

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. Peter J. Swanson (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name McNeil Canyon Elementary (As it should appear in the official records)

School Mailing Address 52188 East End Road (If address is P.O. Box, also include street address)

Homer AK 99603-9672 City State Zip Code+4 (9 digits total)

Tel. (907)235-8181 Fax (907)235-8183

Website/URL www.kpbsd.k12.ak.us/mcneil/ E-mail pswanson@kpbsd.k12.ak.us

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

(Principal's Signature) Date

Name of Superintendent* Dr. Donna Peterson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kenai Peninsula Borough School District Tel (907)262-5846

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

(Superintendent's Signature) Date

Name of School Board President/Chairperson Ms. Deborah Germano (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

*Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 16 Elementary schools
 1 Middle schools
 3 Junior high schools
 5 High schools
 18 Other (Briefly explain)K-10, K-11, K-12, Jr./Sr. High,
 Charter Schools, Prison, Continuation
- 43 TOTAL

2. District Per Pupil Expenditure: \$7,727/FY03(current year) and \$7,379/FY01
 Average State Per Pupil Expenditure: \$9,216/FY01(most recent figure available)

SCHOOL (To be completed by all schools)

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

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

4. 4 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	10	11	21	7			
1	9	11	20	8			
2	5	8	13	9			
3	3	8	11	10			
4	7	6	13	11			
5	6	8	14	12			
6	9	11	20	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							112

6. Racial/ethnic composition of the students in the school: 93 % White
0 % Black or African American
<1 % Hispanic or Latino
<1 % Asian/Pacific Islander
6 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 21%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	117
(5)	Subtotal in row (3) divided by total in row (4)	.21
(6)	Amount in row (5) multiplied by 100	21

8. Limited English Proficient students in the school: 10%
12Total Number Limited English Proficient
Number of languages represented: 1
Specify languages:
Russian

9. Students eligible for free/reduced-priced meals: 45%
51Total Number Students Who Qualify

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

10. Students receiving special education services: 19%

22 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 3 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 14 </u> Specific Learning Disability
<u> 1 </u> Hearing Impairment	<u> 4 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u> 1 </u>
Classroom teachers	<u> 5 </u>	<u> </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 3 </u>
Paraprofessionals	<u> 1 </u>	<u> 1 </u>
Support staff	<u> 2 </u>	<u> 2 </u>
Total number	<u> 9 </u>	<u> 7 </u>

12. Average school student-“classroom teacher” ratio: 22.2

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>91.06%</u>	<u>92.92%</u>	<u>89.52%</u>	<u>89.45%</u>	<u>86.92%</u>
Daily teacher attendance	<u>97.26%</u>	<u>95.86%</u>	<u>95.33%</u>	<u>97.12%</u>	<u>96.44%</u>
Teacher turnover rate	<u>6.25%</u>	<u>12.5%</u>	<u>10%</u>	<u>0</u>	<u>0</u>
Student dropout rate	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Student drop-off rate	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>

PART III - SUMMARY

Twenty years ago, the idea of constructing McNeil Canyon Elementary School was fervently nurtured by local community members who were determined to have a school facility close to their homes. Because of their resolve, our school was built twelve miles out of the closest town. Parents were instrumental in the birth of our school and their vision of involvement remains strong to this day. Our students come from diverse backgrounds; the main occupations of their parents include government jobs, commercial fishing, construction, the tourist industry, oil field workers, merchants and artists. Some students live with no running water and use wood stoves to heat their cabins while others enjoy large modern homes and yearly vacations to distant countries. Approximately ten percent of our students are bilingual, Russian Old Believers who closely follow their cultural traditions, religious beliefs and calendar. Most Russian students entering kindergarten speak little or no English.

