# Summit Middle School

Boulder Valley School District
Colorado

# 2003-2004

Annual Report to the Board of Education

Summit Middle School
4655 Hanover Avenue
Boulder, Colorado 80305

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# Letter from the Board of Directors

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# 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 2003-2004 Academic Year

The 2003-2004 school year was the eighth 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 funded enrollment has remained at 300 students since then.

Admission of new students is by lottery, with preference given to children of subscribers to the charter proposal, children of faculty and staff hired by Summit, and siblings of current and/or graduated Summit students, as specified in our contract.

197 students elected Summit as their first choice during the open-enrollment period for 2004-2005, and additional 72 students named Summit as a second (53) or third (19) choice. This distribution indicates that students and families continue to be strongly committed to Summit.

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. Summit's enrollment for 2003-2004 is given in Table 3.1.

Table 3.1. Enrollment by Grade Level, 2003-2004 Academic Year

| | |
|---|---|
| 6th | 103 |
| 7th | 95 |
| 8th | 120 |

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 2003-2004 are given in Table 3.2.

Table 3.2. Percentage of Students in Different Ethnic and Categorical Groups

| Group [1] | Summit | BVSD [2] |
|---|---|---|
| American Indian | 0.7% | 0.8% |
| Asian | 12.6% | 5.4% |
| African-American | 0.3% | 1.8% |
| Hispanic | 2.3% | 12.8% |
| White (not Hispanic) | 84.5% | 79.3% |
| Special Education | 2.6% | 11.9% |
| Free/Reduced Lunch | 1.9% | 13.1% |

[1] Colorado Department of Education designations
[2] Source: Colorado Department of Education and Boulder Valley School District

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!, describing its program, and conducts school tours and information sessions for prospective students and families.

# Enrollment Applications fors the 2004-2005 Academic Year

Current sixth and seventh graders have priority for re-enrollment for the next school year. Nearly all of the sixth and seventh grade students at Summit in 2003-2004 have re-enrolled for the 2004-2005 academic year as seventh and eighth graders. When students choose not to re-enroll or if they leave Summit during the school year, we fill any available openings from the open enrollment waiting list through the end of the Fall semester as our funding and enrollment cap permit.

Among new applicants, priority groups include children of the subscribers to the charter proposal, children of faculty and staff hired by Summit, 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 24, 2004. We received 197 first-choice applications during the 2004 open-enrollment period (Table 3.3). The category of children of subscribers was unused for this year's open enrollment period.

Table 3.3. New Applications Received for 2004-2005 (by Grade Level, First Choice Requests)

| 6th Grade | 7th Grade | 8th Grade |
|---|---|---|
| 160 | 28 | 9 |

Applicants were distributed fairly evenly over the entire district. Historically, significant numbers of applicants come from the Southern Hills neighborhood attendance area, from Centennial, from Platt, from Angevine, from Baseline, from Burbank, from Louisville, from Monarch, and from Casey. We also see a number of applicants from independent (private) schools and a few who have been home schooled.

Summit is allowed by its contract to have as many as 315 students, even though we have received funding for a maximum of 300 students in past years. The expansion from 250 students to 300 students in 2001-2002 created a bubble class that graduated 8th grade this June. For the 2004-2005 school year, Summit's enrollment will be approximately 108 6th graders, 103 7th graders, and 100 8th graders.

Historically, we see approximately 5 students from each grade not return in the Fall due to family relocations and other reasons.

With the centralized district open enrollment procedures in place for the 2004-2005 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*

**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*

**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*

**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*

**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 *Algebra B/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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 French, German, or Spanish II, 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 them 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: ***World Geography: Building a Global Perspective***, 2002, Prentice Hall.

## 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).

### *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).

### *Algebra A*

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).

### *Algebra B/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).

### *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.* 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).

## Elective Offerings

Summit has offered a wide variety of electives over its eight years. Most electives, especially music, physical education, study periods, and art, are offered every year Each Spring, as part of the scheduling process for the following academic year, teachers are asked to submit additional elective topics which they are interested in teaching. Each student is asked to identify elective offerings he or she would like to take the following year, and the most popular choices are put into the schedule.

### 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.

**Creative Writing**

Students will practice writing in a variety of genres and will create a literary magazine.

## 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.

**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, 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.

## Activities

Summit students are able to participate in a number of co-curricular programs. The Student Council, History Club, and Spanish Club all provide ways for students to become involved in a number of activities designed to support school, national, and international projects. A sampling of the activities this year include

- Cleaning our Adopt-A-Road in the fall and spring.
- Providing hundreds of Spanish Holiday Cards for Holiday baskets for the needy.
- Selling Tortillas for Tots and making a donation to Toys for Tots.
- Hosting Longmont's Baile Folklórico, a dance troupe for youth aged 6-18, at an assembly at Summit. We donated money for their costumes last year.
- Donating and matching proceeds from a piñata raffle to Clínica Campesina, a local health care facility that provides services for many Hispanic families.
- Organizing the Summit Carnival, a fun-filled afternoon of games, raffles, food and laughter.
- Adopting the wish of Pedro, a Make-A-Wish child with a life-threatening disease whose wish is to have his grandparents come visit from Mexico.
- Donating flags of Russia and China to the school. We hope to eventually provide flags of all countries represented in our student body.
- Organizing a fall bake sale to generate funds for charitable projects.
- Trick or Treat for UNICEF project
- Habitat for Humanity project painting all the interior woodwork trim for a new Habitat house in Longmont.
- The paper goods drive for the new Habitat family organized by Rachael Baum was a great success. We delivered those goods before Thanksgiving to help the family settle in their new home before the holiday.
- The fall literacy that earned money for the Longmont Library literacy programs.

- Donations of used VHS and Nintendo games to the pediatric ward of Children's Hospital.

Summit students are also active in scholastic extracurricular activities, including chess club, Math Counts, the National Geographic Geography Bee, National History Day, and Science Fair. Music students also give fall and spring performances for the school community.

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

## Scheduling

Summit offers a seven-period day, with five core course periods – English, Mathematics, Social Studies, Science, and Foreign Language – and two periods of electives taught every day. Summit's average core class size is 20 students, while elective class size averages 25 students per class.

Summit offers four levels of English, four levels of science, three levels of each foreign language, and seven levels of mathematics. Core course placement generally is determined by each individual student's academic growth rather than by a student's grade level. As a result, many classes have students in different grades.

Summit offers a variety of electives, including music, physical education, study periods, arts, and a changing selection of topics in English, Social Studies, and Science. Eight instrumental and vocal music electives are offered. Five art electives are offered each year, with the specific focus changing slightly from year to year.

### Literacy

In compliance with the Colorado Basic Literacy Act, Summit automatically assigns a literacy elective to 6th grade and 7th 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.

## 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 eighth 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.

## Math

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 *Creative Writing* 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 eighth grade. Summit's foreign language curriculum, which is compacted relative to typical middle school programs, offers the equivalent of two years of high school 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)

Summit students take the Colorado Student Assessment Program (CSAP) tests in the Spring of each academic year, with the results being distributed in the following Summer, after the completion of each year's annual report. As a result, the information presented in each year's annual report necessarily will represent the previous year.

