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Charter Schools Division 2021-22 Annual Report

School Name: Middle College High School

School Address: 705 Gurley Ave Gallup, NM 87301

Head Administrator: Dr. Robert Hunter

Governing Board Chair: Matthew Mingus

Business Manager: Katie Rarick

Authorized Grade Levels: 9-12

Authorized Enrollment: 140

2021-22 End of Year Enrollment: 136

Contract Term: 2019-2024

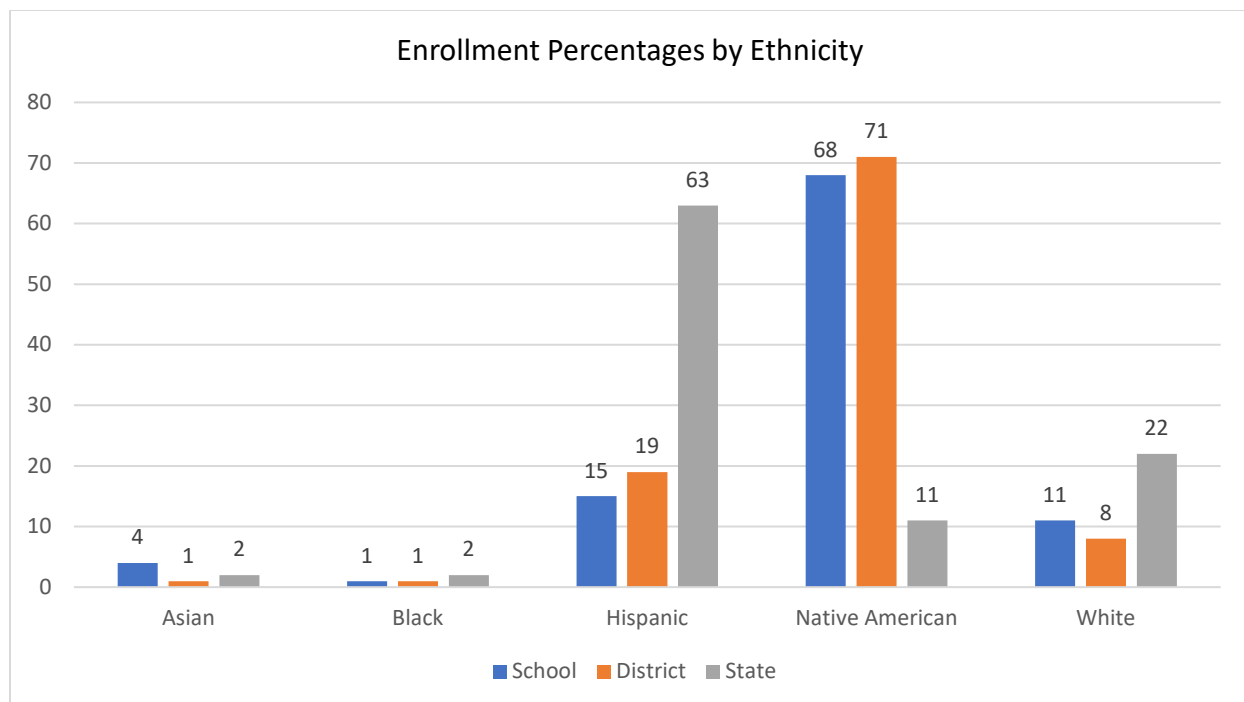
Mission: The school's mission is to offer concurrent enrollment and an innovative and high-quality individualized learning environment on the campus of UNM-Gallup for students in grades 9 -12. The school is designed to utilize UNM-Gallup resources so that students have expanded opportunities for postsecondary advancement. Individualized learning program, access to high quality NM-certified teachers, and high parental involvement. The mission will also include a school-with-in-a-school model with a focus on science, technology, engineering, and math (STEM).

