

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Andrew Thomas Grider

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Virginia L. Murray Elementary School

(As it should appear in the official records)

School Mailing Address 3251 Morgantown Road

(If address is P.O. Box, also include street address.)

Charlottesville

Virginia

22903-7053

City

State

Zip Code+4(9 digits total)

County Albemarle

State School Code Number* 0910

Telephone (434) 977-4599

Fax (434) 979-5416

Web site/URL http://schoolcenter.k12albemarle.org/e E-mail agrider@k12albemarle.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Pam MoranPhD

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Albemarle County

Tel. (434) 296-5820

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mr. Brian Wheeler

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature) _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 16 Elementary schools
 _____ 5 Middle schools
 _____ Junior High Schools
 _____ 4 High schools
 _____ Other
 _____ 25 TOTAL
2. District Per Pupil Expenditure: _____ 7345
 Average State Per Pupil Expenditure: _____ 9755

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	8	0	8	7			0
K	20	20	40	8			0
1	26	18	44	9			0
2	26	22	48	10			0
3	18	16	34	11			0
4	22	27	49	12			0
5	18	22	40	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							263

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 9 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 6 | % Hispanic or Latino |
| 82 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 12 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	9
(2)	Number of students who transferred from the school after October 1 until the end of the year	22
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	264
(5)	Total transferred students in row (3) divided by total students in row (4)	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 12 %
- | | |
|----|---|
| 32 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 9

Specify languages: 0

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 17

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{12}{32}$ %
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4	Autism	2	Orthopedic Impairment
0	Deafness	7	Other Health Impairment
0	Deaf-Blindness	5	Specific Learning Disability
1	Emotional Disturbance	9	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
1	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	1	0
Classroom teachers	12	2
Special resource teachers/specialists	5	7
Paraprofessionals	1	14
Support Staff	3	5
Total number	22	28

12. Average school student-classroom teacher ratio, that is, the number of $\frac{20}{22}$: 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	95 %	96 %	97 %	93 %
Teacher turnover rate	28 %	11 %	21 %	15 %	12 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Murray Elementary School sits about ten miles west of Charlottesville within view of the Blue Ridge Mountains of Virginia. Considered a rural school with farmland and pastures across the street, Murray borders the city of Charlottesville to the east. In its earlier years Murray served a predominantly African American population, but has undergone several iterations since its inception in 1960. Today Murray serves 263 students in grades kindergarten through five and contains a special needs pre school. Of the 263 students, 32 have special needs, 17 participate in the federal lunch program, and 32 speak English as a second language.

At Murray our vision is to create a community of learning in which all students experience academic rigor and success in a positive, safe, and nurturing environment. To ensure that all students consistently meet and exceed expectations, we share a collective commitment to student learning that requires collaboration among all staff members. Our parent community also plays an integral part in our collaborative efforts, providing their own time and resources to help all students be successful. Visitors to Murray frequently comment that our school has a welcoming feel and a positive atmosphere'it is a small, family friendly school.

Upon entering the school, visitors are struck with the large display of animals working together that covers the foyer ceiling. This display, as well as others across the school, connects our focus on community and shows or symbolizes how we all contribute to the school and larger community. Students learn how to treat each other respectfully through our character education and Olweus bullying programs, and through weekly class meetings, they learn to solve their own problems.

Through concept based projects, students have authentic learning experiences that teach the importance of recycling, saving habitats, and conserving water. At our annual Community Day, students share their experiences and knowledge with the parents and guests. Making connections through larger concepts across disciplines and even to student character is one reason we believe that all of our students passed science and social studies SOL tests in grades 3 and 5. Our high advanced pass rates in both content areas reflect our consistent focus on helping students make cross curricular connections that are authentic and meaningful.

A highlight of our school community is the collaborative work of teachers, which is at the core of what we believe and do. Teachers meet weekly during a common planning time to share ideas, discuss learning objectives and instructional practices, and examine student performance. They meet with resource teachers and specialists to incorporate learning strategies, enrich the curriculum, and enhance the core curriculum through art, music, and physical education. Teachers observe other teachers, share best practices at faculty meetings, and whenever possible, learn from each other. Regardless of how it is defined, our school is a professional learning community.

We strive to include and inform parents, an essential part of our community, whenever possible. Through conferences, newsletters, and an electronic communication system as well as PTO meetings, school improvement meetings, and various school division level advisory groups, our parents stay informed. They are actively engaged in a host of activities that go beyond the traditional family nights, concerts, field trips, festivals, and field day events. They support the work of the school daily by tutoring students in math and reading, and helping in the classroom, library, and lunchroom helpers.

