

Stanwood A. Murphy Elementary School

School Accountability Report Card



GRADES K-8

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Jaenelle Lamm, Superintendent/Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Although this is another challenging year dealing with a State fiscal crisis, I am proud of our School Board for maintaining the best educational programs for our students. This is our fifth year offering the 5th-8th departmentalized program in the core subjects (English, Math, Social Studies, and Science) and our full music program continues! Stanwood A. Murphy Elementary is the only K-8 school that offers both a small, supportive learning environment and a departmentalized program for middle school students. Our highly qualified teachers provide a rigorous research-based curriculum, preparing our students for high school. We are able to continue offering paraprofessionals in the classrooms and for after school intervention. The upper grade classes are designed to rotate within an upper complex pod and their lockers are in the classrooms. This provides a safe, middle school learning environment whereby the students have easy access to their teachers. In addition, the pods allow all students to move from class to class, to the restroom, library, and school office yet still remain inside the school building. All these strengths have contributed to our school scoring 811 on our 2010-11 API STAR results! We have maintained a score within the 800s, the statewide target, for the past three years.

The teaching staff offers the newest research-based language arts, math, science, and social studies curricula, all which have components that interface with our interactive whiteboards. Our paraprofessionals work with students in small groups. Our teachers experience great success utilizing our state-of-the-art lessons and the students claim these learning programs are fun!

Scotia Union School District is ranked as one of the top Food Service Programs in the State! Not only were the dietary guidelines and nutritional standards met, but the safety and sanitation plan demonstrates best practices. Six years ago the students of the Leadership Class conducted a survey along with Site Council that indicated many students requested a healthy salad bar. After researching and visiting other school districts, the salad bar and process of ordering and service was created. There is a variety of fresh fruits and vegetables, soups, sandwiches, and yogurt. Our walk-in freezer, refrigerator, stainless steel, spotless food service kitchen, menus, and safe food-handling practices are impeccable! The county health inspector said, "Your food-service program and facilities are excellent!" Another inspector said, "Scotia's is one of the best from Crescent City to Santa Rosa." The variety, quality, and presentation of the meals offered are outstanding!

Our school continues to implement the District's visual and performing arts plan. We offer music (strings, band, song flute, and choir) and visual arts. Many schools unfortunately had to cut their music programs, but our School Board has kept visual and performing arts a top priority. We are one of the only schools with an 80 percent music teacher in a small K-8 school of 221 students.

We are also very fortunate to be the model school that completely changed its technological infrastructure. The Humboldt County Office of Education INS Director is planning on using our high-speed fiber optic networking system and Promethean Boards as a model system for the Southern Humboldt educational development center in the near future. Promethean Boards engage students with vivid images, video, and audio. This teaching tool enables anything that can be seen or done on a computer screen to be projected onto an interactive whiteboard – bringing every classroom to life! Students point their Activevotes to the whiteboard and through radio waves the information is transferred and calculated immediately and teachers can instantly assess individual student progress.

Mission Statement

Stanwood A. Murphy Elementary School, located in the small family-involved community of Scotia, is the only California public K-8 school in a company-owned town. We maintain the highest standards of excellence in learning and teaching in a safe, respectful, supportive school environment by providing state-adopted, research-based materials and technology, and emphasizing small class sizes to meet all learning styles, thus ensuring all students will succeed.

"Home of the Bears!"

Scotia Union School District

Statement of Beliefs:

We pledge ourselves to...

- provide a healthful, safe, friendly atmosphere for learning
- communicate to parents and the community to the best of our ability
- dedicate ourselves to provide a meaningful, relevant curriculum to the children of Stanwood A. Murphy Elementary School
- allow each child to find success in each endeavor, academic as well as social
- provide opportunities for enrichment as well as remedial activities
- guide children in the realization of their self-worth
- guide children in learning for lifelong learning.