An important part of Summit's curriculum development is accurate assessment of student performance. From its inception, Summit has relied on standards-based testing to accomplish this. A recent development in Colorado is the requirement that all schools and students be tested through the CSAP. The first few years of the program involved test coverage and testing results which were not sufficient to support Summit's assessment needs, so both the CSAP and CTBS testing sequences were given to Summit students. Starting with the 2002-2003 academic year, in concert with both increased CSAP test coverage and increased ability to track CSAP results to curriculum item analysis, Summit instituted a detailed CSAP-based assessment program with the intention of developing the analysis tools needed to support its curriculum development. While grade-level and standard disaggregated cohort CSAP data are routinely provided through the CSAP reporting, Summit has enhanced the value of the test program through the extension of the analysis to individualized longitudinal tracking. This past year was the first opportunity to examine the CSAP results in this way. The data summaries are shown in Table 6.1 and Figures 6.1, 6.2, and 6.3. Any data comparison from year to year assumes that there is some known relationship from one year to the next. Since CSAP results as reported do not have this, in the Figures we have identified the appropriate BVSD averages for comparison. We have also discussed with the BVSD assessment office the value in establishing what the probable distribution of scaled scores for a current year should be based on students' scores the previous year.

Table 6.1 shows the group performance statistics for 2002 and 2003 in all tested areas in each grade, with the reporting parameters being mean and standard deviation of the students' scaled scores. The statistics are identified within all students in addition to the disaggregated groups of male, female, Caucasian, and all minorities. The percentage of all students whose scores increased in each test area from 2002 to 2003 is also shown. Individual students showed an increase in scaled score from 2002 to 2003 in about 75% of the tests. The average increase in a particular subject and grade ranged from 10 points, or 1.4%, ($8^{th}$ grade students in reading compared to their $7^{th}$ grade scaled scores) to 42.5 points, or 7.3%, ($7^{th}$ grade students in writing compared to their $6^{th}$ grade scaled scores).

Table 1 includes the disaggregated scaled scores. Here gains are shown, again, in all areas. This data is also used to track average performance gaps as a function of gender and, to the Caucasian/minority level, of race. For the gender considerations, in 4 of 9 testing areas, the existing gap between male and female performance increased by more than 1%, with one item ($8^{th}$ grade writing) showing an increase of about 3.5%in the performance gap. Two areas showed a decrease in the performance gap, while the remaining 3 areas showing very little change (less than 0.5% or so). For the race considerations, 4 areas showed decreases in an existing performance gap by more than 1%, one showed an increase by more than 1%, and the remaining 4 showed less than 0.5% change. While the male-female comparison may be reliable at this level (with about 45 samples as a minimum in any test area), the reliability of the race comparison, even for the tests showing about 2.5% change in gap, is questionable because of the low total minority count in any test sample (approximately 15 in most cases).

Figure 6.1 shows the distribution of scaled scores, in histogram form, in each grade for testing in 2002 and 2003. In all cases, there is a significant shift upwards in scoring, and in most cases, there is a more pronounced upward shift for the lower half of the histogram than for the upper half. This information is very useful in Summit's curriculum assessment because it indicates that lower performing students are not being left behind; rather it indicates that the lower performing students at Summit thrive here and rise to the challenge of learning at the high academic pace that the faculty operates.

Figure 6.2 show a slightly different perspective on the distributional graphing of Figure 6.1. This cumulative graphing approach is useful for seeing significant trends. For a bell-curve distribution of results, the plotted curves would be a standard S-shape, with the slope of the curve indicating the consistency of the student body's performance. For example, the change in $6^{th}$ grade Reading shows that there was a significant difference in overall reading ability in $5^{th}$ grade, as indicated by the difference in slope for the lower and upper halves of the "Incoming $5^{th}$" curve. For the same students after one year at Summit, the curve is more uniform, indicating that there is now a more consistent overall Reading capability among the students. Further, the slope of the curve matches the upper half of the 2002 curve, which means that the higher achieving $5^{th}$ graders maintained their performance and the others caught up. Note that the corresponding distribution plot in 6.1 shows a very clear dual population for $5^{th}$ grade and a more uniform single population for $6^{th}$ grade. This is an important piece of information to show that Summit's $6^{th}$ grade English teachers are effective at preparing the incoming students so that they are more uniformly prepared for the upcoming $7^{th}$ grade English course.

Figure 6.3 highlights the method we have implemented to provide the most individualized assessment. For these analyses, all students are individually identified with respect to how they score on a test one year and how their score changes the next. Figure 6.4 shows the resulting scatter plot of this information. Each mark on the plot represents a single student, with its horizontal position identifying the scaled score for that student in 2002 and the vertical position identifying the change in that student's scaled score in 2003. The collection of plots in Figure 6.3 shows the same sort of information, but with the marks showing the averages for 20% of the students, along with the statistical spread (standard deviation) in change. The use of this analysis is still a work in process. For this past year, we identified a significantly lower than expected performance change, in fact an almost universal decrease in scaled test scores, for the higher performing Math students.

