

December 2008

Our School

- Reading and math scores in top 2%.
- After-school and summer school programs.
- Award-winning school - national/local awards.
- Swim, music, art, instrument lessons, gym.
- Strong parent involvement, active committees.
- French language program.
- Free preparation for examination schools.
- Dedicated, award-winning teachers.
- Partnerships with business, colleges, city.
- On-site counseling and therapy.

- Lead School for Science, Boston Public Schools, 2004
- Strategic Practice School, Boston Plan for Excellence, 2005
- Exemplary Reading Program School, International Reading Association, 2006
- Boston Teachers of the Year, Boston Public Schools, 2001-2007, 2007
- Learning Site School for Mathematics, Boston Public Schools, 2003-2007, 2007
- Mass. Instrumental & Choral Conductors Award, MICCA, 2007
- Harvard GSE/ Millennium Team Project, Spencer Foundation, 2008

Uniform Policy: Mandatory - Boys wear a light blue polo shirt and khaki pants, while girls wear a light blue blouse and a khaki skirt, jumper or pants.

Our Partners

- Boston Arts Academy String Instrument Program
- Brandeis Graduate School of Education
- Children's Services of Greater Boston
- Community Music Center of Boston
- Emmanuel College and Graduate School
- Harvard Graduate School of Education
- Lesley Graduate School of Education
- Stop & Shop
- The French Library
- Tufts University Graduate School of Education

Awards, Honors and Distinctions

- National Distinguished Title I School, U.S. Department of Education, 2001
- Commonwealth COMPASS School, Mass. Dept. of Education, 2001, 2002, 2003
- Vanguard School, Mass Insight Education, 2003

Our Students (SY 2007-2008)

| | | | |
|-------------------|--------------|---------------------|-------|
| Total enrollment: | 892 students | | |
| Black | 30.5% | Regular Education | 79.3% |
| Hispanic | 9.6% | Special Education | 20.6% |
| White | 32.4% | Bilingual Education | 0.0% |
| Asian | 25.0% | | |
| Other | 2.5% | | |

| | |
|-----------------------------------|-------|
| Average daily student attendance: | 95.7% |
| Students promoted to next grade: | 99.8% |
| Student mobility rate: | 4.9% |
| Annual student dropout rate: | 3.2% |
| Students suspended: | N/A |

Our Staff (SY 2007-2008)

| | | | |
|--|-------|-----------------|-------|
| Total staff: | 94 | Black | 10.6% |
| Staff-to-student ratio: | 1:13 | Hispanic | 4.3% |
| Average daily staff attendance: | 97.4% | White | 78.7% |
| | | Asian | 6.4% |
| | | Native American | 0.0% |
| Number of teachers: | 69 | | |
| "Highly qualified" teachers: | 94.2% | | |
| Teachers licensed in Mass.: | 92.8% | | |
| Core academic courses taught by "highly qualified" teachers: | 94.6% | | |

2008 "Adequate Yearly Progress" (AYP) under No Child Left Behind (NCLB)

Is our school making AYP in English Language Arts (ELA) and Mathematics for all students and subgroups?

| | All Students (Aggregate) | Limited English Proficient | Special Education | Free/Reduced Priced Lunch | Black | Asian/Pacific Islander | Hispanic | White |
|------|--------------------------|----------------------------|-------------------|---------------------------|-------|------------------------|----------|-------|
| ELA | Yes | No | No | No | No | Yes | Yes | Yes |
| Math | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes |

Our school is in the following NCLB category for **ELA**:

| | | | |
|-----------|-------------------|--------------------------------|---------------|
| No Status | Needs Improvement | Corrective Action ✓★ | Restructuring |
|-----------|-------------------|--------------------------------|---------------|

*subgroups only

Our school is in the following NCLB category for **Mathematics**:

| | | | |
|-----------|-------------------|--------------------------------|---------------|
| No Status | Needs Improvement | Corrective Action ✓★ | Restructuring |
|-----------|-------------------|--------------------------------|---------------|

*subgroups only

Under this NCLB designation, families in our school are entitled to the following services:

- Option to transfer to another school in the district under the BPS student assignment policy
- Supplemental Education Services (tutoring) for low-income students

What Makes Our School Special?