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	23.5%
Five of Six Standards	35.3%
Six of Six Standards	35.3%
Grade 7	
Four of Six Standards	25%
Five of Six Standards	18.8%
Six of Six Standards	37.5%

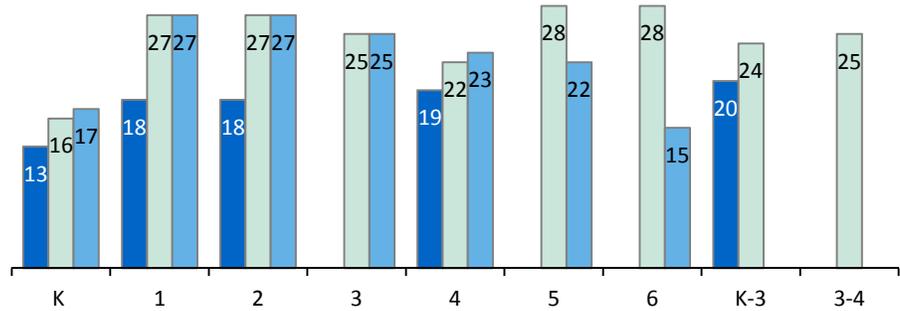
Student Enrollment by Group

Murphy ES	
Socioeconomically Disadvantaged	62.4%
English Learners	11.3%
Students with Disabilities	18.6%

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

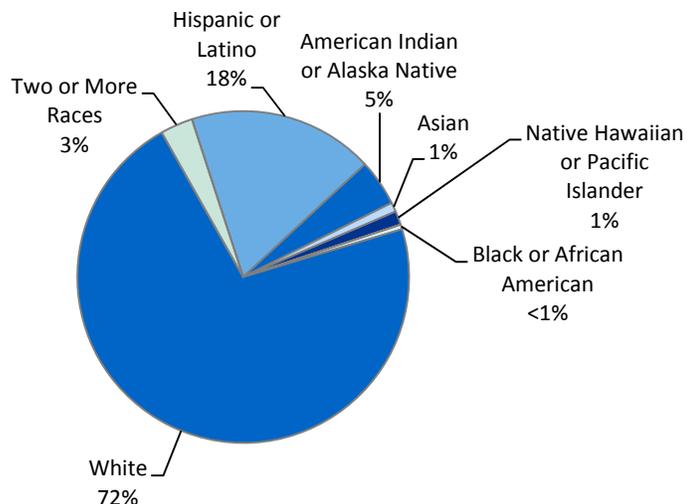


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			1			1		
1	1			1				1	
2	1			1				1	
3				1				1	
4	2			1				1	
5				1			1		
6				1			2	1	
K-3	1			4					
4-8				6					

Enrollment and Demographics

The total enrollment at the school was 221 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			08/20/2011
Date of the Most Recent Completion of the Inspection Form			08/20/2011

School Facilities

The Scotia Union School District provides a safe, clean environment for students, staff, and volunteers. The facilities and the school grounds are maintained under the direction of a head maintenance/custodian/van driver. We have a Head of Maintenance & Transportation who oversees two maintenance/custodian/van drivers. This team maintains 10 classrooms, five portables, a cafeteria, gym/pool complex, 11 bathrooms, library, and Scout Hall (a boys scouts building donated by Pacific Lumber Company). The gym/pool complex and Scout Hall are not approved by the Division of State Architect for current Field Act compliance. Nonprofit organizations such as the Boy Scouts of America, Amateur Athletic Union Basketball, Volleyball, Cheerleading, and Weightlifting teams utilize these buildings, offering a variety of wellness activities for our youth in the community.

The District is in the process of seeking Facility Hardship and Modernization funds from the State Allocation Board thanks to the help of Office School of Public Construction. In addition, the Division of State Architect and California Department of Education have all been supportive guiding Superintendent Janelle Lamp and the Board to purchase the school and land (5.56 acres). Pacific Lumber Company donated the Scotia Gym and Indoor Pool. The next step is to obtain funds to modernize the gym and pool to meet Field Act compliance. The Scotia Gym has been operable since 1960 and is the town meeting center in an emergency evacuation. We are eagerly seeking funds and support in order to provide Physical Education once again in this historical, comprehensive gym and pool facility.