An active Site Council comprised of our administrator, teachers, parents and community members meets regularly to guide the direction of our school. Our mission, composed by this Site Council, states: *We at McNeil Canyon Elementary School believe that the self-esteem and lifelong empowerment of the whole child is the responsibility of the entire community, which includes students, parents, staff and other community members. Through respect and celebration of our diversity, we seek unity and awareness of our community.*

As part of the Kenai Peninsula Borough School District, we teach the District's curricula which is aligned with the Alaska State Standards. Standards based concepts are taught in units that focus on essential questions and delivered by research based strategies to engage all learners. Multiple assessment tools provide us with information to drive instruction and direct remediation. Achieving basic literacy is an outcome we expect for all of our students. We expect that and much more. We provide children with a framework to be responsible, caring citizens. We are a school in which the process of learning is as important as the content. Emphasis is placed on teaching them to be aware of their own metacognition. Opportunities to use Multiple Intelligences are woven into our curriculum. We believe that making connections between subjects enhances learning and makes school a real life experience where challenges are accepted with a positive attitude.

Our staff functions as a true team. Five classroom teachers, assisted by 9 support staff members, instruct heterogeneous classrooms, two of which are multi-graded. Together we create a safe, nurturing environment of which students want to be a part. All staff members consider every child their responsibility; we develop relationships with all students and maintain them throughout the children's enrollment in our school. Students can rely on consistent behavioral expectations from every adult with whom they interact; these are outlined in our student handbook, taught in each classroom early in the school year, and reinforced by parents. During regular intervention meetings the staff works in partnership to problem solve and plan for individual needs. Four of the regular classroom teachers exchange classes in order to deliver instruction in a curriculum area of their expertise; as a result we offer Art, French, Library and Oral Language to all students 1st -6th grade by an instructor with a passion for that subject. Collegial relations between the staff focus on helping each other for the good of every child in the whole school.

Parent involvement is high and crucial to our success. We strive to develop partnerships with the parents of our students. They demonstrate their support by signing Parent/Student/Teacher Contracts, helping with homework and sending their children to our After School Learning Lab. They attend informational workshops, Family Math and Science Night, concerts and plays, volunteer regularly in the classrooms, and maintain our library. Parents fundraise for our art program, field trips and supplies. They coach after school sports and organize annual traditions such as a Fall Carnival and Talent Show.

It is with this blend of highly motivated teachers, parents and students that we are able to achieve our high expectations while making our school a fun place in which to learn and grow. By nurturing individuals' potential, our school community spirals upward to reach our overarching vision. This is invigorating for all involved in our learning community. The Blue Ribbon nomination is an honor and validation for our mission.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. In order to teach effectively, a school staff needs to know what it wants students to learn (curriculum), have effective strategies for achieving these standards (instructional methods), and determine what an individual child knows and can perform, both before and after instruction (assessment). McNeil Canyon’s curriculum embraces the Alaska State Standards. The staff uses multiple assessments in language arts and math, as well as in other curriculum areas, to inform instruction for individual students and to determine school goals. These include district-wide assessments, individual student portfolios, standards-based classroom assessments, teacher observations, student projects and demonstrations, and student self-evaluation. These assessments give data on individual students and also provide a means for measuring school-wide and district-wide progress in various curriculum areas.

Kindergarten Developmental Profile: During the first days of the school year a team of teachers meets with Kindergarten students, as well as First Graders new to the district, and their parents. They assess the developmental levels of these incoming students in four areas using eleven indicators, and they obtain information from parents regarding each child’s background and needs.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): These assessments are given 3 times a year in Kindergarten and 1st grade. DIBELS measures phonological awareness skills, which refer to awareness of the sound structure of language, including the ability to work with parts of words. A range of skills is assessed such as rhyming, blending, and breaking apart sounds of words. A retelling (comprehension) component has been added this year.

Curriculum Based Measures (CBM): The CBM reading assessment is a series of three, one minute timed passages that measure how many words per minute a student reads correctly (fluency). It is administered to students in Grades One through Six. This measure of fluency correlates with reading comprehension. Other curriculum-based assessments include writing and math computation, both of which measure fluency in those subjects. DIBELS and CBM test results track individual student progress as well as indicate those students needing intervention. The tests can be administered quickly and easily on a regular basis (weekly for at-risk children) to check that intervention strategies are indeed working. These assessment results are used by all members of our intervention teams that meet weekly, as well as by our Title 1 committee.

Terra Nova/CAT: This is a state mandated standardized test given to 4th and 5th graders that measures student achievement on national norms. It assesses basic knowledge and skills in Reading, Language Arts, Mathematics, Science, and Social Studies. Scores are reported as a national percentile, using a scale of 0-100.

