U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other

[] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mr. Marc Patterson

Official School Name: John Murdy Elementary

School Mailing Address:
14851 Donegal Drive
Garden Grove, CA 92844-3237

County: Orange   State School Code Number*: 30-66522-6028526

Telephone: (714) 663-6405   Fax: (714) 663-6517

Web site/URL: http://www.ggusd.us/   E-mail: mbpatter@ggusd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Laura Schwalm

District Name: Garden Grove Unified   Tel: (714) 663-6111

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Lan Quoc Nguyen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. 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.

8. 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.

9. 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.

10. 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.

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

1. Number of schools in the district:

47	Elementary schools
	Middle schools
10	Junior high schools
7	High schools
7	Other
71	**TOTAL**

2. District Per Pupil Expenditure: __8632__

    Average State Per Pupil Expenditure: __8117__

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [X] Urban or large central city
    [   ] Suburban school with characteristics typical of an urban area
    [   ] Suburban
    [   ] Small city or town in a rural area
    [   ] Rural

4. __3__ 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
PreK	24	24	48	**7**			0
K	46	32	78	**8**			0
1	39	20	59	**9**			0
2	31	27	58	**10**			0
3	43	28	71	**11**			0
4	21	24	45	**12**			0
5	27	22	49	**Other**			0
6	31	28	59				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				467

6. Racial/ethnic composition of the school:

    1 % American Indian or Alaska Native

    81 % Asian

    % Black or African American

    14 % Hispanic or Latino

    1 % Native Hawaiian or Other Pacific Islander

    1 % White

    2 % Two or more races

    100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: __24__ %

This rate is 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.	57
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)].	103
(4)	Total number of students in the school as of October 1.	429
(5)	Total transferred students in row (3) divided by total students in row (4).	0.240
(6)	Amount in row (5) multiplied by 100.	24.009

8. Limited English proficient students in the school: __69__ %

Total number limited English proficient __323__

Number of languages represented: __6__
Specify languages:

Vietnamese, Spanish, Thai, Cantonese, Filipino, and Japanese.

9. Students eligible for free/reduced-priced meals: 75 %

           Total number students who qualify: 348

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 free and reduced-price school meals 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: 12 %

     Total Number of Students Served: 55

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

11	Autism	2	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	4	Specific Learning Disability
0	Emotional Disturbance	26	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
9	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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	18	3
Special resource teachers/specialists	1	0
Paraprofessionals	0	17
Support staff	5	6
Total number	25	26

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __**23**__ **:1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	89%	90%	92%	92%	91%
Teacher turnover rate	3%	9%	5%	5%	5%

Please provide all explanations below.

Murdy's average teacher attendance rate of 90.8% from 2004 to 2008 is due in part to the number of months teachers were out on maternity leave. During the noted time, seven teachers were out for a total of 35 months, making the average yearly teacher absence due to maternity leave 7 months. The average teacher turnover rate of 5.4% from 2004 to 2008 reflects the retirement of one teacher at the end of each of those years. The retiring teachers had an average of 23 years of classroom experience, most of which took place at Murdy Elementary.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Rarely can the destiny of a school be traced to one historical moment. Resting on the timeline of John A. Murdy Elementary School is April 30, 1975. Once a typical school in the midst of a quiet post war, middle-class Anglo community, Murdy, built in 1962, was on the cusp of change. As many Vietnamese citizens sought to escape their country as Saigon fell to a communist regime, the communities of Garden Grove and Westminster extended their hands. Soon waves of fearless immigrants arrived in what would come to be known as Little Saigon, seeking the freedom, equality, and pursuit of happiness the United States is founded upon. Settling in this strange land with customs and language so different from their own, they found for their children our most precious gift, a free and equitable education.

