Summit Middle School

Boulder Valley School District
Colorado

2001-2002

Annual Report to the Board of Education

Summit Middle School
4655 Hanover Avenue
Boulder, Colorado 80305

June 30, 2002

- *Summit has exceeded our expectations. Summit is concerned with our son's academic achievements as well as his development of personal integrity and personal responsibility.*

- *We are very impressed with the caliber of teachers at Summit. We wish all BVSD middle schools could model themselves [on] the same principles as Summit. … Most middle school parents at other schools complain that they no longer feel wanted at the schools. At Summit it's the norm and kids expect parental involvement.*

- *We have had a child at Summit since Summit's inception. Our two high school students were very well prepared for high school academics. We have seen Summit's program continue to be improved and know that the faculty, staff, and parents will continue to work hard to fine tune the excellent experience our children receive at Summit.*

- *We all love Summit and are very happy with your program. It is everything we hoped for in a middle school – absolutely outstanding. Thank you for all of your hard work – it is truly, truly appreciated!*

- *Summit was a fabulous experience for my daughter. She is thriving and focused now in high school. It also seems to be very good for my son – but he has more issues: hyperactivity, less focus – so we appreciate all of the communication and help from teachers we can get. The teachers are some of the best I've seen and work very, very hard!*

- *We are at Summit because the teachers are truly extraordinary. Their knowledge of and passion for their subjects is matched by their teaching skills and concern for their students. We stay at Summit because of the teachers.*

– Selected parent comments from 2001-2002 parent satisfaction survey

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Letter from the Board of Directors

We are pleased to present Summit Middle School's sixth annual report to the Boulder Valley Board of Education. The 2001-2002 school year has been marked by several events that have significant implications, both short- and long-term, for Summit.

After several months of intensive work and negotiation discussions, we signed a charter renewal contract in December 2001. The new contract, which is in place through June 2006, ensures at least another five years for Summit's middle school program and that Summit will be sited in a Boulder Valley School District facility at least for the term of the contract. There are still topics for ongoing discussion with BVSD, and we appreciate the framework for such discussions that the renewal contract provides.

A year ago, Summit faced challenges of concurrently hiring a new principal, expanding enrollment by 50 additional students, making site modifications, and hiring several new teachers to accommodate increased enrollment. These important additions and transitions have proceeded very smoothly and to Summit's great benefit. It is a testament to the strength of Summit's program and the Summit community that we have also withstood the departure from our staff over the course of the school year of a handful of teachers who have long been at the heart of Summit's staff. We have accepted all of these circumstances with characteristic optimism and resolve, turning challenges into opportunities for improvement and growth.

The dreams of Summit's founders and families for a school that provides an outstanding, challenging academic program for Boulder Valley middle school students have become reality and have far surpassed even their most ambitious aspirations. Our current students continue to achieve multiple successes, while Summit graduates demonstrate in remarkable ways their own fulfillment of the portions of Summit's mission statement that address preparation for success in high school pursuits and developing a lifelong love of learning. The Summit Board of Directors, administrators, and teachers deeply appreciate the renewed opportunity to serve the students of the Boulder Valley School District. Summit students and families continually express their gratitude for Summit's program.

We look ahead to a bright future for Summit and to our own continuing reflection on and refinement of Summit's program. We will also continue to share Summit's successes with the greater education community. We look forward to building on the communications that occurred during contract renewal discussions and we have committed to working toward deeper understandings and trust that will enable Summit and the school district to better fulfill our joint mission of serving students through cooperation and mutual support.

Sincerely yours,

Summit Middle School Board of Directors
Barbry Hogue, Chair, 2001-2002

2

Mission, Goals, and Objectives

Mission Statement

- To provide a rigorous, academic curriculum that promotes high levels of student effort and academic achievement.
- To foster high self-esteem through stimulating intellectual challenge and meaningful academic accomplishment.
- To inspire in students a lifelong love of learning and a desire for self-development.
- To create a community of peers who value scholarship, academic achievement, and creativity.
- To serve as an excellent preparation for students intending to study in the International Baccalaureate program and other college-preparatory high school programs.

Goals and Objectives

Summit was founded upon, and its program is based upon, the following goals and objectives:

For the Program

- To expand educational choices within the Boulder Valley School District by offering middle school students the opportunity to enroll in a rigorous academic program.
- To provide the option of advanced classes for any student on a self-selecting basis.
- To group students according to subject mastery rather than grade classification or age.
- To challenge each student in every course.
- To elicit academic achievement commensurate with each student's ability.
- To maintain an unwavering commitment to the mastery of educational fundamentals (content) and the development of critical-thinking skills (process).
- To enhance each student's social and emotional development and to foster positive relationships among peers.
- To recognize that Summit's customers are students, parents, and the community and to be responsive and accountable to their concerns.
- To strive to reflect the diverse population of the Boulder Valley School District.
- To meet or exceed District and State curriculum, content, and performance standards.
- To monitor the program and evaluate it regularly.
- To ensure safety, civility, and an optimum learning environment.

For the Student

- To realize one's intellectual and personal potential.
- To have high expectations for performance in all curriculum areas.
- To eagerly meet academic challenges and learn to take intellectual risks.
- To reason critically, solve problems creatively, develop intellectual integrity, tolerate ambiguity, and express ideas competently and fluently in oral and written presentations.
- To acquire a genuine love of learning that will be a lifelong source of strength and enjoyment.
- To internalize the values of personal responsibility, individual freedom, and respect for others.
- To appreciate the human capacity and drive to enjoy and improve the quality of life over time.
- To acquire a firm understanding and command of the English language as a means of communication and to develop admiration for the elegance and richness of human expression.
- To begin or continue the study of a foreign language in 6th grade and to continue for the duration of the middle school years.
- To acquire research skills as a means of developing individualized learning, independent thinking, and self-reliance.

For the Faculty

- To continue intellectual and professional development and to pursue further education in a primary academic discipline.
- To understand, model, and foster independent thinking skills, creative problem solving, and abstract reasoning.
- To develop with parents and students a cooperative partnership based on mutual respect and objectivity.
- To show empathy and understanding of, and to share ideas and observations with, Summit's students and their parents.
- To assess student performance frequently and objectively.

These goals and objectives are not the same as Summit's School Improvement Plan goals ("SIP Goals") for the past year or the coming year, both of which are separately addressed in a later section of this Annual Report.

3

Enrollment and Demographics

Enrollment for the 2001-2002 Academic Year

The 2001-2002 school year was the sixth year of operation for Summit Middle School. In 1997-98, our enrollment cap was 270 students, representing a one-year increase of 20 students authorized by the Board of Education to help us better balance the sizes of our three grades. In 1998-99, our cap returned to 250 students and remained at 250 through 2000-2001. Summit was allotted 50 additional enrollment slots for 2001-2002 and enrollment will remain at 300 students for 2002-2003. This allows Summit to accommodate in part the consistently long waiting list and strong demonstrated demand, year after year, for Summit's successful middle school program.

Admission of new students was by lottery, with preference given to children of subscribers to the charter proposal, children of faculty and staff, and siblings of Summit students, as specified in our contract.

We received a total of 278 new applications during the open-enrollment period for 2001-2002. Ultimately we admitted 153 students: 133 new 6th graders, 15 new 7th graders, and five new 8th graders.

Three students left Summit over the course of the 2001-2002 school year. We fill any openings from our waiting list through the end of the Fall semester because of our commitment to serve the community as our funding and enrollment cap permit. We typically do not admit new students after the start of the Spring semester because new students usually have difficulty adjusting to classes well in progress.

Summit draws its student population from various school situations: home schooled, private schools, schools throughout the Boulder Valley School District, and, following Colorado's open-enrollment law, a few students (e.g., siblings and children of subscribers) from outside the Boulder Valley School District (see Table 3.1). Summit's current enrollment is given in Table 3.2.

Table 3.1. Last School Attended Prior to Enrolling at Summit, 2001-2002 Academic Year

Public School	209
Private School	75
Out-of-District School	10
Home Schooled	9

Summit's population includes a large number of bilingual students. Second languages spoken include Arabic, Chinese, Hindi, Indonesian, Italian, Korean, Mandarin, Russian, and Spanish. The

percentages of students in the officially designated ethnic groups and special education in 2001-2002 are given in Table 3.3.

Table 3.2. Enrollment by Grade Level, 2001-2002 Academic Year

6th	135
7th	85
8th	85

Table 3.3. Percentage of Students in Different Ethnic and Categorical Groups

Group [1]	Summit	BVSD [2]	Southern Hills [3]	Base Line [3]
American Indian	0.7%	0.8%	1.3%	1.3%
Asian	12.0%	5.4%	3.0%	7.0%
African-American	0.3%	1.8%	1.1%	3.1%
Hispanic	1.3%	12.8%	3.6%	14.3%
White (not Hispanic)	86.2%	79.3%	90.8%	74.1%
Special Education	2.6%	11.9%	19.7%	13.4%
Free/Reduced Lunch	1.3%	12.0%	4.6%	16.3%

[1] Colorado Department of Education designations
[2] Source: Colorado Department of Education and Boulder Valley School District
[3] Representative middle schools in Summit's geographic area. Source: BVSD October 2001 count.

For Summit to attract a representative cross-section of district students and to provide fair access to all potential enrollees, the district is obliged to include information about Summit Middle School in any descriptive publications about district schools. Summit publishes and distributes its own informational brochure, *Reach for the Summit!,* concerning its program, and conducts information sessions for prospective students and families.

Enrollment Applications for the 2002-2003 Academic Year

Current 6th and 7th graders have priority for re-enrollment for the next school year. Of the 218 6th and 7th grade students at Summit in 2001-2002, all but seven have re-enrolled for the 2002-2003 academic year as 7th and 8th graders.

Among new applicants, priority groups include children of the subscribers to the charter proposal, children of faculty and staff, and siblings of Summit students. Remaining openings are filled, by grade level, based on a lottery conducted by the district. This year's district open-enrollment period ended on January 18, 2002. We received 152 first-choice applications during the 2002 open-enrollment period (Table 3.4). Thirty-two applicants are in enrollment priority groups.

Table 3.4. New Applications Received for 2002-2003 (by Grade Level, First Choice Requests)

6th Grade	7th Grade	8th Grade
129	15	8

In previous annual reports, Table 3.4 included all applicants, not just those who applied to Summit as their first choice. Under its new open enrollment procedure, the district has declined to disclose the total number of applicants to Summit.

Applicants were distributed fairly evenly over the entire district. Of the total pool of applicants, 30 were from the Southern Hills neighborhood attendance area, 29 from Centennial, 20 from Platt, 3 from Angevine, 20 from Baseline, 12 from Burbank, 4 from Louisville, 13 from Monarch, and 11 from Casey. A total of 30 were from independent (private) schools and two were home schooled. We expect to admit a number of students from our waiting list, as we do each year.

We did not encourage applicants for 7th and 8th grades since we anticipated very few openings for those grade levels. Of the applicants for 6th grade who were subject to the lottery (i.e., did not have enrollment priority) and who indicated Summit as first choice on their open enrollment applications, 65% were in the initial offer group.

With the new, centralized district open enrollment procedures in place for the 2002-2003 school year, it has been difficult for Summit to accurately track student applications or to fully address questions and considerations of applicants as in the past. Nevertheless, Summit remains committed to providing complete consumer information about its program so that families are able to make informed choices regarding middle school.

4

Curriculum Standards

Summit is in the process of adopting content standards and benchmarks that meet or exceed state and district standards. In the years ahead, we will continue to develop our curriculum and refine our assessments and teaching practices to ensure that students are achieving Summit's standards.

Summit believes in standards-based education. As expressed by the Northern Colorado BOCES, standards-based education has several benefits: (1) There are clear community expectations for schools; (2) The question, "What do we want students to know and be able to do?" is asked and answered; (3) Focus and clarity are brought to the curriculum; (4) Rigorous academic content is taught at all grade levels; (5) High expectations are established that demand hard work and effort from students, parents, and teachers; and (6) All students are expected to reach high standards of achievement.

Summit is well along the path towards standards-based education. The following is a current draft of our content standards and exit benchmarks. Summit faculty members have written specific benchmarks for each core subject level taught at Summit and are now in the process of developing standards-based units of study, along with appropriate assessments.

English

English Standard #1: Students read and understand a variety of materials.

1.1. By the end of English III or IV, students, given an unfamiliar selection to read, can explain its literal meaning, identify its genre, discuss its structure, technique, author's purpose and point of view, and relate its ideas to the world outside of the text.

1.2. By the end of English III or IV, given access to appropriate resources, students can make meaningful connections between a text and its cultural, historical, or artistic context.

1.3. By the end of English III or IV, students can read for a variety of purposes (e.g., to follow directions, summarize main ideas, find and record information, analyze an argument, evaluate effectiveness, sequence events and ideas, derive enjoyment) and employ strategies appropriate to each purpose (e.g., self-questioning, note-taking, outlining, skimming, and scanning).

1.4. By the end of English III or IV, students can make appropriate use of intra-textual aids (e.g., phonetic, syntactical, and context cues) and extra-textual resources (e.g., background knowledge, dictionaries, and reference materials) to assist in comprehension of various texts, including informational materials, poetry, novels, essays, stories, plays, and biographies/autobiographies.

1.5. By the end of English III or IV, students can articulate their own reading processes and preferences and self-assess their level of comprehension of written material.

1.6. By the end of English III or IV, when asked to read and respond to the writing of others, students can provide suggestions and constructive critiques at appropriate points in the writing process.

English Standard #2: Students write and speak for a variety of purposes and audiences.

2.1. By the end of English III or IV, students can select and incorporate source materials to support and enhance their speaking and writing.
2.2. By the end of English III or IV, students can use the writing process (pre-writing, planning, drafting, revising, and editing in response to feedback) to produce a variety of written products.
2.3. By the end of English III or IV, students can write compositions and make speeches that fulfill different purposes and that are clearly focused for different audiences, both public and private.
2.4. By the end of English III or IV, students can select from a variety of organizational patterns, including the narrative, summary, five-paragraph essay, and comparison/contrast, to serve the writing or speaking purpose.
2.5. By the end of English III or IV, students can write compositions and speeches that are focused and cohesive.
2.6. By the end of English III or IV, students can produce effective compositions for a variety of rhetorical purposes, including description, persuasion, exposition of research, and literary analysis.
2.7. By the end of English III or IV, students can identify and make use of stylistic elements, such as figurative language, diction, sound, and structure, as they develop an individual style and voice.
2.8. By the end of English III or IV, students can speak and write using a precise and varied vocabulary that reflects wide reading and knowledge of words' connotations (as well as denotations), common roots and their derivatives, and informed use of the dictionary and thesaurus.
2.9. By the end of English III or IV, students can independently prepare and present speeches that establish rapport, demonstrate credibility, and maintain clarity for the audience through accurate content, clear and relevant visual elements, correct pronunciation with minimal vocalized pauses, eye contact, and appropriate body language, pace, volume, and emphasis.

English Standard #3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

3.1. By the end of English III or IV, students can self-edit and/or use available resources to produce finished compositions that demonstrate correct spelling of frequently used words and homonyms and show attention to the correct spelling of commonly misused and less familiar words.
3.2. By the end of English III or IV, students can use resources such as knowledge of spelling rules, spell-check functions, and dictionaries to improve spelling accuracy.
3.3. By the end of English III or IV, students can identify the parts of speech--noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection--and use that knowledge to draft, write, revise, evaluate, and improve his or her written products.
3.4. By the end of English III or IV, students can speak and write using correct pronoun case and agreement, regular and irregular noun and verb forms, and subject-verb agreement.
3.5. By the end of English I or II, students can write using the conventions of capitalization, such as to begin sentences, proper names, titles, and nationalities.

3.6. By the end of English III or IV, students can produce written work that uses correct ending punctuation and shows few significant errors in the use of commas, quotation marks, semi-colons, and apostrophes.
3.7. By the end of English III or IV, students can use complete simple, compound, and complex sentences in their writing.

English Standard #4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

4.1. By the end of English III or IV, students can infer an author's or speaker's point of view, purpose, and the influence of historical/cultural context.
4.2. By the end of English III or IV, students can solve problems and answer literal- and interpretive-level questions using reading, writing, speaking, listening, and viewing skills.
4.3. By the end of English III or IV, students can compare and contrast a variety of texts based on literary elements such as theme, style, point of view, historical, cultural, and artistic context, and character and plot development.
4.4. By the end of English III or IV, students can independently interpret spoken and written texts and justify that interpretation using textual and other support.
4.5. By the end of English III or IV, students can critique the content and style of their own and others' written work and oral presentations.
4.6. By the end of English III or IV, students can articulate and evaluate the processes they used to develop an idea or create a product.

English Standard #5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

5.1. By the end of English III or IV, students can locate, evaluate (e.g., for accuracy, persuasiveness, emphasis), and organize relevant information for reading, writing, and speaking purposes.
5.2. By the end of English III or IV, students can access and use information from a variety of resource materials, including printed texts, library databases, the Internet, and CD-ROM.
5.3. By the end of English III or IV, students can incorporate source materials into an informative and properly documented end product.

English Standard #6: Students read and recognize literature as a record of human experience.

6.1. By the end of English III or IV, students can draw on a broad base of knowledge about universal themes (e.g., initiation, appearance and reality, death and rebirth, responsibility, individuality and conformity) and apply these to specific literary works and to their own lives.
6.2. By the end of English III or IV, students can identify and discuss how specific aspects of culture (e.g., perspectives, beliefs, customs, mores, and artistic traditions) are reflected in specific American and world literature texts.
6.3. By the end of English III or IV, students can discuss literary technique and genre, using correct terminology, including diction, character, conflict, setting, plot, theme, symbol, allusion, figurative language, foreshadowing, imagery, and point of view and apply these to particular literary works from the United States and other cultures.
6.4. By the end of English III or IV, students can identify, explain, and compare key features of particular authors' works (e.g., themes, techniques, historical/cultural backgrounds, perspectives).

6.5. By the end of English III or IV, students can develop a definition of a literary classic and/or a set of aesthetic principles and apply these to particular works from a variety of historical periods and cultures.
6.6. By the end of English III or IV, students can synthesize and evaluate numerous perspectives (e.g., prior knowledge, cultural information, other readers' responses, literary conventions, and personal experience) in order to form and justify interpretations of the works studied.

Science

Science Standard #1: Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.

1.1. Students can make scientific observations about their world, contrast quantitative and qualitative observations, and distinguish between observations and inferences.
1.2. Students can develop questions that can be explored experimentally, find relevant information in the literature, and formulate hypotheses consistent with known phenomena and principles.
1.3. Students can design, perform, and defend an investigation using the scientific process, which includes a written step-by-step comprehensive procedure, testing a hypothesis, controlling variables, and collecting relevant data.
1.4. Students can use appropriate measuring tools and measurement units to collect and record data, evaluate their precision and accuracy, and identify sources of error.
1.5. Students can measure, calculate, and report data using the SI units and decimal prefixes (e.g., kilo-, centi-, milli-) and are able to convert between English system and metric system (e.g., Fahrenheit vs. Celsius, mile vs. meter).
1.6. Students can explain the need for many observations, determine the number of observations needed to reach an appropriate level of accuracy and reliability in an experiment, and explain the concept of significant figures.
1.7. Students can maintain a laboratory notebook to record all data, observations, and procedures, realizing that this notebook serves as a legal document.
1.8. Students can function safely, effectively, efficiently, and responsibly in a laboratory or field study setting.
1.9. Students can organize, manipulate, and present data to show functional relationships between observations in order to formulate conclusions.
1.10. Students can relate the results of an experiment to experimental questions that were asked, to other experiments, and to known models and theories in order to ask new questions and plan subsequent experiments.
1.11. Students can communicate the results of an experiment with fidelity and clarity, using words, graphs, pictures, charts, diagrams, and computer resources (Internet, CD-ROM, application programs), in language and forms appropriate for an intended audience.

Science Standard #2 (Physical Science): Students know and understand common properties, forms, and changes in matter and energy (focus: physics and chemistry).

2.1. Students know that matter has characteristic properties, which are related to its composition and structure.
2.1.1. Students can examine, describe, compare, measure, and classify objects based on common physical and chemical properties.
2.1.2. Students can classify matter as solid, liquid, or gas, based on its properties using models.
2.1.3. Students can distinguish between physical and chemical properties and changes, and separate substances based on these properties.

2.1.4. Students can predict the effects of physical changes on properties and composition of matter.
2.1.5. Students can classify and describe matter in terms of atoms, compounds (both ionic and molecular), and mixtures.
2.1.6. Students can name the compound that chemical formulas represent and explain the stoichiometry of the formula.
2.1.7. Students can describe the particles of the atom, relative sizes of the atom, and discuss the structure of the atom according to the quantum mechanical model.
2.1.8. Students can identify, classify, list, and predict chemical and physical properties of certain elements from their location in the periodic table (metals, nonmetals, noble gases).
2.1.9. Students can describe and apply special precautions in handling common household materials such as solvents and cleaners based on their properties.
2.2. Students know that energy appears in different forms and can move (be transferred) and change (be transformed).
2.2.1. Students can identify and describe different forms of energy: chemical energy, mechanical energy, thermal energy, electromagnetic energy, and nuclear energy.
2.2.2. Students can describe and explain applications associated with conversions between forms of energy (e.g., a refrigerator, a battery, and a solar cell).
2.2.3. Students can describe qualitative and quantitative relationships, using data, observations, and graphs associated with energy transfer or energy transformation.
2.2.4. Students can describe and apply concepts related to chemical energy, e.g., chemical reactions, acids and bases, and chemical solutions.
2.2.5. Students can describe, apply, measure, and calculate quantities related to mechanical energy (e.g., force, pressure, momentum, and work).
2.2.6. Students can describe, apply, measure, and calculate quantities related to thermal energy and change-of-state, e.g., temperature, boiling and melting points, and specific heat.
2.2.7. Students can describe, apply, measure and calculate quantities related to electricity and magnetism, e.g., resistance, current, voltage, and electric power.
2.2.8. Students can describe and apply concepts related to nuclear energy, such as radioisotopes, radioactive decay, half-life, and nuclear power and its by-products.
2.2.9. Students can measure, interpret, and calculate the relationship between quantities.
2.2.10. Students can describe and apply the concepts of electromagnetic waves (e.g., light) and mechanical waves (e.g., sound) and their interactions with matter.
2.3. Students understand that interactions can produce changes in a system, although the total quantities of matter and energy remain unchanged.
2.3.1. Students can identify, describe, and predict the effects of external forces acting on matter.
2.3.2. Students can describe and explain physical interactions of matter using conceptual models, including the conservation laws of mass and energy.
2.3.3. Students can observe, measure, and calculate quantities to demonstrate the laws of conservation of mass and energy within a closed system.
2.3.4. Students can describe, measure, and calculate quantities before and after a chemical or physical change within a system.
2.3.5. Students can identify, describe, and apply types of heat transfer: conduction, convection, and radiation.

Science Standard #3 (Life Science): Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment (focus: biology, anatomy, physiology, botany, zoology, and ecology).

3.1. Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.

3.1.1. Students can identify and describe the characteristics that all life forms share and can discuss the importance of these characteristics in defining new life forms (e.g., viruses, halobacteria)
3.1.2. Students can understand, construct, and synthesize classification systems based on the structure of organisms.
3.1.3. Students can understand and apply the concepts and mechanisms of evolution, including bio-diversity, adaptation, specialization, extirpation, and extinction.
3.1.4. Students can analyze the interactions and interdependence of living and nonliving components within an ecosystem, create and interpret food chains and food webs, and explain how adaptations of an organism determine its niche in the environment.
3.1.5. Students can analyze the dynamic equilibrium of ecosystems describing how an environment's ability to provide food, water, and space determines the carrying capacity and how perturbations in the environment will affect the ecosystem.
3.2. Students know and understand interrelationships of matter and energy in living systems.
3.2.1. Students identify everything in the universe as either matter or energy, and that the simplest unit of matter is the atom.
3.2.2. Students know that atoms form molecules, molecules form macromolecules, macromolecules can be found in cells, cells form tissues, tissues form organs, and organs form body systems.
3.2.3. Students can explain the role of energy in the maintenance, repair, growth, and development of organisms.
3.2.4. Students recognize that food is the source of energy and building blocks for essential structures of an organism.
3.2.5. Students can describe, compare, and contrast the processes of photosynthesis and respiration.
3.2.6. Students can explain the recycling of materials such as water or nitrogen within an ecosystem.
3.2.7. Students can describe the role of decomposition and recycling of dead organisms in an ecosystem in terms of matter and energy.
3.3. Students know and understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.
3.3.1. Students understand that the cell is the fundamental unit of all life and describe cellular organelles and their function.
3.3.2. Students can compare and contrast the basic structures and functions of different types of cells within an organism and between varying species.
3.3.3. Students can differentiate among the levels of organization within the whole organism.
3.3.4. Students can investigate the relationship of structure and function in organisms at both the micro and macro levels of investigation.
3.3.5. Students can describe the growth and development of several organisms.
3.3.6. Students know the structures and functions of the human body systems, identifying how the components of the systems interact to perform a function.
3.3.7. Students acknowledge the interactions and interdependence of the body systems, allowing for a healthy organism.
3.3.8. Students can describe and give examples of non-communicable diseases and communicable diseases.
3.4. Students know and understand how organisms change over time in terms of biological evolution and genetics.
3.4.1. Students can compare and contrast the purpose and process of cell division (mitosis) with the production of sex cells (meiosis).
3.4.2. Students can draw the structure of DNA, identify the components of the structure, and understand how the genetic information is stored and duplicated.