The Head of Maintenance & Transportation is in charge of a maintenance assistant employed for eight hours daily, a bus driver contracted from the high school, and the two busses owned by the District. These custodial personnel do necessary maintenance during the day.

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School Facilities

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Our custodial staff ensures that interior rooms and restrooms are kept clean and safe. We have never received a formal complaint under the Williams Act. Additional space has been a requisite, and the District has purchased four portable classroom units, constructed a cafeteria, and a multipurpose room facility.

The District has a large library with a library technician. We are currently utilizing one of the classrooms as a computer lab, and it contains over 25 computers with CD-ROM drives and Internet connections. We have a computer technician who maintains, repairs computers, and assists GATE students in building computers.

The District has plans and policies in place to guarantee the safety of our students and personnel. These plans cover emergencies, such as fires, earthquakes, or disasters, and include policies regarding visitors to our campus. A modernized fire alarm system has been installed to adhere to requirements of the Americans with Disabilities Act (ADA). The locks on all doors were changed in accordance with the School Safety Plan, allowing teachers to lock the doors from the inside as well as from the outside. Door handles conform to ADA standards.

All main entry doors can be secured electronically by a single switch in the District office. Fire, disaster, and lock-out drills are conducted on a regular basis throughout the year. Security cameras are posted throughout the campus to view any possible unsafe behavior.

The school grounds are well-maintained and aesthetically pleasing, with flowers and shrubbery enhancing the appearance of the school. Graffiti has not been a problem and the few instances where graffiti has occurred, it was immediately removed. Stanwood A. Murphy Elementary School was built in 1972.

On June 13, 2009 Scotia Union School District purchased the school and land from Pacific Lumber Company. They donated the company gym and indoor pool to the school. The District is in the process of using State New Construction funds to modernize the school building and grounds.

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Types of Services Funded

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- School Improvement Program (SIP)
- Special Education
- School Library Grant
- TUPE (Tobacco Use Prevention Education)
- AB 1113 School Safety & Violence Prevention



School Facilities

Continued from page 3

In addition to ADA-compliant bathrooms, outdoor grounds, landscaping, new HVAC systems, carpet, ceilings, walls, windows, roofs, and filtered drinking water, the network system and interactive whiteboards have made this school one of the top technologically advanced public elementary schools in the county.

As of August 2011, The Town of Scotia LLC. became a Community Services District (CSD). The community is in the process of appointing CSD Board of Trustees and a General Manager. The Town of Scotia CSD is in the process of liquidating the company-owned town. When this occurs, increased property taxes will help the District's financial status as this public school continues to survive the State and National fiscal crisis.

The District is in the process of seeking Facility Hardship and Modernization in order to upgrade the Scotia Gym and Pool. In May of 2008, the Office of Public School Construction, Division of State Architect, California Department of Education, Scotia Union School District, and Pacific Lumber Company met and developed a plan to purchase the school and land.

Pacific Lumber Company donated the gym/pool facilities to the school since the students have been utilizing the facility for physical education and extracurricular activities since the 1960s in this company-owned town. On June 13, 2008 the District was given the Scotia gym/pool facilities values at \$1.5 million. In order for the facilities to be upgraded to the current Field Act standards, modernization and repairs totaling approximately \$2.5 million need to occur (estimates from 2008).

Now that the State has put all construction funding on hold, Scotia USD has been tenaciously seeking funds to complete this project. Meanwhile, the Scotia Swim Team, Rio Dell Church of Christ, Boy Scouts of America, the USA Swim Masters Team, and several community volunteers clean and maintain the gym. All cleaning and pool chemicals are covered by these nonprofit organizations. Major repairs are covered 50/50 (school district and nonprofits).

Parental Involvement

The Scotia Union School District encourages parental involvement in our school and in our classrooms. We encourage parents to attend PTO meetings, School Site Council meetings, and visit at-school functions. These include special events such as open house, back-to-school night, Fall carnival, winter and spring concerts, class plays, and any other events scheduled throughout the year.