Today, over 30 years later, our students continue to reflect and honor their immigrant heritage. Of the 467 students at Murdy, 81% are Asian (98% of which are Vietnamese), 14% Hispanic, and 4% ethnicity other than White. 69% are classified as English Learners, representing 6 different spoken languages. In addition, 75% of our students receive free or reduced-lunch. Regardless of ethnicity or socio-economic status, every individual who crosses the threshold of John A. Murdy Elementary is met with respect, promise, and challenge. It is through these tenants that we pursue our mission to provide an educational program focused on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life.

To that end our elementary staff works diligently to awaken and inspire the love of learning within each child, while at the same time developing partnerships with parents. Teachers and staff encourage participation and curiosity among parents, while providing a multitude of valuable resources. Our office staff includes both Vietnamese and Spanish speaking liaisons and all community meetings are translated simultaneously via the TalkSystem. Since many of our parents have had little or no experience with education beyond high school, we offer a ten-hour program entitled The Ten Commandments of Education. Proven to be very popular for it's comprehensive overview of the educational system and the options available for students post graduation, it is serving to empower parents as they seek to support their children at Murdy. We have seen a dramatic increase in participation and interest from the parents who have completed this course. Our Parent Teacher Organization (PTO), School Site Council (SSC), and English Language Advisory Committee (ELAC) represent a vibrant mixture of culture and socio-economics where the success of each child is the common goal. Additional parent resources made available through our office include referrals for medical and dental care for the uninsured and under-insured, as well as Adult English Learner classes. Murdy partners with the American Red Cross, the Garden Grove Clinic, Garden Grove Assistance League, Lions Club, and Healthy Smiles to provide necessary services to families in need.

Teachers at every level invest themselves into the lives of their students on a one to one basis. Each child is systematically assessed and prescribed a rigorous course of instruction appropriate to his or her need. Instruction is differentiated and delivered using the most up-to-date research-based strategies and recognized best practices.

Collaboration, both vertically and horizontally, ensures that all students receive an education scaffolded to meet current instructional levels, spiraled to offer multiple exposures to concepts and skills, and differentiated so that all students have ample opportunities to practice, apply, and master California Content Standards. It is not a dream, not a hope, but the expectation at John A. Murdy Elementary School, that all students can and will meet or exceed standards and go on to the secondary and university level prepared for the most advanced and rigorous courses of study.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Murdy Elementary administers the California Standardized Test (CST) and the California Achievement Test, 6th Edition (CAT6) each spring. The CST exam, aligned with California Content Standards, is given to grades 2-6 in Mathematics and English Language Arts (ELA). Additionally, 5th grade students are given a Science portion. CST student performance is measured as the following levels: Far Below Basic, Below Basic, Basic, Proficient, (Meeting the Standard), and Advanced.

Each California school is annually held accountable by an Academic Performance Index (API) score. This score, 200 -1000, is based on school wide CST and CAT6 performance. Over the past five years, the API score at Murdy Elementary has risen a total of 52 points from a score of 793 in 2004 to 845 in 2008. Proudly, in the past 3 years, Murdy has met or far exceeded the state established goal of 800.

The Academic Yearly Progress (AYP) score measures the percent of students scoring proficient or advanced in Math and English Language Arts each year. The success of our students over the past five years as measured by the AYP encourages us to strive harder toward greater numbers of students meeting this goal. Examples of Murdy's consistent and continuous growth can be seen in the data below. Additional data information can be found at http://dq.cde.ca.gov/dataquest and https://99.achievedata.com/gardengrove.

The following data reflects the percentage of students scoring Proficient or Advanced in ELA. 41.3%, 2004; 49.2%, 2005; 50.4%, 2006; 56.6%, 2007; 61.7%, 2008. Overall, we have achieved a 20% growth in ELA, and our students have maintained an average growth of 5.1% per year.

The following data reflects the percentage of students scoring Proficient or Advanced in Math. 64.7%, 2004; 70.6%, 2005; 74.1%, 2006; 74.4%, 2007; 77.5%, 2008. Overall, we have achieved a 12.8% growth in Math, and our students have maintained an average growth of 3.2% per year.

