

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Janell Uerkwitz

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

Official School Name Murdock Elementary School

(As it should appear in the official records)

School Mailing Address 2100 Cason Street

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

City Lafayette State IN Zip Code+4 (9 digits total) 47904-2612

County Tiptecanoe County State School Code Number* 8105

Telephone 765-771-6120 Fax 765-771-6126

Web site/URL http://mur.lsc.k12.in.us E-mail juerkwitz@lsc.k12.in.us

Facebook Page
Twitter Handle juerkie murdockelementaryschool@fb.com Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Mr. Les Huddle

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

E-mail: lhuddle@lsc.k12.in.us

Other)

District Name Lafayette School Corporation Tel. 765-771-6000

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Brian Wagner

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

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

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	35	29	64
1	24	30	54
2	24	20	44
3	21	22	43
4	20	20	40
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	124	121	245

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 14 % Black or African American
 - 28 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 35%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	52
(3) Total of all transferred students [sum of rows (1) and (2)]	86
(4) Total number of students in the school as of October 1	245
(5) Total transferred students in row (3) divided by total students in row (4)	0.351
(6) Amount in row (5) multiplied by 100	35

7. English Language Learners (ELL) in the school: 22 %
54 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Nepali
8. Students eligible for free/reduced-priced meals: 87 %
 Total number students who qualify: 212

Information for Public Schools Only - Data Provided by the State

The state has reported that 90 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %
42 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.

- | | |
|--------------------------------|--|
| <u>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>13</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	100%	100%	100%	100%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Murdock Elementary family nurtures the promise of our children and inspires and empowers them to hope, dream, learn, contribute, integrate, innovate, create and appreciate.

PART III – SUMMARY

Murdock Elementary School is an urban K-4 school, nestled in Murdock Park in Lafayette, Indiana. It is the smallest of 8 elementary schools in the Lafayette School Corporation with 245 students. The poverty level ranges from 84 - 92%, which varies from day to day within each school year. Mobility is in the 50% range, which correlates with high poverty. Most students walk to school. Murdock has a diverse demographic population, but is primarily Caucasian. Our Hispanic population is showing growth in the earlier grades. Murdock benefits from Title I and Title III programs. Students with a wide variety of disabilities are served directly at the school. Students join us to exercise every morning before class begins, followed by breakfast. A nutritionally balanced school lunch is served as well.

Murdock is the beneficiary of a 21st Century Community Learning Center grant. This grant enables us extend the school day for 125 students every day, for up to an additional 195 minutes daily. Enrichment activities provided by this grant include extensions in music, art, mathematics, science, social studies, reading and physical activity. It also supports a free monthly family dinner and parent education for all Murdock families.

A slogan on school letterhead, which really embodies our philosophy says "Care Deeply, Share Generously, Help Willingly....Every Kid Matters!" We embrace the needs of the whole child, focusing on building relationships with families. We help connect parents to agencies to help meet their basic needs, therefore benefiting the child. Our Parent Advisory Council and School Improvement Group incorporate parents as valued members. Murdock boasts a parent center providing monthly coffee hours for bilingual parents, and access to computers which many of our parents do not have. Parent-Teacher conferences also occur twice annually. Parent volunteers are encouraged.

Instructional calendars were created by teachers in the winter of 2010. They were based on the Indiana Academic Standards, and organized into three week "chunks." Teachers also designed quick assessments necessary to determine the mastery level of each student. That data was used to inform intervention groups to reteach, maintain or enrich students. Every three weeks, by grade level, teachers meet with the principal to review data, and to look at strengths in teaching strategies, and assessments. Concerns about individual students are also shared.

Murdock has been incorporating Response to Instruction (RTI) and Positive Behavior Intervention Supports (PBIS) for several years. These tiered interventions have played a huge role for individual students who are not responding in the differentiated intervention groups. If necessary, with close monitoring by the RTI process, intervention may include a snapshot with a special education lens through the services of our school psychologist. PBIS is in place, with clearly defined, recognized and rewarded behavioral expectations. When necessary behavioral interventions also are individualized to meet concerns exhibited by some students. Communication with parents on an individual basis is an integral part of RTI and PBIS at Murdock.

