

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. John Dalmolin
 Schedule : 07:00 AM to 03:30 PM
 Grades : 6-8
 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 children can learn and that all children are capable of success, no exceptions!

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Restructure(Plan)
2004-05	Restructure(Plan)
2003-04	Restructuring

(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' and the area of 'approaching' 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' and the area of 'approaching' on the AIMS and District Assessments in the area of math.
- ü To provide a safe, nurturing learning environment, where teachers can teach and students can learn.
- ü Increase community participation in the school setting. This is a goal of the school site council and the school staff.

Enrollment

October 1, 2005 School Year Student Enrollment : 849
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 9

Instructional Programs

- ü Leveled Literature Program
- ü 57-Minute Academic Blocks
- ü Enrichment/Exploratory Elective Classes
- ü Gifted Cluster Program
- ü Pre-Algebra and Algebra I - II
- ü After School Sports Program
- ü After School Academic Support Program
- ü Computer Labs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

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
ü M.L.K. Jr A.S.U. Statewide Award for Art/Writing	2004
ü Governors Award for statewide safety calendar	2005
ü Robinsons May Student of the Month Program Grant	2004
ü 8th Grade Algebra Achievement Award	2005

6th 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	137	1460	79327	98	100	98	475	492	518	50	34	19	23	22	20	24	37	46	4	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	704	38961	97	100	98	477	495	520	42	29	16	27	25	20	31	39	48	NA	7	16
Male	75	755	40295	99	100	97	474	490	516	56	39	21	19	19	19	19	36	44	7	6	16
African American	14	132	4247	93	99	98	471	480	499	64	43	27	7	22	24	21	33	41	7	2	8
Hispanic	106	1009	32327	97	100	98	475	488	499	48	36	27	25	24	25	24	35	41	3	5	8
Asian/Pacific Islander	--	36	1939	--	100	99	--	518	556	--	17	6	--	17	10	--	50	47	--	17	36
American Indian/Alaskan Native	NC	39	4391	NC	100	96	NC	504	489	NC	23	32	NC	21	27	NC	54	36	NC	3	4
White	15	242	36373	100	100	98	488	512	538	47	25	10	13	16	14	33	46	52	7	13	25
Students with Disabilities	20	218	9321	95	99	87	441	450	467	80	71	54	20	15	22	NA	14	21	NA	0	3
Students without Disabilities	117	1242	70006	98	100	100	481	499	524	44	28	14	23	23	19	28	42	49	4	7	18
Limited English Proficient Students	52	468	9431	95	95	95	459	475	466	60	46	53	23	25	27	17	28	18	NA	2	1
Migrant Students	NC	28	635	NC	100	94	NC	478	488	NC	46	31	NC	18	29	NC	32	36	NC	4	4
Economically Disadvantaged	121	1102	37097	94	98	97	474	487	498	50	37	27	22	23	25	24	34	41	3	5	7
Non-Economically Disadvantaged	16	358	42230	100	100	99	485	508	535	44	24	11	25	19	15	25	47	50	6	10	24

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	138	1461	79501	99	100	98	453	470	497	37	24	10	38	32	25	24	42	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	704	39062	97	100	99	456	476	502	24	19	8	48	32	23	27	48	64	NA	1	5
Male	76	756	40368	100	100	98	450	464	491	47	29	13	29	33	27	21	36	57	3	1	3
African American	15	134	4279	100	100	99	456	461	485	33	31	14	40	31	30	27	38	54	NA	NA	2
Hispanic	107	1009	32389	98	100	98	450	466	478	38	26	16	39	36	34	21	38	48	1	1	1
Asian/Pacific Islander	--	36	1936	--	100	99	--	492	519	--	8	3	--	19	14	--	72	73	--	NA	9
American Indian/Alaskan Native	NC	39	4401	NC	100	96	NC	473	473	NC	23	17	NC	31	40	NC	44	43	NC	3	1
White	14	241	36446	93	100	99	477	489	516	29	16	4	29	22	15	36	59	73	7	4	7
Students with Disabilities	21	220	9411	100	100	88	419	427	453	76	63	36	14	25	36	10	12	26	NA	0	1
Students without Disabilities	117	1241	70090	98	100	100	458	477	502	30	17	7	42	34	24	26	47	65	2	1	5
Limited English Proficient Students	52	468	9401	95	95	94	433	451	443	54	36	40	38	39	46	8	25	14	NA	NA	0
Migrant Students	NC	28	642	NC	100	95	NC	447	465	NC	39	24	NC	32	41	NC	29	35	NC	NA	0
Economically Disadvantaged	121	1101	37183	94	98	97	451	464	479	37	27	16	39	34	34	23	38	49	1	1	1
Non-Economically Disadvantaged	17	360	42318	100	100	99	465	487	513	35	14	5	29	28	17	29	54	70	6	3	7