3.4.3. Students understand the general structure and function of the gene and its role in heredity and protein synthesis.
3.4.4. Students understand that most organs in the body are made of proteins.
3.4.5. Students understand the nature of a genetic mutation as illustrated by diseases such as Huntington's or albinism, as well as mutations as a result of environmental factors, such as ultraviolet radiation.
3.4.6. Students understand the terms dominant and recessive in terms of genetic traits.
3.4.7. Students can describe evidence that reveals changes or constancy in groups of organisms over geologic time.

Science Standard #4 (Earth and Space Science): Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space (focus: geology, meteorology, astronomy, and oceanography).

4.1. Students know and understand the composition of Earth, its history, and the natural processes that shape it.
4.1.1. Students can describe the Earth's shape and size, and draw a simple model of the Earth's interior, revealing the different layers between the core and the surface.
4.1.2. Students can describe ways minerals form (e.g., evaporation, heat, and pressure) and give examples of some rock-forming minerals (e.g., quartz, feldspar, and mica).
4.1.3. Students can identify a substance as a mineral or non-mineral based on its structure and origin, describe some special properties of minerals, and give examples of common minerals on Earth.
4.1.4. Students can identify and describe different types of rocks (igneous rocks, sedimentary rocks, and metamorphic rocks) and describe the general steps in the rock cycle, including shortcuts (e.g., volcanism and uplift).
4.1.5. Students can describe ways in which fossils are formed, preserved, and used as evidence that life forms have changed over time, and identify some commonly found fossils (e.g., trilobites, crinoids, ammonoids, and dinosaur tracks).
4.1.6. Students can explain the concepts of absolute time (the actual date of an event) and relative time (the occurrence of an event relative to a sequence of events) and apply these to the geologic timetable.
4.1.7. Students can identify and apply concepts of natural processes that shape the Earth's surface: weathering, erosion, wind, hydrologic processes (water cycle, ground water), glaciation, plate tectonics, volcanism, earthquakes, and mountain building.
4.1.8. Students can explain how geologists and seismologists obtain information and list some topics and materials they study.
4.2. Students know and understand the general characteristics of the atmosphere and the fundamental processes of weather.
4.2.1. Students can describe the basic composition and temperature structure of the atmosphere and its significance to life (e.g., the importance of the ozone layer and ionosphere).
4.2.2. Students can observe, measure, and record changes in local weather conditions: air temperatures, relative humidity, precipitation, wind direction and speed, and air pressure.
4.2.3. Students can distinguish between the main types of clouds and describe conditions under which these form.
4.2.4. Students can describe the energy balance of Earth and its atmosphere, explain how atmospheric circulation is driven by solar heating, and discuss related environmental problems, such as greenhouse effect and ozone depletion.
4.2.5. Students can explain the concepts of climate and weather systems, such as fronts, storms, monsoons, and jet streams, and identify the symbols on weather maps.

4.2.6. Students can investigate factors that control climate and climate change, such as topography, solar radiation, and burning of fossil fuels.
4.2.7. Students can explain how meteorologists obtain information and list some topics and materials they study.
4.3. Students know major sources of water, its uses, importance, and cyclic patterns of movement through the environment.
4.3.1. Students can describe the hydrosphere and the movement of water in the water cycle, including oceans, glaciers, groundwater, and the atmosphere.
4.3.2. Students can describe regional community water budgets and water systems in terms of sources, storage, treatment, and distribution.
4.3.3. Students can describe the occurrence, distribution, and conditions necessary to support aquatic life.
4.4. Students know the structure of the solar system, composition and interactions of objects in the universe, and how space is explored.
4.4.1. Students can describe the basic components (composition and size relative to the Sun) of the solar system, including planets, comets, asteroids, and meteoroids.
4.4.2. Students can identify the composition of the universe (including stars, galaxies, quasars, and black holes) and define and use several units that express distances in space (e.g., light years and astronomical units).
4.4.3. Students can explain the aspects of the relative motion and positions of the Sun, Earth, and moon; the Earth's seasons; time measurement and the Earth's rotation; the moon's phases; lunar and solar eclipses; and tides.
4.4.4. Students can compare the physical and chemical properties of Earth with those of other planets (e.g., size, temperature, and chemical composition).
4.4.5. Students can summarize the accomplishments of lunar and Mars exploration, and identify technology needed for space exploration (e.g., Hubble space telescope, radio telescopes).
4.4.6. Students can describe the main aspects of the life cycle of a star and compare the Sun with other stars.
4.4.7. Students can describe the functions of an optical telescope and locate and name some famous constellations.
4.4.8. Students can describe the function and progress of the international space station.

Science Standard #5: Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.

5.1. Students can give examples to show that scientific knowledge is public, reproducible, and undergoing revision and refinement based on new experiments and data.
5.2. Students can describe advantages and disadvantages that might accompany the introduction of a new technology.
5.3. Students can give examples of scientific investigations conducted for the purpose of finding a technological solution to a social or individual problem.
5.4. Students can consider how renewable and nonrenewable energy sources are affected by new technologies and human activity.
5.5. Students can give examples of inventions and the way these innovations have benefited humankind, including name of the inventor and place and year of the invention (e.g., light bulb, Velcro, post-it notes, scientific instruments).
5.6. Students can describe how scientists and technicians use science and technology in their profession.

Science Standard #6: Students understand that science involves a particular way of knowing and understanding common connections among different disciplines.

6.1. Students can understand how scientific knowledge is dynamic as demonstrated by stating examples of how the acquisition of new knowledge has modified ideas.
6.2. Students can describe contributions to the advancement of science made by people in different cultures and at different times in history.
6.3. Students can identify, predict, and control variables and conditions that will affect change within a system in any scientific discipline.
6.4. Students can identify and predict cause-effect relationships within a closed system.
6.5. Students can identify and illustrate natural cycles, realizing they are critical components of a natural system.
6.6. Students can use a model to predict change, and evaluate the effectiveness and scale of the model.

Science Standard #7: Students know how to appropriately select, and safely and effectively use, tools (including laboratory materials, equipment, and electronic resources) to conduct scientific investigations.

7.1. Students can function safely in a laboratory or field study setting, are aware of the safety of other people, and practice proper personal safety techniques, including wearing appropriate clothing and wearing safety goggles when handling chemicals, hot liquids, or glassware, or when performing any activity that could harm the eyes.
7.2. Students can function responsibly in a laboratory or field study setting, respect equipment, supplies, and fellow students, and understand appropriate behavior (e.g., no horseplay or running, and no eating, drinking, or chewing gum) and the repercussions of inappropriate behavior.
7.3. Students can identify the location of safety equipment (fire extinguishing supplies, broken glass container, eyewash station) and first aid kit.
7.4. Students are respectful of chemicals, careful in the handling of all chemicals including acids and bases, know the location of the material safety data sheets (MSDS), and what type of information is present in these sheets.
7.5. Students demonstrate proper care for electrical appliances, do not touch electrical equipment with wet hands or use it near water, check for frayed cords or broken wires, make sure cords do not dangle from the table, and disconnect the appliances by pulling the plug, not the cord.
7.6. Students are careful with hot liquids, hot objects, and hot plates and use clamps, tongs, or heat-resistant gloves when handling hot objects.
7.7. Students are cautious while using sharp objects (e.g., dissection tools) and notify the instructor for proper disposal of broken glass.
7.8. Students can properly select and use appropriate equipment to measure characteristics of objects (e.g., length: meter stick, mass: balance, volume: graduated cylinder, temperature: thermometer, time: stopwatch) to be used accurately for varying scientific investigations.
7.9. Students can identify and know how to read correctly volumetric devices (e.g., graduated cylinders, burettes) by noting the bottom of the meniscus, how to zero a balance to obtain accurate measurements, how to read both analog and digital meters (e.g., pH meters, stopwatches, thermometer) and how to use microscopes including preparing wet mounts and staining of live microscopic specimens.
7.10. Students can properly clean, at the end of each session, the laboratory and the equipment used.
7.11. Students can use computers and other electronic resources for activities such as gathering information and constructing graphs.

Social Studies

History (proposed for approval in 2002)

History Standard #1: Students are able to understand the chronological organization of history, are able to organize both people and events into major eras, and can explain historical relationships.

1.1. Students can link ancient civilizations, their leaders, cultures, technologies, beliefs, and practices to each other as the civilizations rose and fell in competition with each other through the Renaissance.
1.2. Students can link the continuum of ideas, leaders, events, technologies, beliefs, and practices to forces that formed and maintained the United States and the world through the Cold War era.
1.3. Students can link the development of the complex United States infrastructure and economy to a global society in the present day.

History Standard #2: Students are able to use critical processes of historical inquiry.

2.1. Students can formulate hypotheses about the ways human societies developed around the world.
2.2. Students can formulate processes to interpret and evaluate primary and secondary sources of historical information.
2.3. Students can formulate predictions about future events based on the analysis of present day issues and events from multiple historical perspectives and current events.

History Standard #3: Students are able to understand social diversity and that societies are diverse and have changed over time.

3.1. Students can evaluate the history of social organization through contacts and exchanges, cooperation and conflict, and wars and alliances among various societies.
3.2. Students can evaluate tensions and resolutions inherent in the clashes over old and new world views, philosophical paradigms, natural law, and other legal systems.
3.3. Students can evaluate the existence of conflict and cooperation, competition for natural and human resources, and struggles for dominance of power and ideas, especially between the primitive and the modern.

History Standard #4: Students are able to identify religious and philosophical ideas as powerful forces throughout history.

4.1. Students can compare and contrast world views, cosmologies, and philosophies that have competed with each other in human history, especially through artistic expression.
4.2. Students can compare and contrast great ideas that influenced the birth of the United States and the ongoing culture wars which result from the pressures of pluralism and modernity.
4.3. Students can compare and contrast the developed world with the developing world, indigenous peoples with technologically sophisticated populations, and paradigm shifts which result from the remaking of cultures in competition, war, and peace.

Geography (proposed for approval in 2002)

Geography Standard #1: Students know how to use globes and other tools, construct and use maps to locate and derive information about people, places, and environments.

1.1. Students can use maps, globes, and other geographic tools to develop a spatial perspective and report information.
1.2. Students can use maps, globes, and other geographic tools to locate people, places, events, and environments in the modern world.
1.3. Students can use maps, globes, and other geographic tools to analyze the dynamic spatial organization of the global community.

Geography Standard #2: Students use knowledge of physical and human characteristics of places, along with natural resources, to define and study regions of the world, interpret their patterns of change, and understand changes in meaning, use, and distribution of important resources.

2.1. Students can trace the development of how humans migrated, used and changed the characteristics of places, and how human systems were affected by the physical environment.
2.2. Students can trace the European and African migrations to the Americas and the spread of European populations, the defeat of indigenous cultures in the Americas, and link history, geography, and the study of public issues.
2.3. Students can trace the changes that occur in the meaning, use, location, distribution, and importance of land, water, ownership, colonization, and resource use in the globalization process, as well as the accompanying political and social reactions.

Geography Standard #3: Students are able to employ various systems of geographic categorization.

3.1. Students can locate and define by geography ancient civilizations and their modern counterpoints on a map, as well as continents, oceans, and major physical land forms of the ancient world.
3.2. Students can locate and define by geography the regions of the United States and its westward expansion.
3.3 Students can locate and define geographical zones on maps by climate, culture, and the politics of modern world powers, as well as their holdings on continents and in oceans, and the topography of major physical landforms of the modern world.

Civics (proposed for approval in 2002)

Civics Standard #1: Students are able to define, compare, and contrast various forms of government and evaluate their efficiency and equity.

1.1. Students can define systems: cultural and political understandings of power, authority, influence, and governance.
1.2. Students can define turning points of cooperation and conflict, evolution, revolution, universality and diversity, power and plurality.
1.3. Students can define limited and unlimited governments and describe what historical influences made a particular balance of rights and responsibilities efficient.

Civics Standard #2: Students are able to extend their knowledge from the United States constitutional government backwards and forwards in history.

2.1. Students can incorporate ideas from ancient cultures and forms of governments into modern democracies.
2.2. Students can incorporate cause and effect relationships between events in European and American history into the present day United States constitution and government.
2.3. Students can incorporate current events and leadership changes at home and abroad into United States foreign policy design, aid, and influence.

Civics Standard #3: Students are able to distinguish characteristics of political cultures of civilizations and nations.

3.1. Students can describe and analyze the processes and consequences of various forms of organized social life and political power from agrarian societies forward.
3.2. Students can describe and analyze the constitution of the United States, amendments, laws, and benchmark decisions which have helped fulfill the promise of the constitution.
3.3. Students can describe and analyze ways in which governments in our global society manage conflicts over diverse viewpoints including taxation, civil rights, duty, and balance of power.

Civics Standard #4: Students are able to recognize fundamental democratic principles and their underlying ideologies inherent in the United States concept of a constitutional democratic republic.

4.1. Students can classify and defend the meaning and emergence of individual rights, the common good, self-government, justice, and equality.
4.2. Students can classify and defend positions about historical and contemporary efforts to act according to constitutional principles, including resolving conflicts between liberty and equality, individual rights, and the common good, as in civil rights movements.
4.3. Students can classify and defend positions on contemporary issues related to the balance between individual rights and the common good, wealth, power, and social stratification.

Civics Standard #5: Students are able to identify the structure and function of local, state, and national governments.

5.1. Students can trace the shift from individualism to cooperative organization on local, tribal, state, and national levels.
5.2. Students can trace the form and responsibilities of local, tribal, state, and national governments.
5.3. Students can trace the government's influences on the formulation and implementation of policy and legislative forum.

Economics (proposed for approval in 2002)

Economics Standard #1: Students are able to link the condition of scarcity to supply and demand in a capitalist economy and decisions about the use of scarce resources to other forms of government.

1.1. Students can analyze how and why some human, capital, and natural resources become scarce, valuable, and desired, and how power attaches and shifts according to the condition of scarcity.
1.2. Students can analyze functional prerequisites of a society and the resulting economic choices made by individuals and governments.

1.3. Students can analyze the relationship between economic goals, the allocation of scarce resources, and the global economy in first, second, and third wave countries.

Economics Standard #2: Students are able to define, compare, and contrast different economic systems, policies, and outcomes.

2.1. Students can illustrate the birth and necessity of various economic and monetary systems in human history.
2.2. Students can illustrate how different economic systems use different means to produce, distribute, and exchange goods and services, including vertical and horizontal consolidation.
2.3. Students can illustrate benefits and costs of the United States economic system and its use as an agent of foreign policy.

Economics Standard #3: Students are able to calculate the results of trade, exchanges, and interdependence at home and abroad in businesses, governments, and societies.

3.1. Students can give examples of international, political, cultural, and social differences in concepts of ownership, resources, productivity, and trade.
3.2. Students can give examples of factors that lead a nation to a comparative advantage in trade and status.
3.3. Students can give examples of conditions, factors, and consequences of both free trade and restricted trade.

Mathematics

Included are exit-level benchmarks that each student will have completed by the end of either *Advanced Algebra/Introduction to Geometry* or *Proof Geometry*. Benchmarks marked with an asterisk (*) are honors-level benchmarks that will be met by students completing *Proof Geometry* or *Algebra II/Trigonometry*.

Math Standard #1: Students will accurately perform arithmetic computations and use basic number theory concepts to solve problems.

1.1. Students accurately add, subtract, multiply, and divide whole numbers and compute whole number powers and roots.
1.2. Students accurately add, subtract, multiply, and divide integers, and compute integer powers and roots.
1.3. In the context of various applications, students demonstrate their understanding of the meaning of fractions; add, subtract, multiply, and divide fractions; and name the numerator, denominator, and reciprocal of a fraction.
1.4. Students convert between mixed numbers and improper fractions and add, subtract, multiply, and divide mixed numbers.
1.5. Students round decimal numbers to given places; add, subtract, multiply, and divide decimal numbers; and convert among fractions, decimals, and percentages.
1.6. Students evaluate numerical expressions involving the four basic computations, powers, roots, and grouping symbols.
1.7. Students construct ratios and proportions to model a variety of application problems, including percentages, and solve proportions using several methods.
1.8. Students classify numbers into various number sets, and use number lines to represent positive and negative numbers, one-variable inequalities, and absolute values.

1.9. Students factor whole numbers including prime factorizations, identify prime and composite numbers, find common multiples and common factors, use scientific notation to represent quantities, and compute using scientific notation.
1.10. Students state and apply in problem solving the field and closure axioms (associative, commutative, distributive, closure, inverse, and equality).
1.11. Students recognize, extend, and apply arithmetic and geometric sequences.

Math Standard # 2: Students will use concepts, notations, and operations of set theory to classify numbers and solve problems.

2.1. Students describe number sets using standard set notation by enumeration and rule.
2.2. Students list the elements and subsets of number sets using standard set notation.
2.3. Students identify unions and intersections of sets using standard notation.
2.4. Students construct and use Venn diagrams of number sets to solve problems.

Math Standard #3: Students will graphically represent ordered pairs, lines, inequalities, and functions using the Cartesian coordinate system.

3.1. Students graph points using ordered pairs and determine the slope between points as rise over run.
3.2. Students construct graphs of lines by determining points, slopes, and x- and y-intercepts of linear equations in various forms.
3.3. Students determine equations of linear functions given graphs and equations of parallel or perpendicular lines.

Math Standard #4: Students will construct, simplify, and perform operations with variable monomial and polynomial expressions.

4.1. Students translate between verbal and arithmetic/algebraic expressions and equations.
4.2. Students demonstrate understanding of, and use in problem solving, integer and fractional exponents; determine powers and roots of variable expressions; perform operations with radicals; and write expressions in simplest radical form.
4.3. Students identify and classify polynomial expressions by degree and number of terms.
4.4. Students add, subtract, multiply, divide, and compute powers of polynomial expressions.
4.5. Students factor polynomial expressions using a variety of methods, find common factors, and identify prime quadratic expressions.
4.6. Students simplify and evaluate rational numerical and algebraic expressions, and add, subtract, multiply, and divide rational numerical and algebraic expressions.

Math Standard #5: Students will write and solve equations and inequalities.

5.1. In the context of application problems, students will write and solve one-variable equations involving variables on both sides, distribution, and combining like terms.
5.2. In the context of application problems, students will write and solve linear equations in a variety of forms.
5.3. Students will write systems of linear equations to model various applications and solve systems of linear equations using a variety of methods.
5.4. Students will solve multi-step absolute value equations.
5.5. In the context of application problems including distances, students will write and solve radical equations and identify extraneous solutions.
5.6. Students will write quadratic equations to model various applications and solve quadratic equations using a variety of methods.
5.7. Students will define and graph solution sets of linear inequalities and systems of linear and absolute value inequalities.

5.8. Students will define solutions of quadratic inequalities using a variety of methods.
5.9. Students will define actual and extraneous solutions of rational algebraic equations using a variety of methods.

Math Standard #6: Students will model and solve application problems involving functions.

6.1. * Students will model and solve problems involving linear, direct, inverse, and quadratic functions using standard function notation.

Math Standard #7: Students will understand and use geometric concepts and principles.

7.1. Students will define and classify plane geometric figures and their properties.
7.2. Students will define and classify solid geometric figures and their properties.
7.3. Students will determine linear and angular measurements of geometric figures.
7.4. Students will determine missing side and angle measurements of triangles.
7.5. Students will perform reflections, translations, rotations, and dilations of geometric figures in the Cartesian coordinate system; identify symmetries; and recognize and generate tesselations of plane figures.
7.6. Using a variety of methods, including the Pythagorean relationship and trigonometric ratios, students will compute missing elements of right triangles.
7.7. * Students will demonstrate their understanding of, and construct proofs of, geometric relationships in two- and three-dimensional coordinate systems.
7.8. * Students will perform geometric constructions, including congruent angles and segments, angle bisectors, and perpendicular and parallel lines.

Math Standard #8: Students will use the principles of probability to solve problems.

8.1. * Students will use the multiplication counting principles and factorials in problem solving.
8.2. Students will define and apply in problem solving both theoretical and experimental probability, including sample spaces.

Math Standard #9: Students will define and use in problem solving the trigonometric relationships.

9.1. * Students will use radian angle measure to define arcs and rotations.
9.2. * Students will use trigonometric and circular functions to define angles.
9.3. * Students will use inverse trigonometric functions to solve geometrical problems.
9.4. * Students will model and solve various application problems with trigonometric functions.

Foreign Language

Foreign Language Standard #1: Students comprehend the target language from a variety of listening sources.

1.1. By the end of Level II in French, German, or Spanish, students will verbally summarize and rephrase in their own words information obtained from authentic sources, such as watching and listening to a current event report and explaining it or comparing and contrasting it with another.
1.2. By the end of Level II in French, German, or Spanish, students will identify, respond to, and use the who, what, when, where, and why of a listening selection by interpreting and discussing it in detail, both orally and in writing.

Foreign Language Standard #2: Students communicate by speaking the target language for a variety of purposes and diverse audiences.

2.1. By the end of Level II in French, German, or Spanish, students will speak the target language clearly and accurately enough to be understood by a native speaker by speaking with ever decreasing English interference. They will also demonstrate mastery of rules of pronunciation when speaking and reading aloud.

2.2. By the end of Level II in French, German, or Spanish, students will participate in more complex verbal exchanges on an advanced level to express and defend opinions, and demonstrate the ability to obtain and convey information, concepts, and procedures.

2.3. By the end of Level II in French, German, or Spanish, students will initiate, sustain, and close a variety of everyday conversations in a culturally appropriate manner, such as greeting someone, asking his/her opinion, agreeing or disagreeing, explaining why, and ending the conversation. Students will use appropriate gestures and levels of formality.

2.4. By the end of Level II in French, German, or Spanish, students will communicate logically, sequentially, and comprehensively to make predictions, analyze, draw conclusions, express facts and opinions, summarize, and paraphrase (e.g., discuss the importance of education, predict a possible outcome of an election, theorize about the impact of current events on contemporary life, or relate the plot of a movie, novel, fairy tale, or the gist of a news article).

Foreign Language Standard #3: Students comprehend the target language from a variety of reading materials.

3.1. By the end of Level II in French, German, or Spanish, students will infer meaning of unfamiliar words and ideas from context, analyze the main point of an authentic reading selection, express and defend opinions of the reading selection, and identify the sequence of events, the speaker, point of view, and time frame.

3.2. By the end of Level II in French, German, or Spanish, students will extract and apply information from authentic written sources to accomplish a task, such as following a recipe or gathering data to make a presentation.

Foreign Language Standard #4: Students communicate by writing the target language for a variety of purposes and diverse audiences.

4.1. By the end of Level II in French, German, or Spanish, students will write creatively (e.g., publishing a children's book, fairy tale, or play), informatively (e.g., producing a travel brochure), and persuasively (e.g., reacting to a news article).

4.2. By the end of Level II in French, German, or Spanish, students will write accurately enough to be understood by native readers about events in the time frames of past, present, and future.

4.3. By the end of Level II in French, German, or Spanish, students will plan, draft, revise, proofread, and edit written communications.

Foreign Language Standard #5: Students acquire and use knowledge of cultures in which the target language is spoken.

5.1. By the end of Level II in French, German, or Spanish, students will discuss and analyze in the target language cultural elements of a selected reading or listening sample and will discuss important authors, artists, and musicians found in the reading or listening material.

5.2. By the end of Level II in French, German, or Spanish, students will perform in a culturally appropriate manner in complex social situations, such as acting out appropriate behaviors at an informal family outing.

5.3. By the end of Level II in French, German, or Spanish, students will discuss and analyze selected reading or listening samples for cultural elements and historical or current events.
5.4. Students will observe and participate in the target culture through a variety of activities.

Throughout their studies of the target language, students will share in cultural characteristics and practices of different countries where the target language is spoken. This includes a variety of holidays, foods, customs, religious practices, historical events, music, currencies, and hands-on crafts. These will vary from year-to-year. Overall, students will have participated in a rich variety of cultural activities.

Standards for Learning Across the Curriculum

These standards reflect Summit Middle School's expectations for students in all content areas, as well as the behaviors deemed necessary for students to become life-long learners.