Other components were added to support success for Murdock students. They include a quarterly Celebration of Learning, which is a convocation to celebrate and recognize students for academic, behavioral and attendance success. It is a fun, focused acknowledgement which lasts for about 45 minutes. Teachers also began more focused goal setting with individual students, adding new data to student data binders as student conferencing was conducted. That data included information from Acuity Predictive and Diagnostic assessments, mClass and Dibels assessments, STAR Reading and STAR Math, as well as ISTEP+, I-Read 3, and weekly classroom assessments. The principal meets with third and fourth grade students to instill belief in their progress toward goals. Principal's Club was also created which randomly supports and recognizes specific targets hit by students. The climate of this "club" is light, fun and exclusive. The great news is that its membership changes and can involve everyone. It is a highly sought after "club" by students.

In the fall of 2012, Murdock launched an outreach campaign to involve the community as the need for more hands with our students was recognized. Big Brothers, Big Sisters in Schools, connecting one adult to one child one day per week, exists already. A partnership with United Way through a Read to Succeed initiative helps complete the community involvement picture. In May of 2013 we celebrated over 75 community volunteers! The bottom line is that Lafayette, Indiana is a rich community with businesses and individuals that embrace our school community. It helps support our philosophy statement that "...Every Kid Matters!"

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Murdock Elementary School's core curriculum encompasses the Indiana Academic Standards for all core subject areas.

Language Arts Kindergarten - 2nd grade focuses on reading foundations, vocabulary, literature, and speaking/listening. For 3rd & 4th grades there are 3 main language arts curricular areas: reading, writing, and speaking/listening. Mathematics curriculum includes number sense, computation, measurement, geometry and data analysis from Kindergarten through 4th grade. Fourth grade also has instructional standards in algebra and functions. Science standards are broken into two primary areas: process standards and content standards. Process standards contains 4 main areas: nature of science, design process, prediction and problem solving. Physical, earth & space, life and science, engineering & technology are the content area focal points, for K - 4. Social Studies standards, K-4, involve history, civics & government, geography and economics. Through our study of curriculum mapping and instructional accountability, we have carefully linked each core standard to instructional calendars at all grades. These curriculum maps are segmented into three week portions. Teacher created assessments are then designed to quickly check for individual student mastery. An example from the fourth grade instructional calendar for mathematics under the heading of Algebra and Functions is: MA.4.AT.2 "Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems." This is under Indicators Addressed and Assessed for the first nine weeks with data recorded on Learning Log 4A. Data is coded either green, yellow or red beside each child's name. Green represents mastery at 85% or higher. Students with a yellow mark indicate partial mastery. Those with a red indicator are non-mastery students with a percentage below 75% and are working below the expected level of the Indiana Academic Standards. It is those "red" students who receive the most intense remediation with a classroom teacher and small group of 2 - 4 members. All other groups receive remediation or enrichment in the same intervention blocks of time.

During each three week interval, instruction is focused on the designated standards which are identified to be mastered or introduced. Instructional materials include, but are not limited to, district adopted textbooks. A wide variety of supplemental materials are used to provide optimum instruction to students during a 90 minute core block for reading and a 60 minute core block for mathematics. Science and social studies academic standards are integrated into the language arts and mathematics standards, and are denoted by Indiana Academic Standard identification codes. During these three week calendar blocks, learning logs are completed by individual classroom teachers. These logs indicate level of mastery for each student and any special needs these students have, including Individual Education Plans (IEP), Individual Language Plans (ILP) and Response to Instruction Plans (RTI). This data is uploaded into files for the principal to review. Teachers then meet in Professional Learning Communities with the principal, Title I lead teacher, and special education lead teacher, to review data by grade level. Strengths in teaching and assessment strategies are discussed. Celebrations and concerns regarding individual students are shared. Intervention group rosters are finalized for the next three weeks. These intervention groups meet for remediation and enrichment twice each day, for 30 minutes each – once for reading and once for mathematics. Students are assessed again with an equivalent quick check, following the intervention period, if they were on red originally.

2. Other Curriculum Areas:

Education of the whole child is completed with instruction from specialists in music, art, physical education and media classes. Each of these discipline areas provide instruction for every student for thirty to forty-five minutes, for a total number of 150 minutes for each child per week. Study trips to Lafayette Jefferson High School's center for performing arts and to Purdue University for theatrical and sports clubs exist for all students.