Our school motto is, 'Murray is a great place to grow!' We believe that motto wholeheartedly but not only as it pertains to students. We all grow here at Murray by working together and learning from each other. We have fun, we love learning together, and we love making our community an even better place to grow.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Virginia Department of Education established the Standards of Learning (SOL) for Virginia Public Schools, which provides the knowledge criteria for each grade level. The SOL tests are administered in March and May of each school year at Murray Elementary. The tests evaluate the students' knowledge of the objectives taught. The SOL tests are given for each core subject area (reading, mathematics, science, and social studies) for students in the third and fifth grades. Fifth graders also take the writing test in March. Two years ago in the spring of 2006, the State of Virginia also began testing the fourth grade students in the areas of reading and math. The tests are scored for each individual student by the state assessment company with the scoring as follows: 400 is the minimum passing score, 400-499 is pass/proficient, 500-600 is pass/advance proficiency. The pass rate for each grade and subject is determined based on the percentage of students who earn a passing score.

In order to obtain the school's overall SOL pass rate, the scores for each grade level tested are combined. In 2007 the combined scores for Murray students passing the SOL tests in grades three, four, and five are as follows: reading 98% and mathematics 99%. In science 100% of students in grades three and five passed the SOL test and in social studies 100% of students in grades three and five passed the SOL tests. In fifth grade, 100% of students passed the SOL writing test. Our strong pass rates are a result of several factors. Most importantly our teachers work collaboratively to identify objectives, plan assessments and instruction, and evaluate student performance. When students experience difficulty, teachers identify the exact areas of weakness and provide remediation in the classroom through differentiated lessons, small group instruction, and additional instructional time. Our system for additional instructional time called extra core (EC) allows teachers and/or teaching assistants to work with students at each grade level for 30 minutes a day during school hours to provide students with extra practice. Other interventions include tutorials after school funded by our Parent Teacher Organization (PTO); small group instruction in mathematics and language arts staffed by parent volunteers; and collaboration among specialists and teachers. A school based intervention team also works to identify specific areas of weakness and to target interventions for those students most in need.

In 2007 the combined advanced pass scores for Murray students in grades three, four, and five are as follows: reading 71% and mathematics 79%. We are very proud of our advanced pass rates and attribute our success to teaching beyond the standards. Using a concept based framework for planning lessons and units, students are able to make connections to larger concepts across the disciplines. We strive to make the content meaningful, relevant, and connected. Our resource teachers including technology, gifted, and literacy combined with our specialists (art, music, physical education) work closely with grade level teachers to connect the content for students across disciplines.

Virginia L. Murray does not have enough students in each of the subgroups to be counted toward Annual Yearly Progress (AYP). Nevertheless, our school's focus on ensuring all students meet or exceed standards resulted in the following pass rates in 2007 on the SOL tests in third, fourth, and fifth grade reading: African American 100%, Hispanic 100%, disadvantaged 100%, disabilities 100%, and English as a Second or Other Language (ESOL) 100%. In mathematics the following pass rates were obtained in 2007 in grades three, four and five: African American 100%, Hispanic 100%, disadvantaged 75%, disabilities 100%, and ESOL 91%. Even though we have performed very well with regard to all students as well as with students who fall into NCLB subgroups, we are determined to have every child meet or exceed standards. Our goal at Murray is for all students to be successful.

Virginia Department of Education ' www.doe.virginia.gov

2. Using Assessment Results

Teachers in all grade levels meet in collaborative teams to discuss the learning outcomes based on district and state standards. Our goal is to develop assessments prior to delivering instruction to ensure that students and teachers are clear on the learning outcomes. Through the use of frequent, common assessments, teachers collaboratively examine assessment results and

quickly identify struggling students. Teachers discuss the specific learning needs of students and determine the most effective ways to provide additional support. Through pre assessments teachers are able to identify students who have a good grasp of concepts even before they are taught. As a result teachers can differentiate instruction in order to extend the learning experiences for children. Thus we use assessment strategies prior to and during instruction to support students who are struggling to master concepts and to provide extension and enrichment for those students who have mastered the concepts.

Specialists including the gifted resource teacher and literacy specialist also meet with grade level teams to examine student performance data and help make decisions about grouping, staffing, and instruction. These meetings occur routinely throughout the year and in many cases as often as weekly. Teachers also share student data with the rest of the staff at least twice a year, providing an overview of student results as well as suggesting ways that other teachers might support students.