| | | | Total Scaled Score Statistics | | | Percent with Increased Score | Disaggregated Scaled Scores Statistics | | | | | | | | | | | | Male-Female Gap (scaled score) | | | | Caucasian-Minority Gap (scaled score) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Test | | 2002 all | 2003 all | 02-03 increase all | | 2002 male | 2003 male | 02-03 increase male | 2002 female | 2003 female | 02-03 increase female | 2002 cauc | 2003 cauc | 02-03 increase cauc | 2002 non-cauc | 2003 non-cauc | 02-03 increase non-cauc | 2002 M-F | 2003 M-F | change M-F | change M-F % | 2002 c-n | 2003 c-n | change c-n | change c-n % |
| 6 | **Reading** | avg | 679.8 | 693.4 | 12.4 | 68% | 677.0 | 688.8 | 11.3 | 682.8 | 698.6 | 13.7 | 687.0 | 697.4 | 10.2 | 632.7 | 659.6 | 26.9 | -5.7 | -9.8 | 4.0 | 0.57 | 54.3 | 37.8 | -16.5 | -2.53 |
| | | stdev | 44.5 | 39.7 | 28.7 | | 47.2 | 45.2 | 30.6 | 41.7 | 32.0 | 26.7 | 37.2 | 32.9 | 28.5 | 59.8 | 69.7 | 26.5 | | | | | | | | |
| | **Writing** | avg | 561.5 | 593.8 | 32.7 | 79% | 549.1 | 577.2 | 26.9 | 575.0 | 612.7 | 39.1 | 566.3 | 596.4 | 31.4 | 530.8 | 572.2 | 41.4 | -25.9 | -35.4 | 9.5 | 1.35 | 35.5 | 24.2 | -11.3 | -2.27 |
| | | stdev | 48.8 | 46.1 | 39.5 | | 40.8 | 38.2 | 34.7 | 53.6 | 47.5 | 43.7 | 47.3 | 42.1 | 38.6 | 49.4 | 71.1 | 46.5 | | | | | | | | |
| | **Math** | avg | 594.8 | 605.4 | 11.6 | 71% | 600.4 | 607.7 | 8.1 | 588.5 | 602.8 | 15.6 | 598.8 | 608.2 | 11.4 | 568.3 | 581.7 | 13.4 | 11.9 | 4.9 | -6.9 | -1.18 | 30.5 | 26.5 | -3.9 | -0.71 |
| | | stdev | 62.3 | 53.9 | 44.9 | | 65.8 | 54.4 | 48.3 | 58.5 | 53.8 | 41.1 | 57.6 | 48.4 | 45.6 | 86.8 | 87.9 | 42.2 | | | | | | | | |
| 7 | **Reading** | avg | 689.4 | 703.7 | 13.8 | 68% | 681.9 | 699.4 | 17.5 | 696.6 | 707.8 | 10.3 | 688.1 | 702.7 | 13.9 | 695.7 | 709.1 | 13.4 | -14.6 | -8.4 | -6.3 | -0.93 | -7.5 | -6.4 | -1.2 | -0.20 |
| | | stdev | 37.9 | 41.0 | 31.8 | | 36.9 | 45.4 | 33.7 | 37.7 | 36.3 | 29.6 | 38.0 | 36.9 | 28.3 | 37.7 | 58.6 | 46.3 | | | | | | | | |
| | **Writing** | avg | 583.9 | 627.5 | 42.5 | 89% | 571.3 | 609.6 | 38.3 | 596.0 | 644.1 | 46.5 | 582.2 | 624.0 | 40.5 | 592.5 | 645.3 | 52.8 | -24.7 | -34.5 | 9.8 | 1.26 | -10.3 | -21.3 | 11.0 | 1.69 |
| | | stdev | 42.9 | 54.6 | 33.6 | | 42.6 | 57.9 | 36.9 | 40.0 | 45.9 | 29.8 | 41.7 | 50.5 | 30.7 | 48.9 | 70.7 | 44.9 | | | | | | | | |
| | **Math** | avg | 602.5 | 614.9 | 12.3 | 65% | 608.9 | 621.8 | 12.9 | 596.3 | 608.3 | 11.7 | 596.2 | 611.0 | 14.6 | 634.1 | 634.7 | 0.6 | 12.7 | 13.5 | 0.8 | 0.09 | -37.9 | -23.7 | -14.3 | -2.42 |
| | | stdev | 65.7 | 50.5 | 38.3 | | 66.8 | 55.1 | 36.8 | 64.5 | 45.3 | 40.0 | 61.8 | 48.5 | 35.4 | 76.6 | 57.1 | 50.0 | | | | | | | | |
| 8 | **Reading** | avg | 712.2 | 722.2 | 10.0 | 63% | 707.5 | 712.6 | 5.1 | 715.9 | 729.4 | 13.9 | 714.0 | 724.1 | 10.2 | 704.5 | 713.9 | 9.4 | -8.4 | -16.8 | 8.4 | 1.15 | 9.5 | 10.2 | 0.7 | 0.09 |
| | | stdev | 44.6 | 37.8 | 29.9 | | 46.9 | 36.2 | 29.1 | 42.8 | 37.8 | 30.3 | 42.5 | 38.5 | 30.7 | 53.8 | 34.6 | 26.8 | | | | | | | | |
| | **Writing** | avg | 609.6 | 653.1 | 41.8 | 86% | 597.5 | 626.7 | 29.3 | 619.2 | 672.9 | 51.7 | 604.7 | 649.6 | 42.7 | 630.9 | 669.1 | 38.1 | -21.7 | -46.2 | 24.5 | 3.51 | -26.2 | -19.5 | -6.7 | -1.28 |
| | | stdev | 52.4 | 74.8 | 52.8 | | 53.0 | 69.6 | 49.1 | 50.4 | 73.0 | 54.1 | 47.0 | 73.8 | 55.4 | 69.5 | 79.6 | 41.1 | | | | | | | | |
| | **Math** | avg | 614.4 | 632.3 | 17.9 | 82% | 624.5 | 643.7 | 19.3 | 606.6 | 623.7 | 16.8 | 611.1 | 629.6 | 18.4 | 628.6 | 644.3 | 15.7 | 17.8 | 20.0 | 2.2 | 0.26 | -17.4 | -14.7 | -2.8 | -0.51 |
| | | stdev | 53.6 | 43.5 | 29.1 | | 55.1 | 39.0 | 31.2 | 51.6 | 45.2 | 27.7 | 45.5 | 39.8 | 27.0 | 81.0 | 57.6 | 38.2 | | | | | | | | |
| | **Science** | avg | | 583.5 | | | | 596.0 | | | 574.1 | | | 581.3 | | | 593.2 | | | | | | | | | |
| | | stdev | | 42.4 | | | | 36.5 | | | 44.4 | | | 38.5 | | | 57.5 | | | | | | | | | |