Our three subgroups of students tested include Asian, Socio-Economically Disadvantaged (SED), and English Learner (EL) students. These students typically represent a large percentage of our population. For example, in 2008, our Asian Subgroup made up 84% of our population, SED was 73%, and our EL subgroup was 87%. The tremendous progress these subgroups have made in ELA and Math are as follows:

In ELA, our Subgroup Progress overall for the past 5 years is as follows: 16%, Asian; 21.2%, SED; and 25.1% EL.

In Math, our Subgroup Progress overall for the past 5 years is as follows: 6.4%, Asian; 14.1%, SED; and 14.4% EL.

It is worth noting that, while the lowest percentage of growth occurred in Math within our Asian subgroup, the percentage of those students at or above proficiency is consistently greater than that of the school average.

Between 2004 and 2008 the percentage of change that occurred in ELA by grade level is as follows: 23.35%, Grade 2; 16.58%, Grade 3; 24.81%, Grade 4; 7.89%, Grade 5; 24.39%, Grade 6.

Between 2004 and 2008 the percentage of change that occurred in Math by grade level is as follows: 9.89%, Grade 2; 17.99%, Grade 3; 32.75%, Grade 4; -14%, Grade 5; 20.54%, Grade 6.

After carefully disaggregating the available Mathematics and Language Arts data for 5th grade, the disparity in achievement can be traced back to the 2003-2004 5th grade cohort. This particular group of students has consistently scored well above the normal growth trend of our other grade levels. This outlier data has in affect

skewed the overall achievement data for that grade level.

Murdy Elementary's consistent growth over time reflects our promise of an education that meets each child's individual academic needs and our challenge to all of our students to achieve the highest of academic standards.

2. **Using Assessment Results:**

Assessment results not only guide our instruction, they are our first introduction to the students who will be entrusted to us. While the children enjoy their final days of summer, our staff is already busy in vertical collaboration disaggregating the results of the CST, CAT-6, 3rd trimester benchmarks, spring district writing prompt, and the K-6 Comprehensive Literacy Assessment (CLA). This information is the springboard toward fulfilling our promise to meet each child's individual learning needs. Based upon academic assessment and results from the California English Language Development Test (CELDT) for EL students, fluid and flexible instructional groups are formed. Students who scored Far Below Basic and Below Basic are identified as At Risk and interventions are prescribed. Throughout the year, all grade levels use a variety of assessments, both formal and informal, for progress monitoring, diagnostic, and summative purposes. Language Arts and Math weekly chapter and selection tests, monthly theme skills tests, and quarterly benchmark exams focus on standards-based skills and monitor student progress toward grade level mastery. The results of these assessments are thoroughly analyzed by grade level teams during weekly collaboration and are used to determine modifications to the learning plans of individual students. Murdy has in place a three-tiered intervention model. Tier 1 allows for targeted reteaching or preteaching of specific skills imbedded in differentiated instruction and during 30 minutes of daily Universal Access time. Tier 2 provides for students who are significantly below grade level in a particular area to be pulled out for extended opportunities that address learning gaps. Students who do not achieve Fluent English Proficiency on the CELDT, and/or continue to be At Risk, receive more intensive Tier 3 intervention before or after school. Similar to the interventions planned for students not meeting standards, challenging opportunities to extend learning are planned for students who continually exceed standards. In most cases they are placed in accelerated homogenous Language Arts groups that are run similar to Gifted and Talented Education (GATE) classes. Ongoing assessment, analysis, and action have proven to be our greatest tools in improving student and school performance.

