Stanwood A. Murphy Elementary School

Scotia Union Elementary School District

GRADES K-8
417 Church Street   Scotia, CA 95565
Phone: (707) 764-2212   **Fax:** (707) 764-5111
Website: www.humboldt.k12.ca.us/scotia_sd/

Jaenelle Lampp
Superintendent/Principal

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. All these strengths have contributed to our school scoring 811 in our 2010-11 API STAR results! We have maintained within the 800's 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 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 handing are impeccable! The county health inspector said, "Your food service program and facilities or 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.

"Home of the Bears!"

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.
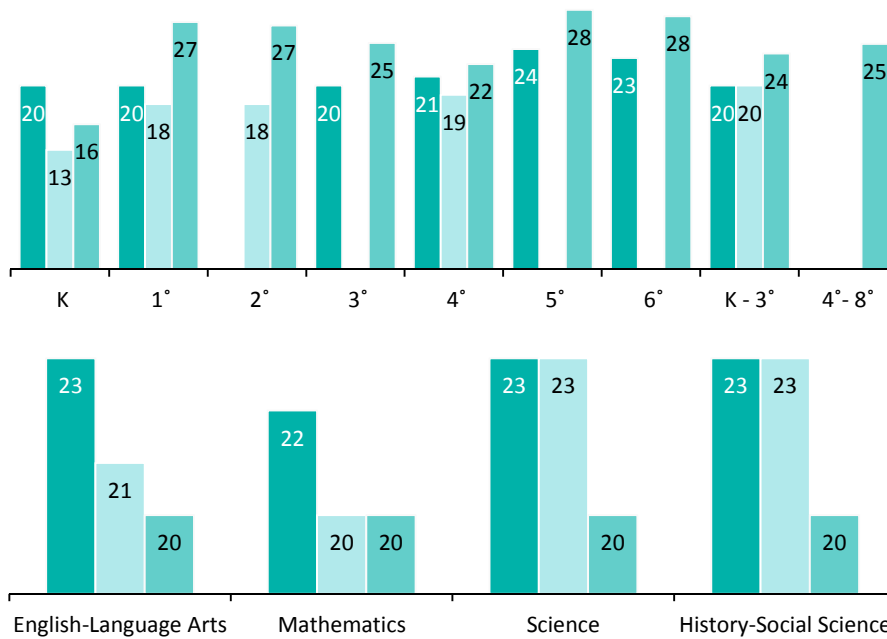
Statement of Beliefs

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.

Class Size

☐ 07-08 ☐ 08-09 ☐ 09-10

The bar graphs display the three-year data for average class size.

Class size bar graph by grade:

Grade	07-08	08-09	09-10
K	20	13	16
1°	20	18	27
2°	18	27	25
3°	20	25	25
4°	21	19	22
5°	24	28	23
6°	23	28	
K - 3°	20	20	24
4°- 8°	25		

Class size bar graph by subject:

Subject	07-08	08-09	09-10
English-Language Arts	23	21	20
Mathematics	22	20	20
Science	23	23	20
History-Social Science	23	23	20

Class Size Distribution — Number of Classrooms By Size

Grade	07-08 1-20	21-32	33+	08-09 1-20	21-32	33+	09-10 1-20	21-32	33+
K	1			2				1	
1	1			1				1	
2				1				1	
3	1							1	
4		1		2			1		
5		1						1	
6		1						1	
K-3	2			1				4	
4-8								6	

Class Size Distribution — Number of Classrooms By Size

Subject	07-08 1-22	23-32	33+	08-09 1-22	23-32	33+	09-10 1-22	23-32	33+
English-Language Arts	1	4		4	2		5		
Mathematics	2	1		3	1		5		
Science	1	3		3	1	1	5		
History-Social Science	1	3		3	1	1	5		

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 State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards 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	38.1%
Five of Six Standards	14.3%
Six of Six Standards	28.6%

Grade 7	
Four of Six Standards	35.0%
Five of Six Standards	20.0%
Six of Six Standards	30.0%

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

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (Excursions K-5)	2009
English-Language Arts	McDougal Littell (6) 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

Note: This data was most recently collected and verified in August 2011.

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%

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			Scotia UESD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.019	0.015	0.148	0.019	0.015	0.148
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

School Facility Items Inspected

The tables show 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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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.

