

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3400 West Massingale Road, Tucson, AZ 85741

Marana 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mrs. Gayle Schmidt  
Schedule : 07:00 AM to 04:00 PM  
Grades : K-6  
Web Address : www.butterfield  
Phone Number : (520) 579-5000  
Fax Number : (520) 579-5029  
E-mail : g.s.schmidt@maranausd.org

### Mission

Butterfield Elem.: High academic expectations, students who set goals, strong community spirit, and high standards for individual behavior. We believe our students should be safe and that achievement and recognition are the right of every student.

### 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 / Academic Goals

- ü All students will realize their unique academic potential and learn at their maximum abilities. We recognize that students have differing needs and learning styles. The staff at Butterfield will strive to meet the needs of each child in our school.
- ü We recognize that we play a vital role in shaping our students for the future. Using standards based instruction, assessment and reporting, we will prepare our students to be successful at our school and beyond. Their successes will be celebrated!
- ü The central theme of living healthy lifestyles will be integrated into our all aspects of our instructional programs.
- ü Goal setting has been central to the success of Butterfield Elementary School. All students will set challenging academic goals each quarter. These goals will be developed based on the individual needs and abilities of each student.

### Enrollment

October 1, 2005 School Year Student Enrollment : 718  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 128

Instructional Programs

- ü Standards-based Curriculum/Reporting
- ü Special Educ./Hearing Impaired/Speech
- ü Award-winning Character Education Prog.
- ü Strong Technology Program
- ü Award Winning Music Program
- ü Comprehensive Literacy Program
- ü Six Traits of Writing

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

There is a partnership between the parents and staff at Butterfield. Information is regularly communicated through monthly newsletters, parent information nights, a curriculum night, parent conferences, school website, and monthly parent meetings. Our positive school culture has created a welcoming environment for parent volunteers. The staff recognizes the vital role that parents play in the academic and social growth of students and fosters this relationship in all of our programs.

Parents

Our staff believes that parent involvement is a key element in the success of children. Consequently we provide many opportunities both at school and at home for parents to be involved in the education of their children. We hold high expectations for parents in assisting us in making Butterfield Elementary School a positive, nurturing place for children.

Transportation Policy

The MUSD Transportation Office is dedicated to the selection, training, supervision and retention of professional staff members committed to the operation of a modern, efficient and safe transportation system.

