

SAFETY AND SCHOOL ENVIRONMENT

Safe and Orderly School Features

| Your School | does | does not |
|---|-------------------------------------|-------------------------------------|
| • allows after-school programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • requires student uniforms | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • encourages community programs in school building. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • conducts home visits | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • has a closed campus | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • requires parental conferences | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Safety and Discipline

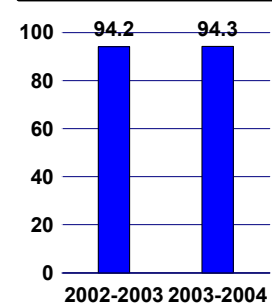
Safe schools are a top priority for parents, teachers, and communities. Your school's safety and discipline record for the 2003-2004 school year is:

| Type of Incident | Number of Incidents Reported | Action Taken | | | | |
|-------------------------------------|------------------------------|----------------------|--------------------------|-----------|--------------------------|-------|
| | | In School Suspension | Out of School Suspension | Expulsion | Referred to Law Enforce. | Other |
| Substance Abuse - Drugs | | | | | | |
| Substance Abuse - Alcohol | | | | | | |
| Substance Abuse - Tobacco | | | | | | |
| Assaults/Fights | | | | | | |
| Habitually Disruptive Students | | | | | | |
| Dangerous Weapons | | | | | | |
| Other Violations of Code of Conduct | 10 | | 5 | | | 5 |

Student Attendance and Time Spent in Classroom

| 2003-2004 | Your School |
|---|-------------|
| Length of School Year | 170 days |
| Enrollment | 312 |
| Average Daily Attendance | 294 |
| Student Dropouts | N/A |
| Students Per Total Staff | 8.9 |
| Annual Number of Teacher Days Scheduled without Student Contact | 7 |

Attendance Rate



Student Information Over Time

| | 2001-2002 | 2002-2003 | 2003-2004 |
|--|-----------|-----------|-----------|
| Student Average Daily Attendance | 93.9% | 94.2% | 94.3% |
| Student Dropouts | N/A | N/A | |
| Safety and Discipline Total Incidents Reported | 14 | 6 | 10 |
| Student Enrollment Stability | 94.1% | 86.3% | 88.1% |
| Students Eligible for Free Lunch | 89 | 101 | 113 |

OVERALL ACADEMIC PERFORMANCE RATINGS

- Excellent
- High
- Average
- Low
- Unsatisfactory

ACADEMIC GROWTH OF STUDENTS

- Significant Improvement
- Improvement
- Stable
- Decline
- Significant Decline

N/R - Data not reported to State

TAXPAYERS' REPORT

Sources of School District Revenue 2003

| | |
|----------------------------------|----------------------|
| Local Tax Contribution | \$93,171,465 |
| State Tax Contribution | 105,224,289 |
| Federal Grants | 15,622,322 |
| State Grants | 6,038,440 |
| Private/Partnership Grants | 123,906 |
| Other Discretionary Income | 12,299,794 |
| Total School Dist Revenue | \$232,480,216 |

Total 2003 District Revenue Per Pupil = \$7,490

District Use of Funds 2003

| | |
|-----------------------------------|----------------------|
| Teachers | \$118,341,770 |
| Administration | 16,041,593 |
| Building & Facilities Maintenance | 20,737,857 |
| Operational Expenses | 77,661,349 |
| Textbooks/Materials | 9,075,205 |
| Total | \$241,857,774 |

District Debt and Capital Construction & Equipment

| | |
|---|--------------|
| Total Outstanding Bonded Debt | \$88,525,000 |
| Average Annual Percentage Interest Rate on Debt | 4.36% |
| Amount Raised from Most Recent Bond | \$99,829,000 |
| Amount Spent on New Buildings During Last 2 Years | \$9,755,463 |

Voter Approved Funding Changes

Your community did / did not hold an election in November 2002.

The following items have been approved by voters:

- TABOR Override
 Bond
 Mill Levy Increase

For more information and further details about this report, visit www.state.co.us/schools
 Colorado Department of Education . 201 East Colfax Ave. Denver, CO 80203

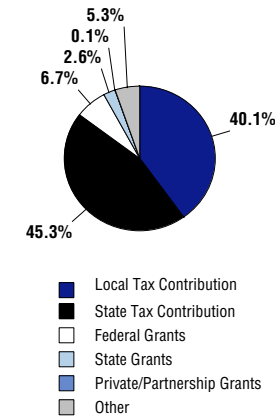
Longfellow Elementary School

1010 / 5272

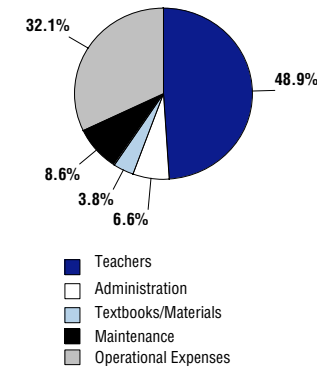
3302 Maizeland Road . Colorado Springs, CO 80909 . 719-328-3100

