY23 Audit had one significant deficiency finding.

School Response: The "significant finding" here represents a case where a construction project was initiated in June with the promise that it would be completed within the month (and fiscal year). As many are on break during that time, the Business Manager anticipated its completion and paid the bill prior to the end of the month. Unforeseen circumstances delayed the project; yet, the payment had been sent, resulting in an audit finding as the project was completed in July (and the next fiscal year). The Business Manager now will not assume work has been completed and will not send any payment until there is confirmation that the job has been completed.

Additionally, Amy Biehl High School has not received any complaints from the Office of Civil Rights, nor has it had any formal special education complaints filed against it.

Amy Biehl Charter High School 12th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024	12th Grade		0	0%	2	100%	0	0%	0	0%	2
2022 - 2023	11th Grade		1	13%	5	63%	1	13%	1	13%	8
2021 - 2022	10th Grade		5	12%	3	7%	6	14%	28	67%	42
2020 - 2021	9th Grade		3	7%	13	31%	4	10%	22	52%	42
No school year defined	8th Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0

School

Grade

Amy Biehl Charter High School 12th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At /Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024	12th Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0
2022 - 2023	11th Grade		0	0%	1	50%	0	0%	1	50%	2
2021 - 2022	10th Grade		5	12%	7	17%	3	7%	26	63%	41
2020 - 2021	9th Grade		6	14%	6	14%	10	23%	21	49%	43
No school year defined	8th Grade	No Activity Data Found	--	--	--	--	--	--	--	--	0

RE: Mission Specific Goals for ABHS SY 21-22

To whom it may concern:

1. Goal: 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.

Exceeds Standards: 100% of ABHS graduates completed their four years with a C or better.

Mission Goal #1:
As no student can graduate from ABHS without passing two dual credit courses with a C or better, we achieved a 100% for this goal

2. Goal: 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.

Exceeds Standards: According to PowerSchool, 95% of ABHS students who were present on the 40th and 120th days completed their yearly service projects with a grade of C or better.

Mission Goal #2 evidence:
The attached grades represent the service grades pulled from PowerSchool for all ABHS students who were present on 40th and 10th days. The students names are blanked out and the advisors' names are present. The mission specific goal requires that they achieve a C or better. Calculations reflect that 95% of these students received a grade of C or better.

Thank you,
Stephanie

SY 2021-2022
Service grades

A+	98	Lynn, Amy Louise
A+	99	Lynn, Amy Louise
A+	100	Herrera, Michelle
A+	100	Herrera Furst, Christina
B	84	Mack, Sandra S
B	84	Goodman, Caroline
B	85	Lynam, Michael
B	84	Schneider, Jennifer
B	84	Baca, Christopher R
B	85	Tsosie, Kevin H
B	85	Scovil, Geoff
B	86	Mack, Sandra S
B-	81	Schneider, Jennifer
B-	80	Mack, Sandra S
B-	83	Mack, Sandra S
B+	87	Lynam, Michael
B+	87	Thomson, John
B+	88	Schneider, Jennifer
B+	88	Schneider, Jennifer
B+	88	Schneider, Jennifer
C	76	Loudermilk, Kathleen K
C	76	Ryan, Jeannie
C	75	Mack, Sandra S
C	76	Herrera, Michelle
C	75	Herrera Furst, Christina
C-	71	Perea, Sue
C-	72	Mack, Sandra S
C-	73	Schneider, Jennifer
C-	74	Schneider, Jennifer
C-	71	Perea, Sue
C-	71	Perea, Sue
C+	79	Lynam, Michael
C+	78	Schneider, Jennifer
C+	77	Loudermilk, Kathleen K
D	65	Mack, Sandra S
D	66	Tarango, Yesenia
D-	62	Perea, Sue
D-	63	Ryan, Jeannie
D+	68	Tarango, Yesenia
D+	69	Schneider, Jennifer
F	38	Mack, Sandra S
F	50	Perea, Sue
F	42	Herrera Furst, Christina
F	10	Perea, Sue
P *	100	Moore, Kathleen M
P	100	Moore, Kathleen M

16 B

14 C

2 P

6 D

4 F

12
14
16
42

233
42
191

191 - A
16 B
14 C
2 P
6 D
4 F

191
233

32
191
223

46
46
92

47
3
141
92

233

1P
233

student   advisor

	A+	100	Marrs, Beverly D
	A+	99	Ryan, Jeannie
	A+	100	Herrera, Michelle
	A+	100	Tarango, Yesenia
	A+	100	Marrs, Beverly D
	A+	97	Baca, Christopher R
	A+	100	Scovil, Geoff
	A+	100	Oglesby, Chris
	A+	99	Aaker, Bret N
	A+	100	Bergan, Thomas H
	A+	99	Becker, Stephanie
	A+	100	Aaker, Bret N
	A+	97	Oglesby, Chris
	A+	100	Oglesby, Chris
	A+	100	Ryan, Jeannie
	A+	100	Dvorak, Maribeth
	A+	100	Bergan, Thomas H
	A+	100	Dvorak, Maribeth
	A+	100	Thomson, John
	A+	100	Goodman, Caroline
	A+	100	Marrs, Beverly D
	A+	100	Bergan, Thomas H
	A+	100	Thomson, John
	A+	100	Becker, Stephanie
	A+	99	Lynn, Amy Louise
	A+	100	Bergan, Thomas H
	A+	100	Aaker, Bret N
	A+	100	Ryan, Jeannie
	A+	100	Goodman, Caroline
	A+	100	Bergan, Thomas H
	A+	100	Lynam, Michael
	A+	100	Dvorak, Maribeth
	A+	99	Lynn, Amy Louise
	A+	99	Lynn, Amy Louise
	A+	100	Thomson, John
	A+	100	Tarango, Yesenia
	A+	99	Herrera, Michelle
	A+	100	Scovil, Geoff
	A+	100	Goodman, Caroline
	A+	100	Tarango, Yesenia
	A+	98	Mack, Sandra S
	A+	98	Baca, Christopher R
	A+	100	Aaker, Bret N
	A+	100	Thomson, John
	A+	98	Thomson, John
	A+	99	Aaker, Bret N
	A+	100	Dvorak, Maribeth

student   advisor

A-	93	Scovil, Geoff
A-	92	Goodman, Caroline
A-	90	Tsosie, Kevin H
A-	93	Scovil, Geoff
A-	93	Loudermilk, Kathleen K
A-	92	Mack, Sandra S
A-	92	Aaker, Bret N
A-	90	Lynam, Michael
A-	93	Oglesby, Chris
A+	100	Dvorak, Maribeth
A+	100	Herrera Furst, Christina
A+	100	Herrera, Michelle
A+	100	Herrera, Michelle
A+	100	Goodman, Caroline
A+	100	Aaker, Bret N
A+	97	Oglesby, Chris
A+	100	Marrs, Beverly D
A+	100	Marrs, Beverly D
A+	97	Baca, Christopher R
A+	100	Lynn, Amy Louise
A+	100	Ryan, Jeannie
A+	100	Dvorak, Maribeth
A+	100	Loudermilk, Kathleen K
A+	98	Lynn, Amy Louise
A+	100	Bergan, Thomas H
A+	100	Perea, Sue
A+	99	Aaker, Bret N
A+	97	Baca, Christopher R
A+	99	Ryan, Jeannie
A+	100	Tarango, Yesenia
A+	100	Marrs, Beverly D
A+	100	Marrs, Beverly D
A+	100	Tarango, Yesenia
A+	100	Goodman, Caroline
A+	100	Herrera Furst, Christina
A+	100	Oglesby, Chris
A+	100	Loudermilk, Kathleen K
A+	100	Marrs, Beverly D
A+	100	Bergan, Thomas H
A+	97	Lynam, Michael
A+	100	Oglesby, Chris
A+	100	Bergan, Thomas H
A+	100	Bergan, Thomas H
A+	100	Thomson, John
A+	100	Oglesby, Chris
A+	100	Becker, Stephanie
A+	97	Lynam, Michael

