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SECRETARY OF EDUCATION

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GOVERNOR

**Charter Schools Division
2022-23 Annual Report
February 7, 2024**

School Name: The MASTERS Program Early College Charter School

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

Head Administrator: Dr. Karla Haas Moskowitz

Governing Board Chair: Steve Stauss

Business Manager: Rebekah Runyan

Authorized Grade Levels: 9-12

Grade Levels Served: 9-12

Authorized Enrollment Cap: 280

2022-23 End of Year Enrollment: 238

Contract Term: 2020-2025

Waivers: Driver Education, Evaluation Standards for School Personnel

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.

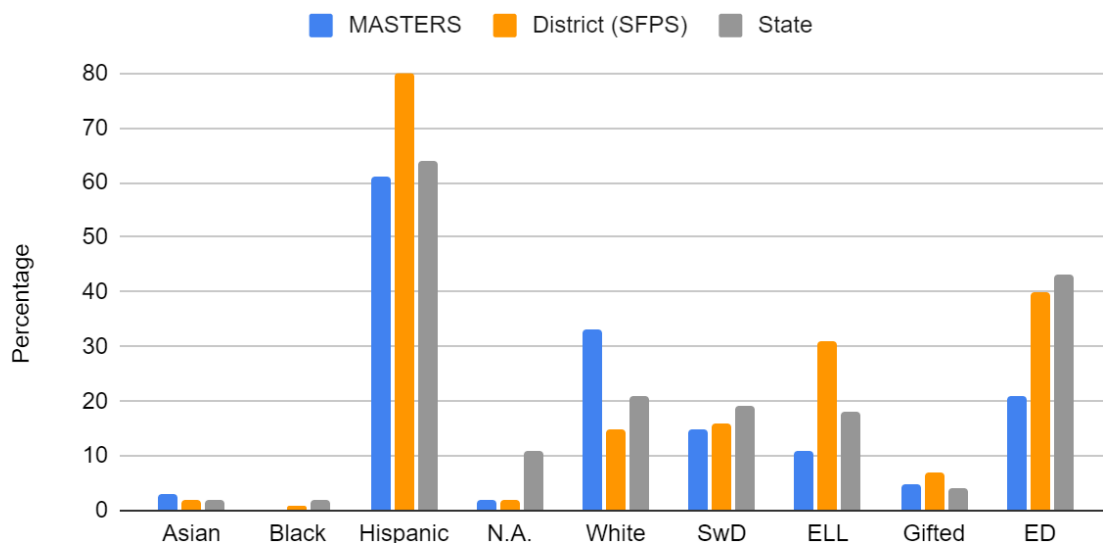
Educational Program:

As an early college high school, The MASTERS Program offers, between high school and college level courses, a vast array of opportunities for its students. 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 who are moving toward higher and higher levels of education, and 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 track attendance, timeliness, quality of work and engagement (as defined in the TMP Community Handbook) carefully as indicators of excellence, as evidenced by attendance records and gradebook.
- iii. The School also emphasizes service to the community and places major emphasis on 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, including placements such as county trail maintenance, the animal shelter, the Food Depot and Habitat for Humanity. Through these experiences, students learn useful 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.

Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	81
2: Subgroup performance: high, middle, and low-performing quartiles	(if available)
3: School-specific Goals: if two goals, average of points on each	25
Overall Academic Score: average of indicators 1 and 3	53

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

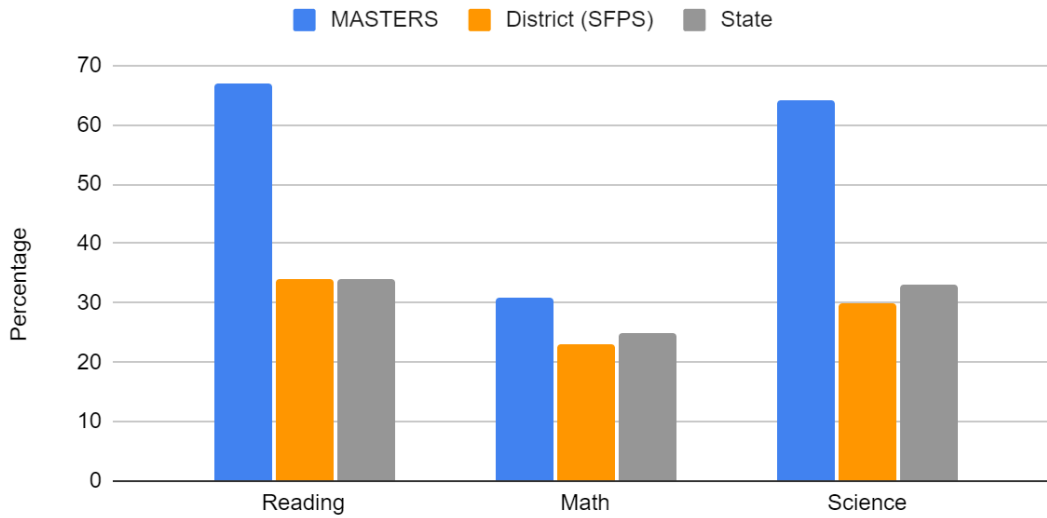
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **The Masters Program** received a designation of **Excellence**.

