

Buttonwillow Elementary School

School Accountability Report Card Data From The 2005-2006 School Year Published During 2006-2007

Jim Murphy
Superintendent/Principal

**Buttonwillow
Elementary School**
Grades K-8
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Principal's Message

Dear Buttonwillow School Parents and Community Members:

As Superintendent and Principal of Buttonwillow Union School District, I am grateful to serve in a community whose members support the school and work cooperatively with the teachers, support staff, and administration to provide our students a quality education program. The School Accountability Report Card (SARC) provides an avenue of communication with parents and community regarding essential school and district information, and a means to highlight student and school achievements.

Buttonwillow School strives to provide our students with the advantages that are common to small schools. The school provides small class sizes from kindergarten through eighth grade. The school wide class size average is 20.63 students which allows teachers to give more time and attention to students to meet their individual needs. Through categorical program funding, the school has on staff seven bilingual instructional aides to assist teachers and support students in the classroom. Two additional aides work part-time to assist with campus supervision during the busy lunch periods.

Through focused instruction, the dedication of our teachers and support staff, and the support of our parents, Buttonwillow School improved its annual Academic Performance Index score again this year. However, our results did not reach the State determined API target score for our school and fell short of achieving the increasingly demanding annual yearly progress target scores for our English learner students. With continuous curriculum planning and modifications, ongoing staff development for improved instruction, and a commitment by all faculty and staff to meet the needs of our students, we at Buttonwillow School will continue to work exceedingly hard to provide a quality standards-based educational program for all of our students.

Finally, I believe that Buttonwillow School is a special place for all of our children to learn and to grow. With the support of our parents and dedication of our teachers and staff, I pledge to provide a safe and orderly campus, a focused standards-based curriculum, and attention to the whole child, in meeting the academic, social, and emotional needs of every Buttonwillow student.

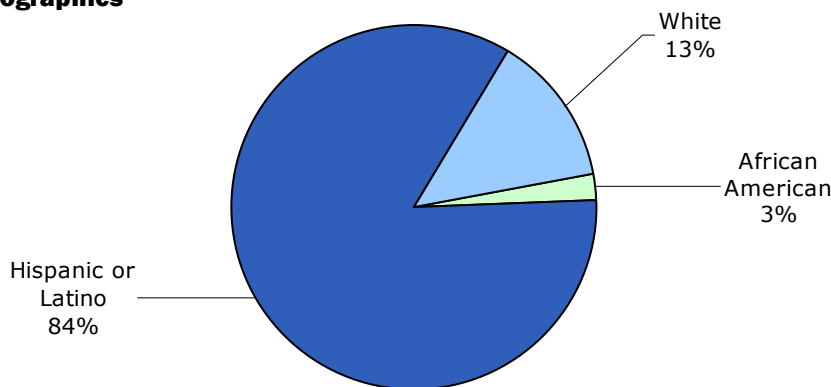
Truly,

Jim Murphy
Superintendent/Principal

Enrollment and Demographics

The total enrollment was 380 students for the 2005-2006 school year.

Demographics



Positive Learning Environment

Buttonwillow School fosters a positive learning environment, mainly through the individual attention afforded students through small class size, dedicated faculty, bilingual instructional aide staff, cooperative parents, and a caring community. The school offers a music program for all elementary students, and a band class for student musicians in the middle grades. Music concerts are held for the parents of upper elementary students, and the middle school band participates in marching competitions and performs in community parades, fairs, and at graduation.

Middle school students participate in Club Live, which serves to promote student leadership and sound decision-making. Club Live representatives, under the supervision of a teacher-sponsor, take the leadership responsibility for many school extra curricular activities, such as organizing school assemblies, dances, field trips, and doing community service including collecting and preparing food baskets for the needy, campus and park clean up, and assisting at community events. Club Live activities frequently center around drug, alcohol, and tobacco prevention, particularly the week of events for Red Ribbon Week.

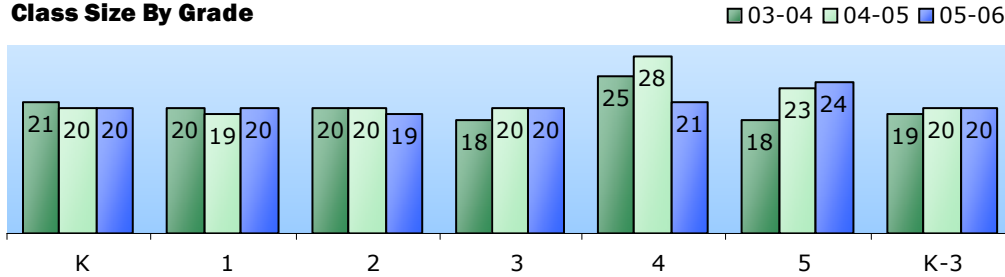
Buttonwillow School's seventh and eighth grade students who demonstrate high academic success are invited to participate in the California Junior Scholastic Federation (CJSF) program. These students engage in extra-curricular educational field trips and leadership development activities to better prepare them to be student leaders. Eighth grade students, who have qualified for CJSF three of four quarters during the eighth grade year, receive a CJSF Honor Award (medal) to be worn at graduation.

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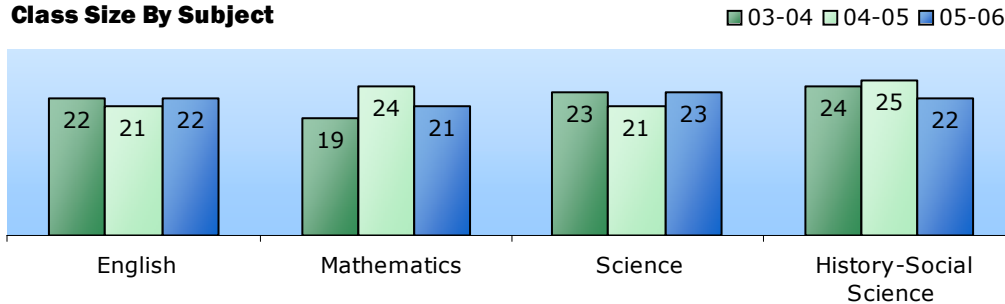
Class Size

The three-year data for average class size is displayed below.

Class Size By Grade



Class Size By Subject



Class Size Distribution – Number of Classrooms By Size

Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2		3			2		
1	2			2			2		
2	2			1			1		
3	1			2			2		
4		2			1		1	1	
5	2				2			1	
6									
K-3	2			2			2		

Class Size Distribution – Number of Classrooms By Size

Subject	2003-04			2004-05			2005-06		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	11	2		8	4		8	6	
Mathematics	7			5	2	1	4	3	
Science	4	1		4	2		3	4	
History-Social Science	3	1		2	2	1	3	3	1

Positive Learning Environment

Continued from page 1

The school sports program plays a very important role in the maintenance of a positive learning environment. Student participation in school sports is, in part, dependent upon student behavior and academic achievement, and thus often has a desirable impact on schoolwork and student cooperation. Athletic teams are formed in the fall, winter, and spring for middle school boys and girls. The school also works in partnership with the local recreation department to provide teams for elementary children. School team and recreation teams all practice and play on the school's athletic fields and gymnasium. The sports programs offer a healthy after-school outlet for students and bring parents, staff, and community together in a positive manner. Several of the school teams are coached by parents.

Buttonwillow School is a member of the Buttonwillow Collaborative whose partners include Healthy Start, Buttonwillow Clinic for health services, and the Kern County Sheriff's Department. Healthy Start offers assistance and guidance to our school families for health services and parent education, and through grants has partnered with the school to provide an after school "Homework Club," and a "Summer Bridge" program for incoming kindergarten students. Buttonwillow Clinic is located within a mile of the school and provides the school with a school nurse to assist with pre-enrollment physicals, immunizations, scoliosis screening, dental screening, and other student health needs. Sheriff Deputies visit the school regularly and provide an all deputy musical assembly for our students every year.

Seventh and eighth graders participate annually in the "Sex Respect" program that addresses sex education, HIV prevention, drug prevention, and sound decision-making strategies.

Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	2003-04	2004-05	2005-06
K	0%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Textbooks and Instructional Materials

Buttonwillow School ensures that State-adopted textbooks and materials are available in sufficient numbers to fully support the school's instructional program, not just for in-class usage. All core textbooks and instructional materials used at Buttonwillow School are aligned with California grade level curriculum standards.

Buttonwillow Union School District adheres to the state adoption cycle for textbook purchasing for all core subjects. Teacher, parent, and trustee representatives are actively involved in the selection of texts and curricular materials. Textbook committees are formed and meet to examine publisher samples and to winnow down the number of texts to be seriously considered by the Board for adoption. Prior to the final selection, the core texts being considered are made available for public view and comment in the school office. The Board of Trustees adopts all core texts.

Each pupil has access to their own copy of the standards-aligned textbooks (approved by State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social and science.

Textbooks		
Subject Area	Textbook Title	Year Adopted
Language Arts	Houghton Mifflin <i>Reading</i> K-6	July 2002
Language Arts	Holt <i>Literature and Language Arts</i> 7-8	July 2002
Math	Harcourt <i>Math</i> K-6	July 2002
Math	Prentice Hall <i>Math</i> 7-8	July 2002
History-Social Science	Harcourt	July 1998
Science	Harcourt Brace	July 1999
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Health	0%	
Foreign Language	0%	

* This data was most recently collected and verified in August, 2006.

School Safety

Buttonwillow School has a School Safety Plan that guides us in maintaining a safe and orderly learning environment for all students and staff. The plan is reviewed, updated, and recommended for board approval by our School Site Council (SSC) each year. The School Safety Plan will be updated and approved May 2007. The original plan was written with the assistance of local law enforcement officers who provided guidance and direction to our SSC members in completing the document. Key elements of the School Safety Plan include:

- Routine and emergency disaster procedures
- Suspension and expulsion procedures
- Teacher notification of pupils with a specific discipline history
- Child abuse reporting procedures
- The district's sexual harassment policy
- School crime data
- The student dress code
- Safe entrance and exit procedures
- The civil defense and disaster plan
- Discipline rules and procedures



Parental Involvement

Staff, parents, and community members have many opportunities to work together throughout the year. Parent involvement is an important component in promoting student achievement and it is our goal to work with *Parents as Partners* their child's education. Buttonwillow School supports a four-step process of parent involvement.

Communication is accomplished through parent-teacher-student conferences, progress reports, report cards, parent meetings, back-to-school night, open house, newsletters, outdoor bulletin board, letters and notices, telephone calls, home visitations, and other activities that foster clear and timely information between school and home.

Parent Education is accomplished through providing programs for our parents and community, including English instruction for parents through our migrant program, parenting and leadership education, and "Healthy Families" presentations through our Healthy Start program, school program awareness meetings, a community fair, and other activities that encourage parent education and involvement.

Involvement and Feedback is accomplished through parent and community participation on school-community programs and activities that include representative membership on the School Site Council, District Advisory Committee, and Parent Club. Parents and community members are active as chaperones on field trips and at school activities. They are involved as helpers in the classrooms, and in assisting with school sports, science fair, oral language festival, book fair, and other activities. Parents also take a leading role in fund-raising events for the school.

Shared Decision-Making is accomplished through parent participation on the School Site Council, District Advisory Committee, textbook and other ad hoc committees, participation at regular board meetings, input on surveys, and continuous dialogue between parents and school personnel.

For more information about how to become involved at school, contact Penny Madrid, Assistant Principal, at school or telephone her at (661) 764-5248 during school hours.

Instruction and Leadership

Leadership at Buttonwillow School is a shared responsibility. The district employs a Superintendent/Principal and an assistant principal to provide leadership for the faculty and staff, manage and maintain the school, and organize the overall school program. Regular faculty meetings are held to address important school issues through a process of input, feedback, and shared decision-making.

The school schedule is such that minutes are banked, so that the faculty can meet for an hour each week as a whole, in grade levels, curricular areas, or other subgroups for curriculum planning, curriculum-instruction-assessment alignment, activity planning, test preparation, and other matters cogent to school improvement. All core text books have been adopted by the Board of Trustees upon recommendations from the curriculum specific text book committees. All core texts are from the state recommended list and are aligned to state curriculum standards.

All certificated and classified staff members are encouraged to participate in meaningful professional growth activities, and most do. Recent professional growth activities have been varied, and include topics such as classroom management, English learner strategies, math manipulatives, literacy, special education needs, and assessment technology. Teachers and instructional aides attended state wide kindergarten and first grade conferences.

The school operates five student assistance teams (SAT) to identify, assist, and monitor students who are encountering academic and/or social-emotional difficulties. SAT members include teachers, classified, office, and cafeteria staff who know the children. Parents often participate in SAT meetings and work as partners in addressing the child's difficulties.

The school operates after-school programs four days per week, affording students opportunities for remediation and extended learning. A remedial summer school is operated for at-risk students.

Dr. Jim Murphy has been principal of Buttonwillow School since 2003, and has 31 years of experience in education.



"With continuous curriculum planning and modifications, ongoing staff development for improved instruction, and a commitment by all faculty and staff to meet the needs of our students, we at Buttonwillow School will continue to work exceedingly hard to provide a quality standards-based educational program for all of our students."



Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Buttonwillow ES			Buttonwillow UESD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.028	0.074	0.137	0.028	0.074	0.137
Expulsion Rate	0.000	0.000	0.003	0.000	0.000	0.003

School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions — Results of Inspection and Evaluation					
Interim Evaluation Instrument Part	Facility in Good Repair?		Interim Evaluation Instrument Part	Facility in Good Repair?	
	Yes	No		Yes	No
Gas Leaks	✓		Sewer	✓	
Mechanical Systems	✓		Restrooms	✓	
Structural Damage	✓		Fire Safety	✓	
Interior Surfaces (walls, floors, and ceilings)	✓		Pest/Vermin Infestation	✓	
Hazardous Materials (interior and exterior)	✓		Electrical (interior and exterior)	✓	
Windows/Doors/Gates (interior and exterior)	✓		Drinking Fountains (inside and outside)	✓	
Playground/School Grounds	✓		Other	✓	

* The school inspection date and Interim Evaluation Instrument completion date occurred in August, 2006.

Facilities

Buttonwillow School has 23 classrooms, including two relocatable classrooms and serves approximately 400 students in grades kindergarten through eight. The design capacity of the school is for 550 students. The original classroom buildings for Buttonwillow School were built in 1928 with additional classroom and other school buildings being built between 1937 and 1949.

Modernization projects for classrooms were completed in 1989 and additional major classroom modernizations are scheduled for the summer of 2006. The school has a gymnasium that was built in 1957 and will undergo modernization during the summer of 2006. A cafeteria building was completed in 1939 and modernized in 1955 and again in 1996. The school houses a computer lab in one of the classrooms and a science lab in another classroom. The school has two special education classrooms, one for special day class, and one for resource specialist program. Athletic facilities include a gym for indoor sports, and fields and a track for outdoor sports. The school has a kindergarten playground and an elementary playground, both of which will undergo modernization during the summer of 2006. A multipurpose room with a stage is used daily for band instruction and used regularly for student performances, parent meetings, and other school activities and community functions.

The maintenance staff works diligently to maintain a safe and clean school campus. Work schedules provide daily cleaning of classrooms, restrooms, the cafeteria, and other areas on campus. Trash receptacles are placed strategically throughout campus, and students are regularly reminded to pick up after themselves in the classrooms and on campus. Student discipline includes campus clean-up as a common consequence for misbehavior.

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Facilities

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Safety is a top priority. A School Safety Plan is in place, and reviewed annually through our School Site Council. Supervision schedules are implemented daily. Designated staff members carefully supervise students on the playground, in the cafeteria, and at the bus stop. Recently, safety funding has been used to hire two additional part-time playground aides. New outdoor campus lighting was installed to enhance safety at night, particularly to assist with parent education programs, recreational sports, and other events that regularly take place on campus at night.

Grounds and playgrounds are inspected regularly for potential hazards. Fire and/or disaster drills are implemented monthly, and a complete school disaster plan has been prepared, and is in place and available for public review.

Scheduled certificated supervision of students begins at 8:00 A.M. when the school opens, and supervision ends at 3:15 P.M., a quarter of an hour after student dismissal.

School personnel rotate according to duty schedules to supervise children as they arrive at school, use the playgrounds at break times, and leave school in the afternoon.

The school is currently being modernized through the recent passage of general obligation bonds. The modernization plan includes a new water line and sewer system, new roofing, asbestos abatement, new flooring, and major improvements to classrooms.

The facility is maintained in good repair and in a manner that assures that it is clean, safe, and functional.

California Standards Tests

The multiple-choice California Standards Tests (CST), part of the Standardized Testing and Reporting (STAR) program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English-language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

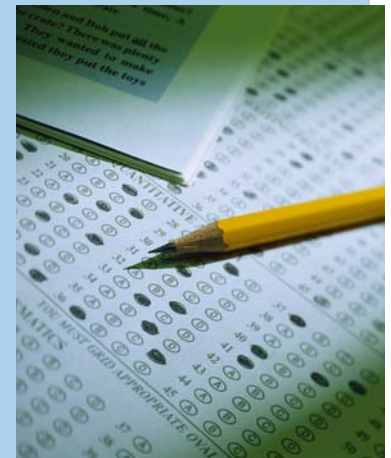
Percentage of Students At Proficient or Advanced Levels									
	Buttonwillow ES			Buttonwillow UESD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	15%	18%	24%	15%	18%	24%	36%	40%	42%
Mathematics	23%	24%	32%	23%	24%	32%	34%	38%	40%
Science	10%	0%	19%	10%	0%	19%	25%	27%	35%
History-Social Science	7%	18%	20%	7%	18%	20%	29%	32%	33%

CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005-06	2005-06	2005-06	2005-06
Male	21%	32%	24%	25%
Female	27%	32%	15%	14%
English Learners	14%	24%	2%	0%
Economically Disadvantaged	24%	30%	19%	19%
Students with Disabilities	7%	11%	❖	❖
Migrant Education Services	19%	27%	9%	7%
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	20%	29%	11%	10%
Pacific Islander	❖	❖	❖	❖
White	55%	60%	❖	❖

❖ Data are reported only for numerically significant subgroups.

“Buttonwillow School fosters a positive learning environment, mainly through the individual attention afforded students through small class size, dedicated faculty, bilingual instructional aide staff, cooperative parents, and a caring community.”



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Buttonwillow ES	23%	23%	25%	36%	38%	42%
Buttonwillow UESD	23%	23%	25%	36%	38%	42%
California	43%	41%	42%	51%	52%	53%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 – Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	24%	50%
Female	26%	35%
English Learners	17%	38%
Economically Disadvantaged	23%	41%
Students with Disabilities	❖	❖
Migrant Education Services	21%	40%
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	20%	39%
Pacific Islander	❖	❖
White	58%	58%

❖ Data are reported only for numerically significant subgroups.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0

Professional Development

Buttonwillow School has three staff development days built into the school calendar. Recent local in-services have addressed text implementation, standards-based curriculum alignment, school wide safety and discipline, classroom management, blood borne pathogen procedures, counseling and community resources, and mandated reporting responsibilities. Two full in service days were devoted to learning the "Teacher Tools" Edusoft platform for curriculum assessment and lesson integration.

For the previous three school years, we had two to three days each year dedicated to staff and professional development. In addition to these designated staff development days, all staff members are encouraged to participate in additional professional growth activities that are appropriate to their grade levels and curricular assignments.

All first and second year teachers participate in the BTSA induction program.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.00
- Library Media Services Staff (paraprofessional) 0.00
- Psychologist 0.13
- Social Worker 0.00
- Nurse 0.00
- Speech/Language/Hearing Specialist 0.47
- Resource Specialist (non-teaching) 0.00
- Other 0.00

Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Buttonwillow UESD	Buttonwillow ES		
Teachers	05-06	03-04	04-05	05-06
With Full Credential	23	18	21	23
Without Full Credential	0	4	1	0
Teaching Outside Subject Area of Competence		0	0	0
		04-05	05-06	06-07*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification		2	2	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Data displayed is what is most currently available.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	100.0%	0.0%

Minimum Days and Instructional Minutes

For 2005-06, Buttonwillow Elementary School had nine minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
K	37,800	36,000
1-3	56,060	50,400
4-5	57,420	54,000
6-8	54,888	54,000

Substitute Teachers

The Buttonwillow Union School District maintains a list of qualified and competent substitute teachers, approved by the district Board of Trustees. Substitute teachers are hired from the Buttonwillow/Bakersfield area. All substitute teachers are properly certified with records on file at the office of Kern County Superintendent of Schools. The current list of qualified substitute teachers has been adequate in meeting the district's needs.

Teacher Evaluations

The teacher evaluation process is designed to be positive and collegial in nature, so that recommendations for improvement will be more likely embraced and implemented. The Superintendent/Principal and assistant principal regularly evaluate the teachers, using a district evaluation tool that incorporates the California Standards for the Teaching Profession as a basis for evaluation.

Veteran teachers receive formal evaluations at least once every other year. Each evaluation is based upon at least two formal classroom observations by an administrator. Temporary teachers, probationary teachers, and teacher interns are evaluated at least twice each year, with at least four formal observations being completed by a school administrator.

All evaluations include a post conference between the teacher and administrator to discuss the findings, and to make recommendations and commendations to the teacher. When necessary, an improvement plan is prepared, discussed, and implemented.

Planned observations include a pre-observation meeting between the teacher and administrator to discuss the lesson to be observed; unannounced observations do not include a pre-conference meeting.

All first-year and second-year teachers are supported through the district's Beginning Teacher Support and Assessment (BTSA) program.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit <http://www.cde.ca.gov/ta/ac/ap>.

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	2	2	1
Similar Schools API Rank	6	4	6

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	1	-12	39	664
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	-6	-15	32	645
Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Socioeconomically Disadvantaged	3	-16	42	658
English Learners	✦	✦	41	642
Students with Disabilities	✦	✦	❖	❖

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Buttonwillow ES		Buttonwillow UESD	
Met Overall AYP Status	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	❖		❖	

❖ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 0.0% of students in both the fifth and seventh grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Buttonwillow ES	Buttonwillow UESD
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2005-2006	◇
Year in Program Improvement	Year 1	◇
Number of Schools Identified for Program Improvement		1
Percent of Schools Identified for Program Improvement		100%

◇ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Buttonwillow UESD	Similar Sized District
Beginning Teacher Salary	\$33,792	\$35,546
Mid-Range Teacher Salary	\$49,644	\$51,472
Highest Teacher Salary	\$59,709	\$62,511
Average Principal Salary	\$53,170	\$82,123
Superintendent Salary	\$89,469	\$94,827
% of Budget for Teacher Salaries	39.8%	38.9%
% of Budget for Administrative Salaries	5.7%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Buttonwillow ES	\$8,163	\$2,713	\$5,450	\$49,248
Buttonwillow UESD			\$5,450	\$49,248
California			\$4,743	\$52,375
Percent Difference Between School Site and District			◆	◆
Percent Difference Between School Site and State			13%	-6%

◆ Because Buttonwillow Union ESD is a single site district, the percent difference does not apply.

Types of Services Funded

Buttonwillow School receives a number of federal and state categorical funding grants to supplement our core education program. Our school is designated as a "school wide" Title I school. The school wide designation allows all of our students to benefit from supplemental educational services in the classroom through Title I grants. Our school also operates a GATE program for qualified gifted and talented students. Title II, Part D funds are used to purchase technology to enhance the educational program. Title III funds are expended on teachers, aides and materials to address the needs of our LEP students. Our district is part of a countywide consortium that participates in the Title IV Safe and Drug Free School Program. Title V funds are used to supplement materials and learning activities through innovative programs.

State grants that supplement our programs and services include Economic Impact Aide to assist LEP students to develop full proficiency in English, and School Improvement to improve instruction, and school environment and organization through the School Site Council.

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

All data accurate as of November 27, 2006.

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