Student   advisor

S1 Grade	S1 Percent	Teacher Name
A	94	Lynam, Michael
A	96	Baca, Christopher R
A	94	Goodman, Caroline
A	94	Scovil, Geoff
A	85	Tsosie, Kevin H
A	94	Becker, Stephanie
A	90	Tsosie, Kevin H
A	94	Dvorak, Maribeth
A	95	Tsosie, Kevin H
A	96	Thomson, John
A	95	Tsosie, Kevin H
A	94	Goodman, Caroline
A	95	Thomson, John
A	94	Becker, Stephanie
A	95	Scovil, Geoff
A	95	Tsosie, Kevin H
A	94	Baca, Christopher R
A	95	Scovil, Geoff
A	96	Thomson, John
A	95	Mack, Sandra S
A	96	Baca, Christopher R
A	96	Thomson, John
A	94	Baca, Christopher R
A	95	Tsosie, Kevin H
A	95	Tsosie, Kevin H
A	95	Loudermilk, Kathleen K
A	96	Scovil, Geoff
A	96	Loudermilk, Kathleen K
A	94	Loudermilk, Kathleen K
A	94	Bergan, Thomas H
A	95	Ryan, Jeannie
A	95	Aaker, Bret N
A	96	Baca, Christopher R
A-	91	Lynn, Amy Louise
A-	92	Aaker, Bret N
A-	93	Herrera Furst, Christina
A-	90	Herrera Furst, Christina
A-	93	Herrera Furst, Christina
A-	92	Schneider, Jennifer
A-	92	Goodman, Caroline
A-	92	Lynam, Michael
A-	91	Schneider, Jennifer
A-	91	Loudermilk, Kathleen K
A-	90	Baca, Christopher R
A-	92	Goodman, Caroline
A-	92	Mack, Sandra S

RE: Mission Specific Goals for ABHS SY 22-23

To whom it may concern:

1. Goal: 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.

Exceeds Standards: 100% of ABHS graduates completed their four years with a C or better.

Mission Goal #1:
As no student can graduate from ABHS without passing two dual credit courses with a C or better, we achieved a 100% for this goal

2. Goal: 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.

Meets Standards: According to PowerSchool, 95% of ABHS students who were present on the 40th and 120th days completed their yearly service projects with a grade of C or better.

Mission Goal #2 evidence:
The attached grades represent the service grades pulled from PowerSchool for all ABHS students who were present on 40th and 10th days. The students names are blanked out and the advisors' names are present. The mission specific goal requires that they achieve a C or better. Calculations reflect that 89% of these students received a grade of C or better.

Thank you,
Stephanie

Service Grades

S2 grade	S2 Percent	Teacher Name	Grade Level	Course	Block
A+	98	Dvorak, Maribeth J	12	Advisory	ADV(M-Tu,Th)
F	57	Herrera Furst, Christina M	12	Advisory	ADV(M-Tu,Th)
B	85	Herrera, Michelle	11	Advisory	ADV(M-Tu,Th)
A	94	Herrera, Michelle	11	Advisory	ADV(M-Tu,Th)
D-	62	Ryan, Jeannie	12	Advisory	ADV(M-Tu,Th)
A	94	Goodman, Caroline	12	Advisory	ADV(M-Tu,Th)
A+	100	Bergan, Thomas H	10	Advisory	ADV(M-Tu,Th)
A+	100	Baca, Christopher R	9	Advisory	ADV(M-Tu,Th)
C-	74	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
A+	98	Marrs, Beverly D	11	Advisory	ADV(M-Tu,Th)
F	0	Mack, Sandra S	12	Advisory	ADV(M-Tu,Th)
B	86	Lynn, Amy Louise	10	Advisory	ADV(M-Tu,Th)
A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
A+	100	Marrs, Beverly D	12	Advisory	ADV(M-Tu,Th)
B-	83	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
A+	100	Mack, Sandra S	10	Advisory	ADV(M-Tu,Th)
A-	91	Lynn, Amy Louise	9	Advisory	ADV(M-Tu,Th)
A-	90	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
A+	100	Schneider, Jennifer M	9	Advisory	ADV(M-Tu,Th)
F	57	Mack, Sandra S	9	Advisory	ADV(M-Tu,Th)
C	75	Loudermilk, Kathleen K	11	Advisory	ADV(M-Tu,Th)
A-	91	Lynn, Amy Louise	10	Advisory	ADV(M-Tu,Th)
B+	88	Goodman, Caroline	12	Advisory	ADV(M-Tu,Th)
F	50	Schneider, Jennifer M	10	Advisory	ADV(M-Tu,Th)
A	94	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
F	50	Tarango, Yesenia	9	Advisory	ADV(M-Tu,Th)
A-	90	Herrera Furst, Christina M	12	Advisory	ADV(M-Tu,Th)
A+	100	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
A-	93	Lynn, Amy Louise	9	Advisory	ADV(M-Tu,Th)
A+	100	Marrs, Beverly D	9	Advisory	ADV(M-Tu,Th)
A+	100	Herrera, Michelle	9	Advisory	ADV(M-Tu,Th)
A+	100	Tarango, Yesenia	10	Advisory	ADV(M-Tu,Th)
D	65	Marrs, Beverly D	10	Advisory	ADV(M-Tu,Th)
F	32	Herrera Furst, Christina M	11	Advisory	ADV(M-Tu,Th)
A+	100	Tarango, Yesenia	10	Advisory	ADV(M-Tu,Th)
C-	71	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)
A+	100	Tarango, Yesenia	12	Advisory	ADV(M-Tu,Th)
A+	100	Marrs, Beverly D	11	Advisory	ADV(M-Tu,Th)
A+	100	Tarango, Yesenia	9	Advisory	ADV(M-Tu,Th)
A+	100	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
C	75	Loudermilk, Kathleen K	9	Advisory	ADV(M-Tu,Th)
A-	90	Lynam, Michael C	10	Advisory	ADV(M-Tu,Th)
A+	100	Herrera, Michelle	9	Advisory	ADV(M-Tu,Th)
A-	90	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
A+	100	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)

Grade	Score	Name	Grade Level	Type	Section
A+	100	Tsosie, Kevin H	11	Advisory	ADV(M-Tu,Th)
B+	87	Marrs, Beverly D	12	Advisory	ADV(M-Tu,Th)
A+	100	Herrera Furst, Christina M	9	Advisory	ADV(M-Tu,Th)
A+	100	Bergan, Thomas H	12	Advisory	ADV(M-Tu,Th)
D-	62	Lynam, Michael C	10	Advisory	ADV(M-Tu,Th)
F	41	Mack, Sandra S	12	Advisory	ADV(M-Tu,Th)
A	95	Aaker, Bret N	10	Advisory	ADV(M-Tu,Th)
A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
A+	100	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
C	75	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
--	0	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
B	85	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
A+	100	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
C-	70	Schneider, Jennifer M	12	Advisory	ADV(M-Tu,Th)
A+	100	Schneider, Jennifer M	10	Advisory	ADV(M-Tu,Th)
C-	72	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
A+	100	Lynam, Michael C	10	Advisory	ADV(M-Tu,Th)
A	96	Marrs, Beverly D	11	Advisory	ADV(M-Tu,Th)
A+	100	Herrera Furst, Christina M	9	Advisory	ADV(M-Tu,Th)
F	13	Schneider, Jennifer M	10	Advisory	ADV(M-Tu,Th)
A+	100	Mack, Sandra S	9	Advisory	ADV(M-Tu,Th)
A+	100	Ryan, Jeannie	10	Advisory	ADV(M-Tu,Th)
A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
A+	98	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
A	96	Marrs, Beverly D	10	Advisory	ADV(M-Tu,Th)
A+	100	Tarango, Yesenia	9	Advisory	ADV(M-Tu,Th)
A+	100	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
A+	100	Ryan, Jeannie	9	Advisory	ADV(M-Tu,Th)
A+	100	Tsosie, Kevin H	11	Advisory	ADV(M-Tu,Th)
A+	98	Lynn, Amy Louise	11	Advisory	ADV(M-Tu,Th)
A+	100	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
C-	73	Mack, Sandra S	12	Advisory	ADV(M-Tu,Th)
A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
A-	93	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
A+	100	Thomson, John H	11	Advisory	ADV(M-Tu,Th)
D-	62	Mack, Sandra S	9	Advisory	ADV(M-Tu,Th)
B+	88	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
A+	100	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
F	55	Loudermilk, Kathleen K	12	Advisory	ADV(M-Tu,Th)
F	55	Marrs, Beverly D	10	Advisory	ADV(M-Tu,Th)
A+	100	Tsosie, Kevin H	11	Advisory	ADV(M-Tu,Th)
A+	100	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
A+	100	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
A+	100	Dvorak, Maribeth J	12	Advisory	ADV(M-Tu,Th)