Specifically, music and art are taught by a fine arts teacher who integrates music and art standards into

weekly lessons, as well as enhancing core curriculum academic standards through the arts. For example, fractions are taught by instructing students in whole notes, half notes, quarter notes, eighth notes with beats per measure. Students participate in an elementary choir, audition for parts in musical performances at the high school, and sing in the Circle the State Choir at the third and fourth grade level. Special musical performances occur with all grade levels participating throughout the school year.

Physical education is taught by a licensed teacher, also, who works to develop age appropriate standards in her curriculum while enhancing core curriculum by grade level. For example, adjectives are taught to describe varied movements students make in a dance. Murdock students participate in twenty minutes of movement and exercise every morning with support of an Every Kid Healthy grant. Recess daily for twenty minutes also provides students with movement and physical activities.

Media instruction supports language arts academic standards twice weekly for a total of sixty minutes. A Title I paraprofessional assists the media staff with focus on selecting books to read that meet the individual child's specific reading level. A leveled literacy library with multiple copies of books is available to classroom teachers through the media center also. Instructional technology is supported for students in Murdock's media program.

Technology supports education of all children at Murdock Elementary with school wide wifi service. Third and fourth graders each have iPads in our 1:1 system. All aspects of the curriculum are supported as students utilize apps and programs with these individual student tablets. Students in kindergarten through second grade also access two mobile iPad labs and a laptop lab for enhancement of their instruction. A 25 station desktop computer lab is available for all students. All teachers use iPads as well as desktop computers for delivery of instruction and data organization. Each classroom, including special area classrooms, are equipped with Smart Boards, projectors and document cameras. Specific curriculum is supported by these technology tools. Student learning is enhanced through virtual study trips, and a wide variety of online learning tools and apps. All technology is supported with technicians through the Lafayette School Corporation. Professional development and educational support is offered by a district technology coordinator.

3. Instructional Methods and Interventions:

Instruction is differentiated with intervention groups that meet twice daily as well as in more detail through special education, English Language Learning and specific specialized learning plans. Varied instructional methods are developed by classroom teachers, and other support staff. Most differentiation begins through discussion and analysis in learning log meetings with teachers.

Response to Instruction (RTI) is a tiered instructional system that is utilized when regular, daily instruction and intervention needs more support. The school counselor, principal, Title I lead teacher and special education lead teacher form a team that helps the classroom teacher identify, plan for and deliver additional interventions to support students needing educational enhancement in Tiers 2 & 3, beyond the traditional instruction and interventions.

English Language Learners are leveled by the WIDA assessment program and identified through parental response by a language survey developed by the Lafayette School Corporation. Students with Individual Language Plans (ILP) receive a minimum of 30 minutes of additional instruction from a grade level, classroom teacher. They are also offered differentiated support for learning from ELL paraprofessionals. Parents of ELL students are also supported by a Title I Parent Liaison and documents written in English and Spanish.

Positive Behavior Intervention Supports (PBIS) were developed and exist to support student behavior. This is another tiered intervention program that begins with identification of behavioral expectations for all students. Those behavioral expectations are taught and reinforced throughout the school year, and offer motivations for students to remain at Tier I. Communication tools exist for clarity of student behavior for parents, teachers and other school staff. Interventions increase with behavioral needs of individual students, including support from the GLASS (Greater Lafayette Area Special Services) programs if needed.

GLASS provides a full staff to support student learning. These services house a full staff from administrators to specialists to school psychologists. GLASS also supports all forms of student disabilities as well as physical and occupational therapy and visual and hearing impaired programming. There is direct involvement of this staff through the RTI process also.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Murdock began intensive curriculum mapping in the fall of 2010. Collectively, ISTEP+ scores for Spring 2011 rose by 31%! We were optimistic and hopeful, but still wary. To our delight, scores on ISTEP+ Spring 2012 rose another 10%! Teachers continued to adjust academic calendars and perfect their own teacher-made assessments. It was critically important that all eight steps of this process be implemented with fidelity. The process continues at all five grade levels today. ISTEP+ scores for Spring 2013 and 2014 have continued to be at 94% passing or higher. The 2012-2013 ISTEP+ scores have been the highest with 97.3% passing. Intertwined into this data is a rise in Pass+ (advanced) scores from a baseline of 23% to as high as 76% of all students tested scoring at that level. This is attributed to the thoroughness of academic standards taught as specifically aligned with instructional calendars to the increased interventions of all students, including those at the upper achievement levels.

Due to this improvement and high achievement in the spring of 2012 and 2013, Murdock has now been named an Indiana Four Star School for two consecutive years. The Spring 2014 awards are yet to be announced. We have learned the importance of celebrating milestones with our students. We do this quarterly in a Celebration of Learning, and in frequent Principal's Club recognitions with third and fourth grade students.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Other data are used to inform progress toward goals. We had been using data from both Diagnostic and Predictive Acuity, in Language Arts and in Mathematics, for students in grades 3 & 4. We used diagnostic scores to delineate specific areas needing individual focus. We could generate activities to practice those specific skill deficit areas, and reassess as often as needed. Acuity Predictive was given 3 times per year and demonstrated growth patterns and also the likelihood that students would pass ISTEP+. This information served as great motivators for students as we complete their individual data review.

It goes without saying that ISTEP+ and I-Read 3 data are used to determine growth for each third and fourth grader. Parent reports are sent home along with detailed information that specifies particular curricular areas where students can improve. That data is also shared with local media by the Indiana Department of Education.

Dibels and mClass are assessment tools used for Kindergarten through grade 2. STAR Reading and STAR Math assessments were used at all grade levels, K - 4. Accelerated Reading and Math are then used to offer differentiated activities as students work toward meeting their goals.

Students meet individually with classroom teachers to record progress toward goals and assessment scores that all go into their data binders. Parent reports are generated with all of these assessment programs. Daily grades are partnered with standardized data results and shared with parents during Parent-Teacher conferences. Our RTI team uses all of this data when considering movement toward evaluation for learning handicaps by our school psychologist. These assessments as well as quarterly grades and Learning Log assessment data work together to create a more complete picture for each child being considered & evaluated for Greater Lafayette Area Special Services (G.L.A.S.S.).

Part VI School Support

1. School Climate/Culture

Murdock embodies “.... Every kid matters!” All students and staff are valued members of our school team. Once in the “doors” of the school, each student and their family are part of a bigger family! We embrace each one, and treat them with respect. In our high poverty setting, it seems even more important to embrace each child and parent with the dignity and respect that each deserves. Our school improvement plan addresses poverty as it supports that every child should have an equal playing field. We do this in a variety of ways from a uniform dress code to providing all school supplies to offering the same backpack and homework folder for everyone. We follow the guidelines set forth in the Lafayette School Corporation Elementary Handbook. On day one we begin teaching our behavioral expectations. Every child sets academic goals with the help of the teachers. Individual differences are accepted and celebrated. Decisions are made by the entire staff with Professional Learning Communities existing for each grade level teaching team. Murdock staff function much like a family! There is genuine caring and respect for each other. It is truly a unique place to learn and work!

2. Engaging Families and Community

Murdock is the beneficiary of a rich and giving community. Services and support from local businesses and churches and local community agencies abound. We are also blessed by Purdue University and Ivy Tech with faculty and student volunteers.

FOCUS (Families Organized within the Community United with School) is our after school enrichment program that is funded by a 21st Century Community Learning Center grant. About half of our student body is enrolled in FOCUS., with a waiting list at several grade levels. FOCUS, in concert with Title I intervention, addresses specific individual needs with homework and academic support for the first 45 minutes after school each day, then expands into enrichment in science, physical activity, music, art, social studies and various academic and service clubs. It supports students and their families for as much as three hours and 15 minutes every day after school. In addition to Title I interventionists, and staff employed through the grant ,FOCUS utilizes several work study students from Purdue University and a few high school students. Parents pay a very modest fee of \$20 every nine weeks for their children to participate. Parent education is supported by this program in the evening monthly along with a free whole school family dinner.

We celebrate 75+ adult volunteers annually through Big Brothers Big Sisters and Read to Succeed (a United Way service program). Individual children are “assigned” to individual “Brothers and Sisters” who eat lunch with them one day each week. Many of these volunteers come from one local church in West Lafayette who have “adopted” Murdock students and staff as they recognize the power of one in a child’s life and the support needed to educate our high poverty children. Many church members donate time, carry food in for teacher luncheons, beautify the school grounds, and much more. Read to Succeed volunteers are supported through local businesses who release employees for one hour each week to come to school and read with kids. Local employers have celebrated the benefit to their company as employees are gratified by the volunteer work they do each week. The school district supports another mentor program that also brings adult leaders into the school to work with students weekly as well.

United Way also supports Murdock with a summer pre-kindergarten program that brings our lowest performing incoming kindergarteners with a 4 week summer intervention program. Those students are invited after a kindergarten round-up readiness assessment. Murdock is also participating in a pre-school outreach and parent education program called Born Learning. This support program offers a family meal and parent education program one time monthly.

Specific, additional supports include partnership with a food bank, financial institution, community outreach agencies, and medical and dental offices. Murdock partners with Foodfinders food bank and a local church who provide food in a backpack for week-end meal support for our families. Nearly 100

families receive these food backpacks weekly. A local bank donates enough backpacks every summer, equipped with school supplies, for every child. One community outreach group even supports the gift of new shoes to families in need. These are just a few on the many outreach efforts made available to Murdock families.

Pre-service education students from Purdue University, and a few other colleges and universities, bless us with student teachers who enrich our classrooms with innovative ideas and practices. Lafayette Jefferson High School has student groups that also provide tutors in our after school program.

3. Professional Development

The Murdock staff participate in at least two book studies each year. Topics for focused study are determined by the instructional need of teachers, as identified in our School Improvement Plan. Faculty meetings and Title I meetings are held monthly with a professional development focus related to the school's improvement plan or identified, specific needs. The Lafayette School Corporation offers professional development with a huge variety of topics. These instructional support groups meet on Wednesday afternoons after school. Teachers are given a calendar of topics and select the ones they are interested in. Professional Growth Points are given for all professional development. Newly employed teachers are also in membership with a professional learning community for all new teachers in the district. Topics are determined by the group and by district leadership. The Lafayette School Corporation is a member of a professional development consortium (Wabash Valley Education Center) which offers a wide variety of workshops and book studies. Teachers are also welcome to participate in professional conferences as they determine the need.

