2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [X] MIddle [ ] High [ ] K-12
[ ] Charte [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Ms. Camille Michelle Booth
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Craig Middle School
(As it should appear in the official records)

School Mailing Address #1 School Street P.O. Box 800
(If address is P.O. Box, also include street address.)

Craig	Alaska	99921-0800
City	State	Zip Code+4(9 digits total)

County Southeast State School Code Number* 130030

Telephone (907) 826-3274 Fax (907) 826-3309

Web site/URL http://ccsd.k12.ak.us E-mail cbooth@craigschools.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent Mr. Ronald W Erickson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Craig City School District Tel. (907) 826-3274

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district:
   - 1 Elementary schools
   - 1 Middle schools
   - Junior High Schools
   - 1 High schools
   - 1 Other
   - 4 TOTAL

2. District Per Pupil Expenditure: 11365

   Average State Per Pupil Expenditure: 12004

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 are
   [ ] Suburban
   [ ] Small city or town in a rural are
   [X] Rural

4. 6 Number of years the principal has been in her/his position at this school.

   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		**7**	15	13	28
K			0		**8**	15	9	24
1			0		**9**			0
2			0		**10**			0
3			0		**11**			0
4			0		**12**			0
5			0		**Other**			0
6	15	14	29					
TOTAL STUDENTS IN THE APPLYING SCHOOL								81

6. Racial/ethnic composition of the school:

45 %	American Indian or Alaska Native
4 %	Asian or Pacific Islander
0 %	Black or African American
2 %	Hispanic or Latino
49 %	White
100 %	**TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea 7 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	5
(2)	Number of students who transferred from the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	81
(5)	Total transferred students in row (3) divided by total students in row	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0 %

_____ Total Number Limited English Proficient

Number of languages represented _____

Specify languages:

9. Students eligible for free/reduced-priced meals 68 %

Total number students who qualify: 55

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the 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: 14 %

11 Total Number of Students Serve

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

2	Autism		Orthopedic Impairment
	Deafness	2	Other Health Impairment
	Deaf-Blindnes	6	Specific Learning Disabilit
1	Emotional Disturbanc		Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	0	1
Classroom teachers	4	1
Special resource teachers/specialist	0	4
Paraprofessionals	4	0
Support Staff	1	0
Total number	9	6

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	93	%	90	%	92	%	91	%	92	%
Daily teacher attendance	95	%	96	%	95	%	93	%	96	%
Teacher turnover rate	17	%	28	%	28	%	45	%	10	%
Student drop out rate (middle/hig	1	%	1	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

With such a small staff, each change makes a large impact on the turnover rate. Three teachers moved in 2003-2004, which equates to a 45% turnover rate. Still, we have maintained three core teachers in key subjects for the past five school years. Additionally,

grant funded positions with unique expectations are notoriously hard to fill. The turnover in the grant funded math position alone accounts for a large percent of the turnover since 2003-2004.

The student drop out rate is calculated by figuring students who, despite multiple interventions, did not return to a pubic school in the year of dropping out or during the subsequent school year.

PART III - SUMMARY

It is difficult most days to get our 83 students to leave the school building. Even when scheduled activities have ended, students mill in teachers' classrooms and in the halls working on projects or socializing with one another and adults in the building. A teacher who has forgotten to have students stack their chairs only needs to call out for 'Volunteers!' and a handful of students will come help. Respect for the student as a valuable human being is the core of what we do at Craig Middle School, and children respond to that.

The district's mission statement says 'Craig City Schools prepares students to be responsible, global citizens', and we strive to use our unique environment, a remote island community of Southeast Alaska, to help them understand their place in the world. We see our role as providing them with the intellectual, physical, and character development tools they need to be successful. Our schools' mission statement: 'Craig Middle School provides a safe, positive, healthy environment where collaboration between parents, students and staff empowers learners to be self-determined, productive, global citizens,' reflects both the beliefs of our district and of the unique school system that we have created for our young adolescent students.

We want students to want to be at our school and to do their best while present; our schedule is set up to encourage attendance and match student biorhythms. Electives are scheduled first, followed by an Advisory class, where students meet with age-group peers for class meetings, technology lessons, or challenges (fun intellectual or physical competitions with other Advisory classes). During Friday's Advisory, students and staff come together in a school-wide meeting to plan and discuss upcoming events, celebrate achievements, encourage athletic groups, and address rule-infraction trends. After Advisory, a 15-minute snack is followed by Math. Four block periods fill out the the schedule, with Language Arts paired with Social Studies and Health and Science back-to-back.