Analytic Writing Assessment (AWA): The AWA is a district developed assessment that scores the six traits of good writing using a rubric. It is an example of *performance assessment* because it allows students to demonstrate not only their ability to write but also their ability to analyze, synthesize, and evaluate-abilities which require higher-order thinking skills. McNeil students take the AWA in Grades 4, 5, and 6.

Alaska Benchmark Examination: This is a state–mandated assessment given in grades 3 and 6 consisting of three tests: reading, writing and mathematics. The test questions are based on the Alaska Student Performance Standards in these curriculum areas.

Standards-based classroom assessment is done regularly to inform instruction. A Language Arts and Math portfolio with samples of student work and student self evaluation are kept for each student and used for planning goals and instruction and to give feedback at student, parent, teacher conferences. An electronic portfolio, including fine arts is being developed.

Collectively these assessments give students, parents, and teachers information on individual student strengths and weaknesses. They also give feedback to teacher, school, district, and community on specific areas where instruction can be improved and on success of instructional methods.

Portfolios: A Kindergarten through 6th grade Language Arts and Math portfolio with samples of student work, developmental continuums, and student self-evaluations provide authentic snapshots of student progress to teachers, students, and parents.

2. McNeil Canyon Elementary uses both norm referenced and criterion referenced testing to inform instruction, and more importantly to provide a basis for early intervention and enrichment.

Three times a year we look at Curriculum Based Measures in Reading, Math and Writing, for Kindergarten through Sixth Grade to facilitate academic growth. We create charts of individual student longitudinal progress as well as charts which compare individual performance with grade level performance. These charts are used to communicate student performance and identify students who may qualify for special needs assistance.

Once a week the Intervention Teams, made up of Classroom Teachers, Special Education staff, Title One Teacher, Bilingual Teacher, PE/Music Teacher, Quest Teacher, Speech Language Therapist, School Psychologist and Building Administrator, meet to review student progress. The intervention team looks at individual and group progress by addressing student academic concerns, and gathering best practice strategies in order to apply them in the classroom setting. Results of strategy implementation is also reported back to the team.

The staff and students use rubrics to communicate, guide, and evaluate course expectations.

All areas of assessment are based on the Alaska Standards. McNeil Canyon report cards were developed according to those standards. We use portfolios and report cards in student-led conferences to engage the learner and parent in the language of our assessment and the standards.

3. Regular ongoing communication is an integral part of the individual and whole group success that McNeil Canyon students enjoy. Student performances, as measured against the Alaska State Standards, are shared with the students, their parents, and the McNeil Canyon community. This communication begins with individual interviews of parents and students upon entrance to Kindergarten, which lays the foundation and expectation for ongoing communication throughout their McNeil experience. These interviews provide a developmental profile of the student and foster that important link between student, parent and school.

The sharing of individual developmental portfolios and standards based report cards in grades K-3, at Fall and Spring parent conferences is key to communicating how individual students are performing. Similar standards-based report cards are also used in the intermediate grades 4-6. These reports and their related mid-quarter progress reports give a comprehensive accounting for each student's performance, measured developmentally, as it relates to the Alaska State Standards in all academic areas. Students and their parents in the intermediate grades also have electronic access, via the internet, to their grades and the individual assignment grades as teachers update those records on a regular basis.

DIBELS and CBM assessment results from Fall, Winter, and Spring assessment periods, for all McNeil Canyon students, are presented during both parent conference sessions. This information is used by students, parents, and teachers in partnership to generate strategies and set goals for student achievement.

The results of the Analytical Writing Assessment (AWA), mandated by our district for 5th grade students, is shared with the students first and then sent home for the parents. High scoring papers are published in books by the district and distributed to the schools.

Students in grades 3 and 6 take the Alaska State Benchmark assessments in February, and those in grades 4 and 5 take the Terra Nova at the same time. The individual results of these state mandated tests are mailed to parents as soon as they are returned. The cumulative results of these assessments are shared with the entire community during "Back to School Night", at Site Council Meetings, in weekly and monthly newsletters and are used to guide school goal planning for the following year.

4. As a Blue Ribbon School, McNeil Canyon School will use the local media to announce our success throughout the state of Alaska. We will recognize all those who share their energy and creativity to make our school a quality place of learning.

Our success comes from a staff willing to collaborate and problem solve on a daily basis. We honor the children who attend our school, fostering an atmosphere of mutual respect. The school community who supports their learning comes from all who are part of our environment: all staff

members, parents and local community members. We will celebrate this recognition with our whole community.

We will produce a Power Point presentation to be distributed on CDs to introduce our school to interested parties across the United States. We will invite fellow educators to visit because, to understand the personal interactions that create our “Blue Ribbon School,” one must come and see us “in action” to get the true flavor of how we work together.

McNeil Canyon Elementary has piloted many programs in its twenty year history, such as Primary Portfolios, Critical Incident Response, Panels on Multiage Classrooms and the Writing Process. We look forward to setting up an institute, in conjunction with our local college, to share our best practices with other educators interested in gathering information that they can use at their site. We will welcome internships and student teachers who want to hone their experiences. It is our desire to share how learning can be fun and award-winning at the same time.

PART V – CURRICULUM AND INSTRUCTION

1. Students in today’s elementary classrooms must be prepared for a world of work and life that will be significantly different from that of their parents. Knowing that there is more information than one person can learn, our focus is on teaching students how to access information and to use group problem-solving to arrive at a synergy of ideas. This preparation must also include a strong foundation of basic skills in reading, writing, communication and mathematics. The curriculum at McNeil Canyon Elementary includes reading, language arts, mathematics, spelling, science, social studies, technology, fine arts, world languages, health, and fitness. These content areas are covered in a systemic and systematic manner, using a rich, research-based curriculum, quality materials and textbooks.

The McNeil Canyon curriculum aligns with the Alaska State Standards and the Kenai Peninsula Borough School District Standards. The Alaska State Benchmark assessment measures individual student proficiency of those standards in the areas of reading, writing, and mathematics. The curriculum at McNeil Canyon is designed to teach these standards, and the data from these assessments is continually used to guide instruction, enhance the curriculum, adopt research-based best practices and drive the staff’s professional development.

The Scholastic Literacy Place series has been the framework for McNeil’s reading instruction for the past three years. The components of phonemic awareness, phonics, word recognition, comprehension, and fluency ensure a comprehensive, systematic approach to reading. The assessments provided by that series correlate well with the DIBELS and CBM assessment data that have been concurrently collected.

Literacy is further developed through the use of Daily Oral Language, 6-Trait Writing, Socratic Seminar, Literacy Place spelling series, and integrating writing into all content areas. Writing is a strength of McNeil Canyon students. McNeil students as a whole have consistently scored first and second among the district’s 16 elementary schools on these AWA’s, with many individual students annually attaining “Star” papers (papers that score greater than 53 of 60 possible points).

The district adopted Scott Foresman /Addison Wesley math text supported by Creative Publication’s Mathland, with its strong manipulative approach, provides the core of the primary grades math curriculum. The Scott Foresman / Addison Wesley math series is used in the intermediate grades. Instruction in the math curriculum is completely standards based with each strand and related objective being identified, taught, and assessed. Students at all levels are challenged by regular instruction in problem solving which includes communicating responses that explain the thought process behind the answer.

Science and Social Studies are supported throughout all grade levels with district adopted texts that are aligned with the Alaska State Standards and with the district’s scope and sequence for each area. Across the grade levels it is common to see students working in hands-on science investigations. They also provide written records and reports of their findings using the scientific method. Much of the social studies curriculum is integrated with language arts, providing another wonderful opportunity for McNeil students to practice their writing craft. Students begin using the computers available in their classrooms and in small lab formats in kindergarten, with formal keyboarding instruction beginning in third grade.

Word processing, spreadsheets, information access and Power Point presentation skills are honed in the intermediate grades via many opportunities in those three years. McNeil students, grades 4-6, are required to use those tools with a high degree of sophistication when completing assignments in all curricular areas.

All students at McNeil have physical education and music on a rotating daily basis. The basis for all curriculum in these two areas comes from the Alaska State standards and the Kenai district standards. Health instruction based on these same standards is provided by the classroom teachers.

McNeil has an interesting approach to providing curriculum that otherwise would not be offered. Three years ago when declining enrollment caused the loss of two teaching positions at McNeil, the remaining staff used creative problem solving to counteract this loss. After discussing how to continue to give students the opportunities that are an important part of the elementary experience, each teacher chose an area that they were passionate about and developed a plan to allow the sharing of student groups once a week for instruction in the areas of Art, Library Skills, Oral Language (reader's theatre, etc.), Outdoor Education, and French. Students also receive instruction in American Sign Language and Spanish.

McNeil has a school-wide tradition of high expectations and high standards for academics as well as behavior. A structured atmosphere provides all children the opportunity to succeed and to maximize their learning. A sense of community and the staff's emphasis on building relationships with students allows a real understanding of individual learning styles and areas of strength or weakness, leaving no child behind.

2. Having a strong veteran staff who have developed resources and practices of significant breadth and depth coupled with a very responsive intervention team process has produced what the McNeil staff determined is an eclectic approach to curriculum. This approach incorporates the Kenai district adopted text, Scholastic's Literacy Place, as a common framework throughout all grade levels and allows for the use of other resources as they are needed to enhance and further develop reading skills. Junior Great Books and other inquiry-based readings are some examples of activities used to develop interpretive and evaluative skills in Kindergarten through 6th grade. At all grade levels students are engaged in reading fluency activities on a daily basis with frequent monitoring and assessment by staff and peers. Regular and continual assessment of these skills is a key to making the instructional interventions necessary for each student to reach and maintain the high reading standards that have been set at McNeil Canyon Elementary.

Early intervention for all students with a focus on building phonemic awareness, phonics and vocabulary in our kindergarten, first grade, and older, less able readers has been a great part of reducing the number of referrals for Special Education Services. The most common intervention is the use of Reading Mastery(RM) because of its preciseness. The goal however is to move the student as fast as possible back into books and to keep building their comprehension and vocabulary skills. To accomplish this we have students being "doubled-dipped" in a Scholastic reading group as well as another reading group (RM, Read Naturally or some other intervention) at another time. These same students are encouraged to attend After School Learning Lab twice a week to further hone reading skills through our Reading Counts program, computer programs and tutorial instruction. At the other end of the scale, our students who excel in reading have extensions provided by the classroom teacher and the Quest (district's gifted & talented program) teacher.

Knowing that a child's ability to read is pivotal for all other academic success, the McNeil staff has chosen to concentrate its efforts in the area of reading with ambitious site goals and Title I goals that outline a plan for each student's individual success and attainment of high standards.

3. Fine Arts play a vital role in our school. While strolling through our halls, it is obvious that Visual Arts are fundamental; a collection of permanent displays created with visiting artists is installed next to the ever-changing galleries of recent student art work. The products are impressive, yet the process behind each display reaches deeper. Children at every grade level receive art instruction in a developmental discipline-based art program. They are able to engage in thoughtful conversations around

masterpieces developing understanding and interpretations of their own while appreciating other cultures, times and places. Art is taught to promote resilience, stimulate interest and provide motivation that will keep students engaged. Art education has given us the vehicle with which to make connections to other curricula. Students learn how the creative process involved in writing parallels the creative process tapped when producing a piece of art. Art is a discipline through which we teach the Habits of Mind and broaden the understanding of student Multiple Intelligences. Children embed these insights and transfer them to other educational experiences. These experiences are documented in individual electronic Fine Arts portfolios.

Each year we have been the recipient of an Artist in the Schools Grant funded by the Alaska State Council on the Arts and matching funds of our parents' organization. When choosing the visiting artist, a systematic progression through the Fine Arts disciplines assures that our students will learn from artists representing each area at some time during their attendance here. Drama, Movement/Dance, Visual Arts, Music, and Creative Writing residencies provide opportunities for students and teachers to learn together, make associations to other subject areas while participating in a community building, school wide event. Performances for the community and exhibits of art work displayed in school and in town are ways we generate pride and give back to the community that has given so generously to us.

