

LONGFELLOW SCHOOL

2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	1021 S 21 ST
Phone	414-902-9800
Fax	414-902-9815
Site Number	0256
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	WENDELL SMITH
School Year (07-08)	WENDELL SMITH
06-07 Administrator Years at Site	4

Board Member	DIRECTOR MORALES
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Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	04-05	05-06	06-07
Total	594	671	764
Pre-Kindergarten	32	42	48
Kindergarten	74	81	85
Grade 1	88	92	86
Grade 2	68	67	92
Grade 3	88	72	83
Grade 4	96	90	62
Grade 5	84	93	79
Grade 6	64	80	88
Grade 7	N/A	54	83
Grade 8	N/A	N/A	58

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	50%	52%	49%
	Female	50%	48%	51%
Ethnicity	Asian	1%	1%	1%
	Native American	1%	1%	1%
	African American	16%	20%	18%
	Hispanic	74%	70%	73%
	White	6%	5%	5%
Groups	Special Education	13%	15%	16%
	English Language Learners	35%	35%	34%
	Free/Reduced Lunch	94%	92%	95%

Student Movement		04-05	05-06	06-07
	Mobility Rate	15%	15%	11%
	Stability Rate	70%	74%	80%

School Profile

H.W. Longfellow School is a neighborhood school located on Milwaukee's south side. The school offers an innovative instructional program to nearly 700 students in grades K4-7. We believe the Head Start and High Scope programs new this year to Longfellow will help prepare our K4 and K5 students for academic success in the early grades. We also will continue with the SAGE program which provides for students in grades K5- 3 a reduced class size of 15 to 1. The Title I program provides further support of school wide efforts to improve our academic success for all students. Our mobility rate continues to increase as a shift in the neighborhood makeup continues to occur.

Academic Achievement: H. W. Longfellow School will continue to focus on three academic areas: Reading, Writing, and Mathematics. During the 2004-2005 school year, we were successful in exhibiting gains in many areas.

We continue to pride ourselves on our ability to properly transition and prepare our English Language Learners for the WKCE. In the 2004-2005 school year, our bilingual students taking the Milwaukee Public Schools third grade reading assessment in Spanish received one of the highest scores in the district. During the 2005-2006 school year, our goal will be to maintain and enhance favorable achievement scores and improve areas in which we exhibit deficits.

We have accomplished our success in the past by utilizing the following sound educational strategies and practices. In the fall, we analyze and use test data generated by the district to guide our instructional practices; throughout the year, we create, utilize, and analyze self-generated data constantly in the effort to improve the educational opportunities we offer to our students. School-wide implementation of a two-year initiative to align the reading, writing, and mathematics curricula will occur during the 2005-2006 school year. In order to monitor student progress, the first several minutes of each grade level meeting will have a set focus of collecting, examining, and analyzing data. The shift of staff meeting time as a means of distributing information to being opportunities for professional growth and development is intended to move Longfellow into a professional learning community for the 21st century.

Parental Involvement: Prior to the Wisconsin Works, (W-2), program, parental involvement at H. W. Longfellow was more extensive; however, with many of our parents involved in the W-2 program during the day, they do not get a great deal of opportunity to participate in school activities, and even full participation in the School Governance Council meetings is difficult to achieve. The staff at H. W. Longfellow is committed to working with parents to provide a school climate that, together with a broadened base of community support, supports academic excellence.

School-Community Partnership: H. W. Longfellow School has had a continuous and positive partnership with Journey House, Inc. Within this partnership, we will continue to provide a link between home, school, and the community by collaborating with parents, community, and businesses to devise and implement instructional strategies that strengthen and support our curriculum. The Community Learning Center has been enthusiastically received by Longfellow students and parents. H. W. Longfellow, its staff and community, will be working tirelessly to develop new partnerships that will increase our visibility and impact in our community.

Our Challenges: We are challenged every school year to maintain and increase the favorable school achievement that we have attained in so many areas. Academically, we need to focus primarily on the areas of reading, math, and writing. Not only must we focus on student achievement, but we must also guide students in understanding the relevance of academics to successful daily living.

