

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

345 S Hall Street, Mesa, AZ 85204

Mesa Unified 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	Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. David L. Christensen
 Schedule : 8:00 AM to 4:00 PM
 Grades : Pre-K-6
 2004 Enrollment : 903
 Web Address : mpsaz.org/longfellow
 Phone Number : (480) 472-6550
 Fax Number : (480) 472-6599
 E-mail : dlchrist@mpsaz.org

Mission

Our mission is to achieve academic excellence and promote lifelong learning through quality, engaging instruction. We want students to become productive and responsible citizens. We provide a safe environment where students, parents, teachers, and community members work together for the success of all students.

School / Academic Goals

- ü Student will demonstrate growth of one year or more in reading as measured by state administered achievement tests.
- ü Students will demonstrate growth of one year or more in math as measured by state administered achievement tests.
- ü Students will demonstrate growth of one year or more in language as measured by state administered achievement tests.
- ü Students, parents and community members will receive high quality service from the staff at Longfellow Elementary.

Enrollment

October 1, 2003 School Year Student Enrollment : 902
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 124

Instructional Programs

- ü ESL Program
- ü Standards Based Instruction
- ü Pre School Classes
- ü Family Literacy
- ü Before and After School Tutoring
- ü Read Naturally - Small Group Instruction
- ü Special Education Classes
- ü All Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2004
Last Day of School :	6/2/2005

Shared Responsibilities

School

Longfellow School will provide a safe and secure environment for all students. Longfellow will provide a rich and engaging educational environment. Longfellow will support each student according to their needs, providing resources to help students with individual concerns. Longfellow School expects students to work hard every day, complete classwork and homework each day, show respect for fellow students and staff, and have a positive attitude.

Parents

Longfellow parents have a responsibility to provide a supportive, caring environment for their children. Parents need to help children arrive at school on time and be prepared to learn. Parents should be involved with their children's learning every day. Parents should regularly talk to their children and their child's teacher regarding the progress of their student.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students.

School Honors

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

Award/Honor	Year
ü Nominated for Blue Ribbon Schools Award	2004
ü Top 5 Attendance Rates for Staff in District	2003
ü MD Poster Child of the Year Awarded to Student	2002
ü 1st and 2nd Place Winners of MLK City Poster Contest	2002

3rd 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	110	5651	75509	98	98	100	523	532	521	11	9	13	17	19	23	35	33	33	37	39	31
All Students (Prior Year)	120	5599	75372	98	98	100	539	536	523	4	5	9	16	18	25	34	38	36	46	39	30
Female	51	2784	37013	98	98	100	523	534	522	11	9	12	11	19	24	43	34	33	34	39	31
Male	59	2859	38430	98	98	99	522	531	521	10	10	14	23	19	22	28	32	33	40	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	96	1862	30486	99	99	99	520	515	505	11	13	18	19	25	29	34	35	32	36	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	NC	3216	35192	NC	98	99	NC	544	534	NC	6	8	NC	15	19	NC	32	35	NC	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	102	5052	65801	95	98	98	524	537	525	10	7	11	18	18	23	36	34	34	37	41	33
Limited English Proficient Students	81	1053	16928	100	100	100	515	506	485	12	17	29	22	27	33	35	33	26	31	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	106	2909	36411				521	514	503	11	14	19	18	24	29	36	34	32	36	27	20
Non-Economically Disadvantaged	NC	2742	39040				NC	550	534	NC	5	8	NC	14	19	NC	32	34	NC	50	39

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	112	5641	75492	100	98	100	506	522	519	22	11	12	19	14	16	45	48	47	13	27	24
All Students (Prior Year)	119	5584	75221	97	98	100	522	528	523	3	5	8	24	12	16	54	59	56	19	23	21
Female	52	2785	37014	100	98	100	511	526	523	19	9	10	14	13	15	50	49	48	17	29	27
Male	60	2850	38400	100	98	99	501	518	516	24	13	14	24	16	17	41	48	47	10	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	97	1851	30438	100	98	99	503	509	508	23	17	17	23	20	21	40	49	47	14	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	NC	3215	35177	NC	98	99	NC	530	528	NC	7	8	NC	11	13	NC	48	49	NC	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	104	5052	65785	97	98	98	506	525	522	21	7	10	20	14	16	45	50	49	13	28	26
Limited English Proficient Students	82	1047	16905	100	100	100	497	499	489	26	25	34	24	24	28	42	40	32	8	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	108	2904	36302				505	510	507	23	16	18	20	19	21	44	49	46	13	15	14
Non-Economically Disadvantaged	NC	2737	39164				NC	534	528	NC	5	8	NC	10	13	NC	48	48	NC	37	31

