

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Rim Country Middle School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Payson Unified District
304 S. Meadow Street, Payson, AZ 85541
Mailing Address: P.O. Box 919, Payson, AZ 85547-0919

Principal: Mr. Frank X. Larby
Schedule: 7:30 AM to 4:00 PM
Web Address: www.rcms1.net
E-mail: Flarby@pusd.com

Grades: 6-8
2002 Enrollment: 688
Phone: (928) 474-4511
Fax: (928) 472-2044

∨ School Overview ∨

Mission

Our mission is to provide a quality education for all students through a unique, safe, caring, learning environment in which students acquire critical thinking skills and achieve personal excellence which foster current and future productivity.

Organization and Philosophy

- w Student/Teacher Teams
- w Interdisciplinary Instruction
- w Rotating Block Schedules
- w Comprehensive Guidance Program

Instructional Programs

- w Core Academics (Read/Sci/SS/Math/Engl)
- w Accelerated Reader Program
- w Multiple Exploratory Opportunities
- w On-site Special Education
- w Family and Consumer Sciences
- w Comprehensive Competency-based Guidance
- w Music/Band/Choir
- w Vocational Technology

School/Academic Goals

- w Improve student performance in spelling by 5% in each grade.
- w Improve performance in Math by 5 percentile ranks in grade.
- w Improve performance in writing at the 6th and 8th grades by 5 percentile ranks per grade level.
- w Achieve an 85% correct rate on student tests. Maintain a rate of less than 45% of the students with fewer than 50 points. Maintain an at-risk rate of 35% or less as a team average.

Enrollment

October 1, 2001 School Year Student Enrollment:	684
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	1

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- w Curriculum Development
- w Textbook Selection
- w Student Discipline
- w School Safety Issues
- w Extracurricular Activities
- w Schoolwide Project Development

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	4.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	8	1	0	0
10 or more years	9	5	0	0

∨ **Shared Responsibilities** ∨

School

High academic standards are an expectation at RCMS. Students are expected to successfully complete core classes or enroll in remedial programs. With parental input, the school has established a strong Code of Conduct for all members of the organization, adult and student alike. We have established a Zero-tolerance Policy against violence or gang-related activities. A School Resource Officer, peer mediation, DARE, Project Alert and group counseling are all used to make our school safe.

Parents

Parents are responsible for the basic survival needs of their children and to provide support, encouragement and discipline. They are responsible for helping their children understand the importance of education by inquiring about the school day, assignments and progress. Children should be given a proper location in the home at which uninterrupted study time is allowed. Parents should ensure that their children arrive at and attend school regularly and on time, and abide by school rules.

∨ **Transportation Policy** ∨

Bus transportation is a privilege offered to any of our students who live over one and one-half miles from the school campus, up to a distance of approximately 30 miles. Approximately 65% of our student population qualify for bus service.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/1/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/30/03
Operates on Extended Schedule			

Report Card Release Dates

10/3/02	1/3/03	3/7/03	6/4/03
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Additional Calendar/Report Card Information

Parents can access student progress through agendas, progress reports, newsletters and track sheets. Parents are encouraged to meet with teachers in a conference format to review the progress and needs of their children. All teachers are accessible through e-mail, and parents with e-mail are sent newsletters. The school website provides information on school performance and goals, as well as other information for parents.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Vocational Technology Lab	W Computer Instruction Lab for Remediation
W Guidance Center	W Accelerated Reader Testing Center

Extracurricular Activities

W Academic League Team	W STRIVE Club
W Student Council	W Interscholastic Athletics
W Journalism/Yearbook Club	W Performing Band/Chorus
W Builder's Club	W Outdoor Adventures Club

School/Community Resources

W DARE Program	W Service Club Sponsorships
W Local Business Partners	W Lunch Program
W Breakfast Program	W Afterschool Program
W Health Services	W Payson Youth Organization

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>W Award-winning science program reflected by the large number of winners at the Central Arizona Science and Engineering Fair. Science staff also participates in the NAU Math-Science Staff Development Program.</p> | <p>W Implementation of summer school program helps students find success in an alternative setting. Afterschool tutoring and learning labs enhance opportunities for learning. Intersession instructional program helps to improve student skills.</p> |
| <p>W Increase in available technology resources. The school invested \$20,000 in site funds to new computers and software. Acquisition of 80 new computers through the state Facilities Fund.</p> | <p>W Increase in contacts with parents and community. Neighborhood meetings lead to implementation of parent suggestions. Parent E-mail lists and a web site are available to improve school to home contact.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	19.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Middle Level Counselor of the Year	1999
Payson Teacher of the Year	2000
Regional Wal-Mart Teacher of the Year	2001
Woodrow Wilson Science Fellow - Princeton University	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	184	511	17%	25%	40%	18%
	State	57484	504	24%	20%	40%	16%
Writing	School	177	494	12%	46%	42%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	185	458	47%	35%	11%	7%
	State	57734	459	39%	40%	14%	7%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
6	Reading	100	53	53	100	62	54	95	62	53	88	59	54	83	62	56
	Language	100	41	41	100	49	44	96	47	44	89	49	45	85	54	47
	Mathematics	100	55	57	100	64	59	98	63	60	90	61	63	86	67	65
7	Reading	89	54	52	100	59	53	90	57	52	89	54	53	80	59	55
	Language	91	50	52	100	57	54	90	54	54	89	51	55	79	64	58
	Mathematics	96	46	53	100	59	55	94	51	56	88	50	58	77	60	60
8	Reading	80	62	54	100	62	54	84	61	53	84	63	55	77	61	56
	Language	81	50	46	100	53	49	84	53	49	83	59	50	77	58	52
	Mathematics	84	54	52	100	60	54	87	61	56	85	58	58	76	62	59

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 5-6	75	78
Grades 6-7	66	66
Grades 7-8	80	84

*Less than 10 students matched

**No information available

***Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school addresses safety issues through a staff Safety Committee. The committee meets on a monthly basis to discuss safety issues, revise procedures and suggest new efforts. The committee also meets after any major incident to review the situation and how it was handled. In addition, RCMS conducts periodic lock-down drills to review student and staff performance in emergency situations.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

10

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,385	\$1,611,785
Classroom Supplies	\$27	\$18,026
Administration	\$507	\$342,393
Support Services-Students	\$348	\$235,090
Other Support Services and Operations	\$662	\$447,523
Total Expenditures- All Categories 2000-2001	\$3,929	\$2,654,817

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Frank Larby	(928) 474-4511	2142
Transportation Policy	Joe Martin	(928) 474-2340	2308
Community Resources	Frank Larby	(928) 474-4511	2142
School Nutrition Programs	Lisa Hillegas	(928) 474-4511	2159
Parent Organization	NDS		
Student Health/Nurse	Linda Swartwood	(928) 474-4511	2148

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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