Our academic program places students in core classes which match their reading ability. Their placement is a collaborative decision that is based on students' test scores and a battery of reading assessments. Students whose placement does not match grade-level expectations also receive support and remediation. Content is based on Alaska State Standards, national standards, and targets developed by district staff. District-developed assessments identify and isolate strengths and weaknesses by content area, grouping, and on an individual basis. Often teachers create cross-curricular units together, and direct instruction is a blend of text-based activities and projects.

Because our school is an Apple 1:1 School, there is a strong emphasis on technology. Each student has a laptop to take home and access to video and still cameras, audio recording equipment, and presentation tools. Their laptops allow them to take personal responsibility for their academic progress; both students and parents can view students' grades on-line and communicate with teachers. For students, technology is an avenue to new knowledge or deeper understanding: they use it to learn instead of learning to use it.

Our teachers collaborate by mentoring each other and sharing best classroom management and teaching strategies. In weekly meetings, 'kids of real concern', students experiencing behavioral, academic, physical, or social problems, are discussed and tailored solutions are developed. Individual teachers take personal responsibility for completing parts of the staff plan to help these children.

Students participate in several sports programs, but it is our co-curricular program that stands out among other Alaskan schools. Each year, we hold a two-day middle school conference for students on our island; this includes children from other school districts. In May, 8th-graders spend two days in Ketchikan, the a regional hub, visiting schools and doing work study with local businesses. At the end of the year, there is a two-day, thematic campout at a remote island site where students read, write, conduct experiments, and play together. The purpose of these events is to bring curricular concepts together and to give students opportunities for hands-on learning while they are out of the comfort zone of the school.

Craig Middle School is a comfortable place for children to be; students do well because they know that they are appreciated here and that their needs will be met.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

More then fifteen years ago the citizens of Alaska began the journey of reforming our educational system. We had a vision of high standards, high academic achievements for students and curricular supports for excellent teachers. The Alaska Standards and Content and Performance Standards for Alaska Students, are the 'nuts and bolts' of that reform movement. To further define what Alaskans thought their students should know and be able to do, Grade Level Expectations were developed. The Grade Level Expectations in reading, math, writing and science are linked to the Alaska Standards. To learn more about Alaska's educational reform, the Alaska Standards and Alaska's assessment system go to: http://www.eed.state.ak.us.

Then, to assess the new developed standards, in 2000, the State of Alaska began the Benchmarks testing system that tested students at the 3rd, 6th and 8th grades. Schools in Alaska utilized the Benchmark tests until 2005 when the state moved to using the Standards Based Assessments (SBAs). Students are tested with the SBAs in the 3rd through 10th grades. The SBAs provide a clear picture of student progress.

At Craig Middle School, performance is assessed annually using the Standards Based Assessments in grades 6, 7 and 8 as well as the Terra Nova tests in grade 7. The Standards Based Assessments are criterion-referenced tests based on the Alaska State Grade Level Expectations. The Terra Nova tests are nationally normed tests that compare our seventh grade students to a national average. There are four levels of performance on the Standards Based Assessments; those levels are advanced, proficient, below proficient and far below proficient. Each level has a cut score that is determined by a committee of educational stakeholders. On the Terra Nova tests, students' scores are shown as percentiles in order to compare them to a national group norm.

Craig Middle School students score very well on the SBAs in relation to the state averages. In reading, all grades score substantially above the state average and far above the level expected for AYP. During the 2007 testing year, 89%, 85%, and 93% of our students scored proficient or advanced in the 6th, 7th and 8th grades respectively. While this is excellent, our real accomplishment was that in those same grades, 41%, 52% and 54% scored advanced. This is a substantial increase of students scoring advanced over previous years. The largest increase was in the 6th grade where the scores indicate that in 2006 13% of the students scored at the advanced level. Then in 2007, 41% scored at the advanced level.

Our two primary subgroups at Craig Middle School are our Alaska Native students and our economically disadvantaged students. In reading, approximately 10% fewer Alaska Natives score proficient or advanced on the SBAs. Still, our Alaska Native students score above the State of Alaska expectation for AYP, which is 72% proficient or advanced. There are not as many Alaska Native students scoring advanced on the SBAs, as we would like to see, however, in all, substantial gains are being made in this subgroup. In our economically disadvantaged population, scores are on par with the regular population with the exception of the economically disadvantaged subcategory having approximately 10% fewer advanced students in the 7th and 8th grades.

