

Sidney Gutierrez Middle School

REPORT CARD

Roswell Independent School District
Roswell, New Mexico

2001-2002

Dear Parents and Guardians:

The Sidney Gutierrez Middle School, a public New Mexico Charter School, was established to provide an academically enriched environment which fosters the best practices in technology, curriculum design, instructional delivery and authentic assessment. The choices our children make with regards to their learning and potential livelihood may have to be revisited several times in a lifetime because of the intellectual, technical, and social environment we live in today. Our school must provide a learning environment that will assist our students to meet this challenge.

Our goal at the school is to provide an outstanding array of learning opportunities that will support their needs in the future whatever path they chose. We will continue to seek the support and assistance of the community, the participation of our parents to actively engage in their child's education and the use of our student's efforts to make the learning and living process at the school the best it can be. The information contained in this document is evidence of support from our first year of operation. While we believe that we have sound programs, established for our students, we recognize that success is relative and we continually strive to improve our efforts.

This report will share the data collected from various metrics that are used in measuring the successes of our programs. Other measures of authentic assessment are readily available for the public's scrutiny and the staff and administration welcome the opportunity to share this data with any concerned individual and respectfully invite anyone to visit the school to observe the programs firsthand. This information can be requested from the Principal of the school at (505) 347-9703 and our address is #4 Challenger, Roswell, New Mexico 88203.

Sincerely,

Robert C. Carroll
Governing Council President

Governing Council	Administration	Staff
Robert Carroll, President	Mr. Joesph Andreis, Principal	Mr. Steven Muhr, Teacher
Dr. Yosh Kundomal Mr. Brinkman Randle		Mrs. Terri Muhr, Teacher Mrs. Valerie Bennett, Teacher Mrs. Cindy Gazdik, Teacher
Mrs. Toni Pemberton Mr. Bobby Villegas		Mrs. Sue Tarter, Teacher Mrs. Keri Bell, Teacher Mrs. Margie Slayten, Counselor Mrs. Amy Rymer, Nurse

About Sidney Gutierrez Middle School

The Mission of the Sidney Gutierrez Middle School is to provide a unique middle school environment which emphasizes technology-based tool, innovative curriculum and community participation and involvement.

SGMS will expose students to both basic and enhanced disciplines in an integrated way, allowing students to master required skills and to develop habits necessary to life-long learning. Students will develop skills that support and enhance their academic achievements such as teamwork, self-sufficiency, work ethic and community service.

The Sidney Gutierrez Middle School charter was based on the well researched notion that small class sizes and small schools can develop community, which facilitates learning. In small schools and classes, students can have a significant impact on each other, the school and their own leadership ability.

The staff at Sidney Gutierrez believes that strong technology training, curriculum aligned to state content standards and benchmarks, and the integration of that training into every facet of learning, is essential to preparing students for the world they will face as adults.

The school recognizes the following components as paramount in achieving high student success:

- **Standards-based Learning** - School-wide implementation of state content and performance standards combined with quality curriculum, instruction, assessment and evaluation;
- **Student Support** - High expectations for student learning and behavior; caring and respectful learning and working relationships; and safe, healthy, and supportive physical learning environment; and
- **Responsiveness of System** - Responsiveness to customers (students, parents and community); genuine engagement and collaboration with the community and effective communication.

Drawing on current national education research, the Sidney Gutierrez Middle School is resolved to:

- Improving results for students by setting high standards;
- Adopting clear accountability measures;
- Building partnerships with parents, businesses, and communities;
- Moving decisions to the school;
- Implementing performance-based standards and benchmarks;
- Engaging in applied and experimental projects; and
- Employing authentic assessments

Finally, community service will be an integral part of the Sidney Gutierrez Middle School. Students will be required to perform service for a non-profit organization in the community and to learn about the organization's mission, its work, and how the student can assist the agency in that goal.

STUDENT ACHIEVEMENT

Student achievement is measured through the New Mexico Statewide Student Assessment System. Reported assessment instruments for the Sidney Gutierrez Middle School include the following:

1. Grade 7: New Mexico Writing Assessment
2. Grade 7: TerraNova, 2nd Edition, Complete Battery

TerraNova, 2nd Edition, Complete Battery (CAT):

The *TerraNova, 2nd Edition, Complete Battery (CAT)* provides norm-referenced data. This assessment is designed to provide information on how well a student or school performs in comparison to other students (the norm group) or schools in the state and in the nation. If a student or school has a median percentile of 50, this means they scored as well as or better than 50% of the students in the norm group. Median percentiles are reported, and a median is defined as the middle score. The median national percentile is always 50. By looking at the reported scores for this test you can determine how far above or below the national and/or state median your district has scored in relation to the norm group.