10/21/2004

District Source of Funds 2003



District Use of Funds 2003



LONGFELLOW ELEMENTARY SCHOOL

COLORADO SPRINGS 11

School Accountability Report
2003-2004 School Year

School Performance Summary

Overall Academic Performance

Average

Academic Growth of Students:

Not Available

How Longfellow Elementary School
Compares To Nearby Elementary Schools

| School | Academic Performance |
|--------------------------------|----------------------|
| Audubon Elementary School | Average |
| Madison Elementary School | High |
| Jefferson Elementary School | Average |
| Twain Elementary School | Low |
| Penrose Elementary School | Average |
| Wilson Elementary School | Low |
| Stratton Elementary School | High |
| Queen Palmer Elementary School | Low |
| Grant Elementary School | Average |
| Carver Elementary School | Average |

Are these groups of students making adequate yearly progress on benchmarks to ensure that all students know and are able to complete grade-level work in reading and mathematics?

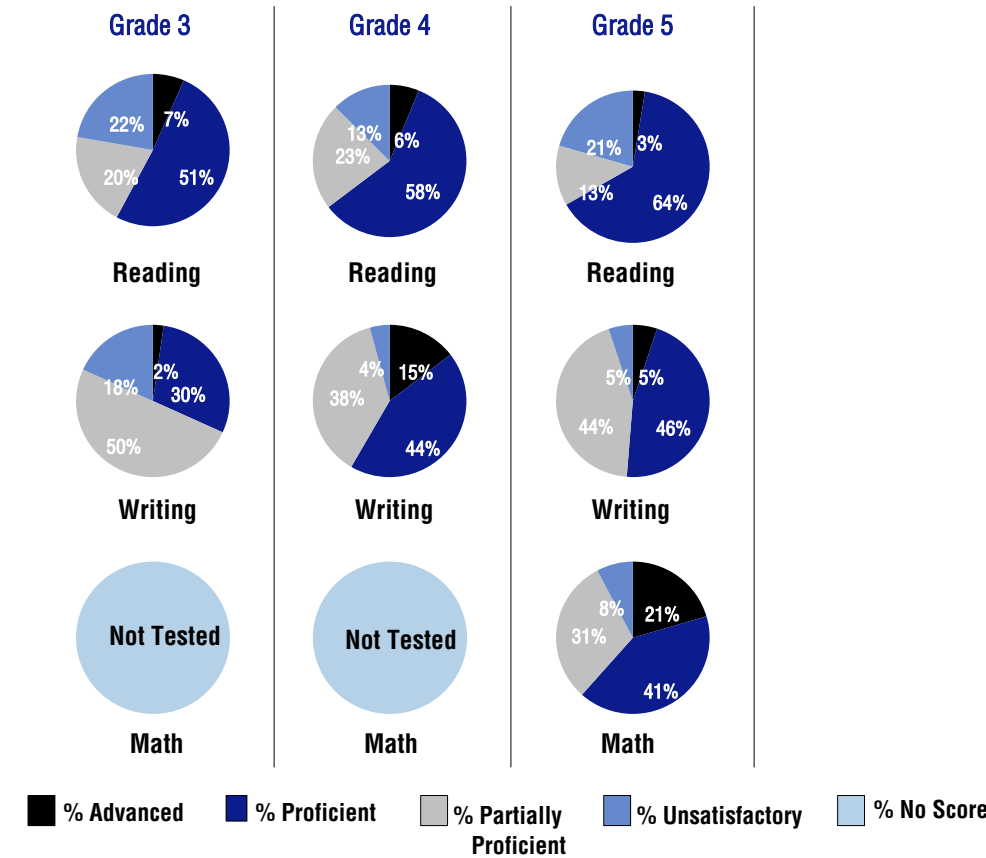
| Group | Reading | Mathematics |
|-------------------------------|--------------|--------------|
| White | Yes | Unreportable |
| Hispanic | Unreportable | Unreportable |
| Black | Unreportable | Unreportable |
| Native American/Alaska Native | Unreportable | Unreportable |
| Asian/Pacific Islander | Unreportable | Unreportable |
| Economically Disadvantaged | Yes | Unreportable |
| Students with Disabilities | Unreportable | Unreportable |
| English Language Learners | Unreportable | Unreportable |

For more information visit: www.state.co.us/schools

STUDENT PERFORMANCE

Colorado students are assessed once a year in order to measure their performance on state academic content standards, using the Colorado Student Assessment Program (CSAP). The chart below shows the results for grades 3 - 5 in the subject areas for reading, writing and math for all students tested.