Our students' scores in math for the 2007 testing year were 72% proficiency in the 6th grade, 70% in the 7th grade, and 76% in the 8th grade. The State of Alaska expectation for achieving AYP is 57%. That level will rise in 2008, but we are expecting to rise with it. The two subgroups, Alaska Native and economically disadvantaged are also above the 57% mark. Each year brings an improvement whether that is more students reaching proficiency or more students achieving at an advanced level. We expect to continue on our current growth pattern until all students are comfortably proficient at each grade level.

2. **Using Assessment Results:**

Craig Middle School uses data in multiple ways to improve both student and school performance. At the student level, we analyze each student's growth over time in reading, writing, and math. Scores for each student in each sub-category are analyzed in order to determine whether instruction prepared the student to meet grade level expectations. If the student is 'not proficient' in any area, a specific plan is designed to help that student become proficient. We have several supports in place for students who are not proficient in reading, writing, or math.

At the school level, we use a spreadsheet program to facilitate data analysis. Each student's assessment

data is entered into a spreadsheet for each year of testing. Once the spreadsheet is completed, and all students are included, the spreadsheet may be sorted in various ways to analyze patterns within our school. Some examples of patterns we look for include how each class (or grade) is progressing, how our Alaska Natives are progressing in specific areas, and how our populations of concern are progressing. If any group of students appears to be struggling, then we address the problem in three ways. First, we work together as a staff to brainstorm the possible causes of the problem. Second, we use other types of data such as attendance and behavioral data to determine possible causes of the problem. Third, we develop possible solutions to the problem in the areas of instruction, resource availability, staffing, and/or social/emotional development. Student and school performance, while often tied to curriculum and instruction is also tied to school climate and school community. Through assessment and data analysis, we are able to examine challenges in multiple areas of our program.

Also, every year, after the student assessment data arrives from the testing company, a data retreat is held in order that staff has an extended opportunity to examine current and past assessment data. The goal is to find both strengths and weaknesses and then create action plans for the following year that will address the specific instructional needs indicated. For example, our current reading program is a product of two years of data analysis. We realized that we needed increased focus on reading comprehension. Then, through the data, we noted specifics such as realizing that our students needed help with such ideas as 'inference'. This helped us to select reading materials for the extended reading time that we made part of our daily middle school schedule.

3. **Communicating Assessment Results:**

At Craig Middle School, we are fortunate to enjoy a high level of parent involvement and interest in our school program. This interest equates to higher accountability for our school system. In order to meet the need for information about student performance we have worked hard to ensure that we have multiple methods of communicating student progress to stakeholders. First, we use PowerSchool, including the online component where parents are able to check student scores online. This is a system that is updated as teachers make changes and is available to parents 24 hours every day. We held training courses to teach all of our parents how to use the system. 95% of parents attended the training sessions and approximately 65% use the system regularly. Our students also use PowerSchool regularly to check their grades and progress. 100% of our students check their grades on PowerSchool each week. Since all of our students have a laptop computer assigned to them (1:1), they have wireless access to the PowerSchool program at all times at school and most also have access at home.

In addition to PowerSchool, we also mail home report cards and target checklists, which are lists of district-level standards that indicate the standards that students have mastered. The report cards are mailed quarterly and the target checklists are mailed at the end of each semester. All of our students also have email, as do approximately 75% of our parents. The school often contacts parents with information about student progress through email and parents seem to enjoy the flexibility of contacting teachers through email. In addition, our website provides information about the school, aggregate testing results, and overall student achievement. Also, to keep our whole community informed, we mail out a 'Report Card to the Public' to all post office box holders each year. This report card is full of charts and graphs to illustrate student growth over time. We also share such successes as honor roll and testing gains in the local newspaper and through honor assemblies where parents are invited.

Each year when student national or state testing information arrives, we make sure that it is both sent to parents immediately and that our students have time to examine their test results with input from a trusted teacher. All students are provided with test results from the current and previous year so that they may make comparisons and plan for progress. Using the student assessment data analysis process to involve students in goal setting has had multiple positive outcomes. Student success and growth is very important to us at the Craig Middle School. Sharing success and keeping the public informed are among our priorities.

