

# Stanwood A. Murphy Elementary School

Scotia Union Elementary  
School District



## School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades K-8  
417 Church Street Scotia, CA 95565  
Phone: (707) 764-2212 Fax: (707) 764-5111  
Web site: [www.humboldt.k12.ca.us/scotia\\_sd/](http://www.humboldt.k12.ca.us/scotia_sd/)

**Jaenelle Lamm**  
Superintendent/Principal

### Principal's Message

Stanwood A. Murphy Elementary is the only public school owned by a private company. This District has taught 5 generations of Pacific Lumber Company families and outlying communities nurturing an intimate learning environment.

Scotia Union School District is a single school district, consisting of Stanwood A. Murphy Elementary School. Stanwood A. Murphy Elementary is a kindergarten through eighth grade school, serving children in the community of Scotia, and extending south 26 miles to rural areas along the Eel River to Redcrest. Current school enrollment is 231. The district is experiencing declining enrollment due to lack of employment in the area. The district has been below maximum number of students per grade level prescribed by the state.

Stanwood A. Murphy has a staff of 10 regular education teachers, one music teacher, a speech/language specialist, one special education teacher, a Title I reading specialist, one full-time library technician, one teacher is also the vice principal, and a Superintendent/Principal for administration. Twenty percent of the teaching staff have advanced graduate degrees, and all are CLAD certified. We have an ELL coordinator who also teaches a Spanish elective in the middle grades. Our Special Education teacher is our GATE coordinator.

Scotia Union School District's elementary teaching staff is piloting Response To Intervention (RtI), a research-based reading and language arts intervention program that addresses 5 main reading skills. Teachers and literary technicians provide ongoing assessment and track student progress. Based on these assessments, students are assigned to specialized small groups, each focusing on specific reading intervention lessons. Our literary technicians are trained in both reading and math intervention by the teachers.

Our goal is to offer a rigorous research-based curriculum that prepares our students for high school. We accomplish this by implementing a middle grades specialized program offering the four core subjects (English, Math, Social Studies, and Science) taught by highly qualified teachers who have been approved by the Board based on our nation's No Child Left Behind teaching standards. Mrs. Dana Christine has a Masters in Music Education and received the California Music Association's Music Teacher of the Year (2006-2007) award. Mrs. Gossien received the Bank of America's 2007-2008 Stagecoach Award for outstanding teacher. Our departmentalized schedule is the only one in a single school district grades 5th-8th in Humboldt County. We are fortunate to be a small personalized school that offers programs similar to a junior high setting. In the morning our students are taught their four core subjects. In the afternoon, they experience Music, Physical Education, Reading/Math Intervention and enrichment activities. Students rotate in the upper pod complex which makes transitions quick and easy to monitor. All 5th-8th graders receive binders and tabs to ensure uniform, organizational study habits.

Our food service continues to be refined. In addition to the lunch program, prepared with homemade ingredients, students are now offered Stanwood A. Murphy's Breakfast Program. They come to the cafeteria between 7:45 AM and 8:15 AM. Also, based on our students' Site Council survey, we now offer a salad bar at lunch. At the end of the school day, students who participate in the After School Intervention Program receive a healthy snack from our Food Service Program.



### Board Members

Dan Dill,  
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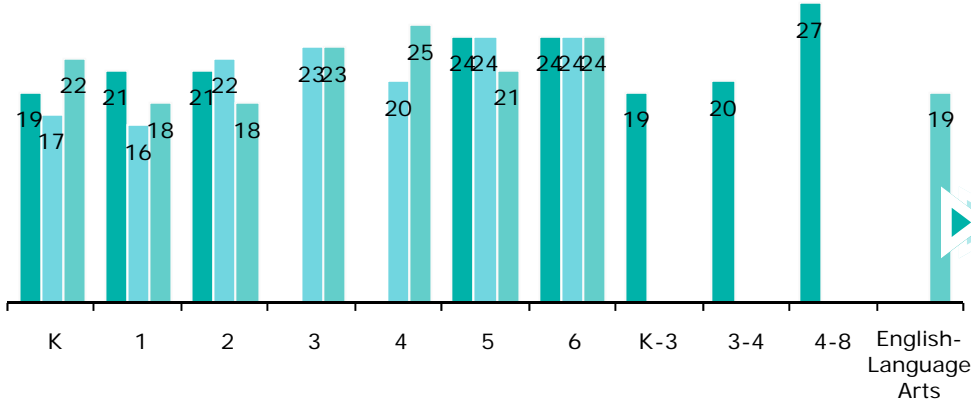


"Our goal is to offer a rigorous research-based curriculum that prepares our students for high school."