4. School Leadership

Primary school leadership at Murdock Elementary School lies with the school's principal. Murdock shares an elementary assistant principal with two other schools in the district. A Title I Lead Teacher assumes leadership to support the Title I intervention assistants and school data and assessments as they relate to instructional goals and differentiation through intervention. Other leadership within the school comes from various teams such as the School Improvement Team and Response to Instruction team. A cadre of leadership exists at the district level with a superintendent overseeing all policies and procedures and an assistant superintendent guiding curriculum and instruction for elementary education. There is a Board of School Trustees that sets policy and administrative procedures. Title I and instructional technology are each supported by district leadership as well, and have direct impact on instruction and student achievement. Due process is afforded to all stakeholders from students to staff.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and above	96	96	100	75	78
Pass+	25	50	39	23	22
Number of students tested	45	48	31	44	44
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	92	95	100	89	74
Pass+	53	21	37	14	21
Number of students tested	38	42	27	35	43
2. Students receiving Special Education					
Pass and above	100	100	100	0	80
Pass+	25	33	50	0	0
Number of students tested	4	3	4	2	5
3. English Language Learner Students					
Pass and above	100	83	100	75	100
Pass+	75	17	75	0	0
Number of students tested	8	6	4	4	5
4. Hispanic or Latino Students					
Pass and above	100	91	100	90	90
Pass+	71	36	25	20	20
Number of students tested	14	11	8	10	10
5. African- American Students					
Pass and above	67	100	100	60	60
Pass+	0	40	33	10	10
Number of students tested	3	5	3	10	10
6. Asian Students					
Pass and above	100				
Pass+	100				
Number of students tested	1	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Pass and above		100	100		50
Pass+		0	0		0
Number of students tested	0	1	1	0	2
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	92	97	100	73	80
Pass+	52	60	50	27	35
Number of students tested	25	30	18	22	20
10. Two or More Races identified Students					
Pass and above	100	100	100	100	50
Pass+	50	0	0	50	0
Number of students tested	2	1	1	2	2
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Pass & above and Pass+ are represented by percentages in all groups and subgroups. Categories where subgroups have 0 students tested are blank.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and above	98	100	95	77	73
Pass+	56	55	67	10	90
Number of students tested	48	29	39	31	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	97	100	93	83	71
Pass+	55	58	64	10	7
Number of students tested	42	24	28	41	28
2. Students receiving Special Education					
Pass and above	90	100	100	25	86
Pass+	30	50	100	0	0
Number of students tested	10	4	1	4	7
3. English Language Learner Students					
Pass and above	100	100	100	100	50
Pass+	43	100	0	0	0
Number of students tested	7	3	0	6	2
4. Hispanic or Latino Students					
Pass and above	100	100	83	67	50
Pass+	43	71	83	33	0
Number of students tested	14	7	6	3	2
5. African- American Students					
Pass and above	100	100	50	63	67
Pass+	83	0	0	0	0
Number of students tested	6	2	2	11	12
6. Asian Students					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Pass and above		100			
Pass+		0			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	0	0	
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	0
9. White Students					
Pass and above	96	100	83	69	73
Pass+	58	59	83	17	13
Number of students tested	26	17	19	16	15
10. Two or More Races identified Students					
Pass and above	100	100		100	100
Pass+	50	100		0	0
Number of students tested	2	1	0	3	4
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Pass & above and Pass+ are represented by percentages in all groups and subgroups. Categories where subgroups have 0 students tested are blank.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and above	98	96	90	89	91
Pass+	6	8	6	20	5
Number of students tested	45	48	31	44	44
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	86	95	96	89	63
Pass+	17	10	4	14	5
Number of students tested	36	42	25	35	43
2. Students receiving Special Education					
Pass and above	100	100	100	0	20
Pass+	0	33	0	0	0
Number of students tested	4	3	2	2	5
3. English Language Learner Students					
Pass and above	80	83	100	75	80
Pass+	0	0	0	0	0
Number of students tested	5	6	4	4	5
4. Hispanic or Latino Students					
Pass and above	92	100	88	80	80
Pass+	17	0	0	10	10
Number of students tested	12	11	8	10	10
5. African- American Students					
Pass and above	100	100	88	80	80
Pass+	25	0	0	0	0
Number of students tested	4	5	3	10	10
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above		100	100		0
Pass+		100	0		0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	1	0	2
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	100	97	100	64	75
Pass+	20	10	11	5	5
Number of students tested	25	30	18	22	20
10. Two or More Races identified Students					
Pass and above	100	100	100	50	0
Pass+	0	0	0	0	0
Number of students tested	2	1	1	2	2
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Pass & above and Pass + are represented by percentages in all groups and subgroups. Categories where subgroups have 0 students tested are blank.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and above	96	100	95	87	42
Pass+	17	47	21	19	3
Number of students tested	48	29	39	31	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	100	96	93	89	39
Pass+	5	28	14	11	0
Number of students tested	38	25	28	39	28
2. Students receiving Special Education					
Pass and above	100	100	0	25	14
Pass+	0	0	0	0	0
Number of students tested	10	22	1	4	7
3. English Language Learner Students					
Pass and above	100	67		100	50
Pass+	0	33		0	50
Number of students tested	8	3	0	6	2
4. Hispanic or Latino Students					
Pass and above	100	100	100	67	50
Pass+	0	14	12	33	0
Number of students tested	16	7	6	3	2
5. African- American Students					
Pass and above	100	100	50	9	8
Pass+	0	0	0	0	0
Number of students tested	5	2	2	11	12
6. Asian Students					
Pass and above	100				
Pass+	100				
Number of students tested	1	0	0	0	0
7. American Indian or Alaska Native Students					
Pass and above		100			
Pass+		100			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	96	100	97	50	53
Pass+	7	35	19	0	0
Number of students tested	27	17	31	16	15
10. Two or More Races identified Students					
Pass and above	100	100		100	100
Pass+	0	0		0	25
Number of students tested	2	1	0	3	4
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Pass & above and Pass+ are represented by percentages in all groups and subgroups. Categories where subgroups have 0 students tested are blank.