LONGFELLOW SCHOOL

Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																								
					Total			Ethnicity															Gender						
								Asian			Native American			African American			Hispanic			White			Male			Female			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	75	100%	80%	61%	67%	73%	66%	100%	75%	70%	N/A	58%	55%	80%	65%	61%	60%	86%	77%	67%	77%	57%	72%	85%	65%	61%	
		06-07	79	89%	81%	62%	57%	74%	67%	100%	72%	71%	100%	60%	57%	71%	63%	58%	48%	86%	81%	60%	77%	57%	56%	85%	67%	59%	
3	Math	04-05	85	99%	N/A	53%	67%	N/A	66%	N/A	N/A	65%	0%	N/A	44%	70%	N/A	58%	67%	N/A	69%	80%	N/A	53%	71%	N/A	52%	63%	
		05-06	75	100%	73%	43%	52%	71%	60%	100%	62%	48%	N/A	37%	32%	70%	55%	50%	42%	79%	65%	67%	74%	44%	64%	70%	42%	39%	
		06-07	79	100%	74%	46%	53%	71%	59%	100%	62%	56%	100%	42%	36%	67%	57%	49%	44%	81%	67%	60%	75%	46%	60%	73%	45%	44%	
4	Reading	04-05	92	99%	82%	62%	66%	74%	64%	0%	76%	80%	100%	60%	57%	73%	65%	62%	65%	87%	79%	86%	78%	56%	59%	86%	69%	74%	
		05-06	93	100%	82%	61%	60%	72%	66%	N/A	74%	72%	100%	59%	54%	61%	68%	63%	61%	88%	79%	50%	80%	60%	56%	84%	62%	65%	
		06-07	65	94%	82%	62%	68%	73%	69%	N/A	75%	83%	N/A	60%	57%	73%	64%	61%	67%	87%	79%	67%	79%	60%	71%	84%	64%	65%	
4	Language	04-05	92	99%	79%	59%	58%	72%	64%	0%	71%	73%	0%	56%	53%	55%	64%	61%	58%	85%	77%	86%	76%	53%	49%	83%	65%	67%	
		05-06	93	100%	79%	58%	65%	70%	62%	N/A	70%	66%	0%	54%	50%	65%	65%	62%	64%	85%	78%	75%	76%	54%	68%	83%	62%	60%	
		06-07	65	94%	77%	58%	66%	72%	68%	N/A	68%	80%	N/A	53%	52%	91%	61%	58%	63%	83%	76%	50%	72%	53%	71%	81%	63%	62%	
4	Math	04-05	92	99%	72%	46%	55%	73%	61%	50%	59%	55%	100%	41%	38%	45%	56%	49%	55%	79%	66%	71%	73%	46%	59%	71%	45%	51%	
		05-06	93	100%	73%	44%	47%	68%	55%	N/A	59%	52%	0%	39%	34%	43%	56%	47%	48%	80%	67%	63%	73%	45%	52%	70%	42%	42%	
		06-07	65	100%	78%	52%	48%	77%	72%	N/A	70%	70%	N/A	47%	42%	45%	62%	57%	44%	84%	72%	83%	78%	53%	68%	77%	50%	32%	
4	Science	04-05	92	99%	78%	47%	47%	65%	52%	0%	69%	63%	100%	41%	37%	36%	54%	51%	46%	86%	74%	71%	79%	47%	45%	76%	46%	49%	
		05-06	93	100%	77%	49%	57%	67%	56%	N/A	66%	51%	100%	45%	39%	61%	60%	56%	52%	85%	72%	75%	78%	50%	66%	78%	48%	47%	
		06-07	65	92%	77%	49%	57%	70%	66%	N/A	66%	76%	N/A	44%	39%	73%	57%	53%	54%	85%	74%	50%	78%	50%	61%	77%	49%	54%	
4	Social Studies	04-05	92	99%	91%	76%	79%	86%	81%	100%	89%	90%	100%	74%	70%	82%	83%	79%	77%	95%	90%	86%	90%	75%	78%	97%	77%	81%	
		05-06	93	100%	91%	77%	86%	86%	83%	N/A	88%	85%	100%	75%	71%	91%	82%	80%	84%	94%	89%	88%	90%	76%	84%	92%	79%	88%	
		06-07	65	94%	91%	78%	88%	85%	83%	N/A	87%	93%	N/A	76%	74%	100%	80%	78%	85%	95%	89%	83%	91%	76%	93%	92%	79%	84%	
5	Reading	04-05	85	99%	N/A	57%	42%	N/A	59%	0%	N/A	51%	N/A	N/A	51%	44%	N/A	54%	42%	N/A	79%	44%	N/A	53%	49%	N/A	60%	35%	
		05-06	94	99%	83%	61%	54%	77%	68%	33%	75%	78%	N/A	59%	54%	33%	67%	64%	55%	89%	82%	82%	81%	58%	57%	84%	65%	51%	
		06-07	82	100%	84%	64%	56%	76%	71%	N/A	77%	68%	0%	62%	59%	69%	68%	63%	54%	90%	82%	55%	81%	62%	49%	86%	67%	63%	
5	Language	04-05	85	99%	N/A	42%	28%	N/A	52%	0%	N/A	43%	N/A	N/A	35%	6%	N/A	40%	33%	N/A	66%	44%	N/A	37%	31%	N/A	47%	25%	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
5	Math	04-05	85	99%	N/A	50%	45%	N/A	67%	100%	N/A	46%	N/A	N/A	41%	56%	N/A	52%	39%	N/A	75%	56%	N/A	51%	56%	N/A	49%	33%	
		05-06	94	99%	72%	40%	36%	69%	56%	33%	60%	53%	N/A	37%	32%	53%	52%	43%	28%	80%	65%	64%	72%	40%	36%	72%	41%	36%	
		06-07	82	99%	75%	46%	30%	74%	63%	N/A	65%	49%	0%	43%	37%	46%	56%	49%	25%	82%	68%	45%	75%	46%	36%	74%	46%	26%	

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6, and 7 CANNOT be compared with 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2004-05.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.

State targets for meeting adequate yearly progress for 2006-07 = 67.5% for Reading and 47.5% for Mathematics.

