

# Stanwood A. Murphy Elementary School

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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**GRADES K-8**  
[www.humboldt.k12.ca.us/scotia\\_sd/](http://www.humboldt.k12.ca.us/scotia_sd/)



## Scotia Union School District

**Jaenelle Lamp**  
Superintendent/Principal

## School Accountability Report Card

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.



## 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; emphasizing small class sizes to meet all learning styles, thus ensuring all students will succeed.

## 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 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.

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 arts 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 e 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, yogurt. Our walk in freezer, refrigerator, stainless steel, spotless food service kitchen, menus, and safe food handling 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 being offered are outstanding!

Our school continues to implement the districts 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% music teacher in a small kindergarten thru 8th grade 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 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.

## 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.

**Murphy ES**

*"Home of the Bears!"*

## Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



## 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/](http://www.cde.ca.gov/ta/tg/pf/).

### Percentage of Students Meeting Fitness Standards

#### 2011-12 School Year

##### Grade 5

|                       |       |
|-----------------------|-------|
| Four of Six Standards | 21.7% |
| Five of Six Standards | 21.7% |
| Six of Six Standards  | 39.1% |

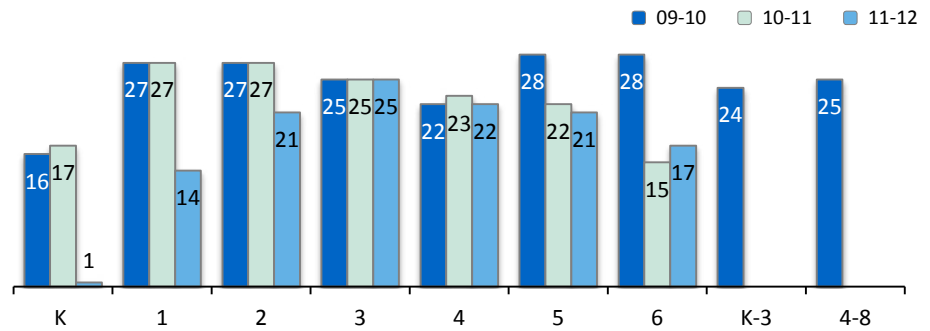
##### Grade 7

|                       |       |
|-----------------------|-------|
| Four of Six Standards | 18.9% |
| Five of Six Standards | 18.9% |
| Six of Six Standards  | 27.0% |

## Class Size

### Class Size Distribution — Average Class Size

#### Three-Year Data Comparison



### Class Size Distribution — Number of Classrooms by Size

#### Three-Year Data Comparison

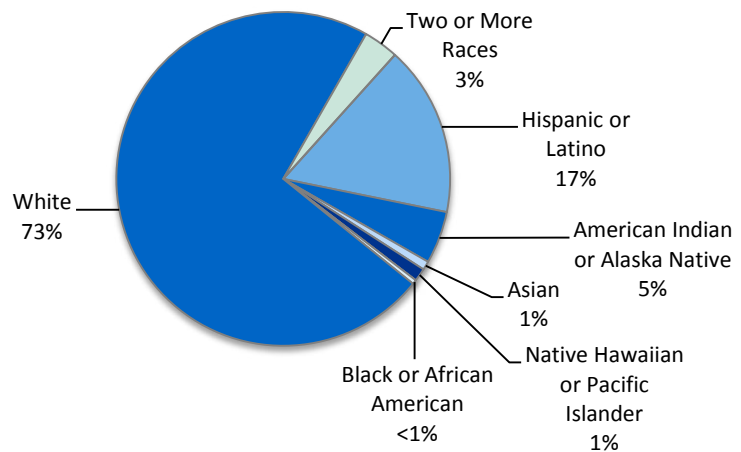
| Grade | 09-10 |       |     | 10-11 |       |     | 11-12 |       |     |
|-------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
|       | 1-20  | 21-32 | 33+ | 1-20  | 21-32 | 33+ | 1-20  | 21-32 | 33+ |
| K     |       | 1     |     | 1     |       |     | 2     |       |     |
| 1     |       | 1     |     |       | 1     |     | 1     |       |     |
| 2     |       | 1     |     |       | 1     |     | 1     |       |     |
| 3     |       | 1     |     |       | 1     |     |       | 1     |     |
| 4     | 1     |       |     |       | 1     |     | 1     |       |     |
| 5     |       | 1     |     | 1     |       |     | 1     |       |     |
| 6     |       | 1     |     | 2     | 1     |     | 1     |       |     |
| K-3   |       | 4     |     |       |       |     |       |       |     |
| 4-8   |       | 6     |     |       |       |     |       |       |     |

