



LANDMARK ACADEMY

Redefining Education

4800 Lapeer Road • Kimball, MI 48074

2008/2009 Annual Educational Report

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WELCOME TO LANDMARK ACADEMY

This 2008/2009 annual report represents our tenth successful year of operation. Our school continues to have a strong academic focus and we pride ourselves in using teaching methods that accommodate a variety of learning styles in order to best meet each student's individual needs.

Some of our most exciting experiences for this year...

- Our school experienced its tenth consecutive year of growth in student enrollment, increasing from 723 to 812 (+12%).
- We continue to maintain a high level of regular attendance throughout the school year, thanks to the cooperation of our parents, students, and staff.
- We provided parents/guardians at least two formal parent/teacher conferences throughout the school year.
- We continued to make parent communication a high priority. We use student agendas and newsletters consistently to provide parents with advance notice of academic plans (tests, projects, assignments) and school-wide events (concerts, activities). Our staff is also available for contact via telephone, voice-mail, e-mail, conferences, and Skyward Family Access to ensure parents are partners in their child's education.
- Landmark Academy continues to be fully accredited by AdvancEd (formerly North Central Association), meeting a rigorous set of school improvement criteria. We will be moving into our sixth year of full accreditation for 2009/2010.
- Landmark Academy again obtained Adequate Yearly Progress (AYP) status in accordance with the No Child Left Behind legislation for the seventh year in a row.
- This year Landmark Academy received an "A" as indicated under the NCLB/EdYes criteria.
- Landmark's teaching staff continued to develop an expertise in indentifying each student's learning style and using that information to personalize a learning plan to ensure success.
- Landmark Academy trained our second parent group in Learning Styles, the Learning Success™ Model, Level I.
- We added a tenth grade class this year.
- We launched a latchkey program (LABS) due to parent requests. It was a highly successful program that we will continue next year.

Thanks to students, parents, staff, and community members, Landmark Academy continues to stand out as an extraordinary place to learn. All of our efforts are child-centered and driven by strategic planning that is always in harmony with our mission, vision, and school goals. We are passionate about the privilege we have of providing children with a solid academic foundation and with helping parents shape the future of each child.

MISSION STATEMENT

Landmark Academy, recognizing the unique giftedness of the individual student, will work in cooperation with the parents and the community to provide a nurturing and challenging environment that encourages academic excellence, character development, and a love for lifelong learning.

VISION

Every Landmark Academy student will attain mastery of essential academic skills, demonstrate exemplary character, and understand their unique giftedness – becoming confident leaders and lifelong learners.

LANDMARK ACADEMY IDEALS

Ideal #1

Landmark Academy will promote academic excellence for all students in the core curriculum of math, language-arts, reading, social studies and science.

Ideal #2

Landmark Academy will help each student discover and develop his/her unique gifts, talents and abilities.

Ideal #3

Landmark Academy will encourage exemplary character development in each student.

Ideal #4

Landmark Academy will promote a love for lifelong learning.

Ideal #5

Landmark Academy will prepare students to become productive citizens and community leaders.

Ideal #6

Landmark Academy will equip each student to be on the cutting edge of changing technology.

Ideal #7

Landmark Academy will encourage the development of cooperative relationships with parents and the community.

OVERVIEW OF LANDMARK ACADEMY

Landmark Academy is a public school academy (charter school) that opened in September of 1999. Saginaw Valley State University has been the school's chartering university since the school's inception.

Our kindergarten through eighth grade enrollment grew from 197 students during its initial year to 812 for the 2008/2009 school year serving grades K-10. Landmark Academy prides itself in having a strong academic program. Each of our teachers has a solid understanding of each student's unique learning style which helps us to ensure success for all students. Our curriculum promotes academic excellence for all students in the core subjects of mathematics, English/language arts (including reading), social studies, and science. We also offer each student regular exposure to fine arts, music, and physical education.