CSAP 2004 Spring

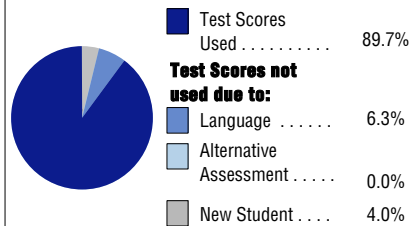


Note: Percentages may not add to 100 due to rounding

Percent of Students Scoring Proficient and Advanced

| | Your School | District | State |
|-------------------|-------------|----------|-------|
| Grade 3-5 Reading | 63% | 66% | 68% |
| Grade 3-5 Writing | 48% | 51% | 53% |
| Grade 3-5 Math | 62% | 57% | 59% |

Student Test Scores Used For Calculating Overall Academic Performance



Each school in the State received a rating of "Excellent", "High", "Average", "Low", or "Unsatisfactory" for student academic performance in school year 2003-2004 using the CSAP results printed above. Every student in this school who took these tests was included in the calculation used to assign a rating, except for students who do not speak English, or who are eligible for the state alternate assessment for students with disabilities, or who enrolled in the public school after February 1 of this school year. The percentages of students whose scores were included in the calculation or were not included in each of the three categories is shown on the above chart. Your school's rating was determined by the percentage of students performing in each of the Advanced, Proficient, Partially Proficient, and Unsatisfactory levels. These percentages were weighted and combined across grade levels and academic areas. These weights reward performance at the Advanced and Proficient levels over performance at the Partially Proficient and Unsatisfactory levels. The ratings were assigned after calculating the weighted total for each academic area and grade level for each school and comparing this school to all other elementary schools for the 2003-2004 school year.

Overall Academic Performance for the 2003-2004 school year

Average

QUESTIONS PARENTS SHOULD ASK

Based on your child's school's Overall Academic Performance Rating of Average, here are some questions you may want to ask your school about student achievement.

What is the school doing to improve my child's overall grades in reading, writing, and math?

You may want to request information from your child's teacher to find out what curriculum is being taught and if the material follows standards set in these key subjects. Ask how phonics - and research-based testing is being used to identify your child's strengths and weaknesses.

What can I do as a parent to help my child do his or her best in school?

Parental involvement is important in making sure your child does well in school - talk to your child's teacher to find out how you can help. Ask your child's teacher about giving your child supplemental reading and math assignments or for additional homework that you may help your child with at home.

How does my child's teacher plan to help my child do his or her best in school?

Your child's teacher should have a good idea of what your child does well and what areas might need improvement. Ask your child's teacher how he or she is being diagnostically assessed and what strategy his or her teacher has in place to address your child's needs.

How does the school use tests (i.e. CSAP, NAEP, etc.) to measure and improve your child's education?

Each year, the state measures how well students are doing in school. Ask your child's teacher what can be done at home and what is being done at school to boost your child's scores.

What specifically is the school doing to improve its overall academic rating?

Your child's school should have a plan to improve how well it is teaching its students. You should ask your school if it provides professional development for its teachers and performs diagnostic evaluations that can help the school target what needs to be improved.

What is the school doing to make sure its students are doing the best they can do?

If your child needs extra help, the school should be able to provide it. Ask about how it plans to make sure all students are learning what needs to be learned, which areas still need improvement and what is being done about it.

Based on this school's academic performance, your child may be eligible for one or more of the following; ask your school if your child qualifies for:

After-school and summer-school classes

Tutoring

Mentoring

Other extra help outside of regular school hours

ABOUT OUR STAFF

School Employment

Each year, your district reports to the Colorado Department of Education on the number of adults who work in your school, as well as the type of work they do. Last year, your school employed:

| | Your School | | District | |
|----------------------|-------------|-----------|-----------|-----------|
| | Full Time | Part Time | Full Time | Part Time |
| Teachers | 16 | 5 | 1,859 | 78 |
| Paraprofessionals | 2 | 7 | 251 | 328 |
| Administrators | 1 | 0 | 147 | 12 |
| Other Professionals* | 4 | 1 | 314 | 77 |
| School Support | 3 | 3 | 640 | 308 |
| Total Staff | 42 | | 4,001 | |

* School counselors and librarians are included in the Other Professionals category.

Your school employed 0/0 FT/PT counselor(s) and 1/0 FT/PT librarian(s) last year.

Students per Teacher Ratio

| | Student Enrollment | Students per Teacher |
|---------|--------------------|----------------------|
| Grade 1 | 52 | 19.4 |
| Grade 2 | 56 | 15.2 |
| Grade 3 | 47 | 17.5 |
| Grade 4 | 52 | 18.0 |
| Grade 5 | 44 | 15.3 |

Professional Experience of Teachers

| | Your School | District |
|---|-------------|----------|
| Average years of teaching experience | 6 | 11 |
| Percent of teachers teaching the subject in which they received their degree(s) | N/A | N/A |
| Teachers' average days absent | 1.8% | 2.0% |
| Number of teachers who left school/district last year | 14 | 251 |
| Teachers with tenure | 9 | 1,180 |
| Teachers without tenure | 12 | 757 |
| Number of professional development days | 4 | 4 |

Salaries

| | Your School | District | State |
|------------------------------|-------------|----------|----------|
| Average Teacher Salary | \$36,601 | \$43,738 | \$43,319 |
| Average Administrator Salary | \$74,701 | \$74,924 | \$73,500 |

Principal: Shirley Stevens

Number of years as Principal at this school: 4

Number of years as Principal at any school: 5

Longfellow Elementary School

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N/R - Data not reported to State