	A+	100	Lynam, Michael C	9	Advisory	ADV(M-Tu,Th)
	A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
	A+	100	Bergan, Thomas H	10	Advisory	ADV(M-Tu,Th)
	A+	100	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
	D+	67	Loudermilk, Kathleen K	9	Advisory	ADV(M-Tu,Th)
	A	94	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
	A+	100	Goodman, Caroline	9	Advisory	ADV(M-Tu,Th)
ae	B+	89	Goodman, Caroline	12	Advisory	ADV(M-Tu,Th)
	A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
	A+	97	Marrs, Beverly D	11	Advisory	ADV(M-Tu,Th)
	A+	100	Goodman, Caroline	9	Advisory	ADV(M-Tu,Th)
	A+	98	Lynam, Michael C	10	Advisory	ADV(M-Tu,Th)
	A+	100	Bergan, Thomas H	10	Advisory	ADV(M-Tu,Th)
	B+	88	Loudermilk, Kathleen K	10	Advisory	ADV(M-Tu,Th)
	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
	A+	100	Tsosie, Kevin H	10	Advisory	ADV(M-Tu,Th)
	A+	100	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
	A-	90	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
	A+	100	Goodman, Caroline	9	Advisory	ADV(M-Tu,Th)
	A+	100	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
	B-	83	Goodman, Caroline	10	Advisory	ADV(M-Tu,Th)
	A+	100	Bergan, Thomas H	10	Advisory	ADV(M-Tu,Th)
	A+	100	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
	A+	98	Dvorak, Maribeth J	11	Advisory	ADV(M-Tu,Th)
	A+	104	Loudermilk, Kathleen K	10	Advisory	ADV(M-Tu,Th)
	A	95	Lynn, Amy Louise	12	Advisory	ADV(M-Tu,Th)
	B-	82	Goodman, Caroline	10	Advisory	ADV(M-Tu,Th)
	A+	100	Tarango, Yesenia	11	Advisory	ADV(M-Tu,Th)
	A+	100	Goodman, Caroline	9	Advisory	ADV(M-Tu,Th)
	B+	88	Herrera, Michelle	12	Advisory	ADV(M-Tu,Th)
	A+	100	Herrera, Michelle	10	Advisory	ADV(M-Tu,Th)
	A+	100	Tarango, Yesenia	10	Advisory	ADV(M-Tu,Th)
	A+	100	Goodman, Caroline	10	Advisory	ADV(M-Tu,Th)
	A+	100	Tarango, Yesenia	12	Advisory	ADV(M-Tu,Th)
	A+	100	Mack, Sandra S	10	Advisory	ADV(M-Tu,Th)
	A+	98	Baca, Christopher R	10	Advisory	ADV(M-Tu,Th)
	A+	100	Thomson, John H	11	Advisory	ADV(M-Tu,Th)
	A+	100	Herrera, Michelle	9	Advisory	ADV(M-Tu,Th)
	A-	93	Goodman, Caroline	12	Advisory	ADV(M-Tu,Th)
	A-	92	Mack, Sandra S	10	Advisory	ADV(M-Tu,Th)
	A+	100	Herrera, Michelle	9	Advisory	ADV(M-Tu,Th)
	A	94	Thomson, John H	11	Advisory	ADV(M-Tu,Th)
	A+	100	Aaker, Bret N	10	Advisory	ADV(M-Tu,Th)
	B-	80	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
	D-	63	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
	F	57	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)

A+	100	Tsosie, Kevin H	11	Advisory	ADV(M-Tu,Th)
A+	100	Dvorak, Maribeth J	10	Advisory	ADV(M-Tu,Th)
A+	100	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
C	75	Lynam, Michael C	9	Advisory	ADV(M-Tu,Th)
A+	100	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
A+	100	Marrs, Beverly D	12	Advisory	ADV(M-Tu,Th)
A	95	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
A+	100	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
A	96	Lynam, Michael C	9	Advisory	ADV(M-Tu,Th)
A+	100	Ryan, Jeannie	9	Advisory	ADV(M-Tu,Th)
A-	92	Lynn, Amy Louise	10	Advisory	ADV(M-Tu,Th)
A-	90	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
B	85	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
B-	80	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
B-	80	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
D	60	Ryan, Jeannie	10	Advisory	ADV(M-Tu,Th)
A-	92	Lynn, Amy Louise	9	Advisory	ADV(M-Tu,Th)
A+	100	Schneider, Jennifer M	9	Advisory	ADV(M-Tu,Th)
A+	100	Herrera Furst, Christina M	11	Advisory	ADV(M-Tu,Th)
A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
A+	100	Herrera, Michelle	10	Advisory	ADV(M-Tu,Th)
A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
A+	100	Tsosie, Kevin H	10	Advisory	ADV(M-Tu,Th)
A+	100	Dvorak, Maribeth J	12	Advisory	ADV(M-Tu,Th)
B-	80	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
A+	113	Loudermilk, Kathleen K	9	Advisory	ADV(M-Tu,Th)
F	46	Aaker, Bret N	9	Advisory	ADV(M-Tu,Th)
A-	90	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
A+	100	Herrera, Michelle	10	Advisory	ADV(M-Tu,Th)
A+	100	Ryan, Jeannie	9	Advisory	ADV(M-Tu,Th)
A+	100	Loudermilk, Kathleen K	12	Advisory	ADV(M-Tu,Th)
A+	100	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
A+	100	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)
A+	98	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
D-	60	Marrs, Beverly D	12	Advisory	ADV(M-Tu,Th)
A+	97	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
B-	80	Herrera, Michelle	10	Advisory	ADV(M-Tu,Th)
F	27	Loudermilk, Kathleen K	12	Advisory	ADV(M-Tu,Th)
A+	100	Aaker, Bret N	9	Advisory	ADV(M-Tu,Th)
A-	92	Dvorak, Maribeth J	10	Advisory	ADV(M-Tu,Th)
A+	100	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
A+	113	Loudermilk, Kathleen K	9	Advisory	ADV(M-Tu,Th)
A+	100	Thomson, John H	12	Advisory	ADV(M-Tu,Th)
A+	100	Schneider, Jennifer M	12	Advisory	ADV(M-Tu,Th)
A+	100	Schneider, Jennifer M	11	Advisory	ADV(M-Tu,Th)
A+	100	Tarango, Yesenia	10	Advisory	ADV(M-Tu,Th)