3. **Communicating Assessment Results:**

Murdy Elementary greatly respects the partnerships we have formed with students, their parents, and the community and strives to communicate accurate, formative, and timely student performance data. The importance of communication cannot be overstated, thus all performance data is made available in English, Spanish, and Vietnamese. Even before the school year starts, parents receive the results of their child's CST and CELDT scores. These assessments, along with beginning of the year diagnostic tests, form the basis for our fall goal setting conferences. Translation is available for parents with limited or no English as results are interpreted and individual academic goals are formed. Careful attention is given to the understanding and use of assessments, rubrics, and reflections, as these become the tools with which parents can best monitor their child's progress. This same translation is available at the spring conference as well as any time additional meetings are called by either parent or teacher. Whether in person or via conference call, our goal is to address all concerns with clarity and to the satisfaction of the parent. Parents of special education students meet annually with our site educational team to develop or review their child's Individual Education Plan (IEP) as well as in regular informal meetings to discuss the academic performance and social development of their child. All students receive trimester report cards and progress reports detailing cumulative assessment results. However, results from district benchmark exams, theme skills, and chapter tests, writing samples as well as many other measures of performance are regularly sent home for parent's review and signature in students' Thursday Folders. As important as each student's performance is to his or her parent, likewise the overall performance of our school is to our community. Our school board, district administration, fellow elementary schools, and individuals within our community are kept aware of Murdy's progress through local and district newspapers, our Murdy website, and personal visits to our school site.

4. **Sharing Success:**

Garden Grove Unified School District is fortunate to have in place a collaborative model that allows our schools to share with one another our successes and best practices. Five elementary Leadership Academy cohorts of 9-10 schools meet three times a year for the purposes of staff development and alignment in accordance with our district goals. In both open forum model and small group discussions, schools share with one another their successes and challenges surrounding instruction and student achievement. Data Leadership Teams (DLT) are made up of grade level representatives who in turn disseminate information to their peers. Topics of discussion are generally directed toward a specific area of curriculum or instructional method and are facilitated in such a way that the information shared is systematically and efficiently dispensed among all sites. To that end, our successes have and will continue to be shared throughout our district.

On a smaller scale, our elementary schools participate in Learning Walks and Lesson Studies based upon site needs. Once a year on a rotating basis, schools host Learning Walks that allow teachers to share ideas and observe best practices in a new environment. These walks also serve to hold us accountable to the learning objectives set by the California Content Standards. All walks conclude with a debriefing session where host and guest teachers discuss, ask questions and share resources. Teachers say this is one of their best collaborative days of the whole year.

In the event Murdy Elementary is awarded the National Blue Ribbon, news of this honor will travel throughout our community via our Murdy Newsletter, the district newsletter and local newspapers, as well as school and district websites. The Data Leadership Team will share the experience with our Leadership Academy cohort and invite anyone to come and observe first hand the basis for this honor.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Murdy Elementary's promise to provide an educational program focused on student achievement, high standards, and opportunities for all begins with our faithful adherence to California Content Standards based curriculum.

The district adopted Language Arts program, Houghton Mifflin, is broken up into three main areas: Word Work, Reading, and Writing & Language. The assessment pieces of all three components allow teachers to analyze data and differentiate appropriately. Embedded in the Houghton Mifflin curriculum are Universal Access strategies used to meet the needs of students identified as English Learner, Extra Support, On-Level, or Challenge. Lessons designed for EL students provide access to grade level text for even those with the most limited English. Faithful implementation ensures students have exposure to skills as they spiral over time, increasing in depth and complexity. Students who are more than two years below grade level participate in the Language! Program.

The Harcourt Brace Mathematics program builds conceptual understanding, develops logical reasoning, and promotes problem solving at all grade levels. Through hands on learning and real world application, with continued emphasis on mastery of facts, students are given the building blocks necessary to meet and exceed grade level standards. Exposure to rigorous, high level problem solving prepares students to meet the demanding challenges of mathematics in today's society.

Our Social Studies programs take students on a journey of discovery. Students at all grade levels not only encounter the events, people, and places of the past, they also learn about the community around them and what it takes to be a valuable member of society. Murdy has adopted two Social Studies curriculum: Scott-Foresman CA History for K-5 and Harcourt Reflections CA series for 6th grade. Both have provided teachers with invaluable tools for taking students on this important journey. They are standards based programs that were specifically written for California and therefore give students an intimate knowledge of their home state while exploring the rest of their global world.

