

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Glendale Landmark Middle School

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

Glendale Elementary District
5730 W. Myrtle Avenue, Glendale, AZ 85301-1891

Principal: Dr. Valva D. Just
Schedule: 7:30 AM to 4:30 PM
Web Address: www.gesd.k12.az.us
E-mail: val_just@mail.gesd.k12.az.us

Grades: 6-8
2002 Enrollment: 1015
Phone: (623) 842-8304 x 8307
Fax: (623) 842-8330

∨ School Overview ∨

Mission

Landmark Middle School is dedicated to providing quality education to meet the academic and developmental needs of the early adolescent. We believe: All kids can learn; all students can meet high expectations; the school is a community of learners; it takes staff, parents, and community working together to create success for our students; and all students can demonstrate positive attitudes and self-discipline. We support the belief system that all children are capable of success, no exceptions!

Organization and Philosophy

- w Academic Cores: Schools-Within-a-School
- w Student-Centered Curriculum
- w Focus on Academic Success for All
- w Prevention-Based Advisor Program

Instructional Programs

- w SRA Corrective Reading Program
- w Academic Core Classes
- w Enrichment/Exploratory Elective Classes
- w Gifted Cluster Program
- w Bilingual & Structured English Immersion
- w Inclusive Special Education Program
- w Title I and Mentor Teacher Programs
- w Proactive Prevention Programs

School/Academic Goals

- w To increase the percentage of students who reach the Meets or Exceeds levels and decrease the percentage of students who Fall Far Below on AIMS and the DAP Assessments in the area of literacy by 7% each year over the next three years.
- w To identify, purchase, and implement a research-based literacy program (reading and writing) to be used schoolwide.
- w To develop and implement an effective professional development program that focuses on literacy at the middle level.
- w To develop and implement a continuous assessment program that monitors student progress over time.

Enrollment

October 1, 2001 School Year Student Enrollment:	911
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	50

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)
- 3 Non-certified Employee(s)
- 11 Teacher(s)
- 11 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- w School Vision, Mission and Goals
- w School Improvement Plan
- w Curriculum Development
- w School Organizational Issues
- w Prevention and Discipline Issues
- w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	62.00
Other Professional Staff	9.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	8	1	7
4 to 6 years	6	4	0	0
7 to 9 years	3	2	0	0
10 or more years	7	16	1	1

∨ **Shared Responsibilities** ∨

School

The school's responsibilities are to promote a safe, secure environment for our students; to communicate student progress and needs on a regular basis; to deliver instruction in accordance with state and district standards; and to provide a student-centered instructional environment built around individual interests, strengths and needs. The school is also responsible for providing an environment where all students can be successful and for focusing on the improvement of academic achievement.

Parents

Parents are expected to provide proper nutrition; instill positive attitudes toward learning; encourage regular attendance; show interest in their child's schoolwork; communicate regularly with school personnel; set high expectations for student behavior; foster a sense of responsibility; reinforce and support appropriate consequences; and demonstrate tolerance and respect for others. Parents are invited to be partners with the school and to work together to ensure success for their child.

∨ **Transportation Policy** ∨

Bus transportation is provided for students who live more than one mile from the school in their attendance area. Special transportation is also provided for certain special education students. Riding the bus to and from school is a privilege, and students whose behavior infringes upon the safety of others may lose the privilege of riding the bus for a period of time. At Landmark, buses run at 2:30, 3:30 and 4:30 P.M. for students who choose to participate in afterschool activities.

∨ **Calendar Information** ∨

Number of Instruction Days: 178 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 30 min. **Last Day of School:** 6/5/03
Operates on Traditional Schedule

Report Card Release Dates

10/4/02 12/20/02 3/7/03 6/5/03

Additional Calendar/Report Card Information

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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 Multipurpose Gym and Cafeteria
- W Art/Home Economics/Ind. Arts/Science Lab
- W Choral/Band/Orchestra Rooms
- W Computer Lab/Media Center

Extracurricular Activities

- W Interscholastic Athletic Program
- W Student Council
- W Science Olympiad
- W Ninth Hour Tutoring Program
- W Students Against Destructive Decisions
- W Scholastic Bowl
- W After-School Clubs
- W Intramural Program

School/Community Resources

- W Social Worker/Crisis Intervention Team
- W Year-round Breakfast/Lunch Programs
- W Mayor 's Alliance Gang Task Force
- W Kids at Hope Program
- W School Resource and Probation Officers
- W Learn & Serve Community Partnerships
- W Adult Literacy/GED Classes
- W Glendale Recreation After-School Program

∨ 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 To ensure that No Child is Left Behind, Landmark has adopted the SRA Corrective Reading Program for the 2002-03 school year. This program focuses on decoding and comprehension skills that our students need to be successful at the middle level.</p> <p>W All students take part in a program called Adolescent Challenges. This is a novel study on issues relevant to adolescents, incorporating student selection of interest-based literature, discussion of the readings and research skills development.</p> | <p>W Landmark received a grant from Learn and Serve Arizona 2002 to start a school-based service learning program to integrate a community service philosophy and activities into academic curricula and to develop partnerships with businesses and agencies.</p> <p>W Landmark sponsored our fourth annual Take The LEAD program (Landmark Extra Advantage Days). This is an annual two-day program in August to provide an orientation for incoming seventh graders and new eighth grade students.</p> |
|--|---|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	30.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	19.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.7 %	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
First Annual Kids at Hope Recognition Assembly	2002
Outstanding Teens In Action Continuous Partner Award	2002
Learn and Serve Arizona 2002 Grant	2002
Symphonic Band Excellent Rating at ABODA	2002

∨ 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	372	464	49%	21%	26%	3%
	State	57484	504	24%	20%	40%	16%
Writing	School	322	470	29%	49%	21%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	378	416	74%	21%	4%	1%
	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	--	--	53	--	--	54	--	--	53	--	--	54	--	--	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	--	--	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	--	--	65
7	Reading	91	43	52	100	33	53	89	36	52	76	34	53	80	36	55
	Language	92	46	52	100	34	54	89	34	54	76	37	55	82	34	58
	Mathematics	86	43	53	99	37	55	84	39	56	73	45	58	82	36	60
8	Reading	88	41	54	100	46	54	91	35	53	77	33	55	81	36	56
	Language	88	28	46	100	38	49	91	28	49	79	26	50	81	30	52
	Mathematics	84	37	52	100	46	54	86	38	56	75	38	58	82	38	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	***	***
Grades 6-7	67	46
Grades 7-8	77	63

*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

Through the Arizona Safe Schools Program, Landmark Middle School received funds this year to provide a School Resource Officer and a Probation Officer on the school campus to help provide a safe learning environment. The school also has a campus monitor who supervises the grounds and halls during the school day. The School Safety Committee has the responsibility of developing a safety plan to be used for emergency situations in the school and protocol for the various safety drills.

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).

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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	\$2,708	\$2,596,109
Classroom Supplies	\$32	\$30,986
Administration	\$385	\$368,689
Support Services-Students	\$125	\$120,268
Other Support Services and Operations	\$581	\$557,415
Total Expenditures- All Categories 2000-2001	\$3,832	\$3,673,467

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	Val Just	(623) 842-8304	8307
Transportation Policy	Ken Schafer	(623) 842-8180	7311
Community Resources	Cami Taylor	(623) 842-8304	5121
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180	7310
Parent Organization	Linda Brunner	(623) 939-9933	
Student Health/Nurse	Cheryl O'Brien	(623) 842-8308	

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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