



Murray Elementary School

8435 Davona Drive • Dublin, CA 94568 • (925) 828-2568 x5401 • Grades K-5

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<http://www.dublin.k12.ca.us/domain/493>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Dublin Unified School District

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www.dublinusd.org

District Governing Board

Megan Rouse, President
Amy Miller, Vice President
Dan Cunningham, Trustee
Joe Giannini, Trustee
Dan Cherrier, Trustee

District Administration

Dr. Leslie Boozer
Superintendent
Beverly Heironimus
Assistant Superintendent
Business Services

Assistant Superintendent **Educational Services**

Mark McCoy
Assistant Superintendent
Human Resources

School Description

Murray Elementary, established in 1965, is one of seven elementary schools in Dublin and serves a population of 460 students in a suburban community, which is located approximately 40 miles east of San Francisco. Our vision at Murray is to provide a caring environment where the value of learning and working together is understood and visible everywhere. Our goal is to provide a challenging, positive, and safe learning environment that promotes student academic achievement, social growth, and the development of lifelong learners. A caring atmosphere is evident in all we do. Our staff members and our Parent Faculty Club have a strong commitment to the education of all students. As a professional learning community we encourage continuous improvement in our practice and strive to create a rich, inviting environment.

This year we will continue to use Professional Learning Communities to create Common Formative Assessments and a strong Response to Intervention program. Our teachers use the Response to Intervention model to provide targeted instruction. Our teachers believe that their own training is critical to the continued success of our students. Our test scores demonstrate our ability to achieve and maintain high standards. We have provided options for our students, such as our successful Pathways classes for kindergartners through fifth graders, in which children's needs and interests drive the curriculum. Our general education program provides a rigorous and relevant education for all students in grades developmental kindergarten through fifth.

A consultant provides training in peer mediation to students in our Peacemakers program and also offers comprehensive character development to the entire school seven times during the school year. Peacemakers monitor the playgrounds and help solve conflicts. Our Elementary Peace Program is an important component of our school culture. Our climate is safe and an atmosphere of respect permeates the school.

School Vision Statement

"Our vision at Murray is to provide a caring environment where the value of learning and working together is understood and visible everywhere. Our goal is to provide a challenging, positive, and safe learning environment that promotes student academic achievement, social growth, and the development of lifelong learners."

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	112
Grade 1	67
Grade 2	70
Grade 3	65
Grade 4	73
Grade 5	66
Total Enrollment	453

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0
Asian	16.6
Filipino	6.2
Hispanic or Latino	24.3
Native Hawaiian or Pacific Islander	0.4
White	39.5
Two or More Races	9.1
Socioeconomically Disadvantaged	14.6
English Learners	10.6
Students with Disabilities	15.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Murray Elementary School	14-15	15-16	16-17
With Full Credential	20	25	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dublin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	522
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Murray Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

We choose our textbooks from lists that have already been approved by the state education officials. We use the Common Core standards that apply to all public schools in the state. The textbooks we use and the test we give are based on these content standards, and we expect our teachers to be firmly focused on them.

All students have their own set of textbooks to use in class or at home.

The elementary, kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English-Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Murray Elementary is a developmental kindergarten through fifth grade school built in 1965. We are proud to have a brand new kindergarten complex with 5 new classrooms. This gives us a total of 21 permanent structure classrooms, 3 portables, a spacious library, a computer lab housing 33 stations and a multipurpose room with stage and adjoining kitchen. Additionally, we have the offices for administration, speech, ELL and our school psychologist. For teacher use we have a conference room, teacher work room, two resource book rooms and a staff lounge. We have a large athletic field utilized by both the school and the city.

We have a full time custodian on campus during the school day. Her duties include daily cleaning and upkeep of our campus. Our district maintenance department provides a "Team Clean" crew that comes to our site nightly. Larger repairs are handled by our district maintenance department.

Student Leadership Club maintains the Butterfly Garden. Our Pathways program maintains our center courtyard. Our school has a warm and inviting campus.

