

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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 : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 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, 2005 School Year Student Enrollment : 962
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 135

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 :	8/1/2005
Last Day of School :	5/31/2006

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 National Blue Ribbon School	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	129	5547	80010	100	98	99	429	453	447	14	8	10	22	16	18	60	56	53	4	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2719	38935	100	98	99	432	452	447	13	8	9	25	17	19	58	56	55	3	19	17
Male	69	2828	40974	100	98	98	426	453	448	14	8	11	20	15	18	61	55	52	4	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	113	2182	34545	100	98	99	427	434	432	15	12	14	22	23	24	59	56	53	4	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	10	2783	35142	100	98	99	NA	469	465	NA	4	5	NA	9	11	NA	55	56	NA	31	28
Students with Disabilities	15	645	10161	100	90	93	386	419	419	47	27	28	53	30	28	NA	36	36	NA	7	8
Students without Disabilities	114	4902	69849	100	99	100	435	457	451	10	5	7	18	14	17	68	58	56	4	22	19
Limited English Proficient Students	64	877	14013	100	97	97	412	415	413	27	20	24	27	33	34	47	44	39	NA	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	125	3005	39029	100	97	98	428	437	432	14	11	14	23	22	25	59	57	52	3	10	9
Non-Economically Disadvantaged	NC	2542	40981	NC	99	100	NC	472	462	NC	4	6	NC	9	13	NC	54	54	NC	33	27

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	115	5457	79438	89	97	98	431	457	451	10	7	9	37	21	24	51	60	56	2	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2686	38775	90	97	99	441	463	457	4	5	7	35	19	22	57	62	58	4	14	13
Male	61	2770	40560	88	96	97	423	452	446	16	8	12	38	23	25	46	58	54	NA	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	101	2140	34297	89	96	98	430	437	434	11	11	14	39	31	31	49	54	50	2	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	NC	2744	34887	NC	97	98	NC	475	471	NC	3	4	NC	13	15	NC	65	63	NC	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	114	4900	69850	100	99	100	431	461	456	11	5	7	37	20	23	51	62	59	2	13	12
Limited English Proficient Students	53	846	13856	83	93	96	413	411	407	21	22	27	43	44	43	36	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	111	2946	38685	89	95	97	430	441	435	11	10	14	37	29	32	51	55	50	1	5	5
Non-Economically Disadvantaged	NC	2511	40753	NC	98	99	NC	477	467	NC	3	5	NC	12	16	NC	65	62	NC	20	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	128	5524	79971	99	98	99	388	415	423	15	8	8	62	46	41	22	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2715	38974	100	98	99	416	429	437	7	5	5	52	40	33	38	53	57	3	2	4
Male	68	2808	40895	99	97	98	364	402	410	22	11	10	71	53	47	7	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	112	2166	34481	99	97	99	387	399	410	15	12	10	61	53	46	22	35	43	2	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	10	2779	35150	100	98	99	NA	429	437	NA	5	5	NA	41	35	NA	52	56	NA	2	5
Students with Disabilities	15	645	10258	100	90	94	301	373	377	60	20	23	40	54	51	NA	24	25	NA	1	1
Students without Disabilities	113	4879	69713	99	99	100	400	420	429	9	6	5	65	45	39	25	46	52	2	2	3
Limited English Proficient Students	64	865	13985	100	95	97	365	371	382	25	22	18	58	56	54	17	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	124	2986	38994	99	97	98	388	401	409	15	11	10	63	52	47	22	36	41	1	1	1
Non-Economically Disadvantaged	NC	2538	40977	NC	99	100	NC	432	437	NC	4	5	NC	40	34	NC	53	56	NC	3	5

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

4th 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	117	5739	80147	99	98	99	471	498	482	12	6	11	14	13	17	63	48	49	11	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2849	39281	100	99	99	469	498	483	12	5	9	17	13	17	60	49	50	10	33	24
Male	59	2889	40780	98	98	98	472	497	482	12	7	12	10	12	17	66	48	48	12	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	101	2106	33494	99	98	99	467	479	466	14	9	15	16	18	23	60	55	49	10	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	11	2998	36122	100	98	99	490	514	501	NA	4	5	NA	8	10	82	44	50	18	44	35
Students with Disabilities	12	657	10295	100	90	92	433	451	443	50	25	33	8	27	26	42	38	33	NA	10	8
Students without Disabilities	105	5082	69852	99	99	100	475	503	488	8	4	7	14	11	16	66	50	51	12	35	26
Limited English Proficient Students	47	640	12722	98	96	97	444	449	441	26	19	27	26	31	33	47	45	37	2	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	108	2944	38371	100	97	97	470	480	465	12	9	15	14	18	23	63	52	49	11	20	13
Non-Economically Disadvantaged	NC	2795	41776	NC	99	100	NC	516	498	NC	3	6	NC	7	11	NC	45	49	NC	45	33

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	113	5655	79686	96	97	98	450	478	470	15	7	11	37	21	24	47	61	57	1	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	2823	39163	98	98	99	448	482	475	18	6	9	33	19	22	49	63	60	NA	12	10
Male	56	2831	40438	93	96	97	453	474	465	13	9	13	41	22	25	45	60	54	2	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	97	2071	33299	95	96	98	446	458	452	18	12	17	39	30	32	43	54	47	NA	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	11	2959	35914	100	97	98	477	495	489	NA	3	5	27	13	15	64	67	67	9	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	105	5084	69878	99	99	100	451	482	475	13	5	8	39	19	23	47	64	61	1	12	9
Limited English Proficient Students	43	617	12594	90	93	96	421	425	422	35	31	34	51	46	45	14	23	21	NA	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	104	2879	38095	96	95	97	450	462	452	14	11	17	39	29	32	45	55	48	1	5	3
Non-Economically Disadvantaged	NC	2776	41591	NC	98	99	NC	495	486	NC	3	6	NC	13	16	NC	67	65	NC	17	13

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	116	5728	80372	98	98	99	439	476	475	14	3	4	32	31	30	54	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	2841	39452	100	99	99	438	487	488	16	2	3	26	22	22	59	73	72	NA	3	3
Male	58	2887	40836	97	98	98	440	464	464	12	4	6	38	39	37	50	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	100	2102	33608	98	98	99	435	460	462	15	6	6	33	38	36	52	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	11	2995	36213	100	98	99	448	487	489	9	2	2	27	24	22	64	72	72	NA	3	3
Students with Disabilities	12	651	10526	100	89	94	380	428	427	33	13	15	50	53	53	17	32	31	NA	2	1
Students without Disabilities	104	5077	69846	98	99	100	446	481	482	12	2	3	30	28	26	59	68	69	NA	2	2
Limited English Proficient Students	46	637	12747	96	96	97	384	421	432	33	16	12	39	52	52	28	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	108	2941	38521	100	97	98	437	462	461	15	5	6	30	38	38	56	56	55	NA	1	1
Non-Economically Disadvantaged	NC	2787	41851	NC	99	100	NC	491	489	NC	1	3	NC	23	22	NC	73	72	NC	3	4

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	114	5603	79306	98	98	99	498	518	504	11	9	13	23	15	20	54	50	49	12	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2724	38845	98	98	99	492	518	505	11	8	11	28	16	20	53	51	50	9	26	18
Male	67	2879	40383	99	97	98	501	517	504	10	10	14	19	14	19	55	50	47	15	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	96	2000	32673	98	98	99	497	496	487	10	14	18	23	22	25	55	52	46	11	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	10	2974	36234	100	98	99	NA	535	523	NA	4	6	NA	9	13	NA	49	52	NA	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	106	4981	69020	99	99	100	501	523	510	8	6	9	22	14	18	58	52	52	13	28	21
Limited English Proficient Students	38	601	10291	95	95	96	466	462	458	24	34	38	42	33	34	34	31	26	NA	3	2
Migrant Students	NC	33	630	NC	100	95	NC	486	478	NC	27	24	NC	18	27	NC	48	43	NC	6	6
Economically Disadvantaged	105	2874	37437	98	97	97	496	499	486	11	13	19	23	21	26	54	51	46	11	14	9
Non-Economically Disadvantaged	NC	2729	41869	NC	98	100	NC	538	521	NC	4	7	NC	9	14	NC	49	51	NC	39	27

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	110	5547	79000	95	97	98	473	496	489	8	7	10	46	20	24	43	62	58	3	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2710	38774	92	98	99	469	501	494	14	5	7	45	19	22	41	63	61	NA	12	10
Male	66	2837	40150	97	96	98	476	492	485	5	9	12	47	21	25	44	61	55	5	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	92	1963	32508	94	96	98	472	476	472	10	12	15	46	31	33	42	53	49	2	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	10	2962	36135	100	97	98	NA	513	508	NA	3	4	NA	12	14	NA	69	67	NA	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	106	4978	69009	99	99	100	474	500	495	8	5	6	45	19	22	44	65	62	3	12	10
Limited English Proficient Students	34	573	10199	85	91	95	436	441	439	24	33	35	71	46	47	6	20	18	NA	1	0
Migrant Students	NC	33	629	NC	100	95	NC	456	457	NC	24	22	NC	42	41	NC	33	37	NC	NA	1
Economically Disadvantaged	101	2829	37234	94	96	97	470	478	472	9	11	15	48	29	33	42	55	50	2	4	3
Non-Economically Disadvantaged	NC	2718	41766	NC	98	99	NC	515	505	NC	2	5	NC	11	16	NC	69	65	NC	18	14

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	113	5609	79611	97	98	99	461	490	496	12	7	7	63	43	37	26	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2732	39016	98	98	99	467	505	511	11	4	4	57	34	29	32	61	66	NA	1	1
Male	66	2877	40519	97	97	98	457	476	482	12	9	10	67	51	44	21	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	95	2001	32855	97	98	99	463	470	481	11	11	10	65	51	43	24	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	10	2984	36380	100	98	99	NA	504	511	NA	4	4	NA	36	30	NA	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	105	4970	68947	98	99	100	465	496	504	10	5	4	64	41	34	27	54	61	NA	0	1
Limited English Proficient Students	37	599	10362	93	95	97	417	415	438	24	30	22	73	56	57	3	14	21	NA	0	NA
Migrant Students	NC	32	636	NC	97	96	NC	439	467	NC	25	14	NC	56	47	NC	19	38	NC	NA	0
Economically Disadvantaged	104	2874	37626	97	97	98	459	472	479	13	10	10	63	51	45	25	38	45	NA	1	0
Non-Economically Disadvantaged	NC	2735	41985	NC	99	100	NC	508	511	NC	3	4	NC	34	30	NC	63	65	NC	1	1

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

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	118	5505	79327	99	98	98	507	531	518	18	12	19	24	16	20	50	50	46	8	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	2626	38961	100	98	98	512	532	520	19	11	16	20	17	20	52	51	48	9	21	16
Male	64	2875	40295	98	98	97	503	531	516	17	13	21	27	16	19	48	48	44	8	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	103	1926	32327	99	98	98	505	510	499	19	18	27	23	23	25	50	49	41	7	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	NC	2984	36373	NC	99	98	NC	549	538	NC	7	10	NC	11	14	NC	51	52	NC	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	112	4918	70006	99	99	100	510	537	524	17	8	14	22	15	19	52	53	49	9	24	18
Limited English Proficient Students	36	525	9431	97	95	95	476	475	466	39	40	53	31	30	27	28	29	18	3	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	114	2687	37097	99	97	97	507	511	498	18	18	27	25	21	25	50	49	41	8	11	7
Non-Economically Disadvantaged	NC	2818	42230	NC	99	99	NC	550	535	NC	6	11	NC	11	15	NC	50	50	NC	32	24