Proficiency

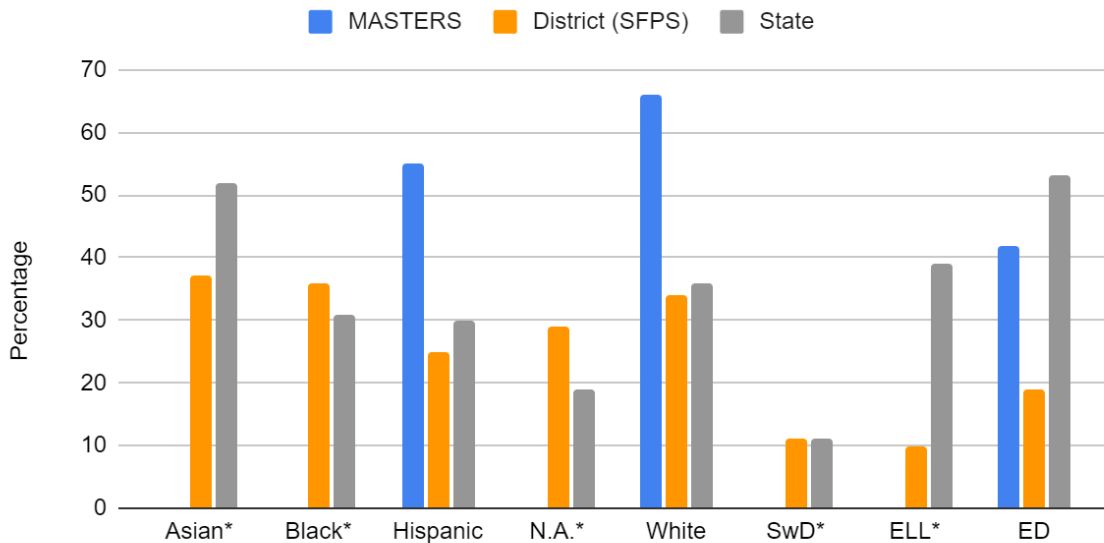
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

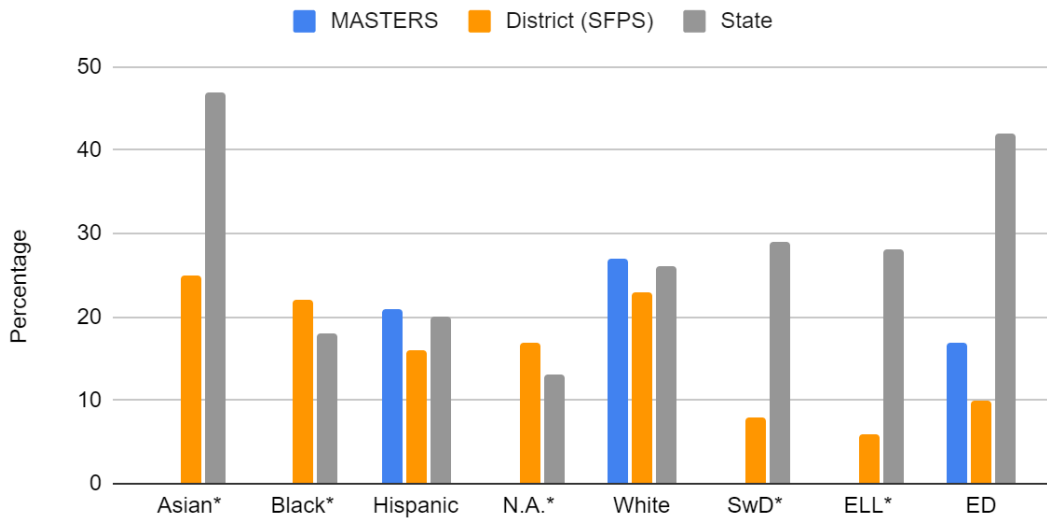
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups with asterisks are masked due to population size.