Reading and math scores for Murphy School are in the top 2% of all Boston schools. The school has won numerous national, state and local honors, including National Distinguished Title I School, Commonwealth COMPASS School, Massachusetts Vanguard School, Boston Public Schools Effective Practice School, Mathematics Learning Site School, and Lead School for Science. Many federal, state, and local grants, including a 3-year Community Learning Center Grant, add 10% to the Murphy School's annual budget for instruction and After-School Programs. In June 2008, The Murphy School PRIME TIME After-School Program was recognized by D.E.L.T.A.S. as a Triumph Collaborative site attaining an exceptional level of overall quality programming and achievement.

What Kinds of Parent Support and Resources Does Our School Provide?

Families of Murphy School students have many opportunities to support their children's learning - twice-a-year one-to-one conferences with teachers, 4-session workshop series on the school's math program, active School Site and School-Parent Councils, parent-run Murphy Reading Challenge, book fairs, book swaps, Reading 1's Fundamental book distributions, Read Across the Murphy Day, home libraries in each classroom, tours and learning walks through the school, participating in the online auction and annual volunteer fundraising events.

How are We Preparing Our Students for Educational Success?

Murphy students do well in reading and math (in the top 2% of all Boston schools) because teachers devote more uninterrupted time to these subjects every day. A range of extra-time programs - PRIME TIME After-School, Summer STARS, and Exam School Preparation - extend the school day to eight hours five days a week and the school year to 210 days for eligible students who need more time to learn.

Smaller class sizes are achieved by adding paraprofessionals, resident teachers, graduate interns, and student teachers to each classroom team to increase the number of adults available to help students. As a result, students get more attention and teachers monitor learning more consistently. Every student is tested in reading, writing, and math three times during the year so that fewer fall through the cracks. Teachers are highly trained in teaching reading, writing, math, science, and using computers as a tool for learning. Many have won local and national awards for excellent instruction. A unique feature of the Murphy School is a 30-minute one-to-one parent-teacher conference for each child that takes place in the school twice a year. Special subjects include swimming, physical education, science, computers, art, instrument instruction, music, and yoga as well as after-school instruction in instrumental music - violin, piano, and guitar - French and science. The school has full-time literacy and math coaches, as well as partnerships with Harvard Graduate School of Education, Emmanuel College, Brandeis Graduate School of Education, Lesley University Graduate School of Education, Tufts University Graduate School of Education, Boston Teacher Residency Program, Boston Arts Academy String Instrument Program, Boston Society of Architecture, the Community Music Center of Boston, the French Library, Stop and Shop, and Children's Services of Greater Boston. A full-time student support specialist and counseling and therapy services are available on site for individuals, families, and student groups.

Directions to the School

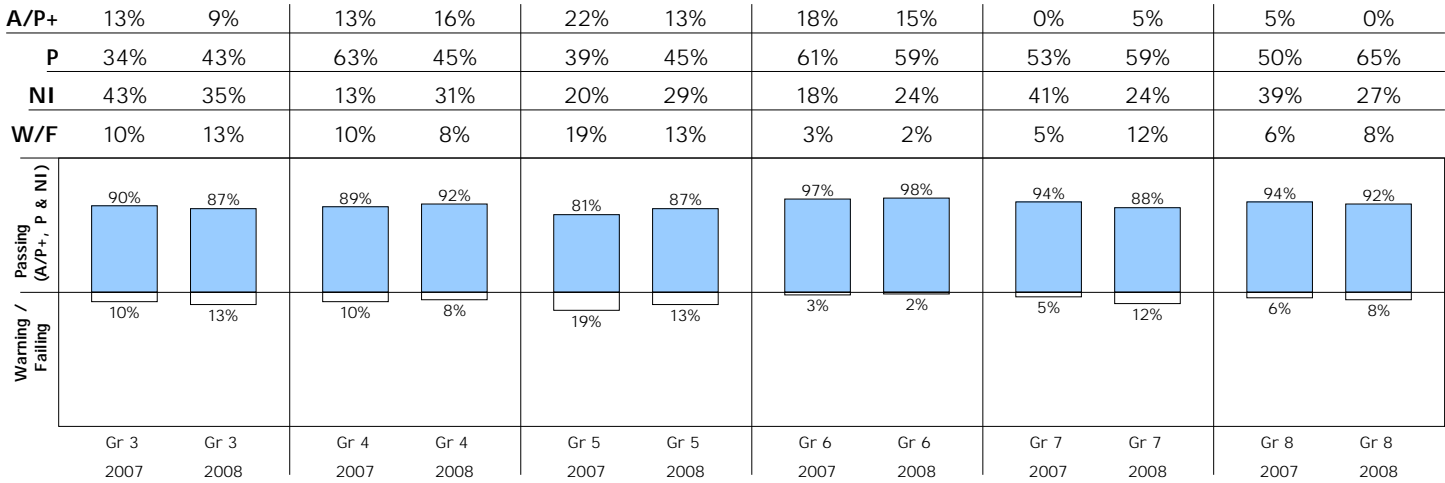
From Fields Corner Station take Neponset Avenue bus (Rte. 20). Get off at Neponset Avenue and Popes Hill Road. Walk down Pope's Hill Road toward Morrissey Blvd. The school is on Worrell St., a left turn off Pope's Hill Road. From Park Street Station take Red Line train to Fields Corner. Proceed as above.

Massachusetts Comprehensive Assessment System (MCAS) Results: 2-Year Trends

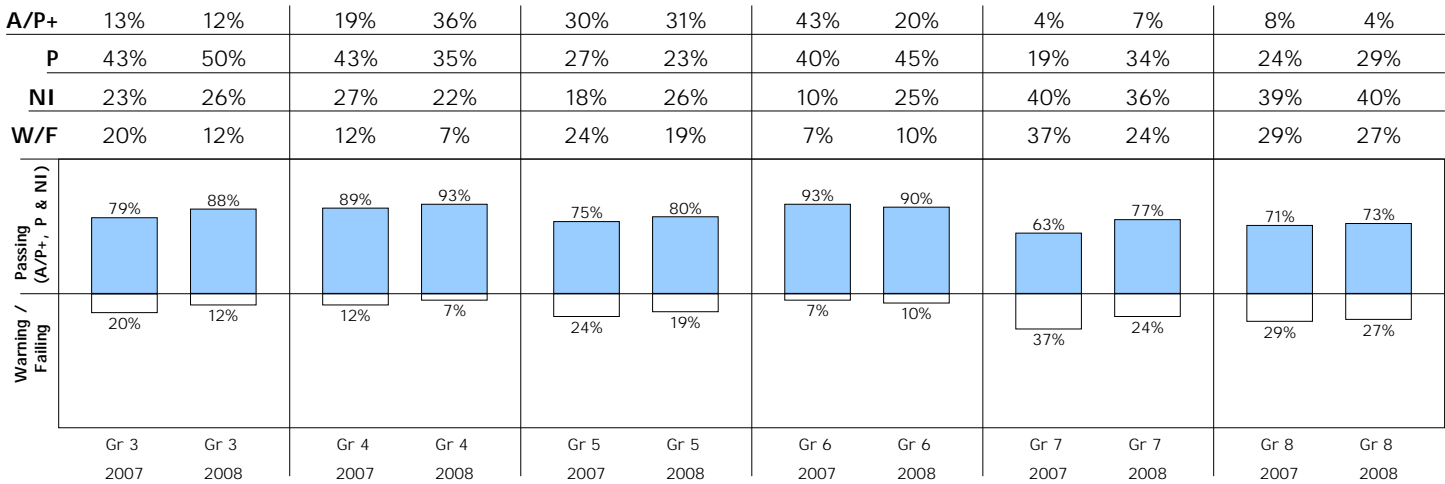
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in the same school since October 2006 are included in school-level results.

A/P+ = Advanced/Above Proficient P=Proficient NI = Needs Improvement W/F = Warning/Failing

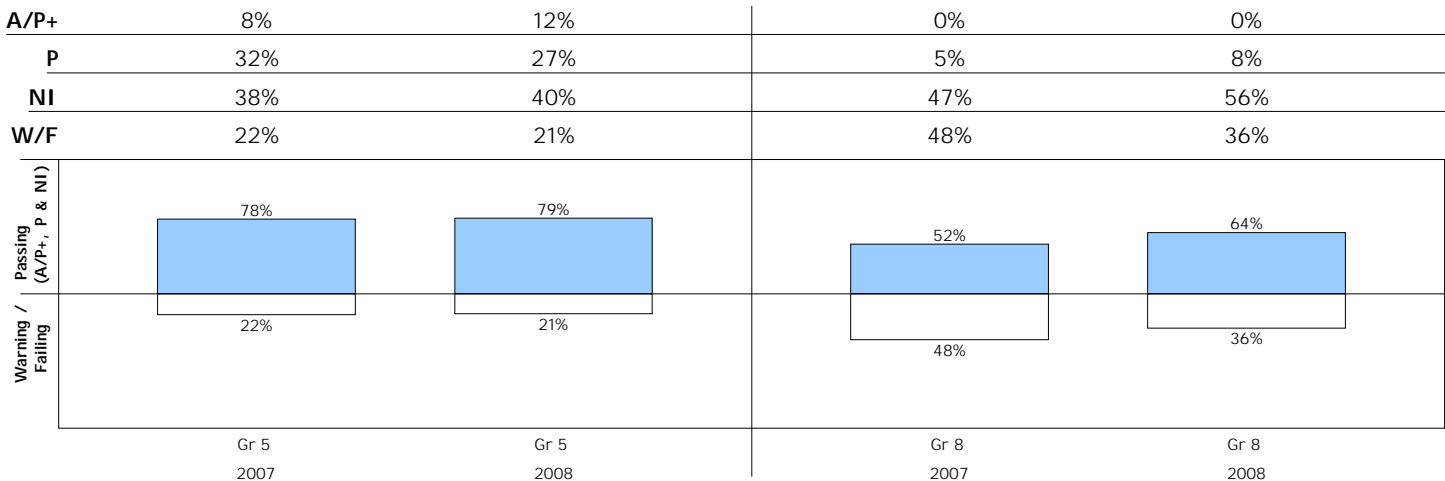
English Language Arts



Mathematics



Science



Performance of Various Student Groups on MCAS Spring 2008: School, District and State

The charts below show Spring 2008 MCAS results in English Language Arts, Mathematics and Science for each grade level tested, compared with district and state averages. Results at the school level include percentages of students (by program, race and income level) scoring at each of the four performance levels:

A/P+ = Advanced/Above Proficient **P** = Proficient **NI** = Needs Improvement **W/F** = Warning/Failing

| ELA | Grade 03 | | | | | Grade 04 | | | | | Grade 05 | | | | | Grade 06 | | | | | Grade 07 | | | | | Grade 08 | | | | | |
|-----------------|----------|------|-----------------|----|-----|----------|----|-----------------|----|-----|----------|----|-----------------|----|-----|----------|----|-----------------|----|-----|----------|----|-----------------|----|-----|----------|----|-----------------|----|-----|----|
| | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | |
| | # | A/P+ | P | NI | W/F | # | A | P | NI | W/F | # | A | P | NI | W/F | # | A | P | NI | W/F | # | A | P | NI | W/F | # | A | P | NI | W/F | |
| STUDENT STATUS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W/ Disabilities | 14 | 0 | 7 | 50 | 43 | 28 | 0 | 4 | 61 | 36 | 35 | 0 | 17 | 31 | 51 | 25 | 0 | 32 | 60 | 8 | 13 | 0 | 8 | 62 | 31 | 14 | 0 | 7 | 57 | 36 | |
| ELL | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| RACE/ETHNICITY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Afr.Am./Black | 21 | 0 | 24 | 48 | 29 | 33 | 12 | 18 | 52 | 18 | 61 | 5 | 39 | 31 | 25 | 45 | 2 | 60 | 33 | 4 | 21 | 5 | 43 | 38 | 14 | 35 | 0 | 54 | 34 | 11 | |
| Asian | 16 | 0 | 63 | 19 | 19 | 28 | 18 | 57 | 18 | 7 | 44 | 18 | 45 | 32 | 5 | 33 | 27 | 52 | 21 | 0 | 20 | 10 | 65 | 10 | 15 | 16 | 0 | 88 | 13 | 0 | |
| White | 37 | 19 | 49 | 32 | 0 | 50 | 22 | 54 | 18 | 6 | 41 | 22 | 59 | 17 | 2 | 39 | 21 | 64 | 13 | 3 | 12 | 0 | 75 | 25 | 0 | 15 | 0 | 60 | 33 | 7 | |
| Hispanic | NA | NA | NA | NA | NA | 17 | 6 | 53 | 41 | 0 | NA | NA | NA | NA | NA | 16 | 6 | 63 | 31 | 0 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | |
| Nat. Am. | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Other | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| F/RP LUNCH | 39 | 3 | 28 | 46 | 23 | 67 | 4 | 40 | 45 | 10 | 96 | 8 | 38 | 38 | 17 | 81 | 11 | 53 | 35 | 1 | 41 | 7 | 49 | 29 | 15 | 50 | 0 | 62 | 28 | 10 | |
| SCHOOL | 82 | 9 | 43 | 35 | 13 | 133 | 16 | 45 | 31 | 8 | 155 | 13 | 45 | 29 | 13 | 137 | 15 | 59 | 24 | 2 | 58 | 5 | 59 | 24 | 12 | 74 | 0 | 65 | 27 | 8 | |
| DISTRICT | 3935 | 6 | 23 | 45 | 26 | 3925 | 2 | 23 | 48 | 27 | 3520 | 6 | 31 | 43 | 20 | 3510 | 6 | 37 | 37 | 19 | 3887 | 4 | 44 | 34 | 18 | 4022 | 5 | 52 | 28 | 15 | |
| STATE | 70284 | 15 | 41 | 33 | 11 | 71162 | 8 | 41 | 39 | 13 | 70644 | 13 | 48 | 30 | 8 | 71575 | 15 | 52 | 24 | 8 | 72799 | 12 | 57 | 23 | 8 | 73268 | 12 | 63 | 18 | 7 | |