School Honors

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

Award/Honor	Year
ü Arizona A+ School	2004
ü National Blue Ribbon School of Excellence	1999
ü National Distinguished Principal	2000
ü Arizona Music Educator of the Year	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	100	1002	80010	99	99	99	473	464	447	1	5	10	9	11	18	61	58	53	29	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	480	38935	98	100	99	473	465	447	NA	4	9	9	10	19	64	59	55	27	27	17
Male	44	522	40974	100	99	98	473	463	448	2	5	11	9	11	18	57	57	52	32	27	19
African American	NC	37	4201	NC	100	99	NC	441	430	NC	14	17	NC	11	23	NC	62	51	NC	14	9
Hispanic	39	261	34545	100	99	99	467	453	432	NA	6	14	13	15	24	62	61	53	26	18	9
Asian/Pacific Islander	NC	23	2068	NC	96	99	NC	470	474	NC	9	4	NC	9	10	NC	52	50	NC	30	36
American Indian/Alaskan Native	NC	22	3979	NC	96	96	NC	461	424	NC	NA	17	NC	14	30	NC	68	47	NC	18	6
White	57	659	35142	98	100	99	476	469	465	2	4	5	7	9	11	60	56	56	32	31	28
Students with Disabilities	12	145	10161	100	96	93	440	434	419	8	16	28	33	24	28	33	48	36	25	12	8
Students without Disabilities	88	857	69849	99	100	100	477	469	451	NA	3	7	6	8	17	65	60	56	30	29	19
Limited English Proficient Students	NC	32	14013	NC	100	97	NC	425	413	NC	19	24	NC	28	34	NC	50	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	29	317	39029	100	98	98	453	451	432	3	7	14	21	18	25	66	58	52	10	17	9
Non-Economically Disadvantaged	71	685	40981	99	100	100	481	470	462	NA	4	6	4	7	13	59	58	54	37	31	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	101	1000	79438	100	99	98	481	469	451	1	3	9	15	17	24	62	64	56	22	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	480	38775	100	100	99	491	476	457	NA	3	7	11	14	22	61	65	58	28	19	13
Male	44	520	40560	100	99	97	469	462	446	2	4	12	20	20	25	64	63	54	14	12	9
African American	NC	37	4178	NC	100	98	NC	452	439	NC	5	13	NC	30	29	NC	46	52	NC	19	6
Hispanic	39	262	34297	100	99	98	477	459	434	3	5	14	21	22	31	56	63	50	21	10	5
Asian/Pacific Islander	NC	22	2063	NC	92	99	NC	485	475	NC	NA	3	NC	14	15	NC	45	63	NC	41	20
American Indian/Alaskan Native	NC	22	3940	NC	96	95	NC	465	429	NC	NA	14	NC	18	36	NC	82	47	NC	NA	3
White	58	657	34887	100	99	98	483	473	471	NA	3	4	12	15	15	66	65	63	22	18	18
Students with Disabilities	12	142	9588	100	94	88	442	428	416	NA	14	30	67	39	32	8	39	34	25	7	5
Students without Disabilities	89	858	69850	100	100	100	487	475	456	1	2	7	8	13	23	70	68	59	21	17	12
Limited English Proficient Students	NC	32	13856	NC	100	96	NC	421	407	NC	22	27	NC	31	43	NC	47	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	29	316	38685	100	98	97	456	453	435	3	8	14	31	23	32	59	62	50	7	8	5
Non-Economically Disadvantaged	72	684	40753	100	100	99	491	476	467	NA	1	5	8	14	16	64	65	62	28	19	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	101	998	79971	100	99	99	433	431	423	1	4	8	49	40	41	47	53	49	4	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	481	38974	100	100	99	446	446	437	NA	2	5	32	29	33	63	66	57	5	4	4
Male	44	517	40895	100	98	98	415	417	410	2	6	10	70	50	47	25	42	41	2	2	2
African American	NC	37	4203	NC	100	99	NC	403	411	NC	11	11	NC	51	45	NC	38	43	NC	NA	2
Hispanic	39	262	34481	100	99	99	431	425	410	NA	5	10	51	42	46	46	49	43	3	3	1
Asian/Pacific Islander	NC	23	2067	NC	96	99	NC	447	449	NC	9	4	NC	17	28	NC	74	60	NC	NA	8
American Indian/Alaskan Native	NC	22	3995	NC	96	96	NC	438	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	58	654	35150	100	99	99	433	434	437	2	3	5	48	39	35	45	55	56	5	3	5
Students with Disabilities	12	140	10258	100	93	94	398	388	377	8	16	23	75	53	51	17	30	25	NA	1	1
Students without Disabilities	89	858	69713	100	100	100	438	438	429	NA	2	5	45	38	39	51	57	52	4	3	3
Limited English Proficient Students	NC	30	13985	NC	94	97	NC	404	382	NC	10	18	NC	53	54	NC	37	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	29	314	38994	100	98	98	416	419	409	NA	6	10	59	46	47	41	46	41	NA	1	1
Non-Economically Disadvantaged	72	684	40977	100	100	100	440	436	437	1	3	5	44	37	34	49	57	56	6	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	106	1005	80147	98	99	99	506	495	482	2	5	11	8	11	17	56	54	49	34	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	486	39281	100	99	99	507	496	483	NA	4	9	8	10	17	60	56	50	32	29	24