The objective of our Macmillan/McGraw Hill Science program is to create scientifically literate students. Through hands on experimentation, readable content, and integrated technology, students explore content standards and master necessary academic vocabulary and concepts. The curriculum provides students with the opportunity to learn these difficult concepts in a fashion they are easily able to grasp. Cooperative groups, direct instruction, and reciprocal teaching strategies are used in classrooms to help further enhance science learning. The many hands on activities reinforce concepts while developing in students a curiosity and wonder regarding the field of science.

In addition to the core curriculum, Murdy students participate in standards based music, art, and physical education programs. Physical Education instruction follows the state mandate of 100 minutes per week. Music instruction takes place weekly in classrooms, and teaches students a variety of music skills from musical theory to playing musical instruments. In addition, upper grade students are encouraged to participate in the orchestra, band, and chorus. Art Masters is a standards based program in which the students learn about famous artists and recreate their masterpieces. Throughout the year, Murdy students enjoy a variety of musical performances and concerts sponsored by the Orange County Department of Education.

With 74% of our current population being EL, student success would not be possible if not for our targeted approach to English Language Development. Seeking to enhance both social and academic language acquisition, lessons are designed both vertically and horizontally. EL students receive 30 minutes of daily instruction using English Now. Ongoing professional development in GLAD, EL Achieve, as well as the use of

other researched based strategies such as SADIE allow our teachers to make grade level content across curriculum accessible to all EL students.

2a. (Elementary Schools) Reading:

Every seven years, Garden Grove Unified School District forms an ELA adoption-consult that focuses on choosing the next ELA curriculum. This consult, comprised of teachers from grade levels K-6, thoroughly evaluates curriculum that not only meets all California ELA content standards, but also offers an effective way to scaffold and spiral curriculum throughout the grade levels. Houghton Mifflin was chosen because the program offered these strategies.

Houghton Mifflin's comprehensive reading program, which is in compliance with NCLB legislation, focuses on a variety of skills that are effectively and efficiently taught at all levels. Oral language and comprehension, phonemic awareness, decoding skills, fluency, reading comprehension, writing as response to literature, vocabulary, and study skills are all components of this program.

Houghton Mifflin sequences and organizes the reading curriculum so that students are able to achieve and maintain grade level proficiency each year. Instruction is spiraled throughout the year and over grade levels. Increasing in depth and complexity, students are continually exposed to the same reading strategies and comprehension skills: Phonics/Decoding, Summarizing, Monitoring/Clarifying, Questioning, Predicting/Inferring, and Evaluating. Making Inferences, for example, deepens over time. Tap, tap, tap on a window could signal rain to a kindergartener, a storm coming to a 3rd grader, or the foreshadowing of a personal crisis in a character's life to a 6th grader.

Universal Access is a critical part of the Houghton Mifflin curriculum. As outlined by the California ELA framework, Universal Access is both 30 minutes set aside daily for small group instruction and targeted intervention, and a mindset that infuses instruction throughout the day. Students reading more than two years below grade level receive two years of instruction using the Language! Program, a state adopted intervention. Language! is designed to address the needs of these students and bring them to grade level within two years. Regardless of level, all students participate in the motivational Book It program and the self-assessment Accelerated Reader program.

3. Additional Curriculum Area:

Our mission is to provide students with the opportunities to acquire skills and knowledge necessary to live a productive life. Specifically, it is our goal to ensure that all students have the opportunity to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. Our mathematics program is designed to give students the conceptual and critical thinking skills necessary to achieve these goals.

Harcourt Brace introduces critical thinking skills early on, and spirals these skills at each grade level. Students gain familiarity, and in turn master critical thinking skills earlier than expected. Our students are often at a disadvantage in learning these skills because of their limited English proficiency, thus this spiral is essential for their success.