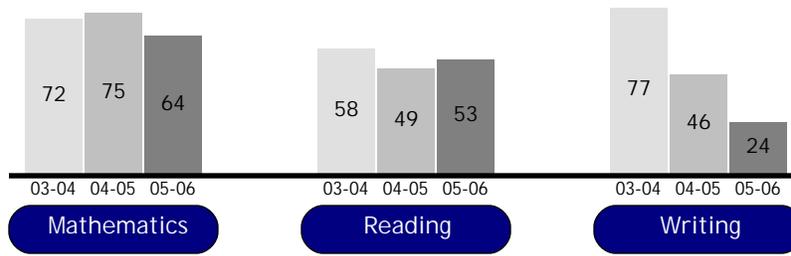
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	5447	79501	96	97	98	483	506	497	11	6	10	34	20	25	55	68	60	NA	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2606	39062	98	98	99	486	510	502	8	5	8	32	19	23	60	70	64	NA	6	5
Male	61	2837	40368	94	97	98	479	503	491	13	8	13	36	22	27	51	66	57	NA	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	99	1887	32389	95	96	98	479	488	478	11	10	16	36	31	34	53	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	NC	2973	36446	NC	98	99	NC	521	516	NC	4	4	NC	12	15	NC	76	73	NC	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	112	4915	70090	99	99	100	483	510	502	10	4	7	35	19	24	55	72	65	NA	6	5
Limited English Proficient Students	32	496	9401	86	90	94	451	450	443	25	28	40	56	51	46	19	20	14	NA	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	110	2646	37183	96	96	97	483	489	479	10	10	16	35	29	34	55	59	49	NA	2	1
Non-Economically Disadvantaged	NC	2801	42318	NC	98	99	NC	522	513	NC	3	5	NC	12	17	NC	76	70	NC	9	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	114	5492	80000	96	98	99	533	565	564	4	3	3	21	10	11	75	77	75	NA	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2626	39288	98	98	99	543	580	579	4	2	2	11	5	6	85	78	77	NA	15	16
Male	61	2862	40644	94	97	98	525	552	549	3	4	4	30	14	15	67	76	74	NA	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	99	1917	32672	95	97	99	534	548	548	4	4	4	19	13	14	77	77	76	NA	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	NC	2977	36602	NC	98	99	NC	578	579	NC	2	2	NC	8	7	NC	77	75	NC	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	109	4907	70081	96	99	100	534	572	571	4	2	2	20	7	7	76	80	79	NA	11	12
Limited English Proficient Students	33	517	9571	89	93	96	480	490	502	12	14	10	42	29	29	45	56	60	NA	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	110	2675	37534	96	97	98	534	547	547	3	4	4	22	14	15	75	77	76	NA	5	5
Non-Economically Disadvantaged	NC	2817	42466	NC	99	100	NC	582	578	NC	1	2	NC	7	7	NC	77	75	NC	15	16

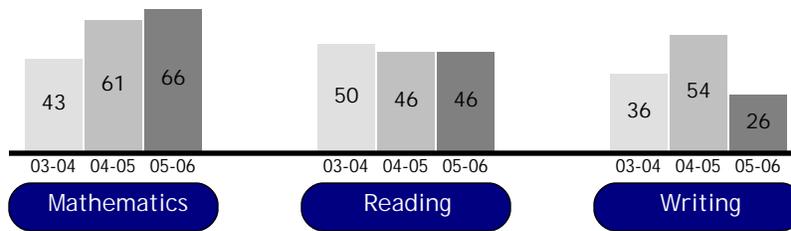
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	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 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
2	Reading	78	42	NA	58	99	31	50	47	99	25	50	46
	Language	98	34	53	50	99	32	49	47	99	24	50	48
	Mathematics	99	64	71	64	99	38	54	50	99	30	56	52
3	Reading	99	34	NA	55	100	32	50	44	89	28	52	46
	Language	96	47	63	61	100	36	49	44	100	27	48	46
	Mathematics	98	65	66	61	99	47	55	51	100	37	56	52
4	Reading	92	38	NA	56	98	38	52	48	96	39	58	52
	Language	99	40	55	52	98	43	52	49	99	43	58	52
	Mathematics	100	56	68	61	98	50	59	53	99	54	67	58
5	Reading	96	43	NA	55	98	39	55	50	95	43	61	56
	Language	99	42	55	49	98	41	55	50	98	43	59	54
	Mathematics	100	63	71	63	98	42	54	49	98	44	59	52
6	Reading	98	41	NA	56	100	42	58	51	96	52	63	56
	Language	96	35	55	48	100	43	54	47	99	43	58	50
	Mathematics	97	65	76	66	100	55	62	52	99	54	68	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

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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	51.00
Other Professional Staff	6.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	10	4	0	0
7 to 9 years	7	10	0	0
10 or more years	5	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	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 2005-06

School Achievements/Accomplishments 2005-06

- ü Longfellow Elementary was selected as a National Blue Ribbon School in 2004. Tremendous improvement in standardized test scores was the criterion for receiving this award.

- ü ACES Club students are recognized for their commitment to earning high grades and serving the community by helping needy families in the neighborhood.

- ü Longfellow After School Sports programs have been recognized for student involvement in community activities as well as service to Longfellow Elementary.

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	90	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

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 for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	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	Felipa Garcia	(480) 472-6542
Student Health/Nurse	Christi Wesch	(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.

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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** 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.