Landmark Academy also includes a character education component in all grades. Staff members teach and model exemplary character traits such as honesty, integrity, respect, responsibility, sincerity, self-control, and loyalty. Our character education component is reinforced by the school's code of conduct and our discipline philosophy maintains a solid balance that promotes an atmosphere that is nurturing and conducive to learning.

Landmark Academy utilizes federal Title 1 and state At-Risk funds to support programs and services for students who are having difficulty in reading and mathematics. Certified teachers and teacher assistants provide one to one and small group instruction for students displaying the greatest need for specialized academic assistance. We use the results of the TerraNova Assessment Test, MEAP scores, authentic assessments, and informal teacher testing to identify and assist these students.

LANDMARK ACADEMY GOVERNANCE STRUCTURE

Landmark Academy is a public school academy (PSA). As such, it falls under the authority of the Michigan Department of Education in the same way as traditional public schools. However, Landmark has an additional layer of accountability and support. Landmark Academy is a charter school of choice; it is chartered by Saginaw Valley State University. The chartering agreement between the school and the University outlines such things as the school mission, school goals, and the provisions by which the school will conduct operations.

Landmark also has a Board of Directors, whose members are subject to approval by SVSU. They are charged with approving the annual budget (which outlines the income and expenditures for the school), making major policy decisions, and being guardians of the mission and vision of the Academy.

The Landmark Academy Board has chosen to contract with Summit Management Consulting, LLC to oversee the day-to-day administration, education, and operations of the school.

LANDMARK ACADEMY STAFF

Landmark Academy employs teachers that are certified to teach in the state of Michigan in the subject areas that they are assigned. All are highly qualified, as defined by the enacted No Child Left Behind (NCLB) legislation, and they are afforded the opportunity to be participants in defining and setting the school goals and strategies. A variety of professional development seminars and forums are offered for staff throughout the year to ensure our teachers remain top notch in such areas as knowledge retention, brain function research, and learning styles.

Landmark Academy firmly believes that small class sizes are important in offering a quality education. Landmark employs Teaching Assistants in classrooms with more than 20 students in order to offer a greater level of personal attention to our students. All of our assistants are also highly qualified, as defined by the NCLB legislation, holding associates or bachelor degrees.

STUDENT SELECTION

As noted above, Landmark Academy is a public school academy. Landmark does not discriminate against students on the basis of any class protected by law. In addition, Landmark does not discriminate based on academic ability. Landmark conducts open enrollment in the spring of each year. If a class becomes full, preference is given to siblings of currently enrolled students. All other students are placed in a lottery to fill the additional spaces. Students not chosen by lottery are placed on a waiting list and seated in the order chosen by lottery, should a seat become available.

STUDENT ACHIEVEMENT

Landmark uses a variety of assessment tools to measure and report student progress and achievement. Students are evaluated with criterion and norm referenced testing, authentic assessments, and teacher observations with progress being recorded on progress reports, report cards, and informal parent/teacher contact throughout the year. In October of 2008, our 3rd-9th grade students were administered the MEAP. In addition, special education students in 3rd-9th grade were administered the MI-Access, an equivalent to the MEAP. In the spring of 2009, our 1st-10th grade students were tested with the nationally recognized TerraNova Assessment Test.

TERRANOVA ASSESSMENT RESULTS

The TerraNova Assessment is designed to give comprehensive information about student achievement and helps us determine if academic goals are being met. This assessment was upgraded this year to the TerraNova 3, which is a more rigorous assessment than the previous TerraNova assessment. The following is a grade equivalent summary (class average) of the TerraNova Assessment for this past year:

TerraNova Assessment Results – 2008/2009 Grade Level Equivalency

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Science	Social Studies	Spelling
1st	1.2	1.0	1.3	-----	-----	-----	1.4	1.5	1.4	1.4	1.4	-----
2nd	2.5	2.6	2.6	-----	2.0	-----	2.5	2.4	2.5	2.8	2.6	2.2
3rd	3.7	3.6	-----	2.9	3.2	-----	3.3	3.3	-----	4.0	3.2	3.5
4th	4.7	5.0	4.8	4.3	4.2	4.3	3.6	3.9	3.8	4.7	4.8	3.9
5th	5.3	6.3	5.7	5.1	5.1	5.1	5.0	4.6	4.8	5.7	5.2	5.9
6th	6.7	6.9	6.8	5.4	6.5	5.8	5.2	5.4	5.4	6.3	7.0	6.7
7th	7.9	7.7	7.9	6.1	7.0	6.6	6.4	6.5	6.5	7.3	6.8	6.6
8th	11.1	10.3	10.6	10.1	9.6	9.9	9.3	8.6	8.8	11.0	10.0	8.9
9th	10.6	-----	-----	10.1	-----	-----	8.4	-----	-----	11.2	10.6	-----
10th	11.1	-----	-----	9.4	-----	-----	9.0	-----	-----	10.6	11.0	-----

The results of the TerraNova Assessment summary show that most of our students at Landmark Academy are at or above grade level in many of the subject areas. For example, the “Reading and Science” columns in our 8th grade class indicate the class average is at the 11th grade level. In the 7th-10th grade classes, the averages are at, or significantly above in “Reading, Vocabulary, and Science.”

Areas that are not at grade level do not reflect the individual child, but indicate the class average in the area assessed. The areas that are not at grade level are scrutinized and adjustments are made in the curriculum, School Improvement Plan and individual classroom lesson plans accordingly as we work toward improving student learning at the individual and classroom levels. Individual student scores are also identified to guide improvement and in order to continually challenge our students.

2008/2009 MEAP RESULTS

Michigan's MEAP test is based on state benchmarks and the content standards approved by the Michigan Board of Education. The test is criterion referenced, meaning that the results are reported as performance against a standard. Student performance is judged according to whether or not each student met the achievement standard.

The following numbers of students were tested: 3rd Grade - 94 Students; 4th Grade - 73 Students; 5th Grade - 76 Students; 6th Grade - 72 Students; 7th Grade - 49 Students; 8th Grade - 50 Students; 9th Grade - 39 Students.

Landmark Academy students continue to make steady, annual progress in the areas measured by the MEAP.

MEAP scores for each grade are displayed on the following seven pages.

The State of Michigan requires that we present data for specific classifications of students (racial, economic, gender, etc.). The absence of data in many of these categories are indicative of the low population proportions in St. Clair County. Coupled with Landmark's small class sizes, this results in a data sample that is too small (less than ten) for measurement.

MEAP Chart Key:

Full-Year Students – Students in attendance at Landmark Academy for two consecutive pupil count days.

< – Less than

<10 – Less than 10 students identified in that specific group

<30 – Less than 30 students identified in that specific group

NA – Not applicable

0 – No students identified in that specific group

Third Grade MEAP Results

Student Group	Total Tested 2008-09	Reading % Proficient		Writing % Proficient		English – Language Arts % Proficient		Mathematics % Proficient		
		2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	Total Tested 2008-09	2008-09	2007-08
All Students	94	83%	81%	62%	36%	80%	76%	96	91%	85%
Male Students	48	79%	80%	60%	26%	75%	74%	50	92%	86%
Female Students	46	87%	82%	63%	46%	85%	77%	46	89%	85%
American Indian/ Alaskan Native	0	NA	NA	NA	NA	NA	NA	0	NA	NA
Asian/Island Pacific	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Black/Not of Hispanic Origin	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Hispanic	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
White/Not of Hispanic Origin	85	86%	81%	64%	35%	82%	75%	87	93%	86%
Multiracial	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Economically Disadvantaged	35	77%	NA	57%	NA	74%	NA	36	83%	NA
Students with Disabilities	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Limited English Proficiency Students	0	NA	NA	NA	NA	NA	NA	0	NA	NA