	A-	90	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
	A+	98	Herrera Furst, Christina M	11	Advisory	ADV(M-Tu,Th)
	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
	A+	100	Herrera Furst, Christina M	9	Advisory	ADV(M-Tu,Th)
	A-	92	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
	A+	100	Mack, Sandra S	12	Advisory	ADV(M-Tu,Th)
	B+	87	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)
	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
	F	50	Tarango, Yesenia	12	Advisory	ADV(M-Tu,Th)
	A+	100	Herrera Furst, Christina M	9	Advisory	ADV(M-Tu,Th)
	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
	F	50	Loudermilk, Kathleen K	12	Advisory	ADV(M-Tu,Th)
	A+	100	Marrs, Beverly D	9	Advisory	ADV(M-Tu,Th)
	B	86	Aaker, Bret N	10	Advisory	ADV(M-Tu,Th)
	A+	100	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
	A+	100	Schneider, Jennifer M	11	Advisory	ADV(M)
	F	50	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
	D-	64	Lynn, Amy Louise	10	Advisory	ADV(M-Tu,Th)
	A-	93	Lynn, Amy Louise	11	Advisory	ADV(M-Tu,Th)
ne	A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
	C-	71	Herrera, Michelle	12	Advisory	ADV(M-Tu,Th)
	C-	73	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)
	A+	97	Lynn, Amy Louise	9	Advisory	ADV(M-Tu,Th)

Lastfirst	S2 grade	S2 Percent	Teacher Name	Grade Level	Course	Block
Aaker, Lucinda M	A+	98	Dvorak, Maribeth J	12	Advisory	ADV(M-Tu,Th)
Aguilera, Carlos R	F	57	Herrera Furst, Christina M	12	Advisory	ADV(M-Tu,Th)
Aguilera, Sebastian A	B	85	Herrera, Michelle	11	Advisory	ADV(M-Tu,Th)
Aguirre Zafiro, Diego	A	94	Herrera, Michelle	11	Advisory	ADV(M-Tu,Th)
Aley, Matthew P	D	62	Ryan, Jeannie	12	Advisory	ADV(M-Tu,Th)
Amaya, Amy	A	94	Goodman, Caroline	12	Advisory	ADV(M-Tu,Th)
Amo-Kwao, Daviny	A+	100	Bergan, Thomas H	10	Advisory	ADV(M-Tu,Th)
Archuleta, Lucas Anthony	A+	100	Baca, Christopher R	9	Advisory	ADV(M-Tu,Th)
Atencio, Alejandro Jonathan	C-	74	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
Baca, Delecia G	A+	98	Marrs, Beverly D	11	Advisory	ADV(M-Tu,Th)
Baca, Dominic J	F	0	Mack, Sandra S	12	Advisory	ADV(M-Tu,Th)
Baca, Jayden Josiah	B	86	Lynn, Amy Louise	10	Advisory	ADV(M-Tu,Th)
Bannerman, Bryce Ogg	A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
Barber, Aradia Ixchel	A+	100	Marrs, Beverly D	12	Advisory	ADV(M-Tu,Th)
Baros-Brown, Ryder	B-	83	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Bautista, Sofia X	A+	100	Mack, Sandra S	10	Advisory	ADV(M-Tu,Th)
Baylon, Alina D	A-	91	Lynn, Amy Louise	9	Advisory	ADV(M-Tu,Th)
Bazan, Johnny Anthony	A-	90	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
Beel, Sati A	A+	100	Schneider, Jennifer M	9	Advisory	ADV(M-Tu,Th)
Billings, Isaiah Gale	F	57	Mack, Sandra S	9	Advisory	ADV(M-Tu,Th)
Black, Lukas Anton	C	75	Loudermilk, Kathleen K	11	Advisory	ADV(M-Tu,Th)
Block-Coale, Cassius R	A-	91	Lynn, Amy Louise	10	Advisory	ADV(M-Tu,Th)
Bloom, Shauntyl D	B+	88	Goodman, Caroline	12	Advisory	ADV(M-Tu,Th)
Branch, Reese Mercedes	F	50	Schneider, Jennifer M	10	Advisory	ADV(M-Tu,Th)
Bross, Faire A	A	94	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
Burks, James	A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
Calderon, Abraham	F	50	Tarango, Yesenia	9	Advisory	ADV(M-Tu,Th)
Callahan, Kalan A	A-	90	Herrera Furst, Christina M	12	Advisory	ADV(M-Tu,Th)
Callahan, Kian S	A+	100	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
Callahan, Ryan J	A-	93	Lynn, Amy Louise	9	Advisory	ADV(M-Tu,Th)
Campbell, Kaleigh G	A+	100	Marrs, Beverly D	9	Advisory	ADV(M-Tu,Th)
Candelaria, Liliana	A+	100	Herrera, Michelle	9	Advisory	ADV(M-Tu,Th)
Canuto, Genesis	A+	100	Tarango, Yesenia	10	Advisory	ADV(M-Tu,Th)
Cardenas, Joshua A	D	65	Marrs, Beverly D	10	Advisory	ADV(M-Tu,Th)
Careaga-Coleman, Finnie S	F	32	Herrera Furst, Christina M	11	Advisory	ADV(M-Tu,Th)
Carpenter, Zeke K	A+	100	Tarango, Yesenia	10	Advisory	ADV(M-Tu,Th)
Carrasco, Carlos A	C-	71	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)
Caruso, Ayla Marie	A+	100	Tarango, Yesenia	12	Advisory	ADV(M-Tu,Th)
Carvalho Oliveira, Eduarda	A+	100	Marrs, Beverly D	11	Advisory	ADV(M-Tu,Th)
Casaus, Rihanna V	A+	100	Tarango, Yesenia	9	Advisory	ADV(M-Tu,Th)
Catanach, Nico S	A+	100	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
Cdebaca, Daniel A	C	75	Loudermilk, Kathleen K	9	Advisory	ADV(M-Tu,Th)
Chavez, Breanna J	A-	90	Lynam, Michael C	10	Advisory	ADV(M-Tu,Th)
Chavez, Genesis A	A+	100	Herrera, Michelle	9	Advisory	ADV(M-Tu,Th)
Chavez, Ian Daniel	A-	90	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
Chavez-King, Avianna Lynn	A+	100	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)

Name	Grade	Score	Advisor	Grade Level		
Chischilly, Cairo	A+	100	Tsosie, Kevin H	11	Advisory	ADV(M-Tu,Th)
Clayburn, Ainsley Noelle	B+	87	Marrs, Beverly D	12	Advisory	ADV(M-Tu,Th)
Colasurdo, Inga S.	A+	100	Herrera Furst, Christina M	9	Advisory	ADV(M-Tu,Th)
Comparan, Christopher I	A+	100	Bergan, Thomas H	12	Advisory	ADV(M-Tu,Th)
Contreras, Fabia Mina	D-	62	Lynam, Michael C	10	Advisory	ADV(M-Tu,Th)
Cordova, Julian	F	41	Mack, Sandra S	12	Advisory	ADV(M-Tu,Th)
Corral, Dalia	A	95	Aaker, Bret N	10	Advisory	ADV(M-Tu,Th)
Cortez, Henry T	A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
Cox-Tafoya, Eli	A+	100	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
Cremeens, Maxwell M	C	75	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
Cremeens, Oliver G	--	0	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Crismon, Julien	B	85	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
Crowley, Eli Hi	A+	100	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
Daniels, Kinsey T	C-	70	Schneider, Jennifer M	12	Advisory	ADV(M-Tu,Th)
Davis, Robert R	A+	100	Schneider, Jennifer M	10	Advisory	ADV(M-Tu,Th)
Day, Caleb Andrew	C-	72	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
De La Cruz Ibarra, Adriana	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
De la Cruz, Valeria A.	A+	100	Lynam, Michael C	10	Advisory	ADV(M-Tu,Th)
Dent, Elora G	A	96	Marrs, Beverly D	11	Advisory	ADV(M-Tu,Th)
Domenico, Hulali Kiana	A+	100	Herrera Furst, Christina M	9	Advisory	ADV(M-Tu,Th)
Dominguez, Joey	F	13	Schneider, Jennifer M	10	Advisory	ADV(M-Tu,Th)
Duran, Isaiah G	A+	100	Mack, Sandra S	9	Advisory	ADV(M-Tu,Th)
Edwards, Jazzlyn D	A+	100	Ryan, Jeannie	10	Advisory	ADV(M-Tu,Th)
Enriquez, Alesy V	A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
Faber, Bryan Michael	A+	98	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
Farmer, Pamela	A	96	Marrs, Beverly D	10	Advisory	ADV(M-Tu,Th)
Farrow, Eric J	A+	100	Tarango, Yesenia	9	Advisory	ADV(M-Tu,Th)
Fernandez, Angelica	A+	100	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
Fieldsoe, Hayden J	A+	100	Ryan, Jeannie	9	Advisory	ADV(M-Tu,Th)
Filmer, Jaedyn Rae	A+	100	Tsosie, Kevin H	11	Advisory	ADV(M-Tu,Th)
Flores, Paola E	A+	98	Lynn, Amy Louise	11	Advisory	ADV(M-Tu,Th)
Franke, David James	A+	100	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
Gabaldon, Aaron J	A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
Gabaldon, Antonio M	C-	73	Mack, Sandra S	12	Advisory	ADV(M-Tu,Th)
Gamez, Jhattziry N	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Garcia, Joaquin	A-	93	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
Garcia, Noelle H	A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
Girard, Jonathan J	A+	100	Thomson, John H	11	Advisory	ADV(M-Tu,Th)
Gonzales, Victor A	D-	62	Mack, Sandra S	9	Advisory	ADV(M-Tu,Th)
Gonzalez, Sebastian	B+	88	Avila, Mercedes V	10	Advisory	ADV(M-Tu,Th)
Graf, Chloe A	A+	100	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
Griego-Branch, Aumin A	F	55	Loudermilk, Kathleen K	12	Advisory	ADV(M-Tu,Th)
Guile, Kalea-Sol	F	55	Marrs, Beverly D	10	Advisory	ADV(M-Tu,Th)
Gullahorn-Baker, Alma L	A+	100	Tsosie, Kevin H	11	Advisory	ADV(M-Tu,Th)
Hailey, David Grace	A+	100	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
Hammack, Amorette N	A+	100	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
Hammad, Lillah M	A+	100	Dvorak, Maribeth J	12	Advisory	ADV(M-Tu,Th)

Name	Grade	Score	Advisor	Grade Level	Type	Schedule
Hanes, Samantha L	A+	100	Lynam, Michael C	9	Advisory	ADV(M-Tu,Th)
Harper, Adelyn H	A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
Hazelton, Xiraili L	A+	100	Bergan, Thomas H	10	Advisory	ADV(M-Tu,Th)
Heffenger, Janae R	A+	100	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
Hernandez, Jacqueline	D+	67	Loudermilk, Kathleen K	9	Advisory	ADV(M-Tu,Th)
Herrera, Chastidy M	A	94	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Herst, Jack W	A+	100	Goodman, Caroline	9	Advisory	ADV(M-Tu,Th)
Hollingsworth Miller, Luma Rae	B+	89	Goodman, Caroline	12	Advisory	ADV(M-Tu,Th)
Ibarra, Naveli T N	A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
Ibarra-Marquez, Valeria	A+	97	Marrs, Beverly D	11	Advisory	ADV(M-Tu,Th)
Ioffe, Julia M	A+	100	Goodman, Caroline	9	Advisory	ADV(M-Tu,Th)
Ituarte, Jocelyn M	A+	98	Lynam, Michael C	10	Advisory	ADV(M-Tu,Th)
Jimenez, Raul	A+	100	Bergan, Thomas H	10	Advisory	ADV(M-Tu,Th)
Jones, Keona E	B+	88	Loudermilk, Kathleen K	10	Advisory	ADV(M-Tu,Th)
Jordan, Hannah S	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Lara Villanueva, Angel	A+	100	Tsosie, Kevin H	10	Advisory	ADV(M-Tu,Th)
Lechuga Kanapilly, Adelio E	A+	100	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
Lee-Mock, Oliver R	A-	90	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
Lozano, Jimena	A+	100	Goodman, Caroline	9	Advisory	ADV(M-Tu,Th)
Lozano, Lucero A	A+	100	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
Lucero Jr, Nicholas Andres	B-	83	Goodman, Caroline	10	Advisory	ADV(M-Tu,Th)
Lucero, Margarita Rose	A+	100	Bergan, Thomas H	10	Advisory	ADV(M-Tu,Th)
Lueras, Christopher Ray	A+	100	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
Lujan, Noah E	A+	98	Dvorak, Maribeth J	11	Advisory	ADV(M-Tu,Th)
Magana, Reyna Guadalupe	A+	104	Loudermilk, Kathleen K	10	Advisory	ADV(M-Tu,Th)
Manes, Rhianna Audrey	A	95	Lynn, Amy Louise	12	Advisory	ADV(M-Tu,Th)
Martin, James P	B-	82	Goodman, Caroline	10	Advisory	ADV(M-Tu,Th)
Martinez, Caleb A	A+	100	Tarango, Yesenia	11	Advisory	ADV(M-Tu,Th)
Martinez, Judith Olivia	A+	100	Goodman, Caroline	9	Advisory	ADV(M-Tu,Th)
Martinez, Julian	B+	88	Herrera, Michelle	12	Advisory	ADV(M-Tu,Th)
Martinez, Nevaeh A	A+	100	Herrera, Michelle	10	Advisory	ADV(M-Tu,Th)
Martinez, Sophia A	A+	100	Tarango, Yesenia	10	Advisory	ADV(M-Tu,Th)
Martinez-Mancha, Ricardo Y	A+	100	Goodman, Caroline	10	Advisory	ADV(M-Tu,Th)
McCamey, Anna Sofia	A+	100	Tarango, Yesenia	12	Advisory	ADV(M-Tu,Th)
McCargar, Kathleen Mary	A+	100	Mack, Sandra S	10	Advisory	ADV(M-Tu,Th)
McEnaney, Colin P	A+	98	Baca, Christopher R	10	Advisory	ADV(M-Tu,Th)
Mestas, Timothy R	A+	100	Thomson, John H	11	Advisory	ADV(M-Tu,Th)
Millares, Alex L	A+	100	Herrera, Michelle	9	Advisory	ADV(M-Tu,Th)
Miller Leming, Logan	A-	93	Goodman, Caroline	12	Advisory	ADV(M-Tu,Th)
Montana, Maya-Rae	A-	92	Mack, Sandra S	10	Advisory	ADV(M-Tu,Th)
Montoya, Marisa C	A+	100	Herrera, Michelle	9	Advisory	ADV(M-Tu,Th)
Morgan, Daxton C	A	94	Thomson, John H	11	Advisory	ADV(M-Tu,Th)
Mostoller, Yonas	A+	100	Aaker, Bret N	10	Advisory	ADV(M-Tu,Th)
Mutte, Armani	B-	80	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
Nance, Kai I	D-	63	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
Obeso-Gamez, Saul Abel	F	57	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
Oppenheimer, Druid R	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)