In addition, teachers scaffold the math program to meet the needs of all students. In many cases, students do not have real life application of math skills that other students may receive at home. Instruction is designed to have students engaged as active participants rather than just receptacles for lectured information. Differentiation of instruction occurs for students who are excelling, on level, as well as for those who are struggling to meet standards.

Assessments are an integral part of our math program. Teachers use weekly chapter tests and math facts

assessments, quarterly district benchmark exams, and informal assessments to guide instruction and provide necessary scaffolds to ensure that all students are able to achieve proficiency. Scaffolds for EL students include translation of recognized cue words and academic vocabulary necessary for the evaluation of expressions found in word problems. Recognizing that Math is regarded as the Universal Language, it is our goal that no student is at a disadvantage due to limited English.

4. **Instructional Methods:**

Data driven decision-making guides the implementation and execution of all instruction needed to modify or supplement student learning and achievement. The needs of all students, especially those of our Asian, Socio-Economically Disadvantaged (SED), and English Learner (EL) subgroups, are best met when differentiation happens in a multi-faceted, individualized fashion. A careful look at the student population reveals that many of our students fall into two, sometimes three of our subgroups. It is common that a student is Asian, EL, and from a SED home. Therefore instruction is scaffolded, learning is supplemented, and high levels of achievement are made possible. Across curriculum, differentiated instruction includes the use of Thinking Maps, Write from the Beginning, Direct Instruction, GLAD and SADIE strategies, as well as others.

In the case of our students who are performing below grade level, scaffolds are provided. The goal is to accurately assess a student's present instructional level and build upon it. Since 74% are EL, teachers spend a great deal of time preteaching, reteaching, and building the academic vocabulary necessary for students to access grade level content. In the case students are at or above grade level, extended learning opportunities are provided to challenge and accelerate achievement. Educating students of whom 75% come from SED homes, it is quite common there are gaps found not just in learning, but also in life experience. It is a passion shared by all Murdy teachers to bring the outside world into the classroom. Opportunities to respond to current events provide students with a base of prior knowledge greater than that of their own experiences. One such example is the following 6th grade Compare and Contrast response written after viewing the recent inauguration of President Obama.

'Malia Obama and I are both girls and we are both in elementary school. I live in a mobile home-park; Malia lives in the White House. My dad is a manicurist; her dad is the President. Our lives may be different, but we are equal and free in this country, just like everyone else.' Yenyen.

5. **Professional Development:**

Targeted professional development provides Murdy teachers access to the best researched based strategies necessary to differentiate instruction effectively. Blending content with pedagogy, the district is proactive in providing the tools necessary to allow students to gain and persist in all areas. In the past year, all Murdy teachers have received training in Thinking Maps, Write from the Beginning, Direct Instruction, and technology applications across content areas. Extensive training is provided whenever data shows significant gaps in achievement. For instance, while analyzing CST and CELDT data, it was discovered that EL students were not advancing to the Fluent English Proficient (FEP) level because of their writing scores. An examination of our existing ELD program showed that it did not explicitly teach writing strategies. The staff then received training on ELD standards that correlate with writing. In addition, teachers began piloting two ELD programs, GLAD and ELD Achieve.

Murdy's unique approach to professional development rests in our sense of community. As committed as we are to our students, we are equally committed to helping each other become the best teachers we can be. This is such a priority that we set aside time to observe, teach, and learn from each other. Among our teachers, we have on site strategy focused coaches who have received additional, in-depth training to become experts in one curricular area. They provide training through co-planning, co-teaching, and demo lessons. The vertical and horizontal nature of our teaming allows us to creatively problem solve when we come to an area of concern. For example, in second grade, teachers discovered some advanced students were falling back to proficient. As an action step,

the teachers spent a day visiting GATE classes at other schools to learn new strategies for Challenge students. This strategic, yet creative, approach to professional development offers support valued by all teachers, from newly credentialed to seasoned veteran.