Fourth Grade MEAP Results

Student Group	Total Tested 2008-09	Reading % Proficient		Writing % Proficient		English – Language Arts % Proficient		Mathematics % Proficient		
		2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	Total Tested 2008-09	2008-09	2007-08
All Students	73	85%	84%	34%	32%	82%	70%	74	89%	81%
Male Students	38	83%	77%	32%	17%	82%	60%	38	92%	84%
Female Students	35	89%	89%	37%	43%	83%	77%	36	86%	79%
American Indian/ Alaskan Native	0	NA	NA	NA	NA	NA	NA	0	NA	NA
Asian/Island Pacific	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Black/Not of Hispanic Origin	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Hispanic	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
White/Not of Hispanic Origin	66	85%	84%	35%	33%	82%	69%	67	88%	81%
Multiracial	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Economically Disadvantaged	<30	NA	NA	NA	NA	NA	NA	<30	NA	NA
Students with Disabilities	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Limited English Proficiency Students	0	NA	NA	NA	NA	NA	NA	0	NA	NA

Fifth Grade MEAP Results

Student Group	Total Tested 2008-09	Reading % Proficient		Writing % Proficient		English – Language Arts % Proficient		Mathematics % Proficient			Science % Proficient		
		2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	Total Tested 2008-09	2008-09	2007-08	Total Tested 2008-09	2008-09	2007-08
All Students	76	84%	78%	66%	55%	82%	75%	77	86%	51%	77	84%	84%
Male Students	34	76%	71%	62%	46%	74%	69%	35	86%	58%	35	80%	78%
Female Students	42	90%	84%	69%	63%	88%	82%	42	86%	45%	42	88%	89%
American Indian/ Alaskan Native	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA
Asian/Island Pacific	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA
Black/Not of Hispanic Origin	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
Hispanic	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
White/Not of Hispanic Origin	66	85%	79%	67%	57%	83%	76%	67	87%	52%	67	87%	84%
Multiracial	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
Economically Disadvantaged	<30	NA	NA	NA	NA	NA	NA	<30	<30	<30	<30	NA	NA
Students with Disabilities	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
Limited English Proficiency Students	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA

Sixth Grade MEAP Results

Student Group	Total Tested 2008-09	Reading % Proficient		Writing % Proficient		English – Language Arts % Proficient		Mathematics % Proficient			Social Studies % Proficient		
		2008- 09	2007- 08	2008- 09	2007- 08	2008- 09	2007- 08	Total Tested 2008-09	2008- 09	2007- 08	Total Tested 2008-09	2008- 09	2007- 08
All Students	72	78%	76%	78%	67%	78%	69%	73	60%	63%	74	78%	69%
Male Students	34	71%	68%	68%	63%	68%	63%	35	63%	53%	36	81%	70%
Female Students	38	84%	81%	87%	69%	87%	72%	38	58%	69%	38	76%	69%
American Indian/ Alaskan Native	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA
Asian/Island Pacific	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA
Black/Not of Hispanic Origin	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
Hispanic	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA
White/Not of Hispanic Origin	67	78%	76%	79%	69%	78%	69%	68	63%	64%	69	72%	72%
Multiracial	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
Economically Disadvantaged	<30	NA	NA	NA	NA	NA	NA	<30	NA	NA	<30	NA	NA
Students with Disabilities	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
Limited English Proficiency Students	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA

Seventh Grade MEAP Results

Student Group	Total Tested 2008-09	Reading % Proficient		Writing % Proficient		English – Language Arts % Proficient		Mathematics % Proficient		
		2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	Total Tested 2008-09	2008-09	2007-08
All Students	49	84%	75%	80%	82%	86%	78%	49	73%	73%
Male Students	<30	NA	NA	NA	NA	NA	NA	<30	NA	NA
Female Students	<30	NA	NA	NA	NA	NA	NA	<30	NA	NA
American Indian/ Alaskan Native	0	NA	NA	NA	NA	NA	NA	0	NA	NA
Asian/Island Pacific	0	NA	NA	NA	NA	NA	NA	0	NA	NA
Black/Not of Hispanic Origin	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Hispanic	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
White/Not of Hispanic Origin	43	84%	74%	81%	83%	84%	79%	43	77%	74%
Multiracial	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Economically Disadvantaged	<30	NA	NA	NA	NA	NA	NA	<30	NA	NA
Students with Disabilities	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA
Limited English Proficiency Students	0	NA	NA	NA	NA	NA	NA	0	NA	NA