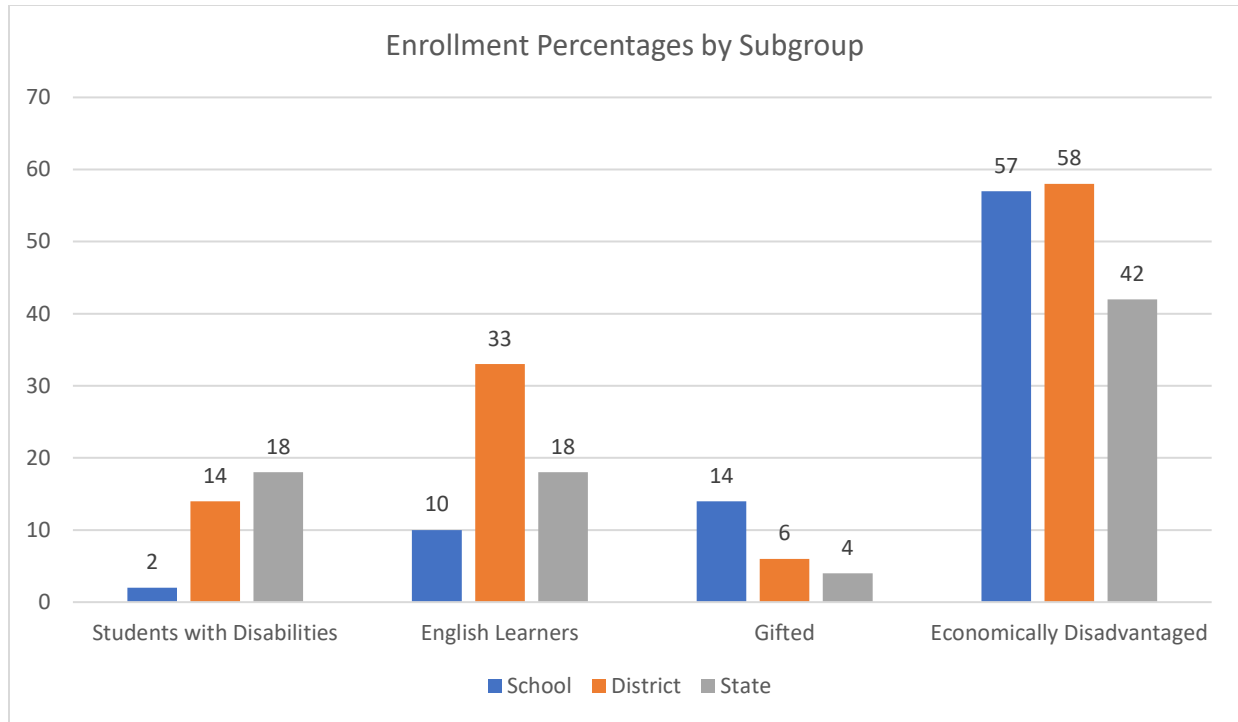
About the School

The school's mission is to offer concurrent enrollment and an innovative and high-quality individualized learning environment on the campus of UNM-Gallup for students in grades 9 -12.

The school is designed to utilize UNM-Gallup resources so that students have expanded opportunities for postsecondary advancement. Individualized learning program, access to high quality NM-certified teachers, and high parental involvement. The mission will also include a school-with-in-a-school model with a focus on science, technology, engineering, and math (STEM).

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





Note: Graduation End of Year STARS enrollment report used for all data except Gallup district economically disadvantaged percentage, as the report showed this as 0. The average of the 40 Day, 80 Day, and 120 Day reports was used in place of the EOY report. School data for MCHS showed 0% of economically disadvantaged students, which is incorrect. The report will be corrected once a substitute data source has been identified.

Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	57
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	86
Overall Academic Score: average of Indicators 1 and 3	71

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.

Middle College High School ranked above **77%** of elementary and middle schools statewide. The school received a designation of **Spotlight school**.

Proficiency

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

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

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		Examples:
N < 10	*****	

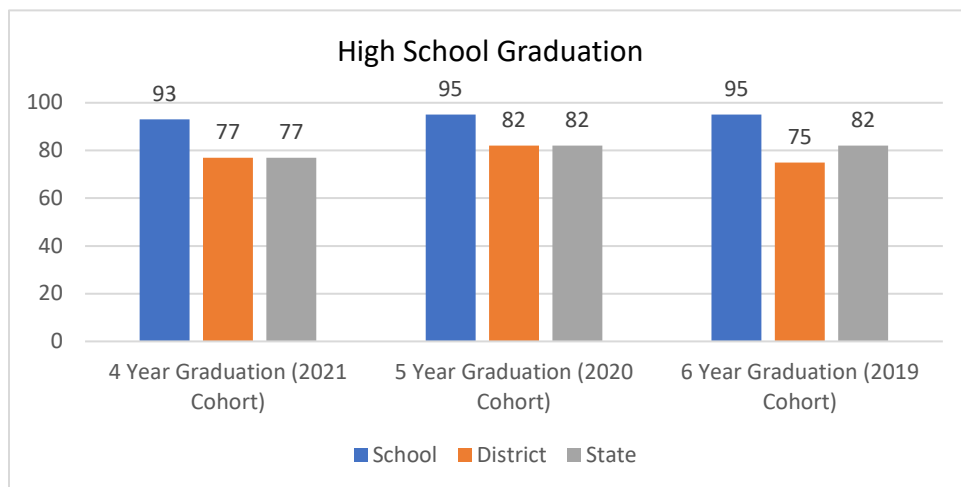
N = 10-20	20% to 80%	<p>In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.</p>
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	45%	*****	52%
Asian			*****
Black			
Hispanic	*****		*****
Native	*****	*****	*****
White	*****		*****
SwD			*****
EL	*****		*****
FRL	*****	*****	*****

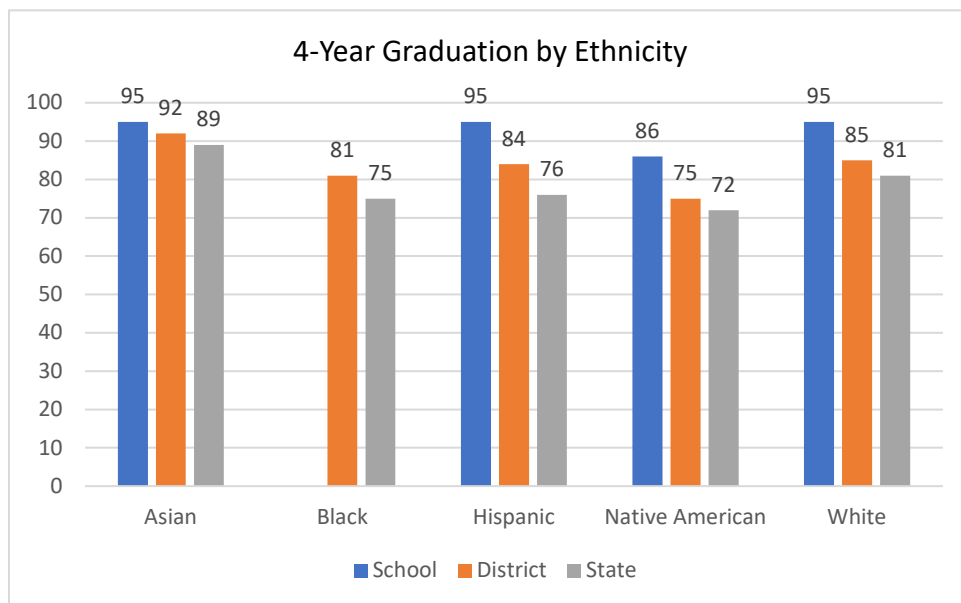
English Learner Progress toward Proficiency: 8%

High School Graduation

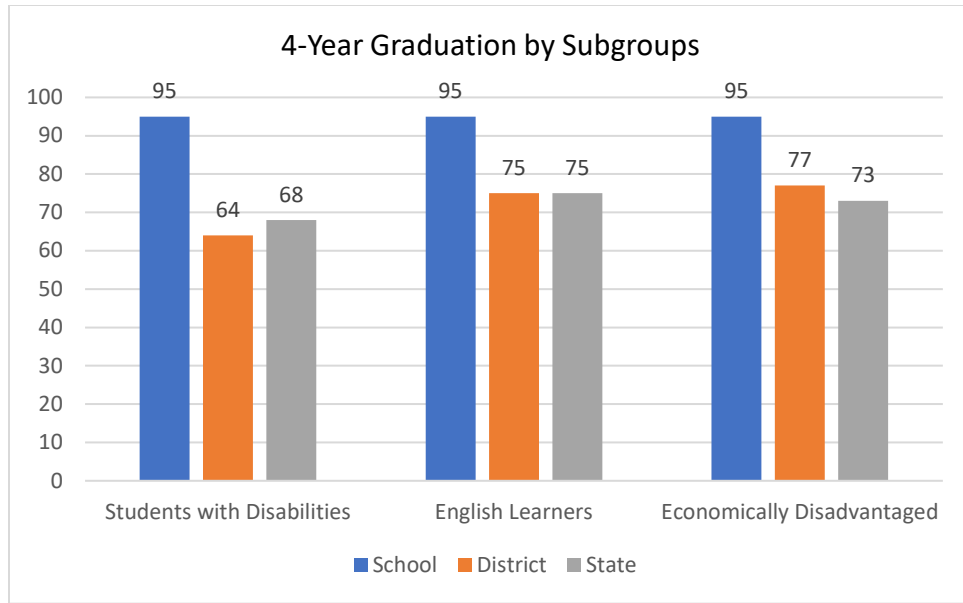
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2021 graduation cohort, 5-year data for the 2020 cohort, and 6-year data for the 2019 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state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