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	112	5611	75053	100	98	99	572	578	597	8	10	7	16	14	12	74	68	72	3	7	9
All Students (Prior Year)	118	5503	73654	96	97	99	528	530	530	3	7	9	16	12	13	78	77	70	3	5	7
Female	52	2774	36872	100	98	99	594	604	621	6	6	5	11	11	9	78	73	74	6	10	12
Male	60	2831	38109	100	97	99	553	552	573	10	14	10	20	17	14	71	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	97	1847	30235	100	98	98	573	541	575	9	14	9	12	17	14	77	66	70	2	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	NC	3193	35028	NC	97	99	NC	599	613	NC	8	6	NC	12	10	NC	70	73	NC	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	104	5023	65428	97	98	98	575	587	604	8	8	6	13	13	11	76	71	73	3	8	10
Limited English Proficient Students	82	1044	16765	100	100	100	547	524	525	12	16	17	12	20	20	76	63	60	0	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	108	2890	36077				571	542	566	8	14	10	16	17	16	73	65	69	3	3	5
Non-Economically Disadvantaged	NC	2721	38950				NC	613	618	NC	6	5	NC	11	9	NC	71	73	NC	12	12

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

5th 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	109	5809	76019	100	99	100	501	514	499	7	9	14	50	34	39	11	13	14	32	44	33
All Students (Prior Year)	105	5726	76230	98	98	100	499	517	498	11	6	12	37	31	38	18	13	12	35	50	37
Female	57	2821	37207	98	99	100	498	514	499	5	8	12	54	35	41	10	13	14	32	44	33
Male	52	2979	38677	100	99	100	503	515	498	10	11	15	46	32	38	12	13	13	32	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	90	1790	29458	99	99	100	501	490	480	6	15	20	51	48	48	13	11	12	30	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	12	3386	35880	100	98	100	493	529	515	17	5	7	50	26	32	0	14	16	33	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	104	5190	66233	97	98	99	502	519	503	8	6	11	49	33	39	11	14	14	32	47	35
Limited English Proficient Students	71	972	15206	100	100	100	496	477	459	7	20	31	52	53	53	16	10	7	25	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	103	2753	35714				500	493	480	8	15	20	50	44	47	12	12	12	31	29	20
Non-Economically Disadvantaged	NC	3056	40266				NC	531	513	NC	5	9	NC	25	33	NC	14	15	NC	56	43

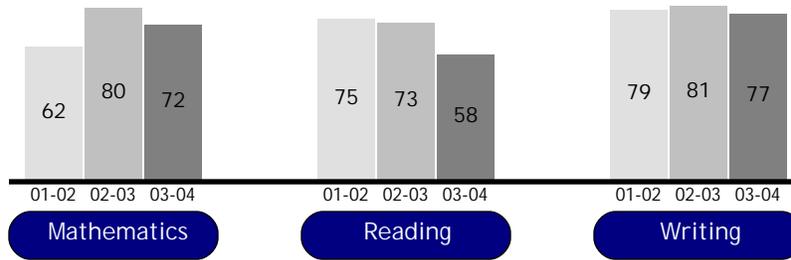
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5803	76020	99	99	100	498	507	503	22	20	25	27	22	23	44	43	40	6	16	12
All Students (Prior Year)	105	5721	76202	98	98	100	504	510	505	12	11	19	30	21	24	54	53	46	4	14	11
Female	57	2820	37213	98	99	100	499	508	504	15	17	22	34	21	23	49	46	42	2	16	13
Male	51	2973	38666	100	99	100	498	505	501	30	22	29	20	22	22	40	41	38	10	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	89	1784	29442	98	99	99	499	496	494	19	33	37	32	26	26	40	34	31	8	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	12	3386	35890	100	98	100	496	513	511	33	12	15	17	19	20	50	48	48	0	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	104	5186	66236	97	98	99	499	509	504	22	16	23	28	22	23	44	45	42	6	17	13
Limited English Proficient Students	71	967	15198	100	100	100	499	490	483	18	43	59	30	28	25	45	25	14	7	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	102	2745	35703				499	497	494	22	31	37	26	26	26	45	36	31	6	8	6
Non-Economically Disadvantaged	NC	3058	40274				NC	514	509	NC	11	17	NC	18	20	NC	49	47	NC	21	17