Table 6.1 CSAP Scaled Score Results, 2002 and 2003 Comparison

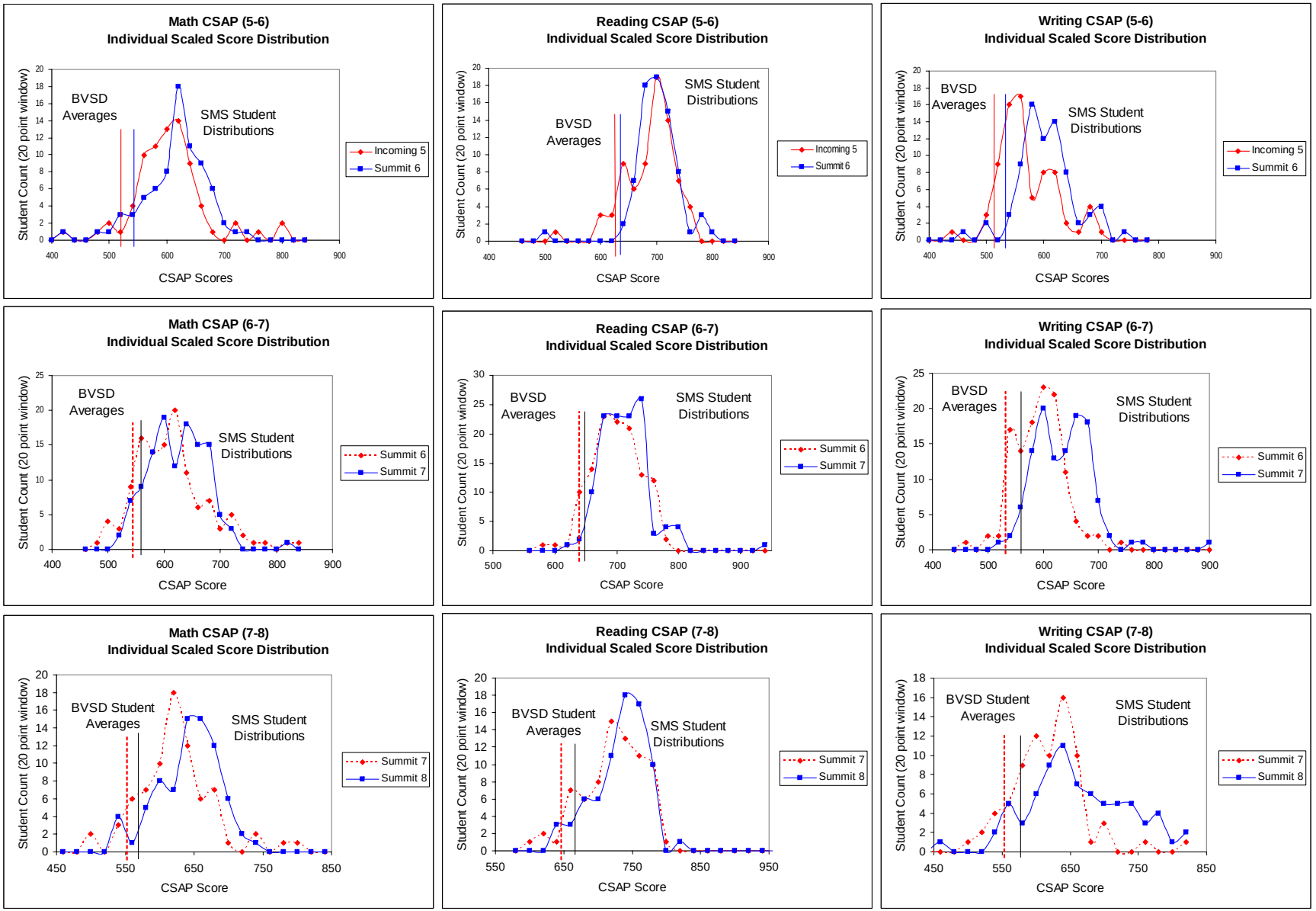


Figure 6.1 CSAP Individual Scaled Score Distribution, 2002 and 2003

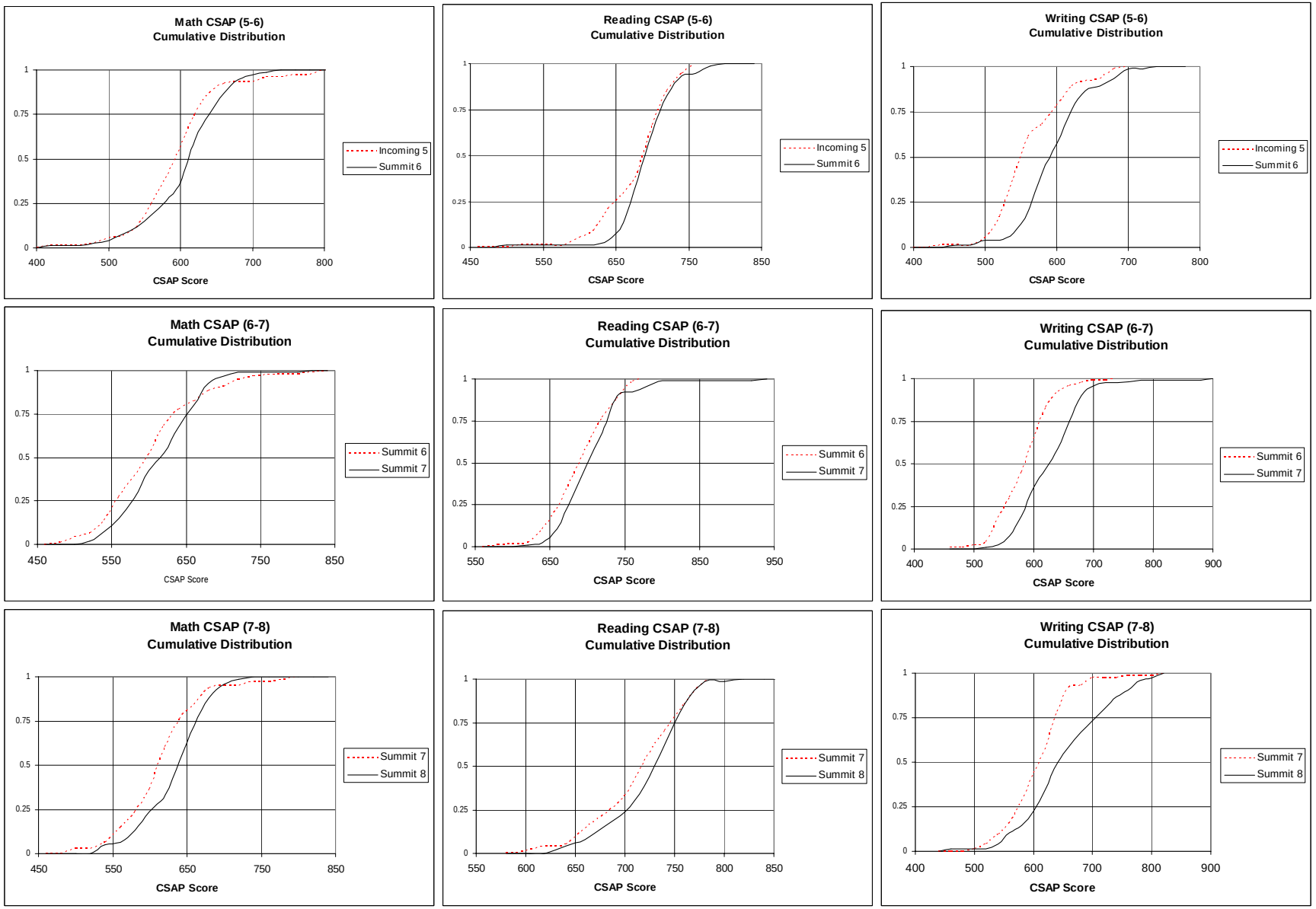


Figure 6.2 Cumulative CSAP Scaled Score Distribution, 2002 and 2003

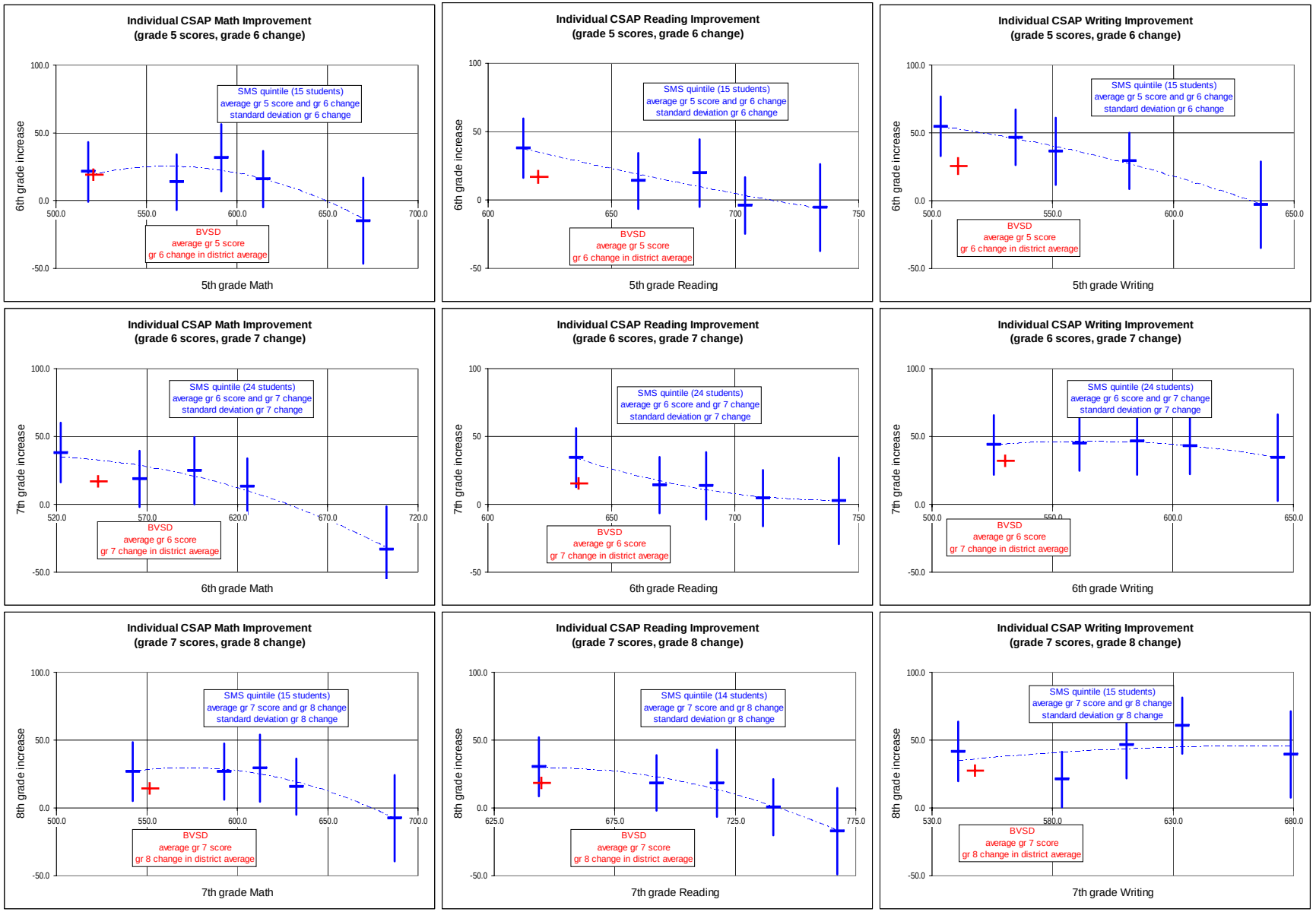


Figure 6.3 Individualized Longitudinal Scaled Score Changes, 2002 to 2003

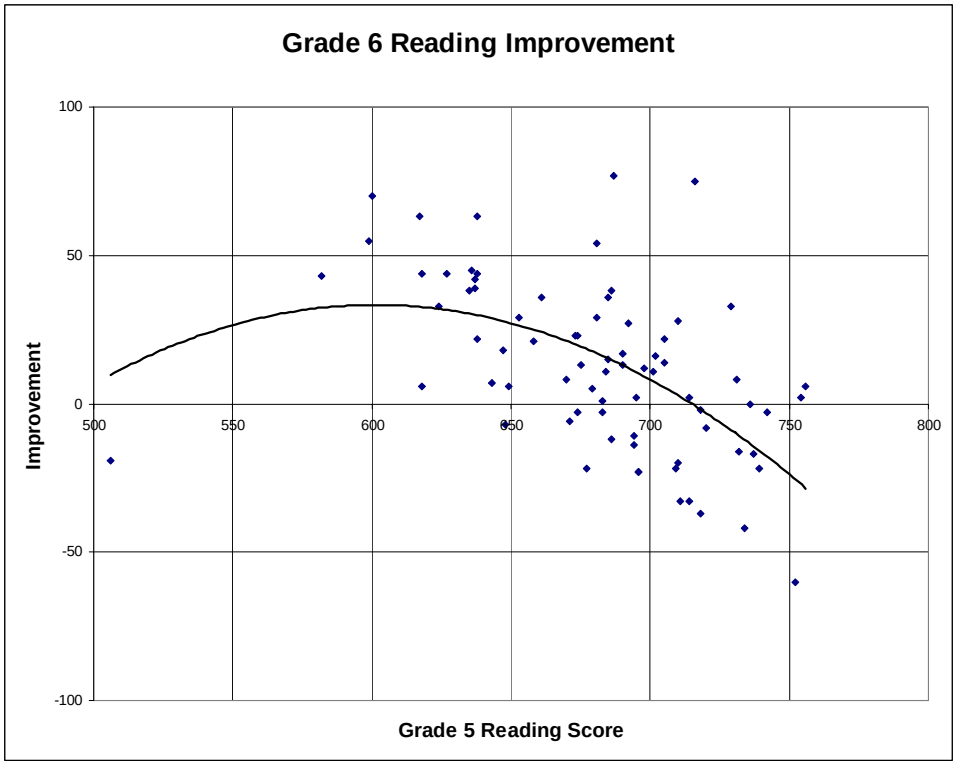


Figure 6.4 Scatterplot of Individual Test Results

This was brought to the attention of the faculty, it was discussed seriously, and a number of potential causes were identified. A significant potential cause was identified as a mismatch between what the CSAP tests in any particular grade address and what the students in Summit's more advanced Math courses are learning. Since it is possible that the plotted results may indicate that there are some aspects of more basic Math that the students in the advanced courses are forgetting, and that these may be affecting the ability to pick up the higher Math concepts quickly, the faculty decided to add an appropriate level of revisit to some fundamentals into the higher courses. We will review the results from the testing in 2004 to see if this trend continues. If there is a marked improvement, then this will be the first instance in BVSD where this type of detailed CSAP test result review will have resulted in a measurable improvement in performance of a targeted student population through adjustments in teaching or course content.

Note that each of these plots also has a mark indicating the average BVSD scaled score for that test in the previous year and the increase in that average score for the current year. This would appear to show that the average 5$^{th}$ grade BVSD student's academic performance improves farther during 6$^{th}$ grade at Summit than it would at an average BVSD 6$^{th}$ grade (also note that the BVSD average includes Summit). Without knowing the yearly changes for students at all performance levels across the district, it's not possible to accurately assess this. However, having recognized the