6. **School Leadership:**

Leadership at Murdy Elementary adheres to the tenants of mutual respect and teamwork. Every decision that is made must be filtered through the question, "What is best for our students?" Leading by example, our principal has literally an 'open door policy.' When it is recess time, he is likely to be found on the handball court or running one of his famous sports tournaments. This model of putting children first has earned him the respect of students and staff.

Following the principal's lead, our staff works together to ensure our school provides a consistently safe, happy, and equitable learning community. The Data Leadership Team (DLT) is the basis for our leadership model. One teacher from each grade level participates on a yearly rotating basis. Members meet formally with 10 other district elementary schools three times a year for professional development and training. The dissemination of information at the school site is a critical role of the DLT. Communication is fluid and ongoing, occurring in monthly staff meetings, weekly grade level collaboration, and informally in conversations across campus. Additionally, the DLT plays a critical role in deciding how resources are used through participation on the Student Site Council and the English Learners Advisory Council. The School Plan is written, reviewed, and revised annually and resources are carefully allocated according to the plan and what is best for students.

At Murdy, every person on staff is an integral part of our team. To that end, everyone recognizes the significance of our relationships with students, parents, and the community. Knowing the importance of first impressions, our front office staff was recently the first wave of employees to be trained in "Take a Second and Make a Difference." This communications based training encourages all to "take a second and make a difference" by treating students, parents, community members, and co-workers with courtesy, professionalism, and respect. The best part was recognizing that as a staff, we already follow many of the suggested actions!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 2 Test: California Standards Test

Edition/Publication Year: 2004-2008   Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	77	59	75	53	67
% Advanced	34	26	40	19	24
Number of students tested	61	54	52	63	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	80	48	74	57	61
% Advanced	30	17	41	20	24
Number of students tested	46	35	39	46	54
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	77	67	78	57	78
% Advanced	33	30	38	23	38
Number of students tested	55	43	45	54	45
3. (specify subgroup): English Learners					
% Proficient plus % Advanced	75	56	71	54	68
% Advanced	34	28	38	19	27
Number of students tested	58	47	45	58	56
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading   Grade: 2   Test: California Standards Test
Edition/Publication Year: 2004-2008   Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	61	48	57	41	37
% Advanced	18	15	13	8	13
Number of students tested	61	54	52	63	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	56	37	53	48	33
% Advanced	17	14	15	9	13
Number of students tested	46	35	39	46	54
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	60	51	60	43	60
% Advanced	18	16	16	10	16
Number of students tested	55	43	45	54	45
3. (specify subgroup): English Learner					
% Proficient plus % Advanced	60	45	58	40	35
% Advanced	17	13	11	7	14
Number of students tested	58	47	45	58	56
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics   Grade: 3   Test: California Standards Test

Edition/Publication Year: 2004-2008   Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	83	86	73	80	64
% Advanced	59	61	38	32	24
Number of students tested	46	56	60	63	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	81	81	74	77	65
% Advanced	58	57	36	35	23
Number of students tested	31	42	47	43	52
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	90	92	76	90	76
% Advanced	68	62	39	39	39
Number of students tested	37	47	49	49	49
3. (specify subgroup): English Learners					
% Proficient plus % Advanced	78	80	64	80	60
% Advanced	56	50	28	25	24
Number of students tested	36	40	39	44	45
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading   Grade: 3   Test: California Standards Test
Edition/Publication Year: 2004-2008   Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	48	46	44	46	31
% Advanced	9	7	10	5	5
Number of students tested	46	56	60	63	67
Percent of total students tested	100	100	100	0	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	45	43	42	37	26
% Advanced	0	7	9	2	4
Number of students tested	31	42	47	43	52
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	57	49	51	47	51
% Advanced	11	6	13	6	13
Number of students tested	37	47	49	49	47
3. (specify subgroup): English Learner					
% Proficient plus % Advanced	42	36	32	29	25
% Advanced	6	3	5	2	2
Number of students tested	36	40	39	44	45
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics   Grade: 4 Test: California Standards Test-English Language Arts Standards
Edition/Publication Year: 2004-2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	93	80	75	62	60
% Advanced	69	55	43	27	16
Number of students tested	55	56	69	62	68
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	92	79	71	61	57
% Advanced	71	56	43	22	13
Number of students tested	38	43	48	46	55
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	95	81	77	70	77
% Advanced	77	58	45	32	45
Number of students tested	44	48	54	53	53
3. (specify subgroup): English Learner					
% Proficient plus % Advanced	89	70	71	56	36
% Advanced	64	46	28	23	11
Number of students tested	36	37	47	40	36
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading   Grade: 4   Test: California Standards Test