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	138	1461	80000	99	100	99	516	544	564	10	5	3	22	14	11	64	78	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	705	39288	100	100	99	535	559	579	6	3	2	11	10	6	75	82	77	8	5	16
Male	74	755	40644	97	100	98	500	531	549	14	7	4	31	18	15	54	73	74	1	2	7
African American	13	130	4307	87	97	99	500	532	551	15	5	4	31	21	13	54	74	75	NA	1	7
Hispanic	108	1013	32672	99	100	99	521	542	548	8	5	4	21	14	14	66	78	76	5	3	6
Asian/Pacific Islander	--	36	1945	--	100	99	--	579	592	--	NA	1	--	3	4	--	86	69	--	11	25
American Indian/Alaskan Native	NC	38	4424	NC	97	97	NC	545	549	NC	5	3	NC	11	14	NC	82	77	NC	3	5
White	15	242	36602	100	100	99	514	557	579	13	3	2	20	12	7	60	77	75	7	8	16
Students with Disabilities	19	217	9919	90	98	93	445	487	505	26	14	9	37	39	35	37	47	54	NA	NA	2
Students without Disabilities	119	1244	70081	100	100	100	527	554	571	8	3	2	19	10	7	68	83	79	5	4	12
Limited English Proficient Students	53	468	9571	96	95	96	489	523	502	13	7	10	32	22	29	53	69	60	2	2	1
Migrant Students	NC	28	654	NC	100	97	NC	519	534	NC	14	7	NC	18	16	NC	64	74	NC	4	3
Economically Disadvantaged	121	1100	37534	94	98	98	514	540	547	10	5	4	22	16	15	64	76	76	3	2	5
Non-Economically Disadvantaged	17	361	42466	100	100	100	537	559	578	12	3	2	18	9	7	59	81	75	12	7	16

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

7th 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	348	1396	78546	100	100	97	516	519	543	24	25	15	31	26	18	40	43	52	5	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	707	38645	98	100	98	516	522	545	22	23	13	35	25	18	38	46	54	5	6	15
Male	185	686	39792	100	100	97	515	515	542	26	28	17	28	27	17	41	40	50	5	5	15
African American	30	126	4205	100	100	97	517	507	524	17	29	22	40	32	22	43	38	49	NA	1	7
Hispanic	241	948	31177	100	100	97	511	516	524	27	27	22	34	27	23	34	42	48	5	5	7
Asian/Pacific Islander	13	36	1940	100	100	99	532	546	580	15	11	5	23	19	9	54	53	53	8	17	33
American Indian/Alaskan Native	11	31	4689	100	100	95	547	528	515	9	19	28	9	13	25	73	65	43	9	3	4
White	53	252	36450	95	100	97	527	532	563	23	20	7	19	23	12	53	47	57	6	10	23
Students with Disabilities	38	153	8093	97	100	82	473	471	489	55	66	50	42	29	24	3	5	23	NA	NA	2
Students without Disabilities	310	1243	70453	100	100	100	521	524	549	21	20	11	30	26	17	44	48	56	5	6	16
Limited English Proficient Students	148	428	9323	98	94	94	504	506	491	32	30	47	34	33	28	28	34	24	5	3	1
Migrant Students	NC	17	674	NC	100	95	NC	509	515	NC	24	28	NC	41	27	NC	29	40	NC	6	5
Economically Disadvantaged	273	1005	34694	98	98	96	514	515	524	26	27	23	32	28	23	37	40	48	5	5	7
Non-Economically Disadvantaged	75	391	43852	100	100	99	523	529	559	19	20	10	28	21	13	51	51	56	3	8	22