potential of using this type of data analysis, we have discussed with the BVSD assessment office the value of developing a district-wide analysis presented in this manner. It will allow every school to see where they are strong and where they can benefit from experience at other district schools. It will also help the district identify strong academic programs or implementations and then direct struggling programs toward those programs. As the analysis expands down to the item analysis within each test area, the opportunity for district-wide strengthening of the academic programs is further improved.

## Comprehensive Test of Basic Skills (TerraNova)

The CTBS (TerraNova) was given to all Summit students in April 2003, with results being available too late to be included in each year'' annual report, as is the case for the CSAP results. As a result, these summaries present the information available in the Fall of the 2002-2003 academic year.

Summit students took the *TerraNova* test in May 2003, one month later than usual owing to many incidents of illness during the spring semester.

Before CSAP was instituted in Colorado, Summit annually administered the complete *TerraNova* (CTBS) battery to all students in all grades. As CSAP has been rolled out to all grades (through grade 10) and subjects, Summit has continued to administer subsets of the *TerraNova* battery only in Vocabulary, Language Mechanics, Mathematics, Math Computation, and Spelling. To permit a year-to-year comparison through the most recent year available, only these subjects are reported in the table below. Diagonals in the table from upper right to lower left represent the change in student achievement as measured by the yearly progress of each cohort of students (one shaded example is shown).

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 academic growth, Summit has administered one-grade-level-higher tests to all students since 1998-1999. Because the *TerraNova* tests are normed for a range of grades, the score reports for Summit students are valid and comparable, and students are not penalized for taking the more advanced tests.