The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

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6	Reading	04-05	63	100%	N/A	51%	60%	N/A	59%	N/A	N/A	66%	N/A	N/A	45%	44%	N/A	55%	62%	N/A	71%	71%	N/A	45%	61%	N/A	57%	59%
		05-06	77	100%	83%	57%	57%	73%	63%	0%	73%	62%	N/A	56%	51%	52%	67%	59%	62%	88%	79%	50%	81%	53%	52%	85%	62%	63%
		06-07	87	100%	85%	62%	59%	75%	64%	33%	78%	75%	N/A	61%	57%	69%	68%	64%	53%	91%	79%	100%	82%	56%	54%	87%	68%	63%
6	Language	04-05	63	100%	N/A	41%	44%	N/A	49%	N/A	N/A	47%	N/A	N/A	33%	22%	N/A	45%	47%	N/A	64%	57%	N/A	36%	42%	N/A	46%	48%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	04-05	63	100%	N/A	39%	41%	N/A	57%	N/A	N/A	43%	N/A	N/A	30%	22%	N/A	47%	38%	N/A	65%	86%	N/A	39%	42%	N/A	39%	41%
		05-06	77	100%	72%	38%	32%	69%	54%	100%	60%	41%	N/A	37%	29%	22%	55%	41%	36%	79%	62%	33%	72%	37%	33%	74%	39%	31%
		06-07	87	100%	76%	40%	30%	76%	62%	0%	61%	60%	N/A	40%	31%	31%	57%	44%	27%	82%	63%	67%	76%	39%	34%	76%	42%	26%
7	Reading	04-05	N/A	N/A	N/A	60%	N/A	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	N/A	N/A	63%	N/A	N/A	78%	N/A	N/A	54%	N/A	N/A	66%	N/A
		05-06	61	100%	84%	59%	62%	74%	66%	N/A	77%	70%	N/A	56%	52%	50%	66%	64%	66%	89%	80%	67%	81%	54%	60%	86%	64%	65%
		06-07	81	94%	85%	58%	64%	74%	69%	N/A	77%	58%	N/A	58%	51%	47%	66%	60%	70%	89%	82%	60%	82%	55%	58%	86%	61%	71%
7	Language	04-05	N/A	N/A	N/A	41%	N/A	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	N/A	N/A	46%	N/A	N/A	63%	N/A	N/A	34%	N/A	N/A	48%	N/A
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	04-05	N/A	N/A	N/A	38%	N/A	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	N/A	N/A	48%	N/A	N/A	66%	N/A	N/A	37%	N/A	N/A	40%	N/A
		05-06	61	97%	73%	37%	44%	69%	55%	N/A	58%	41%	N/A	35%	26%	29%	55%	49%	46%	81%	64%	67%	73%	37%	57%	73%	36%	32%
		06-07	81	99%	78%	44%	40%	75%	60%	N/A	69%	58%	N/A	43%	34%	26%	61%	53%	42%	86%	70%	60%	79%	45%	37%	79%	44%	42%
8	Reading	04-05	N/A	N/A	85%	59%	N/A	74%	69%	N/A	76%	69%	N/A	56%	52%	N/A	65%	62%	N/A	89%	83%	N/A	81%	53%	N/A	87%	65%	N/A
		05-06	N/A	N/A	84%	58%	N/A	77%	70%	N/A	75%	77%	N/A	56%	51%	N/A	68%	62%	N/A	89%	78%	N/A	82%	53%	N/A	86%	62%	N/A
		06-07	57	93%	84%	62%	63%	79%	76%	N/A	76%	65%	N/A	62%	57%	50%	67%	63%	67%	88%	79%	75%	82%	57%	57%	87%	68%	69%
8	Language	04-05	N/A	N/A	65%	37%	N/A	51%	47%	N/A	46%	47%	N/A	32%	29%	N/A	40%	38%	N/A	71%	65%	N/A	59%	32%	N/A	70%	42%	N/A
		05-06	N/A	N/A	66%	37%	N/A	49%	48%	N/A	47%	43%	N/A	36%	32%	N/A	43%	36%	N/A	72%	60%	N/A	61%	32%	N/A	70%	42%	N/A
		06-07	57	93%	62%	35%	18%	48%	40%	N/A	42%	33%	N/A	33%	29%	0%	40%	37%	23%	69%	59%	25%	56%	30%	21%	67%	41%	14%
8	Math	04-05	N/A	N/A	73%	36%	N/A	68%	58%	N/A	55%	50%	N/A	32%	26%	N/A	53%	41%	N/A	81%	65%	N/A	72%	36%	N/A	73%	36%	N/A
		05-06	N/A	N/A	73%	37%	N/A	72%	58%	N/A	56%	41%	N/A	38%	29%	N/A	52%	44%	N/A	81%	62%	N/A	74%	36%	N/A	74%	39%	N/A
		06-07	57	100%	74%	40%	32%	74%	57%	N/A	59%	52%	N/A	39%	31%	21%	55%	49%	33%	81%	65%	50%	39%	76%	41%	43%	74%	39%
8	Science	04-05	N/A	N/A	73%	32%	N/A	54%	41%	N/A	57%	50%	N/A	30%	23%	N/A	48%	35%	N/A	82%	66%	N/A	75%	33%	N/A	72%	32%	N/A
		05-06	N/A	N/A	73%	36%	N/A	61%	52%	N/A	56%	54%	N/A	34%	27%	N/A	51%	39%	N/A	81%	65%	N/A	74%	36%	N/A	73%	36%	N/A
		06-07	57	93%	74%	39%	39%	62%	50%	N/A	60%	56%	N/A	37%	31%	21%	51%	43%	41%	82%	68%	75%	74%	39%	50%	75%	39%	28%
8	Social Studies	04-05	N/A	N/A	83%	50%	N/A	75%	65%	N/A	70%	65%	N/A	49%	41%	N/A	66%	56%	N/A	89%	78%	N/A	82%	49%	N/A	54%	52%	N/A
		05-06	N/A	N/A	84%	52%	N/A	80%	69%	N/A	71%	61%	N/A	50%	44%	N/A	68%	57%	N/A	89%	77%	N/A	82%	49%	N/A	84%	55%	N/A
		06-07	57	93%	82%	52%	53%	78%	71%	N/A	72%	69%	N/A	52%	45%	21%	65%	56%	62%	89%	74%	75%	82%	50%	50%	84%	54%	55%

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6, and 7 CANNOT be compared with 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2004-05.