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	348	1397	79045	100	100	98	481	488	512	20	17	10	39	37	25	41	44	58	0	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	707	38860	98	100	98	487	496	519	15	13	7	36	33	22	48	52	62	1	3	8
Male	185	687	40075	100	100	97	476	479	505	25	22	12	41	41	28	34	37	54	NA	1	6
African American	30	126	4250	100	100	98	475	480	500	27	21	12	30	41	31	43	37	54	NA	1	3
Hispanic	241	948	31314	100	100	98	477	484	493	21	18	16	45	39	34	34	41	48	0	1	2
Asian/Pacific Islander	13	36	1949	100	100	99	499	510	536	8	4	8	8	25	15	69	67	66	NA	NA	15
American Indian/Alaskan Native	11	31	4719	100	100	96	501	493	489	NA	6	15	27	39	39	73	52	45	NA	3	2
White	53	253	36730	95	100	98	499	503	532	15	14	4	28	27	16	57	55	68	NA	4	12
Students with Disabilities	38	154	8552	97	100	87	447	440	463	47	59	35	45	36	40	8	5	23	NA	NA	1
Students without Disabilities	310	1243	70493	100	100	100	485	493	517	17	12	7	38	37	24	45	49	62	0	2	8
Limited English Proficient Students	148	428	9355	98	94	95	467	470	456	30	25	37	45	47	48	25	28	15	NA	NA	0
Migrant Students	NC	17	682	NC	100	96	NC	475	480	NC	29	23	NC	41	37	NC	29	39	NC	NA	1
Economically Disadvantaged	273	1005	34922	98	98	96	478	483	493	22	20	15	41	39	34	37	40	48	0	1	3
Non-Economically Disadvantaged	75	392	44123	100	100	99	494	500	527	12	11	6	33	31	18	55	54	66	NA	4	11

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	347	1399	79657	99	100	99	538	554	566	8	5	3	12	9	8	80	85	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	706	39120	97	99	99	558	571	580	3	2	2	6	5	4	91	92	92	NA	1	2
Male	185	690	40423	100	100	98	520	536	553	12	8	5	16	13	12	71	79	83	NA	0	1
African American	29	126	4290	100	100	99	565	555	560	NA	3	4	3	9	9	97	87	86	NA	1	1
Hispanic	243	952	31642	100	100	99	533	551	552	9	5	5	13	10	11	78	85	84	NA	0	0
Asian/Pacific Islander	13	36	1948	100	100	99	520	556	589	8	6	1	31	11	3	62	83	91	NA	NA	4
American Indian/Alaskan Native	10	30	4760	91	97	97	NA	551	547	NA	7	5	NA	3	14	NA	90	81	NA	NA	0
White	52	252	36929	93	100	99	540	563	579	12	5	2	6	8	5	83	87	91	NA	1	2
Students with Disabilities	38	155	9069	97	100	92	475	487	508	24	20	11	32	32	30	45	48	58	NA	NA	1
Students without Disabilities	309	1244	70588	100	100	100	545	562	573	6	3	2	9	6	5	85	90	91	NA	0	1
Limited English Proficient Students	146	426	9521	97	94	96	520	537	507	11	7	13	18	13	24	71	80	63	NA	NA	0
Migrant Students	NC	17	694	NC	100	98	NC	551	546	NC	NA	5	NC	6	12	NC	94	82	NC	NA	1
Economically Disadvantaged	271	1006	35341	97	98	97	533	549	551	9	6	5	12	10	12	79	84	83	NA	0	0
Non-Economically Disadvantaged	76	393	44316	100	100	100	555	567	578	4	3	2	9	7	5	87	90	90	NA	1	2