Male	56	519	40780	97	98	98	505	494	482	4	6	12	9	11	17	52	52	48	36	31	24
African American	NC	41	4249	NC	98	99	NC	473	464	NC	7	17	NC	15	22	NC	71	48	NC	7	13
Hispanic	34	253	33494	97	98	99	490	489	466	6	6	15	18	15	23	50	53	49	26	26	14
Asian/Pacific Islander	NC	24	2103	NC	100	99	NC	499	515	NC	NA	4	NC	8	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	NC	15	4117	NC	94	96	NC	485	456	NC	7	19	NC	20	27	NC	47	46	NC	27	8
White	63	672	36122	98	99	99	513	499	501	NA	5	5	5	9	10	59	53	50	37	34	35
Students with Disabilities	14	140	10295	93	92	92	460	453	443	14	24	33	29	25	26	43	41	33	14	9	8
Students without Disabilities	92	865	69852	99	100	100	513	502	488	NA	2	7	5	8	16	58	56	51	37	34	26
Limited English Proficient Students	NC	27	12722	NC	93	97	NC	456	441	NC	22	27	NC	19	33	NC	48	37	NC	11	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	35	333	38371	97	99	97	496	479	465	3	8	15	11	18	23	63	56	49	23	17	13
Non-Economically Disadvantaged	71	672	41776	99	99	100	511	503	498	1	4	6	7	7	11	52	52	49	39	37	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	107	1003	79686	99	99	98	490	484	470	6	5	11	7	16	24	72	69	57	15	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	483	39163	100	98	99	495	490	475	NA	3	9	10	14	22	72	71	60	18	13	10
Male	57	520	40438	98	99	97	485	478	465	11	7	13	5	18	25	72	67	54	12	8	7
African American	NC	41	4228	NC	98	98	NC	474	458	NC	5	15	NC	22	28	NC	66	53	NC	7	4
Hispanic	34	253	33299	97	98	98	472	475	452	15	8	17	15	19	32	65	66	47	6	7	3
Asian/Pacific Islander	NC	24	2097	NC	100	99	NC	484	490	NC	NA	5	NC	17	13	NC	75	68	NC	8	14
American Indian/Alaskan Native	NC	15	4087	NC	94	96	NC	479	446	NC	13	16	NC	20	38	NC	60	44	NC	7	2
White	64	670	35914	100	99	98	497	487	489	2	4	5	5	14	15	77	70	67	17	12	14
Students with Disabilities	14	137	9808	93	90	87	439	440	432	43	26	35	14	34	32	36	39	30	7	1	3
Students without Disabilities	93	866	69878	100	100	100	498	490	475	NA	2	8	6	13	23	77	73	61	16	12	9
Limited English Proficient Students	NC	29	12594	NC	100	96	NC	435	422	NC	21	34	NC	45	45	NC	34	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	36	331	38095	100	98	97	480	470	452	8	9	17	8	23	32	75	63	48	8	6	3
Non-Economically Disadvantaged	71	672	41591	99	99	99	495	490	486	4	3	6	7	12	16	70	72	65	18	13	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	107	998	80372	99	98	99	495	486	475	NA	3	4	21	25	30	77	70	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	484	39452	100	99	99	502	498	488	NA	2	3	10	17	22	90	78	72	NA	3	3
Male	57	514	40836	98	98	98	489	474	464	NA	3	6	32	33	37	65	62	56	4	1	1
African American	NC	41	4264	NC	98	99	NC	472	465	NC	2	5	NC	29	35	NC	68	59	NC	NA	1
Hispanic	34	252	33608	97	97	99	492	482	462	NA	2	6	29	31	36	68	64	57	3	2	1
Asian/Pacific Islander	NC	24	2098	NC	100	99	NC	495	500	NC	NA	2	NC	25	16	NC	67	75	NC	8	7
American Indian/Alaskan Native	NC	15	4128	NC	94	97	NC	495	464	NC	NA	4	NC	13	39	NC	87	56	NC	NA	1
White	64	666	36213	100	98	99	496	487	489	NA	3	2	17	23	22	81	72	72	2	2	3
Students with Disabilities	14	132	10526	93	87	94	470	443	427	NA	11	15	57	56	53	36	31	31	7	2	1
Students without Disabilities	93	866	69846	100	100	100	499	492	482	NA	1	3	16	21	26	83	76	69	1	2	2
Limited English Proficient Students	NC	27	12747	NC	93	97	NC	439	432	NC	4	12	NC	67	52	NC	30	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	36	329	38521	100	98	98	491	470	461	NA	4	6	22	33	38	78	62	55	NA	1	1
Non-Economically Disadvantaged	71	669	41851	99	98	100	497	493	489	NA	2	3	21	22	22	76	74	72	3	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	92	1027	79306	100	99	99	516	512	504	5	8	13	18	17	20	51	54	49	25	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	486	38845	100	99	99	510	509	505	7	8	11	23	18	20	49	54	50	21	20	18
Male	49	541	40383	100	99	98	522	514	504	4	8	14	14	15	19	53	54	47	29	23	19
African American	NC	33	4171	NC	97	98	NC	499	485	NC	12	20	NC	24	26	NC	45	44	NC	18	10
Hispanic	35	243	32673	100	98	99	520	504	487	6	9	18	14	17	25	51	58	46	29	16	10
Asian/Pacific Islander	NC	28	2147	NC	100	99	NC	523	539	NC	4	5	NC	21	10	NC	43	46	NC	32	40
American Indian/Alaskan Native	NC	24	4034	NC	100	97	NC	499	479	NC	17	22	NC	8	29	NC	58	43	NC	17	7
White	49	699	36234	100	99	99	508	515	523	6	7	6	24	16	13	53	53	52	16	23	28