## Enrollment and Demographics

The total enrollment at the school was 236 students for the 2011-12 school year.\*

### Demographics

#### 2011-12 School Year



\* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

## 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                        |               | 2012-13 School Year |               |
|---|---------------|---------------------|---------------|
| 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                    |               | Good                |               |
| Date of the Most Recent School Site Inspection            |               | 08/20/2012          |               |
| Date of the Most Recent Completion of the Inspection Form |               | 08/20/2012          |               |

## 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 and 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 (boys scouts building donated by Pacific Lumber Company. The gym/pool complex and Scout Hall are not Division of State Architect approved for current Field Act compliance. Non-profit organizations such as 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 Jaenelle Lampp 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 and 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. Our custodial staff ensures that interior rooms and restrooms are kept clean and safe.

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## School Facilities

*Continued from left*

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 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 American Disabilities Act (ADA) requirements. 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. In addition to ADA compliant bathrooms, outdoor grounds, landscaping, new HVAC systems, carpet, ceilings, walls, windows, roof, 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.

*Continued on page 4*



### 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)
- AB1113 School Safety & Violence Prevention



### School Facilities

*Continued from page 3*

As of August 2011, The Town of Scotia LLC. became a community services district. 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, Office of Public School Construction, Division of State Architect, California Department of Education, Scotia Union School District, and Pacific Lumber Company met and develop 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 extra-curricular activities since the 1960's 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 (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 non-profit organizations. Major repairs are covered 50/50 (school district and non-profits).

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$5,500 for the Deferred Maintenance Program. This represents 0.003% of the District's general fund budget.

### Parental Involvement

The Scotia Union School District encourages parental involvement in our school and in your child's classroom. 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 at the school, please contact Jaenelle Lamp, Superintendent/Principal, at (707) 764-2212.

### School Safety

The Scotia Union School District has a School Safety Plan in compliance with SB187. 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 county wide 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 your child's classroom."*



## Textbooks and Instructional Materials

Stanwood A. Murphy Elementary School continually reviews and updates its textbooks and instructional materials, in order 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 are in each classroom. United Streaming can be accessed through the Humboldt County Office of Education along with other audio-visual services. All classrooms have computers and laptops that are Internet accessible and contain a CD-ROM drive. The State-adopted textbooks in all four disciplines (math, ELA, science, 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 school-wide 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 |  |         | 2012-13 School Year |
|--|--|---------|---------------------|
| 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 Foresman (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   |        | 2012-13 School Year |
|--|--------|---------------------|
| Criteria   | 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.

| Percentage of Students Lacking Materials by Subject |    |
|---|----|
| 2012-13 School Year                                 |    |
| 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.

| Currency of Textbook |         |
|----------------------|---------|
| 2012-13 School Year  |         |
| Data Collection Date | 09/2012 |



## 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

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.

| Students Scoring at Proficient or Advanced Levels |           |       |       |                 |       |       | Three-Year Data Comparison |       |       |
|---|-----------|-------|-------|-----------------|-------|-------|----------------------------|-------|-------|
|   | Murphy ES |       |       | Scotia Union SD |       |       | California                 |       |       |
| Subject   | 09-10     | 10-11 | 11-12 | 09-10           | 10-11 | 11-12 | 09-10                      | 10-11 | 11-12 |
| English-Language Arts                             | 55%       | 57%   | 50%   | 55%             | 57%   | 50%   | 52%                        | 54%   | 56%   |
| Mathematics                                       | 62%       | 55%   | 54%   | 62%             | 55%   | 54%   | 48%                        | 50%   | 51%   |
| Science   | 85%       | 97%   | 97%   | 85%             | 97%   | 97%   | 54%                        | 57%   | 60%   |
| History-Social Science                            | 53%       | 65%   | 42%   | 53%             | 65%   | 42%   | 44%                        | 48%   | 49%   |

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

| Students Scoring at Proficient or Advanced Levels |                       |             |         | Spring 2012 Results    |  |
|---|-----------------------|-------------|---------|------------------------|--|
| Group   | English-Language Arts | Mathematics | Science | History-Social Science |  |
| All Students in the District                      | 50%                   | 54%         | 97%     | 42%                    |  |
| All Students at the School                        | 50%                   | 54%         | 97%     | 42%                    |  |
| Male  | 41%                   | 53%         | 95%     | ❖                      |  |
| Female  | 60%                   | 57%         | 100%    | ❖                      |  |
| Black or African American                         | ❖                     | ❖           | ❖       | ❖                      |  |
| American Indian or Alaska Native                  | 62%                   | 38%         | ❖       | ❖                      |  |
| Asian   | ❖                     | ❖           | ❖       | ❖                      |  |
| Filipino  | ❖                     | ❖           | ❖       | ❖                      |  |
| Hispanic or Latino                                | 41%                   | 63%         | ❖       | ❖                      |  |
| Native Hawaiian or Pacific Islander               | ❖                     | ❖           | ❖       | ❖                      |  |
| White   | 51%                   | 54%         | 100%    | 36%                    |  |
| Two or More Races                                 | ❖                     | ❖           | ❖       | ❖                      |  |
| Socioeconomically Disadvantaged                   | 49%                   | 54%         | 96%     | 46%                    |  |
| English Learners                                  | 25%                   | 58%         | ❖       | ❖                      |  |
| Students with Disabilities                        | 39%                   | 32%         | ❖       | ❖                      |  |
| 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 begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/info-guide12.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/info-guide12.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf).

## API Ranks

| API Ranks                |  | Three-Year Data Comparison |      |      |
|--------------------------|--|----------------------------|------|------|
|                          |  | 2009                       | 2010 | 2011 |
| Statewide API Rank       |  | 6                          | 6    | 4    |
| Similar Schools API Rank |  | 9                          | 8    | 4    |

## 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 2012 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 at the school.

| API Growth by Student Group         |                    | 2012 Growth API and Three-Year Data Comparison |                    |            |                    |            |                               |       |       |
|-------------------------------------|--------------------|--|--------------------|------------|--------------------|------------|-------------------------------|-------|-------|
| Group                               | 2012 Growth API    |  |                    |            |                    |            | Murphy ES – Actual API Change |       |       |
|                                     | Murphy ES          |  | Scotia Union SD    |            | California         |            |                               |       |       |
|                                     | Number of Students | Growth API                                     | Number of Students | Growth API | Number of Students | Growth API | 09-10                         | 10-11 | 11-12 |
| All Students                        | 168                | 790  | 168                | 790        | 4,664,264          | 788        | -3                            | -3    | -21   |
| Black or African American           | 1                  | ❖  | 1                  | ❖          | 313,201            | 710        | ■                             | ■     | ■     |
| American Indian or Alaska Native    | 12                 | 817  | 12                 | 817        | 31,606             | 742        | ■                             | ■     | ■     |
| Asian                               | 2                  | ❖  | 2                  | ❖          | 404,670            | 905        | ■                             | ■     | ■     |
| Filipino                            | 0                  | ❖  | 0                  | ❖          | 124,824            | 869        | ■                             | ■     | ■     |
| Hispanic or Latino                  | 26                 | 802  | 26                 | 802        | 2,425,230          | 740        | ■                             | ■     | ■     |
| Native Hawaiian or Pacific Islander | 0                  | ❖  | 0                  | ❖          | 26,563             | 775        | ■                             | ■     | ■     |
| White                               | 127                | 783  | 127                | 783        | 1,221,860          | 853        | 2                             | 8     | -43   |
| Two or More Races                   | 0                  | ❖  | 0                  | ❖          | 88,428             | 849        | ■                             | ■     | ■     |
| Socioeconomically Disadvantaged     | 108                | 796  | 108                | 796        | 2,779,680          | 737        | 2                             | 13    | -15   |
| English Learners                    | 14                 | 687  | 14                 | 687        | 1,530,297          | 716        | ■                             | ■     | ■     |
| Students with Disabilities          | 26                 | 723  | 26                 | 723        | 530,935            | 607        | ■                             | ■     | ■     |

❖ 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.

■ Data are reported only for numerically significant groups.



### 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 five years, we had three days each year dedicated to staff and professional development. In addition, every 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 2011-2012 school year. Ongoing training for Promethean interactive whiteboards, special education, and intervention is provided throughout the year. Utilizing Promethean Planet, all teachers grades kindergarten through 8th grades 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.



### 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 2011-12. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

| Adequate Yearly Progress Criteria |                       | 2011-12 School Year |                       |             |
|-----------------------------------|-----------------------|---------------------|-----------------------|-------------|
|                                   | Murphy ES             |                     | Scotia Union SD       |             |
| 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 2012-13 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

| Federal Intervention Program                          |           | 2012-13 School Year |
|---|-----------|---------------------|
|   | Murphy ES | Scotia Union SD     |
| Program Improvement Status                            | In PI     | Not In PI           |
| First Year of Program Improvement                     | 2011-2012 | ✧                   |
| Year in Program Improvement                           | Year 2    | ✧                   |
| Number of Schools Identified for Program Improvement  |           | 1                   |
| Percent of Schools Identified for Program Improvement |           | 100%                |

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

✧ Not applicable.

*"Our teachers experience great success utilizing our state-of-the arts lessons and the students claim these learning programs are fun!"*



### 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              | Three-Year Data Comparison |           |       |       |
|---|----------------------------|-----------|-------|-------|
|   | Scotia Union SD            | Murphy ES |       |       |
| Teachers                                    | 11-12                      | 09-10     | 10-11 | 11-12 |
| With Full Credential                        | 11                         | 12        | 12    | 11    |
| 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 | Three-Year Data Comparison |       |       |
|---|----------------------------|-------|-------|
|   | Murphy ES                  |       |       |
| Teachers  | 10-11                      | 11-12 | 12-13 |
| 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 2011-12 school year. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

| No Child Left Behind Compliant Teachers | 2011-12 School Year                          |                                       |
|---|--|---------------------------------------|
|   | 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         | ✧  | ✧                                     |

### NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% 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.

✧ 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 Data  |      |
|--|------|
| 2011-12 School Year                                |      |
| Academic Counselors                                |      |
| FTE of Academic Counselors                         | 0.00 |
| Ratio of Students Per Academic Counselor           | ✧    |
| Support Staff                                      |      |
| Social/Behavioral or Career Development Counselors | 0.00 |
| Library Media Teacher (Librarian)                  | 0.00 |
| Library Media Services Staff (Paraprofessional)    | 0.75 |
| Psychologist                                       | *    |
| Social Worker                                      | 0.00 |
| Nurse  | *    |
| Speech/Language/Hearing Specialist                 | 0.60 |
| Resource Specialist (non-teaching)                 | 0.00 |
| * Contract with HCOE.                              |      |



### 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.

### School Financial Data

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

| School Financial Data                            |          |
|--|----------|
| 2010-11 Fiscal Year                              |          |
| Total Expenditures Per Pupil                     | \$5,300  |
| Expenditures Per Pupil From Restricted Sources   | \$2,500  |
| Expenditures Per Pupil From Unrestricted Sources | \$2,800  |
| 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                      |       |       |       |
|                                | 09-10 | 10-11 | 11-12 |
| Suspension Rates               | 8.3%  | 1.4%  | 4.2%  |
| Expulsion Rates                | 0.0%  | 0.0%  | 0.0%  |
| Scotia Union SD                |       |       |       |
|                                | 09-10 | 10-11 | 11-12 |
| Suspension Rates               | 8.3%  | 1.4%  | 4.2%  |
| Expulsion Rates                | 0.0%  | 0.0%  | 0.0%  |

### Financial Data

The financial data displayed in the SARC is from the 2010-11 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://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                        |                     |                        |
|---|---------------------|------------------------|
|   | 2010-11 Fiscal Year |                        |
|   | Scotia Union SD     | Similar Sized District |
| Beginning Teacher Salary                    | ⊗                   | \$38,625               |
| Mid-Range Teacher Salary                    | ⊗                   | \$55,530               |
| Highest Teacher Salary                      | ⊗                   | \$70,729               |
| Average Principal Salary                    | ⊗                   | \$92,955               |
| Superintendent Salary                       | ⊗                   | \$106,757              |
| Teacher Salaries — Percent of Budget        | 39%                 | 36%                    |
| 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                  |  |                               |
|--|--|-------------------------------|
|  | 2010-11 Fiscal Year                              |                               |
|  | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Murphy ES                                  | \$2,800  | \$54,600                      |
| Scotia Union SD                            | \$2,800  | \$54,600                      |
| California                                 | \$5,455  | \$57,019                      |
| School and District — Percent Difference   | ◆  | ◆                             |
| School and California — Percent Difference | -48.7%   | -4.2%                         |

⊗ 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](http://www.ed-data.k12.ca.us/Pages/Home.aspx). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

### School Accountability Report Card

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