For more information on how to become involved, contact Jaenelle Lampp, Superintendent/Principal, at (707) 764-2212.

School Safety

The Scotia Union School District has a School Safety Plan in compliance with SB 187. The plan is updated annually. Encompassed within the Safety Plan are policies dealing with school rules, discipline, and a dress code. Policies relating to school-reporting procedures for child abuse, suspension and expulsion, sexual harassment, and others relating to the reporting of violence are included. The Safety Plan also contains a Disaster Plan, and the School District's Transportation Safety Plan. Disaster drills are conducted during each school year in collaboration with the Scotia Volunteer Fire Department. The drills often include the fire department and medical evacuation unit. Bus evacuation exercises are conducted annually. The school had no reportable crimes last year.

Shawn Barsanti is our Safe Schools Coordinator and Dean of Students. Mr. Barsanti collaborates with the staff and Scotia Volunteer Fire Department at the beginning of school year to revise our plan. We are currently working on participating in a countywide grant in order to obtain more safety equipment and have a staff member at the site who is certified to teach Red Cross CPR and First Aid.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August, 2011.

"The Scotia Union School District encourages parental involvement in our school and in our classrooms."

Textbooks and Instructional Materials

Stanwood A. Murphy Elementary School continually reviews and updates its textbooks and instructional materials to ensure they are appropriate to support our instructional programs. We are on a seven-year cycle with the state of California in the adoption and implementation of subject-area textbooks and materials. This cycle enables Scotia school to keep pace with current trends and provides our students with accurate and updated information. All students are provided a textbook in all subjects.

Stanwood A. Murphy Elementary School encourages staff to use different instructional media to enhance the quality of the instructional program and supplement the curriculum. Teachers have access to microcomputers in each classroom, math manipulatives, science equipment, a large library, and Promethean Boards in each classroom. United Streaming can be accessed through the Humboldt County Office of Education along with other audiovisual services. All classrooms have computers and laptops that are capable of accessing the Internet and contain a CD-ROM drive. The State-adopted textbooks in all four disciplines (math, language arts, science, and social studies) all have software and assessment components that interface with the interactive whiteboards. The Promethean Boards also have cable access.

In Spring, we have a schoolwide art show. In Winter and Spring, we have music concerts. The following are classes offered in the Visual and Performing Arts category for Stanwood A. Murphy Elementary School:

- Beginning and Advanced Strings
- Beginning and Advanced Band
- Song flutes
- Beginning and Advanced Woodwinds
- Chorus
- Poetry
- Visual Arts

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (Excursions K-5)	2009
English-Language Arts	McDougal Littell (6)	2010
English-Language Arts	Language of Literature (7-8)	2010
Mathematics	Saxon (K-6)	2009
Mathematics	Prentice Hall Pre-Algebra (7-8)	2009
Science	FOSS (K-5)	2007
Science	Glencoe McGraw (6-8) Earth, Life, Physical Science	2007
History-Social Science	Scott Forsman (K-5)	2006
History-Social Science	Glencoe McGraw (6-8)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Murphy ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Murphy ES	
Currency of Textbook Information	
Data Collection Date	08/2011

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	Murphy ES			Scotia USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	52%	55%	57%	52%	55%	57%	50%	52%	54%
Mathematics	61%	62%	55%	61%	62%	55%	46%	48%	50%
Science	91%	85%	97%	91%	85%	97%	50%	54%	57%
History-Social Science	55%	53%	65%	55%	53%	65%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	57%	55%	97%	65%
All Students at the School	57%	55%	97%	65%
Male	52%	53%	100%	❖
Female	62%	56%	94%	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	50%	58%	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	46%	42%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	62%	57%	100%	75%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	58%	50%	94%	45%
English Learners	27%	20%	❖	❖
Students with Disabilities	51%	44%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	5	6	6
Similar Schools API Rank	2	9	8