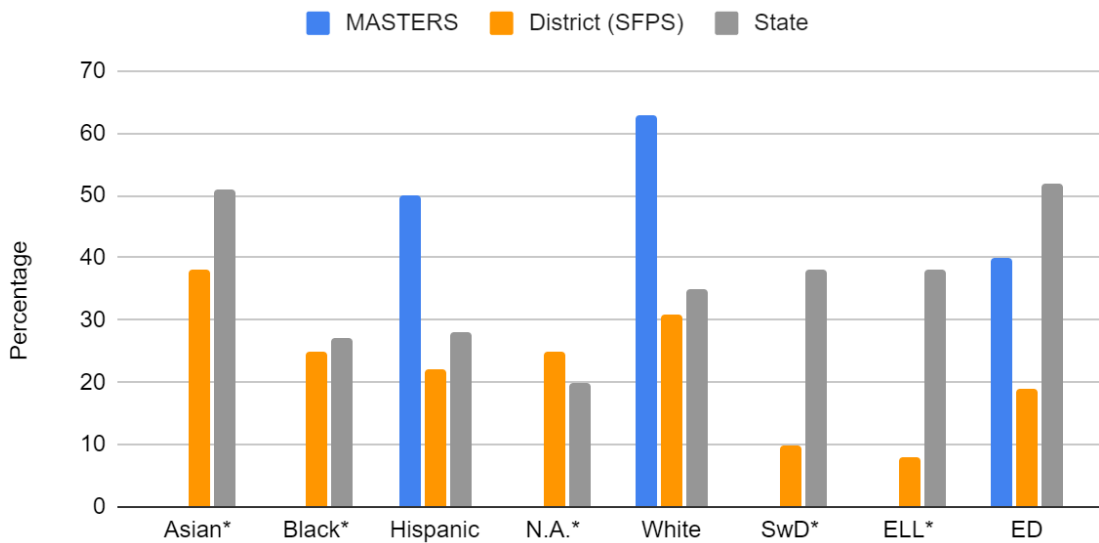
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups with asterisks are masked due to population size.

Percent Proficient in Science by Subgroup 2022-23

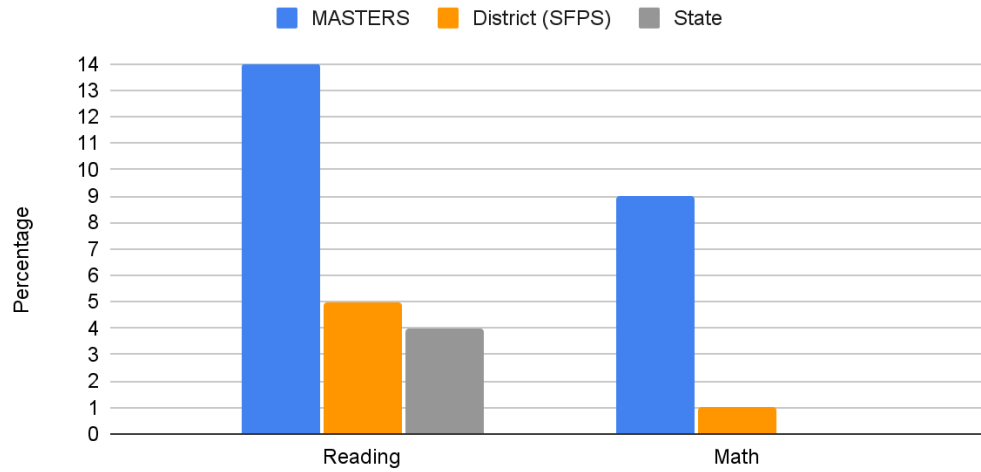


Source: NMVistas.org

***Note:** groups with asterisks are masked due to population size.

Improvement (Growth)