Determining how students are progressing is ongoing and involves multiple teachers. While we believe that our system is effective, we also realize that a goal for us is to help students become more aware of their own specific learning needs so they can help monitor their own progress. This has become a part of our school improvement process as we work to help students know their own goals and chart their own progress toward those goals.

3. Communicating Assessment Results

There is a variety of ways in which we communicate our assessment results. Each year we make available to parents through the mail all formal testing information that includes SOL testing, New Standards Reference Exam (NSRE) testing for fourth graders, and Cognitive Abilities Test (CoGAT) testing for second graders. At parent conferences twice a year, teachers use all of the assessment information to help parents understand how students are performing. Teachers also communicate routinely through weekly planners or checklists as well as grade level and class newsletters.

On a school level, assessment information is shared at PTO meetings, school improvement meetings, and at our principal's annual state of the school address, which highlights the accomplishments and challenges of our school. The state of the school address provides parents with a background of our school's budget, staffing, performance and provides parents with an overview of our school improvement goals for the coming year. At PTO meetings, which occur monthly, student information and performance is communicated to parents. The school improvement team that includes parents is responsible for the work of developing goals based on student performance. Important aspects of the school program including assessment results are included in the quarterly school newsletter. Finally, we have an online parent communication tool as well as PTO newsletters that are used to communicate student performance.

4. Sharing Success:

Our desire to collaborate, to share, and to learn extends beyond the walls of our school building. Our county's work with Rick and Becky DuFour has been important in developing the professional learning community model in our own school. As a result of our success as a school the DuFours asked if we would be willing to have our school listed on their website as a school that has a successful professional learning community. The website is <http://www.allthingsplc.org/>. Since 2006 when our school was added to their website, several principals and representatives from other schools have contacted our school to learn about our programs. In addition In March of 2008 members of our school team will participate in a forum with Rick and Becky DuFour to discuss our school's journey in building a professional learning community. This forum will be presented to teachers and administrators in our school division.

Several teachers have also attended conferences and made presentations. Recently, our kindergarten team presented aspects of their program at a summer conference. The focus was how to use assessment data effectively with kindergarten students. Presentations by other teachers recently have included workshops related to peer walks, a way for teachers to observe and learn from each other. Teachers have presented at workshops providing information and examples of how to develop a professional learning community team at the grade level. Finally, as a result of our work with other elementary schools in our school division, our teachers have shared best practices with other teachers particularly related to mathematics instruction.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum for Murray Elementary School is based on the Albemarle County Framework for Quality Learning (FQL), a standards-based, concept-centered curricula rooted in Virginia's Standards of Learning (SOL), and national standards. The instructional program at Murray is tailored as much as possible at each grade level to meet the diverse needs of a range of learners. We strive to challenge and excite all learners' a never ending task.

In language arts fluency, comprehension, word study and writing are practiced throughout the content areas. Small group literacy instruction in the lower grades enables all students to receive instruction at their level. Reading and writing workshop occur daily to allow students to apply their skills. In the upper elementary grades teachers use student led literature circles and literacy centers to differentiate instruction and help students own their learning.

The mathematics curriculum promotes problem-based, inquiry learning, aligned to both National Council of Teachers of Mathematics NCTM National Standards and Virginia's SOL. Teaching for conceptual understanding is the goal of Investigations in Number, Data, and Space curricula, which has been part of the mathematics program since 1999. Students at Murray explain their thinking orally and in writing and use mathematics journals and mathematics logs to track progress and reflect on their own learning. A focus on problem solving in all grades provides opportunities for students to apply what they have learned.

The science curriculum is based on eight strands that spiral throughout the curriculum. In addition to the typical science experiments, trips to museums and watersheds, and projects, Murray students at all grade levels have been involved in year long, class wide projects focused on the environment. Kindergarten students for example study the impact of trash and the importance of conservation to the environment while fifth graders study the health of a local stream. Each project is inquiry based, authentic, and integrated with multiple content areas.

In social studies students in kindergarten through third grade learn about community and citizenship. First and second grade students actually build their own communities of the past and present. In fourth grade students examine countries and cultures of the world, which culminates in a World Cultures Festival. Fifth grade students learn about Virginia history, economics, and government involving a student Colonial Days celebration and trips to Williamsburg, Virginia and the State Capitol.