3
+6

Name	Grade	Score	Teacher	Level	Type	Class
Ortiz, Anna Sophia	A+	100	Tsosie, Kevin H	11	Advisory	ADV(M-Tu,Th)
Ortiz, Antonio R	A+	100	Dvorak, Maribeth J	10	Advisory	ADV(M-Tu,Th)
Ortiz, Chloe I	A+	100	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
Padilla, Julian Jesus	C	75	Lynam, Michael C	9	Advisory	ADV(M-Tu,Th)
Padilla, Savannah Leigh	A+	100	Dvorak, Maribeth J	9	Advisory	ADV(M-Tu,Th)
Palma-Leal, Julian A	A+	100	Marrs, Beverly D	12	Advisory	ADV(M-Tu,Th)
Pappler, Maya H	A	95	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Paul, Kaylee M	A+	100	Thomson, John H	9	Advisory	ADV(M-Tu,Th)
Pearson, Jullian D	A	96	Lynam, Michael C	9	Advisory	ADV(M-Tu,Th)
Perez, Kevin	A+	100	Ryan, Jeannie	9	Advisory	ADV(M-Tu,Th)
Phan, Zoe Nulena	A-	92	Lynn, Amy Louise	10	Advisory	ADV(M-Tu,Th)
Pilgrim, Christopher Julian	A-	90	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
Platero, HaiLyn R	B	85	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
Quinn, Elisabeth G	B-	80	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
Quiterio, Cole Martin	B-	80	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
Quiterio, Kyler M	D-	60	Ryan, Jeannie	10	Advisory	ADV(M-Tu,Th)
Ramirez Pena, Estrella	A-	92	Lynn, Amy Louise	9	Advisory	ADV(M-Tu,Th)
Ranspot, Malia E.	A+	100	Schneider, Jennifer M	9	Advisory	ADV(M-Tu,Th)
Rey, Gabriela M	A+	100	Herrera Furst, Christina M	11	Advisory	ADV(M-Tu,Th)
Reyes, Israel Joaquin	A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
Robles, Elizabeth	A+	100	Herrera, Michelle	10	Advisory	ADV(M-Tu,Th)
Roderick, Marcela L	A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
Ronquillo, Charlotte Marie	A+	100	Tsosie, Kevin H	10	Advisory	ADV(M-Tu,Th)
Ronquillo, Sophie D	A+	100	Dvorak, Maribeth J	12	Advisory	ADV(M-Tu,Th)
Roybal, Elise M	B-	80	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
Ruelas, Juan M	A+	100	Tsosie, Kevin H	9	Advisory	ADV(M-Tu,Th)
Saiz-Wagner, Nyah	A+	113	Loudermilk, Kathleen K	9	Advisory	ADV(M-Tu,Th)
Saldivar, Alan A	F	46	Aaker, Bret N	9	Advisory	ADV(M-Tu,Th)
Salter, Adriano Roberto	A-	90	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Santiago Vega, Angel G	A+	100	Herrera, Michelle	10	Advisory	ADV(M-Tu,Th)
Seidler, Anden F	A+	100	Ryan, Jeannie	9	Advisory	ADV(M-Tu,Th)
Serna, Adriana Monique	A+	100	Loudermilk, Kathleen K	12	Advisory	ADV(M-Tu,Th)
Shank, Delano Charles	A+	100	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
Shelhav, Maya Madeline	A+	100	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)
Siordia, Natalia Andrea	A+	98	Avila, Mercedes V	11	Advisory	ADV(M-Tu,Th)
Smith, Aiden Christopher	D-	60	Marrs, Beverly D	12	Advisory	ADV(M-Tu,Th)
Soto, Emily A	A+	97	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
Stellman, Kiri	B-	80	Herrera, Michelle	10	Advisory	ADV(M-Tu,Th)
Strawn, Karisma Sophia	F	27	Loudermilk, Kathleen K	12	Advisory	ADV(M-Tu,Th)
Telles, Mina Lily	A+	100	Aaker, Bret N	9	Advisory	ADV(M-Tu,Th)
Tena, An'Jhelo Y	A-	92	Dvorak, Maribeth J	10	Advisory	ADV(M-Tu,Th)
Tolino-Anderson, Tannyn J	A+	100	Aaker, Bret N	12	Advisory	ADV(M-Tu,Th)
Torres Gallegos, Bella M	A+	113	Loudermilk, Kathleen K	9	Advisory	ADV(M-Tu,Th)
Torres, Carlos Samuel	A+	100	Thomson, John H	12	Advisory	ADV(M-Tu,Th)
Torres, Isaiah A	A+	100	Schneider, Jennifer M	12	Advisory	ADV(M-Tu,Th)
Trautwein, Natalie Katheryn	A+	100	Schneider, Jennifer M	11	Advisory	ADV(M-Tu,Th)
Trujillo, Kaleo	A+	100	Tarango, Yesenia	10	Advisory	ADV(M-Tu,Th)

Trujillo, Rosa Maria A	A-	90	Baca, Christopher R	12	Advisory	ADV(M-Tu,Th)
Ulibarri, Janelle M	A+	98	Herrera Furst, Christina M	11	Advisory	ADV(M-Tu,Th)
Valdez, Karina M	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Valdez, Sergio A	A+	100	Herrera Furst, Christina M	9	Advisory	ADV(M-Tu,Th)
Varela, Nahum H	A-	92	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
Vernon, Phoenix Pagie	A+	100	Mack, Sandra S	12	Advisory	ADV(M-Tu,Th)
Vigil, Angel Avy	B+	87	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)
Vigil, Ciara M	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Villa, Mikah A	F	50	Tarango, Yesenia	12	Advisory	ADV(M-Tu,Th)
Villegas, Sebastian	A+	100	Herrera Furst, Christina M	9	Advisory	ADV(M-Tu,Th)
Volpato, Nicholas E	A+	100	Becker, Stephanie G	12	Advisory	ADV(M-Tu,Th)
Vye, Julian	F	50	Loudermilk, Kathleen K	12	Advisory	ADV(M-Tu,Th)
Wallace, Toni	A+	100	Marrs, Beverly D	9	Advisory	ADV(M-Tu,Th)
Ward, Cade V	B	86	Aaker, Bret N	10	Advisory	ADV(M-Tu,Th)
Washburn, Tess Hua Mei	A+	100	Ryan, Jeannie	11	Advisory	ADV(M-Tu,Th)
Washington, Sy Min	A+	100	Schneider, Jennifer M	11	Advisory	ADV(M)
Wheat, Ieisha A	F	50	Lynam, Michael C	11	Advisory	ADV(M-Tu,Th)
Wheat, Trinity M	D-	64	Lynn, Amy Louise	10	Advisory	ADV(M-Tu,Th)
Willhite, Zoey Denise	A-	93	Lynn, Amy Louise	11	Advisory	ADV(M-Tu,Th)
Wood-Sedillo, Savanna Jasmine	A+	100	Bergan, Thomas H	9	Advisory	ADV(M-Tu,Th)
Zamora, Ana Sofia	C-	71	Herrera, Michelle	12	Advisory	ADV(M-Tu,Th)
Zamorano, Marisol I	C-	73	Herrera Furst, Christina M	10	Advisory	ADV(M-Tu,Th)
Zarate, Alexis Y	A+	97	Lynn, Amy Louise	9	Advisory	ADV(M-Tu,Th)

-4
23
84
———
207
<23>

$$\frac{184}{207} = 89\%$$

RE: Mission-Specific Goals for ABHS SY 23-24

To whom it may concern:

1. Goal: 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.

Exceeds Standards: 100% of ABHS graduates completed their four years at Amy Biehl with a C or better in their two dual credit classes.

Mission Goal #1 evidence:
As no student can graduate from ABHS without passing two dual credit courses with a C or better, we achieved 100% for this goal.

2. Goal: 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.

Exceeds Standards: According to PowerSchool, 93% of ABHS students present on the 40th and 120th days completed their yearly service projects with a grade of C or better.

Mission Goal #2 evidence:
The attached grades represent the service grades pulled from PowerSchool for all ABHS students present on the 40th and 120th days.
The students' names have been eliminated and the advisors' names are present next to the grade level of the student. The mission-specific goal requires that students achieve a C or better. Calculations reflect that 93% of these students received a grade of C or better.