4. **Sharing Success:**

Our staff believes it is important to share our successes with other schools and also learn from their achievements. This belief drives us to create local opportunities for sharing and travel to professional conferences.
On a local level, this opportunity takes the form of the Craig Middle School Conference, which is the largest middle school conference of its kind in the state of Alaska. The conferences includes interest-based break out sessions that focus on everything from careers in law enforcement and health care to recreational opportunities, including sea kayaking and scuba diving. Our staff recruits professionals from

all over the state of Alaska to lead as many as 80 different sessions throughout the two-day experience.

On a larger scale, Craig Middle School staff travels extensively and attends conferences where we share our successes and gather ideas for future improvements. One example of this would be Alaska Society of Technology Educators Conference (ASTE), where teachers and administration have presented on managing and administering school technology and the effective use of technology in the classroom. Our Principal, Camille Booth, was also a presenter the Alaska State Principal's Conference, where she discussed managing technology in the middle school and mentored other administrators on teaching technology responsibility to younger students. Members of our staff also regularly attend and present at the Alaska Quality Schools Initiative Conference (QSI), which is a statewide conference promoting standards-based education. At this conference our staff has shared how the development of local standards and individualized teaching and assessment methods have improved the level of education and student achievement in our district.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Craig Middle School students are placed in the core classes of Language Arts, Social Studies, Science, and Health by their assessed reading level. Similarly, district target tests, state assessment results, and a course textbook pre-test, are used to place math students in five distinct levels.

Math
Our programs are designed so that advanced students can achieve at high levels and students performing below grade-level receive all the support they need. Math levels 4-8 span 4th-grade work through high school Algebra I. All levels are based on Alaska State Content standards outlined in district-developed targets. Web-based SkillsTutor is used to help students practice skills. For students showing difficulty in math, a class called Math Lab replaces their elective for a quarter. Math Lab is taught by a highly-qualified math teacher, provides individualized supportive instruction, and is aligned with course targets. Math is taught in the morning, directly following snack break, based on adolescent brain research and best practices.

Social Studies
There are four levels of social studies classes: Geography, Ancient History, World History, and American History. All social studies content is based on national and state standards, and advanced students concentrate on primary source analysis. Cross-curricular units are designed whenever possible, particularly with Language Arts classes. Students develop multimedia projects, simulations, or debates for public presentation. Strengthening geography skills is a component of all social studies classes and student abilities are showcased in the school-wide Geography Bee.

Language Arts
Our language arts curriculum is based on our district reading and writing targets, which are aligned with the Alaska State Content and Performance Standards. Classes focus on writing, analytical reading skills and comprehension, grammar, mechanics, literary devices, and literature. Our program encourages students to apply the skills they are developing in other classes through collaborative projects and essays. They also showcase their skills for the community through a series of poetry slams, where students are encouraged to share their poetry, and dramatic plays, which have included performances of such classics as MacBeth, A Midsummer Night's Dream, and The Odyssey.

Science
All core class student groups spend one quarter each year studying Life Science, Earth Science, Physical Science, and scientific inquiry. Units covered during these rotations are based on the National Science Education and State of Alaska Content standards. All students participate each year in the CMS Science Fair when they individually develop a project that demonstrates their ability to formulate and test a hypothesis, summarize the results, and present their conclusions.

Health, Wellness, and Physical Education
This course, based on Alaska Content Standards For a Healthy Life, addresses issues related to the physical and emotional well-being of the individual, relationships with others, and the well-being of families and communities. Each student's fitness level is assessed yearly. This information is used to create individual fitness programs for students. Nutrition is a major topic in middle school health curriculum and it is used to bridge the gap between fitness and lifestyle choices. Our philosophy is that if fitness is not fun for students, it is our responsibility to make it fun, so they can form lifelong skills and habits.

Visual Arts
Students have opportunities to develop skills in art during core classes and electives. Art is part of Health classes where students receive instruction in the fundamentals of drawing, color theory, multimedia, and sculpture. Yearly projects include pencil drawings, self-portraits; watercolor, pastel, and sumei painting. In SEALS (Southeast Alaska Lifestyle Studies), an elective, students practice basic drawing skills and learn about Northwest Coast native design. Projects may include paddle-making, masks, halibut hooks, print-making, and bentwood box-making.

Foreign Language
The Spanish program at Craig Middle School is based on the American Council on the Teaching of Foreign Languages' five C's of foreign language education (Communication, Cultures, Connections, Comparisons, Communities), with heaviest emphasis on communicating and cultures. Vocabulary and grammar

introduced using Total Physical Response and Total Physical Response Storytelling. Each semester students read a 6,000-word novel written with a 300-word vocabulary which helps reinforce and build vocabulary, and serves as a springboard for conversation.

Music
Craig Middle School music students are part of the concert band, which meets daily. As part of the K-12 Music program, its goal is mastery of tonal and rhythmic audiation. Student musicians give public performances each semester.

Electives
In addition to Concert Band and Spanish, Craig Middle School offers a variety of elective classes including Outdoor Education, Keyboarding, Fitness Challenge, Swimming, and Yearbook.

2b. **(Secondary Schools) English:**

Our language arts curriculum is based on our district reading and writing targets, which are aligned with the Alaska State Content and Performance Standards. Classes focus on writing, analytical reading skills and comprehension, grammar, mechanics, literary devices, and literature. Our language arts program encourages students to apply the skills they are developing in other classes through collaborative projects and essays . They also showcase their skills for the community through a series of poetry slams, where students are encouraged to share their poetry, and dramatic plays, which have included performances of such classics as MacBeth, A Midsummer Night's Dream, and The Odyssey. These programs generate a great deal of student excitement and pride and have helped our school connect with the community.

Our school uses a variety of approaches and techniques to address reading challenges faced by our students and facilitate their success. We have a research-based reading curriculum that focuses on comprehension strategies and vocabulary enrichment. This curriculum is taught to all students daily during a 20 minute reading block. In addition to our reading curriculum, all of our students are assessed annually to determine what they have achieved and allow them to be placed in classes according to their reading level, which allows students who are having difficulty to receive leveled, small-group instruction. We also use the Barton reading program extensively, which is a dyslexia intervention program that allows for students with dyslexia to receive regular one-on-one instruction with a trained dyslexia specialist.

3. **Additional Curriculum Area:**

Craig Middle School's Science program is another curricular area which helps students to grow in ways that help them to gain the skills and knowledge necessary to become responsible global citizens. Science education provides students with the knowledge to understand what is happening in their own lives, to their community, and to the planet as a whole. Our science curriculum focuses on the six major content areas addressed in the Alaska science content standards: inquiry and the scientific process, physical science, life science, earth science, technology, and the cultural perspectives of science.

By studying science students not only learn facts and theories, they learn to understand the world around them in terms of relationships-plant, animal and mineral, cycles (life and earth) and ongoing processes like the changing surface of the earth. They also learn how technology has changed over time and helps us to better understand our planet, how it can be used to the detriment of our planet, and how we can use technology to improve our global situation. By looking at cultural, social and personal perspectives students become more aware of their own culture and the beliefs and cultures of other people, so they can better understand how other cultures describe and understand the world. All of this contributes to students becoming the kind of global citizens that our district endeavors to produce.

4. **Instructional Methods:**

Teachers at Craig Middle School recognize the unique nature of this age group. It is a time of huge physical, emotional, and intellectual change, and in the group exist students with a variety of needs and learning styles, which we try to address with methods and resources backed by research. Social studies, health, Language Arts, and science teachers frequently create cross-curricular units together, and direct instruction is a blend of text-based activities and projects. Collaborative learning and objectives-based instruction and assessment are commonly used teaching methods.

Students this age are increasingly social and research indicates that they learn well working together. Use

of technology allows students to learn together by creating projects that are often used for a specific purpose outside of the school. For example, Health and Science students recently visited the construction of a new, wood-fired boiler project, which will use biomass to heat the Craig City Pool and Craig Elementary and Middle Schools. After field trips and follow-up activities, students made informational movies and posters that the City of Craig plans to present to funding agencies when the boiler is operational. Within the classroom, students share information with each other using technology tools instead of pen and paper. They also teach each other how to use computer applications and equipment.

Core teachers use objectives to teach and assess students. These objectives are generally shared with students in advance so they, too, can gauge their own learning. Written assessments are developed from objectives. Objectives-based scoring guides give students advance expectations for the quality and content of projects. For special needs students, the use of goals and objectives guide the development of Individual Education Plans to target specific weaknesses. On a school-wide level, we have made improvements in student learning by using objectives to target areas of concern. For example, drawing inferences on reading passages was a general weakness among CMS students. We chose to adopt a 'critical reading' program to address this particular concern.