In fine arts and physical education, Murray students receive 45 minutes to an hour of art instruction a week and 60 minutes a week of music instruction. Art projects are integrated with content areas and are shown frequently within the school, in local art festivals, and in buildings around the county. Music is also integrated with other content. For example fifth graders create songs using Garage Band to make audiovisual presentations related to Virginia history while third graders perform a musical related to ancient civilizations. Students receive 120 minutes a week of physical education to enhance skillful movement, personal fitness, responsible behaviors, and physically active lifestyle. Standards of learning in each strand are sequenced and progress in complexity from grade level to grade level. Our school also provides after school enrichment opportunities that enhance students' experiences at Murray. Students participate in math and writing competition, chess club, after school activities like Spanish, and Destination Imagination (DI). The DI teams, comprised of five to seven students per team, are required to work together to apply creativity, critical thinking and performance skills to solve a team challenge. Last year three of our teams went to the state finals, and one team went to the global finals.

2a. (Elementary Schools) Reading:

The language arts curriculum is a comprehensive program consisting of instruction in fluency, comprehension, writing, and word study (phonological awareness, phonics, spelling

and vocabulary). The teachers at Murray Elementary School are committed to the philosophy of combining explicit instruction with authentic and purposeful learning experiences. The concept-centered curriculum is designed so that all students, regardless of proficiency, will be able to access the same concepts using a variety of literature. Teachers use a profile of information to match instruction to individual students' needs.

Students participate in independent reading activities, in small-group instruction, and whole-class instruction. During independent reading students read texts at their independent reading levels and interests. The purpose of small-group learning is to provide teacher support for texts at the students' instructional levels. We are committed to our goal that all students will be reading on or above grade level; therefore, literacy group time is staggered throughout the school so that support staff can be available to help each grade level with small group instruction. Whole-class instruction provides opportunities for mini-lessons to introduce or review reading strategies. Students who do not meet the quarterly literacy benchmarks, receives additional small group or one-on-one support during a thirty minute block of EC time each day. Teachers use a range of materials including countless trade books, the Wilson Reading System, SRA Today, and Six Minute Solution to meet the specific learning needs of students.

Writing instruction emphasizes the creative nature of expression, the conventions of various types of writing, and the ability to articulate and reflect on one's thinking process. Writing instruction occurs daily with mini lessons about writing conventions in various genres. Students have opportunities to explore different types of writing throughout their day and are expected to write across all curriculum areas beginning in kindergarten. Our goal is for students to love reading and writing and to become confident readers and writers.

3. Additional Curriculum Area:

Mathematics Instruction

As a school we have focused on mathematics instruction over the last three years through our school improvement plan. We began that focus by developing higher level tasks in mathematics for all students. Gradually, teachers have developed units and assessments to reflect a more challenging, problem based approach. Our students are engaged, working collaboratively, applying skills to real world situations, and evaluating their work and the work of peers. Recently, a third grade mathematics group was planning a party for their class. Several students were using an on-line catalog to pick affordable crafts. Another group was planning snacks using the local grocery store flier. The last group was searching through book order magazines to pick read-alouds that met their budget restraints and would appeal to everyone in the class. When asked if this was a special activity, a third grader replied, 'No, we always do this kind of fun stuff in math.' This mathematics project had children applying multiplication, addition and subtraction of money, and estimation. Our students use mathematical skills to solve real world problems.

The collaborative work of teachers to develop high level, authentic tasks in mathematics has been critical. Teachers work with vertical grade patterns to discuss the grade level objectives and the areas where students need further support. Grade level and resource teachers discuss objectives, plan units, and assess student work as a routine part of understanding what students know and don't know. For the past two years our teachers have worked with teachers from three other elementary schools to develop common understanding of objectives, pacing and quarterly assessments'extending the PLC beyond our school. We work hard to teach beyond basic knowledge and comprehension skills. We strive to make learning activities authentic and relevant to students' lives. We aim for higher levels of critical thinking, but faculty enthusiasm and student engagement are our silver lining.

4. Instructional Methods:

At Murray there are numerous strategies and programs in place which work in tandem to improve student learning. Albemarle County has developed the FQL to help teachers plan instruction using a standards based, concept centered approach. Teachers study and organize state standards around key concepts and understandings of a discipline. Planning

in this way impacts instruction and student learning by providing the opportunity for students to study concepts over time and across subjects. After thoroughly studying the curriculum, teachers plan assessments that measure student understanding of the material. Effective instructional methods are then determined so that students are able to meet the expectations of mastery learning. Teachers employ Marzano's High Yield strategies and Schlecty's Engaging Qualities to ensure that students receive high quality instruction. The teacher evaluation and classroom walkthrough systems help to reinforce the use of those instructional strategies.