## Summit *TerraNova* Median Scores Expressed as National Percentiles

| Vocabulary | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 | 1996-1997 |
|---|---|---|---|---|---|---|---|
| 6th Grade | 90.8 | 85.0 | 86.8 | 87.6 | 89.0 | 88.2 | 88.7 |
| 7th Grade | 84.4 | 86.6 | 84.8 | 87.2 | 86.4 | 87.0 | 90.6 |
| 8th Grade | 90.4 | 89.3 | 89.9 | 91.0 | 88.8 | 91.4 | 84.9 |

| Language Mechanics | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 | 1996-1997 |
|---|---|---|---|---|---|---|---|
| 6th Grade | 83.1 | 83.0 | 77.5 | 81.1 | 86.2 | 81.5 | 78.5 |
| 7th Grade | 77.5 | 83.8 | 83.6 | 80.7 | 80.0 | 75.8 | 79.5 |
| 8th Grade | 81.0 | 86.5 | 89.0 | 87.3 | 84.4 | 80.7 | 73.5 |

| Mathematics | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 | 1996-1997 |
|---|---|---|---|---|---|---|---|
| 6th Grade | 91.6 | 90.4 | 91.3 | 89.3 | 80.0 | 92.2 | 87.9 |
| 7th Grade | 92.5 | 91.5 | 88.7 | 85.8 | 90.3 | 84.9 | 87.1 |
| 8th Grade | 92.3 | 89.3 | 87.0 | 92.7 | 88.7 | 90.3 | 88.6 |

| Math Computation | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 | 1996-1997 |
|---|---|---|---|---|---|---|---|
| 6th Grade | 93.7 | 91.8 | 90.7 | 91.0 | 84.4 | 74.0 | 64.6 |
| 7th Grade | 90.9 | 89.7 | 87.7 | 88.3 | 91.4 | 81.0 | 84.1 |
| 8th Grade | 91.2 | 89.0 | 85.0 | 88.5 | 85.5 | 88.5 | 81.2 |

| Spelling | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 | 1996-1997 |
|---|---|---|---|---|---|---|---|
| 6th Grade | 77.7 | 78.8 | 72.5 | 75.5 | 69.4 | 80.2 | 83.3 |
| 7th Grade | 73.7 | 73.3 | 64.0 | 66.7 | 67.4 | 73.3 | 78.2 |
| 8th Grade | 91.3 | 88.0 | 89.3 | 88.7 | 88.9 | 72.8 | 72.0 |

On the whole, Summit's students increase in national percentile score during their tenure at Summit, with an intervening dip in 7th grade in some subjects. The increase in national percentile score is seen also in Summit's lowest-performing, 10th-local-percentile students (data not shown).

Another indicator of Summit's effectiveness is its students' "anticipated difference" scores, the difference between actual achievement and anticipated performance based on cognitive skills. Each year, Summit students have had significantly positive anticipated-difference scores in most subjects in every grade.

This year, seven 6th graders, four 7th graders, and one 8th grader did not take the Test of Cognitive Skills (TCS). For those students who took both *TerraNova* and TCS, areas of exceptional relative strength in spring 2003 were the following, with anticipated differences shown in parentheses:

- 6th grade: vocabulary (+15.5), math computation (+23.6)
- 7th grade: math computation (+12.1)

- 8th grade: math computation (+10.3), spelling (+15.2)

Areas of relative weakness in spring 2003 were:

- 7th grade: language mechanics (-3.9), spelling (-5.1)
- 8th grade: language mechanics (-1.8)

Some of these areas of relative strength and weakness are apparent in the table of median national percentile scores based on a comparison of scores from prior years.

# 7

# Grants and Awards

## Grants and Fundraising

### Walton Family Foundation

A generous 2002 grant from the Walton Family Foundation has been used primarily to fund library materials, technology and curriculum development project. 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. The Walton grant will allow faculty to work on further curriculum refinement this summer.

### Tools for Learning

Summit's primary fundraising program is its annual charitable contribution campaign, Tools for Learning. $99,000 was raised in Summit's 2003-2004 Tools for Learning fund drive from parents, families, and corporate matching contributions. Approximately 67% of Summit families contributed directly to the fundraising program. Other families contributed in other ways such as through a library donation program and a grocery program.

Tools for Learning funds have been allocated to purchase science lab equipment, musical instruments, computer display devices, computers for student and faculty use, and support for student activities such as the musical.

While this year's Tools for Learning Campaign was extremely successful, the funds raised only partially mitigate for the less than pro-rata share of override funding assigned by contract to Summit's students and the other income sources, such as specific ownership taxes, not shared at all with Summit.

## School Honors

In the Fall of 2003, Summit was awarded the No Child Left Behind Blue Ribbon School Award. The Blue Ribbon is awarded by the U.S. Department of Education and is the most prestigious educational award given by the federal government. Summit was given this award under the category of 'consistently high achieving schools'. Summit was the only Colorado middle school, and one of only a handful nationwide, to receive this award during the 2003-2004 academic year.

## Student Awards and Honors

### *Mathematics*

Summit's MATHCOUNTS team, consisting of Marshall Carpenter, Thomas Davids, Victor Li and Charlie Wilcox, and coached by Mrs. Frohbieter, placed second among 27 teams in Colorado at the state competition at the Colorado School of Mines on March 20th. Marshall won the individual competition for the second year in a row, and Thomas placed third in a field of 202 competitors. Marshall and Thomas, along with two students from Boltz Middle School in Fort Collins, represented the state of Colorado at the national competition in Washington D.C. on May 7th.

### *Spanish*

In the National Spanish Exam, several Summit students placed in the top five in the state, and one student placed among the top five Spanish students nationally: Kate MacDonnell, Level 1-OE (outside experience), placed 4th in the nation

Level 01 / State Place

- Emily Woods / 1
- Raj Nalitham / 2
- Kelly Hartzell / 3
- Melissa Rabin / 4
- Alan Seltzer / 5

Level 1 / State Place
- Allie Johnson / 2
- Margot Van Loon / 2
- Andrew Hyde / 4
- Lisa Han / 5

Level 1 OE / State Place
- Kate MacDonnell / 1
- Jordan Cahn / 2

Level 2 / State Place
- Sam Galler / 1
- Ryan Schmitz / 4
- Rachel Baum / 5

Over 25% of Summit's students placed in the top 10 percent in the national level.

### *History*

*2004 History Day*

Thirty-five students from Summit participated in Regional History Day on March 6th, competing with other students from middle schools in the Boulder Valley sand St. Vrain School Districts. Fifteen Summit students (one alternate) were selected to compete in the State History Day competition held at CU Boulder. The following is a list of students and the category in which they participated at the state competition:

- Individual Documentary: Sally Guthrie
- Group Documentaries: Matthew Eckstein, Chris Douglass, Tamara Sparks, Aja Ringenbach, Megan Kerry
- Group Performance: Hanna Hayden, Sarah Stancliffe, Megan King
- Papers: Annie Smart, Allie Johnson
- Individual Performance: Jen Godina, Nina Basta, Colleen Atcheson

Two students qualified for the National competition to be held at the University of Maryland in June. Annie Smart (paper) and Jen Godina (individual performance), were honored as state champions in their respective categories. Allie Johnson received third place for her paper and qualified as an alternate for National. The group performance of Hanna Hayden, Sarah Stancliffe, and Megan King earned an honorable mention.

## Teacher Awards

The Summit Board of Directors presented its eighth annual Outstanding Teaching Award to Stephanie Weber, Science teacher, during graduation on June 4, 2004. 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.

# 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.

## Committees

The need for committee work has been 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 Parent Volunteer Connection (PVC); and the Fundraising Committee. Other standing committees are the Accountability, Assessment, and Accreditation Committee (AAA); Hiring, Budget, Science Fair, National History Day, School Climate, and Grant Writing. Ad hoc groups of volunteers also staff our hospitality, staff appreciation, newsletter, and teacher/staff support functions.