5. **Professional Development:**

The professional development program at Craig Middle School is based on a clear evaluation of what types of professional learning are needed in order to move our learning community forward. Six years ago, the professional learning needed was how to develop and implement standards in the classroom. At that time, the focus was on units of instruction and Wiggins Understanding by Design. We also addressed what a learning goal really means and how to phrase a standard to indicate what we really expected from a student. Then, we moved to learning about mixed age level groupings and worked for a year on the development of a character education program where we focused on school climate and building pro-social behaviors in our students. With each unique iteration of our professional development program, we have moved our overall program forward. We believe that professional learning is essential to achieving school wide goals. When faced with new challenges, we need new learning.

Over the past few years, professional development at Craig Middle School has focused on technology integration. With the implementation of our 1:1 program, it became a priority that teachers be able to use technology in powerful ways in order to help guide students in the responsible use of technology. All teachers participated in over 40 hours of professional development in methods of technology integration. The professional development was presented either by experts from outside the district or by advanced practitioners within the district. All CMS teachers learned to use improved technology tools to enhance classroom instruction. Additionally, all of our core teachers participated either through presenting at or attending the ASTE conference. ASTE stands for Alaska Society for Technology in Education. Each year, ASTE hosts a statewide conference. Due to our technology focus, we have been able send multiple teachers to this professional development opportunity.

Technology professional development has a direct impact on student achievement. When teachers understand how to use technology tools in the classroom, students use their technology tools in ways that promote learning. Technology serves as both a motivator and an accelerator for learning processes. New types of learning take place in our school. Our students make movies, slideshows, radio-spots, create their own music, alter photos, create Alaska Native art using digital tools, and much more. All these opportunities came to be because we provided intensive training for our teachers to 1) increase their comfort level with technology and 2) increase their skills.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test Standards Based Assessment

Edition/Publication Year 2005 Publisher DRC

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient or Advanced	89	75	75		
% "Exceeding" State Standards Advanced	41	13	25		
Number of students tested	27	29	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient or Advanced	89	64	63		
% "Exceeding" State Standards Advanced	42	32	13		
Number of students tested	19	12	16		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 7 Test Standards Based Assessment

Edition/Publication Year 2005 Publisher DRC

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient or Advanced	85	87	87		
% "Exceeding" State Standards Advanced	52	43	21		
Number of students tested	27	30	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient or Advanced	83	84	79		
% "Exceeding" State Standards Advanced	39	36	5		
Number of students tested	18	22	19		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 8 Test Standards Based Assessment

Edition/Publication Year 2005 Publisher DRC

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient or Advanced	93	84	75		
% "Exceeding" State Standards Advanced	54	36	25		
Number of students tested	28	25	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient or Advanced	90	84	72		
% "Exceeding" State Standards Advanced	39	29	29		
Number of students tested	18	18	21		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 6 Test Standards Based Assessment

Edition/Publication Year 2005 Publisher DRC

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient or Advanced	72	68	88		
% "Exceeding" State Standards Advanced	36	32	17		
Number of students tested	28	28	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient or Advanced	65	58	81		
% "Exceeding" State Standards Advanced	25	16	6		
Number of students tested	20	19	16		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 7 Test Standards Based Assessment

Edition/Publication Year 2005 Publisher DRC

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient or Advanced	70	69	69		
% "Exceeding" State Standards Advanced	48	14	14		
Number of students tested	27	29	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient or Advanced	61	78	58		
% "Exceeding" State Standards Advanced	33	14	11		
Number of students tested	18	22	19		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 8 Test Standards Based Assessment

Edition/Publication Year 2005 Publisher DRC

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient or Advanced	76	68	66		
% "Exceeding" State Standards Advanced	25	24	22		
Number of students tested	28	25	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient or Advanced	61	61	71		
% "Exceeding" State Standards Advanced	33	17	19		
Number of students tested	18	18	21		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 7 Test Terra Nova

Edition/Publication Year 2nd Edition Publisher CTB McGraw Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
SCHOOL SCORES*					
Total Score	68	61	58		
Number of students tested	25	27	28		
Percent of total students tested	96	100	100		
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	50	50	50		
NATIONAL STANDARD DEVIATIO	16	16	16		

Subject Math Grade 7 Test Terra Nova

Edition/Publication Year 2nd Edition Publisher CTB McGraw Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
SCHOOL SCORES*					
Total Score	70	58	63		
Number of students tested	25	27	28		
Percent of total students tested	96	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	50	50	50		
NATIONAL STANDARD DEVIATIO	16	16	16		