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# Scotia Union Elementary School District



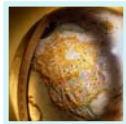
## Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 ■ 05-06 ■ 06-07



| Class Size Distribution — Number of Classrooms By Size |         |       |     |         |       |     |         |       |     |
|--|---------|-------|-----|---------|-------|-----|---------|-------|-----|
| Grade  | 2004-05 |       |     | 2005-06 |       |     | 2006-07 |       |     |
|  | 1-20    | 21-32 | 33+ | 1-20    | 21-32 | 33+ | 1-20    | 21-32 | 33+ |
| K  | 3       |       |     | 1       |       |     |         | 1     |     |
| 1  |         | 1     |     | 2       |       |     | 1       |       |     |
| 2  |         | 1     |     |         | 1     |     | 2       |       |     |
| 3  |         |       |     |         | 1     |     |         | 1     |     |
| 4  |         |       |     | 2       |       |     |         | 1     |     |
| 5  |         | 1     |     |         | 1     |     |         | 1     |     |
| 6  |         | 2     |     |         | 1     |     |         | 1     |     |
| K-3  | 1       |       |     |         |       |     |         |       |     |
| 3-4  | 1       |       |     |         |       |     |         |       |     |
| 4-8  |         | 1     |     |         |       |     |         |       |     |



| Class Size Distribution — Number of Classrooms By Size |         |       |     |         |       |     |         |       |     |
|--|---------|-------|-----|---------|-------|-----|---------|-------|-----|
| Subject  | 2004-05 |       |     | 2005-06 |       |     | 2006-07 |       |     |
|  | 1-22    | 23-32 | 33+ | 1-22    | 23-32 | 33+ | 1-22    | 23-32 | 33+ |
| English-Language Arts                                  |         |       |     |         |       |     | 1       |       |     |
| Mathematics  |         |       |     |         |       |     |         |       |     |
| Science  |         |       |     |         |       |     |         |       |     |
| History-Social Science                                 |         |       |     |         |       |     |         |       |     |

## 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, 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.

## Principal's Message

*Continued from page 1*

We are in the process of purchasing the school, land, and PALCO Gym from Pacific Lumber Company. This will be our second year offering swimming and water safety instruction integrated into our students' physical education program. We are fortunate to use the company-owned gym and it is evident that our physical fitness assessments continue to increase because of our strong aerobic program.

Stanwood A. Murphy Elementary School is your school; your children are involved. We welcome questions and comments from our parents and community. Do not hesitate to ask questions, comment on the report, and provide us with suggestions for improvement. Contact me at (707) 764-2212, or e-mail [jlampp@humboldt.k12.ca.us](mailto:jlampp@humboldt.k12.ca.us).



# Scotia Union Elementary School District

## Mission Statement and Statement of Beliefs

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

### Scotia Union School District Statement of Beliefs:

- Every child is entitled to the best possible free education, maintaining the highest academic and behavior standards, where all students are treated equally.
- Every child is entitled to a safe, supportive, stimulating school setting where they are cared for in a positive manner.
- Every child has the right to feel successful and reach their true potential by recognizing their talents and strengths.
- Every child will be provided with the best instruction by having all staff stay current in research-based practices.
- All staff will lead by example, be excited about subject matter, and reflect that daily with all students.
- Members of the school community shall demonstrate mutual respect, allowing all students to learn and all teachers to teach.
- All staff will work as a team in order to provide an optimal learning environment for all students.
- School, parents, and the community will work together as partners in education.

## Public Internet Access

Humboldt County Public Library located at 715 Wildwood Avenue in Rio Dell has internet access. For more information, contact (707) 764-3333.