## Summit Board of Directors, 2003-2004

- Terms expire May 31, 2004: Betsy Phelan, Barb Kostanick, and Paul Atcheson
- Terms expire May 31, 2005: Ashley O'Connor, David Schermerhorn, Debbie Feyh, Tom Mahowald
- 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.

## Accreditation

Public school accreditation in Colorado is a two-level process, with the state accrediting school districts and districts accrediting schools. During the 2001-2002 school year, BVSD 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 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, the BVSD administration has accepted CLCS-based site accreditation review in lieu of district-directed site reviews to also satisfy the district site review requirement.

Summit had been scheduled for its two-day site review during the 2004-2005 academic year, to coincide with its charter renewal. However, because of its recognition as a NCLB Blue Ribbon School, Summit was granted the five-year accreditation approval this past year, meaning that the next accreditation site review will be scheduled for the 2008-2009 academic year. Summit will continue to submit the required yearly SIP/EOY reports and will continue to be active in DAC.

## School Improvement Plan (SIP) Goals for 2003-2004

The following SIP goals were adopted by Summit's AAA Committee and Board of Directors for 2002-2003 and carried over for 2003-2004 unchanged. Progress toward each goal over the course of the year is assessed at the conclusion of the academic year and will be incorporated into the SIP report provided to BVSD as part of the accreditation process in the Fall. Summit's 2002-2003 SIP, provided to BVSD in October 2002, was reviewed by DAC and accepted as compliant with district accreditation standards.

**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 (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 establishment 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 6th and 7th grade students during academic year 2002-2003.

**Goal 4 (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. Summit's directors and principal participated in CLCS programs and retreats in 2003-2004.

# 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 for many regular operations. In return, Summit's continued success is critically dependent on the level of satisfaction its programs provide to its parent community.

## History of Community Support

Summit was conceived by a group of parents in January 1995. Since then, there has been a steady level of support from parent volunteers working to make Summit succeed. This has included efforts in the initial creation of the school, fitting the school into modular classrooms at the Southern Hills facility, moving the school to the building that previously housed Majestic Heights Elementary School in South Boulder, and continuously working to ensure that the Summit program was successful.

## Community Support and Involvement

We continue to enjoy strong community support for Summit's program in a number of ways. Such involvement included volunteers judging Summit's numerous Science Fair and History Day projects and work with BVSD's Community Schools program to host elementary school groups that use Summit's multi-purpose room on weekday evenings.

Historically, Summit students have given back to the community in many ways. This year's activities have continued that tradition with a variety of efforts. A Carnival organized through the Spanish Club supported a wish granted to a seriously ill child who wanted to bring his grandparents here for a visit from Mexico. Summit's History Club continued with a wide range of community service activities including tutoring elementary school students at a low-income school, painting siding for a Habitat for Humanity home, food drives, book sorting for a public library book sale, and participating in the Race for the Cure at CU, to raise cancer research funds. The club also sponsored its fourth annual "Showers To Go" project, an award-winning service project, which provides fabric bags full of personal hygiene supplies to the needy, especially the homeless. The Student Council has also been very active this year. They chose to raise funds to support a program in Thailand that provides housing, education and healthcare to adolescents who are at high risk of becoming involved in the sex trade.

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 lunch supervision, 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. More than 60% of the Summit households were active in volunteer efforts of one sort or another during this past year.

## Student, Parent, and Staff Surveys

During the months of January and February 2004, satisfaction surveys were distributed to Summit students and parents. These surveys are reviewed and compiled confidentially by Summit's AAA committee, and reviewed with the Summit Board and faculty. A summary of survey results for 2003-2004 is also set forth below.

### *Student Survey*

Most of the students (281 of 309) 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 addition, each core subject contains a question submitted by the staff for particular relevance to each core area. The student feedback is closely evaluated to assist in establishing improvement plans. Complete summary details are shown in the accompanying table.

## *Social Environment*

Responses in the area of social experience generally show 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, enforcement of behavioral standards, and the classroom environment's impact on learning.

In support of the administration's attempts to promote positive social interaction among students, a question specifically addresses the issue of bullying. Approximately one-quarter 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.

The following tables present the district Student Climate survey results and the portions of Summit's internal student survey that pertain to the school climate. In general, students at Summit indicate that they are having a positive learning experience. In the district survey, Summit students show higher levels of favorable responses than the BVSD average in every question without exception. No question generated a favorable response rating of less than 50%. The questions that produced the lowest favorable ratings generally relate to verbal harassment or embarrassment, however the feeling of safety is very high - questions 6, 9, 23, 32, 54 and 60 all produced favorable responses greater than 80%.

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| 2003-2004 Student Survey of Social Environment | | | |
|---|---|---|---|
| | Yes | Partially | No |
| Summit in General | | | |
| Satisfied with Summit | 92% | n.a. | 8% |
| Adequate assignment coordination | 57% | 35% | 7% |
| Satisfied with elective grading and homework | 79% | n.a. | 21% |
| I participate in extra-curricular sports | 67% | n.a. | 33% |
| I attend Summit's social activities | 72% | n.a. | 28% |
| I enjoy coming to school | 74% | n.a. | 26% |
| Summit's Behavioral Standards | | | |
| Behavior expectations are clear | 84% | 12% | 4% |
| I feel safe at Summit | 93% | n.a. | 7% |
| I have observed or experienced bullying | 25% | n.a. | 75% |
| Summit has a fair discipline policy | 81% | n.a. | 19% |
| Discipline policy is fairly applied | 70% | n.a. | 30% |