Students Will Learn to Communicate

Scholars respect not only their own knowledge but also the knowledge and perspectives of others. Scholars speak confidently, fluently, and courteously in various situations, and they listen attentively to understand information shared by fellow students, teachers, parents, and community members. Students will learn to express themselves in standard English in their oral and written work across all disciplines.

Students Will Learn to Acquire and Apply Knowledge

Scholars have at their disposal strategies for gathering information from a wide range of sources, from textbooks to electronic media. They then employ various techniques to retain, organize, and evaluate the information, such as memorizing, note taking, summarizing, synthesizing, and outlining. These skills enable them to perceive relationships and apply knowledge among the various subjects.

Students Will Develop Powers of Reasoning

Scholars analyze and solve complex problems using a variety of skills, including visualizing, identifying a sequence of steps, inductive and deductive reasoning. They evaluate the effectiveness of their own learning and problem-solving techniques and apply appropriate strategies in each learning situation. Scholars are independent thinkers who identify and evaluate alternative solutions and points of view and apply their knowledge and skills in novel situations in and out of school.

Students Will Take Responsibility for Learning

Scholars realize that, ultimately, they are responsible for their own learning. This responsibility includes keeping records of obligations, scheduling time, setting priorities, and meeting deadlines. They evaluate their strengths and weaknesses and seek help when needed. Scholars persevere, go beyond the first effort, appreciate knowledge for its own sake, and find their own route to excellence.

5

Course Descriptions, Activities, Scheduling, and Articulation

English Department

Summit offers a literature-based curriculum that introduces students to a variety of high-quality works. Each course focuses on responding to and analyzing written works both orally and in writing, with strong emphasis on the writing of essays and other full-length products. In addition, the English department has developed a scope and sequence for grammar study at each level, with additional topics introduced or re-taught as necessary. It is the intention of the English department to provide students with the powers of analysis to make reading and writing about literature a meaningful experience, as well as to create engaging experiences with literature that will foster life-long reading pleasure. Students are asked to purchase *Writer's Inc.* to use as a resource if they do not already own a copy.

English Level I

Students will develop skills for active, thoughtful reading of a variety of literature texts while beginning to identify stylistic and structural literary elements including plot, conflict, theme, and characterization. In writing, students will use the writing process to develop basic skills: creating and organizing solid expository paragraphs and five-paragraph essays based upon a thesis statement. They will concentrate on effective paragraph development and the simple essay. Formal grammar instruction includes identifying parts of speech correctly, spelling, vocabulary, and sentence fluency.

English Level II

At Level II, students will expand their knowledge of literary elements to include point of view and figurative language. Moreover, they will gain greater skill and independence in identifying stylistic and structural elements introduced in Level I. Responses to literature will include analysis as well as literal comprehension. Instruction will also focus on refining the five-paragraph essay and using writing and speaking to persuade and inform an audience. Grammar topics will include spelling, punctuation, personal pronouns, and using a variety of sentence structures.

English Level III

Students in Level III will begin to consider universal themes and cultural context in interpreting literature. Close analysis of an author's intent and style will include references to character, conflict, setting, theme, language, and imagery. Students will broaden their writing and speaking repertoires to include a wider range of tasks, purposes, and audiences, such as persuading,

sharing research findings, and entertaining an audience. Writing tasks will involve analysis of poetry and other literature, exposition of author's style, and creative writing. Students will also focus on improving their own personal writing style and command of formal English language. Grammar instruction will include a review of the eight parts of speech, subject-verb agreement, the correct use of commas, and varying sentence structures.

English Level IV

In Level IV, students will respond to literature on numerous levels, considering both universal themes and the particular cultural and artistic traditions that shape a literary work. In addition to the literary elements introduced in earlier levels, students will respond to and analyze stories, poems, plays, and novels with respect to genre, archetype, diction, and symbolism. In writing, students will continue to expand their experiences with various rhetorical purposes, including exposition of research, comparison/contrast, analysis of literary style, and narration/storytelling. Grammar units will focus on improvement of writing accuracy and style: spelling, internal punctuation, and embedding information using phrases and clauses.

Science Department

The following is a description of the course offerings in the science curriculum. Students take science all three years, beginning with *Biological Sciences and the Environment,* then *Physical Sciences and the Earth,* followed by either *Advanced Topics in Science* or *Chemistry/Physics. Biological Sciences and the Environment* and *Physical Sciences and the Earth* meet the district middle school science standards. There is a $20 materials fee.

Biological Sciences and the Environment

This class addresses the structure and function of the cell, heredity and evolution, classification of living things, plants, animals, the human body, the environment, and the water cycle. This class involves exploration of the structure of organisms through dissections. Laboratory experiences emphasize the scientific method. Textbooks: *Life Science* (D.C. Heath), *Earth Science* (D.C. Heath).

Physical Sciences and the Earth

This class consists of an introduction to physics (mechanics, heat, light, and electricity), chemistry (atomic structures, properties of elements and compounds, chemical reactions, molar chemistry), and elements of earth science (earth structure, rock formation, crust transformation, and introduction to the solar system). The scientific method and the analysis of measurements using graphs is used in the laboratory experiments. Textbooks: *Physical Science* (D.C. Heath), *Earth Science* (D.C. Heath).

Advanced Topics in Science

This course provides depth in the areas of life science, physical science, and earth science. Major concepts and themes introduced in the core courses will be reinforced. Topics include history of the earth, weather and climate, mechanics of flight, acid and base reactions, and biotechnology. The expertise of the faculty will be utilized. Research will be emphasized. Textbook: *Science Interactions* (Glencoe/McGraw-Hill).

Chemistry/Physics

This exploratory science course emphasizes observing relationships, identifying variables, and developing explanation through experimentation and analysis. Students relate concepts of chemistry and physics to real world phenomena, as well as understanding their theoretical principles. Algebra is a prerequisite that must be completed before entering this course. Textbooks: *Physics* (D.C. Heath), *Chemistry* (Prentice Hall).

Social Studies Department

The social studies curriculum at Summit is comprised of three core courses: *World History,* generally taken in 6th grade; *American History,* generally taken in 7th grade; and *World Geography/International Relations,* generally taken in 8th grade.

Courses are designed to integrate and build on content and skills from one year to the next. The first course in the sequence, *World History,* allows students to explore how the world's major civilizations developed on all continents from pre-history through the Renaissance. By studying a variety of historical societies and governments, students are well prepared in their second year to study the development of their own nation, the United States, and appreciate the unique nature of both our society and government. This second course in the sequence, *American History* picks up where *World History* leaves off, with the European exploration of the Americas. Students follow the development of our nation from the initial contact between Europeans and Native Americans to the present. This course sets the stage for the final course in the sequence, *World Geography/International Relations.* Armed with an understanding of both world and American history, students can now begin to analyze the complex relationships that exist between their own nation and the many other peoples of the world.

World History

The *World History* course is designed to give students some continuity in both time and space as they begin to explore the many civilizations in history that provided a basis for their own. After a brief overview of pre-historic societies, students concentrate on the Mediterranean and Middle East and follow the development of the region for the first 3,000 years of civilization. They begin with their exploration of the region with Sumer, and the early civilizations of the Fertile Crescent, then follow the rise and fall of Egypt, Greece, Phoenicia, Rome, the Byzantine Empire, and Medieval Europe. In the second semester, students follow the Silk Road to India, China, and the Orient, and study the development of their civilizations over the same time period. Students then return to the Mediterranean and study the empires of West Africa and the development of the European Renaissance. The course ends with the European explorations of the "New World" and the first contacts with people in the Americas. Textbook: Kreiger, Neill, and Reynolds, *World History: Perspectives on the Past* (McDougal Littell),

American History

American History picks up where *World History* leaves off, with the arrival of the Spanish in North America. Students follow the early history of our nation as a clash and a melting of ideas and the cultures of people on three continents — America, Europe, and Africa. The remainder of the first semester follows a chronological sequence through the Civil War, emphasizing the Constitution and the Bill of Rights, and how they helped define this young nation. After the Civil War, in the second semester, students shift to a topical study of different issues in American History,

including Civil Rights, war and conflict, economics, and political policies. This allows students to develop an understanding of the historical basis for many of the problems facing the United States today. Textbook: Cayton et al., *America: Pathways to the Present* (Prentice Hall).

World Geography/International Relations

This course was taught for the first time during the 1999-2000 school year. We have worked with local high schools to provide a solid foundation in geography and international relations that will not conflict with the required *Geography* course in Boulder Valley high schools. The overriding goal of the course will be to help students understand the complex political, economic, social and environmental problems that face the world's nations today, and to assess the role the United States should play in shaping solutions. Textbook: Sager and Helgren, *World Geography Today* (Holt, Rinehart and Winston).

Mathematics Department

Student ability, background and motivation should be used to place students properly in math courses. We believe that it is a matter of choice for the parent and student to make the final determination for which course is the appropriate starting point. Students should be encouraged to take the most difficult course in which they can succeed, but care should be taken to avoid putting students in a "no-win" situation where they are out of their depths. Students are expected to have a solid understanding of algebra by the end of 8th grade.

Pre-Algebra

Pre-Algebra helps students to build computational skills as they transition into algebra. Topics include number theory; integers; numerical and algebraic expressions; equations in one variable; fraction and decimal computation; perimeter, area and volume; data analysis; and ratio, proportion and percent. Textbook:, Price, Rath, and Leschensky, *Merrill Pre-Algebra* (Charles E. Merrill).

Algebra

This course gives students a thorough foundation in the basic concepts of algebra. The following topics are covered in depth: linear equations and systems, the field axioms, polynomial and radical expressions, factoring, quadratic equations, and exponentiation. It is recommended that this course be followed by *Advanced Algebra/Introduction to Geometry.* Textbook: Foerster, *Algebra I* (Addison-Wesley).

Advanced Algebra/Introduction to Geometry

This is a follow-up course to *Algebra.* It is intended to strengthen and round out students' knowledge of algebra while introducing the basic principles of geometry. Topics include probability, rational and radical equations, inequalities, functions, basic trigonometry, introduction to proofs, coordinate geometry, and geometric transformations. Textbooks: Foerster, *Algebra I* (Addison-Wesley); Jurgensen, Brown, and Jurgensen, *Geometry* (Houghton Mifflin).

Pre-Algebra Honors

Pre-Algebra Honors is designed for the student who likes and excels in math. In order to succeed in this course, students need to have competence in basic computational skills, including fractions and decimals. This fast-paced course covers the regular *Pre-Algebra* topics in more depth, and includes additional topics such as solving inequalities and graphing linear equations and inequalities. Textbook:, Price, Rath, and Leschensky, *Merrill Pre-Algebra* (Charles E. Merrill).

Accelerated Algebra

A fast-paced course that covers all standard "Algebra I" topics in depth and explores other advanced mathematical concepts. It takes an axiomatic approach to "allowable" operations, and problem solving is presented in both creative and algorithmic ways. Emphasis is on polynomials, quadratic equations, systems of linear equations, and functions. Textbook: Foerster, *Algebra I* (Addison-Wesley).

Proof Geometry

A high level of dedication is required to succeed in this course, as it requires students to learn a new way of thinking based on formal logical deductive reasoning. The goal is to improve students' ability to think and express themselves more clearly and accurately in speech and writing, and to learn the difference between "common sense" and a valid argument. Content of this course includes angles and triangles, perpendicular and parallel lines and planes, polygons and their areas, similarity and congruence, coordinate geometry, constructions, symmetry and transformations, volumes of solids, and an introduction to trigonometry. Textbook: Moise and Downs, *Geometry* (Addison-Wesley).

Algebra II/Trigonometry

This is a special course offering and depends on a sufficient level of interest. It typically follows *Proof Geometry* but may directly follow *Accelerated Algebra.* It is a highly-challenging, fast-paced presentation of topics including equations and inequalities; matrices and determinants; rational expressions; irrational and complex numbers; quadratic functions; conic sections; exponential and logarithmic functions; sequences and series; probability and statistics; and trigonometric functions, graphs and identities. Textbook: Foerster, *Algebra and Trigonometry* (Addison-Wesley).

Foreign Language Department

At Summit Middle School we teach three foreign languages: Spanish, French and German. We emphasize all five aspects of foreign language acquisition: listening, speaking, reading, writing, and culture. We use the communicative approach to teaching languages, which involves creating as many opportunities for students to speak as possible. We strive to create a comfortable learning environment in which students feel at ease making mistakes and experimenting with the language. Students are expected to buy a workbook.

We have divided two years of high school level language into three years. The course titles are Beginning Language, Language I and Language II. After completing the sequence of foreign language at Summit, students will enter high school in level III of their respective languages, well ahead of their counterparts. Textbooks: Spanish — *Paso a Paso I* and *Paso a Paso II* (Scott

Foresman); French — *Discovering French Bleu* and *Discovering French Blanc* (D. C. Heath); German — *Sowieso I* and *Sowieso II* (Langenscheidt).

Technology Electives

Applied Technology

Students explore the technology that surrounds our daily lives with units on structures, machines, energy, materials, flight, rocketry, communications, electronics, and computer technology. Each unit features an introduction to the history of the technology, a hands-on project, and, a look at career possibilities in that area of technology.

Introduction to Programming

No experience is necessary in this beginner's programming class. Students will learn how computers operate and will explore the components and functions of a modern personal computer. They will then learn the elements of program design and will complete several programs including a simple computer game.

Advanced Programming

This class is for students with some programming experience in any language. Emphasis will be on proper program design, including subroutines, data structures, and program control. Advanced students will be allowed to work on independent projects suitable to their abilities.

Social Studies Electives

Introduction to Japan: A Portal to Nihon

Students will learn about Japanese history, pop culture, language, food and customs, current events, film, and literature.

Criminal Justice

Students will learn the structure of the American criminal justice system. Guest lecturers, such as the Boulder County district attorney and local lawyers, will make classroom presentations. A field trip will be taken to the Boulder County Justice Center to observe jury selection.

Liberal Arts Electives

Drama

Students will study acting, movement and character development. They will practice these skills in short, dramatic works.

Philosophy

Students learn how to build a strong argument using logic and deduction. Topics discussed include metaphysics, epistemology, aesthetics, and ethics. Many of the classical philosophical arguments that have existed for thousands of years will be discussed.

Journalism

Students learn journalistic skills and writing and develop an in-school publication.

Art Electives

Most art classes have a $10 materials fee; however, students are not asked to pay more than one art fee per semester even if they have more than one art class.

Art Forms

This class will include drawing, painting, sculpture, printmaking, and ceramics for the beginning art student or those who just like variety. Examples of assignments: contour drawing on a watercolor wash, linoleum printing, Anasasi pottery, and wire sculpture.

Ceramics

This class focuses on the many varieties of ceramic art work. Students learn the processes associated with hand building and wheel throwing. This will include projects incorporating slab construction, coiling, pinching, mask creation, and tile construction. Students learn to build and sculpt with clay and to glaze the final product.

Drawing and Cartooning

This class focuses on figure drawing and cartooning. It looks to graphic artists as well as prominent artists in other media for inspiration and techniques. Students learn principles and elements of design with regard to cartooning.

Painting

This class is an academic study of color theory. Students cover a variety of media and styles of painting based on new, unique and canonized artists. Students learn techniques for acrylic and watercolor paints. The class projects include portraiture, still life, and landscapes.

Sculpture

Sculpture is a fascinating three-dimensional form of expression. In this class students use paper, clay, fabric, metal, foam and garbage to explore three-dimensional art.

Music Electives

Orchestra

Prerequisite: Players must have at least one year of experience in school ensembles and/or private lessons. String players, keyboard players, and wind players come together to perform music in classical, folk, and pop styles. Players may also be prepared to accompany the school musicals.

Select Strings

Prerequisite: Three years of playing and Summit orchestra or audition. Advanced string players, pianists, and wind players will rehearse classical repertoire, with some small ensemble work as well. Emphasis is on expressive playing and fine ensemble work. Students taking private lessons will excel in this group.

Jazz Band I

Prerequisite: Completion of *Standard of Excellence Book 1* or equivalent (intermediate musical experience); can be waived by successful audition. Play great music for band. Students complete the *Standard of Excellence Book 2* and continue to build ensemble skills and technique. Students learn basic swing, rock, and Latin styles and begin improvising. Some pop pieces as well as basic jazz literature are prepared. Performances are scheduled throughout the school year, as well as at graduation exercises.

Jazz Band II

Prerequisite: Minimum of two years playing and audition or *Jazz Band I* at Summit (completion of *Standard of Excellence Book 2*). Continued studies in jazz ensemble performance, sight reading, and solo improvisation.

Jazz Band III

Prerequisite: Minimum of three years playing and audition or *Jazz Band II* at Summit. Our "hot" Jazz Band just gets better! Advanced jazz ensemble work continues from the first semester of Jazz Band. Emphasis is on sectional independence, improving improvisational skills, and expanding repertoire. The best players will prepare to perform with the school musicals, as well as at graduation exercises.

Choir

Prerequisite: Love of music. Enjoy singing music from different cultures as well as popular music. Emphasis is in learning to sing in two and three parts and building skills for advanced choral performance. Students gain experience with singing in ensemble, movement, and choreography.

Starlight (Advanced Choir)

Prerequisite: *Choir* and/or audition involving solo performance. Summit's new choral ensemble features singing in three and four parts, advanced music reading, and choreography. Repertoire includes madrigals, a cappella music, and vocal jazz.

Silver Rain

Prerequisite: *Choir* and experience in reading and performing music. Membership is by audition only. Continue developing in the highest level choral ensemble. Activities include advanced reading and singing, show choir choreography, solo opportunities, performances in the community, and a broad variety of music. After-school performances will be held throughout the school year.

Other Electives

Physical Education

This course is designed to teach and encourage basic fitness and specific athletic skills. Students benefit physically and enjoy the experience. Physical Education is obligatory at least every other day unless waived at parental request for medical reasons or because of involvement in other organized athletic/physical activities on a regular basis. Physical Education may also be taken every day.

Health

To assist students in making responsible health decisions, this course provides information and opportunities for mature discussion on a wide range of health topics, including nutrition and fitness, stress and emotional health, drugs and the life cycle.

Study Hall

This class offers an opportunity for students to work on their own. This course can be taken daily or every other day.

Literacy

In compliance with the Colorado Basic Literacy Act, Summit automatically assigns a literacy elective to 6th grade students who are at risk of falling below grade level for literacy as demonstrated by scores on the CSAP, the Stanford Diagnostic Reading Test, and/or the QRI. This elective provides small-group instruction in literacy skills, including reading for detail, perceiving main ideas, visualizing, note-taking, and other aids to reading comprehension.

Tutoring Labs

Pilot math and literacy pull-out tutoring labs were offered second semester during the school day, each one day a week, to provide additional help and support for students beyond the usual after-school tutoring offered by each department.

Activities

Summit students are unusually active in extracurricular activities. Scholastic opportunities offered through the school include music, drama, chess club, Student Council, Destination Imagination, Math Olympiad, Math Counts, Quiz Bowl, the *National Geographic* Geography Bee, National History Day, and Science Fair.

Summit also offers a full complement of sports activities. Interscholastic and intramural sports include soccer, flag football, wrestling, track and field, basketball, and volleyball. Summit's sports teams are well subscribed and competitive with the best teams in the district, despite our current lack of adequate indoor gym facilities.

Music students gave fall and spring performances for the school community during the year. Summit's *Silver Rain* vocal ensemble also participated in a choral music festival at Fairview High School. Both *Silver Rain* and *Jazz Band 3* performed at the Greeley Jazz Festival for the second year; Summit was one of only a handful of middle schools represented. Two dress rehearsals and two public performances of *South Pacific* were performed by students directed by Connie Burkhart, wife of Summit's former music director, Dr. Bill Burkhart.

Scheduling

Summit Middle School offers a seven-period day, with five core courses (taught every day) and two periods of electives (some taught every day, others taught every other day). The two periods of electives often consist of four different selections, one of which is physical education. Schedules are adjusted at the semester break in order to accommodate the changing needs of Summit students and new elective selections.

Because our stated goal is to place each student at the appropriate level, we have four levels of English, four levels of science, three levels of each foreign language, and seven levels of mathematics. Placement is not necessarily by grade; most of our classes have students in different grades. In addition, we attempt to give our students their choices from varied electives.

In order to achieve a schedule this flexible, Summit has used its own algorithm, developed by a mathematician who is the parent of a Summit graduate. As a result, virtually every student is able to take his or her desired core classes, and most students are able to take their requested electives, including specialized music classes.

Summit's average core class size is 19 students, which takes into account Summit students taking additional core classes as electives. Elective class size is 25 students per class on average. Overall class size average is 21 students per class.

Articulation of Curriculum with High Schools

An important component of Summit's ongoing curriculum development and refinement is the conscientious effort to make Summit course offerings articulate as seamlessly as possible with those of Boulder Valley School District high schools. Summit's teachers and counselor meet with the staff of individual academic departments at BVSD high schools and participate in BVSD curriculum committees. Summit works with the high schools on articulation and course

placement issues so that students graduating from Summit will be well prepared and appropriately placed to succeed in the high school courses of study they choose.

For every core academic area, Summit has developed a curriculum that exceeds BVSD middle-level standards. Summit strives to determine the best combination and interface of its middle school and BVSD high school course offerings to satisfy district and state requirements and to ensure optimal student placement.

The Summit English department well prepares students for pre-International Baccalaureate (IB) Language Arts and Advanced Placement (AP) language arts courses at area high schools. The choice of literary works, approaches to literature study, writing assignments and purposes, and grammar instruction provide the skills and knowledge for high achievement in challenging high school English programs.

Students who enter Summit as 6th graders in Beginning Level foreign language and graduate from 8th grade having completed Level II in a foreign language may continue on to high school Level III foreign language classes as 9th graders, contingent upon high school assessment and placement decisions. Summit students gain a strong background in French, German, or Spanish in preparation for continuing their foreign language study in high school.

Mathematics teachers at Summit have carefully considered high school sequences of math courses in implementing a more closely aligned series of Summit math courses. All students leaving Summit are expected to have gained at least a solid foundation in algebra. Summit math teachers have developed a detailed flowchart to guide choices for high school math courses, based on courses completed at Summit, and have developed their own math assessment test to aid in that important task.

Summit's accelerated science curriculum supports and enhances the knowledge and interests of students and provides excellent preparation for high school science courses. By agreement with district high school science departments, Summit graduates are, on a regular basis, granted exemptions from standard BVSD 9th grade science courses.

The social studies teachers at Summit have engaged in a series of discussions with their counterparts at BVSD high schools regarding articulation between programs. An appropriate balance of content and critical thinking skills is inherent in the standards and benchmarks for the social studies curriculum at Summit, and our graduates are well prepared to excel in high school courses.

6

Placement and Assessment of Student Progress

English

Assessment in English is ongoing and comprises a variety of student products: papers and essays (one per unit), presentations and speeches, responses to reading, and other written work. Diagnostic pre-tests are used to identify student needs in grammar instruction, and post-tests and other summative assessments are given to determine levels of proficiency at the ends of units of study.

Initial placement is determined by a writing assessment scored on a standard rubric. Once at Summit, students are recommended for advancement based on reading comprehension, success in the current level (70 percent or better), and the writing portfolio. Summit English teachers are in the early stages of tying assessments to specific benchmarks, and recommendations for advancement will be made based on student attainment of the benchmarks for the current level.

Portfolios of 8th grade students' work are also shared with interested high schools to assist in appropriate placement of students when they graduate from Summit.

Foreign Language

Summit offers Beginning Level, Level I, and Level II in all languages. Assessment in French, Spanish, and German is comprised of written work, oral responses and presentations, responses to reading, and responses to listening activities. Initial placement for 6th graders is Beginning Level in most cases. Some students with previous study or who have had exposure to languages may begin in Level I. Consideration for advanced placement is given by teachers on an individual basis.

Mathematics

Student ability and track record should be used to place students properly for best results. Incoming 6th grade students are offered an initial placement test to provide data on their background knowledge and to assist in placement recommendations. It is appropriate for students to learn that they can tackle and overcome a challenge; therefore, students are encouraged to take the most difficult course in which they can succeed.

Assessment in math courses is based mainly on tests and quizzes. Testing is administered at the end of every chapter and cumulative tests are given at the end of each semester. Quizzes are given weekly to assess knowledge of the current material. Summit math teachers have developed and are now using systems for tracking student mastery of benchmarks for each math level.

Recommendations for advancement at Summit and placement in high school will be made using these data.

Science

The two core offerings are *Biological Science and the Environment* and *Physical Science and the Earth.* It is strongly suggested that incoming 6th graders enroll in *Biological Science and the Environment.* In all classes, students' mastery of material is assessed in a variety of ways. The primary method is evaluating written work; however, oral presentations are also used. Assessment in science classes is based on the following data: homework (one to two homework assignments per week); exams (two per quarter); quizzes (weekly); exploratory work (on average two laboratory experiments or activities per week, usually recorded in a laboratory notebook); assignments in class; and research reports (one library research report and one experimental investigation per year). Course work may be individualized if students demonstrate prior mastery of a content area.