EC Time is scheduled daily for 30 minutes at each grade level. Many students need just a little more time or the small group setting to help them grasp an idea. A teaching assistant is available during this time to either work with individual students or to oversee the larger group while the teacher provides remediation to a small group or individuals. Much of this time is spent reinforcing mathematics and reading, but science and social studies are also addressed as needed. EC Time provides students in need with additional instruction either the day they encounter difficulty or very shortly thereafter. If students do not show mastery of material, they receive additional instruction usually using a new instructional approach. A retest of the material is used to determine when students do reach mastery level.

This year our faculty chose to teach at least one project based learning unit during the course of the year. A project based unit is inquiry based and interdisciplinary, but has a major focus area. Our teachers chose environmental science, guiding students' interests in developing a project that required students to investigate, analyze, and report on specific areas of environmental science. Each unit had a hands on experience investigating a stream or planting a garden that was an outgrowth of the unit of study. Teachers infused specific SOL skills and provided rubrics allowing students to monitor their progress.

5. **Professional Development:**

What is new and innovative? What is tried and true? How can we find a balance between the two and provide the best instructional methods possible to ensure success for all students? Teachers at Murray make time to reflect upon these kinds of questions through grade level, vertical, and faculty meetings and in passing conversations each day.

Our professional development begins each year during a summer institute focused on curriculum, instruction, and assessment. Here is where we lay the groundwork for school-wide projects and begin plans for school improvement. Summer meetings continue as our school improvement team meets to finalize plans and share with parents our goals for the upcoming year.

When school begins, we rely on teachers to be the leaders of our faculty meetings. Each meeting has an instructional focus and includes time for peer sharing of best practices and time for reflection. We feel that these opportunities to discuss and reflect upon our practice directly affect our students' learning.

Weekly collaborative meetings occur at each grade level and include review of common assessments and planning for differentiated instruction. These instructional strategies have helped us to meet the needs of all types of learners. Teachers conduct walkthroughs of peers and discuss results with the whole staff. Teachers and staff at Murray are always looking to improve what they are doing and are always willing to share. We expect the best from every staff member, parent, and student. By having high expectations for all, we achieve at high levels.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Virginia Standards of Learning
 Edition/Publication Year 2002-2005/200 Publisher Harcourt Assessment, Inc./Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
PASS	100	96	96	91	77
% "Exceeding" State Standards					
ADVANCE PASS	64	72	26	44	36
Number of students tested	47	49	54	46	48
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	3	3	2	3	0
Percent of students alternatively assessed	6	6	4	7	0
SUBGROUP SCORES					
1. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard					
PASS					40
% "Exceeding" State Standards					
ADVANCE PASS					0
Number of students tested					11
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MAY	MAY			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
PASS	93	100			
% "Exceeding" State Standards					
ADVANCE PASS	81	75			
Number of students tested	42	55			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	4			
Percent of students alternatively assessed	0	7			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
PASS	100	98	100	100	91
% "Exceeding" State Standards					
ADVANCE PASS	70	78	51	53	32
Number of students tested	50	41	53	42	53
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	1	1	3	2	2
Percent of students alternatively assessed	2	2	6	5	4
SUBGROUP SCORES					
1. STUDENTS WITH DISABILITIES					
% "Meeting" plus % "Exceeding" State Standard					
PASS					75
% "Exceeding" State Standards					
ADVANCE PASS					25
Number of students tested					12
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
PASS	100	98	100	98	86
% "Exceeding" State Standards					
ADVANCE PASS	81	81	87	84	64
Number of students tested	49	49	54	46	48
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	2	0	1	2	0
Percent of students alternatively assessed	4	0	2	4	0
SUBGROUP SCORES					
1. STUDENTS WITH DISABILITIES					
% "Meeting" plus % "Exceeding" State Standard					
PASS					60
% "Exceeding" State Standards					
ADVANCE PASS					10
Number of students tested					11
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MAY	MAY			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
PASS	98	93			
% "Exceeding" State Standards					
ADVANCE PASS	72	63			
Number of students tested	43	55			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	1			
Percent of students alternatively assessed	0	2			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MAY	MAY	MAY	MAY	MAY
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
PASS	100	83	92	95	75
% "Exceeding" State Standards					
ADVANCE PASS	88	61	38	25	13
Number of students tested	50	41	54	42	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	0	2
Percent of students alternatively assessed	4	2	0	0	4
SUBGROUP SCORES					
1. STUDENTS WITH DISABILITIES					
% "Meeting" plus % "Exceeding" State Standard					
PASS					41
% "Exceeding" State Standards					
ADVANCE PASS					0
Number of students tested					12
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					