We remodeled the office in the summer of 2014 and staff lounge in 2002. During the 2007-2008 school year the Dublin Unified School District planned \$9.5 million dollars in renovations for Murray Elementary School. The scope and sequence of the project encompassed replacing the roof, doors, and windows on campus. Construction took place during the summer of 2009. As of fall 2010, Murray is equipped with brand new heating, ventilation, and air conditioning units. In the summer of 2014 a brand new 84 space parking lot was completed. Additionally, the entire front of the school was landscaped using reclaimed water.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/26/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Portable water leak in main building under concrete. Repaired, concrete to be repaired on 10/22
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Two holes in play surface cushion. Work order entered.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	63	68	77	78	44	48
Math	64	63	69	73	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	69	62	73	83	87	83	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.7	33.3	34.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	65	63	96.9	73.0
Male	39	38	97.4	76.3
Female	26	25	96.2	68.0
Asian	12	12	100.0	83.3
Hispanic or Latino	15	15	100.0	73.3
White	21	20	95.2	85.0
Socioeconomically Disadvantaged	15	15	100.0	40.0
Students with Disabilities	14	12	85.7	58.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	67	63	94.0	68.3
	4	75	72	96.0	65.3
	5	65	63	96.9	71.4
Male	3	32	30	93.8	63.3
	4	31	30	96.8	43.3
	5	39	38	97.4	73.7
Female	3	35	33	94.3	72.7
	4	44	42	95.5	81.0
	5	26	25	96.2	68.0
Asian	5	12	12	100.0	91.7
Hispanic or Latino	3	15	15	100.0	46.7
	4	14	14	100.0	57.1
	5	15	15	100.0	66.7
White	3	31	28	90.3	71.4
	4	39	37	94.9	75.7
	5	21	20	95.2	65.0
Socioeconomically Disadvantaged	3	12	11	91.7	45.5
	4	13	13	100.0	30.8
	5	15	15	100.0	73.3
Students with Disabilities	3	17	14	82.3	21.4
	5	14	12	85.7	25.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	67	63	94.0	69.8
	4	74	72	97.3	62.5
	5	65	63	96.9	57.1
Male	3	32	30	93.8	70.0
	4	30	29	96.7	48.3
	5	39	38	97.4	63.2

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	35	33	94.3	69.7
	4	44	43	97.7	72.1
	5	26	25	96.2	48.0
Asian	5	12	12	100.0	75.0
Hispanic or Latino	3	15	15	100.0	40.0
	4	14	14	100.0	71.4
	5	15	15	100.0	40.0
White	3	31	28	90.3	78.6
	4	38	36	94.7	66.7
	5	21	20	95.2	60.0
Socioeconomically Disadvantaged	3	12	11	91.7	36.4
	4	13	13	100.0	38.5
	5	15	15	100.0	26.7
Students with Disabilities	3	17	14	82.3	21.4
	5	14	12	85.7	25.0

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Our parents commit time in our classrooms, many on a weekly basis, providing extra help in reading, math and science. Our visitor logbook is testimony to thousands of hours of recorded assistance. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. We buy new books for the library through Parent Faculty Club fundraisers.

Our parents continue to raise funds for programs, projects, and supplies throughout the year with events such as Jamba Juice, art sale, read-a-thons, family nights in local restaurants, book fairs, Golf Tournament and the Cougar Crawl. Our parents join District committees, serve on our School Site Council, and actively participate in after school sports. We ask all parents to attend Back-to-School Night in the fall and parent-teacher conferences in the fall.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

We have campus supervisors who patrol the site from 8:00 a.m. until 3:00 p.m. Staff monitors the school grounds for 15 minutes before school as well as at all recesses and at lunchtime. We have five noon supervisors that monitor students' safety in the cafeteria and on the playground during our two lunch periods. We use a behavior matrix to explicitly teach safe, responsible behavior in school and on the playground. These are posted in all classrooms and hallways to reinforce them with students. Visitors enter the school through the main door and sign in at the office, where they receive a visitor label to wear throughout their stay. All parents must pass a volunteer clearance before they can drive on field trips or work in the classroom.