Social Studies

Incoming 6th graders are placed in the introductory *World History* course when they arrive at Summit. However, on an individual basis, students and their parents can request that they be placed in a more advanced class if they can demonstrate advanced knowledge of both the content areas and critical thinking skills that are covered in *World History.* New incoming 7th and 8th graders are placed following an interview with the student and parents to determine the most appropriate course for the student.

Once the year has begun, progress is measured through a variety of assessment techniques including papers, essays, objective exams, oral presentations, daily homework assignments, participation in class discussions, and cumulative final exams.

Gifted and Talented

At Summit, gifted and talented programming is built into the curriculum and course offerings at all levels. While gifted and talented students may be identified for district reporting purposes, programming for the needs of the gifted is available to all students who can benefit from it, with individual concerns addressed on an "as needed" basis. Summit offers ability grouping and opportunities for acceleration, a broad range of enrichment activities and programs, and compaction and differentiation of the curriculum for students who desire or need it. Counseling groups and mentoring for social/emotional needs are also available. The following is a description of essential elements of gifted and talented programming that is incorporated into Summit's program.

Acceleration and Ability Grouping

Acceleration and ability grouping have always been fundamental principles guiding Summit's programming and course offerings. For example, Summit offers seven levels of math courses, including honors classes, and four levels of English. Students are placed based on assessments, review of past performance, teacher recommendations, and parent requests. At any time during the year, if a student's placement is not meeting his or her needs, the student's schedule may be

changed and the student moved to a more appropriate level. Science and social studies courses are accelerated at all levels, as three years of traditional middle school curricula are covered in two years, with more advanced courses offered to 8th graders. Students who require additional acceleration may take courses at the high school or college level, either in person, by mail, or through distance learning.

Summit's commitment to accurate placement, flexible scheduling, and mixed age/grade level classes allows gifted students to be grouped according to their abilities and interests, without the stigma of being "pulled out" or labeled "different" by their peers. Also, we believe that incorporating gifted and talented programming throughout the curriculum has the added benefit of improving instruction and learning opportunities for all students in the school.

Enrichment Activities

Summit offers a wide range of curricular and extra-curricular enrichment activities for students. Many of these enrichment activities have an academic emphasis. Students with similar interests and a desire for additional challenges are encouraged to participate in activities such as History Day, Science Fair, Destination Imagination, Quiz Bowl, Math Counts, Yearbook, and Chess Club. Elective classes such as *Journalism* and *Advanced Computer Programming* are available to all students.

Compaction and Differentiation

At Summit, compaction and differentiation are featured in the curriculum as a whole, as well as in individual courses. Compaction is part of the overall curriculum in several core subjects and provides for more instruction in fewer years than is typical of middle school. For example, Summit's science classes teach in two years what other schools teach in three, allowing gifted students to choose a very challenging honors *Chemistry/Physics* class in 8th grade. Summit's foreign language curriculum, which is compacted relative to typical middle school programs, offers the equivalent of two years of high school foreign language over the course of three years of middle school.

Within individual courses, compaction and differentiation occur as a natural effect of our standards-based program. Once students, gifted or otherwise, have demonstrated mastery of a benchmark, they are not required to continue practicing that identical skill or to show knowledge of that specific content. Instead, students who demonstrate proficiency are given alternate assignments or proceed to new material. Pre-testing is also used so that gifted students do not have to relearn what they already know.

Colorado Student Assessment Program (CSAP)

In Spring 2001, Summit 6th, 7th, and 8th graders took the Colorado Student Assessment Program (CSAP) tests. The percentages of students scoring "proficient" or "advanced" were 95 in 6th grade reading (eighth highest in the state), 100 in 7th grade reading (tied for first in the state), 91 in 7th grade writing (third in the state), 97 in 8th grade reading (fifth in the state), 74 in 8th grade math (tied for sixth), and 93 in 8th grade science (fifth in the state). Schools in the state that score higher than Summit are either gifted-and-talented magnet schools or K-8 charter schools that retain the same students through all nine grades. Because Summit's curriculum is tied to Summit, district, and state standards, and since the CSAP is keyed to state standards, Summit makes no special effort to "prepare" students for the CSAP tests.

Tables 6.1, 6.2 and 6.3 compare Summit's scores with Boulder Valley's scores for these tests. All percentages are based on the total number of students enrolled, not the number taking the test. Therefore, the percentages, including the percentage of "Scores Not Reported," sum to 100%. The rankings shown are based on the percentages of "Proficient or Above," as commonly computed by the Colorado Department of Education. The district has 15 middle schools; the state has 413.

Table 6.1. 6th Grade Scores on 2001 Colorado Student Assessment Program (CSAP) Tests

	Reading	
	Summit	BVSD
Total Students	82	2222
Unsatisfactory	1%	6%
Partially Proficient	4%	13%
Proficient	61%	63%
Advanced	34%	16%
Proficient or Above	95%	79%
Scores Not Reported	0%	3%
Rank in District	1st (tie)	
Rank in State	8th (tie)	

Table 6.2. 7th Grade Scores on 2001 Colorado Student Assessment Program (CSAP) Tests

	Reading		Writing	
	Summit	BVSD	Summit	BVSD
Total Students	89	2248	89	2247
Unsatisfactory	0%	5%	0%	1%
Partially Proficient	0%	16%	8%	56%
Proficient	61%	61%	90%	57%
Advanced	39%	15%	1%	0%
Proficient or Above	100%	75%	91%	56%
Scores Not Reported	0%	3%	1%	4%
Rank in District	1st		1st	
Rank in State	1st (tie)		3rd	

Table 6.3. 8th Grade Scores on 2001 Colorado Student Assessment Program (CSAP) Tests

	Reading		Mathematics		Science	
	Summit	BVSD	Summit	BVSD	Summit	BVSD
Total Students	87	2169	87	2180	87	2182
Unsatisfactory	0%	7%	3%	15%	1%	10%
Partially Proficient	3%	14%	23%	27%	5%	21%
Proficient	59%	60%	37%	33%	54%	54%
Advanced	38%	16%	37%	22%	39%	11%
Proficient or Above	97%	76%	74%	55%	93%	65%
Scores Not Reported	0%	3%	0%	3%	1%	4%
Rank in District	1st		2nd		2nd	
Rank in State	5th		6th (tie)		5th	

Because the CSAP, in its current stage of development, is not referenced to norms and does not test the same subjects every year, it is not possible to do a longitudinal comparison of students' progress from year to year.

Based on its CSAP scores, Summit was designated as one of the "John J. Irwin Colorado Schools of Excellence" by the Colorado Department of Education in 2000 and 2001. The 2001 award carried with it a $10,000 grant from the Colorado Department of Education. The grant funds were used to support the math and literacy pull-out tutoring labs and professional development. CSAP scores for 2002 will be released later this year.

Comprehensive Test of Basic Skills (*TerraNova*)

The CTBS *(TerraNova)* was given to all Summit students in April 2001. In terms of "Total Score," a composite of reading, language, and mathematics, Summit median ("average") students scored 90.6 in 6th grade, 93.0 in 7th grade, and 93.3 in 8th grade, with positive anticipated difference scores of 9.6, 6.4, and 11.0, respectively. No student was excluded because of special education status. Science and Social Studies CTBS subtests were not given by Summit in 2001 in recognition of the time devoted to the Colorado Student Assessment Program (CSAP) tests.

Because the CSAP was expanded in scope in 2002, only selected components of CTBS were given to Summit students in April 2002. Students were tested in Vocabulary, Language Mechanics, Mathematics, Math Computation, and Spelling. Total composite scores were not reported because of the omission of some of the subtests.

Unlike CSAP tests, CTBS reports student and class standing with respect to national norms, allows Summit to measure student progress from year to year, and identifies specific curricular areas of weakness. As CSAP evolves to cover more subjects and measure student progress, Summit will continue to reduce its reliance on CTBS. The district no longer administers the norm-referenced CTBS, relying instead solely on the criterion-referenced CSAP tests.

Need for Above-Grade-Level Testing

Many Summit students top out on the regular grade-level *TerraNova*. To assess the relative strengths and weaknesses of these students, and to measure their growth while at Summit, the Summit Board decided to administer one-grade-level higher tests to students beginning in 1999. The *TerraNova* tests are normed for a range of grades. For example, the 8th-grade-level test is normed for students from the sixth month of grade 7 through the second month of grade 9. Our 7th graders, taking the 8th-grade test in April (the eighth month of grade 7), fall within the norming range. Thus, the score reports for our students remain valid and comparable to previous years; the students are not penalized for taking the more advanced tests.

Summit requests pattern or "item response theory" (IRT) scoring rather than traditional (number correct) scoring. IRT scoring adjusts for guessing and also gives individual students a much better idea of their strengths and weaknesses. Class averages, however, are almost identical for IRT and traditional scoring.

Summit's Median 2001 Scores

One indicator of a school's effectiveness is its "anticipated 50th percentile difference score," the difference between the actual and anticipated performance of an average student at the school. A positive difference indicates value added. Summit intends for most of its students to have actual scores higher than anticipated.

Table 6.4 gives the actual ("Act.") national percentile score for a median ("average") Summit student in all areas for all three grades, along with differences ("Dif.") from the anticipated score that is based on the Test of Cognitive Skills. Summit students performed very well, as they have every year since the school opened. Areas of relative deficiency are spelling and language mechanics for 6th and 7th graders, the same as in 2000.

Table 6.4. Actual (Act.) and Difference from Anticipated (Dif.)
Median National Percentile Scores, 2001 CTBS/*TerraNova*

	6th		7th		8th	
	Act.	Dif.	Act.	Dif.	Act.	Dif.
Reading	88.0	9.0	91.1	7.4	89.4	8.1
Vocabulary	86.4	12.0	85.6	4.1	90.1	11.1
Reading Composite	87.4	7.7	90.3	5.0	92.3	9.6
Language	86.4	6.8	89.4	5.8	89.6	9.6
Language Mechanics	78.3	-1.2	83.4	-1.4	88.6	8.5
Language Composite	86.7	4.7	88.8	1.7	92.8	9.5
Mathematics	91.7	9.7	89.2	4.1	87.5	5.2
Math Computation	91.0	21.4	87.9	7.2	84.9	5.4
Math Composite	91.6	13.0	90.3	6.2	89.4	6.3
Total Score	**90.6**	**9.6**	**93.0**	**6.4**	**93.3**	**11.0**
Spelling	73.3	-1.7	64.0	-17.4	88.7	14.0
Number Tested	75*		84*		79*	

*Four 6th grade students, three 7th grade students, and three 8th grade students did not complete the Test of Cognitive Skills. Because anticipated differences cannot be calculated for these students, they are not included in these averages.

Longitudinal Comparison

Table 6.5 gives the median *TerraNova* national percentile scores for 2001's 7th and 8th grade classes during their years at Summit. Total scores generally increased from year to year for 2001's 7th and 8th graders, which satisfies one of Summit's accountability goals. This indicates that, although many students came to Summit with reasonably strong academic aptitude, their achievement level actually increased from year to year compared with national norms. The improvement record for 2001's 8th graders illustrates this point.

Table 6.5. Comparison of Median *TerraNova* National Percentile Scores
Over Time for 2001's 7th and 8th Grade Classes

	2001 7th Grade		2001 8th Grade		
	2000	2001	1999	2000	2001
Reading	89.7	91.1	84.9	87.3	89.4
Vocabulary	87.6	85.6	88.7	87.0	90.1
Reading Composite	90.7	90.3	89.4	91.6	92.3
Language	86.5	89.4	84.5	88.7	89.6
Language Mechanics	80.9	83.4	86.0	80.8	88.6
Language Composite	87.5	88.8	88.0	87.8	92.8
Mathematics	89.0	89.2	79.5	85.3	87.5
Math Computation	91.1	87.9	84.2	88.5	84.9
Math Composite	92.7	90.3	81.6	87.3	89.4
Total Score	**91.1**	**93.0**	**84.7**	**88.8**	**93.3**
Spelling	77.9	64.0	69.2	66.3	88.7

It is Summit's goal that each student achieve at least one year of academic growth in every subject every year he or she is at Summit. Ideally, each student should increase in national percentile score from year to year, especially in areas of deficiency. Summit staff analyzes the data, and teachers modify parts of the curriculum as needed to address the deficiencies.

Table 6.6 gives the national percentile and grade equivalent "Total" scores for Summit's own 10th, 25th, 50th (median), 75th, and 90th percentile students. Summit students are narrowly clustered about the median, well above the national average. Even Summit's 10th percentile is above the national average. We note that the national average is generally regarded by testing professionals to be below proficient.

Table 6.6. Spread in National Percentile (NP) and Grade Equivalent (GE) Scores

		90th		75th		50th		25th		10th	
Grade	No.*	NP	GE	NP	GE	NP	GE	NP	GE	NP	GE
6th	79	98.7	12.9	97.0	12.8	90.4	11.7	80.3	10.3	52.2	7.0
7th	87	98.9	12.9	97.6	12.9	92.4	12.8	80.5	11.3	65.8	9.4
8th	82	98.8	12.9	97.4	12.9	92.8	12.9	80.6	12.2	63.7	10.6

*This table includes students who did not take the Test of Cognitive Skills.

In terms of grade equivalent, a national percentile score of 98.7 in 6th grade, for example, extrapolates to a median score for students in the ninth month of 12th grade. The grade equivalent scale is much coarser than the national percentile scale.

Table 6.7 compares the spread in scores for 2001's 8th grade class as it moved through Summit. As noted above, the class's total score increased for every year at Summit. It is noteworthy that, in addition, the spread between the 90th and 10th percentiles *decreased* as the class moved through Summit. (An analysis in terms of "normal curve equivalent" scores would give almost the same numerical results.)

Table 6.7. Comparison of 1999, 2000, and 2001 Spread in *TerraNova* National Percentile Total Scores for 2001's 8th Grade Class

	1999	2000	2001
Summit's 90th Percentile	98.0	99.0	98.8
Summit's 10th Percentile	49.6	55.3	63.7
Spread (90th - 10th)	**48.4**	**43.7**	**35.1**
Number Tested	81	88	82

Summit's Median 2002 Scores

Table 6.8 gives the actual ("Act.") national percentile score for a median ("average") Summit student in all areas tested for all three grades, along with differences ("Dif.") from the anticipated score that is based on the Test of Cognitive Skills. Scores were similar to those in 2001. Except for Spelling for 7th graders, anticipated difference scores were uniformly positive. Areas of *relative* deficiency are vocabulary, language mechanics, and spelling for 6th and 7th graders, the same as in 2001.

Longitudinal Comparison

Table 6.9 gives the median *TerraNova* national percentile scores for 2002's 7th and 8th grade classes during their years at Summit. Except in mathematics, where students at the median were unusually strong to begin with, scores generally increased from year to year.

Table 6.8. Actual (Act.) and Difference from Anticipated (Dif.)
Median National Percentile Scores, 2002 CTBS/*TerraNova*

	6th		7th		8th	
	Act.	Dif.	Act.	Dif.	Act.	Dif.
Vocabulary	84.8	8.8	86.6	7.0	89.5	9.1
Language Mechanics	82.8	2.4	83.8	1.0	85.3	2.8
Mathematics	90.6	8.1	91.5	7.2	89.4	3.6
Math Computation	92.0	21.2	89.7	10.6	89.2	7.0
Math Composite	91.9	12.7	92.6	9.9	92.0	6.0
Spelling	79.3	2.9	73.3	-5.8	87.3	11.7
Number Tested	125*		83		81*	

*Five 6th grade students and three 8th grade students did not complete the Test of Cognitive Skills. Because anticipated differences cannot be calculated for these students, they are not included in these averages.

Table 6.9. Comparison of Median *TerraNova* National Percentile Scores
Over Time for 2002's 7th and 8th Grade Classes

	2002 7th Grade		2002 8th Grade		
	2001	2002	2000	2001	2002
Vocabulary	86.4	86.6	87.6	85.6	89.5
Language Mechanics	78.3	83.8	80.9	83.4	85.3
Mathematics	91.7	91.5	89.0	89.2	89.4
Math Computation	91.0	89.7	91.1	87.9	89.2
Math Composite	91.6	92.6	92.7	90.3	92.0
Spelling	73.3	73.3	77.9	64.0	87.3

Nationally normed tests, such as the CTBS, are but one measure of student performance and school effectiveness. Results can help in student placement and serve as an early warning of deficiencies.

7

Grants and Awards

Grants and Fundraising

Challenge Foundation

A generous 1997 grant from the Challenge Foundation has been used primarily to fund a multiyear, comprehensive curriculum development project. Faculty members have undertaken this exceedingly productive effort under the leadership of Summit's curriculum coordinator, Amanda Avallone. Nationally recognized curriculum development consultant Dr. Finlay McQuade also provided guidance. Faculty members have worked each year since Summit opened its doors to complete and refine the content area standards and benchmarks, align the curriculum, identify gaps and/or redundancies, develop valid and appropriate assessments, and create and document curriculum units.

Tools for Learning

Summit's primary fundraising program is its annual charitable contribution campaign, *Tools for Learning*. Over $60,000 was raised in Summit's 2001-2002 *Tools for Learning* fund drive from parents, families, and corporate matching contributions. Gifts ranged from $20 to $5000, and a total of 168 families out of 286, about 59%, contributed. Other families contributed goods and services.

Book Sale and Donations

New to Summit this year was the sale of bookstore gift certificates through a local bookstore, replacing a resource-intensive on-site book sale at the school during teacher conferences. Also new is the program begun by Principal David Finell and Librarian Cathy Woods of soliciting specific book donations from Summit supporters for special occasions (birthday, graduation, etc.), and as recognition awards to Summit volunteers during the school year.

Student Awards

Mathematics

2001 Math Olympiad

The 2001 Summit 7th/8th grade Math Olympiad team received a Certificate of High Achievement for ranking in the top 20% of all participating schools in the Math Olympiad, which involves more than 6,000 students from nearly 300 schools. The following Summit students received individual awards: Ryan Hamerly and Daniel Beylkin received gold pins for placing in

the top 2% of individual scorers (Ryan also received a trophy for highest scorer on the Summit team, as well as a special medallion for a perfect score in this year's competition, and he qualified for the state Math Counts competition); Hannah Alpert, Kent Gonzales, Dillon Miner, Colin Peterson, and John Tsui received silver pins for placing in the top 10%; and Andrew Jarmon, Rekha Nalitham, Alex Woods, and John Yu received special commendation for placing in the top 50%.

The 2001 6th grade Math Olympiad team also had a great year. The following team members received individual awards: Emmett Perl (gold pin for placing in the top 2% of individual scores; Emmett will also receive the high point trophy for scoring the highest on the Summit 6th grade team); Timothy Nguyen (silver pin for placing in the top 10%); John Boylston, Stephen Harmon, Morgan Horton, Derek Houtz, Bobby Niebauer, and Paul Swirhun (felt patches for placing in the top 50%).

2002 Colorado Mathematics Award Winners

Three Summit students were among the 15 Colorado middle-school-aged award winners at the Colorado Mathematics Awards. Aaron Allen, Hannah Alpert, and Timothy Nguyen were honored for their achievements on the American Mathematics Contest 8. Aaron Allen received an additional award for having the highest score among Colorado 6th graders. Of the 169,654 students who participated in this nationwide contest, only nine 6th graders scored as high as Aaron.

Geography

In 2001, Summit 8th grader Devin Bartley qualified to participate at the state level of the *National Geographic* Geography Bee.

In 2002, Summit's *National Geographic* Geography Bee overall winner was 8th grader Alan DeGrand; 6th grader Thomas Davids was runner-up. Summit's 2002 *National Geographic* Geography Bee classroom winners were: Mrs. Kapsak's classroom (Jordan Leggett, Anna Herman, Elizabeth Fleagle, Anders Horn, and Thomas Davids), Mr. Havens' classroom (Timothy Nguyen, Brian Weinstein, Rachel Million-Perez, Amanda Heywood, and Gabriel Laperle), and Mr. Walpole's classroom (Alan DeGrand, Vivian Lu, Kahlil Schweitzer, Devin Brandt, and Carrie Davis).

Science

2001 Regional Science Fair

Category Winners from Summit at the 2001 Boulder Valley Regional Science Fair were Grant Anspach, Thatcher Heumann, Robert Glissman, Tovë Smith, Katherine Hermann, Clark Patton, Logan Callihan, Miranda Daigle, Emo Hess, and Madison Walker. Special awards went to Ruth Jacobs, Thatcher Heumann, Katherine Hermann (four awards), Logan Callihan, Miranda Daigle, and Robert Glissman. Discovery Science Award nominees in 2001 were Thatcher Heumann, Clark Patton, Tovë Smith, Katherine Hermann, Emo Hess, Grant Anspach, Robert Glissman, and Madison Walker.

2001 Regional Finalists and Bayer National Science Foundation award winners were Summit students Hildur Boylston, Mara Meaney-Ervin, Alana Riksheim, and Madeline Rovira, who designed an innovative approach to reducing air pollution using a tailpipe filter.

2001 State Science Fair

Summit students Robert Glissman, Katherine Hermann, Thatcher Heumann, Clark Patton, and Tovë Smith, were among the students who represented Boulder Valley School District at the State Science Fair in the spring of 2001. Robert Glissman placed third in the Engineering category and received a special award from the National Renewable Energy Center ($100 and a certificate). Katherine Hermann received an Honorable Mention in Environmental Sciences and received a special award from the American Meteorological Society and a $50 Barnes & Noble gift certificate. Thatcher Heumann placed second in Earth and Space Science and received three special awards: a Barnes & Noble gift certificate from the American Meteorological Society, a Colorado Geologic Survey award of $75 and a plaque, and $100 and a plaque from the National Geophysical Data Center. Clark Patton placed first in Environmental Sciences and received a special award from the Rocky Mountain Water Environment Society of a $100 savings bond and a certificate. He also was awarded the Discovery Young Scientist Challenge, which includes a nomination for the national competition.

2002 Regional Science Fair

Summit students placed first, second or third in eight of the 15 categories at the Boulder Valley Regional Science Fair and represented over 50% (6 of 11) of the District's junior division state qualifiers for the 2002 Intel State Science Fair, which included these students in the noted categories: Behavioral and Social Sciences — Elizabeth Fleagle, 1st place; Botany — Emily Woods, 1st place; Computer Science — Robert Glissman, 1st place; Earth and Space Science — Jerry McIntyre, 1st place; Engineering — Daniel Weidlein, 1st place; Environmental Sciences — Anna Hermann, 1st place, Laura D'Ippolito, 2nd place; Mathematics — Sam Galler, 1st place; Microbiology — Anna Zelinskaia, 2nd place, Kate Schimel, 3rd place.

In addition, 18 other prizes from the Intel International Awards and locally sponsored awards were given to Summit Middle School students in connection with the 2002 Science Fair: Boulder Valley Credit Union ($50 Savings Bond) for Mathematics — Sam Galler; CU Engineering Award ($100), Junior Division — Daniel Weidlein; Lockheed-Martin Award ($100), Outstanding Engineering, Junior — Daniel Weidlein; Outstanding Earth and Space Science, Junior ($100) — Jerry McIntyre; Seagate Technology ($100 Savings Bond) for Computer Science, Junior — Robert Glissman; Thorne Ecological Institute, Best Environmental, Junior — Sabine Kunz; Thorne Ecological Institute, Honorable Mention — Anna Hermann; various Intel internationally sponsored awards including Discovery Young Scientist Challenge — 1st and 2nd place in each category, Junior — Daniel Weidlein, Jerry McIntyre, Robert Glissman, Emily Woods, Elizabeth Fleagle, Anna Zelinskaia, Sam Galler, Laura D'Ippolito, and Anna Hermann; U.S. Metric Association Award — Jon Baer; U.S. Navy/U.S. Marine Corps Award — Robert Glissman.

2002 State Science Fair

Five Summit students represented Boulder Valley School District at the 2002 State Science Fair: Elizabeth Fleagle, Emily Woods, Robert Glissman, Daneil Weidlein, Anna Hermann, and Anna Zelinskaia. These Summit students won nine top awards and over $600 in special awards: Robert Glissman — Second Place Math and Computer Sciences; Anna Hermann — Honorable Mention Environmental Sciences; Daniel Weidlein — Honorable Mention Engineering; Emily Woods — Honorable Mention Botany; Robert Glissman — Optical Society of America, Rocky Mountain Section; Anna Hermann — Rocky Mountain Environmental Association, First Place Junior Division Soil and Water Conservation Society; Daniel Weidlein — American Vacuum Society, Rocky Mountain Chapter, First Place Individual Award and School Award; Emily Woods — CSU Department of Horticulture and Landscape Architecture Award.