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Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																		
					Special Education Status						English Language Learner Status						Economic Status						
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	75	100%	50%	30%	86%	86%	66%	65%	57%	52%	53%	82%	62%	79%	65%	56%	65%	88%	76%	83%	
		06-07	79	89%	50%	31%	28%	86%	68%	66%	55%	48%	39%	82%	64%	72%	67%	57%	58%	89%	82%	33%	
3	Math	04-05	85	99%	N/A	31%	58%	N/A	57%	68%	N/A	53%	54%	N/A	53%	76%	N/A	48%	67%	N/A	70%	100%	
		05-06	75	100%	48%	26%	43%	75%	46%	53%	54%	48%	31%	73%	42%	72%	55%	39%	51%	80%	58%	67%	
		06-07	79	100%	53%	28%	33%	77%	49%	59%	56%	46%	31%	75%	45%	72%	57%	41%	53%	82%	68%	67%	
4	Reading	04-05	92	99%	53%	31%	42%	86%	69%	70%	59%	53%	57%	84%	63%	73%	68%	59%	67%	88%	80%	50%	
		05-06	93	100%	53%	34%	38%	87%	67%	64%	56%	45%	55%	84%	63%	64%	69%	57%	62%	90%	76%	50%	
		06-07	65	94%	52%	32%	63%	87%	68%	68%	55%	47%	45%	83%	64%	86%	67%	58%	68%	89%	81%	67%	
4	Language	04-05	92	99%	48%	27%	42%	84%	66%	60%	55%	49%	46%	81%	61%	65%	66%	56%	58%	87%	77%	50%	
		05-06	93	100%	56%	35%	38%	83%	63%	69%	53%	43%	61%	81%	60%	67%	64%	53%	68%	88%	74%	42%	
		06-07	65	94%	56%	35%	75%	80%	63%	65%	54%	47%	41%	78%	60%	86%	62%	54%	66%	85%	77%	67%	
4	Math	04-05	92	99%	49%	25%	67%	76%	50%	54%	56%	48%	62%	74%	46%	51%	55%	43%	57%	80%	64%	0%	
		05-06	93	100%	48%	28%	23%	76%	47%	51%	51%	38%	47%	74%	44%	47%	54%	39%	48%	81%	60%	42%	
		06-07	65	100%	54%	30%	25%	81%	56%	51%	60%	52%	41%	79%	52%	53%	61%	47%	47%	85%	72%	67%	
4	Science	04-05	92	99%	56%	24%	42%	82%	52%	48%	47%	45%	30%	80%	47%	58%	59%	42%	47%	87%	73%	50%	
		05-06	93	100%	57%	32%	38%	81%	53%	60%	52%	43%	47%	80%	50%	64%	61%	44%	58%	87%	65%	50%	
		06-07	65	92%	58%	29%	13%	81%	53%	63%	51%	45%	55%	78%	50%	58%	60%	44%	58%	86%	73%	33%	
4	Social Studies	04-05	92	99%	78%	53%	58%	93%	81%	83%	75%	72%	65%	92%	76%	89%	84%	74%	79%	95%	88%	100%	
		05-06	93	100%	80%	59%	77%	93%	81%	88%	76%	71%	87%	92%	78%	85%	83%	74%	88%	95%	87%	75%	
		06-07	65	94%	81%	58%	88%	93%	82%	88%	75%	69%	79%	92%	79%	94%	84%	75%	87%	95%	91%	100%	
5	Reading	04-05	85	99%	N/A	24%	25%	N/A	64%	46%	N/A	36%	30%	N/A	59%	50%	N/A	52%	42%	N/A	76%	50%	
		05-06	94	99%	50%	27%	8%	88%	69%	62%	58%	41%	37%	85%	63%	63%	69%	58%	55%	90%	75%	43%	
		06-07	82	100%	53%	33%	31%	89%	71%	61%	58%	43%	49%	86%	67%	63%	69%	60%	54%	91%	83%	83%	
5	Language	04-05	85	99%	N/A	15%	0%	N/A	47%	35%	N/A	25%	18%	N/A	44%	35%	N/A	36%	28%	N/A	63%	50%	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
5	Math	04-05	85	99%	N/A	26%	44%	N/A	55%	45%	N/A	44%	36%	N/A	50%	50%	N/A	45%	43%	N/A	70%	100%	
		05-06	94	99%	43%	20%	23%	77%	45%	38%	51%	31%	17%	74%	41%	45%	54%	36%	37%	81%	57%	29%	
		06-07	82	99%	46%	26%	15%	80%	50%	33%	53%	37%	18%	77%	47%	42%	57%	41%	29%	84%	67%	50%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	440
		06-07	459	437	437
3	Math	04-05	N/A	585	600
		05-06	431	398	416
		06-07	434	401	407
4	Reading	04-05	646	623	625
		05-06	477	446	442
		06-07	477	450	454
4	Language	04-05	646	626	625
		05-06	298	279	283
		06-07	296	281	285
4	Math	04-05	633	610	617
		05-06	463	428	431
		06-07	466	435	438
4	Science	04-05	637	609	609
		05-06	300	276	281
		06-07	300	277	282
4	Social Studies	04-05	646	629	627
		05-06	298	280	282
		06-07	298	281	285
5	Reading	04-05	N/A	641	633
		05-06	485	452	442
		06-07	485	453	438
5	Language	04-05	N/A	643	638
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	621
		05-06	484	449	446
		06-07	489	455	446

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6 and 7 **CANNOT** be compared with 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2004-05.