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	109	5771	75673	100	98	100	485	530	530	24	15	12	39	25	25	35	56	58	1	5	4
All Students (Prior Year)	105	5622	74692	98	96	99	492	510	502	21	12	18	35	26	27	40	53	47	4	9	8
Female	57	2805	37099	98	98	100	500	549	548	17	10	8	41	22	22	39	62	64	2	6	6
Male	52	2956	38441	100	98	99	471	511	513	32	19	16	37	27	29	32	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	90	1776	29305	99	99	99	487	495	507	25	21	16	38	33	31	35	44	51	2	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	12	3366	35760	100	98	99	472	549	550	25	11	9	42	20	21	33	62	64	0	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	104	5166	65967	97	98	99	489	537	536	22	12	10	41	25	25	37	59	60	1	5	5
Limited English Proficient Students	71	961	15115	100	100	100	485	475	471	20	28	26	45	38	38	34	34	35	0	0	1
Migrant Students	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	103	2731	35541				484	500	504	23	20	17	41	31	31	35	47	50	1	2	2
Non-Economically Disadvantaged	NC	3040	40091				NC	553	550	NC	10	9	NC	19	21	NC	63	64	NC	7	6

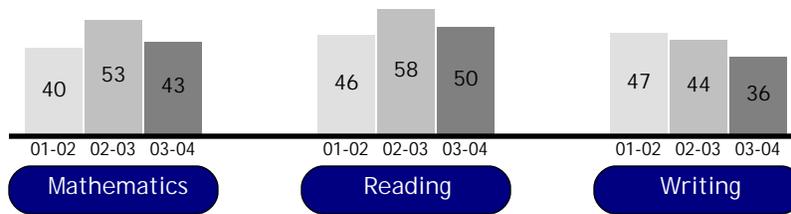
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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
2	Reading	98	33	51	44	93	46	61	50	78	42	NA	58
	Language	98	20	42	39	97	27	49	43	98	34	53	50
	Mathematics	98	57	57	52	96	63	67	57	99	64	71	64
3	Reading	98	28	50	43	93	28	57	47	99	34	NA	55
	Language	98	38	53	50	97	48	61	54	96	47	63	61
	Mathematics	98	40	55	50	95	58	64	54	98	65	66	61
4	Reading	98	23	51	47	100	39	62	52	92	38	NA	56
	Language	97	26	47	45	97	39	54	48	99	40	55	52
	Mathematics	97	35	59	52	96	56	68	57	100	56	68	61
5	Reading	99	23	51	46	91	30	59	50	96	43	NA	55
	Language	96	23	45	43	98	31	53	46	99	42	55	49
	Mathematics	97	42	63	54	97	55	68	57	100	63	71	63
6	Reading	99	35	56	49	93	41	62	53	98	41	NA	56
	Language	99	34	47	42	99	41	53	45	96	35	55	48
	Mathematics	99	64	71	58	96	63	75	62	97	65	76	66

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

Council Duties

1 School Administrator(s)	Ü Tardy/Attendance
1 Non-certified Employee(s)	Ü Homework Policy
2 Teacher(s)	Ü Discipline Policy
3 Parent(s)	Ü School Safety Issues
1 Community Member(s)	Ü Family involvement in school activities
0 Student(s)	Ü Campus beautification

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	15.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	13	2	0	0
7 to 9 years	4	5	1	0
10 or more years	5	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	33
Core academic classes taught by Highly Qualified (NCLB) teachers.	64
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

Ü Computer Lab	Ü Parent Resource Room
Ü Library	Ü Teacher Resource Room

Extracurricular Activities

Ü Student Council	Ü ACES - Student Service Organization
Ü Afterschool Sports Programs	Ü Band
Ü Afterschool Tutoring	Ü Orchestra
Ü Student Newspaper	

Social Services

Ü Breakfast/Lunch Program	Ü School Nurse
Ü Dental Program	
Ü School Counselor	
Ü Adult Education - Literacy	

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The ACE Club was created to reward/motivate students in grades 5 and 6, to make A's and B's on their report cards. They must maintain the high grades each quarter to remain in the club.
- ü ACES Club students are recognized for their committment to earning high grades and serving the community by helping needy families in the neighborhood.
- ü Longfellow was nominated for a National Blue Ribbon Schools Award in 2004. Outstanding achievement was the criterion for nomination.
- ü Longfellow was recognized in 2004 by Mesa Community College and Chandler-Gilbert Community College for utilizing many service learning volunteers to help students learn.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	95	98	98	94
Retention Rate ⁹	4	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 2-3	51	66
Grades 3-4	71	58
Grades 4-5	65	82
Grades 5-6	90	88

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

Longfellow students wear uniforms at school. Students are easy to monitor and strangers are easy to spot. Guests must register in the office and ID badges are required of all adults working on campus. Longfellow provides excellent supervision on the playground before, during, and after school. The school site council continues to study and discuss safety issues at Longfellow. Longfellow has a long range plan to improve school safety.

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) :

1

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	David Christensen	(480) 472-6525
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Kathy Bollinger	(480) 472-6596
School Nutrition Programs	Janice Carlson	(480) 472-6535
Parent Organization	PTO - Lori Black	(480) 472-6560
Student Health/Nurse	Debbie Frost	(480) 472-6597

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 50 Copies = \$19.00

** 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.