History

2001 History Day

Caitlin Smith took fourth place at the district level of competition for her individual History Day exhibit. Her project, "Charles Hamilton Houston: the Frontier of Equality," described Houston's role in the Civil Rights Movement, *Brown vs. Board of Education,* and Howard University.

2002 History Day

Annie Lewis, a 7th grader, qualified for, and participated in, National History Day in Maryland in early June. Annie's paper, "The Automobile: Revolution of a Lifetime," focuses on the positive and negative impacts that resulted from the invention of the automobile.

Four Summit 7th graders qualified for the State History Day competition based on their results at the district competition, which had the theme of "Revolution, Reaction and Reform in History." They were: Annie Stancliffe — individual exhibit on Mahatma Gandhi, Betsy Smartt — paper on Joseph Lister, Annie Lewis — paper on the automobile, Jesse Thurston — individual performance on the Watergate scandal and its effect on the media.

Eleven other Summit students received honorable mention for their exceptional work: Mia Fuhrman, Julia Hansford, Ruth Jacobs, Steffani Kitayama, Theodore Kopff, Jeremiah McIntyre, Tim Nguyen, Hannah Sawitsky, Sam Shapiro, Devon Thurston, and Nadalie Williams.

Art

Eight talented Summit students showed their artwork in the 2001 art exhibition, "Earth's Glory," at the NCAR gallery. Participating students were: Carrie Davis, Ruth Jacobs, Elaine Atcheson, Linden Majack, Lara Brown, Katia Heinzman, Lindsay Bailey, and Tanya Goldhaber.

In 2002, Summit's art students displayed many fine works in various media at Summit during the SHINE exhibition held at Summit in May.

French

2001 National French Exam

More than 93,000 students in all 50 states competed in the 2001 National French Exam. Summit's 2001 8th grade winners for the Colorado and Wyoming region were: Andrea Parkhill (Level 01, second place), Meghan Robertie (Level 1, ninth place), and Linden Majack (Level 2A, first place; 10th nationally). More than half of the Summit French II students were ranked in the top 20 in Colorado and Wyoming. Four placed in the top five: Jessica Boulet, Linden Majack, Nora McDaniel, and Alana Riksheim. Two Summit students placed in the top 10 nationally.

Spanish

2001 National Spanish Exam

Summit's Spanish students did well in the 2001 National Spanish Exam. Summit honorees included: Kaitlin Beall (Level 2, highest score at Summit), Tracy Wilson and Josh Yanus (Level 1, highest scores at Summit), Jessica Boulet (Level 01, first place in state), Anya Dyurgerova (Level 01, placed in state), Lila Morency (Level 01 Outside Experience, first place in state).

2002 National Spanish Exam

Summit Middle School students swept the top three places in Colorado in Level 01 and Level 1, as well as the top two places in Level 1 Outside Experience. Many more students scored exceptionally well. National results will be announced later in the year. Summit's honorees for Colorado included: Samuel Galler (Level 01, first place), Thomas Davids and Alexandra Rogers (Level 01, second places), Erin Dickson (Level 01, third place), Annie Lewis (Level 1, first place), Rachel Ertz, Annie Stancliffe, Dawn White-O'Connor, and Charlie Wilcox (Level 1, second places), Gabe Laperle (Level 1, third place), Sandy MacDonnell (Level 1 Outside Experience, first place), Max Scholten (Level 1 Outside Experience, second place).

Music

Greeley Jazz Festival

Silver Rain and *Jazz Band 3* both attended the Greeley Jazz Festival in April 2001 and April 2002. They were among just a handful of middle school vocal and instrumental ensembles at the performances and music clinics otherwise attended by scores of high school and even college groups from around the mountain states. Though not a competition, both groups received very good reviews of their ability and presentations, being compared favorably to the better high school groups represented at the festival. In 2001, Summit students James Franz (drums) and Christopher Dole (piano) were recognized by the Festival judges as outstanding soloists. In 2002, Summit 8th grader Erika Burkhart was recognized as an outstanding soloist on saxophone.

Mahler Fest

In 2001, Summit's *Select Strings* ensemble was invited to play at the Mahler Fest in Boulder, due to its exceptional ability among middle school string ensembles. Unfortunately, the group was unable to participate due to scheduling difficulties.

Composition Competition

Eric Eason, a Summit 6th grader, was declared a winner in the Elementary Division of the 2001 Colorado State Music Teacher Association's Composition Competition. His composition was forwarded to the regional Division Competition of the Music Teachers National Association. Eric's work, "Garden of Dreams, A Fantasy for Double Quintet," is scored for flute, oboe, clarinet, French horn, two trumpets, trombone, tuba and percussion.

Other Awards

Gloria Barron Young Heroes Prize

Julia Hansford, a Summit 7th grader, won a Gloria Barron Young Heroes Prize for her compassionate "Showers to Go" project. Julia and the Summit community made 92 cloth bags and filled them with all the items needed for a shower and regular personal hygiene. The whole Summit community donated soap, shampoo, shaving cream, razors, deodorant, wash cloths, etc. The bags were donated to the OUR Center in Longmont, Colorado, where they were distributed to homeless people and migrant workers. Julia was presented her $2,000 award by local author T.A. Barron on Tuesday, October 2, 2001, at the Denver Public Library.

Another recipient of a Gloria Barron Young Heroes Prize was Adam Bruggeman, a 2000 Summit graduate. Adam incorporates a strong message regarding breast cancer awareness and prevention in the dynamic magic shows he presents for school children and teachers. Only ten Gloria Barron Young Heroes Prize awards were made in 2001, the first year of the Prize.

Chess

Sam Galler, a Summit 6th grader, became the National Elementary School Chess Champion in Portland, Oregon, in April 2002. Sam has been the Colorado state elementary champion for three years in a row. Sam won by out-competing over 250 other students from around the U.S. in the K-6 Division. He is the first national chess champion from Colorado.

Dance

In May 2001, Hildur Boylston took first place in the Youth America Grand Prix dance competition in New York. Approximately 200 final competitors from the U.S. and several other countries had been chosen from over 1000 participants in regional competitions to compete. Hildur took first place by dancing Aurora from the ballet Sleeping Beauty and a contemporary dance choreographed for her by Kim Robards. The judges came from several of the major ballet and dance companies in New York, England, and France.

Teacher Awards

The Summit Board of Directors presented its fifth annual Outstanding Teacher Award to Cheryle Kapsak, social studies teacher, during graduation on June 8, 2001. The sixth annual Outstanding Teacher Award was presented to Ingrid Fotino, math teacher, during graduation on June 7, 2002.

The Outstanding Teacher Award consists of an engraved plaque and a $750 stipend. A companion plaque is displayed in the Summit administrative office. The award was established by the Board to recognize a teacher who exemplifies qualities valued at Summit: love of learning, hard work, knowledge of subject matter, exceptional teaching skill, dedication to students, and inspiration for students. The Board considers quality of teaching in relation to number of years of teaching experience.

Volunteer Awards

The Summit Board of Directors is pleased to acknowledge extraordinary parent volunteer contributions and dedication by presenting the Outstanding Volunteer Award during graduation. The 2001 recipient was Julie Dotson and the 2002 recipient was Joan Jacus.

8

Governance and Accountability

Summit is a school that is accountable and responsive to students and parents. A seven-member Board of Directors, elected by the parents and teachers, constitutes the official governing body of Summit Middle School. Day-to-day administration of the school is carried out by the principal, the assistant principals, the office staff, and the guidance counselor.

The Board makes policy, controls the budget, consults with the principal (who sits on the Board as an ex officio member), conducts evaluations of the principal and other school administrators, participates in teacher evaluations, makes and implements hiring decisions, decides enrollment questions, and serves as a review panel for any protests of administrative decisions, among other duties. In performing these many duties, the Summit Board of Directors remains committed to the fundamental tenet of the original organizers that our primary responsibility is to the parents and students of our school. These are the customers of Summit, and thus are the ultimate governing body of Summit. In recognition of this, the Summit Board holds regular public meetings at the school approximately every two weeks when school is in session. Also reflective of this student focus is the fact that Summit's first agenda item for each meeting of the Board is parent concerns not covered elsewhere on the agenda.

The Board continues to effect policies and procedures that are based on the principle of being student-centered. For example, at Summit courses are "self-selected." That is, the professional staff offers guidance to parents and students, but the ultimate course selection is the decision of the students and parents to the maximum extent possible, subject to scheduling and budget constraints. Summit does not restrict classes to any specific age grouping within the 6th, 7th, and 8th grade levels. To ensure open communication with parents and feedback from our community, we publish a biweekly newsletter, *Summit News,* and conduct regular, thorough surveys of parents, students, staff, and alumni to evaluate the school's performance. Much of the data from of our recent surveys are included in this report.

We believe that the above policies, among others, have led to the high level of community support for, and parental involvement in, our school. Positive feedback abounds. Our fundraising goals were not met this year, partly because the dollar goal set for 2001-2002 was significantly higher than in previous years. A significant majority of Summit families voluntarily contributed to our fundraising campaign, as noted more specifically in Section 7 of this report. Our parent volunteer program is also very active and contributes to virtually all aspects of the school's operations.

Committees

The need for committee work has been considerably reduced since the first year of operation. Standing committees remain in place to meet recurring needs, and ad hoc committees may be established, as necessary. The most active committees are the Accountability, Assessment, and

Accreditation Committee (AAA); the Parent Volunteer Connection (PVC); and the Fundraising Committee. Other standing committees are Hiring, Budget, Science Fair, History Day, School Climate (new this year), and Grant Writing (new this year). Ad hoc groups of volunteers also staff our hospitality, staff appreciation, newsletter, and teacher/staff support functions.

Summit Board of Directors, 2001-2002

- Terms expire May 31, 2002: Jim Cederberg and Hunter McDaniel
- Terms expire May 31, 2003: Debbie Feyh, Barbry Hogue, Tom Mahowald, and John Jacus
- Terms expire May 31, 2004: Betsy Phelan, Barb Kostanick, and Paul Atcheson
- Ex-Officio: David Finell, Principal

Accountability, Assessment, and Accreditation Committee

The purpose of the Accountability, Assessment, and Accreditation (AAA) Committee is to (1) provide analysis and application of internal and external accountability measures; (2) perform regular assessments based on internally created and administered assessment tools, as well as state and district-provided surveys and measurements; and (3) to facilitate the individualized accreditation process put in place for Boulder Valley schools by Colorado state statute and BVSD policy. This committee performs the functions of the School Improvement Team (SIT) as required by state law and administered by the Colorado Department of Education.

The AAA Committee is composed of members representing the Summit Board of Directors, parents, faculty and staff, and the community at large. For the 2001-2002 school year, the AAA members are: John Jacus, Chair, Summit parent, and Vice-Chair of the Summit Board; David Finell, Principal; Amy Anderson, community representative; Barbry Hogue, Chair of the Summit Board; Cassandra Ng Carpenter, Summit parent; MaryAnn Dangelo, Summit parent; Cathy Woods, Summit librarian and parent; Kathy Reims, Summit parent; Cheryl Runyon, Summit parent; Paul Atcheson, Summit parent and representative to the District Accountability Committee (DAC); and Debbie Feyh, Summit parent and member of the Summit Board. Kendra Bartley, Summit's counselor, and Amanda Avallone, Assistant Principal for Curriculum Development, also served AAA as advisory members.

Accreditation

Public school accreditation in Colorado is a two-level process, with the state accrediting school districts and districts accrediting schools. During the past year, BVSD has redefined the vehicle for accrediting its schools, transitioning from accreditation using the North Central Association of Colleges and Schools to a process using BVSD administration and the District Accountability Committee (DAC). Summit's DAC representative, Paul Atcheson, was an active participant in the effort that revised and streamlined the annual reporting and accreditation process. Under the revised process, all schools, including Summit, will submit a unified annual report and School Improvement Plan (SIP) for district and DAC review in the fall of each year. Formal two-day site reviews of every school are conducted on five-year intervals by a review team consisting of representatives from the district administration and DAC, and which can include reviewers solicited by the host school. Summit's involvement in the accreditation process includes the annual submission of the SIP, annual participation in the review of SIPs from other district schools, and periodic representation on the site review teams. In addition, because of the unique

aspects of charter school curricula and operations, Summit is working with the Colorado League of Charter Schools and with the BVSD administration to determine the possibility of having a CLCS-based accreditation review that would provide a charter-specific site review to satisfy the district site review requirement.

Because of the revisions incorporated in the accreditation and review process, 2001-2002 is viewed by the district as a baseline year in which schools will adapt their SIP goals to newly revised guidelines related to recently mandated state accreditation standards. Summit's 2001-2002 SIP was reviewed by DAC and accepted as compliant with district accreditation standards, with minor recommendations for modifying the definition of goals to satisfy the district's emphasis on quantifiable goals relating to academic achievement and diversity. The 2002-2003 SIP, due September 30, will reflect these recommendations.

Summit is currently scheduled for its two-day site review during the 2004-2005 academic year, in preparation for its next charter renewal.

Progress on School Improvement Plan (SIP) Goals for 2001-2002

The following SIP goals were adopted by Summit's AAA Committee and Board of Directors for 2001-2002. Progress toward each goal over the course of the year is discussed following the statement of each SIP goal. Where appropriate, reference is made to the new SIP goals adopted for the coming year, also discussed below.

Goal 1. Summit Middle School will establish standards for all content areas (created 1997-98).

This goal has been attained, as reflected by the content standards set forth in Section 4 of this report, and the progress reported for this goal in last year's annual report. Although Summit continues to develop, and will likely refine over time, benchmarks for those content standards, this goal will now be retired for purposes of prospective school improvement planning and reporting.

Goal 2. Summit teachers will teach study-and-research strategies for gathering data and organizing and communicating information (created 1997-98).

This goal, also adopted in 1997-98, was the basis for development of a separate elective class on developing good study skills, among other strategies developed and pursued by Summit's faculty, as noted in past annual reports. In the past year and a half, Summit has moved away from offering an elective of this type in favor of further supporting the development of good research and study skills in each of its core classes and many of its electives, as well. While Summit's Board and faculty will continue to support cross-curricular skill development among its students, this goal is being retired for purposes of prospective school improvement planning and reporting.

Goal 3. Continue to research alternatives for, and find examples of, assessments tools designed for high-achieving students (created 1997-98).

Summit continues to give the Comprehensive Test of Basic Skills (CTBS/*TerraNova*) one grade higher than its students' actual grade levels to enhance our assessment of stronger performing students. In addition to administering the CTBS/*TerraNova* and Colorado Student Assessment

Program (CSAP) tests to its students, Summit continued to refine its internal assessments based on its own standards and benchmarks (see Section 4 of this report) during 2001-2002. Specifically in the math department, Summit piloted a math "exit test" to determine student mastery of algebra skills and knowledge, as well as readiness for advanced coursework at the high school level. The new assessment, which has been adopted for use beginning in 2002-2003, was designed by Summit teachers and based on Summit's benchmarks and high school expectations. The test is given to all Summit students when they reach the end of *Algebra* or its equivalent, regardless of age or grade level. In this way, Summit can have assurance that all students recommended for Summit or equivalent high school math classes beyond *Algebra* will have demonstrated mastery in the prerequisite algebra skills. The assessment was developed after efforts to locate a suitable pre-existing assessment for this purpose proved unsuccessful.

Goal 4. Relative weaknesses in academic areas, as indicated by CSAP and/or *TerraNova* results, will subsequently be addressed in curriculum and instruction (created 1998-99). Summit will also strive to develop a pilot evaluation of internal benchmark tracking to determine if this measure can use as another tool to evaluate effective curriculum.

As noted in prior annual reports concerning this goal, Summit engages in careful unit analysis of CSAP and *TerraNova* results for its students. This effort in 2001-2002 contributed in part to creation of a pilot math and literacy lab in the spring semester to further assist students having difficulty in those areas. The lab is being continued for the 2002-2003 school year. Work by Summit's faculty on this goal has also led to the development of more specific and measurable goals for 2002-2003 along the lines of this goal; see Goal 1 (literacy) and Goal 2 (addressing low performance) for 2002-2003, below. As a result, this goal has been superceded, and will not be retained in its current form for 2002-2003.

Goal 5. Students in the 7th and 8th grades will demonstrate at least one year's academic growth over the previous academic year as measured by an increase in the class median national percentile total score on the *TerraNova* standardized test from 6th to 7th grade and from 7th to 8th grade, respectively (created 1998-99).

This goal was met in 2000-2001 and, generally, in 2001-2002 (Tables 6.5 and 6.9 of this report). Beginning in 2001-2002, the reduced number of CTBS subtests administered by Summit as CSAP testing increases means that total composite CTBS scores can no longer be computed. That fact, and a generally high level of performance at the median when some classes of students begin as 6th graders, suggest that this goal should be modified to track the lowest quartile, instead of the median, in the specific areas tested.

Goal 6. Summit's internally administered assessments will demonstrate that students master at least 80% of core area benchmarks (created 1998-99).

During the 2001-2002 academic year, all core area teachers again received instruction in creating assessments that measure student progress toward Summit's benchmarks, with additional support in this endeavor for new teachers. Throughout the year, teachers crafted unit plans that tied culminating activities — such as projects, tests, and essays — to specific and clearly identified benchmarks for their core classes. All departments are now tying assessments to specific benchmarks, and the principal requires preparation of unit and lesson plans by our teachers that are tied to those benchmarks. Teachers can identify the benchmarks addressed on any given assessment. As noted in prior reporting on this goal, each department has developed a consistent system for tracking students who do or do not meet the goal. Given the development of a more specific and measurable goal for "addressing low performance" for 2002-2003,

discussed below, this goal is being retired for purposes of prospective school improvement planning and reporting.

Goal 7. Summit students will have an average daily attendance of at least 96% (created 1999-2000).

Summit had an attendance rate of approximately 95% during the 2001-2002 school year, as reported to BVSD and Colorado Department of Education. Summit attendance figures have consistently remained in the 94% to 96% range since the original creation of this goal. Although Summit will continue to encourage strong attendance by its students, this goal is being retired for purposes of prospective school improvement planning and reporting.

School Improvement Goals for 2002-2003

Consistent with BVSD's schedule for school improvement planning and reporting for the 2001-2002 school year, the following goals for 2002-2003 are in draft form, and are not due to the District in final form until September 30, 2002. Summit's Board and faculty do not anticipate significant changes to these goals between the release of this annual report and the submission of Summit's School Improvement Plan (SIP) to BVSD this coming fall.

Goal 1 (Literacy): Summit will provide literacy support to students reading below grade level in order to decrease by half the number of students in any given cohort who score below proficient in reading (as indicated by CSAP) by their 8th grade year. Through Summit's reading elective, the use of Individualized Reading Plans, and cross-curricular literacy instruction, fewer than 50% of the students entering Summit reading below grade level in grade 6 will still be reading below grade level at grade 8.

Goal 2 (Addressing Low Performance): Summit will provide extra support to students who score below Proficient in Math, Reading, and Writing on CSAP. Teachers will review test results to determine appropriate responses, such as remediation of individual students or revision of curriculum to address or emphasize needed skills and content. The number of students scoring below Proficient in each cohort will decrease by at least 30% between grade 6 and grade 8.

Goal 3 (Assessment Tools): Continue to research alternatives for, and find examples of, assessments tools designed for high-achieving students (created 1997-98).

Goal 4 (School Climate Goal): Summit will enhance the quality of its school climate by increasing student, parent, and teacher sense of safety, awareness of bullying, and the use of appropriate responses to bullying behaviors.

As part of a multi-year school climate project, Summit will educate students, parents, and teachers on strategies for making the school a safer, more supportive environment for learning. The program will also empower students and staff to deal more effectively with incidents of bullying or harassment, by teaching specific methods of responding to such incidents. Progress toward this goal will be measured via school climate surveys administered to students, teachers, and staff at the start and end of each academic year. Indicators of success from those surveys would include a decrease in reported bullying/harassment incidents, an increased perception of safety at school, and an increase in active responses on the part of adults at school and students themselves to address bullying behavior. Progress has begun already toward this goal with the creation of a School Climate Committee and the administration of the first school climate survey to current students, parents, and staff. In addition, teacher training in implementing the bully-

proofing program is scheduled for August 2002, and a tentative schedule is in place for providing training to students beginning in the 2002-2003 academic year.

Goal 5 (Academic Growth): Students in the 7th and 8th grades will demonstrate at least one year's academic growth over the previous academic year as measured by an increase in the class median national percentile total score on the *TerraNova* standardized test from 6th to 7th grade and from 7th to 8th grade, respectively (created 1998-99).

Associations

Summit is a member of the Colorado League of Charter Schools (CLCS), a Colorado nonprofit organization serving and supporting its 95 charter school members. It serves three primary functions: (1) as a clearinghouse for information and resources from which charter school groups can draw, (2) as a technical support group, and (3) as an advocate for the charter school movement. A former member of Summit's Board of Directors, Chris Howard, served a two-year term on the CLCS Board of Directors, and Summit parent Sheryl Tippit is a current CLCS Board member. Summit's directors and principal participated in CLCS programs and retreats in 2001-2002.

Summit's principal, David Finell, this past year initiated meetings of the charter school principals in BVSD. Summit will continue participation in such meetings in 2002-2003 for purposes of discussing common concerns and sharing information relevant to charter school operations within BVSD.

9

Community Support

Summit has enjoyed strong support throughout its six years of operation and the school's even longer history from its initial planning stages. As a parent-governed public charter school, Summit relies on its greater school community significantly. Summit also reaches out to the greater Boulder and Boulder County community in a variety of ways.

History of Community Support

Summit was conceived by a group of parents in January 1995. The number of parent volunteers working to make Summit a reality grew steadily throughout the process of applying to the district, the appeal to the State Board of Education, and the original contract negotiations. Thereafter, the number of volunteers continued to grow with each successive public meeting. We continued our organizational structure, relying on committees to gather information, explore options, and bring recommendations for discussion and voting by the full organizing committee, and later, the Board of Directors.

Volunteers worked long hours prior to the opening of Summit at the Southern Hills site to solicit, move, and arrange donated furniture to furnish the faculty work area/lounge, science lab, office and classrooms. Other volunteers worked to prepare the soil and lay sod around Summit's newly acquired modular units.

With Summit's move during summer 2000 from modular classrooms at the Southern Hills site to the building that previously housed Majestic Heights Elementary School in South Boulder, there again was tremendous support and donation of countless hours of elbow grease and moving expertise from Summit's dedicated parent volunteers. Parent volunteers coordinated the move and the sequence of facilities upgrades necessary to make the new site reasonably suitable for a middle school program. With some moving assistance from BVSD, over the course of the summer parents packed, moved, cleaned, unpacked, painted, built, repaired, organized, and reorganized an entire school's worth of materials so that Summit students and staff would have a refurbished building ready for them when the academic year started on August 24, 2000.

Community Support and Involvement

We continue to enjoy strong community support for Summit's program in a number of ways. With an increase in enrollment to 300 students under the school's renewed charter with BVSD, the Summit volunteer community again rallied to help get our campus at a former BVSD elementary school building ready for 50 additional students. The year also saw Summit continuing to interact constructively with neighboring organizations and community groups in the course of operations at its relatively new campus at 4655 Hanover Avenue. Such involvements included the use of neighboring U.S. Army Reserve center facilities for displaying

and judging Summit's numerous Science Fair and History Day projects (also used in 2000-2001); work with BVSD's Community Schools program to obtain concert and theater performance space at other area schools, while hosting elementary school groups that use Summit's multi-purpose room on weekday evenings; recruiting a record number of Bolder Boulder runners from among our students (49% participation) with help from parents, teachers and community running enthusiasts; and raising funds for the victims of the September 11 terrorist attack on New York City and Washington, D.C., through a Student Council car wash and other events, to name just a few.

Within the Summit community itself, support is most often obtained through the school's Parent Volunteer Connection (PVC). The PVC was established in Summit's first year by a group of parents, and it continues to be invaluable in organizing volunteers during each year of Summit's operation. The PVC coordinates recruitment of volunteers to assist with a wide range of projects. Some volunteer organization is based on subject area, to address special teacher requests and events; one PVC goal is to have an organizer for each subject area to recruit volunteers to help with special teacher requests and events. In addition, PVC volunteers are scheduled on a regular basis for office help and support in the teacher work area and office for tasks such as telephoning, copying, preparation of classroom books and other materials, and stamping of new literature paperbacks.

Strong parental endorsement of Summit's program and mission is reflected in the large percentage of parents who volunteer. Consistently, over 50% of the families of Summit students contribute time and energy in some volunteer capacity to support the school.

Student, Parent, Faculty, Staff, and Alumni Surveys

During the months of January and February 2002, satisfaction surveys were distributed to the major Summit constituencies: students, faculty and administrative staff, parents, and recent graduates. We highly value feedback from all members of the Summit community in continuing to create, within the guidelines of our mission and goals, the best school possible for Summit's students and other stakeholders. These surveys are reviewed and compiled confidentially by Summit's AAA committee (see Section 8 of this report), and reviewed with the Summit Board and faculty. A summary of survey results for 2001-2002 is also set forth below.

Student Survey

Most of the students (225) fully completed the surveys. The surveys addressed two specific topics: the students' social experience at Summit, and the students' educational experience at Summit. Within the social experience, questions addressed the overall social atmosphere, behavior and discipline, and the learning environment. For educational experience, the students were asked to assess the difficulty, pace, academic challenge, textbooks and other materials, and homework for each of their core classes. In both areas, the student feedback is closely evaluated to assist in establishing improvement plans.

Social Environment

The collection of responses in the area of social experience generally shows that the students enjoy attending Summit. Very strong positive responses show up with regard to overall satisfaction, participating in sponsored social activities, and understanding the behavior expectations and discipline policy. The students show mixed responses to questions addressing

coordination of projects and assignments, general adequacy of the facilities, and the classroom environment's impact on learning.

In support of the administration's attempts to promote positive social interaction among students, a question was added this year specifically addressing the issue of bullying. Approximately one-third of the students noted that they had seen or personally experienced bullying in one form or another. While the comments accompanying the surveys indicate that the vast majority of incidents relate to verbal exchanges and cliques, this information is crucial to defining our attempts to ensure that Summit is a nurturing academic and social environment for all our students.

Table 9.1. 2002 Student Survey of Social Environment

	Yes	Partially	No
Summit in General			
Satisfied with Summit	72%	26%	2%
Adequate assignment coordination	49%	42%	9%
Summit's facilities are adequate	35%	28%	37%
Satisfied with elective grading and homework	84%	0%	16%
I participate in extra-curricular sports	57%	0%	43%
I attend Summit's social activities	80%	0%	20%
I enjoy coming to school	73%	0%	27%
Summit's Behavioral Standards			
Behavior expectations are clear	84%	12%	4%
Behavior standards are consistently enforced	58%	29%	13%
I have observed or experienced bullying	31%	0%	69%
Summit has a fair discipline policy	95%	0%	5%
Discipline policy is fairly applied	79%	0%	21%

Table 9.2. 2002 Student Survey of Classroom Environment

Conducive to learning	56%
Inconsistent	32%
Disruptive	12%

Academics

The student evaluations of the core curriculum show overwhelmingly positive responses. For nearly all courses, a strong majority of the students feel that the academic difficulty, the pace at which the coursework is presented, and the overall challenge offered are at the desired level. For those courses where a significant number of students fault the level, the more common response is that the courses are too easy. In general, if students feel that a course is too hard or is being presented at too fast a pace, this will occur during the first year of attendance. Because of Summit's emphasis on providing a challenging academic environment that may be new to students, this is not surprising, with students becoming more comfortable with the expectations as they continue at Summit.

Table 9.2. 2002 Student Survey of Academics

	No.	Appropriate Level of Difficulty				Proper Pace				Adequate Challenge			Good Textbooks and Materials			Appropriate Homework		
		About Right	Too Hard	Too Easy	Un-sure	About Right	Too Hard	Too Easy	Un-sure	Agree	Dis-agree	No Opin-ion	Agree	Dis-agree	No Opin-ion	Agree	Dis-agree	No Opin-ion
English																		
English I	83	76%	8%	8%	7%	77%	9%	1%	13%	73%	9%	18%	74%	10%	16%	54%	30%	16%
English II	61	80%	11%	3%	5%	77%	12%	2%	10%	66%	10%	24%	62%	18%	20%	53%	32%	15%
English III	60	93%	2%	0%	5%	88%	3%	0%	8%	92%	2%	7%	68%	12%	20%	75%	20%	5%
English IV	21	90%	0%	5%	5%	90%	0%	0%	10%	81%	5%	14%	76%	5%	19%	81%	5%	14%
Social Studies																		
World History	102	83%	4%	12%	2%	84%	5%	8%	3%	78%	13%	10%	84%	7%	9%	58%	27%	15%
American History	56	93%	2%	6%	0%	89%	7%	2%	2%	86%	5%	9%	88%	7%	5%	67%	16%	18%
World Geo./Int. Relations	66	58%	3%	34%	5%	68%	2%	17%	14%	59%	29%	12%	67%	26%	8%	50%	42%	8%
Mathematics																		
Pre-Algebra	50	57%	8%	31%	4%	67%	6%	19%	8%	58%	30%	12%	78%	14%	8%	72%	20%	8%
Pre-Algebra Honors	46	91%	4%	0%	4%	79%	13%	2%	6%	85%	7%	9%	83%	9%	9%	74%	13%	13%
Algebra	31	55%	0%	39%	6%	68%	0%	29%	3%	68%	29%	3%	84%	6%	10%	74%	19%	6%
Adv. Algebra/Intro. Geometry	29	86%	3%	7%	3%	90%	3%	7%	0%	83%	14%	3%	72%	24%	3%	90%	10%	0%
Accelerated Algebra	23	78%	9%	4%	9%	61%	17%	9%	13%	74%	13%	13%	91%	9%	0%	83%	13%	4%
Proof Geometry	28	82%	11%	4%	4%	86%	7%	4%	4%	89%	4%	7%	85%	4%	11%	79%	14%	7%
Algebra II/Trigonometry	17	88%	0%	6%	6%	72%	6%	0%	22%	81%	13%	6%	81%	13%	6%	81%	13%	6%
Science																		
Biological Science	106	81%	13%	2%	4%	76%	15%	4%	5%	79%	15%	7%	80%	8%	12%	84%	9%	8%
Physical Science	51	70%	18%	8%	4%	80%	12%	0%	8%	78%	14%	8%	86%	2%	12%	88%	6%	6%
Chemistry/Physics	44	82%	4%	9%	4%	84%	5%	2%	9%	86%	9%	5%	89%	2%	9%	86%	11%	2%
Advanced Topics	25	76%	8%	8%	8%	75%	13%	4%	8%	76%	16%	8%	72%	12%	16%	76%	16%	8%
Foreign Language																		
Beginning Spanish	64	48%	13%	17%	22%	53%	16%	8%	23%	58%	20%	22%	73%	6%	21%	67%	18%	15%
Spanish I	28	85%	0%	4%	12%	79%	4%	7%	11%	82%	4%	14%	93%	0%	7%	79%	18%	4%
Spanish II	39	87%	3%	8%	3%	87%	3%	8%	3%	77%	10%	13%	85%	13%	3%	85%	13%	3%
Beginning French	27	77%	8%	8%	8%	65%	12%	19%	4%	81%	7%	11%	63%	33%	4%	85%	7%	7%
French I	20	80%	5%	15%	0%	95%	0%	5%	0%	71%	5%	24%	75%	0%	25%	85%	0%	15%
French II	20	67%	0%	29%	5%	62%	10%	19%	10%	60%	20%	20%	55%	25%	20%	85%	10%	5%
Beginning German	9	89%	0%	0%	11%	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	89%	11%	0%
German I	16	81%	0%	13%	6%	50%	0%	44%	6%	81%	19%	0%	69%	31%	0%	94%	0%	6%
German II	4	25%	25%	25%	25%	25%	25%	25%	25%	0%	0%	100%	0%	100%	0%	75%	25%	0%

Electives

Summit offers a broad collection of electives, including music (*Choir, Starlight, Silver Rain, Orchestra, Select Strings, Jazz Band I, II and III*), applied technology and programming, fine arts (drawing, painting, cartooning, pottery), communication arts (drama, journalism, film, philosophy), and others (full or half-time PE, study hall, and *Introduction to Japan,* for examples). Students were not asked to evaluate these from the academic viewpoint that was used for the core curriculum, but comments were solicited. The majority of the responses showed that the electives provide a useful and interesting addition to the curriculum. Some examples are

- Philosophy was fun because I think it helped me learn more about people, possibly myself.
- *Jazz Band III* rocks!
- I enjoyed *Silver Rain* because of the ability to be myself.
- I liked *Film as Literature* and *Philosophy* because they were somewhat challenging and very interesting.
- I enjoy the variety [in Art] and it is fun.
- I like *Starlight* because in the pieces we sing the teacher really goes through the parts well and music allows me to express myself.
- I like art class because it's fun, stress free, and different from the other classes.
- *Introduction to Programming* and *Applied Technology* because these classes were fun and we learned about how to do many things.

Parent Survey

A total of 75 completed parent satisfaction surveys were received this past February by the AAA Committee. Input was solicited regarding overall satisfaction with Summit; the pace and level of difficulty of Summit's core classes; the satisfaction with critical thinking skills, content, instructional materials, instructional approaches, and course expectations in each core subject; amount of homework; communication about student progress; and accessibility of the faculty, administrative staff and Board of Directors, among other topics. Below is a numeric summary of percentage responses for a number of these areas of inquiry.

Most parent respondents addressed every question on the survey and made narrative comments, all of which are captured by AAA in the tabulation process. Fully 84% of responding parents expressed overall satisfaction with the educational experience at Summit, with just 16% indicating they were partially satisfied. Regarding homework, 56% of parents indicated that the amount was "about right" or "too little," and 41% indicated there was too much homework. To better understand this area, parents were also asked to list the amount of time their child does homework per week. Approximately two-thirds of parents indicated 10 hours per week of homework or less (14% said less than 5 hours), while 36% reported 10 hours per week or more (12% said more than 15 hours). We suspect some of this difference is due to study hall electives that some students take, and also reflects some students having difficulty using their homework and in-school study time efficiently. We continue to evaluate this important area of parent concern and comment.

There were again high levels of satisfaction with the relationships with the administration, faculty, and Summit Board. The level of satisfaction with individual core classes was also very high, with many positive comments about individual classroom experiences and teachers.

Table 9.4. 2002 Parent Survey

Question	Response	Number	Percentage
Given all aspects of the educational experience, are you satisfied with Summit?	Yes	36	84%
	Partially	7	16%
	No	0	0%
Are you satisfied with the level of challenge your child experiences at Summit?	Yes	39	91%
	Partially	4	9%
	No	0	0%
Does Summit's educational philosophy continue to reflect your expectations?	Yes	38	90%
	Partially	3	7%
	No	1	2%
How did you obtain information about Summit's philosophy, educational program, and expectations? (Circle as many as apply.)	Information night	36	82%
	Web site	9	20%
	Student shadow	20	45%
	Previous school	8	18%
	Word of mouth	38	86%
	Brochure	15	34%
	Newspaper	8	18%
	Other	3	7%
	No research	0	0%
Did the information that you gathered about Summit correspond to what you are experiencing?	Yes	39	91%
	Partially	1	2%
	No	3	7%
Average number of hours of homework per week? Average = 10.0 Standard Deviation = 4.9	< 5	6	14%
	5 - 10	21	50%
	10 - 15	10	24%
	> 15	5	12%
This amount of homework is …	Too much	19	44%
	About right	22	51%
	Too little	2	5%
Has your child periodically had trouble completing homework on time?	Yes	16	50%
	No	16	50%
Are Summit's expectations for student behavior (included in the student planner) clear?	Yes	40	95%
	No	2	5%
Do you believe your child feels safe at Summit?	Always	36	82%
	Often	5	11%
	Sometimes	3	7%
When you have had a question or concern, to whom did you raise it?	Office	13	30%
	Counselor	30	68%
	Board	9	20%
	Principal	19	43%
	Faculty	34	77%
	Other	3	7%
Do you feel that your concerns were addressed by them?	Yes	31	76%
	Partially	9	22%
	No	1	2%
Have you received adequate information regarding teachers' office hours, on-line homework listings, and other resources?	Yes	35	78%
	Partially	3	7%
	No	7	16%
Overall, do you feel you are adequately informed about your child's progress?	Yes	32	74%
	Partially	1	2%
	No	10	23%

Some Quotes from Parents

- I love this school! The teachers are wonderful and enthusiastic.
- *Thanks* for an incredibly wonderful educational experience for our daughter! We feel very lucky to be at Summit.
- I have been very impressed with how nurturing the Summit teachers are — a very positive environment for our son.
- Overall we are extremely pleased! Keep up the good work.
- Excellent teachers — wonderful curriculum! Thank you for your individualized attention.
- We never knew how good a student our daughter could be until she attended Summit.
- Summit challenges my child's intellect while encouraging his creativity.
- We are so impressed and thankful for the committed families that make Summit such an outstanding school. Thank you !
- Very impressed with all aspects of Summit. Happy to be part of the community.
- We recommend Summit to our friends. We like the size of the student body and the challenge built into its curriculum
- I'm very happy with Summit!

Faculty and Staff Survey

Sixteen teachers responded to the staff survey in February 2002. Teachers' responses and comments indicate greatest satisfaction with the attitudes and achievements of students, the support and inspiration of their colleagues, and opportunities to develop professionally through mentoring and refining Summit's curriculum. Comments and scores also indicate a positive relationship with parents, with over 80% responding that parent volunteers had been helpful to them in the previous year (a majority were described as "frequently" helpful). All in all, teachers believe that Summit is fulfilling its mission and challenging students, especially those willing to work hard, whatever their abilities.

Workload, compensation, and the demands of the job continue to be a concern for teachers. Teachers look forward to a time when scheduling may allow for either a reduced class load or a daily schedule that decreases the number of daily lesson preparations and/or students each teacher sees on a given day. Improvements in the school's use of technology and the availability of professional development opportunities are also a common concern.

Teacher suggestions included experimenting with scheduling to accommodate identified student needs, better balancing class sizes and allocating resources by increasing student enrollment, allowing for more departmental time for curriculum work and integration across disciplines, and increased opportunities for professional development, among others.

Some Quotes from Faculty and Staff

- I love my job and I am one of Summit's greatest fans.
- Love the students, my colleagues, principal, assistant principal for curriculum. Feels good to work with so many great people.
- Outstanding, intelligent, creative, fun staff! Feeling appreciated by staff.
- Seeing our students achieve success and feeling that my teaching and personal relationships with them contributed to it. Working with people whose talents I respect and with whom I feel a common bond in challenging our students.
- Working with a great group of students and teachers who intellectually stimulate me every day.

- General atmosphere: vibrant, supportive, with a lot of room for enthusiasm and creativity. Helpful guidance combined with freedom to experiment and improve. The students: bright, eager (sometimes), challenging, stimulating.
- More support for professional development would be helpful. I would also like to see more workshops on how to teach in an accelerated curriculum.
- One area of concern is meeting the needs of students who are not ready for the curriculum. Also, literacy and its implementation concerns me: how does it fit into our curriculum? How can we identify and assess the students earlier?
- Expand math and literacy labs. Continue to find new ways to support students who struggle with our curriculum without simply adding extra hours to teachers' days.

Alumni Survey

In January 2002, an alumni survey was mailed to current 9th graders who graduated from Summit in June 2001. The alumni survey is done annually, as are the satisfaction surveys, with the purpose of gathering more information relevant to setting goals and improving the school. A total of 35 surveys of the 82 sent out have been returned and tallied.

The students were asked to name the last course taken at Summit in all of the core academic areas and to identify their freshman year high school courses in those same academic areas. They were asked to rate the level of difficulty of these high school courses, choosing "too difficult," "about right," or "too easy." Each year the alumni survey is distributed to prior-spring Summit graduates. Most respondents said they were well prepared for high school, with several noting that the transition would be easier if Summit were larger. The final question on the survey was, "What might Summit have done to make the transition to high school easier for you?" The vast majority of students replied that Summit did an excellent job in preparing them for high school. The feedback garnered from the alumni surveys is used by Summit administrators and faculty to inform appropriate placement recommendations for high school courses.

District Snapshot Survey

Table 9.5 is a summary of the "Snapshot" survey of Summit parents and staff conducted by the district in February 2001 and 2002, during Summit's fifth and sixth years of operation. Beginning in 2001, the district used a different set of survey questions than in prior years. The district added two additional questions in 2002.

The responses are consolidated using the following scale: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1, Don't Know/No Opinion = 0. Unlike some district compilations, which aggregate "Strongly Agree" and "Agree" as both indicating satisfaction, this scale differentiates the two.

The district sent surveys to only a sample of the parent population. Of these, 51 returned forms in 2001. A larger sample was used in 2002, and 152 returned forms. The confidence intervals, functions of the sample size, are about ±0.1 for 2001 and ±0.05 for 2002. In 2002, charter school parents were advised that they could omit responses to "District Questions," numbers 30 through 32. Because few Summit parents responded to these, the confidence interval for these average responses is about ±0.3.

Table 9.5. Weighted Average Results of Parents/Staff in District Snapshot Survey

	2001	2002
Maximize Learning and Achievement		
1. The school sets high and realistic expectations for my student.	3.8/3.7	3.8/3.8
2. The classes provide a solid foundation for my student's future.	3.8/3.9	3.8/3.8
3. The school has clear rules for student behavior.	3.8/3.6	3.7/3.5
4. My student feels safe at school.	3.8/3.5	3.8/3.7
5. My student has a positive attitude about his/her school.	3.8/3.4	3.8/3.8
6. My student is learning at or above the level I expect.	3.6/3.7	3.7/3.7
Category Average	**3.8/3.6**	**3.8/3.7**
Hire a High Quality, Committed Staff		
7. Teachers at this school encourage my student to do his/her best.	3.9/4.0	3.8/4.0
8. The school principal/administrator demonstrates personal and professional commitment to school improvement.	3.8/3.9	3.6/4.0
9. Teachers at this school are committed to maximize student achievement.	3.7/4.0	3.7/4.0
10. The school principal/administrator provides effective leadership.	3.8/3.6	3.7/4.0
Category Average	**3.8/3.9**	**3.7/4.0**
Manage Assets Responsibly		
11. The school provides my student with the materials and resources necessary to learn.	3.6/3.2	3.5/3.4
12. Resources at the school are used effectively.	3.8/3.5	3.7/3.6
Category Average	**3.7/3.4**	**3.6/3.5**
Plan and Assess for Continuous Improvement		
13. I know how budget decisions are made at our school.	3.4/3.0	3.3/2.6
14. I know how to become involved in school decision-making, if I choose (parents). I am appropriately involved in school decision-making (staff).	3.7/3.2	3.6/2.8
15. I have been informed about the school's improvement goals.	3.5/3.6	3.5/3.3
16. The quality of the program at my school has improved since last year.		3.5/3.5
Category Average	**3.5/3.3**	**3.5/3.1**
Foster Collaboration and Partnerships		
17. I receive regular reports about my student's academic progress.	3.5/3.7	3.6/3.6
18. Teachers are available to discuss my student's work and behavior.	3.7/3.9	3.6/3.8
19. If needed, school administrators are accessible to me.	3.8/3.7	3.6/3.8
20. I have been encouraged to participate in school activities.	3.8/3.6	3.7/3.7
21. Conferences with teachers have involved me in my student's education.	3.6/3.8	3.7/3.8
22. I receive timely responses to questions and requests for information from my student's school.	3.6/3.5	3.6/3.8
23. I feel welcome at the school.	3.9/3.9	3.7/3.9
Category Average	**3.7/3.7**	**3.6/3.8**

Table 9.5. Weighted Average Results of Parents/Staff in District Snapshot Survey (continued)

	2001	2002
Value Diversity and Promote Understanding		
24. Teachers treat my student with respect.	3.8/3.9	3.7/4.0
25. This school teaches my student about the cultural heritage of many groups.	3.6/3.1	3.7/3.2
26. Students of different cultural, racial and ethnic backgrounds get along at this school.	3.8/3.7	3.7/3.6
27. Boys and girls have equal opportunities at this school.	3.8/3.7	3.7/3.8
28. Students with disabilities are treated fairly at this school.	3.6/3.8	3.7/3.9
29. My student feels welcome at school.	3.9/3.7	3.8/3.9
Category Average	**3.8/3.7**	**3.7/3.7**
Grand Average	***3.7/3.6***	***3.7/3.7***
District Questions		
30. The district provides a well-developed curriculum.	3.5/2.0	2.2/2.5
31. The district administration supports school improvement.	2.0/1.5	1.4/2.6
32. The maintenance of the school building and grounds is at the level I expect.		1.9/2.6
33. The district provides a well-developed staff development program (asked only of staff).	2.0	3.2
Category Average	**2.8/1.8**	**1.8/2.7**

The weighted averages are shown for parents/staff. Questions for staff paralleled those shown for parents. Over the past six years, Summit has achieved a very high level of parent and staff satisfaction. Since its establishment, Summit has had the highest ratings of parent satisfaction among middle schools in the district.

Discrepancies between staff and parent perceptions are always worthy of note. For 2001 and 2002, staff quality is rated somewhat higher by staff members (perhaps reflecting their regard for their colleagues) than parents. Staff members regard themselves as less informed and involved than parents in budgets and decision-making.

10

Policies

Summit has developed the policies necessary for the operation of the school. Summit continues to refine and clarify policies, and to issue additional policies as necessary. This year all policy waivers and policy replacements were thoroughly reviewed and updated as part of charter renewal. The Summit Board continues to consistently implement existing policies and will continue to formulate or revise policies as needed for effective governance of Summit. Summit Middle School will request waivers from any future Boulder Valley School District policy that is clearly in conflict with the mission, objectives and educational components of Summit's middle school program. The district policies noted below can be viewed on the BVSD Web site. Summit's policies are available for review at the school office.

Boulder Valley School District Policies Waived

The following existing Boulder Valley School District policies and regulations are waived and require no replacement by Summit policies. The BVSD "Middle Level Education Essentials" is specifically waived.

Section E: Support Services

EEA	Student Transportation Services
EEA-R	Student Transportation Services (Regulation)
EEAA	Walkers and Riders
EF	Food Services Management
EFB	Free and Reduced-Price Food Services

Section F: Facilities Development

Entire section.

Section G: Personnel

GA	Personnel Policies Goals
GCBB	Professional Staff Supplementary Pay Plans
GCBD-1	Professional Staff Leaves and Absences, Teachers
GCBD-2	Professional Staff Leaves and Absences, Administrators
GCBE	Professional Staff Vacations and Holidays
GCC	Professional Staff Recruiting
GCD-1-R	Hiring, Teachers (Regulation)
GCC	Professional Staff Recruiting
GCD-2-R	Hiring, Administrators (Regulation)
GCC/GCD-3	Selection and Appointment of Administrators

GCDA	Professional Staff Certification Responsibilities
GCF	Professional Staff Orientation
GCG	Professional Staff Probation and Tenure
GCI	Professional Staff Assignments and Transfers
GCJ	Professional Staff Time Schedules
GCPB	Resignation of Professional Staff Members
GCPC	Retirement of Professional Staff Members
GCPCA	Voluntary Early Retirement of Professional Staff
GCQC	Exchange Teaching
GCQE	Professional Staff Facilities
GDB	Support Staff Contracts and Compensation Plans
GDBA	Salary Schedules
GDBB	Support Staff Supplementary Pay Plans (Overtime Pay)
GDBC	Support Staff Fringe Benefits
GDBD	Support Staff Leaves and Absences
GDC/GDD	Support Staff Recruiting/Hiring
GDF	Support Staff Orientation (And Inservice Training)
GDG	Support Staff Probation
GDH	Support Staff Seniority
GDI	Support Staff Reassignments and Transfers
GDJ	Support Staff Time Schedules
GDO	Support Staff Promotions
GDPB	Resignation of Support Staff Members
GDPC	Retirement of Support Staff Members
GDPCA	Voluntary Early Retirement of Support Staff
GDPD	Suspension and Dismissal of Support Staff Members

Section H: Negotiations

Entire section.

Section I: Instruction

ICA-R	School Calendar Development: Criteria
IF	Curriculum Research, Development, and Trial Status
IFA-R	Curriculum Research (Procedure for Development of New Courses or Major Modifications of Existing Programs) (Regulation)
IGA	Basic Instructional Program
IGA-R	Basic Instructional Program (Regulation)
IHB	Class Size
IHIA	Performance Contracting
IIAA-R	Basic Learning Materials Selection and Adoption (Regulation)
IIBA	Teacher Aides
IICA	Field Trips
IICA-R	Field Trips (Regulation)

Boulder Valley School District Policies Waived and Replaced

The following existing Boulder Valley School District policies or regulations are waived and are replaced by Summit Middle School policies pertaining to the same topics.

Section A: Foundations and Basic Commitments

AFC-1	Evaluation of Professional Staff, Teachers
AFC-1-R	Evaluation of Professional Staff, Teachers (Regulation)
AFC-2	Evaluation of Professional Staff, Administration
AFD	Evaluation of Support Staff

Section C: General School Administration

CF	School Building Administration (And Principalship)
CFA*-R	School Building Administration (And Principalship) (Job Description) (Regulation)

Section G: Personnel

GBL	Personnel Records
GBM	Staff Complaints and Grievances
GBM-R	Staff Complaints and Grievances (Regulation)
GCA	Professional Staff Positions
GCA-R	Professional Staff Positions (Regulation)
GCBA-1	Professional Staff Salary Schedules, Teachers
GCK	Professional Staff Work Load
GCL	Professional Staff Development Opportunities
GCN-1	Evaluation of Professional Staff, Teachers
GCN-1-R	Evaluation of Professional Staff, Teachers (Regulation)
GCN-2	Evaluation of Professional Staff, Administrators
GCPD	Suspension and Dismissal of Teachers (And Contract Nonrenewal)
GCQA	Nonschool Employment
GCQAA	Consulting Activities by Professional Staff Members
GCQAB	Tutoring for Pay
GCQB	Procedure: Professional Research and Publishing
GDA-R	Support Staff Positions
GDBE	Support Staff Vacations and Holidays
GDL	Support Staff Development Opportunities
GDN	Evaluation of Support Staff

Section I: Instruction

IC/ICA	School Year/School Calendar
ID	School Day
IIAA	Basic Learning Materials Selection and Adoption
IIAB	Supplementary Learning Materials
IKA/IKAA	Grading Systems/Final Examinations
IKAB	Student Progress Reports to Parents
IKAD	Parent Conferences
IKB	Homework

Section K: School-Community Relations

KH	Public Gifts to the Schools

KHA	Solicitation of Gifts and Donations
KL	Public Complaints
KLB	Public Complaints About the Curriculum or Instructional Materials or Strategies
KLB-R	Public Complaints About the Curriculum or Instructional Materials or Strategies (Regulation)

Summit Policies

The following policies and procedures are specific to the operation of Summit and do not necessarily correlate to a BVSD policy or procedure:

1. Job Description: Counselor
2. Job Description: Office Manager
3. Additional Criteria for Evaluation of Administrative Staff
4. Administrative Staff Evaluation Procedures: Counselor
5. Administrative Staff Evaluation Procedures: Office Manager
6. Homework Policy
7. Gifted and Talented Education Policy
8. Grading Policy
9. Parent-Teacher Communication Policy
10. Parent-Teacher Conferences: Child Resource Team
11. Cooperation with Fairview High School

Teacher Evaluations

The Summit Board of Directors recognizes that a thorough, regular appraisal of teaching performance is critical to the realization of Summit Middle School goals. The primary goals of teacher evaluation are the assurance of quality instruction, the strengthening of the school staff, and the growth of individual staff members.

The evaluation procedure integrates both formal and informal performance observations into an annual evaluation report written by the principal for each teacher. Informal observations are conducted by the principal. Formal observations are conducted by an observation team comprised of the principal and a member of the Summit Board of Directors. The annual evaluation report, based on pertinent documentation from the teacher's professional development file and the observations, is submitted to the Board of Directors.

Teacher evaluations are based on the following:

1. Progress toward the successful completion of the teacher's performance and professional goals, as identified in his or her professional development plan;
2. Input from students and parents;
3. Teacher's contributions to the overall welfare, promotion and quality of the school;
4. Formal classroom observations by the observation team, based on the following criteria: (a) knowledge of content, (b) context for learning, (c) lesson structure, (d) instructional strategies, (e) flexibility and responsiveness, and (f) classroom environment.

Grading Policy

Summit offers courses at different levels in each of its five core subjects: English, mathematics, social studies, foreign language, and science. In addition, students can choose from a rich assortment of electives. Detailed grading procedures are developed in each subject area based on the following principles:

1. Grades measure individual student achievement, as measured by performance.
2. In order that grades accurately reflect student achievement, grade inflation is neither encouraged nor tolerated.
3. Letter grades are given for all core courses, on a scale of A to F. At the teacher's option, and with the concurrence of the principal, an elective course may be evaluated on a pass/fail basis.
4. In cases where numerical scores are given for student work, grades are calculated on the following basis: A = 90% and above, B = 80% to 89%, C = 70% to 79%, D = 60% to 69%, F = below 60%.
5. Pluses and minuses may be attached to letter grades at teacher discretion. A "plus" means achievement near the top of a grade range and "minus" near the bottom.
6. Grades are reported to parents quarterly (the end of October, mid-January, the end of March, and the beginning of June).
7. In addition, mid-quarter progress reports are sent to the parents of any student who is earning a grade of D or F.
8. Each semester, the two quarter grades (and a semester exam grade, if appropriate) are averaged for a semester grade and reported to parents, along with the current quarter grade.
9. While the basis on which grades are calculated varies from subject to subject, in general the letter grades have the following meaning: A = Outstanding, B = Proficient, C = Adequate, D = Deficient, F = Unacceptable.

Attendance and Homework Policy

Homework is an integral aspect of the ambitious curriculum Summit Middle School offers. Homework assignments emphasize genuine learning and build upon concepts and skills presented in the classroom, rather than stressing rote, repetitive drills, and "make-work." Students generally have some homework every night.

Students who neglect their homework will be less able to contribute to subsequent class discussions and objectives, and will, at times, slow the pace of the class. Homework will vary from daily math assignments, social studies projects, and musical instrument practice, to long-term assignments such as research papers, literary essays, and special projects. Students should expect to devote substantial, but not inordinate, time to homework. The time spent at home will vary from student to student depending upon the individual's organizational ability, work habits, and aptitude for particular subjects. Should a student regularly spend more than three hours a night on homework, it may be an indication that he or she is improperly placed or needs additional assistance. Parents are advised to contact the school counselor or individual teachers if this occurs. Summit welcomes feedback from parents on the quality of homework assignments and the time required to complete homework.

Because of the level and pace of most courses at Summit, students need to attend school regularly, unless prevented by illness or emergency. Parents are strongly encouraged to plan family vacations and other optional events at times that will not conflict with the school calendar.

Excused absences include, but are not limited to, those caused by illness, injury, surgery, medical appointments, family emergencies, bereavement, religious holidays, participation in scheduled extracurricular events, school field trips, and in-school suspensions. Once the student returns to school after an excused absence, it is that student's responsibility to obtain a list of missed assignments. He or she has twice the number of days missed to make up the work for full credit. Beyond that time limit for excused absences, or in the case of unexcused absences, individual teachers have discretion regarding credit for missed work.

In general, if some serious reason, like illness, prevents a student from attending school, students are advised not to attempt to do homework until well enough to return to school. Obviously, some circumstances that require an absence also permit the student to work on those assignments he or she is missing. In that case, a student or parent may refer to teacher postings at www.schoolnotes.com (described below) for the missed assignments.

Summit will not, as a rule, provide homework assignments in advance of anticipated absences. However, individual teachers may, at their discretion, provide assignments in advance, and the Summit office can assist parents in contacting a student's teachers with such a request. Summit's teachers strive to help students catch up on missed work due to excused absences. Summit gives all students a daily assignment planner at the beginning of the academic year to help them plan their time effectively.

Summit Homework Information

Summit teachers use the www.schoolnotes.com Web site for posting and tracking of homework assignments. Summit's teachers are willing to go the extra kilometer to make homework information readily available to all students. This service allows parents to monitor homework habits and to become active partners in their student's education.

Students can use the www.schoolnotes.com web site to confirm assignments. Parents can check to make sure students are completing all assignments in a timely manner. Some postings contain just the following day's assignment, whereas others may include information for the next few weeks as well as past assignments. Web site postings may also contain test and quiz reminders and important dates for long-term projects. The www.schoolnotes.com postings do not excuse any student from entering homework assignments in his or her assignment book when they are given. However, they provide a backup and a source of accurate information should a student miss school or otherwise lose track of an assignment.

Discipline Policy

Summit's discipline policy is an important means of assuring a school climate that is conducive to learning. At the beginning of each year, each student is given a student planner that includes the Summit Student Handbook. The Student Handbook contains the discipline policy and much additional information to assist students and parents in gaining familiarity with Summit.

Administrative procedures are in effect for handling discipline-related problems, including thorough record keeping and participation in the district's computerized reporting system. Summit's administrators continue to work closely with teachers on classroom management. Overall, disciplinary problems have been minor. Parent and student satisfaction with Summit's discipline policy is very high (see section 9 of this report).

11

Facilities and Budget

Site

Commencing with the 2000-2001 school year, Summit has been situated in a district facility at 4655 Hanover Avenue in south Boulder, formerly the site of Majestic Heights Elementary School. Summit moved into the Hanover Avenue site during the summer of 2000. The school district made certain modifications to the site, such as removing undersized playground equipment, installing science laboratory equipment to meet code requirements, installing used lockers, remodeling spaces for use as makeshift locker rooms, and implementing bond-funded telecommunications improvements. The district also provided some assistance with the move.

Summit did what it could in the short months before school was to start in August 2000 to adapt the site for use as a middle school, at a cost to Summit of approximately $50,000 in that year. Summit purchased furniture, audio-visual equipment, library materials, physical education and athletic equipment, hallway and gym lockers, and many other items. Summit also refurbished and painted various areas of the school. Beginning in 2001-2002, Summit has had use of an additional portable building already on site (two classrooms) to accommodate 50 more students who were allowed to enroll at Summit under the school's recently renewed charter with BVSD.

Summit's teachers and staff enjoy the current site and the autonomy in planning and scheduling that it allows. Nevertheless, the site has a number of significant limitations that must be addressed if the facility is to become an adequate long-term site for Summit. Originally built as an elementary school facility, it is sub-standard for a middle school program in numerous respects. The classrooms are generally fine, although taxed by our enrollment, and the lack of additional classrooms is a constraint on Summit's high-school-like schedule. At least two additional classrooms are needed just to adequately accommodate existing essential programs.

Beyond the classrooms, however, there is almost no other space for school use. The building has only an elementary school multi-purpose room (MPR). This is not serviceable as a gymnasium or auditorium for middle school activities. The room itself is far smaller than a middle school gymnasium and even smaller than most BVSD elementary school gymnasiums, and the ceilings are too low to permit middle school basketball and volleyball. Summit teams in these sports are always the visitors, since we can never host games in the MPR. There is also no facility for music and theater performances or rehearsals. As a result, Summit's exceptional music program is confined entirely to a single portable classroom. The noise level in the MPR is quite high, creating stress for students and teachers at lunch and during PE, and for parents and staff during other uses.

The effects of these limitations are severe. Summit has conducted PE classes, basketball practices, and volleyball practices outside whenever possible, even inclement weather. Students must pass between classes by going outside the building in all but the worst weather conditions, so as to

avoid severe hallway congestion. Students use a section of hallway and an old kindergarten cloak room as changing rooms. These makeshift locker rooms have no shower and only partial toilet facilities.

Serviceable gymnasiums are, of course, part of the standard specifications for middle school facilities in BVSD. Summit students are entitled to similar consideration. Summit has therefore worked to address these deficiencies in the recent contract negotiations that culminated in renewal of Summit's charter during 2001-2002. Under Summit's renewed charter, we will continue to occupy district space at the former Majestic Heights building for the 2002-2003 school year. Summit is also assured of comparable district space during the term of its charter, but could be notified of a new location in another district facility for the next school year prior to March 1 of any given year. Future siting decisions are to be made with reference to an ongoing facilities study being performed by BVSD. That study is to be completed in December 2002, with possible BVSD decisions on Summit siting and other facility usage across the district thereafter. Summit's Board and other volunteer leaders are closely following the facilities study process and are pressing for improvements to the existing facility in order to protect Summit's interest in adequate district facilities for its 300 middle school students.

Budget

Overview

As a public institution, financial integrity is of utmost importance at Summit. Summit has chosen to build its financial management procedures on those used by the Boulder Valley School District. All of Summit's operating revenues are held by BVSD and are disbursed through normal BVSD procedures for payroll, purchasing, and petty cash. Grant revenues are also held with BVSD. Summit operations are included in the annual audit of all BVSD finances conducted by an external accounting firm.

Fundraising for Summit is conducted by a 501(c)(3) organization, Supporters of Summit, Inc., ID 84-1487925. This organization retains it funds in conservative cash-equivalent vehicles which earn income until they are required for purposes designated by the Summit Board. Supporters of Summit, Inc., will provide its support through direct grants to Summit's BVSD accounts, from which expenditures are made using normal BVSD procedures.

Budgeting and Expenditure Management

Summit uses a tiered approach to managing its expenditures. The overall budget for the school is organized into approximately 25 major line items, each of which aggregates multiple account codes. Management responsibility (including expenditure authorization) for most line items is delegated to the principal. Responsibility for the remaining line items, comprising more than 90% of expenditures, primarily compensation, is retained by the Summit Board.

The Summit finance office manager produces monthly reports, using data from BVSD's CIMS, to track expenses/encumbrances for each line item. The Summit Board then uses this information to make budget adjustments where required. The finance office manager also manages the allocation of each budget line item across the account codes it aggregates.

Summit develops its budget for the upcoming school year in March, for submission to BVSD no later than April 15. This initial budget is revised based on final legislative action, which determines actual revenues. This revised budget is provided to BVSD by June 30.

Revenues

For the 2001-2002 school year, Summit received operating funds from the multiple sources shown in Table 11.1.

Table 11.1. Operating Revenues

Per-Pupil Operating Revenue	82.7%
Capital/Insurance Reserves	4.0%
SPED/ELPA Categoricals	2.0%
Irwin Excellence Award	0.5%
Amendment 23: Textbooks	0.3%
Budget Elections	7.5%
Fundraising	1.5%
Carryover from 2000-2001	1.5%

The breakdown above is substantially different from that shown in previous editions of Summit's annual report. The changes are due to structural differences between Summit's original contract with BVSD and its current contract which became effective this fiscal year. In prior years, BVSD withheld 15% of Per-Pupil Operating Revenues and 100% of Capital/Insurance Reserve revenues against a loosely defined set of overhead expenses including, among others, operations and maintenance for the site occupied by Summit. Under the new contract, these items are not withheld from Summit's revenue but are explicitly charged to Summit as BVSD service expenses.

Fundraising

Summit's *Tools for Learning* fundraising drive raised over $60,000 in 2001-2002. These funds will be used to meet a variety of needs at the school, including science equipment, textbooks and reference books, and compensation to retain key faculty members.

Expenses

Table 11.2 shows Summit's operating budget allocations for 2001-2002, including all adjustments approved by the Summit Board. This breakdown is substantially different from that shown in previous editions of Summit's annual report due to the structural contract changes discussed above.

Table 11.2. Operating Expenses

Teachers' Salaries	45.0%
Administrative Salaries	16.0%
BVSD Overheads and Services	31.0%
Administrative Expenses	2.5%
Instructional Materials	1.5%
Contingency Reserve	2.0%
Equipment/Furnishings	1.0%
Other	1.0%

The largest share of Summit's operating budget is allocated to salaries and benefits, first for Summit's teachers and second for in-school administration. This allocation reflects the Summit Board's strong priority to maintain small class sizes taught by teachers with at least a baccalaureate degree in their subject area. Summit pays its staff competitive salaries, which are negotiated individually. Summit's average teacher salary in 2001-2002 was $36,500. As our faculty members gain experience over the next few years, we expect the proportion of Summit's budget devoted to teacher salaries to increase steadily.

The next largest budget category is BVSD overheads and services, which make up almost one-third of Summit's budget; this fact is often overlooked by charter-school critics. Instructional materials, equipment, and other expenses are similar to those at other district schools.

Summit's internal contingency reserve was budgeted at 2% prior to school opening as a hedge against the possibility of an enrollment shortfall. After that risk had passed, the Summit Board gradually allocated reserve funds to meet various educational needs.

Balance Sheet

Summit carried an operating funds balance of approximately $29,000 into the 2001-2002 fiscal year, net of encumbrances. Summit has no outstanding liabilities or debts at this time.

12

Faculty, Staff, and Board of Directors

Summit's strength as a school is directly related to the quality of its faculty. The selection process consists of an initial screening of application materials by the chair or co-chairs of the Hiring Committee. Complete materials of qualified applicants are then scrutinized by the entire committee.

The applicants with the strongest credentials are invited to teach a demonstration class to Summit student volunteers while being observed by committee members. After each class, the applicant is dismissed and the students provide their insights and opinions in response to a set of debrief questions asked by committee members. After the student debrief, the committee members discuss the students' feedback and their own impressions of the candidate. At the discretion of the Hiring Committee, qualified applicants are invited back for an in-depth interview.

The files of recommended teachers are then submitted to the Summit Board of Directors, which meets in executive session to discuss recommended candidates. Approval is contingent upon successful contract negotiations and successful completion of reference and background checks.

The result has been a group of teachers who are not only extremely well qualified, but who have outstanding skills and the enthusiasm needed to bring out the best in middle-school students. By any measure, students and parents have been amply rewarded for the confidence they have placed in Summit.

Summit Alternative Teacher License Program

In August 1997, Summit's proposal to become a Designated Agency for the Alternative Teacher License Program, written under the leadership of a Summit teacher, was approved by the Colorado Board of Education. The program was implemented in 1997-98 school year. The goal of the program is to provide a high-quality teacher training program at a reasonable cost for people who have unique knowledge and skills to offer the students in our community. Currently on Summit's staff are teachers with a variety of backgrounds. The Alternative Teacher License Program is an incentive in attracting highly qualified people to the teaching profession. Summit hopes to provide program candidates with the skills and knowledge they need to succeed in the public education system, whether they stay at Summit or move on to other public schools.

Summit's Alternative Teacher License Program is based on the provision of a support team and the fulfillment of 225 contact hours of instruction and activities. Eighty of these hours are mandatory; the balance will be determined by the candidate's university course work, professional experience, or relevant life experience. Listed here are some of the instructional programs and activities which were developed for the first year of Summit's Alternative Teacher License Program: Classroom Management Workshop, BVSD Curriculum Council Meetings,

Curriculum Review and Overview, Interdisciplinary Learning, Teaching Methodologies, Learning Styles, Assessment Techniques and Evaluation at Summit, State and/or National Standards, Evaluation of Standardized Test Scores in Subject Area, Design Pre-Test and Post-Test Assessment, Legal and Ethical Considerations in Teaching, Students' Rights and Limitations, Charter Schools in Today's Education System, Students with Special Needs, Learning Disabilities, Issues Facing Bright Middle School Students, Understanding the Twice-Exceptional Student, Gender Equity in the Classroom, Cultural Equity in the Classroom, and Computer Technology in the Classroom.

The support team for each alternative teacher license candidate consists of Summit's curriculum coordinator, mentor teachers, Summit's principal, and a representative from a university setting. Candidates select a primary mentor teacher in their field at the middle school level and a secondary mentor in their field from the high school level. The curriculum coordinator works closely with candidates and mentor teachers to assess candidates' knowledge and skills, customize training plans to address areas of deficiency, observe candidates in the classroom, and meet regularly to measure progress toward the completion of the program. Mentor teachers are required to observe teacher candidates on a regular basis and give constructive feedback, assisting with long-range, unit, and daily lesson planning, as well as classroom management skills. Several Summit teachers are currently participating in the Alternative Teacher License Program.

Teacher and Administrator Profiles

Here are profiles of the Summit teachers and administrators for the 2001-2002 academic year, along with primary area(s) of responsibility at Summit and the year each joined Summit's staff. Some teachers are employed part time. Currently, all electives are taught by Summit's regular teachers. From time to time, members of the community-at-large with particular areas of expertise are hired to teach special, one-time elective classes.

Table 12.1. Highest Academic Degree for Faculty Members (Including Part-Time Faculty)

B.A./B.S.	M.A./M.S.	Ph.D./Ed.D.
8	17	3

David Finell (Principal), 2001

M.S. Education, University of Southern California, Los Angeles; M.A. Jewish Education, Hebrew Union College-Jewish Institute of Religion, Jerusalem and Los Angeles; B.A. Political Science, University of California, Berkeley.

Mr. Finell was born and raised in southern California. Mr. Finell has taught and been an administrator in California and in Colorado for the past 20 years. He comes to Summit after an extensive career in independent school education. He also has experience as Chief Operating Officer of a media relations company in Denver. For part of the academic year, Mr. Finell teaches as an adjunct professor in the Religious Studies department at Regis University. He moved to Colorado from California in 1994 with his wife and their three sons.

Kirk Adams (Dean of Students, Physical Education), 1996

B.S. Physical Education, Health and Recreation, minor in Sociology, St. Joseph's College, Rensselaer, Indiana.

A native of Indiana, Mr. Adams has taught in the Boulder Valley School District for 17 years and in Indiana for 3 years. He has long been regarded as a teacher who has made a significant difference in students' lives. His high school and middle school career also includes coaching football, baseball, wrestling, and basketball. He has been the recipient of numerous honors and awards, and in 1990 he received a national teaching award for intellectual design and gender equity in physical education. Mr. Adams spends summers with students touring Africa, Australia, New Zealand, or countries in Eastern and Western Europe. He has visited more than 25 countries and is planning more overseas excursions with students in the future.

Creating a caring and supportive environment in which students can develop academically, emotionally and physically is important to Mr. Adams. He has high expectations for his students and encourages them to demand the same of themselves in all areas of their lives. One of his objectives as a teacher is to enhance each student's individuality.

Mr. Adams enjoys life and learning. Outside of teaching, he likes hunting, fishing, camping, traveling, skiing, and relaxing with family and friends. His wife, Marlene, and sons, Hunter and Brock, provide him with continued love and support.

José Antonio (Tony) Alcantara (Mathematics), 2000

B.A. Forestry, Pennsylvania State University.

A Honduran by descent, he is a Pennsylvanian by ascent. He spent several summers in Alaska. He earned a second degree in zoology, spent a year and a half participating in an immunology Ph.D. program, taught science at the New Jersey School of Conservation, taught and led trips for the New Hampshire Audubon Society, taught at the Keystone Science School, worked with at-risk children in BVSD, taught for the University of Colorado Science Discovery program, completed a secondary science certification program through CU, did his student teaching at Glenwood Springs High School, and taught science at Roaring Fork High School in Carbondale. He is now a Nederlander and likes to rock climb.

Amanda Avallone (English, Assistant Principal for Curriculum and Instruction), 1996

M.A. Education, University of Colorado; B.A. English, University of Connecticut.

Born in the foothills of New England's Berkshires, Ms. Avallone grew up in small-town Connecticut. After college, she returned to her alma mater, a highly regarded progressive public high school, where she taught English and French for eight years. Ms. Avallone next taught Upper School English at The Lovett School, a selective independent day school in Atlanta, Georgia. In addition, she worked as a curriculum writer for CNN Newsroom, Turner Broadcasting programs, and electronic field trips. Other experiences in education range from teaching Windows applications at corporate sites to instructing children in Kenpo Karate.

Even as a classroom teacher, Ms. Avallone has always had a strong interest in curriculum, instruction, and improvement of education. Ms. Avallone coordinated Summit's curriculum

development effort and acts as a mentor for other Summit teachers. Now in her sixth year at Summit, she divides her time between classroom teaching and serving as Assistant Principal of Curriculum and Instruction. She was presented with Summit's Outstanding Teacher Award in June 2000.

Ms. Avallone and her husband, Bryce, live in Boulder with their two cats. On most weekend afternoons (at least when no piles of essays await grading), you can find them on either the ski slopes or hiking trails of the Front Range.

Kendra Bartley (Counselor), 1997

M.A. Counseling Psychology & Counselor Education, University of Colorado at Denver; M.A. Human Development, St. Mary's University, Minnesota; B.A. Psychology, University of Colorado, Boulder.

Ms. Bartley is a Colorado native who grew up in Boulder. After graduating from Boulder High, she went to school in Norway for a year, and learned to speak Norwegian fluently. She is also a musician, and began teaching guitar and performing while still in high school. During her teens, she spent her summers working for the Boulder Parks and Recreation Department as a counselor in the summer day camp programs and as a music and drama specialist.

Throughout her life, Kendra Bartley has worked in many areas related to the fields of counseling and education. During her college years, she worked as a sensory-motor integration therapist with autistic and neurologically impaired children, and as a music and drama specialist with developmentally disabled children and adults. Later, she was employed as an adult education teacher in the Ventura County School District in California, teaching life skills classes to adults and seniors with disabilities.

While living in Minnesota, Ms. Bartley received an M.A. degree in Human Development, with a focus on child and adolescent development. As part of her program, she conducted an evaluation of a bully-victim prevention program that was being piloted in six schools, and then served as a technical advisor in the further development of the program. Upon returning to Colorado, Ms. Bartley became a member of the Longmont Violence Prevention Group, and wrote a federal grant to help fund Clearview Educational Center, a program for middle and high school students who had been expelled from the St. Vrain Valley School District. Later, Ms. Bartley was employed as a counselor at Clearview.

Ms. Bartley has completed a second master's degree in public school counseling from the University of Colorado at Denver. She feels that her background in counseling and human development has allowed her to work with individual students and their families, as well as on a school-wide level, to insure that students' academic, social, and developmental needs are met. Over the years, she has most enjoyed the wonderful sense of community and support that has come from being involved with the students, families, faculty and staff at Summit.

Sondra Barton (German), 2002

M.A. German, University of Colorado, Boulder; M.A. Latin, University of Colorado, Boulder; B.A. German, University of Colorado, Boulder, and Universität Regensburg.

Ms. Barton brings her long-standing enthusiasm for German language and culture to her German classes at Summit. Prior to joining the Summit faculty, she did German-English translation,

provided individualized and intensive German instruction to local business professionals anticipating working or living in Germany, and is an original teacher for the Boulder area's Kidlingua program. Part of her summer is committed to planning, organizing, and presenting a lively and interactive German language camp for Kidlingua. Ms. Barton's pursuit of a degree in Latin was inspired by her desire to provide a comprehensive home-school education to her own children. She found that she enjoyed Latin so much, she continued with her studies until she had earned her second master's degree.

Mark Bawek (Special Education), 2001

M.Ed. University of Minnesota; B.A. Human Services and Chemical Dependency Counseling, Metro State University, Minnesota.

Mr. Bawek brings a cheerful disposition and a caring attitude to his work with Summit students designated for special education services. He gained experience in special education working as a resource teacher and teaching in self-contained classrooms at the elementary and middle school levels. In the 2001-2002 school year he divided his special education teaching time between Summit and Louisville Middle School.

Mr. Bawek was raised on a small dairy farm in southern Minnesota, where he attended school through high school. He earned a degree in electronics design (with a minor in math) at Winova VoTech and then worked several years as a design technician at Rosemount Inc. in Minneapolis. He also claims school bus driving experience on his resumé.

His first career, besides being a farmer, was as an electronic design technician. After working at this job for eight years, he decided to go back to school and start over on a new career path. Though it meant taking a huge pay cut, he drove a school bus to pay his way through to earn a B.A. in Human Services/Chemical Dependency Counseling. Mr. Bawek ventured into education when he was hired as a teacher's aide supporting autistic students in the classroom in the mornings and working in a regular education classroom in the afternoons. He loved this type of work, and moved up to the high school level to work with and support students with Down syndrome, autism, cerebral palsy, and other mental handicaps. He earned a Masters in Education and was immediately hired as a Resource teacher in Santa Fe, New Mexico. He taught middle school in Santa Fe for two years, then taught elementary school in Albuquerque for two years so he could live closer to family. Following a trip to Oregon in 2000, Mr. Bawek decided to check out the Boulder area and the rest, as they say, is history!

He has a 24-year-old son and a 23-year-old daughter.

Wendy Blakemore (Spanish), 1997

B.A. Spanish (minor in Italian), Stanford University.

As part of her college career, Mrs. Blakemore took independent study in Tepoztlán, Mexico, in 1973 and attended "Stanford in Italy" in 1974. Having gained a passion for travel and learning in a foreign environment during her studies, Mrs. Blakemore became a flight attendant/purser with TWA upon graduating from Stanford. Flying allowed her the opportunity to visit many parts of the world. The Spanish-speaking countries, whose language, history and culture she loves to share with students, particularly fascinated her. With the addition of a husband and two children, Mrs. Blakemore stayed closer to home by flying less.

She started teaching Spanish to preschoolers, which coincided with her children's schedules. To combine her interests in children and Spanish as her own children grew older, she expanded her teaching activities. Retiring from TWA in 1989, she has taught Spanish in a variety of settings to many students: preschoolers at school and in home groups; kindergarten to 5th graders in the Elementary Spanish Program; as a tutor for middle, high school, and college students; and as a counselor and instructor at Concordia Language Villages, a language immersion summer camp in Minnesota. Mrs. Blakemore feels that her private language instruction at levels below and above Summit Middle School allows her to better evaluate how our curriculum melds with the whole BVSD language experience and beyond.

Mrs. Blakemore participated in an educational review at El Centro Bilingüe in Cuernavaca, Mexico. In 1998, she and Ms. Stough took a group of middle school students to Yucatan, Mexico. In August 2000, she received a Target Grant to attend a Spanish Immersion Seminar of 12 teachers through the Concordia Language Villages. Mrs. Blakemore has also received Boulder Valley Foundation Mini-Grants to create indigenous instruments in the classroom.

Mrs. Blakemore is married to Kit Blakemore, an attorney, and has two children, Katy and Patrick. She tries to find a few hours each day (usually at 5:00 AM!) to run, cycle, swim, or just get outside. All the Blakemores love to travel when they can.

William Burkhart (Music), 1996

Doctor of Musical Arts in Instrumental Conducting and Literature, University of Colorado; Master of Music in Conducting, University of Southern California; M.A. Composition, University of Pittsburgh; B.A. University of Arizona.

Dr. Burkhart served as Music Director of the Steamboat Springs Chamber Orchestra and "Intensity Women's Vocal Jazz." He was also Director of the Ghost Ranch Chamber Orchestra, New Mexico, and served as Music Director of the Lyric Theatre's Children's Opera Program and as Resident Conductor of the Lyric Theatre. Before coming to Colorado, he served as Music Director of the Pittsburgh Civic Orchestra, I Solisti Chamber Orchestra of Pittsburgh, and the Westmoreland Youth Symphony. He founded and directed the Westmoreland Junior Strings, a tri-level, multigenerational training orchestra for string players. He has appeared as guest conductor for orchestras throughout the country.

In addition to his orchestral experience, Dr. Burkhart conducted choirs for more than 20 years, including the University of Pittsburgh's Heinz Chapel Choir, with which he toured California. He has directed youth musicals and has trained young singers throughout his career. Dr. Burkhart enjoyed wide operatic experience as Assistant Conductor of the Arizona Opera Company and Conductor of Operas at the University of Southern California.

Stephanie Donaton (Science, Health), 1999

M.S. Biological Sciences, University of North Carolina at Wilmington; B.S. University of Michigan, Ann Arbor.

Prior to joining the Summit faculty, Ms. Donaton was an environmental consultant dealing with wetlands mitigation and permitting on the Georgia coast. She also studied urban wildlife and ecology while teaching college level Biology and earning her license in kick boxing (watch out!). She was born in New York but her family now resides in the mountains of North Carolina. She moved to the Boulder area from Savannah, Georgia.

Talya Dornbush (Art, Physical Education), 2001

B.A. Fine Arts and Humanities, University of Colorado.

Ms. Dornbush is a Colorado native and a graduate of George Washington High School in Denver (where she took classes in the IB program) and of the University of Colorado at Boulder. She started at CU as a kinesiology major but soon switched to humanities and fine arts. Her primary area of emphasis in her art studies was photography, but she also studied ceramics, drawing, painting, and sculpture. She also has a special interest in graphic design using sophisticated computer-based techniques. While growing up, Ms. Dornbush was a competitive ski racer, played soccer, swam, played tennis, and was a varsity volleyball player. She taught swim lessons for six years and coached ski racing as well as competitive snowboarding for five years. She welcomes the opportunity to teach both Art and PE at Summit, as both interests are integral parts of who she is.

Sanae Elmoudden (Applied Technology, Computer Programming), 2001

M.A. Telecommunications, University of Colorado; B.A. Computer Science, Rutgers University.

Ms. Elmoudden grew up in Morocco where she completed the International Baccalaureate program and was accepted to University of Lille in France. After spending a year studying Biology and Chemistry, she transferred to the U.S. where she continued her studies in Computer Science and Telecommunications. Prior to joining Summit, Ms. Elmoudden worked as a consultant and a trainer in the IT and telecommunications industries. She gained experience in call center, e-CRM, e-commerce, web development, technology and business management, with a recent focus on e-learning management and web delivery training. Her consulting jobs enabled her to live in different states as well as in various countries: Australia, England, Mexico, Canada, Scotland, Costa Rica, and France. Ms. Elmoudden is married to Huascar Ascarrunz and is the proud mother of a baby boy named Mayta. With the birth of her son, Ms. Elmoudden decided to quit the consulting life and focus on her family. To Ms. Elmoudden, working at Summit presents an opportunity to combine her interest in technology/programming with her love for children. In her spare time Ms. Elmoudden volunteers in the Boulder Mental Health Center and enjoys Boulder's outdoors with her husband and son.

Ingrid Fotino (Mathematics), 1999

Ph.D. Courant Institute of Mathematical Sciences, New York University; M.A. Columbia University; B.A. Barnard College; Baccalaureate (with Honors) Lycee Francais de New York.

Dr. Fotino taught Calculus I, II, and III at Colorado School of Mines, and College Algebra, Finite Mathematics, Calculus II and III at Metropolitan State College of Denver. She also taught Romanian grammar and culture at Harvard University, an enrichment program in beginning French at University Hill Elementary School, mathematics for Cours Universitaires de France, and junior high Geometry, Algebra and Set Theory. She substituted in mathematics and French for BVSD, and taught a group of low-achieving math students at the high school level. While teaching at Summit, Dr. Fotino completed the requirements for the Alternative Teacher License Program. She has completed a great deal of work on Summit's Proof Geometry and Algebra II/Trigonometry benchmarks. Dr. Fotino lives in Boulder with her husband. Her two daughters graduated from Boulder High. She loves sports and travel and engages in either whenever possible. She started and is very active in a relief organization for needy families in Romania.

Greta Frohbieter (Mathematics), 1996

B.S. Civil Engineering, University of Washington, Seattle.

Ms. Frohbieter worked as an engineer in the aerospace industry for several years before beginning her teaching career. She brings to the classroom a broad perspective on the math topics she teaches, and enjoys presenting applications from her experiences to add interest to various concepts.

Ms. Frohbieter was born and raised in the Seattle area and moved to New Jersey to work at RCA AstroElectronics, a satellite manufacturer. There she worked closely with NASA on the development of earth-observing space platforms, winning awards for excellence in engineering. A highlight of this work was planning the construction of a large space platform by the Space Shuttle's robot arm, in conjunction with astronauts at NASA's Johnson Space Center.

Some volunteer tutoring sparked her desire to teach, and she completed New Jersey's alternative teacher certification program through Trenton State College, for which she was awarded the Geraldine R. Dodge fellowship. Before her relocation to Colorado, she taught math for several years in a public middle school in Trenton, which she found both challenging and rewarding.

With her husband and two children, Ms. Frohbieter enjoys Colorado's excellent skiing and hiking opportunities, and appreciates continuing her teaching career here in the atmosphere of academic excellence offered by Summit.

Sam Havens (Social Studies, Physical Education), 2000

B.A. Economics, Carleton College.

Mr. Havens brings his academic background in Economics, History and Political Science to the teaching of American History and his experience coaching junior high, high school, and college students to the teaching of PE

Before coming to Summit, Mr. Havens spent a year teaching English in Nagano, Japan through the JET (Japanese Education and Teaching) Program. While in Japan, he also combined his interests in athletics and working with young people through coaching volleyball and soccer. He continues as a volunteer coach for the Boulder Youth Soccer Association and looks forward to his new position as head boys soccer coach at Boulder High School. In his spare time, in addition to coaching and playing soccer, Mr. Havens enjoys movies, travel, reading, and sharpening his sense of humor.

Andrew Hein (French), 2001

B.A. Foreign Languages and Philosophy, Portland State University and Université de Paris III.

Mr. Hein started his teaching position at Summit within weeks of returning to the United States from two years of study and work in France. There, he provided private instruction in English to French professionals and other students of all ages. He also taught at Metropolitan Languages and AAA Presentations in Paris, and he provided web design and French-English translation services. His hobbies include French cinema, film production, and gourmet cooking.

Cheryle Kapsak (Social Studies), 1998

M.A. Interdisciplinary Studies in Social Sciences: Psychology, Sociology, Religious Studies, University of Montana; B.A. Religions of the Upper Mesopotamian Basin, University of Montana; Flute Performance, New England Conservatory of Music, Boston.

Ms. Kapsak grew up in Montana in a family of musicians and environmentalists. She headed east to Boston and studied flute for four years. She returned to Montana every summer to hike and camp. She has always loved teaching and has taught most of her adult life in a variety of settings, from a poor neighborhood school in Chicago to a prep school in Omaha, Nebraska. For the past several years, she has been teaching and designing curriculum at Regis University. Ms. Kapsak received the Regis Professor of the Year Award and, on three occasions, the Excellence in Teaching Award. Ms. Kapsak now lives in Longmont with her husband and three daughters.

Valerie Koch (Mathematics), 1996

M.A. German Studies, University of Colorado; B.A. Germanic Studies, University of Colorado.

Mrs. Koch began college as an Electrical Engineering major, but decided during an elective German course that she preferred that course of study. While finishing up her master's degree in German at the University of Colorado she decided she loved teaching German and decided to pursue teaching as a career. She was one of the founding teachers at Summit Middle School in 1996. She taught German and was instrumental in developing the curriculum for the German classes.

Life does come full-circle, and the opportunity to teach algebra presented itself during Summit's first year. Mrs. Koch found that she loved teaching math and in subsequent years has taught both German and math. During that time she both taught and developed the Pre-Algebra, Algebra, and the new Advanced Algebra/Introduction to Geometry courses. She also has been actively involved in writing and developing curriculum and standards for the math department.

When she became pregnant in 2000, she knew she had to make a decision between teaching math and teaching German. Tough as it was, she decided to become solely a math teacher and has enjoyed every minute of it. Her daughter, Sophia Claire, was born on October 27, 2000. Mrs. Koch is having fun juggling her professional and personal lives.

Cynthia Kolanowski (English, Creative Writing, Journalism), 2001

M.F.A. Creative Writing, University of Michigan; B.A. Creative Writing (minor in Social History), Carnegie Mellon.

In her autobiography, My Life Story, written at age 12, Ms. Kolanowski aspired to be either a nuclear physicist or a fashion designer. She did not then recognize that the union of the cosmic and the cosmetic is (of course) poetry and for years she wandered Pennsylvania's valleys in search of enlightenment. Not until she enrolled in a creative writing workshop at Carnegie Mellon University did she realize that the poems she had been writing could mean something. She dropped calculus, avoided all seminars on artificial intelligence, won two awards for her poetry, edited Carnegie Mellon's literary journal, and was named an Academic All-American in cross country. The particulars of Ms. Kolanowski's life after college are somewhat unclear, but it is known that: 1) she moved to Washington, D.C. and worked for the U.S. Department of Justice in the Antitrust Division; 2) she was a reliable, though not always agile, member of the Justice

Department's softball team; and 3) she developed an unnatural fear of law school, which led her to apply to graduate programs in English.

In 1996, Ms. Kolanowski moved to Ann Arbor, Michigan, where she spent mornings drinking coffee and writing poetry, afternoons studying Latin, and evenings congregating with others of like ilk. While at the University of Michigan she won the Michael R. Gutterman Award in Poetry, given to a graduate student whose poetry emphasizes the "new, the unusual, and the radical"—words Ms. Kolanowski finds a bit limiting. To support her café-latte habit, she began teaching writing courses and soon discovered that she loved teaching more than coffee. After receiving her M.F.A. in 1998, she returned to her native Pennsylvania and taught composition and literature at King's College, Marywood University, and the University of Scranton while continuing to work on her writing. In 2000, she had poems published in CutBank and Spinning Jenny. Ms. Kolanowski recently moved to Colorado, where she's enjoying the spruce and aspen of Nederland along with her persnickety Gordon setter, Tess.

David Liebowitz (English), 2001

B.A. English, Columbia University.

Mr. Liebowitz earned his B.A. in English from Columbia University in 1999. A voracious reader throughout his life, he focused on 19th century American literature and Shakespearean drama in school. Prior to joining Summit's faculty, he worked as an instructional designer, developing curricula for nurses and other health care professionals, and as a test preparation instructor for The Princeton Review. He bounced between Washington, D.C. and Brussels, Belgium, when he was growing up, which gave him a unique perspective on societal interactions from being a part of two different cultures. He also enjoyed the unique role of both insider and outsider in each country. Mr. Liebowitz is also an avid runner. He placed third in the USATF New England Championships and has run a mile in 4:06. Mr. Liebowitz is excited to start his teaching career at Summit and he hopes to learn as much from his students as they will learn from him.

Patrick McGarrity (English), 1998

M.A. English, Texas A&M University; B.A. English, Texas A&M University.

Mr. McGarrity is a native of the Texas Panhandle where he attended high school on the dry west Texas desert plains. As an undergraduate at Texas A&M University, he studied literature and philosophy. After graduating with honors, he remained at A&M for his master's degree, emphasizing the study of American literature and designing curriculum for and instructing in literature, writing, and public speaking. In his final semester at A&M, he received the departmental award for teaching excellence. Excited to be a part of Summit Middle School, he pursues a cross-disciplinary approach to the humanities, integrating philosophy, film studies, and creative writing into the progressive English curriculum. In his spare time, he enjoys time with his wife, Caryn, and infant daughter, Katie, at home in Northglenn.

Haydee Phelps (Science, Math), 2001

M.S. Geology, North Carolina State University; B.A. Geology and English, Guilford College.

Ms. Phelps' first charter school experience was as a 6th grade teacher at Exploris Middle School in Raleigh, North Carolina, where she was the science specialist for this grade level. Summer 2002 will be her fourth summer as an instructor for the Duke University Talent Identification Program,

held in the foothills of the Blue Ridge Mountains of North Carolina. In any teaching setting, she maintains a strong focus on field-based instruction and on a student-centered, active classroom learning environment. She brings enthusiasm about teaching science, active listening skills, and an atmosphere of encouragement to her classroom.

Ms. Phelps held teaching assistantships as an undergraduate and as a graduate student, and also has presented her academic and field research at professional meetings in the Southeast. She welcomes the opportunity to learn more about and apply her geology field skills to the rocks and boulders of the mountains close at hand in Colorado.

Sharon Sikora (Science Coordinator and Science Teacher), 1996

Ph.D. Chemistry, University of Denver; M.S. Chemistry, University of Denver; B.A. Zoology, Pomona College.

Dr. Sikora works hard to bring her love of science to her students by being an enthusiastic and energetic lecturer. She often uses demonstrations in her classroom to provoke excitement and curiosity while creating an atmosphere where students feel confident to express their ideas. She offers encouragement and promotes critical thinking. Believing that learning is a continuous process, she feels a deep responsibility as an educator to continually further her knowledge. She was the recipient of the 1996-97 Summit Outstanding Teacher Award. In 1997-98, she was one of three finalists for Colorado Teacher of the Year. Dr Sharon Sikora attended the 1998 National Teacher Forum, one of two representatives from Colorado and the only representative from a charter school.

Dr. Sikora received her teacher certification in the summer of 1997 from the Colorado Board of Education. That summer, she also served on the advisory board for a radio show, Sonic Boom, sponsored by the American Association for the Advancement of Science and the National Science Foundation to communicate science to teenagers. Prior to teaching at Summit, Dr. Sikora taught at the university level. She received the Outstanding Graduate Teaching Assistant of the Year award at the University of Denver. She has also taught at the Denver Museum of Natural History where she developed curricula and taught tens of thousands of students of all ages across the state.

Dr. Sikora enjoys working with the other science faculty and the principal to create an innovative science program at Summit. She believes that although students come to Summit with a variety of backgrounds, they are unified in a fundamental desire to learn. She hopes to nurture that desire within these young scientists.

Diana Stough (Spanish), 1996

M.A. Spanish Language and Literature (minor in Women's Studies), Colorado State University; B.A. Liberal Arts and Spanish (minor in Latin American Studies and Asian Studies), Colorado State University.

A Colorado native, Ms. Stough brings a love for the Spanish language and culture to the classroom. She lived in Mexico as an undergraduate student in Guadalajara (1989) and as a graduate student in Puebla (1991). She taught Spanish at the university level for six years, at Colorado State University, Metro State College, CU-Denver, Community College of Denver, and the Colorado School of Mines. While living in Mexico, she taught English at the University of the Americas and at a private school.

Ms. Stough has several achievements in the area of professional development. In 1994, she attended two Women's Studies conferences at the University of California, San Diego, and at the University of Missouri, Columbia. She presented a joint project about the El Salvadoran poet and author Claribel Alegría, who is an outspoken advocate of the ongoing liberation struggle in her country. Ms. Stough also attended a conference in Tegucigalpa, Honduras, in 1992 where she did simultaneous translating from English to Spanish and from Spanish to English. There she presented a paper on the global coffee industry and the role it plays in the Honduran economy and well being of its people. In 1993, she presented a joint session at the Colorado Conference of Foreign Language Teachers about alternative approaches to teaching grammar and vocabulary in the classroom.

Ms. Stough believes in the "total physical response" approach to second language acquisition: her classes are very active. She believes students retain more of a foreign language if they are physically and emotionally involved in it. She is constantly studying ways to teach culture in the classroom, based on her philosophy that language cannot be taught as an entity separate from the culture of a people. She enjoys sharing her experiences living in Mexico and traveling through Spain, Honduras, Costa Rica, and Chile.

Tony Striffler (German), 2001

M.T.S. Biblical Languages, Emory University; B.A. German and Religion, Gettysburg College, Pennsylvania.

Mr. Striffler is a native of Staten Island, New York. After attending Xavier High School in Manhattan, he left New York for the historic town of Gettysburg, Pennsylvania. While at Gettysburg College, he majored in German Language and Literature and spent part of his junior year in Cologne, Germany. Upon his return to Gettysburg College he was inducted into the honorary Germany Society, Delta Phi Alpha, and was awarded the German Department's Excellence in Achievement Award at his graduation.

After completing college, Mr. Striffler began graduate studies at Princeton Theological Seminary but then transferred to Emory University's Candler School of Theology, where he earned a Master of Theological Studies. He currently works as a chaplain at St. Joseph Hospital in Denver. In the fall of 2000, Mr. Striffler was awarded an honorary Doctor of Divinity degree for his writing and reflections on "The Ecumenical Movement in the New Millennium."

Peter Teasdale (Physical Science), 2000

Honors Degree, Zoology, University of North Wales Bangor; Post-graduate Certification in Education, University College of North Wales Bangor.

Mr. Teasdale comes to Summit with a diverse range of experience. Most recently, he taught in the International Baccalaureate Program at Poudre High School on a teacher exchange, with assignments in biology and advanced biology. Prior to his arrival in the United States, he taught integrated science, GCSE Biology and Physics, AP Biology, and Environmental Science at Ullswater Community College in the United Kingdom. Earlier in his academic career, he served as the Head of the Lower School Science department at Lindisfarne College, an independent school, and taught at Samual Kings School and the Lakes School.

While in the U.K., Mr. Teasdale coordinated the introduction and development of new science courses. He developed a Study Skills program, coordinated teacher training to introduce scientific methods and materials, created a Web site for the International Baccalaureate Biology course, and contributed to the development of an interdisciplinary unit on the environment.

Mr. Teasdale has led student expeditions to Nepal and Alaska. He was awarded a Glaxo Wellcome Environmental Science Fellowship that allowed him to join a team of scientists on an Earthwatch project studying the wolves and moose of Isle Royale.

Mr. Teasdale is an avid bicyclist, having completed cross-country trips in England and mountain circuits. He has recorded his travels in photographs, and has been invited to lecture about his journeys. He lives in Nederland.

Kyle Walpole (Social Studies), 2001

M.A. Western American and Military History, University of Wyoming; B.A. History and Government, Adams State College.

Mr. Walpole grew up in the mountains west of Denver where he developed a love of Western American history and wildlife. After completing a B.A. at Adams State College in southern Colorado, he headed north to Wyoming to work on a Master's Degree in 19th Century Western American History. Awarded an internship at the Buffalo Bill Historical Center in Cody, Wyoming, he spent the summer of 1997 researching the basis of his now published thesis and worked part time as a wildlife photographer in and around Yellowstone National Park.

Mr. Walpole has taught students ranging from pre-school to college and taught at Bennett High School prior to coming to Summit. Boulder provides a perfect location where Mr. Walpole will continue to pursue his hobbies of hiking and rock climbing. Along with his hearing dog Max, he enjoys an exciting teaching experience at Summit.

In March, 2001, Adams State College established the Kyle V. Walpole Scholarship Endowment to provide financial assistance to other students who demonstrate academic excellence in their studies.

Cathy Woods (Library Media Specialist), 2001

M.L.I.S., Library and Information Services, University of Maryland, College Park; Certificate in Nuclear Medicine Technology, Johns Hopkins Hospital/Essex Community College; B.S. Biology, Southwestern at Memphis (Rhodes College).

Charlotte Gray, a British poet, once wrote, "The organized soul has one book beside the bed. The glutton sleeps with a New York skyline lurching an inch from the bed." Throughout her life, from her early years in Stuttgart, Arkansas, during her college years at Rhodes College in Memphis, and during the years she spent in Baltimore in graduate school and as a librarian at the Johns Hopkins Medical Institutions, Ms. Woods always had a stack of books like a New York skyline next to her bed. She loves to read, and this is one reason why she is excited about being Summit's librarian. She also enjoys teaching other people how to find the information they need, and enjoys working with Summit students. The other activity that she really enjoys is painting. She especially likes to paint landscapes from places she has traveled and beautiful flowers that she has seen. Ms. Woods now lives in Boulder with her husband, their two children, a Boston terrier, a Siamese cat, and lots of books.

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