

New Mexico Public Education Commission



Charter School Renewal Application

Part B: Progress Report

Charter Schools Division
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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: The MASTERS Program

Authorizer: New Mexico Public Education Commission (NMPEC)

Current Charter Term: July 1, 2020 – June 30, 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: The MASTERS Program (TMP) has successfully earned a designation as a “Spotlight School” for all measurable years of its contract term. From SY2021-22 to SY2022-23, [REDACTED]

[REDACTED] The school has also met or exceeded percentage targets for student retention and recurrent enrollment for all measurable years of its contract terms. Additionally, in February 2024, TMP received a letter from its authorizer that the school was issued a notice of exemplary performance for its SY2022-23 annual report.

On June 21, 2024, TMP received official confirmation of its redesignation as an Early College High School (ECHS) for an additional five-year period. Additionally, in 2024, U.S. News ranked The MASTERS Program as a top 1,000 best charter high in the country. These achievements testify to TMP's robust educational programming and unwavering commitment to student success.

Additional School Distinctions and Student Awards:

- First place in [Youth Writer Prize in Poetry](#) Writing Contest (2023)
- Student participation in ENLACE New Mexico Legislative Internship (2023)
- Student ceramics submission in the [“Young at Art”](#) exhibition at SFCC (2023)
- Eleven student presentation participants at the Charter School Division annual conference (2024)
- 98% graduation completion in SY2023-24 (of these graduates, ten either earned an additional AA or career certificate in addition to a high school diploma) (2024)
- 53 college acceptances to include community colleges, state universities, one international university, and private colleges across the nation (2024)
- 24 Scholarships to include the Davis Foundation, LANL, Girls Inc., WUE, CCA Merit Scholarship, RIT Presidential Scholarship, Chapman Dean’s Choice Scholarship, Chapman Merit-Based Scholarship, CSU Merit Based, CSU Need Based, University of Arizona Dean’s Reward, Golden Apple, ASU Merit Based, UNM Achievers Scholarship, UNM Woodward Scholarship, NM Hispanic Scholarship, NM Scholars Scholarship, UNM Presidential Scholarship, and the Bridge to Success Scholarship (2024)
- The school met or exceeded retention and recurrent enrollment targets for all measurable years of its contract term

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

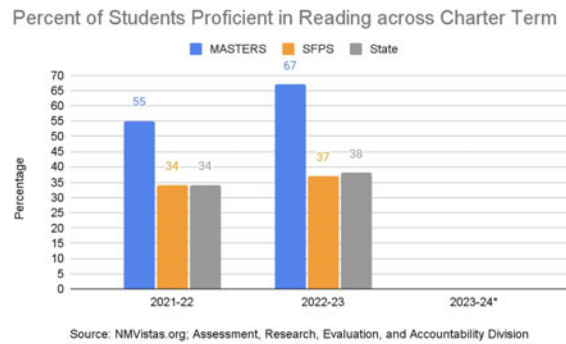
Appendix A-1 Academic Data. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

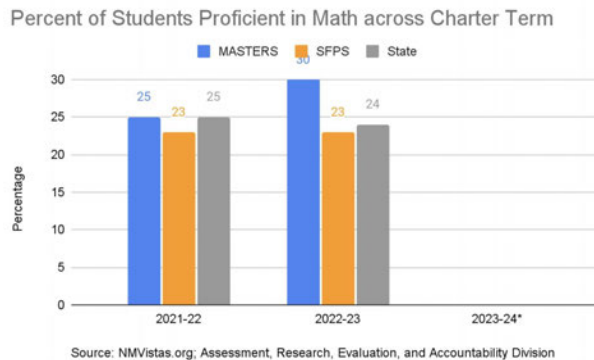
During the 2020-2021 school year, statewide summative assessments were waived due to the pandemic. During this period, The MASTERS Program used the ACCUPLACER, provided through Santa Fe Community College, as a tool for evaluating and placing students based on their reading, writing, and math skills, particularly for dual credit course placement.

In the 2021-2022 and 2022-2023 school years, the school administered all required state summative assessments, including the SAT and NMSAR for 11th-grade students, and the WIDA ACCESS for English Language Learners. Additionally, the PSAT was administered to 10th-grade students.

Over these two years, the school consistently outperformed both the state and district in reading, with a 12% increase in the overall percentage of proficient students. Disaggregated reading data further indicates that unmasked subgroup students at the school also exceeded state and district performance in reading during this time period.

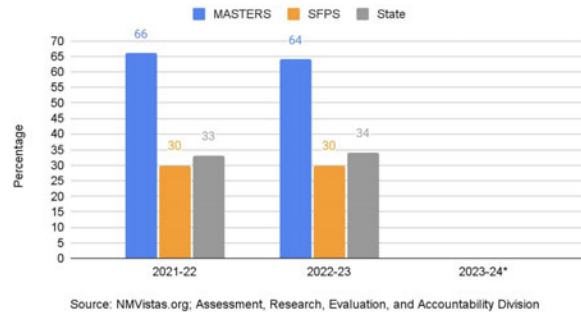


Students at TMP outperformed the state and district in math during these two years of the school’s contract term and the percentage of students proficient in math increased by 5%. In SY2022-23, unmasked data for subgroups similarly indicated that students exceeded the state and district.



While the school’s science proficiency decreased by 2% in science from year to year, students still outperformed the state by roughly 30%, with exceptional proficiency rates for measurable subgroup students as well:

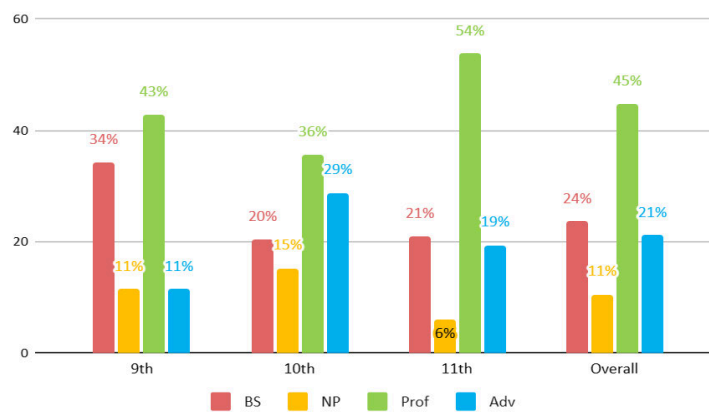
Percent of Students Proficient in Science across Charter Term

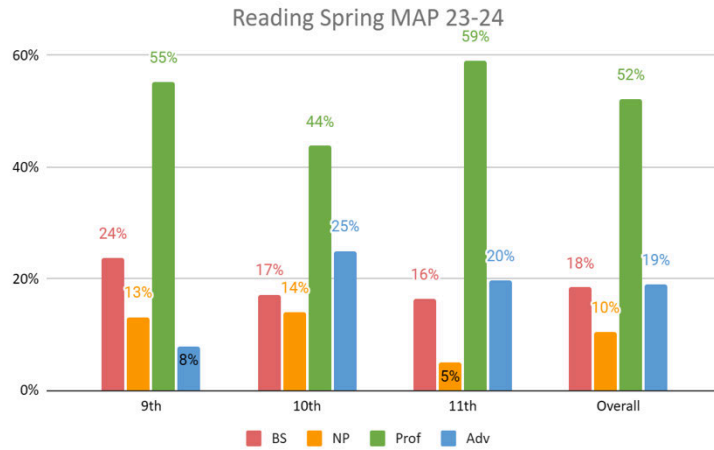


In addition to statewide summative assessments and PSAT during years 1 and 2, incoming students also took the ACCUPLACER through Santa Fe Community College as a placement tool for placement into college courses at Santa Fe Community College. However, in SY2023-24, the school’s new leader, introduced the NWEA MAP as a reading, math, and science interim assessment in the fall of 2023. The decision to implement interim assessment was rooted in the new leader’s interest in collecting a more comprehensive range of nuanced and authentic data for students in grades 9-11. Students took their first interim assessment in the Winter of 2023 and retested again in the Spring of 2024. The Implementation of interim assessment has informed professional development, PLCs, and staff instructional strategies as well served as a tool to build student agency around their own learning.

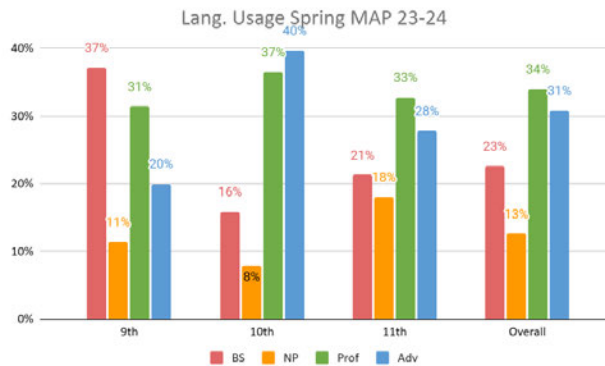
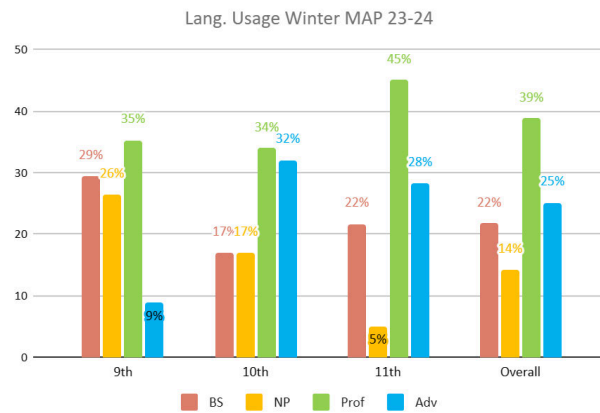
Overall interim reading data from winter 2023 to spring 2024 shows a positive trend in proficiency rates. The percentage of students meeting or exceeding proficiency standards increased from 66% to 71%. Additionally, the percentage of students testing below standard or nearly proficient decreased from 35% to 28%:

Reading Winter MAP 23-24



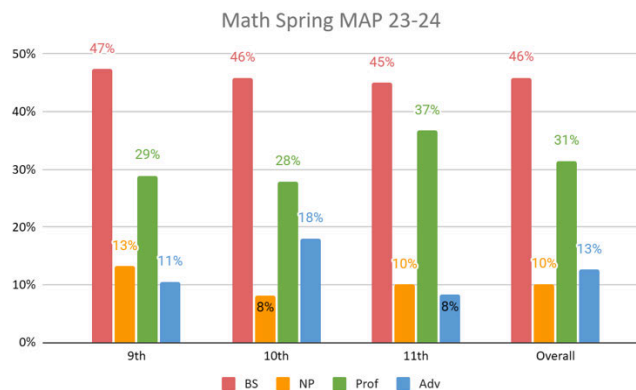
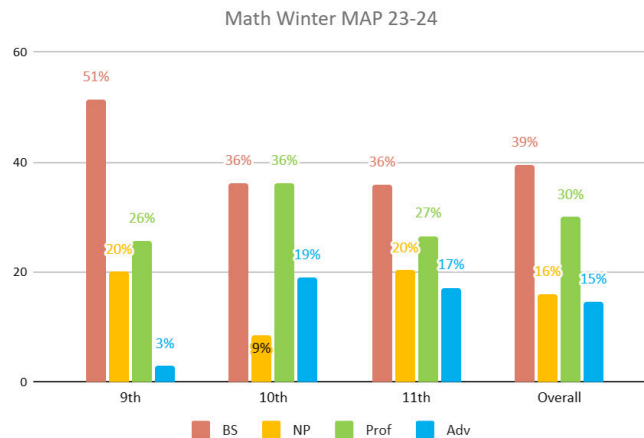


While the school-wide interim language usage data did not indicate significant growth across all grade levels from winter 2023 to spring 2024, there were notable improvements in specific grades. Among 9th-grade students, there was a 7% increase in the number of students scoring proficient or above, along with a corresponding 7% decrease in those testing at 'nearing proficient' or below. Similarly, 10th-grade students showed a 10% increase in proficiency rates and a 10% decrease in the number of students testing at 'nearing proficient' or below:



The overall math interim assessment data from winter 2023 to spring 2024 showed consistent results, with approximately 45% of students across grade levels achieving proficiency or above. Anecdotal data collected in Fall 2023 before the school began to administer NWEA map noted that students struggle to

master basic math skills. Interim data further confirm this suspicion, and in response, school leadership took immediate steps to enhance student math support. This included expanding the math department by adding a STEM teacher to promote interdisciplinary learning, creating an academic learning lab for personalized assistance, and encouraging the use of Santa Fe Community College’s tutoring center, which had previously been underutilized as a valuable resource. These actions were aimed at fostering greater math growth and ensuring students receive the support they need to succeed.



Furthermore, baseline reading and math data for grades is now used as an instrumental tool for how the school shapes student support, instructional strategies, and professional development for teachers because it allows the school to hone in student skill deficits in order to promote growth and skill mastery.

The number of students who scored proficient or above across grade levels on the NWEA MAP science interim assessment indicated high proficiency rates, with 67% scoring proficient or above in Winter 2023 and 63% scoring proficient or above in Spring 2024.

The MASTERS Program saw a 5% decrease in its four-year graduation rate, dropping from 87% for the 2020 cohort to 82% for the 2022 cohort. Despite this, the school’s five-year and six-year graduation rates remain strong, consistently in the 90th percentile. Recognizing that many students need additional support post-pandemic to achieve college and career readiness, the school is committed to fully preparing all students for success, valuing the diverse needs of its learners.

To address credit recovery and improve graduation outcomes, the school's new leadership introduced the "TMP Summer Academy" in summer 2024. This program had an immediate positive impact for 2024 seniors at risk of not graduating. Thanks to the TMP Summer Academy, 64 of 65 students were able to successfully complete their graduation requirements, resulting in a 98% graduation rate for the class of SY2023-24. The school remains dedicated to providing equitable opportunities for seniors and students needing extra support outside the traditional school calendar, fostering an environment that promotes student success.