Thank you,
Stephanie

Grade	Teacher Name	Aug 10	Sep 14	Oct 26	Nov 16	MLKjr Day	Feb 15	April 18	May 9	Avrg grade
9	Aaker, Bret N	100	100	100	100	100	100	50	100	93.75
10	Aaker, Bret N	100	100	100	100	100	100	100	100	100
10	Aaker, Bret N	85	85	85	90	100	100	100	100	93.125
11	Aaker, Bret N	100	100	100	100	100	100	100	100	100
11	Aaker, Bret N	100	100	100	100	100	100	100	100	100
11	Aaker, Bret N	100	100	100	100	100	100	100	100	100
11	Aaker, Bret N	0	0	0	0	0	0	0	0	0
11	Aaker, Bret N	100	100	100	100	100	100	100	100	100
10	Aaker, Bret N	100	100	100	100	100	100	100	100	100
11	Aaker, Bret N	100	80	80	100	100	100	100	100	95
9	Bergan, Thomas H	100	100	100	100	100	100	100	100	100
11	Bergan, Thomas H	100	100	100	100	100	100	100	100	100
11	Bergan, Thomas H	100	100	100	100	100	100	0	100	87.5
10	Bergan, Thomas H	100	100	100	100	100	100	100	100	100
9	Bergan, Thomas H	0	100	100	100	100	100	100	100	87.5
11	Bergan, Thomas H	100	100	100	100	100	100	100	100	100
10	Bergan, Thomas H	100	100	100	100	100	100	0	100	87.5
9	Bergan, Thomas H	100	100	100	100	0	100	0	0	62.5
10	Bergan, Thomas H	100	100	100	100	100	100	100	100	100
11	Bergan, Thomas H	100	100	100	100	100	100	0	100	87.5
9	Bergan, Thomas H	100	100	100	100	100	100	100	100	100
10	Bergan, Thomas H	100	100	100	100	100	100	100	100	100
9	Bergan, Thomas H	100	0	100	100	100	100	0	100	75
10	Carlton, Jessica L	100	100	100	100	100	100	100	100	100
9	Bergan, Thomas H	100	100	0	100	100	100	0	100	75
9	Carlton, Jessica L	100	100	100	100	100	100	100	100	100
9	Carlton, Jessica L	100	100	100	100	100	100	100	100	100
9	Carlton, Jessica L	100	100	100	100	100	100	100	100	100
9	Carlton, Jessica L	100	100	100	100	100	100	100	100	100
9	Carlton, Jessica L	100	100	100	100	100	100	100	100	100
9	Carlton, Jessica L	100	100	100	100	100	100	100	100	100
11	Carlton, Jessica L	N/A	N/A	100	100	100	100	100	100	100
9	Carlton, Jessica L	N/A	N/a	0	100	100	0	0	50	50
9	Carlton, Jessica L	100	100	100	100	100	100	100	100	100
9	Carlton, Jessica L	100	100	100	100	100	100	100	100	100

Grade	Teacher Name	Aug 10	Sep 14	Oct 26	Nov 16	MLKjr Day	Feb 15	April 18	May 9	Avrg grade
9	Carlton, Jessica L	100	100	100	100	0	100	0	0	75
9	Dvorak, Maribeth J	100	100	100	85	100	100	86	100	96.375
9	Dvorak, Maribeth J	100	100	100	100	100	100	100	100	100
9	Dvorak, Maribeth J	100	100	100	100	100	100	100	100	100
10	Dvorak, Maribeth J	0	0	100	100	100	100	100	100	75
9	Dvorak, Maribeth J	100	100	100	100	0	100	0	100	75
9	Dvorak, Maribeth J	100	100	100	71	0	100	100	100	83.875
9	Dvorak, Maribeth J	100	100	100	100	100	100	100	100	100
9	Dvorak, Maribeth J	100	100	100	100	0	100	100	100	87.5
9	Dvorak, Maribeth J	100	100	100	100	100	100	100	100	100
10	Dvorak, Maribeth J	100	100	100	100	100	100	100	100	100
10	Dvorak, Maribeth J	100	100	100	85	100	100	100	100	98.125
10	Dvorak, Maribeth J	100	100	85	100	100	100	100	0	85.625
11	Dvorak, Maribeth J	100	100	100	100	100	100	100	100	100
10	Dvorak, Maribeth J	100	100	100	85	100	100	0	100	87.5
9	Dvorak, Maribeth J	100	100	100	100	100	100	100	100	100
9	Dvorak, Maribeth J	100	100	100	100	100	100	100	100	100
10	Dvorak, Maribeth J	100	100	100	85	100	100	100	0	85.625
11	Herrera Furst, Christina V	ex	ex	ex	ex	ex	100	100	100	100
11	Herrera Furst, Christina V	100	100	100	100	100	100	100	0	87.5
11	Herrera Furst, Christina V	100	100	100	100	100	100	100	100	100
11	Herrera Furst, Christina V	100	100	100	100	100	100	100	100	100
9	Herrera Furst, Christina V	100	100	100	100	100	100	100	100	100
9	Herrera Furst, Christina V	100	100	100	100	100	100	100	100	100
10	Herrera Furst, Christina V	100	100	100	100	100	100	0	0	75
11	Herrera Furst, Christina V	100	100	100	100	100	100	100 ex	100	100
11	Herrera Furst, Christina V	100	100	100	100	100	100	0	100	87.5
10	Lachelt, Benjamin							100	100	100
9	Lachelt, Benjamin							100	100	100
11	Herrera Furst, Christina V	100	100	100	100	100	100 ex	100 ex	100	100
10	Lachelt, Benjamin							100	100	100
10	Lachelt, Benjamin							100	100	100
9	Lachelt, Benjamin							100	100	100
11	Lachelt, Benjamin							100	100	100
10	Lachelt, Benjamin							100	100	100
10	Lachelt, Benjamin							100	100	100
10	Lachelt, Benjamin							100	100	100
10	Lachelt, Benjamin							0	0	0
9	Lachelt, Benjamin							100	100	100
9	Loudermilk, Kathleen K	100	100	100	100	100	100	100	100	100
9	Lachelt, Benjamin							100	100	100
9	Loudermilk, Kathleen K	100	100	100	100	100	100	100	100	100
9	Loudermilk, Kathleen K	100	0	100	100	100	100	100	100	87.5

Grade	Teacher Name	Aug 10	Sep 14	Oct 26	Nov 16	MLKjr Day	Feb 15	April 18	May 9	Avrg grade
9	Loudermilk, Kathleen K	0	0	0	100	100	100	100	100	62.5
11	Loudermilk, Kathleen K	100	100	100	100	100	100	100	100	100
9	Loudermilk, Kathleen K	100	100	100	100	100	100	100	100	100
9	Loudermilk, Kathleen K	100	100	100	100	100	100	100	100	100
9	Loudermilk, Kathleen K	100	100	100	100	100	100	100	100	100
9	Loudermilk, Kathleen K	100	100	0	100	100	100	100	100	87.5
9	Loudermilk, Kathleen K	100	100	100	100	100	100	100	100	100
9	Loudermilk, Kathleen K	100	100	100	0	100	100	100	100	87.5
9	Loudermilk, Kathleen K	100	100	100	100	100	100	100	100	100
11	Loudermilk, Kathleen K	0	0	0	0	100	0	0	100	25
10	Loudermilk, Kathleen K	100	100	100	100	0	100	100	100	87.5
9	Loudermilk, Kathleen K	100	100	100	100	100	100	100	100	100
11	Lynam, Michael C	100	100	100	100	100	100	100	100	100
11	Lynam, Michael C	100	100	100	100	100	100	100	100	100
11	Lynam, Michael C	100	100	100	100	100	100	100	100	100
10	Lynam, Michael C	100	100	100	100	100	100	100	100	100
11	Lynam, Michael C	100	100	100	100	100	100	100	100	100
9	Lynam, Michael C	100	100	100	100	100	100	100	100	100
9	Lynam, Michael C	100	100	100	100	100	100	100	100	100
11	Lynam, Michael C	100	100	100	100	100	100	100	100	100
10	Lynam, Michael C	100	100	100	100	100	100	100	100	87.5
10	Lynam, Michael C	100	100	100	100	100	100	100	100	100
9	Mack, Sandra S	100	100	100	100	100	100	100	100	100
9	Lynam, Michael C	100	100 ex	100	100 ex	100	100	100	100	100
10	Lynam, Michael C	100	100	100	100	100	100	100	100	100
11	Mack, Sandra S	100 ex	100	100 ex	100	100	100	100	100	100
10	Mack, Sandra S	90 ex	100	90	100	100	100	80	100	95
10	Mack, Sandra S	90	85	100	100	100	100	100	0	81.875
10	Mack, Sandra S	90	85	90	90	100	100 ex	100	100	93.5714285
11	Mack, Sandra S	100	100	100	100	100	100	100	98.75	98.75
11	Mack, Sandra S	90	100	100	100	100	100	100	100	55.7142857
10	Mack, Sandra S	100	100	90	100	100	100	80	100	100
9	Mack, Sandra S	90	100	0	0	0	100 ex	90	80	95
10	Mack, Sandra S	100	100	100	100	100	100	100	100	100
9	Mack, Sandra S	100	100	0	0	0	100	90	100	66.6666666
10	Mack, Sandra S	100	100	95	80	100	100	80	100	96.25
9	Mack, Sandra S	90	100	90	90	100	100	90	100	95
10	Mack, Sandra S	100	85	90	80	100	100	90	100	93.75
9	Marrs, Beverly D	100	100	100	100	100	100	0	0	93.75
10	Mack, Sandra S	100	100	100	100	100	100	90	100	75
9	Marrs, Beverly D	100	100	100	100	100	100	100	100	100
10	Marrs, Beverly D	100	100	100	100	100	100	100	100	100