The 2005-06 and 2006-07 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2004-05. The state modified the scaling for the WKCE-CRT assessment in grades 3-8 and 10 in 2005-06 thereby preventing comparisons to previous years.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.
 State targets for meeting adequate yearly progress for 2006-07 = 67.5% for Reading and 47.5% for Mathematics.
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

LONGFELLOW SCHOOL

Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																		
					Special Education Status						English Language Learner Status						Economic Status						
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
6	Reading	04-05	63	100%	N/A	19%	38%	N/A	58%	66%	N/A	35%	52%	N/A	53%	67%	N/A	47%	58%	N/A	69%	83%	
		05-06	77	100%	47%	21%	24%	89%	65%	67%	55%	33%	46%	85%	59%	63%	68%	53%	58%	90%	73%	50%	
		06-07	87	100%	51%	24%	15%	91%	71%	66%	57%	39%	43%	86%	64%	67%	71%	58%	60%	91%	78%	43%	
6	Language	04-05	63	100%	N/A	15%	31%	N/A	46%	48%	N/A	28%	41%	N/A	42%	47%	N/A	36%	44%	N/A	60%	50%	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	04-05	63	100%	N/A	23%	38%	N/A	43%	42%	N/A	35%	33%	N/A	40%	47%	N/A	35%	35%	N/A	59%	100%	
		05-06	77	100%	37%	15%	6%	79%	43%	40%	50%	24%	19%	73%	39%	39%	53%	33%	31%	82%	54%	50%	
		06-07	87	100%	43%	18%	15%	81%	45%	32%	55%	35%	23%	78%	41%	33%	58%	36%	30%	84%	58%	29%	
7	Reading	04-05	N/A	N/A	N/A	24%	N/A	N/A	68%	N/A	N/A	45%	N/A	N/A	61%	N/A	N/A	56%	N/A	N/A	74%	N/A	
		05-06	61	100%	47%	24%	33%	89%	67%	69%	52%	38%	47%	85%	60%	68%	69%	55%	63%	90%	72%	60%	
		06-07	81	94%	49%	23%	31%	91%	66%	72%	56%	35%	62%	86%	60%	65%	70%	54%	63%	91%	77%	100%	
7	Language	04-05	N/A	N/A	N/A	14%	N/A	N/A	47%	N/A	N/A	31%	N/A	N/A	42%	N/A	N/A	37%	N/A	N/A	58%	N/A	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	04-05	N/A	N/A	N/A	16%	N/A	N/A	44%	N/A	N/A	34%	N/A	N/A	39%	N/A	N/A	34%	N/A	N/A	55%	N/A	
		05-06	61	97%	35%	16%	42%	80%	41%	45%	48%	32%	53%	74%	37%	41%	55%	32%	43%	82%	52%	60%	
		06-07	81	99%	42%	20%	19%	85%	50%	45%	58%	40%	34%	79%	45%	42%	62%	40%	41%	87%	62%	0%	
8	Reading	04-05	N/A	N/A	50%	23%	N/A	91%	67%	N/A	50%	38%	N/A	86%	60%	N/A	67%	55%	N/A	91%	78%	N/A	
		05-06	N/A	N/A	50%	23%	N/A	90%	66%	N/A	55%	37%	N/A	86%	59%	N/A	69%	54%	N/A	91%	68%	N/A	
		06-07	57	93%	49%	26%	36%	90%	70%	70%	56%	32%	43%	86%	64%	75%	71%	59%	64%	89%	76%	50%	
8	Language	04-05	N/A	N/A	24%	12%	N/A	71%	43%	N/A	26%	22%	N/A	67%	38%	N/A	42%	32%	N/A	74%	60%	N/A	
		05-06	N/A	N/A	26%	12%	N/A	72%	43%	N/A	30%	20%	N/A	66%	38%	N/A	44%	33%	N/A	73%	48%	N/A	
		06-07	57	93%	26%	15%	9%	69%	40%	20%	25%	15%	14%	64%	37%	19%	42%	31%	18%	71%	52%	0%	
8	Math	04-05	N/A	N/A	34%	15%	N/A	80%	41%	N/A	49%	28%	N/A	75%	36%	N/A	51%	31%	N/A	82%	59%	N/A	
		05-06	N/A	N/A	35%	16%	N/A	80%	43%	N/A	53%	32%	N/A	75%	38%	N/A	56%	34%	N/A	82%	48%	N/A	
		06-07	57	100%	37%	19%	9%	81%	45%	37%	53%	35%	33%	75%	41%	31%	56%	36%	31%	84%	58%	50%	
8	Science	04-05	N/A	N/A	39%	12%	N/A	80%	37%	N/A	34%	16%	N/A	75%	33%	N/A	50%	27%	N/A	83%	57%	N/A	
		05-06	N/A	N/A	40%	13%	N/A	79%	41%	N/A	40%	21%	N/A	75%	37%	N/A	54%	31%	N/A	83%	50%	N/A	
		06-07	57	93%	40%	17%	18%	81%	44%	43%	37%	17%	33%	76%	41%	42%	55%	34%	38%	84%	60%	50%	
8	Social Studies	04-05	N/A	N/A	51%	20%	N/A	88%	58%	N/A	56%	40%	N/A	84%	51%	N/A	66%	46%	N/A	90%	72%	N/A	
		05-06	N/A	N/A	51%	19%	N/A	88%	60%	N/A	59%	28%	N/A	85%	53%	N/A	67%	47%	N/A	90%	66%	N/A	
		06-07	57	93%	52%	25%	18%	88%	58%	61%	57%	28%	38%	83%	54%	61%	67%	48%	55%	90%	69%	0%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	638
		05-06	501	462	460
		06-07	503	465	460
6	Language	04-05	N/A	645	648
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	636
		05-06	508	470	467
		06-07	513	472	466
7	Reading	04-05	N/A	650	N/A
		05-06	511	474	469
		06-07	513	474	479
7	Language	04-05	N/A	648	N/A
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	N/A
		05-06	528	486	494
		06-07	535	495	494
8	Reading	04-05	689	661	N/A
		05-06	526	484	N/A
		06-07	527	490	487
8	Language	04-05	680	657	N/A
		05-06	397	372	N/A
		06-07	395	371	365
8	Math	04-05	704	668	N/A
		05-06	540	495	N/A
		06-07	543	501	498
8	Science	04-05	699	666	N/A
		05-06	398	362	N/A
		06-07	398	363	365
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	N/A
		06-07	397	367	367

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6 and 7 **CANNOT** be compared with 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2004-05.

The 2005-06 and 2006-07 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2004-05. The state modified the scaling for the WKCE-CRT assessment in grades 3-8 and 10 in 2005-06 thereby preventing comparisons to previous years.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.
 State targets for meeting adequate yearly progress for 2006-07 = 67.5% for Reading and 47.5% for Mathematics.
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

LONGFELLOW SCHOOL

Ethnicity and Gender

Grade Point Average				Cumulative (full year) Grade Point Average															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		2.30	N/A	3.07	N/A	2.25	N/A	2.10	N/A	2.37	N/A	2.77	N/A	2.08	N/A	2.52	N/A
		05-06		2.30	N/A	3.03	N/A	1.97	N/A	2.13	N/A	2.34	N/A	2.75	N/A	2.11	N/A	2.50	N/A
		06-07		2.32	N/A	3.06	N/A	2.22	N/A	2.12	N/A	2.39	N/A	2.77	N/A	2.13	N/A	2.51	N/A

Other Student Groups

Grade Point Average				Cumulative (full year) Grade Point Average											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		1.94	N/A	2.38	N/A	2.38	N/A	2.29	N/A	2.26	N/A	2.30	N/A
		05-06		1.94	N/A	2.38	N/A	2.26	N/A	2.30	N/A	2.21	N/A	2.66	N/A
		06-07		1.96	N/A	2.40	N/A	2.37	N/A	2.31	N/A	2.23	N/A	2.71	N/A

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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Elementary / Middle School 510 of 828

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Ethnicity and Gender

Student Attendance Rate			Percent of Actual Days of Attendance																							
			Total			Ethnicity															Gender					
						Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
ES	Attend Rate	04-05	95%	93%	92%	96%	96%	97%	93%	91%	85%	93%	92%	89%	94%	94%	93%	96%	94%	91%	95%	93%	92%	95%	93%	92%
		05-06	95%	93%	92%	97%	96%	95%	93%	92%	89%	92%	92%	89%	94%	93%	93%	96%	94%	90%	95%	92%	92%	95%	93%	92%
	State Target = 85%	06-07	N/A	93%	92%	N/A	96%	91%	N/A	91%	91%	N/A	91%	90%	N/A	94%	93%	N/A	94%	89%	N/A	92%	92%	N/A	93%	92%

* State target for meeting annual yearly progress in student attendance is 85% in 2006-07.

Other Student Groups

Student Attendance Rate			Percent of Actual Days of Attendance																	
			Special Education Status						English Language Learner Status						Economic Status					
			SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
ES	Attend Rate	04-05	94%	91%	89%	96%	93%	93%	N/A	95%	94%	N/A	93%	91%	N/A	93%	93%	N/A	93%	92%
		05-06	94%	91%	88%	96%	93%	92%	N/A	94%	94%	N/A	92%	90%	N/A	92%	92%	N/A	92%	91%
		06-07	N/A	90%	90%	N/A	93%	93%	N/A	95%	95%	N/A	92%	91%	N/A	92%	92%	N/A	95%	94%

Ethnicity and Gender

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5																
			Total		Ethnicity										Gender				
					Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female		
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate		04-05	82	97%	93%	99%	100%	97%	100%	96%	79%	97%	95%	99%	100%	96%	91%	97%	95%
		05-06	80	97%	95%	96%	N/A	100%	100%	96%	88%	97%	97%	99%	100%	96%	98%	97%	92%
		06-07	57	98%	93%	100%	N/A	100%	N/A	97%	91%	97%	95%	98%	83%	97%	100%	98%	88%

Other Student Groups

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5												
			Special Education Status				English Lang. Learner Status				Economic Status				
			SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL		
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate		04-05	82	98%	100%	97%	92%	97%	90%	97%	94%	97%	93%	98%	100%
		05-06	80	98%	100%	96%	94%	96%	97%	97%	93%	96%	95%	99%	100%
		06-07	57	99%	100%	97%	92%	97%	91%	98%	94%	97%	96%	99%	33%

ES indicates Elementary grade students.

LONGFELLOW SCHOOL

Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity															Gender					
							Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	04-05		95%	89%	91%	97%	95%	N/A	91%	87%	N/A	90%	89%	84%	93%	90%	94%	95%	91%	77%	95%	89%	91%	95%	90%	91%	
	05-06		95%	89%	91%	97%	94%	100%	91%	86%	N/A	90%	88%	88%	92%	90%	93%	95%	92%	83%	95%	88%	91%	95%	90%	91%	
	06-07	State Target = 85%	N/A	89%	91%	N/A	95%	92%	N/A	87%	N/A	N/A	88%	88%	N/A	90%	92%	N/A	92%	89%	N/A	88%	91%	N/A	90%	92%	

* State target for meeting annual yearly progress in student attendance is 85% in 2006-07.

Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	04-05		93%	86%	87%	95%	90%	92%	N/A	91%	94%	N/A	89%	88%	N/A	89%	93%	N/A	89%	90%	
	05-06		92%	85%	86%	95%	90%	93%	N/A	91%	94%	N/A	89%	90%	N/A	88%	91%	N/A	92%	87%	
	06-07		N/A	85%	90%	N/A	90%	92%	N/A	91%	93%	N/A	89%	90%	N/A	88%	91%	N/A	93%	89%	

Ethnicity and Gender

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	N/A	95%	N/A	97%	N/A	96%	N/A	95%	N/A	94%	N/A	98%	N/A	94%	N/A	96%	N/A	
	05-06	N/A	95%	N/A	97%	N/A	100%	N/A	95%	N/A	96%	N/A	97%	N/A	95%	N/A	96%	N/A	
	06-07	51	97%	100%	97%	N/A	95%	N/A	97%	100%	98%	100%	100%	100%	97%	100%	98%	100%	

Other Student Groups

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	N/A	97%	N/A	95%	N/A	93%	N/A	95%	N/A	96%	N/A			
	05-06	N/A	98%	N/A	95%	N/A	94%	N/A	96%	N/A	95%	N/A			
	06-07	51	98%	100%	97%	100%	95%	100%	97%	100%	97%	100%			

MS indicates Middle grade students.

LONGFELLOW SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	73	13%	15%	12%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	11%	10%	6%
1	17%	7%	8%
2	3%	4%	8%
3	8%	11%	3%
4	6%	4%	7%
5	4%	1%	1%
Total	8%	6%	6%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	18%	28%	24%
1	16%	42%	36%
2	18%	24%	28%
3	26%	29%	22%
4	22%	37%	37%
5	19%	42%	33%
Total	20%	35%	30%

* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		Sample Question	Group	Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	347	1.6	1.7	1.8	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	25.6%	51.9%	10.1%	4.3%	6.9%	1.2%
	Staff	28	1.7	1.9	1.6	1.9	3.0	3.0		Staff	28.6%	71.4%	0.0%	0.0%	0.0%	0.0%
	Parents	61	1.6	1.6	1.4	1.6	3.4	3.3		Parents	42.6%	44.3%	3.3%	3.3%	6.6%	0.0%
Safety	ES/MS Students	347	1.6	1.8	1.8	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	32.3%	46.1%	6.3%	6.3%	7.8%	1.2%
	Staff	28	1.7	1.8	1.8	1.9	2.8	3.0		Staff	17.9%	64.3%	17.9%	0.0%	0.0%	0.0%
	Parents	61	1.6	1.6	1.4	1.6	3.3	3.2		Parents	52.5%	41.0%	1.6%	1.6%	1.6%	1.6%
Environment	ES/MS Students	347	1.7	1.9	1.9	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	14.4%	43.8%	13.0%	7.8%	19.9%	1.2%
	Staff	28	1.8	1.8	1.7	1.8	3.0	3.1		Staff	28.6%	60.7%	7.1%	3.6%	0.0%	0.0%
	Parents	61	1.5	1.6	1.4	1.6	3.4	3.3		Parents	47.5%	44.3%	3.3%	0.0%	4.9%	0.0%
Governance	ES/MS Students	347	1.9	2.2	2.1	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	14.4%	44.1%	16.7%	7.8%	15.6%	1.4%
	Staff	28	1.7	1.9	1.8	1.9	2.8	3.0		Staff	21.4%	42.9%	17.9%	7.1%	10.7%	0.0%
	Parents	61	1.5	1.6	1.4	1.7	3.3	3.2		Parents	44.3%	44.3%	3.3%	1.6%	6.6%	0.0%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

LONGFELLOW SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	69	28%	42%	29%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	6%	0%	1%
7	N/A	6%	0%
8	N/A	N/A	0%
Total	6%	2%	0%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	27%	38%	19%
7	N/A	50%	30%
8	N/A	N/A	31%
Total	27%	43%	26%

* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		Sample Question	Group	Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	347	1.6	1.7	1.8	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	25.6%	51.9%	10.1%	4.3%	6.9%	1.2%
	Staff	28	1.7	1.9	1.6	1.9	3.0	3.0		Staff	28.6%	71.4%	0.0%	0.0%	0.0%	0.0%
	Parents	61	1.6	1.6	1.4	1.6	3.4	3.3		Parents	42.6%	44.3%	3.3%	3.3%	6.6%	0.0%
Safety	ES/MS Students	347	1.6	1.8	1.8	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	32.3%	46.1%	6.3%	6.3%	7.8%	1.2%
	Staff	28	1.7	1.8	1.8	1.9	2.8	3.0		Staff	17.9%	64.3%	17.9%	0.0%	0.0%	0.0%
	Parents	61	1.6	1.6	1.4	1.6	3.3	3.2		Parents	52.5%	41.0%	1.6%	1.6%	1.6%	1.6%
Environment	ES/MS Students	347	1.7	1.9	1.9	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	14.4%	43.8%	13.0%	7.8%	19.9%	1.2%
	Staff	28	1.8	1.8	1.7	1.8	3.0	3.1		Staff	28.6%	60.7%	7.1%	3.6%	0.0%	0.0%
	Parents	61	1.5	1.6	1.4	1.6	3.4	3.3		Parents	47.5%	44.3%	3.3%	0.0%	4.9%	0.0%
Governance	ES/MS Students	347	1.9	2.2	2.1	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	14.4%	44.1%	16.7%	7.8%	15.6%	1.4%
	Staff	28	1.7	1.9	1.8	1.9	2.8	3.0		Staff	21.4%	42.9%	17.9%	7.1%	10.7%	0.0%
	Parents	61	1.5	1.6	1.4	1.7	3.3	3.2		Parents	44.3%	44.3%	3.3%	1.6%	6.6%	0.0%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