Eighth Grade MEAP Results

Student Group	Total Tested 2008-09	Reading % Proficient		Writing % Proficient		English – Language Arts % Proficient		Mathematics % Proficient			Science % Proficient		
		2008- 09	2007- 08	2008- 09	2007- 08	2008- 09	2007- 08	Total Tested 2008-09	2008- 09	2007- 08	Total Tested 2008-09	2008- 09	2007- 08
All Students	50	82%	96%	82%	80%	86%	92%	50	70%	80%	50	84%	96%
Male Students	<30	NA	NA	NA	NA	NA	NA	<30	NA	NA	<30	NA	NA
Female Students	<30	NA	NA	NA	NA	NA	NA	<30	NA	NA	<30	NA	NA
American Indian/ Alaskan Native	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
Asian/Island Pacific	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA
Black/Not of Hispanic Origin	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
Hispanic	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
White/Not of Hispanic Origin	46	83%	96%	85%	83%	87%	91%	46	72%	83%	46	85%	96%
Multiracial	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA
Economically Disadvantaged	<30	NA	NA	NA	NA	NA	NA	<30	NA	NA	<30	NA	NA
Students with Disabilities	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	<10	NA	NA
Limited English Proficiency Students	0	NA	NA	NA	NA	NA	NA	0	NA	NA	0	NA	NA

Ninth Grade MEAP Results

Student Group	Total Tested 2008-09	Social Studies % Proficient	
		2008-09	2007-08
All Students	39	77%	71%
Male Students	<30	NA	NA
Female Students	<30	NA	NA
American Indian/ Alaskan Native	<10	NA	NA
Asian/Island Pacific	0	NA	NA
Black/Not of Hispanic Origin	<10	NA	NA
Hispanic	<10	NA	NA
White/Not of Hispanic Origin	36	81%	70%
Multiracial	0	NA	NA
Economically Disadvantaged	<30	NA	NA
Students with Disabilities	<10	NA	NA
Limited English Proficiency Students	0	NA	NA

MEAP CERTIFICATES OF RECOGNITION

The following reflects the number of students in each class tested who received certificates recognizing their proficiency in subjects tested by the MEAP:

- 3rd grade – 78 out of 94 in reading; 87 out of 96 in math
- 4th grade – 62 out of 72 in reading; 66 out of 74 in math
- 5th grade – 64 out of 76 in reading; 66 out of 77 in math; 65 out of 77 in science
- 6th grade – 56 out of 71 in reading; 44 out of 73 in math; 58 out of 74 in social studies
- 7th grade – 41 out of 49 in reading; 36 out of 49 in math
- 8th grade – 41 out of 50 in reading; 35 out of 50 in math; 42 out of 50 in science
- 9th grade – 30 out of 39 in social studies

MEAP 2008/2009 HIGHLIGHTS

- Landmark had 459 students take the MEAP Assessment.
- Landmark students took 1,071 individual MEAP Assessments.
- As a school, we were at 81% proficiency overall.

MI-ACCESS

Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities be assessed at the state level. If the state's general assessment is not appropriate, even with assessment accommodations, the Individual Education Plan (IEP) Team must determine how the student will be assessed.

MI-Access is designed for students for whom the IEP Team has determined that the MEAP assessments, even with assessment accommodations, are not appropriate for the student.

In addition, there were no groups that could be classified as sub-groups due to the small number of students assessed using MI-Access.