Students with Disabilities	20	169	10286	100	95	91	476	471	462	20	28	41	40	31	27	30	35	27	10	6	5
Students without Disabilities	72	858	69020	100	100	100	527	519	510	1	4	9	13	14	18	57	58	52	29	24	21
Limited English Proficient Students	NC	23	10291	NC	100	96	NC	455	458	NC	35	38	NC	39	34	NC	26	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	24	283	37437	100	98	97	514	490	486	8	16	19	17	22	26	42	52	46	33	10	9
Non-Economically Disadvantaged	68	744	41869	100	100	100	517	520	521	4	5	7	19	15	14	54	55	51	22	26	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	92	1016	79000	100	98	98	507	502	489	1	4	10	17	18	24	65	66	58	16	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	482	38774	100	99	99	505	504	494	2	4	7	14	16	22	72	69	61	12	12	10
Male	49	534	40150	100	97	98	508	500	485	NA	5	12	20	20	25	59	63	55	20	12	8
African American	NC	34	4153	NC	100	98	NC	489	476	NC	6	13	NC	26	30	NC	62	53	NC	6	4
Hispanic	35	236	32508	100	95	98	507	494	472	3	5	15	20	25	33	63	61	49	14	9	3
Asian/Pacific Islander	NC	28	2142	NC	100	99	NC	521	510	NC	NA	4	NC	7	14	NC	79	67	NC	14	16
American Indian/Alaskan Native	NC	24	4016	NC	100	96	NC	490	467	NC	8	14	NC	25	37	NC	63	46	NC	4	2
White	49	694	36135	100	99	98	506	505	508	NA	4	4	18	16	14	63	67	67	18	13	15
Students with Disabilities	20	159	9991	100	90	88	477	461	449	5	16	33	40	45	36	55	38	29	NA	NA	2
Students without Disabilities	72	857	69009	100	100	100	515	509	495	NA	2	6	11	13	22	68	71	62	21	14	10
Limited English Proficient Students	NC	21	10199	NC	91	95	NC	440	439	NC	29	35	NC	62	47	NC	10	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	24	274	37234	100	94	97	493	482	472	4	9	15	25	29	33	63	57	50	8	5	3
Non-Economically Disadvantaged	68	742	41766	100	99	99	512	509	505	NA	2	5	15	14	16	66	69	65	19	14	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	89	1028	79611	97	99	99	518	509	496	NA	3	7	36	32	37	63	64	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	487	39016	98	100	99	527	524	511	NA	2	4	26	22	29	71	75	66	2	2	1
Male	47	541	40519	96	99	98	509	497	482	NA	4	10	45	41	44	55	54	46	NA	0	0
African American	NC	33	4188	NC	97	98	NC	508	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	33	244	32855	94	98	99	518	503	481	NA	5	10	39	32	43	61	62	47	NA	0	0
Asian/Pacific Islander	NC	28	2149	NC	100	100	NC	531	519	NC	NA	4	NC	14	24	NC	79	70	NC	7	2
American Indian/Alaskan Native	NC	24	3992	NC	100	96	NC	503	478	NC	4	10	NC	33	46	NC	63	44	NC	NA	0
White	48	699	36380	98	99	99	518	511	511	NA	3	4	35	32	30	63	64	65	2	1	1
Students with Disabilities	17	171	10664	85	97	94	498	465	440	NA	11	23	65	64	54	35	26	22	NA	NA	1
Students without Disabilities	72	857	68947	100	100	100	523	518	504	NA	2	4	29	25	34	69	72	61	1	1	1
Limited English Proficient Students	NC	23	10362	NC	100	97	NC	453	438	NC	13	22	NC	74	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	24	286	37626	100	99	98	515	492	479	NA	7	10	46	42	45	54	51	45	NA	NA	0
Non-Economically Disadvantaged	65	742	41985	96	99	100	519	516	511	NA	2	4	32	28	30	66	69	65	2	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	107	1019	79327	99	100	98	528	530	518	10	12	19	18	16	20	53	51	46	19	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	502	38961	98	100	98	537	532	520	10	12	16	8	15	20	58	53	48	24	21	16
Male	48	516	40295	100	99	97	518	529	516	10	12	21	29	18	19	48	49	44	13	21	16
African American	NC	25	4247	NC	89	98	NC	516	499	NC	20	27	NC	16	24	NC	56	41	NC	8	8
Hispanic	31	263	32327	100	99	98	521	519	499	13	16	27	10	18	25	65	49	41	13	17	8
Asian/Pacific Islander	NC	21	1939	NC	100	99	NC	557	556	NC	5	6	NC	NA	10	NC	52	47	NC	43	36
American Indian/Alaskan Native	NC	17	4391	NC	100	96	NC	483	489	NC	47	32	NC	12	27	NC	41	36	NC	NA	4
White	67	692	36373	100	100	98	534	535	538	7	9	10	22	16	14	48	52	52	22	23	25
Students with Disabilities	12	131	9321	92	97	87	466	471	467	50	46	54	33	31	22	8	21	21	8	3	3
Students without Disabilities	95	888	70006	100	100	100	536	538	524	5	7	14	16	14	19	59	56	49	20	24	18
Limited English Proficient Students	NC	21	9431	NC	95	95	NC	470	466	NC	43	53	NC	33	27	NC	24	18	NC	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	29	305	37097	97	99	97	525	512	498	10	18	27	7	23	25	69	46	41	14	13	7
Non-Economically Disadvantaged	78	714	42230	100	100	99	529	538	535	10	9	11	22	14	15	47	53	50	21	24	24