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Murphy ES — Actual API Change		
	Murphy ES		Scotia USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	166	811	166	811	4,683,676	778	55	-3	3
Black or African American	1	❖	1	❖	317,856	696	■	■	■
American Indian or Alaska Native	12	798	12	798	33,774	733	■	■	■
Asian	2	❖	2	❖	398,869	898	■	■	■
Filipino	0	❖	0	❖	123,245	859	■	■	■
Hispanic or Latino	24	744	24	744	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	3	❖	3	❖	26,953	764	■	■	■
White	124	826	124	826	1,258,831	845	44	2	8
Two or More Races	0	❖	0	❖	76,766	836	■	■	■
Socioeconomically Disadvantaged	100	796	100	796	2,731,843	726	40	2	13
English Learners	16	687	16	687	1,521,844	707	■	■	■
Students with Disabilities	39	723	39	723	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Professional Development

The Scotia teachers meet with the principal and develop the annual Early Wednesday Staff Development calendar. Topics are based on the Site Council Survey, LEA Plan needs, STAR results, and teacher recommendations.

For the previous four years, we had three days each year dedicated to staff and professional development, in addition to every Early Wednesday (33 Wednesdays total) and three staff development days in August. Two hours a week are dedicated to staff development based on our School Plan's goals.

Teachers have the opportunity to attend workshops given by individuals contracted by the Humboldt County Office of Education. When workshops are offered, teachers who feel the workshop would be beneficial or serve to enhance their teaching skills are allowed to attend.

Technology and Intervention are major areas of training for the 2010-2011 school year. Ongoing training for Promethean interactive whiteboards, special education, and intervention is provided throughout the year. Utilizing Promethean Planet, all teachers, grades K-8, are able to collaborate with their colleagues throughout the nation and gather teacher-created lessons that are Standards Based. Both the Shaw Computers staff and Humboldt County Office of Education leaders train the teachers.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Murphy ES		Scotia USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Murphy ES	Scotia USD
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	◇
Year in Program Improvement	Year 1	◇
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	100%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✘ Not applicable. The graduation rate for AYP criteria applies to high schools.

◇ Not applicable.

Teacher Qualifications

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

Teacher Credential Information				
	Scotia USD	Murphy ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	12	14	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Murphy ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind 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. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

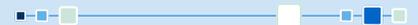
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Murphy ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	◇	◇

◇ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	◇
Support Staff	FTE
Social/Behavioral or Career Development Counselors	▲
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	★
Social Worker	▲
Nurse	▲
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	1.00
◇ Not applicable. ▲ As needed. ★ As needed on contract.	



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. 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. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Scotia USD	Similar Sized District
Beginning Teacher Salary	✱	\$38,744
Mid-Range Teacher Salary	✱	\$55,509
Highest Teacher Salary	✱	\$70,567
Average Principal Salary	✱	\$92,338
Superintendent Salary	✱	\$109,381
Teacher Salaries — Percent of Budget	39%	37%
Administrative Salaries — Percent of Budget	5%	7%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Murphy ES	\$5,200	\$54,600
Scotia USD	\$5,200	\$54,600
California	\$5,455	\$57,071
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-4.9%	-4.5%

- ✱ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).
- ◆ The percent difference does not apply to single-site districts.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Financial Data

The following table displays the school's average teacher salary and a break-down of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Murphy ES	
Total Expenditures Per Pupil	\$8,000
Expenditures Per Pupil From Restricted Sources	\$2,800
Expenditures Per Pupil From Unrestricted Sources	\$5,200
Annual Average Teacher Salary	\$54,600



Suspensions and Expulsions

This table 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			
Murphy ES			
	08-09	09-10	10-11
Suspension Rates	0.015	0.148	0.014
Expulsion Rates	0.000	0.000	0.000
Scotia USD			
	08-09	09-10	10-11
Suspension Rates	0.015	0.148	0.014
Expulsion Rates	0.000	0.000	0.000

School Accountability Report Card

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