The following reflects the number of students in each class tested who are recognized in their proficiency in subjects tested by MI-Access:

- 3rd grade – 3 out of 4 in ELA and math
- 4th grade – 3 out of 3 in ELA and math
- 5th grade – 2 out of 2 in ELA
1 out of 1 in math and science
- 6th grade – 3 out of 3 in ELA
2 out of 2 in math
- 7th grade – 1 out of 1 in ELA and math
- 8th grade – 2 out of 2 in ELA and math
1 out of 2 in science

ADEQUATE YEARLY PROGRESS (AYP)

Adequate Yearly Progress (AYP) is a cornerstone of the federal No Child Left Behind Act (NCLB) of 2001. In Michigan, it measures year-to-year student achievement on the Michigan Education Assessment Program (MEAP) for elementary and middle schools, or the Michigan Merit Examination (MME) for high schools. Other indications, such as the number of students who participate in the assessments and graduation rate for high schools, are also considered in the calculation.

AYP is Michigan's response to the No Child Left Behind legislation's call for measuring each school's ability to educate each child. For those schools that have a number of children who are not yet proficient in core subjects, improvement is expected to occur each year.

One hundred percent of Landmark's students were assessed last year. The State of Michigan's objective is to have 65% of its elementary students proficient in math, 59% of its elementary students proficient in English/Language Arts, and 54% of its middle school students proficient in math and English/Language Arts. Landmark students met or exceeded the state's objectives for the 2008/2009 year.

86% of Landmark students who were administered the MI-Access attained or surpassed the "performance standard" on the MI-Access assessment.

Landmark serves grades K-10. Therefore, we do not yet calculate our graduation rate.

SCHOOL IMPROVEMENT

Landmark Academy's School Improvement Plan is an on-going process of assessing needs, establishing goals & strategies to meet those needs, assessing progress, and repeating the process based on our evaluations. The endeavor includes input from teachers and parents and is scientifically research based.

Landmark's School Improvement Plan centers on its core academic goals and we use a custom curriculum designed to focus instruction efforts on the core academic subjects. We continually re-evaluate and update our curriculum, gathering input from the St. Clair County Regional Education Service Agency (RESA), Saginaw Valley State University, the Landmark teachers, and other resources when appropriate. Landmark Academy teachers deliver instruction to the students using our written curriculum that allows for creativity on their part to meet agreed upon goals and the state's education benchmarks. This serves to create an environment that helps meet student's individual needs, while ensuring that all teachers are working toward common school goals.

The role of the teachers is critical in this endeavor and we ensure that the teachers have a meaningful part in determining, evaluating, and revising the curriculum. Teachers attend regular grade level meetings, curriculum design sessions, and conferences several times a year to collaborate on curriculum and ensure that academic content is coordinated between grade levels and the Michigan Grade Level Content Expectations.

PARENT COMMUNICATION

Communication with parents is a very important part of the philosophy of Landmark Academy. At Landmark Academy it is expected that parents attend all formal parent/teacher conferences during the school year. On average, ninety percent of the parents attended face-to-face conferences. Special exceptions were made for others, involving them in phone conferences. Other means of communicating with parents are through Skyward Parent Access, e-mail, voice mail, phone contacts, special conferences, progress reports, weekly student work folders, student agenda books, parent nights, and our back-to-school orientation.

We truly believe that parents should always be aware of how their children are progressing in school.

PARENT PARTICIPATION

Landmark Academy's parent/teacher organization, called "Friends of Landmark", is involved with encouraging all parents to be part of the school activities and their children's education. The "Friends of Landmark" is also responsible for most of the school's fundraising. They have raised funds for graduation gowns, field trips, and classroom needs/supplies to name a few. They have also initiated a school carnival, a holiday fun night, and back to school picnic activities as fund-raising efforts that also promote a sense of community.

STUDENT ACTIVITIES

At Landmark we believe that extra-curricular activities make for a well-rounded educational experience. They promote a sense of belonging and they make learning fun, which we believe helps children become lifelong learners. Some of the activities currently offered at Landmark are as follows.

