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### Charter Schools Division 2021-22 Annual Report

**School Name:** The MASTERS Program Early College Charter School

**School Address:** SFCC LL320 6401 Richards Ave Santa Fe, NM 87508

**Head Administrator:** Anne Salzmänn

**Governing Board Chair:** Marcos Maez

**Business Manager:** Rebekah Runyan

**Authorized Grade Levels:** 9–12

**Authorized Enrollment:** 280

**2021-22 End of Year Enrollment:** 243

**Contract Term:** 2020-2025

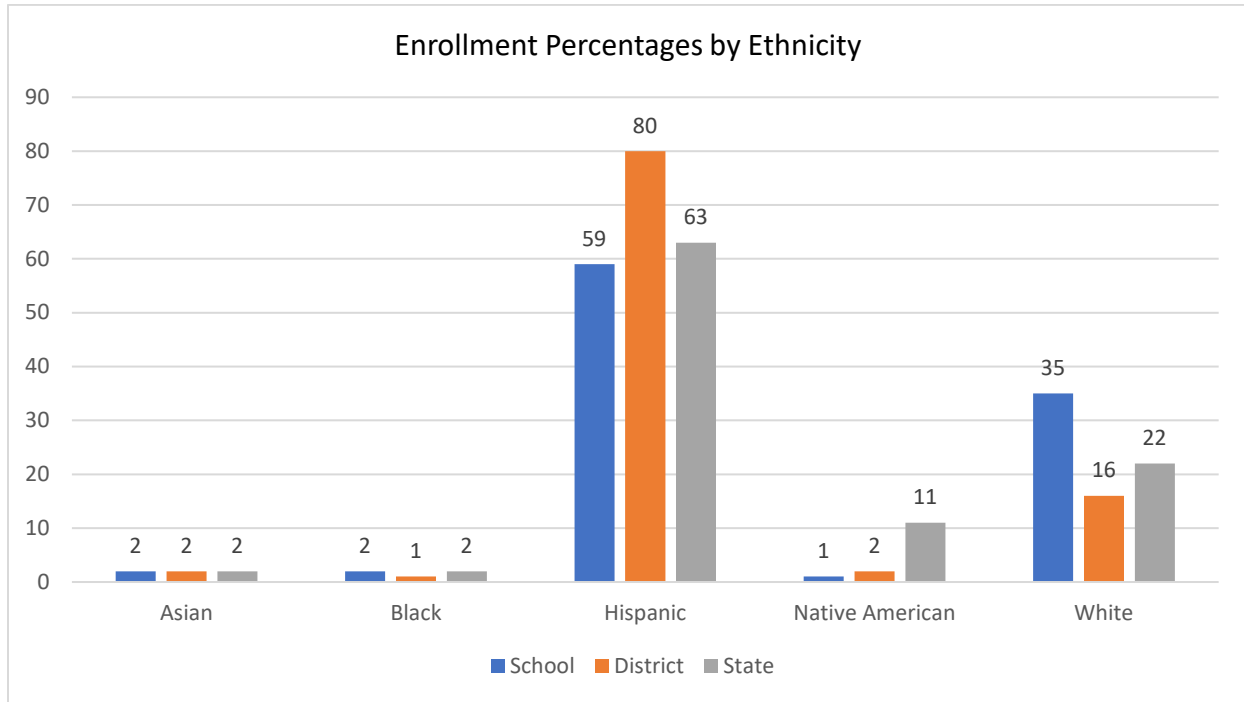
**Mission:** The MASTERS Program is committed to the development of engaged, compassionate students who value academic excellence and education beyond high school, service to others and creating a conscious community.

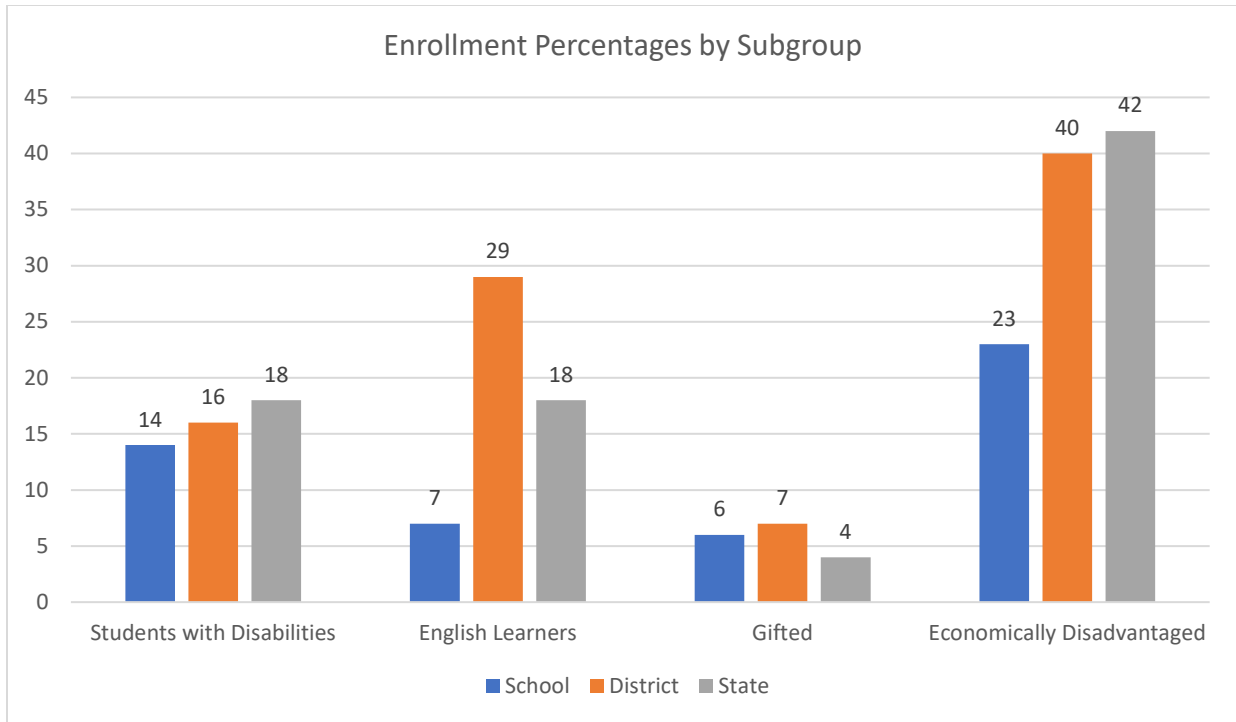
### About the School

The MASTERS Program serves students grades 9-12, has a total enrollment of 243 students, and is located on the campus of Santa Fe Community College. This college preparatory school has been a state-chartered school since the 2010-2011 school year. The school emphasizes service to the community, which is evidenced by their “Friday Projects,” where students engage with the community.

They school has also recently adopted a Social Emotional Learning (SEL) curriculum and have worked to ensure that students have access to services needed to develop social and emotional skills. Students at The MASTERS Program are provided with a college-like school culture and are taught to be responsible with the freedom college life provides.

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





## Academic Performance

<b>Academic Performance Framework Indicators</b>	<b>2021-22 Score (100 points possible)</b>
1: State Accountability System: NMVISTAS Overall Score	59
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	61
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>60</b>

## State Accountability System

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

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

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

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

**The MASTERS Program** ranked above **80%** of high schools statewide. The school received a designation of **Spotlight school**.

## Proficiency

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

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

Data are masked as follows in the charts shown below:

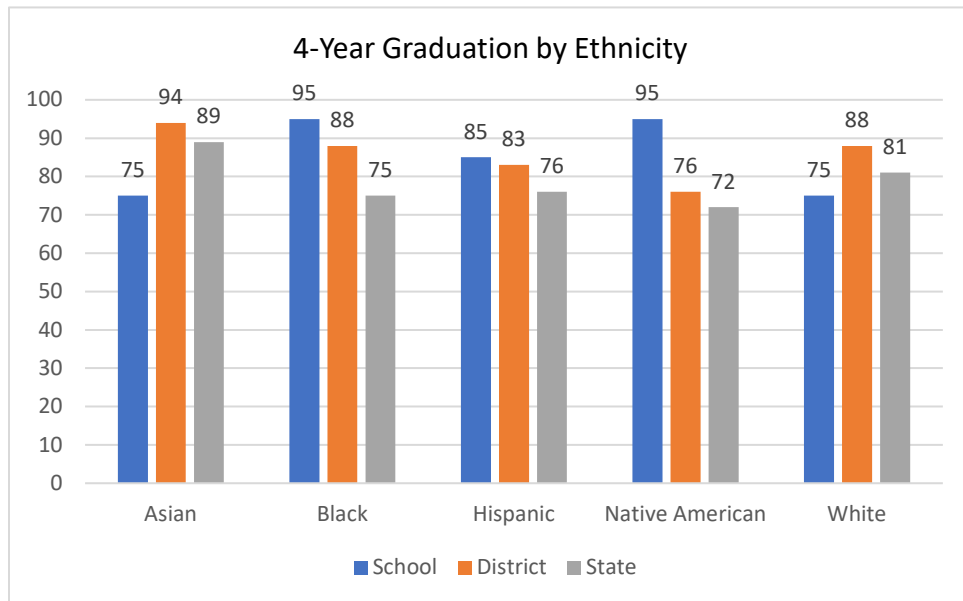
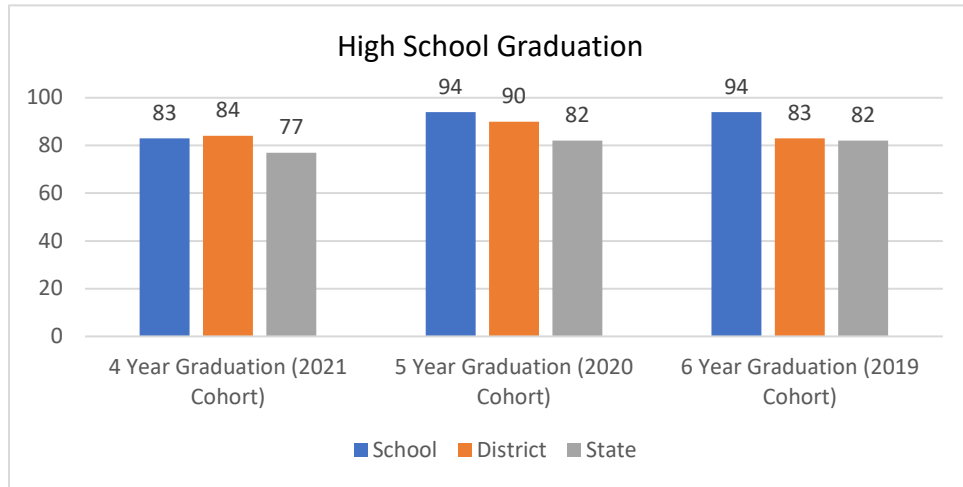
Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show <math>\leq 20\%</math> and if it was 98% it would show <math>\geq 80\%</math>.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show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

2021-22 Proficiency Percentages			
	Reading	Math	Science
All	55%	25%	66%
Asian	*****		
Black	*****		*****
Hispanic	30%	*****	50%
Native	*****	*****	*****
White	$\geq 80\%$	*****	88%
SwD	*****	*****	*****
EL	*****		*****
FRL	*****	*****	46%

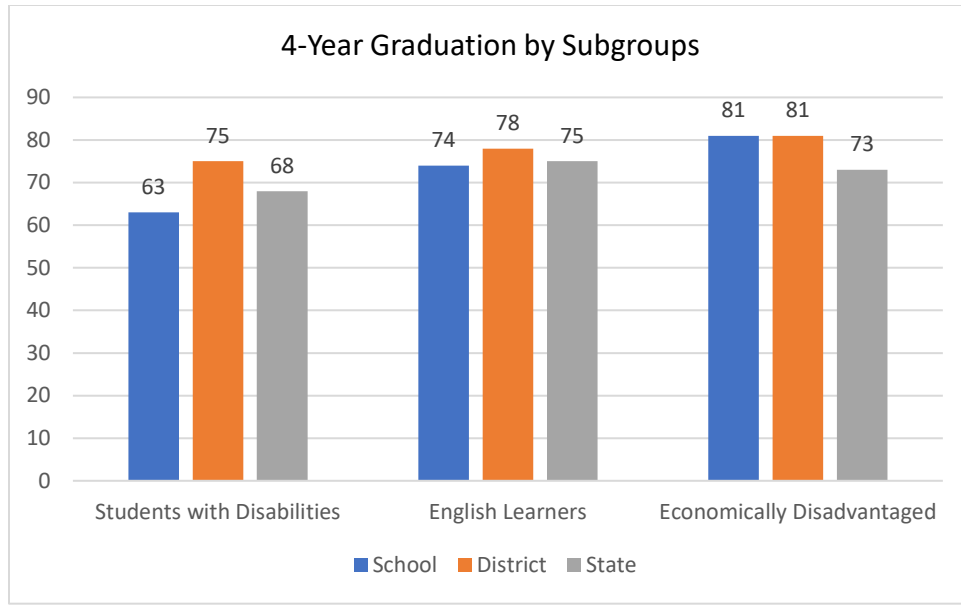
**English Learner Progress toward Proficiency: 0%**

## High School Graduation

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



**Note:** The school-level percentage for the Black and Native American categories is  $\geq 95\%$  in order to mask data due to student population size.



**Mission-Specific Goal:** 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

Performance Level	Target	Points
Exceeds Standard	80% or more 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	100
Meets Standard	70 – 79% 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	75
Does Not Meet Standard	50% - 69% 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	25
Falls Far Below Standard	Below 50% 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	0

**Rating:** Does Not Meet Standard (61%)

## Organizational and Financial Performance Framework

2021-22 Overall Rating: **Meets Standard**

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

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



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

### Explanation of 2021-22 Indicator Ratings

2.e. Did not provide all governing board finance and audit committee members.

3.a. Governing board members have not completed all required training hours. Some but not all audit committee members attend exit interview.

4.a. Lottery policy on website does not meet CSD standards. School has been instructed to update lottery application on website to state: School staff children have priority and active duty military personnel have priority.