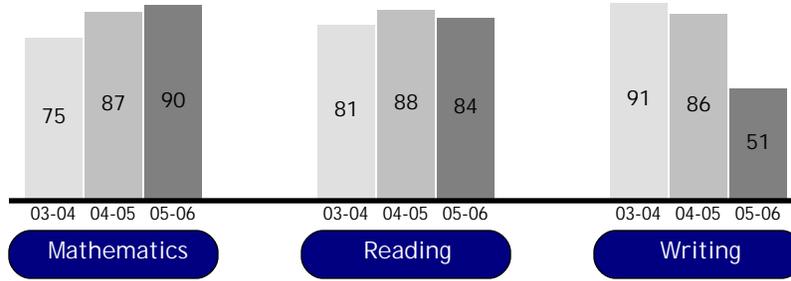
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	1012	79501	99	99	98	512	513	497	7	5	10	19	19	25	65	69	60	9	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	498	39062	98	99	99	523	520	502	7	4	8	10	16	23	69	72	64	14	8	5
Male	48	513	40368	100	98	98	497	507	491	6	7	13	29	22	27	60	66	57	4	6	3
African American	NC	26	4279	NC	93	99	NC	509	485	NC	8	14	NC	12	30	NC	77	54	NC	4	2
Hispanic	31	257	32389	100	97	98	506	503	478	6	7	16	19	25	34	65	63	48	10	5	1
Asian/Pacific Islander	NC	21	1936	NC	100	99	NC	528	519	NC	NA	3	NC	10	14	NC	81	73	NC	10	9
American Indian/Alaskan Native	NC	16	4401	NC	94	96	NC	473	473	NC	25	17	NC	25	40	NC	50	43	NC	NA	1
White	67	691	36446	100	100	99	515	518	516	7	4	4	18	17	15	66	71	73	9	8	7
Students with Disabilities	12	124	9411	92	92	88	461	464	453	33	26	36	42	44	36	25	31	26	NA	NA	1
Students without Disabilities	95	888	70090	100	100	100	518	519	502	3	2	7	16	15	24	71	74	65	11	8	5
Limited English Proficient Students	NC	21	9401	NC	95	94	NC	437	443	NC	43	40	NC	57	46	NC	NA	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	29	299	37183	97	97	97	507	501	479	3	8	16	21	27	34	66	62	49	10	4	1
Non-Economically Disadvantaged	78	713	42318	100	100	99	513	518	513	8	4	5	18	15	17	65	72	70	9	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	108	1019	80000	100	100	99	580	577	564	NA	2	3	7	8	11	81	75	75	12	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	502	39288	100	100	99	593	593	579	NA	2	2	3	3	6	78	73	77	18	22	16
Male	48	516	40644	100	99	98	563	562	549	NA	3	4	13	12	15	83	77	74	4	8	7
African American	NC	27	4307	NC	96	99	NC	567	551	NC	4	4	NC	15	13	NC	74	75	NC	7	7
Hispanic	31	263	32672	100	99	99	586	570	548	NA	3	4	6	10	14	81	76	76	13	11	6
Asian/Pacific Islander	NC	21	1945	NC	100	99	NC	612	592	NC	NA	1	NC	NA	4	NC	67	69	NC	33	25
American Indian/Alaskan Native	NC	17	4424	NC	100	97	NC	554	549	NC	NA	3	NC	6	14	NC	94	77	NC	NA	5
White	67	690	36602	100	100	99	578	580	579	NA	2	2	6	7	7	84	74	75	10	16	16
Students with Disabilities	13	132	9919	100	98	93	538	516	505	NA	9	9	31	33	35	62	56	54	8	2	2
Students without Disabilities	95	887	70081	100	100	100	585	586	571	NA	1	2	4	4	7	83	78	79	13	17	12
Limited English Proficient Students	NC	21	9571	NC	95	96	NC	498	502	NC	10	10	NC	33	29	NC	57	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	30	305	37534	100	99	98	580	562	547	NA	4	4	3	10	15	90	76	76	7	10	5
Non-Economically Disadvantaged	78	714	42466	100	100	100	579	584	578	NA	1	2	9	7	7	77	75	75	14	17	16

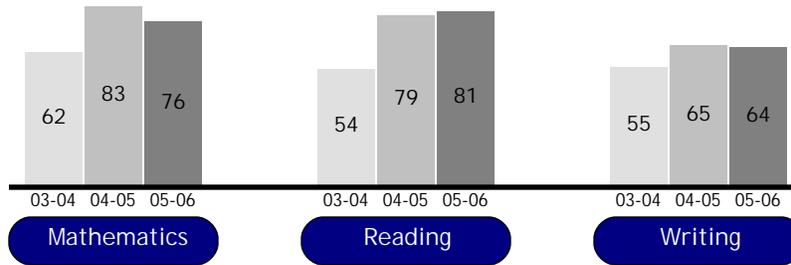
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	71	70	NA	58	100	61	53	47	100	59	58	46
	Language	98	59	50	50	100	55	50	47	100	59	50	48
	Mathematics	98	78	67	64	100	62	59	50	100	67	61	52
3	Reading	99	64	NA	55	99	61	52	44	100	63	56	46
	Language	100	69	64	61	99	57	48	44	100	58	50	46
	Mathematics	100	75	68	61	99	68	61	51	100	68	65	52
4	Reading	98	63	NA	56	99	58	54	48	99	67	59	52
	Language	98	58	56	52	99	62	55	49	99	72	59	52
	Mathematics	98	73	66	61	99	66	59	53	99	68	65	58
5	Reading	98	61	NA	55	100	56	57	50	100	67	65	56
	Language	98	58	51	49	100	57	56	50	97	67	59	54
	Mathematics	98	74	67	63	100	57	56	49	100	63	59	52
6	Reading	95	68	NA	56	100	57	59	51	100	61	67	56
	Language	99	62	51	48	100	52	53	47	100	58	59	50
	Mathematics	99	81	71	66	100	60	60	52	100	63	67	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/](http://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

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Student Discipline Policies
- Ü School Safety Issues
- Ü Budget
- Ü Strategic Planning
- Ü Staffing

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	3	0	0
10 or more years	11	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Networked Computer Lab (Grades 3-6)
- Ü Networked Computer Lab (Grades K-2)
- Ü Well Equipped Library
- Ü Technology in All Classrooms

Extracurricular Activities

- Ü Student Council
- Ü K-Kids (Community Service)
- Ü Library Club
- Ü Bobcat News (Student Newspaper)
- Ü Butterfield Activities Club
- Ü After School Tutoring Program
- Ü Homework Club
- Ü Community Schools

Social Services

- Ü Lunch/Breakfast Programs
- Ü Counseling Services
- Ü Health Services
- Ü Wellness Center Available
- Ü LINKS Intervention Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Butterfield is proud to announce that it was selected as a 2003-04 Arizona A+ School as one of the top schools in the State of Arizona.
  
- ü Butterfield's principal was selected as Arizona's 2000 Elementary Principal of the Year. The principal was also selected as one of 100 principals in the country to participate in the 2001 Principal's Leadership Summit in Washington, D.C.
  
- ü Butterfield Elementary was selected as a 1999 National Blue Ribbon School of Excellence. Only 267 schools in the United States received this honor in 1999. We have been selected as a showcase school for 2001 and 2002 Blue Ribbon National Conferences.
  
- ü The music program at Butterfield Elementary is central to our success and our music teacher was named the 2002 Arizona State Music Educator of the Year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	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

To quote from our mission, 'safe students are more able to achieve academically.' Our award-winning character education program teaches our students how to be kind, respectful, empathetic and caring individuals. A recent A+ site visitation team noted that they could not find one student being unkind to another student. We are very proud of the success of our character education program. Our theme for this coming school year is to live fit and healthy lifestyles.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Gayle Schmidt	(520) 579-5000
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Wellness Center	(520) 616-4509
School Nutrition Programs	Aramark	(520) 682-4737
Parent Organization	Teresa Rodriguez	(520) 579-5000
Student Health/Nurse	Vicky Adams	(520) 579-5000

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](http://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](http://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](http://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.