In SY2023-24, Santa Fe Community College also phased out the ACCUPLACER assessment at the beginning of SY2023-24 and introduced ALEKS. This intelligent assessment tool identifies areas of improvement within a student's skill set and places them in courses where they will have the best chance of succeeding based on skill level. It provides a guided learning program based on deficits so that students can improve skills before retaking the exam to test into more rigorous courses.

In SY2024-25, the school will continue to use statewide accountability data, interim assessment data, graduation data, and the ALEKS to inform strategies and practices to improve student proficiency, growth, and general success in an early college high school setting.

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: The MASTERS Program acknowledges that it has not met its mission-specific goal for all measurable years of its contract term. The school's new leader spent SY2023-24 conducting an internal root cause analysis to address the lack of students completing college courses. The analysis determined high leadership turnover, which distanced the school from its mission and vision, as well as a lack of college-readiness support for students as contributing factors for why the school has consistently not met the standard for its mission-specific goal. As a result, the school has shifted its school-wide focus and has aligned its budget to prioritize ways to support students best to build college readiness skills. In addition, the school has developed college and career pathways to offer students introductory-level dual credit course options in a sheltered setting so that entry into community college is scaffolded, and students are gradually prepared to not only move into higher-level career and college courses but are less likely to drop the course before completion. This support will give students the foundational knowledge and skills to succeed in their advanced studies.

As it is currently written, the school's mission goal indicates a predetermined, grade-specific credit target to measure the successful implementation of the school mission. However, to properly implement its mission, the school has learned that it must first commit to *developing engaged, compassionate students who value academic excellence and education beyond high school*. The school's current leadership has prioritized the development of engaged learners and college and career preparedness by taking the following adult actions:

- We hired a college and career advisor to manage students' next-step plans, including support from the Davis Foundation for additional support for first-generation students.

- Obtained a CTE grant to support college and career readiness initiatives fiscally.
- Maintain partnership with SFCC and a new collaboration with the Institute of American Indian Arts (IAIA) to offer TMP students sheltered dual credit classes and career and college pathways. By combining the strengths of all three institutions, the program aims to enhance educational opportunities, career/college readiness, and socio-economic upliftment for TMP youth.
- We incorporated precise ECHS requirements into the TMP community handbook.
- Restructured student advisory to ensure students have an internal point of contact to support them throughout their dual credit experience. Advisory is now a daily part of the schedule instead of a monthly check-in. First-year students will have two advisory sessions to work with advisors to set data-driven goals, complete learning style inventories, and review progress in college classes. The advisory sessions will also cover the ECHS handbook to ensure students understand their commitment to taking and staying in college classes. These measures aim to reduce the number of students dropping classes.
- Sheltered dual-credit courses to scaffold and develop student college readiness with introductory-level course offerings. Scope and sequence development for sheltered dual-credit
- began in SY2023-23 and SY2024-25. It will continue to foster intentionality and structured support, so students choose courses that align with their post-secondary interests. First-year students will now have dual-credit options within the “west wing” and will not take college classes at SFCC until their sophomore year unless there are exceptional circumstances.
- Implementation of “5th-block,” a component of the pathway program designed for students who are undecided about their course of study, documents the completion of the lower division general education standard transfer curriculum. The fifth block is intended for students transferring from SFCC to a four-year institution.
- The school has also promoted an employee to the role of special education director to ensure that students receive more wrap-around support and advocacy support. This includes having students with IEPs and 504s register with the SFCC disability office located in the college’s Wellness Center. Once registered, students can receive their accommodations through the college. Additionally, the Student Assistance Team (SAT) meets every Friday morning as part of the MLSS process, with teachers referring any concerned student to the SAT team regardless of designation.
- The school has also created an early college high school handbook to outline performance expectations and revised a component of its professional development to continue its focus on supporting student attendance.

The MASTERS Program is committed to ensuring that students are prepared to succeed in an independent college environment and recognizes the impact of high leadership turnover and inadequate college readiness support. By realigning its focus and resources to cultivate a culture of college readiness designed to scaffold student independence, reduce course dropouts, and align educational pathways with post-secondary interests, the MASTERS Program will continue to live its mission with fidelity.

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.

The distinctive educational program of The MASTERS Program does not include family, teacher, or student-focused terms. The MASTERS Program will describe the implementation of each unique component of its educational program as follows:

Educational Program:

As an early college high school, The MASTERS Program offers its students a vast array of opportunities between high school and college-level courses. Students are given the freedom of college students, but the need for responsibility when one is given freedom is stressed.

- i. We value a supportive, engaged community of teachers and learners moving toward higher and higher levels of education. Our goal is for students to leave with college credits on their transcripts, a career goal for the future, and possibly a Certificate or an Associate's Degree.
- ii. We carefully track attendance, timeliness, quality of work, and engagement (as defined in the TMP Community Handbook) as indicators of excellence, as evidenced by attendance records and grade books.
- iii. The School also emphasizes service to the community and significantly emphasizes creating a conscious community of compassionate and engaged students. To these ends, we offer "Friday Projects" that combine student interests with work in the Santa Fe community. These include placements such as county trail maintenance, the animal shelter, the Food Depot, and Habitat for Humanity. Through these experiences, students learn valuable job skills.
- iv. Regular conversations about the values of our community and about how we treat one another create an awareness that it is possible to have a school where everyone is welcome and feels safe and where kindness and cooperation are the everyday way of being. These purposeful conversations are scheduled and held spontaneously.

School Response:

As an Early College High School, The MASTERS Program benefits from its location in the west wing of the Santa Fe Community College campus, offering students and staff a unique, collaborative educational environment that simulates a pre-college experience. This setting enhances students' understanding of college demands, better preparing them for higher education and other post-secondary opportunities. Each year, students who attend TMP have the opportunity to earn college credit on their transcripts, but as identified in the school's mission goal data, has identified the need to further develop incoming students with the college readiness skills to thrive in an independent educational setting. The recent restructuring of the school's early college high school model aims to balance student freedom, personal responsibility, and the development of college readiness skills. It includes an increased offering of dual credit courses taught by TMP staff and more intentional course selection and advisory support designed to equip students for success in college and beyond. Teachers at The MASTERS Program are provided with various internal professional development opportunities that typically occur after service learning in the afternoon on Fridays. Teachers also meet in PLCs during this time to engage in collective inquiry focused on learning, collaboration, and student outcomes.

Teachers at The MASTERS Program track daily student attendance through PowerSchool. The school has also restructured the 9th-grade programming to prepare students for participation in college courses and the school's open campus model through its advisory model. Student advisors can track student progress and attendance through the school's advisory model.

In previous years, school-wide conversations centered around community took place weekly on Thursdays. Historically, the school used "Thursday Morning Meetings" to focus on these priorities.

However, attendance was low because the meetings were outside school hours, were not for credit, and lacked sufficient student buy-in. Although students, faculty, and staff enjoyed these sessions, parents found encouraging participation in a before-school program challenging. To address this, the school formed a subcommittee to reevaluate the program and better support students while staying true to this component of its educational mission. The subcommittee gathered data through surveys and initiated various activities to attract student participation. After a semester of implementation, the decision was made to discontinue the Thursday programming and integrate these experiences into the school day by developing a robust advisory program, which is a required class for credit and a means of providing consistent communication and support. This program allows for flexible scheduling, including joint advisory sessions that serve as “town meeting” opportunities, thus preserving the essence of the original program. Additionally, the school introduced community-based activities during lunch and enhanced the role of the student leadership advisory council to maintain a strong community focus. TMP will remain committed to building community connections and providing forums to develop safe spaces, foster relationships, and promote mutual respect and understanding.

Because service is an essential element of TMP’s mission, leadership found it prudent to enhance the program and add qualities of challenge, accountability, evaluation and celebration. The “Friday Projects” became “Service Learning” placing the emphasis on the learning that can be gleaned from service as well as the fact that these experiences were not necessarily always “projects” and could be something scheduled at a time other than Fridays. Each faculty and staff supervise a service learning site on or off campus for students to choose. There is a great variety of supervised/group service learning experiences that are available for TMP students. These include working as tutors at elementary school sites, performing volunteerism at Habitat for Humanity, Homeless Shelter, and the Humane Society, creating a site based Makerspace, participating in Science and STEM Competitions, engaging in community Creative Arts project, learning Podcasting, producing a school Newspaper and Yearbook and learning Culinary Arts that contributes to the school lunch program, Students can also develop individual service projects/internships that meet the requirements of service learning. This is supervised by TMP’s College and Career Readiness Coach. With Canvas LMS being the new requirement for students and teachers at TMP, the ePortfolio option in Canvas is used as the depository for schoolwork as well as being the assessment for student learning where they place artifacts/evidence of the learning that occurred through engagement in Service Learning. The experiences were assessed by letter grade (previously was not the case). Attendance and full participation is expected in Service Learning at TMP. It is more than just showing up and volunteering. Reflection is a key component of the experience. There are established outcomes articulated and rubrics used to evaluate progress toward the mastery of these outcomes. Additionally, there is a celebratory Service Learning Showcase scheduled where students present individually and in small service groups in a “poster session” format for families, peers, and community members to experience. Currently, faculty are crafting a Service Learning Handbook that will overview the historic and organizational importance of service learning being an integral part of TMP’s schedule and curriculum along with logistics and tools that shape the program (e.g., schedules, examples of projects, rubrics, showcase artifacts).

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 visit.

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:

The MASTERS Program is committed to prudent financial sustainability and spending in alignment with its mission statement. The school has never had a significant deficiency or material weakness but did receive six audit findings, which resulted in a rating of 'does not meet standard' for indicator 2.b. And a rating of 'working to meet standard' for a repeat finding (2023-005/2022-01 Other Noncompliance/Cash and Investments). In response to the repeat finding, which resulted from a pledged collateral reporting issue, The MASTERS Program has implemented a procedure to review pledged collateral statements monthly and has communicated this requirement to its banking institution. The school is confident this will not be a repeat finding because it received its pledged collateral documentation on August 5, 2024. In the future, if the bank does not comply with pledged collateral reporting requirements, TMP is willing to move its account to an institution that can meet these requirements. The school has also adopted newly revised robust financial policies and procedures that comply with the New Mexico State Statute and Governmental Accounting Standards Board (GASB). The school's Board of Finance has never been suspended.

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 in 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 still need to complete required training hours in any year of the contract term. For any governance requirements the school could not meet, provide a narrative describing the school's improvement actions to move toward full compliance. The narrative aims to demonstrate substantial progress toward meeting all governance requirements. Implementing such actions must be verifiable through evidence during the renewal site visit.

School response:

The MASTERS Program governing council has worked to create sustainability and stability within its board over the school's contract term. The governing council meets on the second Tuesday of each month and frequently has members of both staff and the public in attendance. The governing council has maintained full membership for all years of its contract term per statutory requirements and, after not reporting all officer positions in FY21, has maintained compliance for reporting officer positions for the remaining years of its contract term.

The MASTERS Program governing council acknowledges that in FY21 and FY22, it received a repeat rating of 'working to meet standard' for indicator 3.a. Governance Requirements for three members not completing all required training hours. These members are no longer governing council members, and The MASTERS Program has established several accountability measures to ensure member compliance with all governance requirements, including internal tracking of training hours, creating a governing

council handbook to clarify members' roles and responsibilities, and implementing a structured system for tracking and reviewing hours monthly.

In FY22, the MASTERS Program did not report all audit committee members. The Governing Council is aware of their duties and reporting responsibilities and, in FY23 and FY24, has reported all committee members. Members of both committees have also attended all required meetings and have participated in entrance and exit interviews for the audit. Moreover, the current FY24 governing council has created several additional subcommittees beyond what is required by statute to ensure effective governance, including a governance and policy subcommittee, a board retreat subcommittee, which is dedicated to strategic planning, relationship building, and training, as well as a Head of School evaluation subcommittee.

In FY24, The MASTERS Program Governing Council received a 'does not meet standard' because it did not report timely notifications to the PEC for changes in membership. To mitigate future issues, the board has trained and designated a member who oversees completing and submitting timely notification paperwork to its authorizer. The member has also created an onboarding handbook that covers all procedural requirements surrounding the notification process to ensure all future members understand reporting duties.

The Governing Council also diligently attends conferences hosted by the Public Charter Schools of New Mexico (PCSNM) and the Charter School Division (CSD) to meet training hour requirements. Additionally, the school has engaged new legal counsel to provide additional support and guidance for compliance related to the Governing Council.

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 MASTERS Program is a school with a strong community and 14 years of serving generations of families in the area. The school values the linguistic and cultural diversity of its community. It is committed to upholding its mission and providing an equitable environment that protects the right of all students to learn. The school services a significant number of native Spanish speakers, as well as students with cultural and linguistic roots in the Middle East, Central and South America, and Europe. Additionally, there is a growing population of students representing local native tribes wishing to learn, preserve, and enhance their native indigenous language. The MASTERS Program's mission and educational program strives to support students in achieving academic excellence by developing strong leadership skills and civic responsibility demonstrated through service and conscious community engagement, which is embedded into the school's mission and educational program. Students are involved in service throughout the year, including mindful learning groups, the school newspaper, Habitat for Humanity, Culinary Arts, which provides lunches to students on campus, Kids Campus, Trails building and preservation, Podcast and Radio, Habitat for Humanity, Pete's Place, and New Mexico Fiber Arts. The school's Equity Council meets regularly and is pleased to report that it has completed its readiness assessment and CLR Framework.

In the summer of 2024, the school also took a student trip to Panama to help students acquire language, understand culture, and build community in an international setting. TMP plans to continue facilitating international excursions to contribute to/expand a world language acquisition program and develop intercultural competence as a non-negotiable quality in the faculty, staff, and student body.