What do the *TerraNova, 2nd Edition, Complete Battery (CAT)* results mean?

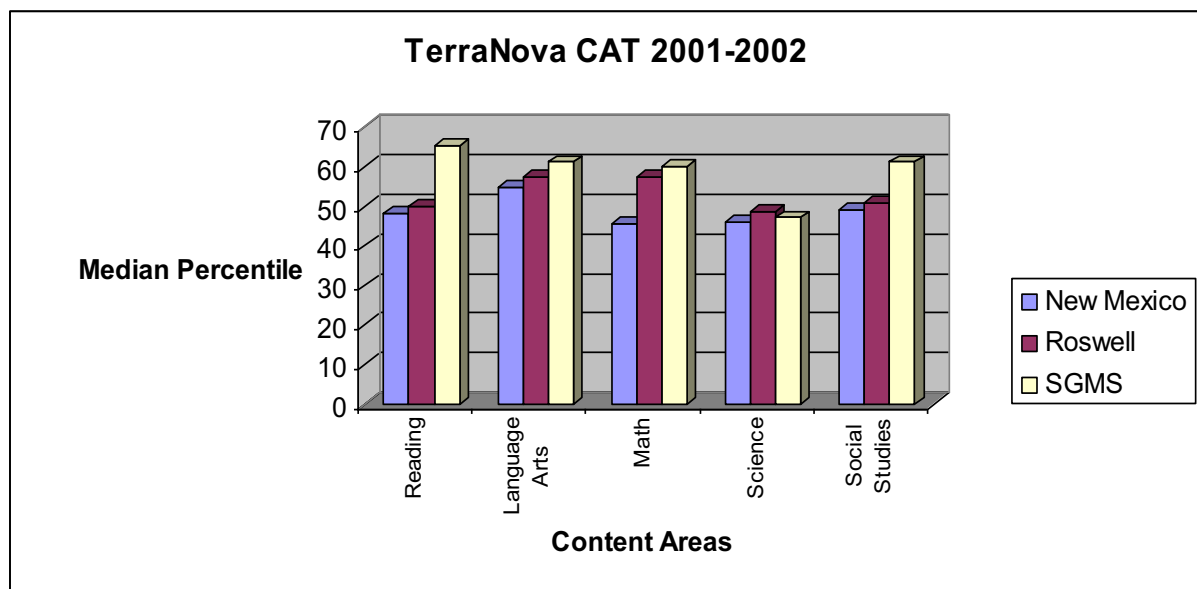
Tables can be used to depict the state, district, and an individual school's *TerraNova, 2nd Edition, Complete Battery (CAT)* results for grades 3-9. Results for each of the content areas – reading, language arts, math, science, and social studies – and the combined content-area scores for reading, language arts, and math reported in median percentiles are also

shown. Results that extend above or fall below the 50th percentile are indications that the average state or district results are respectively higher or lower than the national average.

TerraNova, 2nd Edition, Complete Battery (CAT)
2001-2002 Norm-Referenced Results
Standard Administration
7th Grade
 Median Percentiles (1996 Norms)

	Number of Students	Reading	Language Arts	Math	Science	Social Studies
New Mexico	20,657	48.3	54.7	45.6	46.0	48.9
District	NA	49.7	57.4	57.3	48.5	50.8
Sidney Gutierrez	16	65	61	60	47	61
Berrendo	NA	72.6	81.1	80.4	66.3	68
Mesa	NA	46.6	47.0	41.3	54.5	38.3
Mt. View	NA	46.8	44.7	51.3	48.4	41.6
Sierra	NA	59.1	65.0	55.4	58.7	53.5

Note: The median percentiles reported in the table above include students with disabilities who took the *TerraNova, 2nd Edition, Complete Battery (CAT)* under standardized conditions.




The results of the 2001-2002 Terra Nova denote that the Seventh Grade students of Sidney Gutierrez scored above the state average in all areas of the test battery. Reading, Language Arts, Mathematics and Social Studies results are seemingly the strongest curricular areas in this year's test results. The use of thematic units and interdisciplinary projects derived from the Core Knowledge curriculum is apparently supporting a stronger than average outcome of student learning in these areas. A real concern, however, to the staff and administration is in the area of Science. Extensive efforts will begin to determine how to advance the skills

and knowledge base of the students as they continue in the school with regards to learning Science. Currently, the staff is researching a comprehensive hands-on component, which will be added to support experiential learning and hopefully continue to advance the scientific relevance of the various grade level programs in subsequent years. The school recognizes that the data resulting from this year's assessment practices will have to be carefully examined with succeeding years to support or refute the effectiveness of the curricular approach of Core Knowledge, the teaming concepts, interdisciplinary activities and authentic deliverables and assessments.

STUDENT ACHIEVEMENT

New Mexico Writing Assessment Results:

Students have three, one-hour writing sessions during which to respond to a particular prompt in writing. Students' writing is holistically scored on a scale from 6.0 (highest possible score) to 1.0 (lowest score). A holistic score represents how well a student's overall writing communicates to his/her audience. The figures in the display show the percentage of students who scored in each of the holistic score ranges for the 2001-2002 Writing Assessment results. A score of 4.0 or above indicates a satisfactory ability to communicate in that particular mode of discourse.

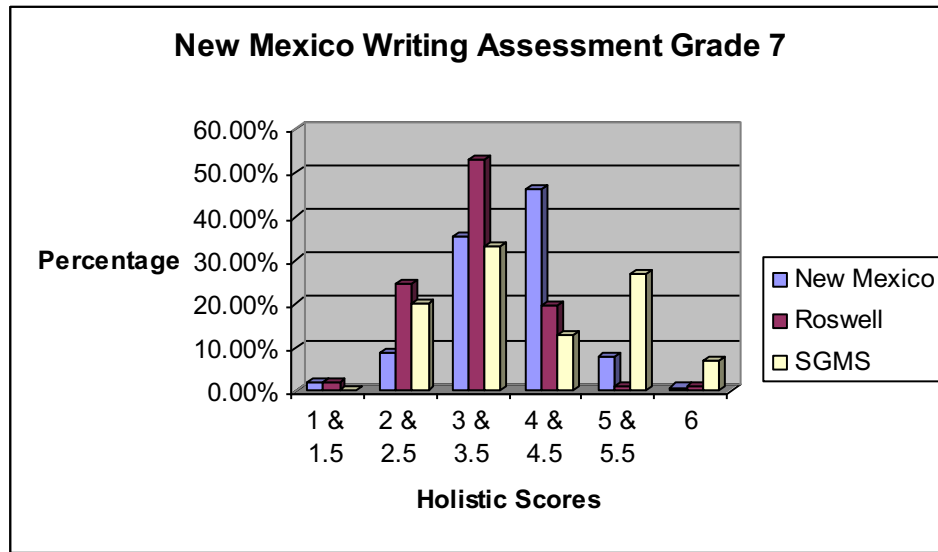
 **New Mexico Writing Assessment
State and District Summary
2001-2002 Results
Holistic Scores**

**New Mexico Writing Assessment
Standard Administration
7th Grade**

Percent at each score

	Number of Students	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
New Mexico	21,569	0.9%	8.8%	35.3%	46.3%	7.9%	0.8%
District	NA	1.8%	24.6%	53.0%	19.5%	1.1%	1
Sidney Gutierrez	16	0%	20%	33%	13%	27%	7%

Note: The percentages at each score reported on the table above include students with disabilities who took the New Mexico Writing Assessment under standardized conditions.



On the whole, the students at Sidney Gutierrez fared well in comparison to the students of New Mexico and the Roswell Independent School District. The staff and administration will continue to examine the development of writing skills for its students with a variety of supporting exercises and techniques offered throughout the year in different contexts. The data shows that slightly under half of the students that took part in the assessment scored over 4.0. The school will complete a comprehensive review of past performances of the class and determine what measures can be implemented to further support the efforts of advancing their skills in writing.

STUDENT ATTENDANCE

Student Attendance Rate:

Attendance rate is defined by the total number of days that students actually attend school on the 40th, 80th, and 120th day reporting periods for the school year, divided by the total days of enrollment (the maximum number of days that students could have been present during the three reporting periods combined). Students are considered to be in attendance when in class or on a school-approved activity. If a student attends school for one-half or less of the total instructional time, the student will be counted as having attended for one-half day. If the student attends school for more than one-half of the total instructional time, the student will be counted as having attended for a full day.

**Student Attendance Rate
in Percentages
2001-2002**

New Mexico	95.1%
District	94.6%
Sidney Gutierrez Middle School	93.7%

STUDENT DROPOUT

Student Dropout Rate:

New Mexico reports an “event” dropout rate, which represents the total number of students, grades 7-12, who drop out during a particular school year. New Mexico’s calculation of its dropout rate complies with the guidelines set by the National Center for Education Statistics (NCES) so that New Mexico’s dropout rate can be compared with other participating states across the nation.

A dropout is defined as an individual who:

- ◆ was enrolled in school at some time during the previous school year;
- ◆ was not enrolled at the beginning of the current school year;
- ◆ has not graduated from high school or completed an approved educational program; and does not meet any of several exclusive conditions (such as official transfer to another school; temporary absence due to suspensions or illness; completion of the GED; returning to country of origin; or death).

Dropout Rate in Percentages 2000-2001

Grades 7-8

	# Dropouts	Percent
New Mexico	442	0.9%
District	173	5%
Sidney Gutierrez	0	0%

Results:

No students exited the Sidney Gutierrez Middle School that were classified as dropouts for the 2001-2002 calendar year.

PARENT & COMMUNITY INVOLVEMENT

Reporting Parent and Community Involvement:

Parent and Community Involvement Plans 2001-2002

School	Goal
Sidney Gutierrez Middle School	To encourage the participation of all interested community and school members to provide the necessary resources to enriching the academic and social needs of the students, staff and administration in meeting the vision and mission set forth by the governing council.

Summary of Quality of Education Survey Questions

2001-2002

Percent in Agreement

(Strongly agree and agree combined %)

	School personnel encourage me to participate in my child's education.	My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
New Mexico	80.3%	85.8%
RISD	84.1%	87.3%
Sidney Gutierrez Middle	92%	83%

SCHOOL SAFETY

Reporting School Safety:

To demonstrate school safety, schools are asked to report the following:

- ◆ an accepted school-level safety plan;
- ◆ a plan for community involvement in the implementation and revision of the school-level safety plan;
- ◆ a plan for staff development in the area of school safety;
- ◆ identified goals and benchmarks for progress toward school safety;
- ◆ the number of police-reported incidents of vandalism, student-to-student incidents, and non-student incidents; and
- ◆ responses to questions #1 and #2 on the Quality of Education Survey.

School Safety

School	School-level Plan	Community Involvement	Staff Development
Sidney Gutierrez Middle	X	X	X

School-Level Safety Plan Goals and Benchmarks

School	Goals	Benchmarks
Sidney Gutierrez Middle	#1 – To conduct fire and emergency evacuation drills in accordance to the requirements of the state fire statutes. #2 – To conduct periodic safety checks on all mechanical and electrical equipment in the building.	#1 – Use the state approved checklist for conducting emergency procedures. #2 – Maintain accurate logs of fire and emergency drills on file. #1 – Contract with mechanical contractors and electricians to inspect the facilities once per year.

Summary of Quality of Education Survey Questions

2001-2002

Percent in Agreement

(Strongly agree and agree combined %)

	My child is safe at school.	My child's school building is in good repair and has sufficient space to support quality education.
New Mexico	82.7%	77.1%
District	78.1%	75.5%
Sidney Gutierrez	92.0%	83.0%

Number of Police Reported Incidents

2001-2002

Violent Crimes*

	Assault/ Battery Aggravated	Assault/ Battery Simple	Assault/ Battery Knife	Assault/ Battery Firearm	Assault/ Battery Other	Other Violent Crimes
New Mexico	1,277	483	28	1	110	108
District	41	19	2	0	1	0
Sidney Gutierrez	0	0	0	0	0	0

*Statewide data has not been audited.

Other Criminal Offenses*

	Possession Firearm	Possession Knife	Possession Other Weapon	Gang Activity	Drug Violation	Alcohol Violation
New Mexico	26	379	44	24	1,263	172
District	0	0	0	0	3	0
Sidney Gutierrez	0	0	0	0	0	0

*Statewide data has not been audited.

Vandalism*

	Graffiti	Criminal Damage	Break/ Enter	Arson	Missing Property	Other
New Mexico	169	525	89	48	242	586
District	1	8	9	0	5	1
Sidney Gutierrez	0	0	0	0	1	0

*Statewide data has not been audited.

Results:

The Sidney Gutierrez Middle School shares the building with a private sector training company. A computer from the school was reported missing and then stolen after an extensive search of the school. A police report was filed with the Roswell Police Department. Greater measures were taken by staff personnel to ensure that all computers and personal property were kept away from outside guests in the building.

QUALITY OF EDUCATION SURVEY

Quality of Education Survey:

By statute, all New Mexico schools are required to administer the Quality of Education Survey to parents on an annual basis. The Quality of Education Survey contains 20 questions. The New Mexico State Board of Education provides the first 10 questions. The next five questions are developed by the local board of education for the entire district,

and each school site develops the final five questions. Schools and districts are required to report the annual results from the Quality of Education Survey.

Quality of Education Survey Results
Percent Agree or Strongly Agree
Spring 2002

	New Mexico	RISD	Sidney Gutierrez Middle School
Total number of surveys returned.	139,920	4106	12
1. My child is safe at school.	82.7%	78.1%	92%
2. My child's school building is in good repair and has sufficient space to support quality education.	77.1%	75.5%	83%
3. My child's school holds high expectations for academic achievement.	82.5%	81.1%	83%
4. School personnel encourage me to participate in my child's education.	80.3%	84.1%	75%
5. The school offers adequate access to up-to-date computers and technologies.	73.8%	76.7%	100%
6. School staff maintains consistent discipline, which is conducive to learning.	78.6%	79.5%	83%
7. My child has an adequate choice of school-sponsored extracurricular activities.	66.6%	62.3%	33%
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	85.8%	87.3%	92%
9. The school's staff employs various instructional methods and strategies to meet my child's needs.	77.2%	76.9%	75%
10. My child takes responsibility for his or her own learning.	86.8%	87.2%	83%
11. My child is adequately prepared for higher education or to enter the world of work.		81.0%	NA
12. My child's school maintains high academic standards.		76.9%	NA
13. My child's school has high standards for behavior and conduct.		83.5%	NA
14. My school provides me with adequate information regarding my child's progress.		96.5%	NA
15. My child is being adequately or appropriately challenged.		78.2%	NA

Federal Program Expenditures (HB323)

HB 323, passed by the 2001 Legislature, requires Local Educational Agencies (LEAs) to report federal fund expenditures for both flow-through and direct grants. For the 2001-2002 school year, expenditures will be reported only by function code (01, 02, 03, etc.). Use the Excel template below to report your data. Double-click on the spreadsheet to open it in Excel.

The Excel spreadsheet lists all possible flow-through and direct funds. LEAs need only enter expenditure data for those programs for which they receive funds. After the data

is entered, please E-mail the completed worksheet to the Sam Ornelas, sornelas@sde.state.nm.us, at the State Department of Education. Please send the complete spreadsheet, regardless of the number of programs in which your district participates.

LEAs must also publish, as part of the School District Report Card, the information for the programs in which they participate. For this purpose, you only need to publish the portion of the spreadsheet that reflects the programs in which your district participates.

Federal Program Expenditures for 2001-2002, HB 323

RISD

		DIRECT INSTRUCTION	INSTRUCTIONAL SUPPORT	ADMINISTRATION	BUSINESS & SUPPORT SERVICES	OPERATION/ MAINTENANCE OF PLANT	FOOD SERVICES	ATHLETICS	NON-INSTR. STUDENT SUPPORT	COMMUNITY SERVICES	TRANSPORTATION	CAP OUTLAY	UNEXPENDED FUNDS	TOTAL	% of Total Expenditures
FUND CODE		1	2	3	4	5	6	7	8	9	10	11	CAR RY OVE R		
Charter Schools	24146	\$55,883	\$79,792	\$156	\$0	\$0	\$15,574	\$0	\$0	\$0	\$0	\$20,641	\$0	\$172,046.02	1
		DIRECT INSTRUCTION	INSTRUCTIONAL SUPPORT	ADMINISTRATION	BUSINESS & SUPPORT SERVICES	OPERATION/ MAINTENANCE OF PLANT	FOOD SERVICES	ATHLETICS	NON-INSTR. STUDENT SUPPORT	COMMUNITY SERVICES	TRANSPORTATION	CAP OUTLAY	UNEXPENDED FUNDS		
		1	2	3	4	5	6	7	8	9	10	11	CAR RY OVE R		
		\$55,883	\$79,792	\$156	\$0	\$0	\$15,574	\$0	\$0	\$0	\$0	\$20,641	\$0	\$172,046.02	
		0.32481356	0.4637856	0.0009056	0	0	0.09052	0	0	0	0	0.119976	0		

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