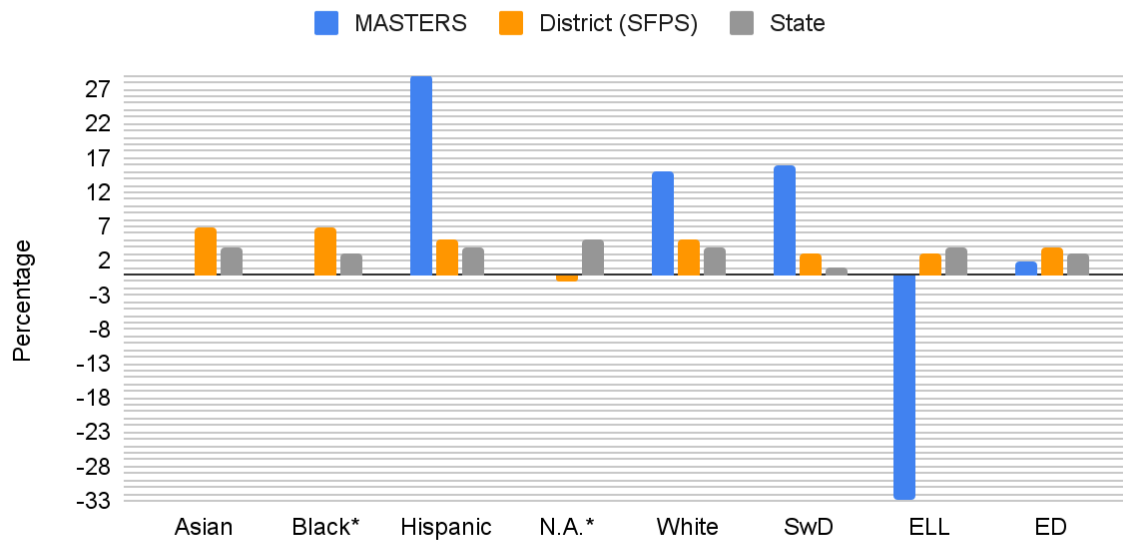
Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** Math growth was 0% for the state for SY2023.

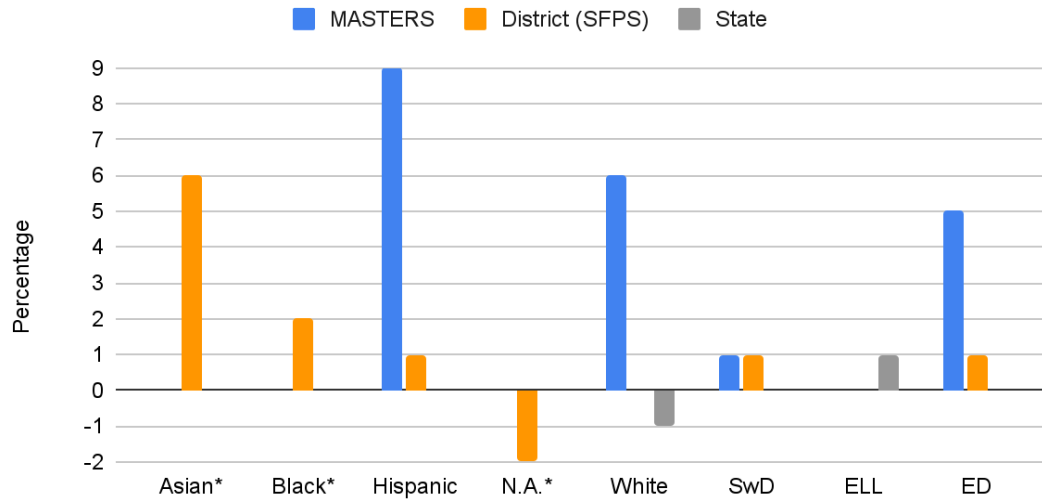
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** groups with asterisks are masked due to population size.

Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

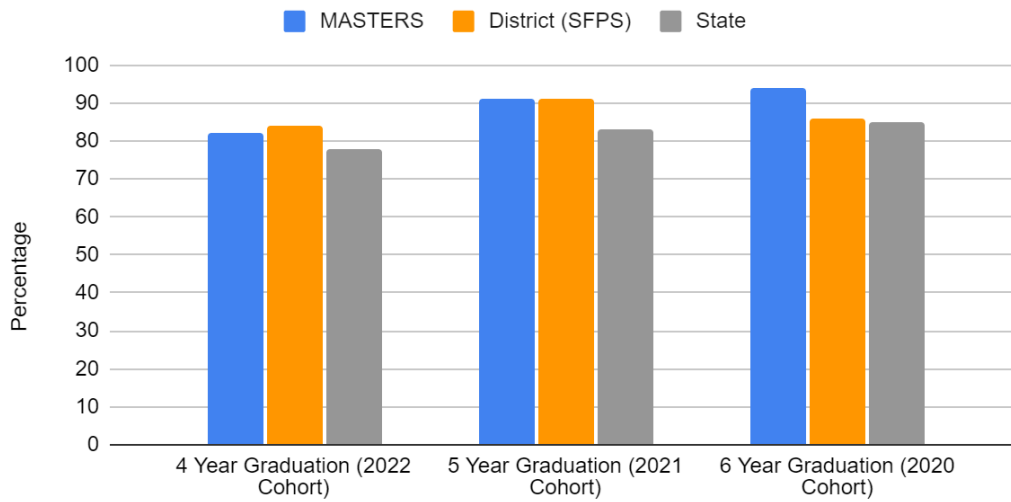
***Note:** groups with asterisks are masked due to population size.

English Learner Progress (NMVistas): 21%

High School Graduation

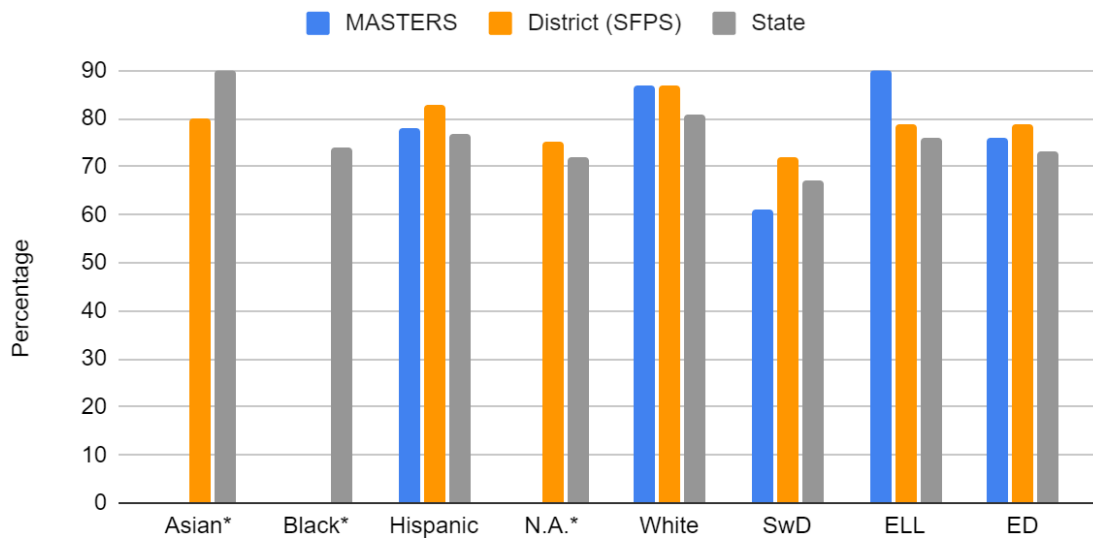
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

High School Graduation



Source: NMVistas.org

4-Year Graduation by Subgroup



Source: NMVistas.org

***Note:** groups with asterisks are masked due to population size per school data. District has also masked 4-year graduation data for black subgroup due to population size.

Mission-Specific Goals

Goal 1: 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- 66.9% of 9-12th grades students met credit outcome standards; 9th grade- 86.1% attainment, 10th grade- 74.6% attainment; 11th grade- 63.6% attainment, and 12th grade- 50.8% attainment. **25 pts.**

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), 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**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

The MASTERS Program	2020-21	2021-22	2022-23
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard	Working to Meet Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Does Not Meet Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard
4a Rights of All Students	Assurances	Working to Meet Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Working to Meet Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A
5c Health and Safety	Assurances	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

- 1.b. 94% ELA and Math participation; target 95%.
- 4.b. EOY attendance rate is 90%; target 95%.

Site Visit Attendees

Wednesday, February 15, 2023

CSD Team: Rachel Stofocik (Lead), Samantha Samoiel, Ted Farnath, Kyle Wood, and Kimberly Gonzales

School Leadership: Robert Jessen, Head Administrator

Governing Board: Steve Stauss