TMP's Equity Council priority has been to enhance the education of native students and to support this effort the Council is facilitating a Participatory Action Research Project (PAR) where Equity Council members (including students) will research resources that can be incorporated in TMP's curriculum to serve indigenous students and to raise awareness across the TMP community and beyond in connection to indigenous cultural attributes and potential challenges and issues that are present in a predominantly white society,

In SY2023-24, the school was approved by the NMPED to graduate students with the New Mexico State Seal of Bilingualism and Biliteracy. The school had 14 students earn the seal (13 in Spanish and 1 in Arabic). In partnership with its more extensive community, the school also ensures that staff and students understand the college's equity and land acknowledgment statements.

In addition to its partnership with SFCC, the school has also recently partnered with the Institute of American Indian Arts (IAIA) to offer TMP students sheltered dual credit classes and career and college pathways. By combining the strengths of all three institutions, the program aims to enhance equitable educational opportunities, career/college readiness, and socio-economic upliftment for TMP youth.

The school's Freedom Ambassadors program, which, as of SY2023-24, consisted of 40 students, many of whom are first-generation students, who are learning and building public speaking and leadership skills as well as engaging in service at the school, such as providing mentorship to incoming 9th grade students and those new to the community, lunchtime activities (open mic and talent shows, college and career information sessions, general seasonal event planning, such as fallfest, Earth Day, and Valentine dances/socials). Freedom Ambassadors also have provided general campus and community clean up activities and performed facility maintenance and repair. They have also attended sessions related to State Legislation sessions and engaged in community formal presentations. They are planning a Service and Leadership Conference that will be open to the public in the Spring of 2025. The Freedom Ambassadors initiative has cumulatively led to creating and expanding related TMP curriculum. TMP has launched Leadership I and Leadership II courses that are part of the TMP curriculum along with the school's first School Student Leadership Council where representatives must apply based on established criteria and from there are elected/supported to represent their grades (9-12) to make important schoolwide decisions. The TMP Leadership groups and initiatives have consistently attracted historically underrepresented groups (females, non binary students, students of color, students identified with disabilities, and English language learners).

The school is dedicated to improving how it serves its English Language Learner students. NWEA MAP interim assessment data disaggregated by English language learners identified that while overall, reading proficiency scores improved overall from Winter 2023 to Spring 2024, the school identified a need for more target supported and instructional strategies based on language usage and math interim data (see Appendix A-1). In response, school leadership hired a highly qualified English Language coordinator and had a teacher earn an additional endorsement in BMEP to provide teaching staff with effective integration and support strategies across content areas.

The school has also complied with Black Education Act requirements. While it did receive a 'working to meet standard' for not uploading its Black Education Act discipline policy timely, the school is pleased to report that it worked in tandem with its governing council to create a meaningful and equitable policy

that was approved during the August 2024 Governing Council meeting that has been uploaded into the DASH portal.

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: N/A

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:

2.b. Accounting Principles: Does Not Meet Standard SY2023-24

CSD Notation: Six Findings on FY23 Audit

School Response: In FY23, the school’s business manager was K-12 Accounting. That fiscal year, the school received six audit findings. Effective FY25, the school has switched business managers from K-12 Accounting to Axiom Analytics. The following implementation occurred effective FY25:

2023-001 Taxes on Goods Purchased: Effective FY25, the procurement officer is responsible for issuing and monitoring non-taxable certificates to ensure purchases of goods from vendors are not being taxed.

2023-002 Per Diem and Mileage Act: Effective FY25, the school will reimburse per diem rates according to those set by DFA every July 1, and mileage rates will be in alignment with those set by the IRS every January 1.

2023-003 Coding of Cash Receipts: Effective FY25, internal business office staff have been trained to use the chart of accounts properly.

2023-004 Internal Controls over Cash Receipts: Effective FY25, safeguards are in place through Axiom to ensure accurate and prompt reporting of cash management receipts.

2023-005 Pledged Collateral: see response above for indicator 2. b

2023-006 Compensated Absences: Effective FY25, the school is revising its employee leave payout policy.

2.e. Staffing for Fiscal Management: Does Not Meet Standard SY2021-22

CSD Notation: Did not provide all governing board finance and audit committee members

School Response: The MASTERS Program Governing Council has reported and maintained finance and audit committee members per statutory requirements for all remaining years of its contract term.

3.a. Governance Requirements: Repeat Working to Meet Standard SY2020-21 and SY2021-22

CSD Notation: Governing board members have not completed all required training hours. Some but not all audit committee members attend exit interview

School Response: All current Governing Council members understand training requirements and have completed or exceeded training hours in SY2023-24. The Governing Council reviews progress towards training requirements during its monthly meeting. The TMP Governing Council is pleased to report that one of its members presented at the NMPED CSD Conference.

3.c. Reporting Requirements: Does Not Meet Standard SY2023-24

CSD Notation: Late notice for resignation

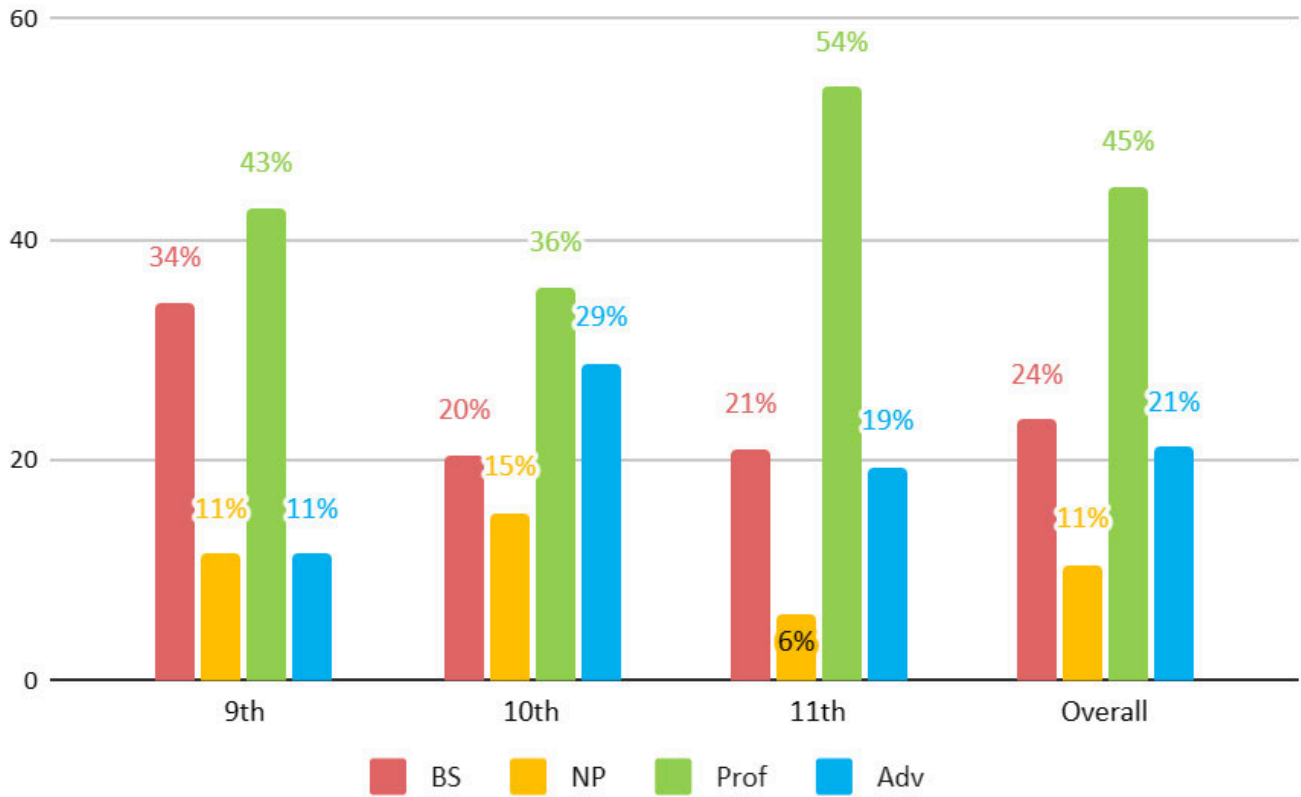
School Response: The Governing Council acknowledges that it was out of compliance with reporting requirements for late notice. It has worked to get all its notification paperwork into compliance and believes it is now in good standing. The Governing Council has also created a procedural handbook so that all current and future members of the TMP Governing Council understand reporting requirements.

4.c. Staff Credentialing: Does Not Meet Standard SY2023-24

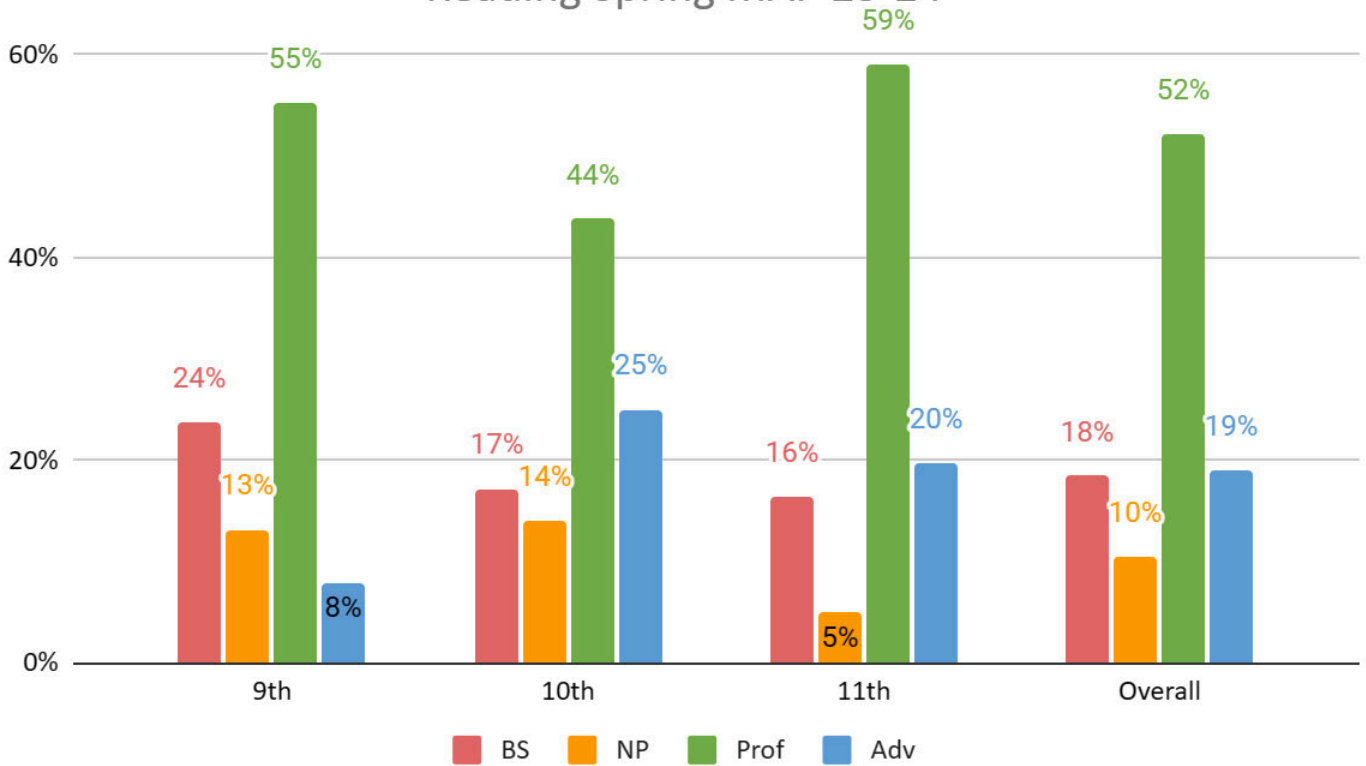
CSD Notation: NOVA 120D licensure report has three teachers listed as not having required licenses.

School Response: The school experienced several issues with the launch of NOVA and has worked to correct licensure issues in NOVA to include correcting misprinted Staff IDs for teachers, which PowerSchool failed to remove from the 'staff section' record associated with these IDs. The school also corrected a misprinted social-security number. While NMPED licensure acknowledges that these issues in NOVA have been corrected, the school received a rating of 'does not meet standard' because these corrections did not happen before 120D reporting.