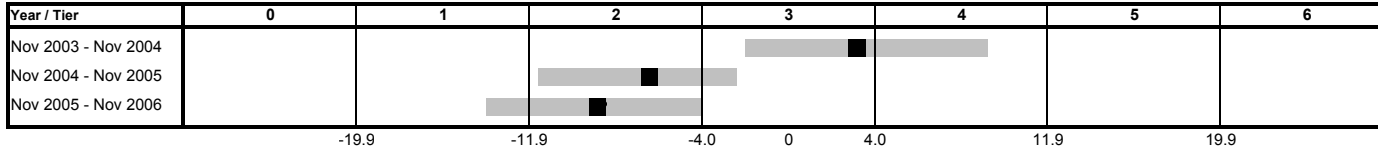
- 4 = Strongly Agree
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- 2 = Disagree
- 1 = Strongly Disagree

* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

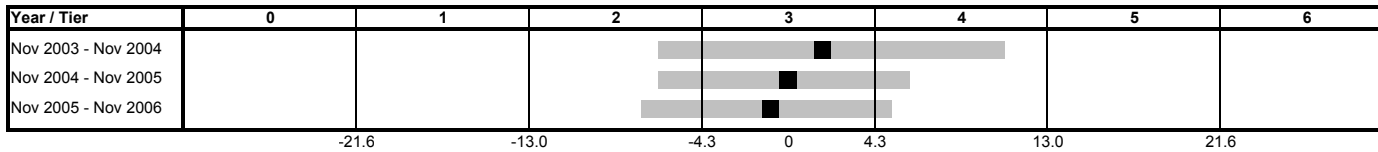
LONGFELLOW SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.4
Nov 2004 - Nov 2005	-6.8	2.2
Nov 2005 - Nov 2006	-7.5	1.9



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.2
Nov 2004 - Nov 2005	0.0	3.0
Nov 2005 - Nov 2006	-0.8	2.9



Data is based on WKCE and Terra Nova Scale Scores.

Tier 0 = Well below district average growth

Tier 3 = Average growth

Tier 6 = Well above district average growth

Value-Added and Attainment Data Status Over Six Years

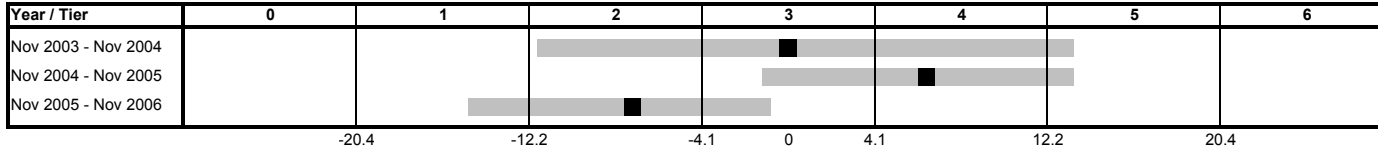
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	1.4	2.9	2.4	3.4	2.2	1.9	23%	29%	46%	55%	45%	43%	4	4	4	1	3	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	1.3	2.6	3.0	3.2	2.9	2.9	42%	46%	62%	66%	60%	60%	4	4	2	1	4	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	54%	62%	67%	62%	61%	63%						

Data Source: Value Added Quadrant Report for 2006-07

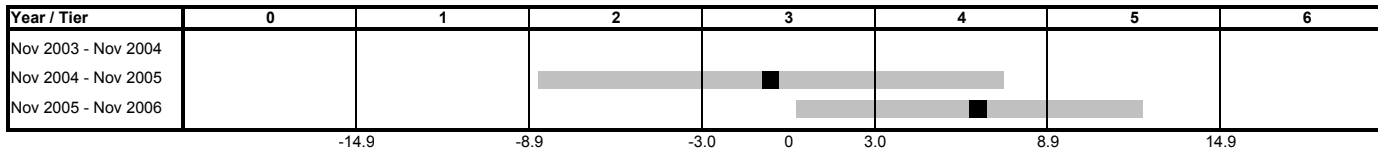
LONGFELLOW SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.0
Nov 2004 - Nov 2005	6.2	3.8
Nov 2005 - Nov 2006	-5.1	2.1



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	-0.8	2.9
Nov 2005 - Nov 2006	6.3	4.1



Data is based on WKCE and Terra Nova Scale Scores.
 Tier 0 = Well below district average growth
 Tier 3 = Average growth
 Tier 6 = Well above district average growth

Value-Added and Attainment Data Status Over Six Years

Subject	MS Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						1 = High Value Added-High Attainment 2 = High Value Added-Low Attainment 3 = Low Value Added-High Attainment 4 = Low Value Added-Low Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	NA	NA	NA	NA	3.8	2.1	NA	NA	NA	NA	38%	34%	NA	NA	NA	NA	1	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	NA	NA	2.9	4.1	NA	NA	NA	NA	59%	62%	NA	NA	NA	NA	3	1
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	40%	55%	52%	59%	58%	61%						

Data Source: Value Added Quadrant Report for 2006-07