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

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	380	1437	78400	98	99	97	529	528	554	32	33	21	26	26	19	39	38	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	720	38686	98	99	98	529	528	554	28	32	20	31	28	20	38	38	49	3	3	12
Male	193	717	39636	98	99	96	529	528	554	36	34	23	21	25	18	41	38	46	2	3	13
African American	54	150	4193	98	98	97	523	522	533	43	38	32	20	24	23	33	36	40	4	2	5
Hispanic	231	926	30732	97	99	97	522	522	534	36	37	31	29	28	24	33	33	40	2	2	5
Asian/Pacific Islander	12	38	1827	100	100	99	551	564	594	8	11	8	25	18	12	67	58	49	NA	13	31
American Indian/Alaskan Native	12	32	4536	100	100	95	520	521	528	50	44	35	25	25	25	25	31	37	NA	NA	4
White	70	290	37038	97	99	97	555	546	575	11	19	11	20	24	14	63	51	56	6	6	19
Students with Disabilities	41	180	7840	89	97	81	475	480	498	76	77	60	12	14	18	12	9	20	NA	NA	2
Students without Disabilities	339	1257	70560	99	99	99	535	535	560	27	27	17	27	28	19	43	42	50	3	4	14
Limited English Proficient Students	102	383	8956	96	97	95	513	510	502	36	44	56	40	32	25	23	24	18	1	0	1
Migrant Students	NC	20	676	NC	87	95	NC	508	523	NC	50	38	NC	25	25	NC	25	36	NC	NA	1
Economically Disadvantaged	264	943	33014	95	97	95	525	522	534	33	37	31	28	28	24	37	34	40	2	2	5
Non-Economically Disadvantaged	116	494	45386	100	100	99	537	540	569	30	25	15	21	23	15	46	46	52	3	5	18

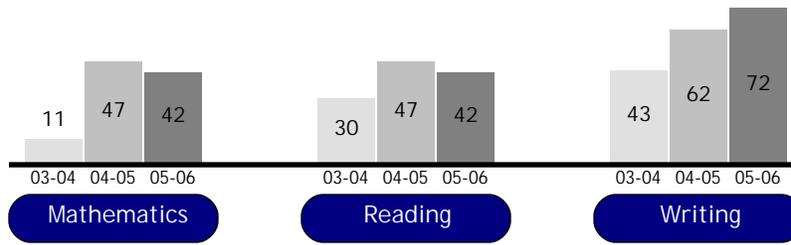
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	382	1439	79179	98	99	98	492	493	519	21	20	11	36	36	27	41	43	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	189	722	38974	99	99	99	498	499	524	17	17	8	35	35	25	46	48	61	2	1	5
Male	193	717	40124	98	99	97	486	488	513	25	23	13	37	38	28	37	38	54	1	1	4
African American	54	150	4243	98	98	98	494	491	506	22	23	14	26	32	32	50	44	51	2	1	3
Hispanic	233	928	30987	98	99	98	485	486	498	23	22	17	41	41	36	36	37	45	NA	0	1
Asian/Pacific Islander	12	38	1832	100	100	99	517	536	543	8	5	4	33	18	17	50	66	69	8	11	10
American Indian/Alaskan Native	12	32	4573	100	100	96	474	489	494	25	16	16	50	44	41	25	41	42	NA	NA	1
White	70	290	37467	97	99	98	512	512	539	14	13	5	29	28	17	53	57	70	4	2	8
Students with Disabilities	41	180	8567	89	97	88	444	446	467	61	60	39	29	30	38	10	10	22	NA	NA	1
Students without Disabilities	341	1259	70612	100	99	99	497	500	524	16	14	7	37	37	25	45	47	62	1	1	5
Limited English Proficient Students	102	383	9013	96	97	95	468	469	461	32	32	40	49	48	48	19	20	12	NA	NA	0
Migrant Students	NC	20	680	NC	87	96	NC	478	487	NC	30	20	NC	50	43	NC	20	36	NC	NA	1
Economically Disadvantaged	266	945	33345	96	98	96	488	486	499	22	23	17	41	41	36	36	37	46	1	0	1
Non-Economically Disadvantaged	116	494	45834	100	100	99	502	507	533	18	15	7	26	29	19	53	55	67	3	2	7