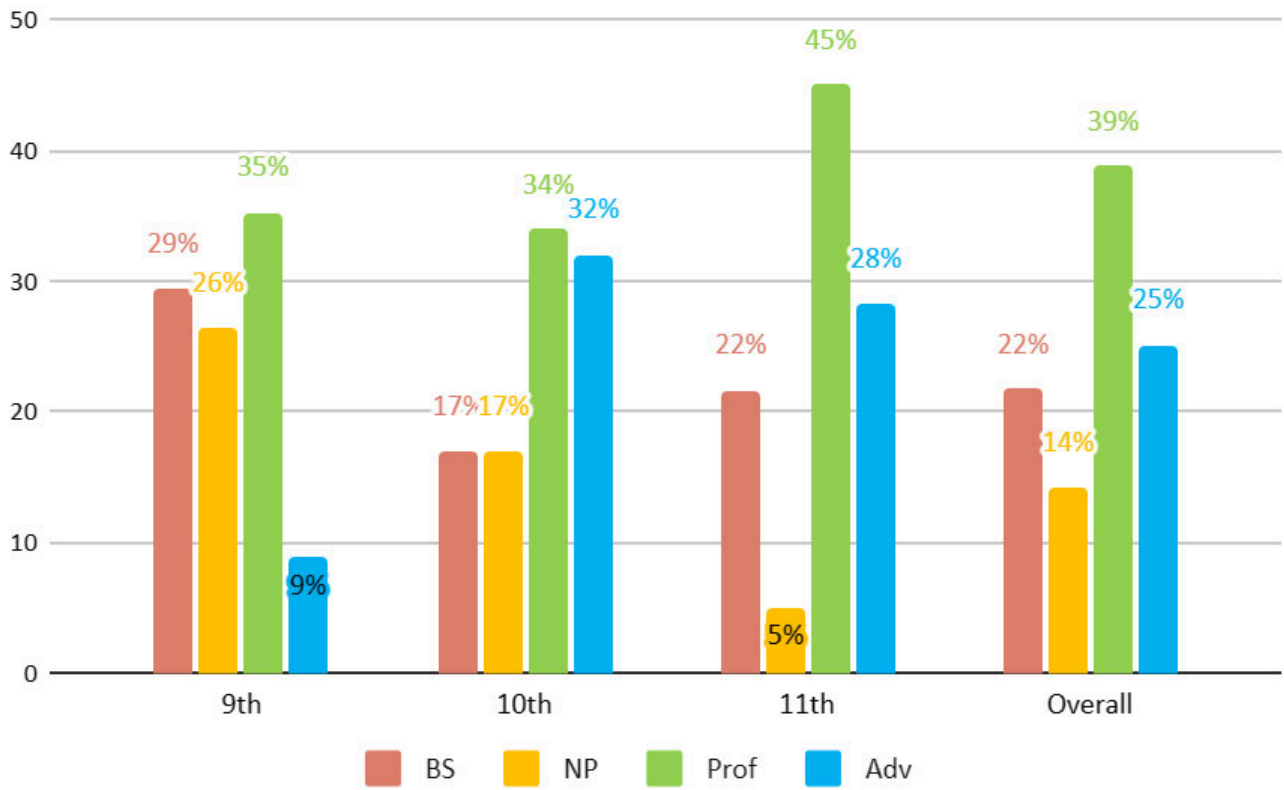
Reading Winter MAP 23-24



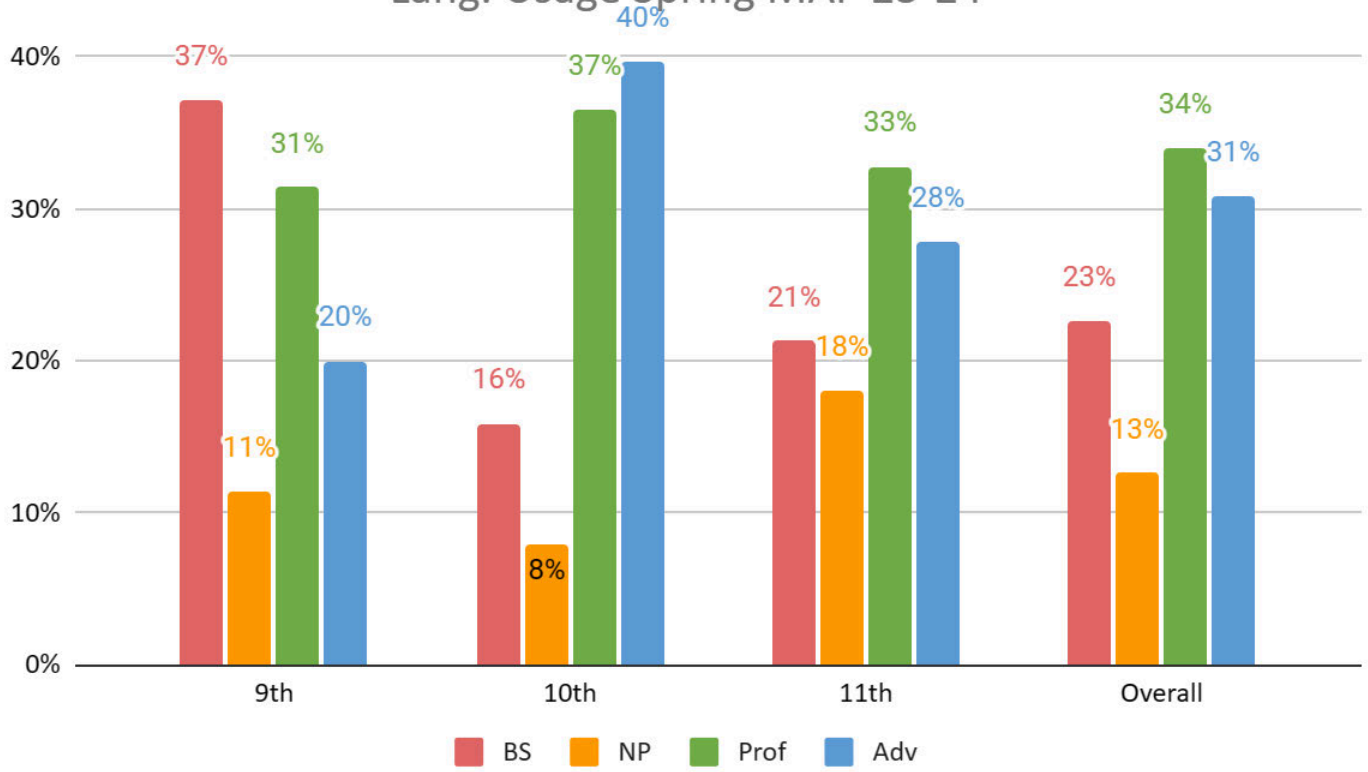
Reading Spring MAP 23-24



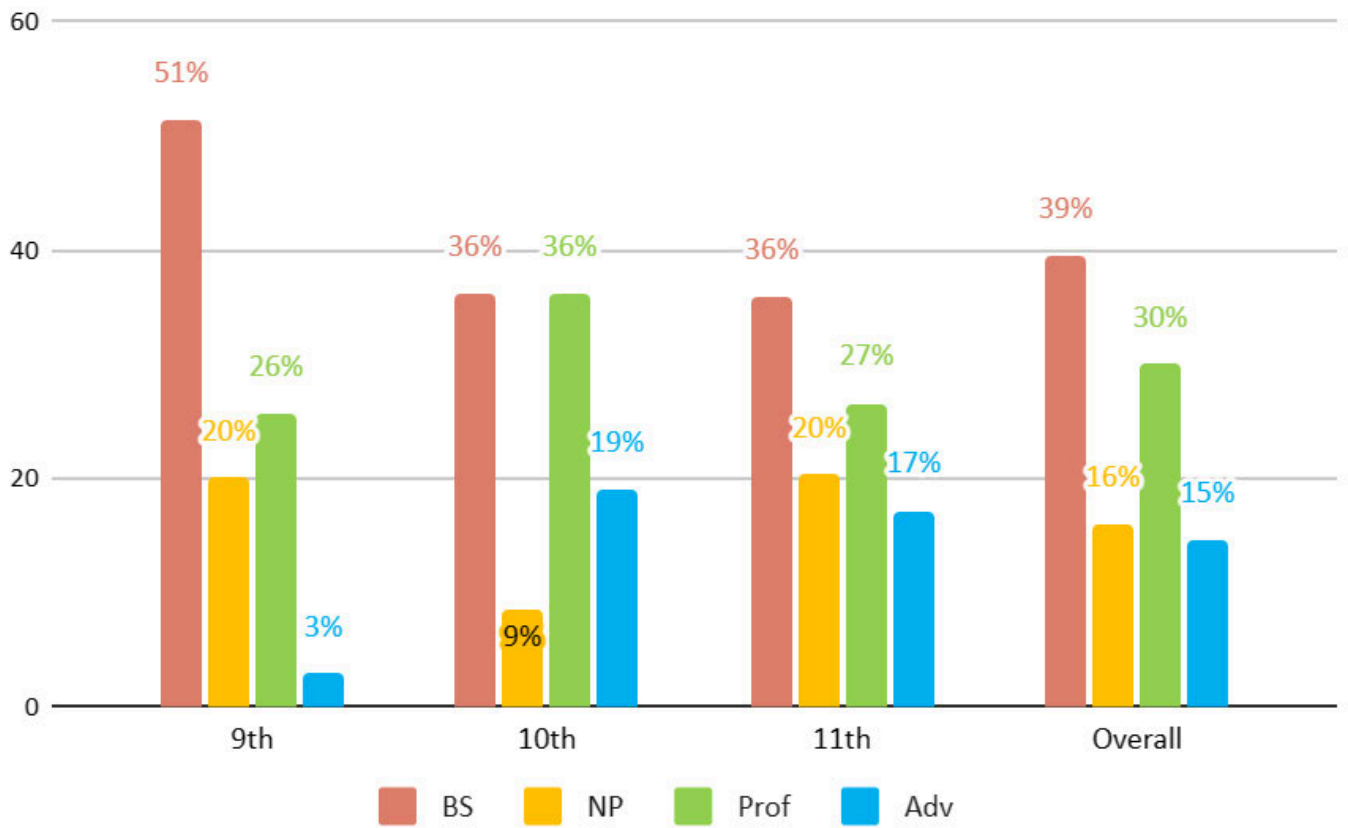
Lang. Usage Winter MAP 23-24



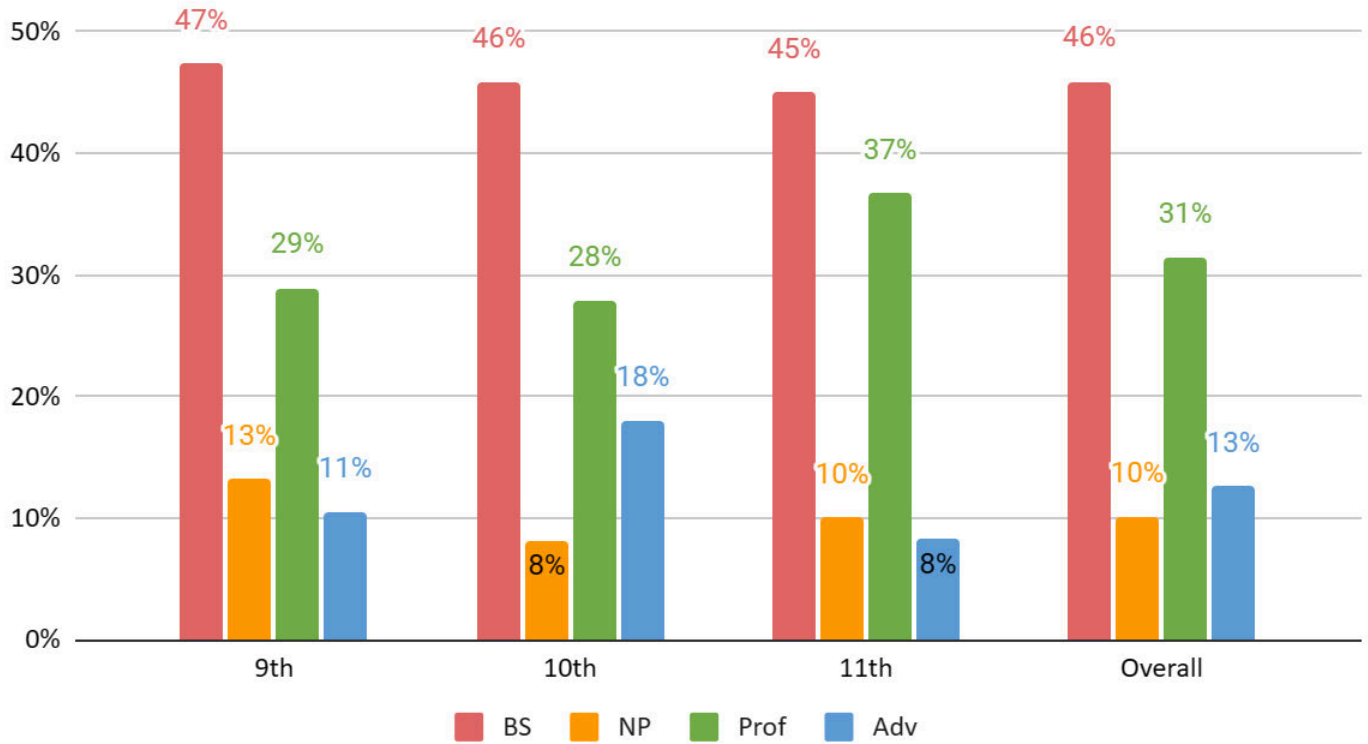
Lang. Usage Spring MAP 23-24



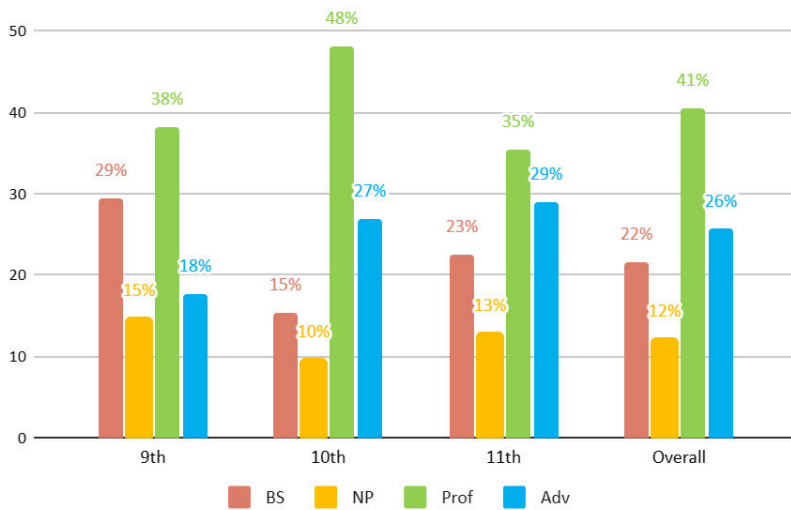
Math Winter MAP 23-24



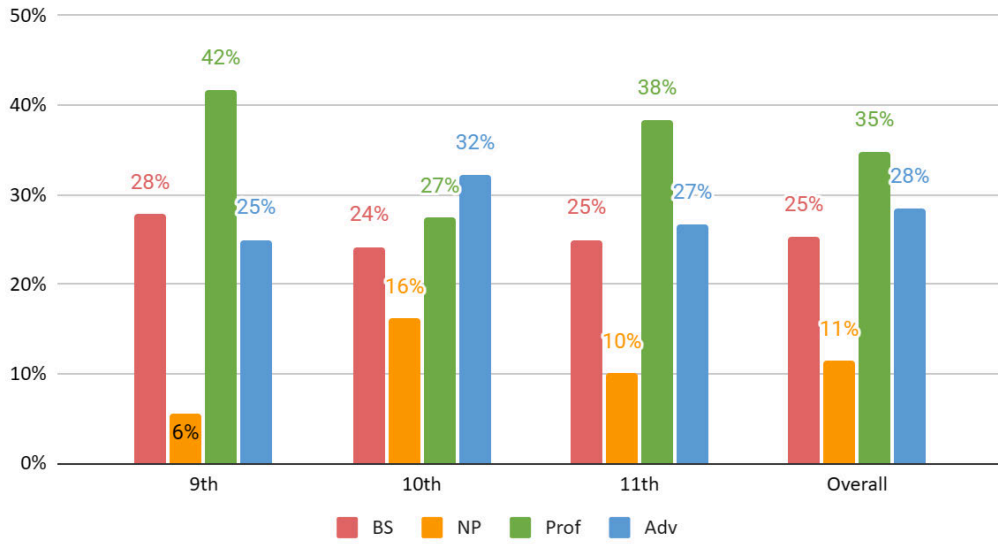
Math Spring MAP 23-24



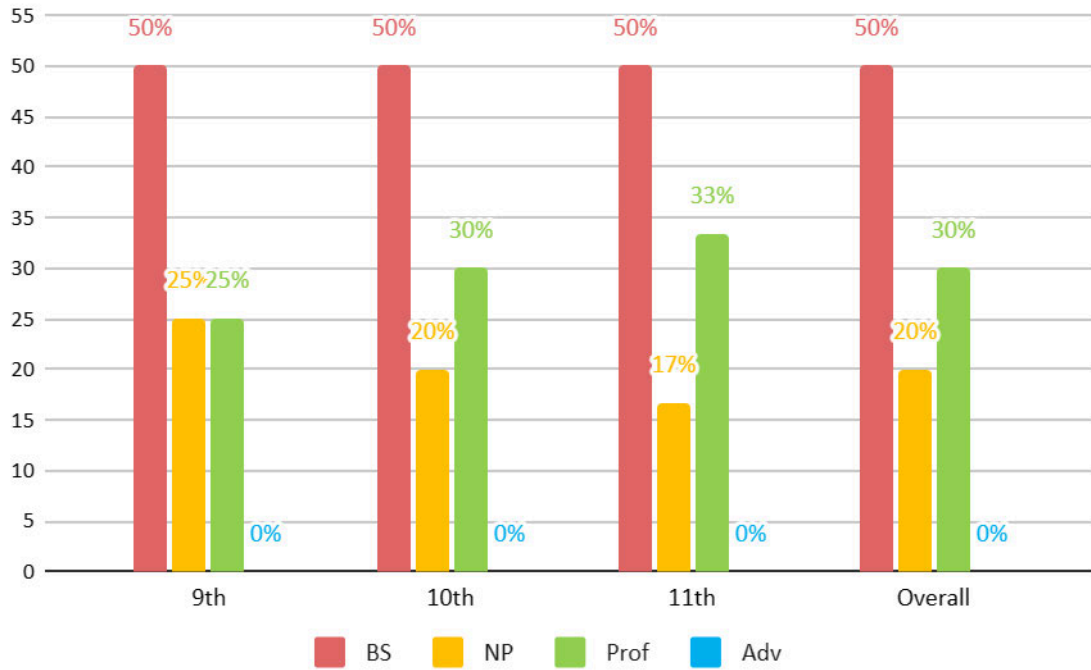
Science Winter MAP 23-24



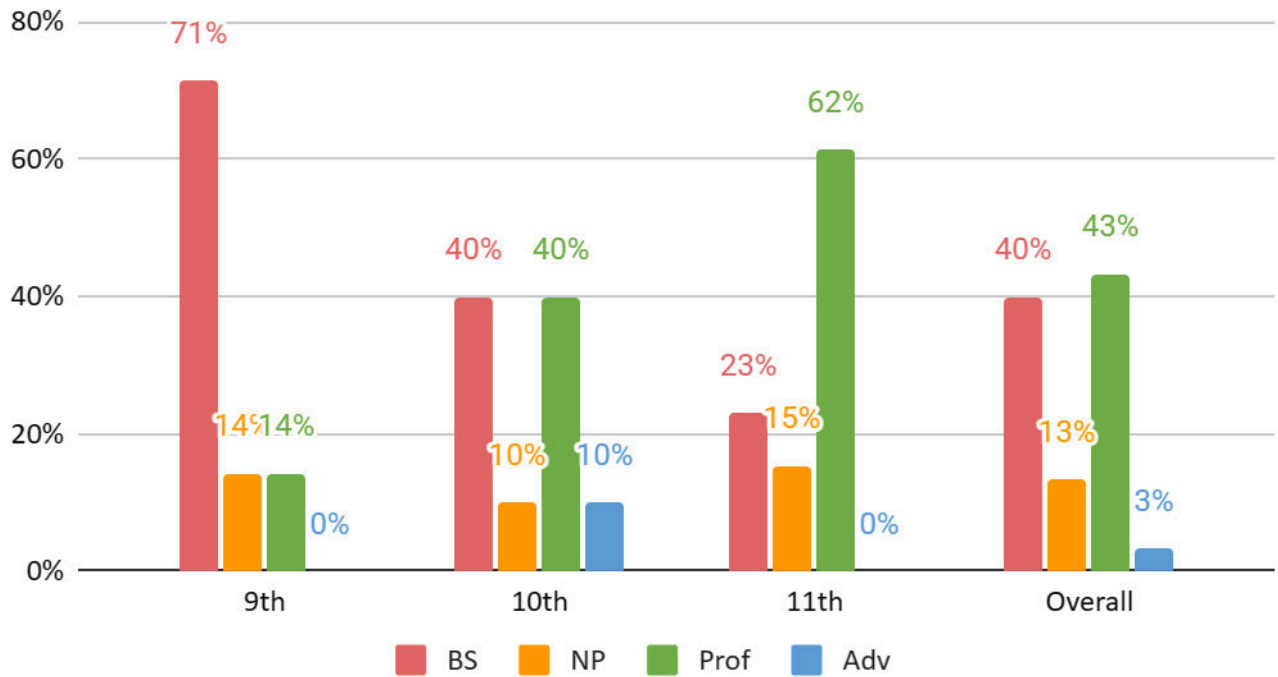
Science Spring MAP 23-24



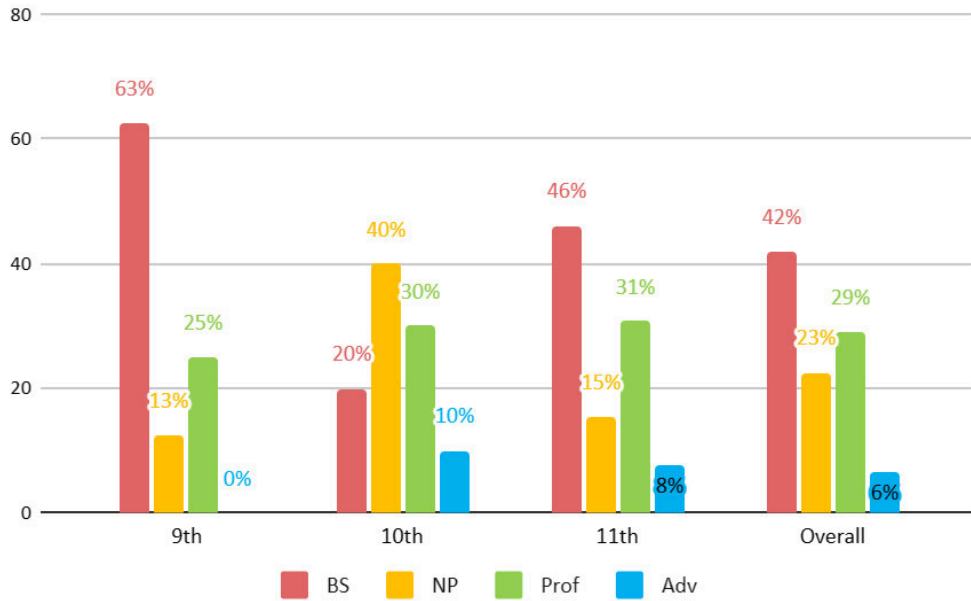
Reading Winter MAP ELL Students



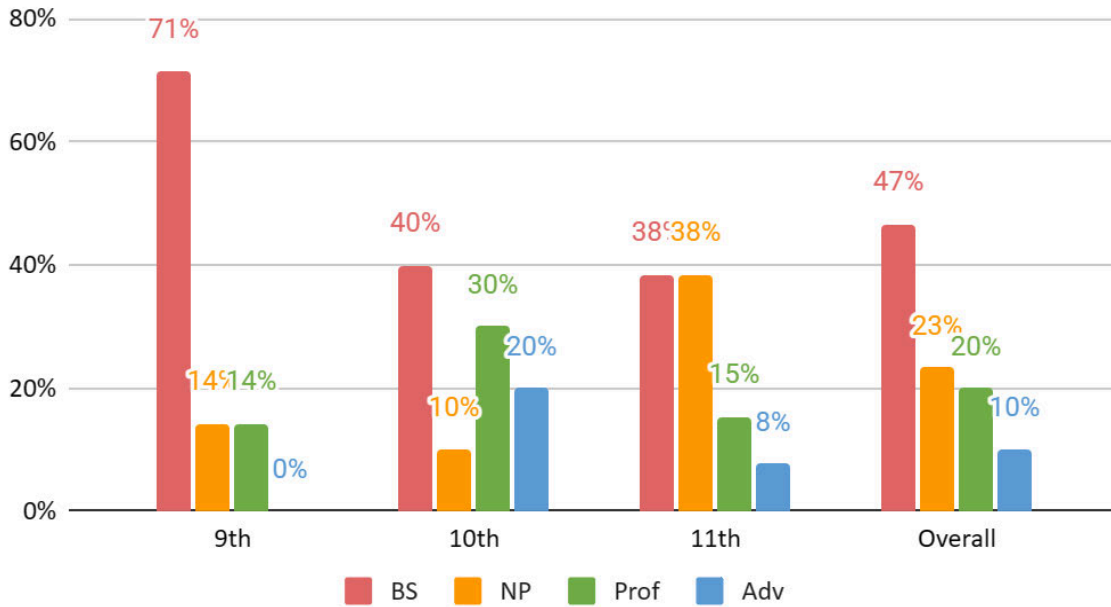
Reading Spring MAP ELL Students



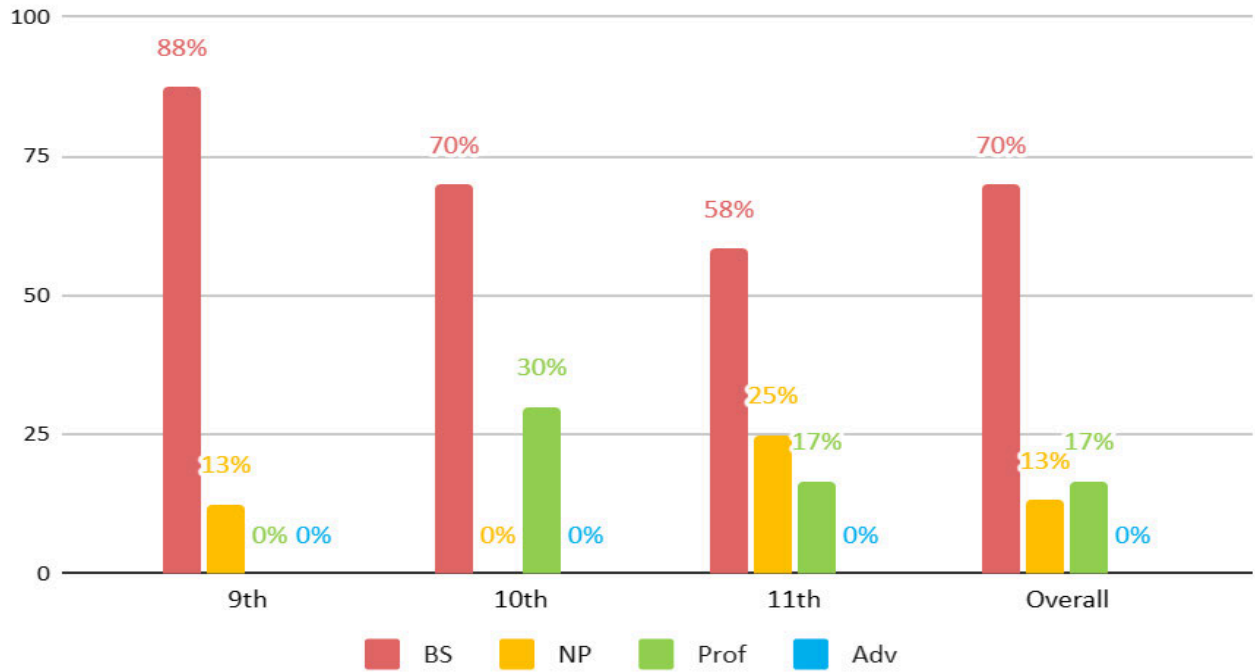
Lang. Usage Winter MAP ELL Students



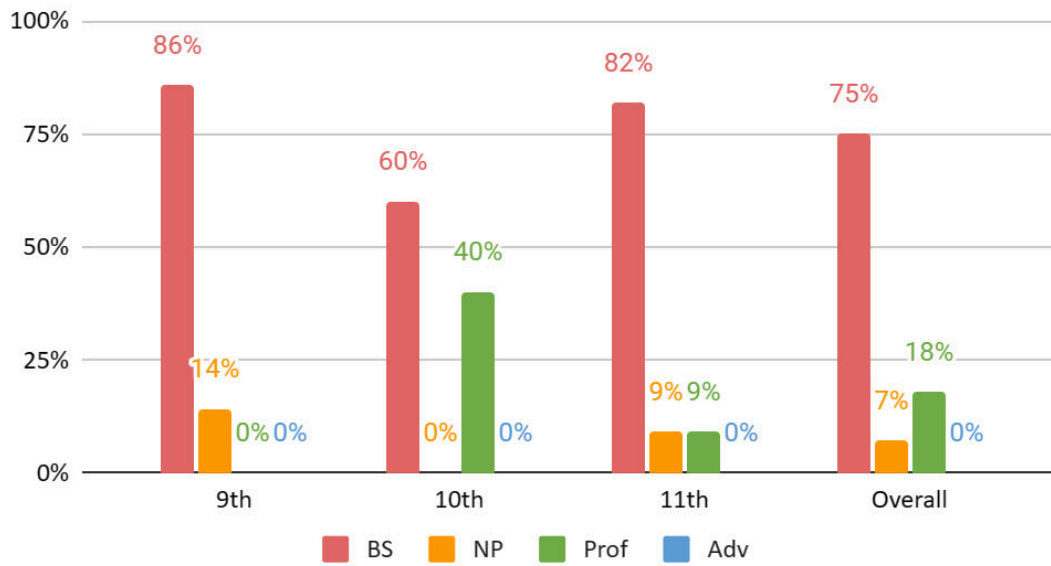
Lang. Usage Spring MAP ELL Students



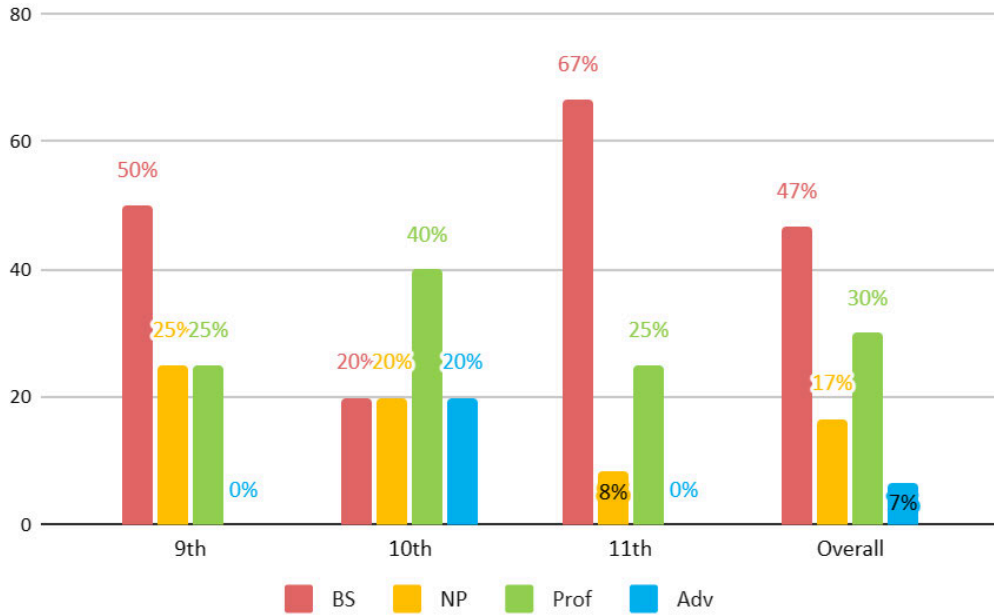
Math Winter MAP ELL Students



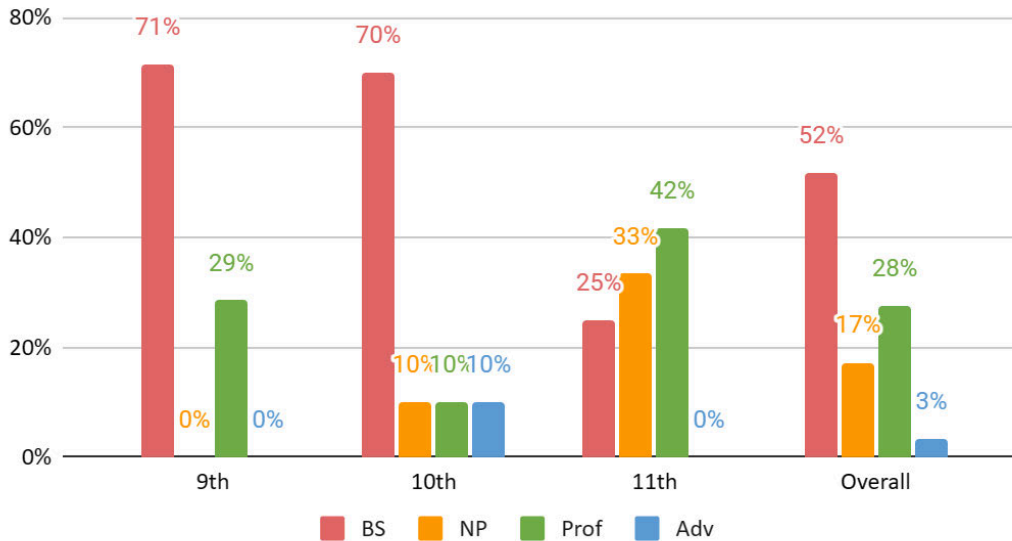
Math Spring MAP ELL Students

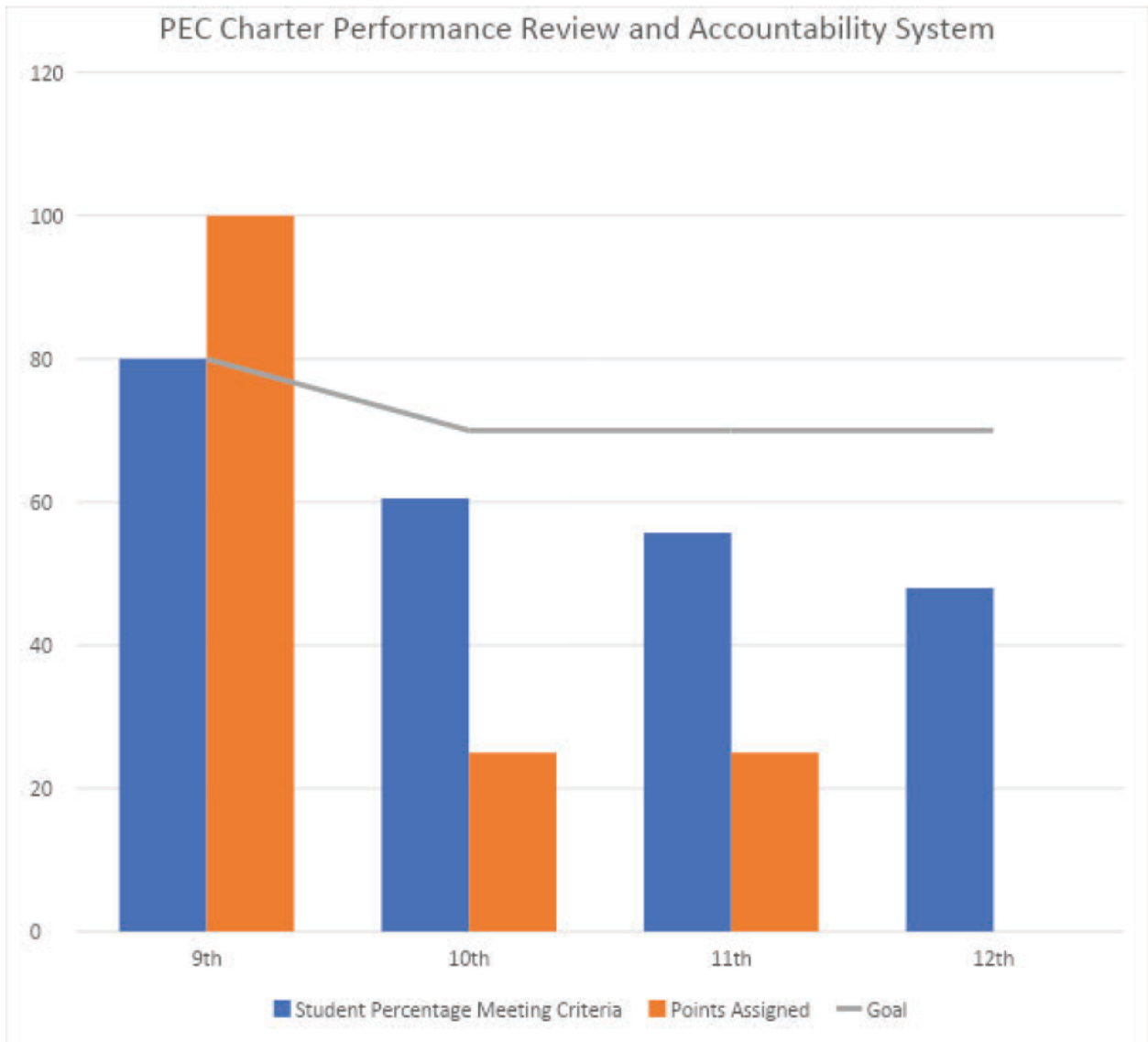


Science Winter MAP ELL Students



Science Spring MAP ELL Students





- 9th Grade: 80% of TMP students are taking 3 or more college credits.
- 10th Grade: 60.5% of TMP students are taking 6 or more college credits.
- 11th Grade: 55.7% of TMP students are taking 12 or more college credits.
- 12th Grade: 48% of TMP students are taking 24 or more college credits.

* Note: these numbers are an accumulative tally of credits earned 9-12.

Grade State ID SFCC Cr

| | | |
|---|-----------|----|
| 9 | 219883857 | 0 |
| 9 | 313661431 | 0 |
| 9 | 179296165 | 0 |
| 9 | 847226149 | 0 |
| 9 | 251965174 | 0 |
| 9 | 631383668 | 3 |
| 9 | 666626361 | 3 |
| 9 | 798433637 | 3 |
| 9 | 355976549 | 3 |
| 9 | 226132975 | 3 |
| 9 | 441187127 | 3 |
| 9 | 241537323 | 3 |
| 9 | 529223190 | 3 |
| 9 | 817312465 | 3 |
| 9 | 241564277 | 3 |
| 9 | 452314677 | 3 |
| 9 | 835372947 | 5 |
| 9 | 526474473 | 5 |
| 9 | 216317529 | 5 |
| 9 | 294782834 | 5 |
| 9 | 545746281 | 6 |
| 9 | 248311912 | 6 |
| 9 | 353527682 | 6 |
| 9 | 729962977 | 6 |
| 9 | 153681598 | 6 |
| 9 | 749945531 | 6 |
| 9 | 263841710 | 6 |
| 9 | 496593799 | 12 |
| 9 | 899574214 | 12 |
| 9 | 162427850 | 13 |

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|--|----|
| Total 9th Grade Enrolled 40th - 120th | 36 |
| Total 10th Grade Enrolled 40th - 120th | 71 |
| Total 11th Grade Enrolled 40th - 120th | 66 |
| Total 12th Grade Enrolled 40th - 120th | 63 |
| Average Percentage for Grades 9-12 | |

Total Students

70% of students in each grade level, 9 – 12, enrolled at both the 40th and 120th day, will have earned the following number of college credits: Grade 9 – 3 college credits; Grade 10 – 6 college credits; Grade 11 – 12 college credits; and Grade 12 – 24 college credits

| | | | |
|---|-----------|----|----|
| 9 | 672967551 | 15 | 26 |
| 9 | 677238388 | 16 | 27 |
| 9 | 327255493 | 19 | 28 |
| 9 | 611871625 | 20 | 29 |
| 9 | 884776386 | 23 | 30 |
| 9 | 445832140 | 24 | 31 |

| | | | |
|----|-----------|---|---|
| 10 | 913746927 | 0 | |
| 10 | 233868520 | 0 | |
| 10 | 785425828 | 0 | |
| 10 | 336619820 | 3 | |
| 10 | 926494436 | 3 | |
| 10 | 681469490 | 3 | |
| 10 | 834278558 | 3 | |
| 10 | 531361111 | 3 | |
| 10 | 829894245 | 3 | |
| 10 | 233326578 | 3 | |
| 10 | 712232263 | 3 | |
| 10 | 445681125 | 3 | |
| 10 | 199346339 | 3 | |
| 10 | 417142742 | 3 | |
| 10 | 312444656 | 3 | |
| 10 | 583888136 | 3 | |
| 10 | 252125729 | 4 | |
| 10 | 247483514 | 4 | |
| 10 | 286384789 | 6 | 1 |
| 10 | 281253856 | 6 | 2 |
| 10 | 555589761 | 6 | 3 |

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|----|-----------|----|----|
| 10 | 135844389 | 6 | 4 |
| 10 | 127463651 | 6 | 5 |
| 10 | 674837299 | 6 | 6 |
| 10 | 336587860 | 6 | 7 |
| 10 | 327469698 | 6 | 8 |
| 10 | 621838218 | 6 | 9 |
| 10 | 185679461 | 7 | 10 |
| 10 | 987978459 | 7 | 11 |
| 10 | 771539533 | 8 | 12 |
| 10 | 299973776 | 9 | 13 |
| 10 | 697792240 | 9 | 14 |
| 10 | 519852933 | 9 | 15 |
| 10 | 881485114 | 9 | 16 |
| 10 | 711349225 | 9 | 17 |
| 10 | 744216995 | 9 | 18 |
| 10 | 268723954 | 9 | 19 |
| 10 | 479174542 | 9 | 20 |
| 10 | 751826348 | 9 | 21 |
| 10 | 551525637 | 9 | 22 |
| 10 | 484176946 | 10 | 23 |
| 10 | 158378422 | 12 | 24 |
| 10 | 176389567 | 12 | 25 |
| 10 | 865765697 | 12 | 26 |
| 10 | 882766280 | 12 | 27 |
| 10 | 175485770 | 12 | 28 |
| 10 | 823638945 | 12 | 29 |
| 10 | 676274780 | 12 | 30 |
| 10 | 841237324 | 12 | 31 |
| 10 | 693178766 | 12 | 32 |
| 10 | 823168240 | 12 | 33 |
| 10 | 738379841 | 15 | 34 |

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|----|-----------|----|----|
| 10 | 887559748 | 15 | 35 |
| 10 | 892587932 | 15 | 36 |
| 10 | 498633163 | 15 | 37 |
| 10 | 886548593 | 17 | 38 |
| 10 | 879391696 | 17 | 39 |
| 10 | 746254614 | 17 | 40 |
| 10 | 756439584 | 18 | 41 |
| 10 | 486912165 | 19 | 42 |
| 10 | 422226894 | 19 | 43 |
| 10 | 586578254 | 19 | 44 |
| 10 | 445445349 | 19 | 45 |
| 10 | 413786781 | 21 | 46 |
| 10 | 274695899 | 24 | 47 |
| 10 | 545162646 | 25 | 48 |
| 10 | 348556317 | 27 | 49 |
| 10 | 715195483 | 27 | 50 |
| 10 | 312591456 | 28 | 51 |
| 10 | 526273594 | 35 | 52 |
| 10 | 352557615 | 40 | 53 |

| | | | |
|----|-----------|---|--|
| 11 | 464657485 | 0 | |
| 11 | 474285160 | 3 | |
| 11 | 494122476 | 3 | |
| 11 | 149721664 | 3 | |
| 11 | 639333723 | 6 | |
| 11 | 393168810 | 6 | |
| 11 | 612944652 | 6 | |
| 11 | 898363676 | 6 | |
| 11 | 399971787 | 6 | |
| 11 | 475954335 | 6 | |

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|----|-----------|----|----|
| 11 | 672225679 | 6 | 1 |
| 11 | 784116618 | 6 | 2 |
| 11 | 546455346 | 6 | 3 |
| 11 | 343833364 | 6 | 4 |
| 11 | 343442893 | 7 | 5 |
| 11 | 172483224 | 8 | 6 |
| 11 | 668974850 | 9 | 7 |
| 11 | 167265735 | 9 | 8 |
| 11 | 271769135 | 9 | 9 |
| 11 | 363948142 | 9 | 10 |
| 11 | 155568223 | 9 | 11 |
| 11 | 688434620 | 9 | 12 |
| 11 | 777581711 | 10 | 13 |
| 11 | 519266910 | 11 | 14 |
| 11 | 592426381 | 12 | 15 |
| 11 | 179566112 | 12 | 16 |
| 11 | 383967882 | 12 | 17 |
| 11 | 558977427 | 12 | 18 |
| 11 | 417265113 | 15 | 19 |
| 11 | 411562978 | 15 | 20 |
| 11 | 582266557 | 16 | 21 |
| 11 | 742831738 | 16 | 22 |
| 11 | 395445984 | 16 | 23 |
| 11 | 312387269 | 16 | 24 |
| 11 | 885736892 | 16 | 25 |
| 11 | 836341727 | 18 | 26 |
| 11 | 629643867 | 19 | 27 |
| 11 | 192198588 | 19 | 28 |
| 11 | 876197591 | 19 | 29 |
| 11 | 319243952 | 20 | 30 |
| 11 | 755836186 | 20 | 31 |

| | | | |
|----|-----------|----|----|
| 11 | 331492165 | 21 | 18 |
| 11 | 492769922 | 22 | 19 |
| 11 | 196278311 | 24 | 20 |
| 11 | 484493853 | 25 | 21 |
| 11 | 879962587 | 26 | 22 |
| 11 | 727912628 | 27 | 23 |
| 11 | 443112412 | 27 | 24 |
| 11 | 682629183 | 28 | 25 |
| 11 | 571633767 | 29 | 26 |
| 11 | 317975951 | 30 | 27 |
| 11 | 152878872 | 30 | 28 |
| 11 | 422495671 | 31 | 29 |
| 11 | 833348220 | 34 | 30 |
| 11 | 324454669 | 36 | 31 |
| 11 | 116887480 | 38 | 32 |
| 11 | 245714886 | 38 | 33 |
| 11 | 735187262 | 43 | 34 |
| 11 | 815969514 | 45 | 35 |
| 11 | 186176996 | 46 | 36 |
| 11 | 478529480 | 47 | 37 |
| 11 | 231748591 | 50 | 38 |
| 11 | 534898218 | 51 | 39 |
| 11 | 852623610 | 53 | 40 |
| 11 | 711793372 | 56 | 41 |
| 11 | 722387164 | 67 | 42 |

| | | |
|----|-----------|---|
| 12 | 446167777 | 3 |
| 12 | 112768916 | 6 |
| 12 | 394118988 | 9 |
| 12 | 247779440 | 9 |

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|----|-----------|----|
| 12 | 741331748 | 9 |
| 12 | 465476679 | 9 |
| 12 | 366753598 | 11 |
| 12 | 238431662 | 12 |
| 12 | 172938540 | 13 |
| 12 | 767899180 | 13 |
| 12 | 332313469 | 14 |
| 12 | 365662840 | 14 |
| 12 | 516688926 | 15 |
| 12 | 141515965 | 17 |
| 12 | 392224416 | 17 |
| 12 | 469788111 | 18 |
| 12 | 293232286 | 18 |
| 12 | 413784299 | 18 |
| 12 | 738841717 | 18 |
| 12 | 873459861 | 18 |
| 12 | 273464842 | 19 |
| 12 | 457476794 | 19 |
| 12 | 856189899 | 19 |
| 12 | 375128733 | 20 |
| 12 | 368533162 | 21 |
| 12 | 232643791 | 21 |
| 12 | 516148988 | 21 |
| 12 | 696917277 | 21 |
| 12 | 113263438 | 21 |
| 12 | 566615670 | 21 |
| 12 | 854876885 | 22 |
| 12 | 421574468 | 24 |
| 12 | 418466694 | 25 |
| 12 | 548513860 | 26 |
| 12 | 171515653 | 26 |

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|----|-----------|----|----|
| 12 | 563655166 | 27 | 5 |
| 12 | 491213773 | 27 | 6 |
| 12 | 286648662 | 28 | 7 |
| 12 | 793244468 | 28 | 8 |
| 12 | 629963885 | 30 | 9 |
| 12 | 197633985 | 31 | 10 |
| 12 | 641483516 | 32 | 11 |
| 12 | 645253162 | 33 | 12 |
| 12 | 698498219 | 35 | 13 |
| 12 | 553414541 | 35 | 14 |
| 12 | 312613557 | 36 | 15 |
| 12 | 199478868 | 37 | 16 |
| 12 | 282732882 | 38 | 17 |
| 12 | 493876346 | 39 | 18 |
| 12 | 657997722 | 42 | 19 |
| 12 | 273677989 | 43 | 20 |
| 12 | 224698969 | 50 | 21 |
| 12 | 549426666 | 51 | 22 |
| 12 | 888524279 | 52 | 23 |
| 12 | 469298517 | 53 | 24 |
| 12 | 855969770 | 57 | 25 |
| 12 | 715626859 | 59 | 26 |
| 12 | 434937124 | 67 | 27 |
| 12 | 285137337 | 67 | 28 |
| 12 | 336453675 | 74 | 29 |
| 12 | 248441313 | 77 | 30 |
| 12 | 247329485 | 77 | 31 |
| 12 | 414452680 | 78 | 32 |

| | | |
|------------------------|---------|--------|
| Total with >3 Credits | Average | |
| 31 | | 86.11% |
| | | |
| Total with >6 Credits | Average | |
| 53 | | 74.65% |
| | | |
| Total with >12 Credits | Average | |
| 42 | | 63.64% |
| | | |
| Total with >24 Credits | Average | |
| 32 | | 50.79% |
| | | |
| | | 68.80% |

23-24 SY

| staid | High School Credits for College Courses | | College Credits | | SFCC | | Combined | | Y/N | grade level |
|-----------|--|-----------------|-----------------|--------------|--------------|------|----------|--|-----|-------------|
| | 23-24 SY | Earned 23-24 SY | Earned 23-24 SY | CRH 22-23 SY | CRH 23-24 SY | CRH | Earned | | | |
| 514775261 | 0 | 0.0 | 0.0 | | | 0.0 | | | | 9 |
| 627254881 | 0 | 0.0 | 0.0 | | | 0.0 | | | | 9 |
| 114784382 | 0.5 | 1.5 | 1.5 | | | 1.5 | | | | 9 |
| 885774430 | 0.5 | 1.5 | 1.5 | | | 1.5 | | | | 9 |
| 113793418 | 1 | 3.0 | 3.0 | | | 3.0 | | | 1 | 9 |
| 234859627 | 1 | 3.0 | 3.0 | | | 3.0 | | | 2 | 9 |
| 313296139 | 1 | 3.0 | 3.0 | | | 3.0 | | | 3 | 9 |
| 383111184 | 1 | 3.0 | 3.0 | | | 3.0 | | | 4 | 9 |
| 673519666 | 1 | 3.0 | 3.0 | | | 3.0 | | | 5 | 9 |
| 682697743 | 1 | 3.0 | 3.0 | | | 3.0 | | | 6 | 9 |
| 246834782 | 2 | 6.0 | 6.0 | | | 6.0 | | | 7 | 9 |
| 515769594 | 2 | 6.0 | 6.0 | | | 6.0 | | | 8 | 9 |
| 631972288 | 2 | 6.0 | 6.0 | | | 6.0 | | | 9 | 9 |
| 416157535 | 2.5 | 7.5 | 7.5 | | | 7.5 | | | 10 | 9 |
| 677521460 | 4.333 | 13.0 | 13.0 | | | 13.0 | | | 11 | 9 |
| 179296165 | 0 | 0.0 | 0.0 | 0 | | 0.0 | | | | 10 |
| 199552514 | 0 | 0.0 | 0.0 | | | 0.0 | | | | 10 |
| 783291933 | 0 | 0.0 | 0.0 | | | 0.0 | | | | 10 |
| 439814120 | 0.5 | 1.5 | 1.5 | | | 1.5 | | | | 10 |
| 143748895 | 1 | 3.0 | 3.0 | | | 3.0 | | | | 10 |
| 641434758 | 1 | 3.0 | 3.0 | | | 3.0 | | | | 10 |
| 655376564 | 1 | 3.0 | 3.0 | | | 3.0 | | | | 10 |
| 698772118 | 1 | 3.0 | 3.0 | | | 3.0 | | | | 10 |
| 169271731 | 2 | 6.0 | 6.0 | | | 6.0 | | | 1 | 10 |
| 179642772 | 2 | 6.0 | 6.0 | | | 6.0 | | | 2 | 10 |
| 222618167 | 2 | 6.0 | 6.0 | | | 6.0 | | | 3 | 10 |
| 241537323 | 1 | 3.0 | 3.0 | 3 | | 3.0 | | | 4 | 10 |
| 251965174 | 2 | 6.0 | 6.0 | 0 | | 6.0 | | | 5 | 10 |
| 429554363 | 2 | 6.0 | 6.0 | | | 6.0 | | | 6 | 10 |
| 464463850 | 2 | 6.0 | 6.0 | | | 6.0 | | | 7 | 10 |

| | |
|-------------|----------|
| | Freshman |
| FAY | 38 |
| dual credit | 11 |
| | 0.29 |
| | |
| | |
| | 2.16 |

| | | | | | | |
|-----------|-------|------|----|------|----|----|
| 529223190 | 1 | 3.0 | 3 | 6.0 | 8 | 10 |
| 798433637 | 1 | 3.0 | 3 | 6.0 | 9 | 10 |
| 729962977 | 0.333 | 1.0 | 6 | 7.0 | 10 | 10 |
| 294782834 | 0.833 | 2.5 | 5 | 7.5 | 11 | 10 |
| 464653880 | 2.666 | 8.0 | | 8.0 | 12 | 10 |
| 526474473 | 1 | 3.0 | 5 | 8.0 | 13 | 10 |
| 173872557 | 3 | 9.0 | | 9.0 | 14 | 10 |
| 478546138 | 3 | 9.0 | | 9.0 | 15 | 10 |
| 729753210 | 3 | 9.0 | | 9.0 | 16 | 10 |
| 729817189 | 3 | 9.0 | | 9.0 | 17 | 10 |
| 961559812 | 3 | 9.0 | | 9.0 | 18 | 10 |
| 749945531 | 1.5 | 4.5 | 6 | 10.5 | 19 | 10 |
| 854167194 | 3.5 | 10.5 | | 10.5 | 20 | 10 |
| 216317529 | 2 | 6.0 | 5 | 11.0 | 21 | 10 |
| 835372947 | 2 | 6.0 | 5 | 11.0 | 22 | 10 |
| 353527682 | 2 | 6.0 | 6 | 12.0 | 23 | 10 |
| 631383668 | 3 | 9.0 | 3 | 12.0 | 24 | 10 |
| 817312465 | 3 | 9.0 | 3 | 12.0 | 25 | 10 |
| 847226149 | 4 | 12.0 | 0 | 12.0 | 26 | 10 |
| 153681598 | 3 | 9.0 | 6 | 15.0 | 27 | 10 |
| 219883857 | 5 | 15.0 | 0 | 15.0 | 28 | 10 |
| 226132975 | 4 | 12.0 | 3 | 15.0 | 29 | 10 |
| 496958869 | 5 | 15.0 | | 15.0 | 30 | 10 |
| 241564277 | 4.333 | 13.0 | 3 | 16.0 | 31 | 10 |
| 882658446 | 5.333 | 16.0 | | 16.0 | 32 | 10 |
| 248311912 | 3.5 | 10.5 | 6 | 16.5 | 33 | 10 |
| 263841710 | 4 | 12.0 | 6 | 18.0 | 34 | 10 |
| 672967551 | 1 | 3.0 | 15 | 18.0 | 35 | 10 |
| 899574214 | 2 | 6.0 | 12 | 18.0 | 36 | 10 |
| 313661431 | 7 | 21.0 | 0 | 21.0 | 37 | 10 |
| 496593799 | 3 | 9.0 | 12 | 21.0 | 38 | 10 |
| 545746281 | 5 | 15.0 | 6 | 21.0 | 39 | 10 |
| 327255493 | 1 | 3.0 | 19 | 22.0 | 40 | 10 |
| 611871625 | 1 | 3.0 | 20 | 23.0 | 41 | 10 |
| 441187127 | 7 | 21.0 | 3 | 24.0 | 42 | 10 |

| | | | | | | |
|-----------|-------|------|----|------|----|----|
| 884776386 | 3 | 9.0 | 23 | 32.0 | 43 | 10 |
| 162427850 | 7 | 21.0 | 13 | 34.0 | 44 | 10 |
| 445832140 | 7 | 21.0 | 24 | 45.0 | 45 | 10 |
| 233868520 | 0 | 0.0 | 0 | 0.0 | | 11 |
| 489143685 | 0 | 0.0 | | 0.0 | | 11 |
| 133331330 | 1 | 3.0 | | 3.0 | | 11 |
| 221867740 | 1 | 3.0 | | 3.0 | | 11 |
| 234464832 | 1 | 3.0 | | 3.0 | | 11 |
| 414887554 | 1 | 3.0 | | 3.0 | | 11 |
| 534133897 | 1 | 3.0 | | 3.0 | | 11 |
| 913746927 | 1 | 3.0 | 0 | 3.0 | | 11 |
| 627613268 | 1.333 | 4.0 | | 4.0 | | 11 |
| 228288817 | 2 | 6.0 | | 6.0 | | 11 |
| 678913344 | 2 | 6.0 | | 6.0 | | 11 |
| 681469490 | 1 | 3.0 | 3 | 6.0 | | 11 |
| 785425828 | 2 | 6.0 | 0 | 6.0 | | 11 |
| 852863661 | 2 | 6.0 | | 6.0 | | 11 |
| 185679461 | 0 | 0.0 | 7 | 7.0 | | 11 |
| 252125729 | 1.5 | 4.5 | 4 | 8.5 | | 11 |
| 127463651 | 1 | 3.0 | 6 | 9.0 | | 11 |
| 188851448 | 3.5 | 10.5 | | 10.5 | | 11 |
| 771539533 | 1 | 3.0 | 8 | 11.0 | | 11 |
| 551525637 | 1 | 3.0 | 9 | 12.0 | 1 | 11 |
| 555589761 | 2 | 6.0 | 6 | 12.0 | 2 | 11 |
| 697792240 | 1 | 3.0 | 9 | 12.0 | 3 | 11 |
| 712232263 | 3 | 9.0 | 3 | 12.0 | 4 | 11 |
| 744216995 | 1.5 | 4.5 | 9 | 13.5 | 5 | 11 |
| 199346339 | 3.666 | 11.0 | 3 | 14.0 | 6 | 11 |
| 176389567 | 1 | 3.0 | 12 | 15.0 | 7 | 11 |
| 233326578 | 4 | 12.0 | 3 | 15.0 | 8 | 11 |
| 268723954 | 2 | 6.0 | 9 | 15.0 | 9 | 11 |
| 336587860 | 3 | 9.0 | 6 | 15.0 | 10 | 11 |
| 336619820 | 4 | 12.0 | 3 | 15.0 | 11 | 11 |
| 479174542 | 2 | 6.0 | 9 | 15.0 | 12 | 11 |
| 621838218 | 3 | 9.0 | 6 | 15.0 | 13 | 11 |

| | | | | | | |
|-----------|-------|------|----|------|----|----|
| 711349225 | 2 | 6.0 | 9 | 15.0 | 14 | 11 |
| 829894245 | 4 | 12.0 | 3 | 15.0 | 15 | 11 |
| 834278558 | 4 | 12.0 | 3 | 15.0 | 16 | 11 |
| 135844389 | 4 | 12.0 | 6 | 18.0 | 17 | 11 |
| 676274780 | 2 | 6.0 | 12 | 18.0 | 18 | 11 |
| 756439584 | 0 | 0.0 | 18 | 18.0 | 19 | 11 |
| 881485114 | 3 | 9.0 | 9 | 18.0 | 20 | 11 |
| 926494436 | 5 | 15.0 | 3 | 18.0 | 21 | 11 |
| 286384789 | 4.333 | 13.0 | 6 | 19.0 | 22 | 11 |
| 583888136 | 5.333 | 16.0 | 3 | 19.0 | 23 | 11 |
| 674837299 | 4.333 | 13.0 | 6 | 19.0 | 24 | 11 |
| 751826348 | 3.333 | 10.0 | 9 | 19.0 | 25 | 11 |
| 763918265 | 6.5 | 19.5 | | 19.5 | 26 | 11 |
| 746254614 | 1 | 3.0 | 17 | 20.0 | 27 | 11 |
| 987978459 | 4.666 | 14.0 | 7 | 21.0 | 28 | 11 |
| 519852933 | 4 | 12.0 | 9 | 21.0 | 29 | 11 |
| 823168240 | 3 | 9.0 | 12 | 21.0 | 30 | 11 |
| 422226894 | 1 | 3.0 | 19 | 22.0 | 31 | 11 |
| 484176946 | 4 | 12.0 | 10 | 22.0 | 32 | 11 |
| 738379841 | 2.666 | 8.0 | 15 | 23.0 | 33 | 11 |
| 327469698 | 5.666 | 17.0 | 6 | 23.0 | 34 | 11 |
| 892587932 | 3 | 9.0 | 15 | 24.0 | 35 | 11 |
| 823638945 | 4.333 | 13.0 | 12 | 25.0 | 36 | 11 |
| 486912165 | 2 | 6.0 | 19 | 25.0 | 37 | 11 |
| 586578254 | 2 | 6.0 | 19 | 25.0 | 38 | 11 |
| 886548593 | 3 | 9.0 | 17 | 26.0 | 39 | 11 |
| 158378422 | 5 | 15.0 | 12 | 27.0 | 40 | 11 |
| 693178766 | 5 | 15.0 | 12 | 27.0 | 41 | 11 |
| 865765697 | 5 | 15.0 | 12 | 27.0 | 42 | 11 |
| 274695899 | 2 | 6.0 | 24 | 30.0 | 43 | 11 |
| 299973776 | 7.166 | 21.5 | 9 | 30.5 | 44 | 11 |
| 498633163 | 5.333 | 16.0 | 15 | 31.0 | 45 | 11 |
| 312591456 | 1 | 3.0 | 28 | 31.0 | 46 | 11 |
| 175485770 | 7 | 21.0 | 12 | 33.0 | 47 | 11 |
| 655697464 | 11.5 | 34.5 | | 34.5 | 48 | 11 |

| | | | | | | |
|-----------|-------|------|----|------|----|----|
| 526273594 | 0 | 0.0 | 35 | 35.0 | 49 | 11 |
| 247483514 | 11 | 33.0 | 4 | 37.0 | 50 | 11 |
| 715195483 | 4.5 | 13.5 | 27 | 40.5 | 51 | 11 |
| 348556317 | 5 | 15.0 | 27 | 42.0 | 52 | 11 |
| 413786781 | 7.333 | 22.0 | 21 | 43.0 | 53 | 11 |
| 879391696 | 8.996 | 27.0 | 17 | 44.0 | 54 | 11 |
| 352557615 | 6 | 18.0 | 40 | 58.0 | 55 | 11 |
| 464657485 | 0 | 0.0 | 0 | 0.0 | | 12 |
| 833636392 | 1 | 3.0 | | 3.0 | | 12 |
| 475954335 | 0 | 0.0 | 6 | 6.0 | | 12 |
| 343833364 | 2 | 6.0 | 6 | 12.0 | | 12 |
| 474285160 | 3 | 9.0 | 3 | 12.0 | | 12 |
| 494122476 | 3 | 9.0 | 3 | 12.0 | | 12 |
| 558977427 | 0 | 0.0 | 12 | 12.0 | | 12 |
| 672225679 | 2 | 6.0 | 6 | 12.0 | | 12 |
| 973429962 | 4 | 12.0 | | 12.0 | | 12 |
| 777581711 | 1 | 3.0 | 10 | 13.0 | | 12 |
| 155568223 | 1.666 | 5.0 | 9 | 14.0 | | 12 |
| 546455346 | 3 | 9.0 | 6 | 15.0 | | 12 |
| 592426381 | 1 | 3.0 | 12 | 15.0 | | 12 |
| 668974850 | 2 | 6.0 | 9 | 15.0 | | 12 |
| 898363676 | 3 | 9.0 | 6 | 15.0 | | 12 |
| 582266557 | 0 | 0.0 | 16 | 16.0 | | 12 |
| 167265735 | 3 | 9.0 | 9 | 18.0 | | 12 |
| 363948142 | 3 | 9.0 | 9 | 18.0 | | 12 |
| 393168810 | 4 | 12.0 | 6 | 18.0 | | 12 |
| 417265113 | 1 | 3.0 | 15 | 18.0 | | 12 |
| 192198588 | 0 | 0.0 | 19 | 19.0 | | 12 |
| 885736892 | 1 | 3.0 | 16 | 19.0 | | 12 |
| 395445984 | 1.5 | 4.5 | 16 | 20.5 | | 12 |
| 411562978 | 2 | 6.0 | 15 | 21.0 | | 12 |
| 688434620 | 4 | 12.0 | 9 | 21.0 | | 12 |
| 742831738 | 2 | 6.0 | 16 | 22.0 | | 12 |
| 172483224 | 5 | 15.0 | 8 | 23.0 | | 12 |
| 519266910 | 4 | 12.0 | 11 | 23.0 | | 12 |

| | | | | | | |
|-----------|--------|------|----|------|----|----|
| 492769922 | 1 | 3.0 | 22 | 25.0 | 1 | 12 |
| 383967882 | 4.5 | 13.5 | 12 | 25.5 | 2 | 12 |
| 612944652 | 7 | 21.0 | 6 | 27.0 | 3 | 12 |
| 784116618 | 7 | 21.0 | 6 | 27.0 | 4 | 12 |
| 343442893 | 7 | 21.0 | 7 | 28.0 | 5 | 12 |
| 312387269 | 4.333 | 13.0 | 16 | 29.0 | 6 | 12 |
| 879962587 | 1 | 3.0 | 26 | 29.0 | 7 | 12 |
| 196278311 | 2 | 6.0 | 24 | 30.0 | 8 | 12 |
| 179566112 | 6.333 | 19.0 | 12 | 31.0 | 9 | 12 |
| 755836186 | 4.333 | 13.0 | 20 | 33.0 | 10 | 12 |
| 727912628 | 2 | 6.0 | 27 | 33.0 | 11 | 12 |
| 876197591 | 5 | 15.0 | 19 | 34.0 | 12 | 12 |
| 319243952 | 5 | 15.0 | 20 | 35.0 | 13 | 12 |
| 422495671 | 1.663 | 5.0 | 31 | 36.0 | 14 | 12 |
| 317975951 | 2 | 6.0 | 30 | 36.0 | 15 | 12 |
| 682629183 | 3 | 9.0 | 28 | 37.0 | 16 | 12 |
| 629643867 | 7 | 21.0 | 19 | 40.0 | 17 | 12 |
| 116887480 | 1 | 3.0 | 38 | 41.0 | 18 | 12 |
| 152878872 | 4 | 12.0 | 30 | 42.0 | 19 | 12 |
| 443112412 | 5 | 15.0 | 27 | 42.0 | 20 | 12 |
| 645253162 | 3 | 9.0 | 33 | 42.0 | 21 | 12 |
| 245714886 | 1.666 | 5.0 | 38 | 43.0 | 22 | 12 |
| 833348220 | 3.333 | 10.0 | 34 | 44.0 | 23 | 12 |
| 324454669 | 3 | 9.0 | 36 | 45.0 | 24 | 12 |
| 815969514 | 1 | 3.0 | 45 | 48.0 | 25 | 12 |
| 735187262 | 2 | 6.0 | 43 | 49.0 | 26 | 12 |
| 571633767 | 8.5 | 25.5 | 29 | 54.5 | 27 | 12 |
| 836341727 | 12.332 | 37.0 | 18 | 55.0 | 28 | 12 |
| 852623610 | 1 | 3.0 | 53 | 56.0 | 29 | 12 |
| 186176996 | 5.333 | 16.0 | 46 | 62.0 | 30 | 12 |
| 711793372 | 2.5 | 7.5 | 56 | 63.5 | 31 | 12 |
| 231748591 | 10.663 | 32.0 | 50 | 82.0 | 32 | 12 |
| 722387164 | 5.333 | 16.0 | 67 | 83.0 | 33 | 12 |

| Sophomore | Junior | Senior |
|-----------|------------------------|--------|
| 68 | 81 | 62 |
| 45 | 55 | 33 |
| 0.66 | 0.68 | 0.53 |
| | | |
| 54.06% | Does Not Meet Standard | |