4. The staff at McNeil Canyon Elementary uses a wide variety of teaching methods to address the multiple educational needs of our students. During the course of a day, in each class from kindergarten through sixth grade, students are actively engaged in learning through direct instruction, peer tutoring, cooperative learning, small group work and discussions, manipulative-based lessons, project-based activities, and whole class instruction. The staff at McNeil Canyon recognizes that students possess different learning styles and demonstrate strengths and weaknesses in the different intelligences. Classroom routines are designed with this variety of student profiles in mind. The use of checklists allows students to monitor their own progress through each day and helps develop self-motivated and life-long learners.

The range of instructional practices used by the staff at McNeil Canyon Elementary is research-based and reflects best practices. Spelling, math computation, and writing conventions are examples of skills that have been identified by analysis of assessment data, researched for best practices, and addressed with new or improved instructional methods.

Early identification of students who are not progressing at a rate likely to achieve benchmarks allows for remedial assistance. This identification begins in the Fall of their Kindergarten year or upon their enrollment. Identified students then receive focused instruction on non-mastered skills and review of previously taught skills.

5. Professional development at McNeil Canyon is an ongoing process to align research-based instructional practices with state standards to improve student learning. Despite a substantial cut in professional days provided in the school calendar, the staff of McNeil Canyon has addressed professional development both inside and outside the contracted hours. The staff begins and ends the year reviewing both norm-referenced and criterion-based assessments. This process of analysis drives instructional goals for the upcoming year and provides valuable evaluation of the preceding year's interventions.

Staying abreast of the latest research often involves staff development outside the school hours. In the past several years staff has met for book talks and/or college courses in brain research, cooperative learning, First Steps reading instruction, reading comprehension, oral language, web page design, Linda Mood Bell classes and Six Trait writing process.

Research has shown that student attitude toward school is affected by their sense of safety. The staff of the school designed and implemented a critical incident plan that has become the model for the school district. It addresses how the staff will respond during natural disasters, student or family death, and intruders. All staff members take Red Cross certified First Aide/CPR classes. Physical, social, and emotional care of each student continues to be a focus of staff development at McNeil Canyon.

Alaska State Benchmark Exam
(state-criterion-referenced tests)

Reading

Grade 3

Test Alaska State Benchmark Exam

Edition/publication year 2000-2003

Publisher CTB McGraw/Hill

Number of students in the grade in which the test was administered 14 (2003)

Number of students who took the test 14 (2003)

What groups were excluded from testing?
Why, and how were they assessed?

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percent X

Testing month: March	2002-2003	2001-2002	2000-2001	1999-2000
SCHOOL SCORES				
% Below Proficient	14%	10%	11%	20%
% At or Above Proficient	86%	90%	89%	80%
% At Advanced	43%	10%		
Number of students tested	14	10	18	25
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of total students excluded	0%	0%	0%	0%

SUBGROUP SCORES

1. Low Socioeconomic Status

% Below Proficient	29%	25%	0	N/A
% At or Above Proficient	71%	75%	100%	
% At Advanced				
Number of students tested	7	4	6	

2. Ethnicity

% Below Proficient	14%	10%	11%	N/A
% At or Above Proficient	86%	90%	89%	
% At Advanced	43%	10%		
Number of students tested	14	10	18	

STATE SCORES

% Below Proficient	26%	25%	29%	27%
% At or Above Proficient	74%	75%	71%	73%
% At Advanced				

Alaska State Benchmark Exam
(state-criterion-referenced tests)

Mathematics

Grade 3 Test Alaska State Benchmark Exam

Edition/publication year 2000-2003 Publisher CTB McGraw/Hill

Number of students in the grade in which the test was administered 14 (2003)

Number of students who took the test 14 (2003)

What groups were excluded from testing?
Why, and how were they assessed?

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percent X

Testing month: March	2002-2003	2001-2002	2000-2001	1999-2000
SCHOOL SCORES				
% Below Proficient	7%	20%	11%	16%
% At or Above Proficient	93%	80%	89%	84%
% At Advanced	79%	20%		
Number of students tested	14	10	18	25
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of total students excluded	0%	0%	0%	0%

SUBGROUP SCORES

1. Low Socioeconomic Status

% Below Proficient	14%	25%	0
% At or Above Proficient	86%	75%	100%
% At Advanced			
Number of students tested	7	4	6

2. Ethnicity

	White		
% Below Proficient	0%	10%	11%
% At or Above Proficient	100%	90%	89%
% At Advanced		10%	
Number of students tested	13	10	18

2. Ethnicity

	Hispanic		
% Below Proficient	100%		
% At or Above Proficient	0%		
% At Advanced			
Number of students tested	1		

STATE SCORES

% Below Proficient	28%	29%	34%	35%
% At or Above Proficient	72%	71%	66%	65%
% At Advanced	N/A	N/A	N/A	N/A

Alaska State Benchmark Exam
(state-criterion-referenced tests)

Reading

	Grade	6	Test	Alaska State Benchmark Exam	
	Edition/publication year	2000	Publisher	CTB McGraw/Hill	
Number of students in the grade in which the test was administered		20			
Number of students who took the test		20			
What groups were excluded from testing? Why, and how were they assessed?					
Scores are reported here as (check one):	NCEs	Scaled scores	Percent		
Testing month: March	2002-2003	2001-2002	2000-2001	1999-2000	
SCHOOL SCORES					
% Below Proficient	5%	5%	14%	20%	
% At or Above Proficient	95%	95%	86%	80%	
% At Advanced	73%	65%	64%	55%	
Number of students tested	22	20	36	20	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded					
Percent of total students excluded					
SUBGROUP SCORES					
1. Low Socioeconomic Status					
% Below Proficient	8%	0%	50%	N/A	
% At or Above Proficient	92%	100%	50%		
Number of students tested	12	6	4		
2. Ethnicity					
White					
% Below Proficient	5%	5%	11%		
% At or Above Proficient	95%	95%	89%		
Number of students tested	19	19	19		
2. Ethnicity					
Alaska Native					
% Below Proficient	0%	0%			
% At or Above Proficient	100%	100%			
Number of students tested	3	1	0		
2. Ethnicity					
Hispanic					
% Below Proficient			0%		
% At or Above Proficient			100%		
Number of students tested	0	0	1		
2. Ethnicity					
Black - Non Hispanic					
% Below Proficient			0%		
% At or Above Proficient			100%		
Number of students tested	0	0	1		
2. Ethnicity					
American Indian					
% Below Proficient			0%		
% At or Above Proficient			100%		
Number of students tested	0	0	1		
STATE SCORES					
% Below Proficient	36%	36%	37%		
% At or Above Proficient	64%	64%	63%		

Alaska State Benchmark Exam
(state-criterion-referenced tests)

Mathematics

Grade	6	Test	<u>Alaska State Benchmark Exam</u>
Edition/publication year	2000	Publisher	<u>CTB McGraw/Hill</u>
Number of students in the grade in which the test was administered	20 (2003)		
Number of students who took the test	20 (2003)		
What groups were excluded from testing? Why, and how were they assessed?			

Scores are reported here as (check one):	NCEs _____	Scaled scores _____	Percent <u> X </u>	
Testing month: March	2002-2003	2001-2002	2000-2001	1999-2000

SCHOOL SCORES

% Below Proficient	5%	10%	17%	15%
% At or Above Proficient	95%	90%	83%	85%
% At Advanced	59%	65%	47%	60%
Number of students tested	22	20	36	20
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	
Percent of total students excluded	0%	0%	0%	

SUBGROUP SCORES

1. Low Socioeconomic Status				
% Below Proficient	8%	10%	50%	N/A
% At or Above Proficient	92%	90%	50%	
Number of students tested	12	10	4	
2. Ethnicity		White		
% Below Proficient	5%	11%	11%	
% At or Above Proficient	95%	89%	89%	
Number of students tested	19	19	19	
2. Ethnicity		Alaska Native		
% Below Proficient	0%	0%		
% At or Above Proficient	100%	100%		
Number of students tested	3	1	0	
2. Ethnicity		Hispanic		
% Below Proficient			0%	
% At or Above Proficient			100%	
Number of students tested	0	0	1	
2. Ethnicity		Black - Non Hispanic		
% Below Proficient			0%	
% At or Above Proficient			100%	
Number of students tested	0	0	1	
2. Ethnicity		American Indian		
% Below Proficient			0%	
% At or Above Proficient			100%	
Number of students tested	0	0	1	