NA: Fewer than 10 students

| Mathematics | Grade 03 | | | | | Grade 04 | | | | | Grade 05 | | | | | Grade 06 | | | | | Grade 07 | | | | | Grade 08 | | | | | | |
|-----------------|----------|------|-----------------|----|-----|----------|----|-----------------|----|-----|----------|----|-----------------|----|-----|----------|----|-----------------|----|-----|----------|----|-----------------|----|-----|----------|----|-----------------|----|-----|----|----|
| | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | | |
| | # | A/P+ | P | NI | W/F | # | A | P | NI | W/F | # | A | P | NI | W/F | # | A | P | NI | W/F | # | A | P | NI | W/F | # | A | P | NI | W/F | | |
| STUDENT STATUS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W/ Disabilities | 14 | 0 | 21 | 36 | 43 | 28 | 4 | 29 | 43 | 25 | 35 | 9 | 3 | 29 | 60 | 25 | 0 | 24 | 48 | 28 | 13 | 0 | 8 | 8 | 85 | 15 | 0 | 0 | 27 | 73 | | |
| ELL | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | |
| RACE/ETHNICITY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Afr.Am./Black | 21 | 0 | 29 | 43 | 29 | 33 | 6 | 42 | 39 | 12 | 61 | 18 | 16 | 33 | 33 | 45 | 9 | 42 | 29 | 20 | 21 | 5 | 14 | 38 | 43 | 35 | 0 | 23 | 37 | 40 | | |
| Asian | 16 | 19 | 56 | 19 | 6 | 28 | 64 | 25 | 7 | 4 | 44 | 32 | 36 | 25 | 7 | 34 | 38 | 41 | 18 | 3 | 21 | 10 | 43 | 38 | 10 | 16 | 13 | 56 | 25 | 6 | | |
| White | 37 | 19 | 59 | 19 | 3 | 50 | 38 | 42 | 12 | 8 | 42 | 55 | 17 | 17 | 12 | 38 | 24 | 47 | 24 | 5 | 12 | 0 | 58 | 25 | 17 | 16 | 6 | 19 | 56 | 19 | | |
| Hispanic | NA | NA | NA | NA | NA | 17 | 47 | 29 | 24 | 0 | NA | NA | NA | NA | NA | 16 | 13 | 38 | 38 | 13 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | |
| Nat. Am. | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Other | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| F/RP LUNCH | 39 | 5 | 46 | 28 | 21 | 67 | 30 | 28 | 31 | 10 | 96 | 20 | 24 | 32 | 24 | 81 | 17 | 41 | 28 | 14 | 42 | 7 | 29 | 36 | 29 | 51 | 4 | 33 | 31 | 31 | | |
| SCHOOL | 82 | 12 | 50 | 26 | 12 | 133 | 36 | 35 | 22 | 7 | 156 | 31 | 23 | 26 | 19 | 137 | 20 | 45 | 25 | 10 | 59 | 7 | 34 | 36 | 24 | 75 | 4 | 29 | 40 | 27 | | |
| DISTRICT | 3939 | 10 | 26 | 32 | 32 | 3943 | 9 | 21 | 47 | 23 | 3528 | 11 | 22 | 34 | 34 | 3547 | 10 | 22 | 29 | 39 | 3951 | 7 | 21 | 28 | 43 | 4059 | 9 | 25 | 26 | 40 | | |
| STATE | 70393 | 25 | 36 | 25 | 14 | 71450 | 20 | 29 | 38 | 13 | 70748 | 22 | 30 | 30 | 17 | 71679 | 23 | 33 | 26 | 18 | 73169 | 15 | 32 | 29 | 24 | 73365 | 19 | 30 | 27 | 24 | | |

NA: Fewer than 10 students

| Science | Grade 05 | | | | | Grade 08 | | | | | |
|-----------------------|----------|----|-----------------|----|----|----------|----|-----------------|----|----|-----|
| | Students | | % By Perf. Lvl. | | | Students | | % By Perf. Lvl. | | | |
| | # | | A | P | NI | W/F | # | A | P | NI | W/F |
| STUDENT STATUS | | | | | | | | | | | |
| W/ Disabilities | 35 | 0 | 9 | 29 | 63 | 15 | 0 | 0 | 27 | 73 | |
| ELL | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| RACE/ETHNICITY | | | | | | | | | | | |
| Afr.Am./Black | 61 | 3 | 18 | 44 | 34 | 35 | 0 | 3 | 49 | 49 | |
| Asian | 44 | 11 | 39 | 39 | 11 | 16 | 0 | 13 | 63 | 25 | |
| White | 42 | 24 | 33 | 36 | 7 | 16 | 0 | 13 | 63 | 25 | |
| Hispanic | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Nat. Am. | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Other | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| F/RP LUNCH | 96 | 4 | 23 | 45 | 28 | 51 | 0 | 6 | 59 | 35 | |
| SCHOOL | 156 | 12 | 27 | 40 | 21 | 75 | 0 | 8 | 56 | 36 | |
| DI STRICT | 3525 | 3 | 14 | 46 | 37 | 4020 | 0 | 10 | 38 | 52 | |
| STATE | 70689 | 17 | 33 | 38 | 12 | 73203 | 3 | 36 | 39 | 22 | |

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 244 43.6% of school
 Students receiving ISSP: 228 93.4% of eligible students

Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:
 Our school has met this district goal.