We revise our school safety plan annually. It is revised annually and reviewed with staff in December. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available to all teachers and keep copies in the office for parents. We share the plan with all staff during our October staff meeting, which includes reminders regarding intruders, playground emergencies, and evacuation procedures. We practice fire and earthquake drills monthly.

Our Campus Supervisors repack classroom emergency backpacks with designated supplies and current class lists each September. Plans for our safety include a yearly inventory of our emergency shed, setting the drill calendar for the year, updating our substitute folders, and assigning tasks to each staff member. We maintain emergency supplies on campus in the event of a severe emergency.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.8	1.8	0.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	33.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.5
Social Worker	
Nurse	0.15
Speech/Language/Hearing Specialist	1.10
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	18	25	1	5		3	1	3			
1	22	26	22				2	2	3			
2	22	19	26		1		3	2	2			
3	20	23	25	1			2	3	3			
4	22	21	27		1		2	2	2			
5	22	22	26	1			3	3	3			

Professional Development provided for Teachers

Dedicated staff development days are scheduled on the school-year calendar during the negotiation process between the District and the teachers association. Content for two of the three days is usually determined by the District based on areas of focus, textbook adoption cycles, and the District's strategic plan. Teachers and administrators also review test scores of the previous year to assist in reviewing and modifying instructional programs. The third staff development day is determined in collaboration between the staff and principal.

Additional staff development opportunities take place during trainings where teachers are released through use of substitutes to attend workshops or conferences, at District sponsored after school workshops, during grade level collaboration, and via site-based coaches.

Staff development includes becoming a Professional Learning Community (PLC), use of the District's Online Assessment Reporting System (OARS), technology training, mathematics, English language arts, writing, science, CPI and RTI.

Teachers have piloted the adoption of new textbooks, served on district committees to develop interim assessments, and attended workshops to improve their skills. Peer lead teacher training at our school site in the areas of customizing instruction, technology, and math. We dismiss students at 2:00 p.m. on Monday and Tuesday to allow time for teachers to collaborate, both within and across grade levels. We also have 21 days district wide where students are released at 2:00 so teachers can collaborate.

For the 2008-09 school year, we dedicated four days for professional development. In 2009-10, there were four days, 2010-11, there were three days and in 2011-12 there were three days dedicated for professional development. In 2012-2013, 2013-2014 and 2014-2015 we have three days dedicated to professional development.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,490	\$43,821
Mid-Range Teacher Salary	\$84,565	\$69,131
Highest Teacher Salary	\$100,349	\$89,259
Average Principal Salary (ES)	\$122,773	\$108,566
Average Principal Salary (MS)	\$127,949	\$115,375
Average Principal Salary (HS)	\$141,815	\$125,650
Superintendent Salary	\$231,942	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,286	\$1,534	\$5,752	\$95,426
District	♦	♦	\$8,720	\$80,132
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-34.0	19.1
Percent Difference: School Site/ State			1.3	33.4

* Cells with ♦ do not require data.

Types of Services Funded

Our School and Library Improvement funds pay for one extra hour for our media technician and for teacher training, instructional supplies, and student support expenses. Our Parent Faculty Club raises funds for classroom supplies, field trips, library books, and special assemblies through our annual fundraisers. Our teachers receive funding grants from companies such as Wells Fargo and our Dublin Partners in Education. They use this funding to promote their special programs and for our Elementary Peace Program. Federal Title One funds are allocated to schools for the purpose of providing all children with an equitable and high-quality education. At Murray Elementary, our Title One funds support: vocabulary-rich reading books, Starfall Reading materials, Developmental Reading Assessment (DRA) kits, Scholastic Skilled Reading Kits, and Curriculum Associates assessment materials. We also provide highly qualified instructional aids in the classroom based on student need. These monies also go toward teacher collaboration days, professional development, supplementary books, family education nights, and supplies for the classroom.