STATE SCORES

% Below Proficient	36%	36%	37%
% At or Above Proficient	64%	64%	63%

Terra Nova CAT/6
(norm-referenced tests)

Reading

Grade	4	Test	<u>Terra Nova CAT/6</u>
Edition/publication year	2001	Publisher	<u>CTB McGraw/Hill</u>
Number of students in the grade in which the test was administered	9 (2003)		
Number of students who took the test	9 (2003)		
What groups were excluded from testing? Why, and how were they assessed?			

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

Testing month: March 2002-2003 2001-2002 2000-2001

SCHOOL SCORES

Total Score	62	76	N/A
Number of students tested	9	23	
Percent of total students tested	100%	100%	
Number of students excluded	0	0	
Percent of total students excluded	0%	0%	

SUBGROUP SCORES

1. Low Socioeconomic Status			
Total Score	53	63	N/A
Number of students tested	5	12	
2. Ethnicity			
Total Score	62	76	N/A
Number of students tested	9	23	

Terra Nova CAT/6
(norm-referenced tests)

Mathematics

Grade	4	Test	<u>Terra Nova CAT/6</u>
Edition/publication year	2001	Publisher	<u>CTB McGraw/Hill</u>
Number of students in the grade in which the test was administered	9 (2003)		
Number of students who took the test	9 (2003)		
What groups were excluded from testing? Why, and how were they assessed?			

Scores are reported here as (check one):

NCEs _____	Scaled scores _____	Percentiles <u> X </u>
Testing month: March	2002-2003	2001-2002
		2000-2001

SCHOOL SCORES

Total Score	63	70	N/A
Number of students tested	9	23	
Percent of total students tested	100%	100%	
Number of students excluded	0	0	
Percent of total students excluded	0%	0%	

SUBGROUP SCORES

1. Low Socioeconomic Status			
Total Score	54	60	N/A
Number of students tested	5	12	
2. Ethnicity		White	
Total Score	63	70	N/A
Number of students tested	9	23	

Terra Nova CAT/6
(norm-referenced tests)

Reading

Grade	5	Test	<u>Terra Nova CAT/6</u>
Edition/publication year	2001	Publisher	<u>CTB McGraw/Hill</u>
Number of students in the grade in which the test was administered	24 (2003)		
Number of students who took the test	24 (2003)		
What groups were excluded from testing? Why, and how were they assessed?			

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

Testing month: March 2002-2003 2001-2002 2000-2001

SCHOOL SCORES

Total Score	80	75	N/A
Number of students tested	24	21	
Percent of total students tested	100%	100%	
Number of students excluded	0	0	
Percent of total students excluded	0%	0%	

SUBGROUP SCORES

1. Low Socioeconomic Status			
Total Score	70	51	
Number of students tested	14	10	
2. Ethnicity			
Total Score	80	75	White
Number of students tested	24	18	
2. Ethnicity			
Total Score		72	Alaska Native
Number of students tested		3	

Terra Nova CAT/6
(norm-referenced tests)

Mathematics

Grade	5	Test	<u>Terra Nova CAT/6</u>
Edition/publication year	2001	Publisher	<u>CTB McGraw/Hill</u>
Number of students in the grade in which the test was administered	24 (2003)		
Number of students who took the test	24 (2003)		
What groups were excluded from testing? Why, and how were they assessed?			

Scores are reported here as (check one):

NCEs	<u> </u>	Scaled scores	<u> </u>	Percentiles	<u> X </u>
Testing month: March	2002-2003	2001-2002		2000-2001	

SCHOOL SCORES

Total Score	67	63	N/A
Number of students tested	24	21	
Percent of total students tested	100%	100%	
Number of students excluded	0	0	
Percent of total students excluded	0%	0%	

SUBGROUP SCORES

1. Low Socioeconomic Status

Total Score	63	47
Number of students tested	14	10

2. Ethnicity

		White
Total Score	67	64
Number of students tested	24	18

2. Ethnicity

		Alaska Native
Total Score		57
Number of students tested		3