Edition/Publication Year: 2004-2008   Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	70	64	47	45	47
% Advanced	25	23	22	12	22
Number of students tested	55	56	69	62	68
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	65	63	44	36	40
% Advanced	18	19	22	7	19
Number of students tested	38	43	48	46	55
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	32	69	48	51	47
% Advanced	11	25	25	14	25
Number of students tested	44	48	54	53	53
3. (specify subgroup): English Learner					
% Proficient plus % Advanced	62	49	33	30	21
% Advanced	6	11	9	11	9
Number of students tested	36	37	47	40	36
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics   Grade: 5 Test: California Standards Test-English Language Arts Standards
Edition/Publication Year: 2004-2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	70	65	73	70	84
% Advanced	32	28	33	36	37
Number of students tested	56	60	58	67	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	72	60	70	68	78
% Advanced	37	30	25	37	38
Number of students tested	43	46	40	51	42
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	78	74	76	84	76
% Advanced	38	33	38	42	38
Number of students tested	48	49	50	52	50
3. (specify subgroup): English Learner					
% Proficient plus % Advanced	56	54	64	51	74
% Advanced	18	21	18	19	22
Number of students tested	34	39	28	37	23
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading   Grade: 5   Test: California Standards Test

Edition/Publication Year: 2004-2008   Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	66	55	40	52	58
% Advanced	23	17	14	15	19
Number of students tested	56	60	57	67	57
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	70	52	31	47	54
% Advanced	21	9	8	12	14
Number of students tested	43	46	39	51	42
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	71	55	43	59	43
% Advanced	27	18	16	15	16
Number of students tested	48	49	49	52	49
3. (specify subgroup): English Learner					
% Proficient plus % Advanced	50	38	26	33	26
% Advanced	12	5	0	3	9
Number of students tested	34	39	27	37	23
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics　　　　　　　　Grade: 6　Test: California Standards Test
Edition/Publication Year: 2004-2008　　　Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	65	70	64	66	44
% Advanced	30	27	36	32	13
Number of students tested	58	63	62	53	64
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	66	67	62	71	44
% Advanced	26	26	38	38	9
Number of students tested	44	46	50	42	43
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	72	74	73	76	72
% Advanced	34	30	42	38	42
Number of students tested	48	54	49	42	48
3. (specify subgroup): English Learner					
% Proficient plus % Advanced	50	58	42	39	27
% Advanced	16	17	19	17	5
Number of students tested	33	29	27	23	37
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading   Grade: 6   Test: California Standards Test
Edition/Publication Year: 2004-2008   Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	55	59	57	50	30
% Advanced	12	16	22	14	3
Number of students tested	58	63	64	51	64
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	50	52	53	46	28
% Advanced	7	15	20	10	0
Number of students tested	44	46	51	40	43
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	61	60	67	53	66
% Advanced	15	19	24	15	24
Number of students tested	48	54	50	40	50
3. (specify subgroup): English Learner					
% Proficient plus % Advanced	30	41	29	29	9
% Advanced	3	7	4	5	0
Number of students tested	33	29	29	21	37
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: