

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5730 West Myrtle Avenue, Glendale, AZ 85301

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Underperforming
2001-02	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. John Dalmolin
 Schedule : 7:45 AM to 2:45 PM
 Grades : 6-8
 2004 Enrollment : 956
 Web Address : www.gesd.k12.az.us/landmark/index.htm
 Phone Number : (623) 842-8304
 Fax Number : (623) 842-8330
 E-mail : jdalmolin@gesd40.org

Mission

Landmark Middle School is dedicated to providing quality education to meet the academic and developmental needs of our students. We believe that all kids can learn and that all children are capable of success, no exceptions!

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Restructuring
2002-03	Corrective Action
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase the percentage of students who reach the 'Meets' or 'Exceeds' levels and decrease the percentage of students who 'Fall Far Below' on the AIMS and District Assessments in the area of literacy.
- ü To increase the percentage of students who reach the 'Meets' or 'Exceeds' levels and decrease the percentage of students who 'Fall Far Below' on the AIMS and District Assessments in the area of math.

Enrollment

October 1, 2003 School Year Student Enrollment : 1004
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 40

Instructional Programs

- SRA Corrective Reading Program
- 75-Minute Academic Blocks
- Enrichment/Exploratory Elective Classes
- Gifted Cluster Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

The school's responsibilities are to provide a safe, secure environment for our students; to communicate student progress and needs on a regular basis to parents; and to deliver quality instruction that is aligned with state and district standards.

Parents

Parents are invited to be partners with the school and to work together to ensure success for their child. Parents are asked to encourage regular attendance; communicate regularly with school personnel; and set high expectations for their child.

Transportation Policy

Bus transportation is provided for students who live more than one mile from school. Special bus transportation is also provided for special education students and for students who participate in after-school activities and interscholastic sports.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Second Annual Kids at Hope Recognition Assembly	2003
• Participant in the Close Up Program in Washington D.C.	2003
• AzTEA Award for Outstanding Middle School Website	2003
• All-State Band Awards and Orchestra Ensemble Awards	2003

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	422	1289	75001	97	98	99	438	437	468	64	63	37	26	28	36	8	6	16	3	2	10
All Students (Prior Year)	396	1210	71167	98	100	99	434	435	463	64	63	38	32	32	41	1	4	14	3	2	7
Female	214	628	36846	98	98	99	441	440	468	60	60	36	26	30	38	11	8	16	3	2	10
Male	207	660	37974	96	98	99	433	435	467	68	66	39	25	26	34	4	5	16	4	2	11
African American	48	149	3720	94	96	98	426	431	446	70	68	53	28	24	33	2	8	9	0	1	4
Hispanic	239	754	26675	96	98	98	426	430	448	74	70	52	22	25	34	2	3	10	2	2	4
Asian/Pacific Islander	14	37	1575	93	100	99	493	476	504	22	31	18	44	48	33	11	3	20	22	17	29
American Indian/Alaskan Native	18	36	4731	100	97	98	425	425	438	72	77	61	22	16	30	0	3	7	6	3	2
White	98	305	37785	96	97	99	467	451	482	40	49	25	31	35	39	23	13	21	6	3	15
Students with Disabilities	48	162	8802	89	98	100	408	400	418	88	94	79	12	6	16	0	0	3	0	0	1
Students without Disabilities	374	1127	66199	98	98	99	440	442	472	61	59	34	27	31	38	8	7	17	4	3	11
Limited English Proficient Students	109	332	11710	100	100	100	416	416	429	81	84	70	17	15	25	0	1	4	2	1	1
Migrant Students	NC	25	709				NC	418	442	NC	76	57	NC	24	34	NC	0	7	NC	0	2
Economically Disadvantaged	274	794	29814				426	430	448	75	70	53	20	24	33	3	5	10	2	2	4
Non-Economically Disadvantaged	148	495	45170				455	447	479	46	54	28	35	34	38	14	9	20	5	3	14

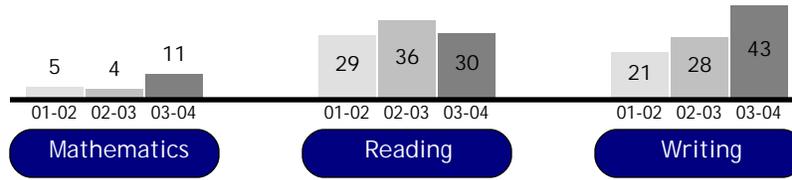
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	421	1292	74918	97	98	99	475	476	497	54	51	32	17	19	19	21	23	35	9	7	15
All Students (Prior Year)	399	1210	71100	99	100	99	485	485	502	41	39	25	23	23	21	28	31	40	8	7	15
Female	213	630	36805	98	99	99	482	480	501	49	47	28	18	20	19	22	24	37	11	8	16
Male	207	661	37936	96	98	99	467	471	493	60	55	35	16	17	18	18	22	33	6	6	14
African American	48	150	3719	94	97	98	463	468	481	63	58	43	19	19	21	16	21	29	2	2	7
Hispanic	238	755	26645	96	98	98	460	469	478	67	58	46	15	17	20	14	21	27	3	4	6
Asian/Pacific Islander	14	37	1571	93	100	99	500	498	521	33	28	18	22	24	15	22	31	38	22	17	30
American Indian/Alaskan Native	18	37	4729	100	100	98	465	466	468	56	59	57	28	25	19	6	6	19	11	9	4
White	98	305	37773	96	97	99	512	492	511	24	36	20	15	21	18	38	30	41	22	14	21
Students with Disabilities	48	162	8801	89	98	100	437	430	448	86	89	75	7	7	13	4	4	10	4	1	2
Students without Disabilities	373	1130	66117	98	99	99	479	481	501	51	46	28	18	20	19	22	26	37	9	8	16
Limited English Proficient Students	109	334	11706	100	100	100	451	449	454	77	78	71	17	17	16	6	6	12	0	0	1
Migrant Students	NC	25	706				NC	451	467	NC	77	55	NC	18	22	NC	0	20	NC	5	4
Economically Disadvantaged	272	795	29785				462	467	477	66	60	47	17	18	20	11	16	26	6	5	6
Non-Economically Disadvantaged	149	497	45115				495	487	508	36	39	23	16	19	18	35	33	39	13	9	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	414	1278	74503	95	97	99	463	460	491	16	15	9	41	45	32	36	35	51	7	6	8
All Students (Prior Year)	365	1133	69001	90	94	96	470	473	490	33	30	17	39	40	37	28	30	45	0	0	1
Female	213	628	36686	98	98	99	491	474	506	10	10	5	36	44	29	42	39	57	12	8	9
Male	200	649	37644	93	96	98	432	445	476	22	20	13	46	46	36	31	31	45	1	4	6
African American	47	148	3677	92	95	97	466	445	475	16	22	12	45	45	36	30	27	46	9	6	5
Hispanic	233	745	26500	94	97	97	450	454	467	19	15	13	42	47	39	35	34	44	4	4	4
Asian/Pacific Islander	13	36	1566	87	100	99	509	522	537	11	10	5	33	28	23	33	34	55	22	28	18
American Indian/Alaskan Native	18	37	4695	100	100	97	442	452	464	22	19	14	33	34	39	44	47	44	0	0	3
White	98	304	37606	96	97	99	491	474	508	9	12	6	36	42	28	43	38	56	12	8	10
Students with Disabilities	47	159	8662	87	96	100	379	388	409	53	47	37	43	43	42	3	9	20	3	1	1
Students without Disabilities	367	1119	65841	97	98	98	474	469	499	11	11	7	41	45	32	41	38	53	7	6	8
Limited English Proficient Students	108	329	11608	100	99	100	427	432	430	27	25	23	46	43	47	25	29	28	2	2	1
Migrant Students	NC	25	701				NC	399	449	NC	29	17	NC	52	43	NC	19	38	NC	0	1
Economically Disadvantaged	267	786	29587				449	448	465	16	17	14	48	47	40	31	32	43	5	4	4
Non-Economically Disadvantaged	147	492	44898				485	475	507	15	12	7	31	42	28	45	38	55	9	8	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	33	49	96	20	34	53	93	31	NA	56
	Language	--	--	27	42	96	16	27	45	95	17	28	48
	Mathematics	--	--	40	58	95	25	42	62	93	41	44	66
7	Reading	100	26	28	48	91	29	30	51	83	31	NA	54
	Language	100	26	29	51	94	30	32	54	91	25	34	58
	Mathematics	100	30	33	54	90	30	34	58	87	35	37	62
8	Reading	100	29	30	49	93	33	35	53	85	36	NA	55
	Language	100	24	25	46	94	28	30	49	91	22	27	52
	Mathematics	100	33	34	54	93	37	39	58	85	34	36	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	5	0	0
4 to 6 years	10	4	0	0
7 to 9 years	1	3	0	0
10 or more years	7	15	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	32
Core academic classes taught by Highly Qualified (NCLB) teachers.	160
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Multipurpose Gym, Cafeteria, and Library
- Ü Specialized Music & Elective Classrooms

Extracurricular Activities

- Ü Interscholastic Athletic Programs
- Ü After-School Clubs and Activities
- Ü Student Council
- Ü 21st Century Grant Academic Programs

Social Services

- Ü Social Worker/Crisis Intervention Team
- Ü School Resource and Probation Officers
- Ü GED and Adult Education Programs
- Ü Learn & Serve Community Partnerships

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students in the 8th Grade Gifted Core raised \$31,000 for a class trip to Washington, D.C., in March, 2003. The curriculum focused on American History, Civics, and Literature to prepare the students for this cultural experience.
- ü Landmark's Site Council adopted uniforms for the students for the 2003-04 school year. Research indicates that uniforms help increase student achievement, decrease student behavior problems, and build community among the students.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	90	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	72	78
Grades 6-7	58	47
Grades 7-8	73	68

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

The Arizona Safe Schools Program provides Resource/Probation Officers on the school campus. The comprehensive School Safety Plan outlines the protocol for emergency situations. Advisors enforce the discipline policies. School uniforms are required.

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) :

5

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.

Contacts

	Name	Phone Number
School Site Council	John Dalmolin	(623) 842-8304
Transportation Policy	Erik Kissel	(623) 842-8180
Community Resources	Dori DePietri-Sharpe	(623) 842-8304
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization		
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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at 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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.