### Vision Statement

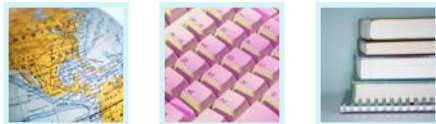
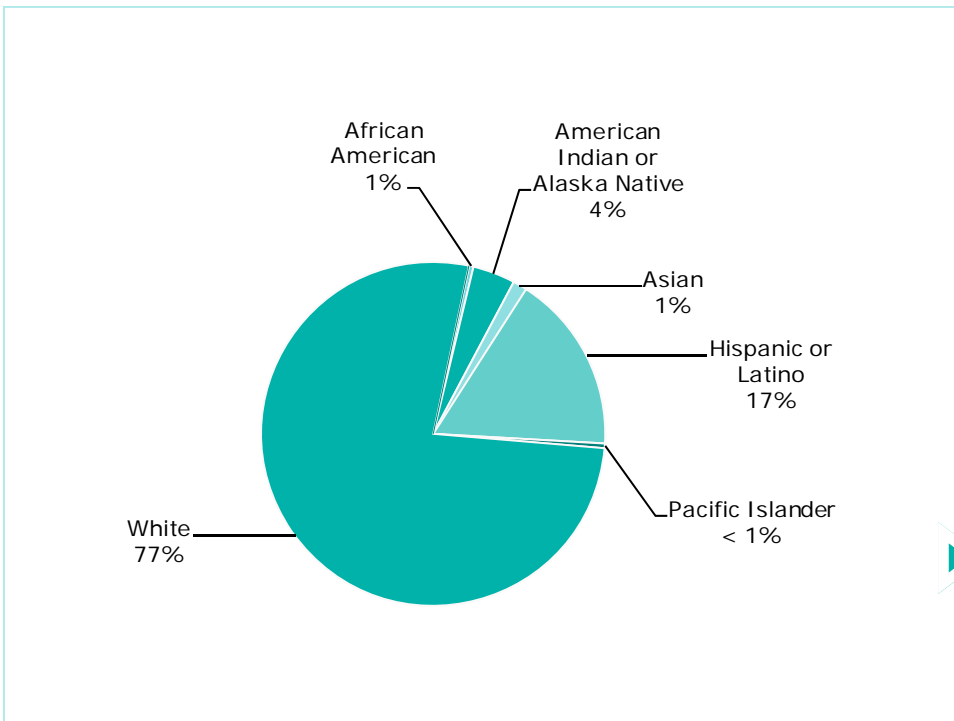
**"A Quality Education in Every Classroom"**

Scotia Union School District Board Of Trustees.

Dedicated to quality education and equal opportunity for all children.

**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.



### Enrollment and Demographics

The total enrollment was 226 students for the 2006-07 school year.



# Scotia Union Elementary School District

## 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.

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, televisions and VCRs in each classroom, in addition to video tapes and equipment, which can be obtained from the Humboldt County Office of Education, where the district contracts for library and audio-visual services. All classrooms have a computer that is Internet accessible and contains a CD-ROM drive.

October 12, 2006 was the date our District approved our Fourth Quarter Williams Report indicating all textbooks are in good condition and of most current state-adopted curriculum.

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

| Quality and Availability of Textbooks |   |         |
|---------------------------------------|---|---------|
| Subject                               | Textbook  | Adopted |
| English-Language Arts                 | Open Court  | 2002    |
| English-Language Arts                 | McDougal Littell  | 2002    |
| Mathematics                           | Harcourt Brace  | 2002    |
| Mathematics                           | Prentice Hall   | 2002    |
| Science                               | FOSS (K-5)  | 2007    |
| Science                               | Glencoe McGraw (6-8)  | 2007    |
| History-Social Science                | Scott Foresman (K-5)  | 2006    |
| History-Social Science                | Glencoe McGraw (6-8)  | 2006    |
| Subject                               | Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials |         |
| Reading/Language Arts                 | 0%  |         |
| Mathematics                           | 0%  |         |
| Science                               | 0%  |         |
| History-Social Science                | 0%  |         |

Note: This data was most recently collected and verified on August 26, 2007.

## 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, and often include the fire department and medical evacuation unit. Bus evacuation exercises are conducted annually. The school had no reportable crimes last year.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2007.



## Professional Development

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.

For the previous three school years, we had three days each year dedicated to staff and professional development. In addition, every Wednesday (32 Wednesdays total), two hours are dedicated to staff development based on our School Plan's goals.



## School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

| School Facility Conditions and Improvements   |               |      |      |      |
|---|---------------|------|------|------|
| Item Inspected  | Repair Status |      |      |      |
|   | Good          | Fair | Poor |      |
| Gas Leaks   | ✓             |      |      |      |
| <b>Mechanical Systems</b><br><u>Repair Needed and Action Taken or Planned:</u> Heating system not synchronized. Will be replaced with new const. funds - Fall 2008                      |               | ✓    |      |      |
| Windows/Doors/Gates (interior and exterior)   | ✓             |      |      |      |
| Interior Surfaces (walls, floors, and ceilings)   | ✓             |      |      |      |
| Hazardous Materials (interior and exterior)   | ✓             |      |      |      |
| Structural Damage   | ✓             |      |      |      |
| Fire Safety   | ✓             |      |      |      |
| <b>Electrical (interior and exterior)</b><br><u>Repair Needed and Action Taken or Planned:</u> Ballasts and lights need replacement. Will be replaced with new const. funds - Fall 2008 |               | ✓    |      |      |
| Pest/Vermin Infestation   | ✓             |      |      |      |
| Drinking Fountains (inside and outside)   | ✓             |      |      |      |
| <b>Restrooms</b><br><u>Repair Needed and Action Taken or Planned:</u> Need more ADA bathrooms   |               | ✓    |      |      |
| Sewer   | ✓             |      |      |      |
| Playground/School Grounds   | ✓             |      |      |      |
| Roofs   | ✓             |      |      |      |
| Overall Cleanliness   | ✓             |      |      |      |
| Overall Summary of Facility Condition   |               |      |      |      |
| Item Inspected  | Exemplary     | Good | Fair | Poor |
| Overall Summary   | ✓             |      |      |      |

Note: The most recent school site inspection occurred in Month Year, and the inspection form was most recently completed in Month Year.

## 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. The supervisor 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 receive 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.

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## School Facilities

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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.





## California Standards Tests Results

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

| Percentage of Students Scoring At Proficient or Advanced Levels |           |       |       |             |       |       |            |       |       |
|---|-----------|-------|-------|-------------|-------|-------|------------|-------|-------|
|   | Murphy ES |       |       | Scotia UESD |       |       | California |       |       |
|   | 04-05     | 05-06 | 06-07 | 04-05       | 05-06 | 06-07 | 04-05      | 05-06 | 06-07 |
| English-Language Arts   | 40%       | 49%   | 44%   | 40%         | 49%   | 44%   | 40%        | 42%   | 43%   |
| Mathematics   | 54%       | 44%   | 44%   | 54%         | 44%   | 44%   | 38%        | 40%   | 40%   |
| Science   | 33%       | 55%   | 75%   | 33%         | 55%   | 75%   | 27%        | 35%   | 38%   |
| History-Social Science  | 14%       | 32%   | 31%   | 14%         | 32%   | 31%   | 32%        | 33%   | 33%   |

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

| Percentage of Students Scoring At Proficient or Advanced Levels |                       |             |         |                        |
|---|-----------------------|-------------|---------|------------------------|
| Subgroup  | Spring 2007 Results   |             |         |                        |
|   | English-Language Arts | Mathematics | Science | History-Social Science |
| Male  | 35%                   | 41%         | 75%     | 35%                    |
| Female  | 53%                   | 46%         | 76%     | 26%                    |
| Economically Disadvantaged                                      | 38%                   | 40%         | 70%     | 29%                    |
| English Learners  | 12%                   | 38%         | ❖       | ❖                      |
| Students with Disabilities                                      | 13%                   | 17%         | ❖       | ❖                      |
| Migrant Education Services                                      | ❖                     | ❖           | ❖       | ❖                      |
| African American  | ❖                     | ❖           | ❖       | ❖                      |
| American Indian or Alaska Native                                | ❖                     | ❖           | ❖       | ❖                      |
| Asian   | ❖                     | ❖           | ❖       | ❖                      |
| Filipino  | ❖                     | ❖           | ❖       | ❖                      |
| Hispanic or Latino  | 36%                   | 28%         | ❖       | ❖                      |
| Pacific Islander  | ❖                     | ❖           | ❖       | ❖                      |
| White   | 48%                   | 47%         | 74%     | 34%                    |

❖ 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.

## California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

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





## Norm Referenced Test Results

| Percentage of Students Scoring At or Above the 50th Percentile |         |       |       |             |       |       |
|--|---------|-------|-------|-------------|-------|-------|
|  | Reading |       |       | Mathematics |       |       |
|  | 04-05   | 05-06 | 06-07 | 04-05       | 05-06 | 06-07 |
| <b>Murphy ES</b>   | 63%     | 57%   | 43%   | 65%         | 57%   | 48%   |
| <b>Scotia UESD</b>   | 63%     | 57%   | 43%   | 65%         | 57%   | 48%   |
| <b>California</b>  | 41%     | 42%   | 42%   | 52%         | 53%   | 53%   |

## Norm Referenced Tests

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

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

## NRT Subgroup Results: Reading and Math

| Percentage of Students Scoring At or Above the 50th Percentile |                     |             |
|--|---------------------|-------------|
| Subgroup   | Spring 2007 Results |             |
|  | Reading             | Mathematics |
| <b>Male</b>  | 30%                 | 65%         |
| <b>Female</b>  | 54%                 | 33%         |
| <b>Economically Disadvantaged</b>                              | 45%                 | 55%         |
| <b>English Learners</b>  | ❖                   | ❖           |
| <b>Students with Disabilities</b>                              | ❖                   | ❖           |
| <b>Migrant Education Services</b>                              | ❖                   | ❖           |
| <b>African American</b>  | ❖                   | ❖           |
| <b>American Indian or Alaska Native</b>                        | ❖                   | ❖           |
| <b>Asian</b>   | ❖                   | ❖           |
| <b>Filipino</b>  | ❖                   | ❖           |
| <b>Hispanic or Latino</b>                                      | ❖                   | ❖           |
| <b>Pacific Islander</b>  | ❖                   | ❖           |
| <b>White</b>   | 42%                 | 50%         |

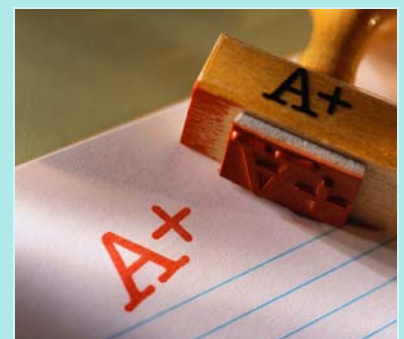
❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## 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 test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 31.8% of students in the fifth grade and 30.4% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).





## 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                | No                    | Yes         | No                    | Yes         |
| Percent Proficient                | Yes                   | Yes         | Yes                   | Yes         |
| API                               | Yes                   |             | Yes                   |             |
| Graduation Rate                   | ✧                     |             | ✧                     |             |

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

## Adequate Yearly Progress

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

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

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

| API Ranks — Three Year Comparison |         |         |         |
|-----------------------------------|---------|---------|---------|
|                                   | 2003-04 | 2004-05 | 2005-06 |
| Statewide API Rank                | 5       | 5       | 6       |
| Similar Schools API Rank          | 2       | 2       | 2       |

| API Growth by Student Group — Three Year Comparison |                   |         |         |                   |
|---|-------------------|---------|---------|-------------------|
| Group   | Actual API Change |         |         | 2006-07 API Score |
|   | 2004-05           | 2005-06 | 2006-07 |                   |
| All Students at the School                          | 27                | 17      | -10     | 756               |
| African American                                    | ■                 | ■       | ■       | ■                 |
| American Indian or Alaska Native                    | ■                 | ■       | ■       | ■                 |
| Asian   | ■                 | ■       | ■       | ■                 |
| Filipino  | ■                 | ■       | ■       | ■                 |
| Hispanic or Latino                                  | ■                 | ■       | ■       | ■                 |
| Pacific Islander                                    | ■                 | ■       | ■       | ■                 |
| White   | 27                | 16      | -11     | 762               |
| Socioeconomically Disadvantaged                     | 6                 | 58      | -25     | 737               |
| English Learners                                    | ✧                 | ■       | ■       | ■                 |
| Students with Disabilities                          | ✧                 | ■       | ■       | ■                 |

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

## Academic Performance Index

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

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





## Teacher Qualifications

The table below 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 UESD | Murphy ES    |              |               |
|   | 2006-07     | 04-05        | 05-06        | 06-07         |
| <b>Teachers</b>   |             |              |              |               |
| <b>With Full Credential</b>   | 16          | 17           | 15           | 16            |
| <b>Without Full Credential</b>  | 0           | 0            | 0            | 0             |
| <b>Teaching Outside Subject Area of Competence</b>  |             | 0            | 0            | 0             |
|   |             | <b>05-06</b> | <b>06-07</b> | <b>07-08*</b> |
| <b>Teacher Misassignments of English Learners—</b><br>Teachers of English Learners (EL) without EL certification                          |             | 0            | 0            | 0             |
| <b>Total Teacher Misassignments</b>   |             | 0            | 0            | 0             |
| <b>Vacant Teacher Positions—</b> Teacher in a position that was vacant at the beginning of the year for a full year or an entire semester |             | 0            | 0            | 0             |

\* Most current data.

## No Child Left Behind Compliant Teachers

| Core Academic Courses Taught by NCLB Compliant Teachers |  |  |
|---|--|--|
|   | % of Classes Taught by NCLB Compliant Teachers | % of Classes Taught by Non-NCLB Compliant Teachers |
| <b>Murphy ES</b>  | 100.0%   | 0.0%   |
| <b>All Schools in District</b>                          | 96.0%  | 4.0%   |
| <b>High-Poverty Schools in District</b>                 | ◆  | ◆  |
| <b>Low-Poverty Schools in District</b>                  | ◆  | ◆  |

◆ Information not available.

## Academic Counselors

| Number of Academic Counselors (FTE) | Ratio of Students Per Academic Counselor |
|-------------------------------------|--|
| 0.2                                 | 1,130                                    |

## Suspensions and Expulsions

| Suspension and Expulsion Rates |           |         |         |             |         |         |
|--------------------------------|-----------|---------|---------|-------------|---------|---------|
|                                | Murphy ES |         |         | Scotia UESD |         |         |
|                                | 2004-05   | 2005-06 | 2006-07 | 2004-05     | 2005-06 | 2006-07 |
| <b>Suspension Rate</b>         | 0.044     | 0.061   | 0.022   | 0.044       | 0.061   | 0.022   |
| <b>Expulsion Rate</b>          | 0.017     | 0.000   | 0.000   | 0.017       | 0.000   | 0.000   |

## School Support Staff

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

- Library Media Teacher (Librarian) 0.00
- Library Media Services Staff (paraprofessional) 0.88
- Psychologist 0.00
- Social Worker 0.00
- Nurse 0.00
- Speech/Language/Hearing Specialist 0.40
- Resource Specialist (non-teaching) 0.00
- Resource Specialist (teaching) 1.00
- Occupational Therapist 0.10

## No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

## Suspensions and Expulsions

The adjacent 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.



# Scotia Union Elementary School District

## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach 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 that they don't meet AYP, they advance to the next level of intervention. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://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 |           | 0.0%        |

✧ Not applicable.

## Financial Information

The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

| District Salary Information — Does not include benefits |             |                        |
|---|-------------|------------------------|
| Range   | Scotia UESD | Similar Sized District |
| Beginning Teacher Salary                                | ⊛           | \$36,760               |
| Mid-Range Teacher Salary                                | ⊛           | \$52,816               |
| Highest Teacher Salary                                  | ⊛           | \$64,666               |
| Average Principal Salary                                | ⊛           | \$83,075               |
| Superintendent Salary                                   | ⊛           | \$98,053               |
| % of Budget for Teacher Salaries                        | 44.5%       | 38.5%                  |
| % of Budget for Administrative Salaries                 | 4.1%        | 6.4%                   |

| Financial Data                             |                              |  |  |                        |
|--|------------------------------|--|--|------------------------|
|  | Total Expenditures Per Pupil | Expenditures Per Pupil From Restricted Sources | Expenditures Per Pupil From Unrestricted Sources | Average Teacher Salary |
| Murphy ES                                  | \$8,724                      | \$2,733  | \$5,991  | \$51,980               |
| Scotia UESD                                |                              |  | \$5,991  | \$51,980               |
| California                                 |                              |  | \$4,943  | \$54,130               |
| % Difference Between School and District   |                              |  | ◆  | ◆                      |
| % Difference Between School and California |                              |  | 17.5%  | -4.1%                  |

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

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

## 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



**SARC**—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. 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 other information is provided by the school and the district office.

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