Traditional Programs are programs that are offered at many schools and are often community-wide programs. These are:

- **Boy Scouts**
- **Girl Scouts**
- **Cub Scouts**
- **Brownies**
- **Tigers**
- **Daisies**
- **Dance Team**
- **Bus with Gus (YMCA)**
- **Prime Time**
- **Community Plays & Programs**
- **High School Basketball**
- **Soccer**

Extra Curricular Activities were also made available to challenge and/or reinforce areas in the school curriculum for students in all grades. These are:

- **Art Club**
- **Earth Club**
- **Chess Club**
- **Wind Ensemble**
- **Book Club**
- **Drama Club**
- **National Junior Honor Society**
- **Intramural Sports**
- **Student Council**
- **Yearbook**
- **Duct Tape Club**
- **Running Club**
- **Cooking Club**
- **Board Game Club**

Family Events are also offered to promote a sense of belonging and reinforce communication with parents, students, and the staff. These events include Book Fairs, Family Fun Nights, Open Houses, Science Fair, Honor-Roll Awards, Grandparent Day, and a Back To School Orientation to name a few.

In addition, Landmark Academy recognizes academic achievement through honors assemblies held at the close of each report card marking period. Our arts and music programs are showcased at these events, as well as selected spotlights on various talents that our students possess. This allows us to celebrate all aspects of our students' unique gifts, talents, and abilities. The school year culminates with graduation ceremonies held for kindergarten and eighth grade students.

PARENT SURVEY RESULTS

Landmark Academy parents are surveyed in the spring of each year to seek their feedback on key aspects of our school and to determine their overall satisfaction. We value our relationship with our parents and view them as partners in our endeavors to educate our students. We weigh their comments carefully in our efforts to continually make improvements to our school.

The following is a synopsis of the survey responses from the spring of 2009. Parents were asked to state if they strongly agree, agree, disagree, or strongly disagree with each statement. Below are the highlights.

	Strongly Agree or Agree
SCHOOL FACILITY	
School building and grounds are neat and clean	99%
I feel that my child is safe at Landmark Academy	98%
Overall atmosphere is positive and inviting	99%
COMFORTABLE APPROACHING SCHOOL TEAM	
School Team Average	97%
MISSION	
Teachers understand and teach to child's learning style	97%
Teachers promote good character development	99%
Receiving a solid academic education	97%
MEAP is a good assessment of learning*	78%
COMMUNICATION	
Child's teacher is accessible	97%
Teacher informs me of child's progress on a regular basis	94%
Feel well informed about school activities and programs	90%

*We realize at Landmark Academy that our students are required to participate in the state's assessment, however we also know that this is only one measurement of growth.

PARENT SURVEY ESSAY RESPONSES

The parent survey also included several essay questions. Below are the questions and the top three responses for each.

Why did you send your child to Landmark Academy?

- #1 - Landmark offers Individual Attention/Personalized Instruction/Learning Styles.
- #2 - Landmark provides a better quality education.
- #3 - Landmark provides a safe environment.

What do you like most about Landmark Academy?

- #1 - Landmark provides Individual Attention/Personalized Instruction/Learning Styles.
- #2 - Landmark provides a great atmosphere (welcoming, caring, friendly, thoughtful).
- #3 - Landmark has great teachers.

What do you think would make Landmark Academy better?

- #1 - Improve the traffic flow in the parking lot.
- #2 - Add competitive sports programs.
- #3 - Add a traffic light.

Would you recommend Landmark Academy to people you know?

98% = Yes
2% = No

LANDMARK ACADEMY BOARD OF EDUCATION

- Kimberly Hibbard, President
- Ronald Toles, Vice President / Treasurer
- Robert Toles, Secretary
- Sharon Riggs, Trustee
- James Nevision, Trustee
- Martin Doorn, Trustee