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	385	1438	79734	99	99	99	539	541	554	5	5	3	23	21	19	72	73	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	721	39243	100	99	99	550	552	568	3	4	2	19	16	12	78	79	85	NA	NA	1
Male	194	717	40413	98	99	98	528	531	541	8	6	4	27	27	26	65	67	70	NA	0	0
African American	56	152	4285	100	99	99	540	542	548	4	3	3	20	23	22	77	74	74	NA	NA	0
Hispanic	234	926	31254	99	99	99	533	535	539	6	6	5	26	24	25	68	70	70	NA	NA	0
Asian/Pacific Islander	12	38	1837	100	100	99	559	572	579	NA	3	1	17	8	9	83	89	87	NA	NA	2
American Indian/Alaskan Native	12	31	4613	100	97	97	526	535	535	NA	3	4	42	32	29	58	65	67	NA	NA	0
White	70	290	37668	97	99	99	562	560	569	4	3	1	13	13	13	83	83	85	NA	0	1
Students with Disabilities	42	179	8943	91	97	92	470	483	495	21	16	11	48	54	51	31	31	38	NA	NA	1
Students without Disabilities	343	1259	70791	100	99	100	547	549	561	3	4	2	20	17	15	77	79	83	NA	0	0
Limited English Proficient Students	100	380	9138	94	96	97	512	510	492	11	12	13	33	32	46	56	56	40	NA	NA	NA
Migrant Students	NC	21	687	NC	91	97	NC	503	528	NC	10	6	NC	38	28	NC	52	65	NC	NA	NA
Economically Disadvantaged	268	943	33718	97	97	97	532	533	538	7	7	5	26	25	26	67	68	69	NA	NA	0
Non-Economically Disadvantaged	117	495	46016	100	100	100	556	558	567	3	3	2	15	15	14	82	82	84	NA	0	1

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.

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	93	31	NA	56	96	31	41	51	99	27	37	56
	Language	95	17	28	48	96	30	36	47	99	20	32	50
	Mathematics	93	41	44	66	96	35	39	52	99	24	37	58
7	Reading	83	31	NA	54	97	37	39	50	100	32	35	54
	Language	91	25	34	58	97	41	41	52	100	35	39	58
	Mathematics	87	35	37	62	97	40	38	50	100	35	35	54
8	Reading	85	36	NA	55	98	39	40	51	99	39	41	58
	Language	91	22	27	52	98	40	41	50	99	41	41	56
	Mathematics	85	34	36	61	98	41	39	53	99	37	37	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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

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

Council Duties

- Ü School Vision, Mission and Goals
- Ü School Improvement Plan
- Ü Community Involvement
- Ü School Organizational Issues
- Ü Dress Code Standards/Parent-Student Hand
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.50
Other Professional Staff	4.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	9	2	0	0
7 to 9 years	3	3	0	0
10 or more years	8	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	53
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multipurpose Gym, Cafeteria, and Library
- Ü Specialized Music & Elective Classrooms
- Ü Computer labs
- Ü Industrial Arts

Extracurricular Activities

- Ü Interscholastic Athletic Programs
- Ü After-School Clubs and Activities
- Ü Student Council
- Ü 21st Century Grant Academic Programs
- Ü Before School Homework Club
- Ü Thespians
- Ü S.A.D.D.
- Ü Dances for Social Growth

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Landmark Middle School under Arizona Learns received the title of Performing as academic achievement increased within the school.

- ü Landmark Middle School did not make Adequate Yearly Progress under the guidelines of NCLB.

- ü All students received placement testing in the area of reading/literature. Students were placed in appropriate levels of instruction to increase their level of achievement in the area of literature.

- ü Mathematics instruction at Landmark Middle School has been emphasized. Students are receiving intensive instruction in their level of math knowledge.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Overall major rule infractions have decreased dramatically. A variety of programs and assemblies have been provided to instruct students in appropriate behaviors. The comprehensive School Safety Plan outlines the protocol for emergency situations. Advisors enforce the discipline policies. School uniforms are required. Second Step Violence Prevention Program is in place to instruct students on safe conduct and effective decision making. A School Resource Officer is on campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	John Dalmolin	(623) 842-8304
Transportation Policy	Erik Kissel	(623) 866-6266
Community Resources	Anna Ditzenberger	(623) 842-8304
School Nutrition Programs	Barry Leimkuehler	(623) 866-6250
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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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