Note: The school-level percentages for the 4 Year Graduation rate (2021 Cohort), the 5 Year Graduation rate (2020 Cohort), and the 6 Year Graduation rate (2019 Cohort) are $\geq 95\%$ in order to mask data due to student population size.



Note: The school-level percentages for the Asian, Hispanic, and White categories are $\geq 95\%$ in order to mask data due to student population size.



Note: The school-level percentages for the Students with Disabilities, English Learners, and Economically Disadvantaged categories are $\geq 95\%$ in order to mask data due to student population size.

Mission-Specific Goals

Goal 1: In accordance with the mission of Middle College High School, students will access concurrent enrollment to expand opportunities for postsecondary advancement. The school has set the following targets for earning college-level course credit based on the number of years enrolled at the school, as determined by their post-secondary transcripts.

- Each year, 80-90%, 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s).
- Each year, 80-90%, 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s).
- Each year, 80-90%, 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s).
- Each year, 80-90%, 4th year students, enrolled on the 40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).

Performance Level	Target	Points
Exceeds Standard	Each year, 91-100%, of 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s). AND 91-100%, of 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s). AND 91-100%, of 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s). AND 91-100%, of 4th year students, enrolled on the	100

	40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).	
Meets Standard	Each year, 80-90%, of 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s). AND 80-90%, of 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s). AND 80-90%, of 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s). AND 80-90%, of 4th year students, enrolled on the 40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).	75
Does Not Meet Standard	Each year, 65-79%, of 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s). AND 65-79%, of 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s). AND 65-79%, of 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s). AND 65-79%, of 4th year students, enrolled on the 40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).	25
Falls Far Below Standard	Each year, less than 65%, of 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s). AND Less than 65%, of 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s). AND Less than 65%, of 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s). AND Less than 65%, of 4th year students, enrolled on the 40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).	0

Rating: Meets Standard (90%)

Goal 2: The school has set a goal to match or surpass the norm-referenced goal of seventy-eight percent (78%) matriculation, with at least seventy percent (70%) of this student cohort retaining in college or post-secondary certificate program beyond their first semester after graduation from Middle College High School.

Performance Level	Target	Points
Exceeds Standard	78-100% of MCHS graduates will enter college or a post-secondary certificate program after graduation, with at least 80% of this student cohort demonstrating retention after their first semester in college or post-secondary certificate program.	100

Meets Standard	78-100% of MCHS graduates will enter college or a post-secondary certificate program after graduation, with at least 70% of this student cohort demonstrating retention after their first semester in college or post-secondary certificate program.	75
Does Not Meet Standard	65-77% of MCHS graduates will enter college or a post-secondary certificate program after graduation, with at least 70% of this student cohort demonstrating retention after their first semester in college or post-secondary certificate program.	25
Falls Far Below Standard	Fewer than 65% of MCHS graduates will enter college or a post-secondary certificate program after graduation, with at least 70% of this student cohort demonstrating retention after their first semester in college or post-secondary certificate program.	0

Rating: Exceeds Standard (81%)

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**.

Middle College High School	2019-20	2020-21	2021-22
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Not Reviewed	Meets Standard
1c Rights of Students with Disabilities		Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Working to Meet Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Assurances	Meets Standard
1f NM DASH Plan	Meets Standard	N/A	N/A
2a Financial Reporting and Compliance	Meets 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	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Assurances	Meets Standard
3b Nepotism, Conflict of Interest	Working to Meet Standard	Working to Meet Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Assurances	Meets Standard
4a Rights of All Students	Working to Meet Standard	Assurances	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Meets Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Working to Meet Standard	Assurances	Meets Standard
4e Background Checks, Ethics	Meets Standard	Assurances	Meets Standard
5a Facilities	Meets Standard	Assurances	Meets Standard
5b Transportation	N/A	Assurances	N/A
5c Health and Safety	Working to Meet Standard	Assurances	Meets Standard
5d Handling Information	Working to Meet Standard	Assurances	Meets Standard