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			04/11/2011
Date of the Most Recent Completion of the Inspection Form			04/11/2011

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

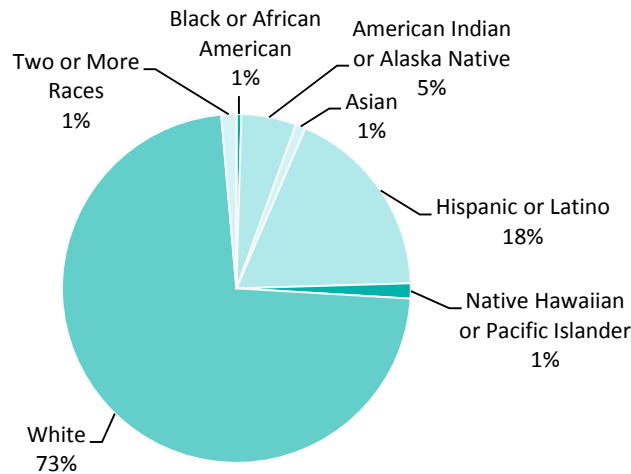| Deficiencies and Repairs	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Systems	Pool pump and steam heating system. Repairs made in August 2010. New HVAC Leaks. Repairs are ongoing 2010-2011.
Interior	Replace ceiling tiles due to new HVAC leaks. Repairs are ongoing 2010-2011.
Electrical	Security systems outage repair made in July 2010.
Safety	Safety shed organized, new materials ordered in April 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 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 or 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. We have never received a formal compliant under the Willliams Act. Additional space has been a requisite, and the district has purchased four portable classroom units, constructed a cafeteria, and a multipurpose room facility.

Enrollment and Demographics

The total enrollment at the school was 216 students for the 2009-10 school year.

Two or More Races 1%

Black or African American 1%

American Indian or Alaska Native 5%

Asian 1%

Hispanic or Latino 18%

Native Hawaiian or Pacific Islander 1%

White 73%

School Facilities

Continued from page 4

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 lockout 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.

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.

School Facilities

Continued from left

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 did not budget the usual $10,000 a year for the Deferred Maintenance Program. The reason is to increase cash flow and not earmark specific resources since the State is not requiring the District to do so. If emergency repairs are needed within school facilities, the District would use the Reserve to cover the cost.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below 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 UESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	45%	52%	55%	45%	52%	55%	46%	50%	52%
Mathematics	43%	61%	62%	43%	61%	62%	43%	46%	48%
Science	100%	91%	85%	100%	91%	85%	46%	50%	54%
History-Social Science	36%	55%	53%	36%	55%	53%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2010 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	55%	62%	85%	53%
All Students at the School	55%	62%	85%	53%
Male	57%	64%	86%	❖
Female	53%	62%	85%	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	37%	57%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	60%	66%	89%	53%
Two or More Races	51%	54%	98%	65%
Socioeconomically Disadvantaged	46%	56%	82%	50%
English Learners	5%	47%	❖	❖
Students with Disabilities	45%	61%	❖	❖
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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www. cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	**2008**	**2009**
Statewide API Rank	5	5	6
Similar Schools API Rank	1	2	9

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		
	07-08	**08-09**	**09-10**
All Students at the School	12	55	-3
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	18	44	2
Two or More Races	■	■	■
Socioeconomically Disadvantaged	17	40	2
English Learners	■	■	■
Students with Disabilities	■	■	■

■   Data are reported only for numerically significant groups.

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 rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, the actual API change in points added or lost for the past three years.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	**2010 Growth API**		
	Murphy ES	**Scotia UESD**	**California**
All Students	808	808	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	818	818	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	783	783	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■   Data are reported only for numerically significant groups.

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 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 UESD**
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

✧   Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

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.

Adequate Yearly Progress

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

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

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.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	**FTE and Ratio**
Number of Academic Counselors (FTE)	0.20
Ratio of Students Per Academic Counselor	1,080:1
Support Staff	**FTE**
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.86
Library Media Services Staff (Paraprofessional)	✱
Psychologist	0.00
Social Worker	✱
Nurse	0.40
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	0.00
Other	0.00

✱ Once a month from county office.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act 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 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

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).

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, contact Jaenelle Lampp, Superintendent/Principal, at (707) 764-2212.

Teacher Qualifications

Teacher Credential Information				
	Scotia UESD	**Murphy ES**		
Teachers	**09-10**	**07-08**	**08-09**	**09-10**
With Full Credential	12	13	14	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		
	08-09	**09-10**	**10-11**
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 2009-10 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	✧	✧

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.

✧   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/.

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, every Wednesday (33 Wednesdays total) and three staff development days in August. Two hours as 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 2010-20101school 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.

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 UESD**	**Similar Sized District**
Beginning Teacher Salary	$34,000	$38,905
Mid-Range Teacher Salary	$50,752	$56,504
Highest Teacher Salary	$58,847	$71,750
Average Principal Salary (Elementary School)	✪	$92,053
Average Principal Salary (Middle School)	✪	$95,666
Superintendent Salary	✪	$111,055
Teacher Salaries — Percent of Budget	44.5%	37.9%
Administrative Salaries — Percent of Budget	5.1%	6.8%

✪ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

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	
	Murphy ES
Total Expenditures Per Pupil	$7,944
Expenditures Per Pupil From Restricted Sources	$2,795
Expenditures Per Pupil From Unrestricted Sources	$5,149
Annual Average Teacher Salary	$54,453

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	$5,149	$54,453
Scotia UESD	$5,149	$54,453
California	$5,681	$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-10.3%	-5.3%

◆ Because Scotia UESD is a single-site district, the percent difference does not apply.

Financial Data

The financial data displayed in the SARC is from the 2008-09 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.

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 Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of February 2011.