Grade	Teacher Name	Aug 10	Sep 14	Oct 26	Nov 16	MLKjr Day	Feb 15	April 18	May 9	Avrg grade
10	Marrs, Beverly D	100	100	100	100	100	100	100	100	100
11	Marrs, Beverly D	100	100	100	100	0	0	0	0	50
10	Marrs, Beverly D	100	100	100	100	100	100	100	100	100
11	Marrs, Beverly D	100	100	100	100	100	100	100	100	100
10	Marrs, Beverly D	100	100	100	100	100	100	100	100	100
9	Marrs, Beverly D	100	100	100	100	100	100	100	0	87.5
10	Marrs, Beverly D	100	100	100	100	100	100	100	100	100
10	Marrs, Beverly D	100	100	100	100	100	0	0	0	62.5
11	Meeker, Paul C	?	?	100	100	100	100	100	100	100
10	Meeker, Paul C	?	?	100	100	100	100	100	100	100
10	Meeker, Paul C	?	?	100	100	100	100	100	100	100
10	Meeker, Paul C	?	?	100	100	100	100	100	100	100
11	Meeker, Paul C	?	?	100	100	100	100	100	100	100
11	Meeker, Paul C	?	?	100	100	100	100	100	100	100
10	Meeker, Paul C	?	?	100	100	100	100	100	100	100
9	Meeker, Paul C	?	?	100	100	100	100	100	100	100
10	Meeker, Paul C	?	?	100	100	100	100	100	100	100
10	Meeker, Paul C									#DIV/0!
9	Ryan, Jeannie	100	100	100	100	100	100	100	100	100
10	Ryan, Jeannie	90	90	90	90	90	90	90	90	90
11	Ryan, Jeannie	90	90	90	90	90	90	90	90	90
9	Ryan, Jeannie	100	100	100	100	100	100	100	100	100
9	Ryan, Jeannie	80	80	80	80	80	80	80	80	80
10	Ryan, Jeannie	80	80	80	80	80	80	80	80	80
10	Ryan, Jeannie	90	90	90	90	90	90	90	90	90
10	Ryan, Jeannie	100	100	100	100	100	100	100	100	100
9	Tarango, Yesenia	100	100	100	20	0	100	100	100	77.5
10	Ryan, Jeannie	90	90	90	90	90	90	90	90	90
10	Tarango, Yesenia	100	100	100	100	100	100	100	100	100
10	Tarango, Yesenia	0	100	100	100	0	100	100	100	80
11	Tarango, Yesenia	100	100	100	100	100	100	100	100	100
10	Tarango, Yesenia	100	100	100	100	0	100	100	50	81.25
11	Tarango, Yesenia	0	100	100	100	100	100	100	100	87.5
10	Tarango, Yesenia	100	100	100	100	100	100	100	100	100
10	Tarango, Yesenia	100	100	100	100	100	100	100	100	100
11	Tarango, Yesenia	100	100	100	100	100	100	100	100	100
9	Tarango, Yesenia	0	100	100	100	100	100	100	100	87.5
10	Tarango, Yesenia	100	100	100	100	100	100	100	100	100

Grade	Teacher Name	Aug 10	Sep 14	Oct 26	Nov 16	MLKjr Day	Feb 15	April 18	May 9	Avrg grade
11	Tarango, Yesenia	100	0	100	100	0	100	100	100	75
11	Tarango, Yesenia	100	100	100	100	0	0	100	100	75
11	Thomson, John H	100	100	100	100	100	100	100	100	100
10	Thomson, John H	100	100	100	100	100	100	100	20	90
10	Thomson, John H	100	100	100	100	100	100	100	100	100
10	Thomson, John H	100	100	100	100	100	100	100	100	100
10	Thomson, John H	100	100	100	100	100	100	100	100	100
9	Thomson, John H	100	100	100	100	100	100	100	100	100
10	Thomson, John H	100	100	100	100	100	100	100	100	100
10	Thomson, John H	100	100	100	100	100	100	100	100	100
9	Thomson, John H	100	100	100	100	100	100	100	100	100
9	Thomson, John H	100	100	100	100	100	100	100	100	100
9	Thomson, John H	100	100	100	100	100	100	100	100	100
10	Thomson, John H	100	100	100	100	100	100	100	100	100
9	Thomson, John H	100	100	100	100	100	100	100	100	100
10	Tossie, Kevin H	100	100	100	70	100	70	0	0	67.5
9	Tossie, Kevin H	100	100	100	100	100	70	100	100	96.25
11	Tossie, Kevin H	100	100	100	100	75	70	0	0	68.125
10	Tossie, Kevin H	100	100	100	100	100	Absent	100	100	100
10	Tossie, Kevin H	100	100	100	100	100	100	Absent	100	100
10	Tossie, Kevin H	100	100	100	100	100	100	100	100	100
11	Tossie, Kevin H	100	100	100	100	100	100	100	100	100
9	Tossie, Kevin H	100	100	100	100	100	100	100	100	100
10	Tossie, Kevin H	100	100	100	100	100	100	100	100	100
9	Tossie, Kevin H	100	100	100	100	100	100	100	100	100

Grade	Teacher Name	Senior Project Grade
12	Aaker, Bret N	85
12	Aaker, Bret N	NA
12	Aaker, Bret N	96
12	Aaker, Bret N	85
12	Bergan, Thomas H	96
12	Dvorak, Maribeth J	89
12	Herrera Furst, Christina M	NA
12	Herrera Furst, Christina M	83
12	Herrera Furst, Christina M	99
12	Herrera Furst, Christina M	60
12	Herrera Furst, Christina M	74
12	Lynam, Michael C	100
12	Lynam, Michael C	100
12	Lynam, Michael C	100
12	Lynam, Michael C	100
12	Mack, Sandra S	94
12	Marrs, Beverly D	100
12	Marrs, Beverly D	100
12	Marrs, Beverly D	100
12	Meeker, Paul C	100
12	Ryan, Jeannie	90
12	Ryan, Jeannie	100
12	Ryan, Jeannie	100
12	Ryan, Jeannie	80
12	Ryan, Jeannie	100
12	Tarango, Yesenia	75
12	Tarango, Yesenia	102
12	Tarango, Yesenia	N/A
12	Thomson, John H	60
12	Thomson, John H	75
12	Tsosie, Kevin H	100
12	Tsosie, Kevin H	100

| 12 | Tsosie, Kevin H | 100 |
| 12 | Tsosie, Kevin H | 100 |