| | | Social Studies | | | Foreign Language | | | | | | | | | Mathematics | | | | | | | English | | | | Science | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| course | | World History | American History | World Geo & Int Studies | Beg German | German I | German II | Beg French | French I | French II | Beg Spanish | Spanish I | Spanish II | Pre-Algebra | Pre-Algebra Hon | Algebra A | Algebra B/Intro Geom | Accel Alg | Proof Geom | Alg II/Trig | English I | English II | English III | English IV | Biology | Physical Sci - Phys | Physical Sci - Earth | Chem/Phys - Physics | Chem/Phy - Chemistry | Adv Topics |
| | student count | 85 | 91 | 103 | 10 | 11 | 11 | 25 | 24 | 25 | 49 | 64 | 56 | 56 | 20 | 59 | 40 | 36 | 51 | 15 | 65 | 92 | 96 | 23 | 88 | 36 | 55 | 51 | 15 | 35 |
| The level of difficulty of the material is | too hard | 1 | 2 | 12 | 0 | 0 | 0 | 4 | 4 | 0 | 12 | 3 | 2 | 4 | 5 | 8 | 3 | 0 | 2 | 7 | 3 | 5 | 11 | 9 | 6 | 11 | 9 | 10 | 0 | 9 |
| | about right | 85 | 89 | 83 | 90 | 82 | 100 | 92 | 92 | 96 | 80 | 88 | 79 | 61 | 85 | 63 | 75 | 97 | 84 | 93 | 94 | 85 | 84 | 96 | 85 | 83 | 73 | 82 | 87 | 74 |
| | too easy | 9 | 3 | 3 | 10 | 9 | 0 | 4 | 0 | 4 | 8 | 6 | 23 | 23 | 5 | 24 | 18 | 3 | 10 | 0 | 3 | 5 | 1 | 0 | 6 | 3 | 9 | 8 | 13 | 17 |
| | unsure | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 3 | 4 | 13 | 5 | 5 | 8 | 0 | 2 | 0 | 2 | 3 | 3 | 0 | 6 | 3 | 9 | 2 | 0 | 3 |
| Material is presented at a pace which is | too hard | 4 | 8 | 8 | 10 | 9 | 0 | 0 | 13 | 8 | 10 | 8 | 0 | 11 | 10 | 7 | 5 | 6 | 10 | 7 | 3 | 8 | 9 | 9 | 7 | 14 | 7 | 6 | 7 | 9 |
| | about right | 78 | 86 | 83 | 80 | 55 | 91 | 96 | 83 | 88 | 82 | 83 | 71 | 70 | 65 | 73 | 68 | 86 | 73 | 60 | 92 | 82 | 82 | 96 | 80 | 78 | 73 | 76 | 67 | 74 |
| | too easy | 11 | 1 | 5 | 10 | 27 | 0 | 0 | 4 | 8 | 4 | 9 | 29 | 13 | 15 | 22 | 18 | 3 | 8 | 40 | 2 | 4 | 2 | 0 | 8 | 3 | 9 | 12 | 20 | 3 |
| | unsure | 2 | 1 | 2 | 0 | 9 | 0 | 0 | 0 | 0 | 2 | 0 | 4 | 5 | 10 | 0 | 13 | 3 | 6 | 0 | 0 | 3 | 3 | 0 | 3 | 0 | 9 | 6 | 7 | 3 |
| Texts and materials are informative, well written, and support my learning | agree | 89 | 88 | 88 | 80 | 55 | 82 | 92 | 88 | 84 | 88 | 86 | 86 | 73 | 65 | 71 | 65 | 78 | 71 | 100 | 92 | 85 | 79 | 96 | 91 | 67 | 78 | 76 | 73 | 54 |
| | partially agree | 6 | 11 | 9 | 20 | 45 | 18 | 8 | 13 | 8 | 8 | 13 | 14 | 25 | 35 | 24 | 30 | 19 | 27 | 0 | 5 | 12 | 18 | 0 | 8 | 28 | 18 | 22 | 20 | 43 |
| | disagree | 5 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 8 | 4 | 2 | 0 | 2 | 0 | 5 | 5 | 3 | 2 | 0 | 5 | 3 | 4 | 4 | 1 | 6 | 4 | 2 | 0 | 3 |
| The homework is appropriate to the course goals and difficulty | agree | 84 | 87 | 62 | 70 | 64 | 91 | 92 | 83 | 88 | 90 | 81 | 89 | 77 | 65 | 71 | 65 | 92 | 78 | 93 | 88 | 86 | 74 | 91 | 85 | 78 | 71 | 82 | 67 | 63 |
| | partially agree | 11 | 10 | 27 | 30 | 36 | 9 | 8 | 17 | 8 | 6 | 16 | 7 | 14 | 30 | 22 | 23 | 6 | 16 | 7 | 8 | 12 | 17 | 4 | 13 | 17 | 24 | 16 | 13 | 26 |
| | disagree | 6 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 2 | 4 | 11 | 5 | 7 | 13 | 3 | 4 | 0 | 5 | 3 | 9 | 4 | 2 | 6 | 5 | 2 | 13 | 9 |
| The instructor is respectful, supportive, and knowledgeable | agree | 85 | 96 | 83 | 70 | 55 | 91 | 96 | 96 | 92 | 92 | 89 | 77 | 79 | 55 | 78 | 70 | 94 | 69 | 80 | 91 | 87 | 78 | 96 | 84 | 78 | 85 | 90 | 73 | 83 |
| | partially agree | 8 | 4 | 14 | 20 | 36 | 9 | 4 | 4 | 4 | 4 | 9 | 14 | 9 | 35 | 17 | 23 | 6 | 24 | 20 | 3 | 8 | 15 | 0 | 11 | 22 | 13 | 2 | 13 | 14 |
| | disagree | 8 | 1 | 4 | 10 | 9 | 0 | 0 | 0 | 4 | 4 | 3 | 7 | 11 | 10 | 7 | 8 | 0 | 6 | 0 | 6 | 5 | 10 | 4 | 5 | 0 | 2 | 8 | 13 | 6 |
| The instructor provides a unit plan, outline, or calendar of assignments | agree | 88 | 96 | 61 | 20 | 45 | 73 | 44 | 75 | 72 | 45 | 47 | 77 | 25 | 95 | 92 | 25 | 36 | 18 | 27 | | | | | 94 | 78 | 67 | 80 | 47 | 66 |
| | partially agree | 1 | 4 | 30 | 20 | 27 | 27 | 28 | 21 | 28 | 22 | 27 | 18 | 20 | 0 | 7 | 15 | 28 | 33 | 40 | | | | | 2 | 17 | 29 | 14 | 20 | 26 |
| | disagree | 11 | 0 | 9 | 60 | 27 | 0 | 28 | 4 | 4 | 33 | 27 | 4 | 55 | 0 | 2 | 60 | 36 | 49 | 33 | | | | | 3 | 6 | 4 | 4 | 27 | 11 |
| Tests, quizzes, homework, and projects are graded and returned in a timely manner | agree | 75 | 86 | 42 | 90 | 73 | 100 | 72 | 71 | 80 | 84 | 86 | 79 | 57 | 95 | 86 | 85 | 83 | 82 | 93 | 75 | 54 | 58 | 96 | 68 | 69 | 62 | 75 | 67 | 49 |
| | partially agree | 19 | 12 | 41 | 10 | 18 | 0 | 24 | 29 | 16 | 12 | 13 | 20 | 38 | 5 | 14 | 13 | 17 | 16 | 0 | 20 | 27 | 33 | 0 | 30 | 28 | 22 | 18 | 20 | 43 |
| | disagree | 6 | 2 | 17 | 0 | 9 | 0 | 4 | 0 | 4 | 4 | 2 | 0 | 4 | 0 | 0 | 3 | 0 | 2 | 0 | 5 | 17 | 13 | 4 | 3 | 3 | 16 | 8 | 13 | 9 |
| In my history class I am aware of homework due dates, project deadlines, and unit goals to benchmarks | agree | 81 | 88 | 61 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | partially agree | 11 | 12 | 34 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | disagree | 6 | 0 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My language class requires that I use the target language every day | agree | | | | 80 | 55 | 73 | 68 | 79 | 80 | 82 | 73 | 80 | | | | | | | | | | | | | | | | | |
| | partially agree | | | | 20 | 36 | 27 | 28 | 17 | 16 | 12 | 23 | 18 | | | | | | | | | | | | | | | | | |
| | disagree | | | | 0 | 0 | 0 | 0 | 4 | 4 | 6 | 2 | 2 | | | | | | | | | | | | | | | | | |
| In my math class I am learning both the meaning of concepts and the processes for solving problems | agree | | | | | | | | | | | | | 80 | 85 | 86 | 75 | 94 | 84 | 87 | | | | | | | | | | |
| | partially agree | | | | | | | | | | | | | 16 | 20 | 10 | 18 | 3 | 10 | 7 | | | | | | | | | | |
| | disagree | | | | | | | | | | | | | 4 | 5 | 2 | 5 | 3 | 4 | 7 | | | | | | | | | | |
| I receive a unit packet with major assignments and due dates at the start of each English unit | agree | | | | | | | | | | | | | | | | | | | | 92 | 95 | 98 | 96 | | | | | | |
| | partially agree | | | | | | | | | | | | | | | | | | | | 3 | 3 | 2 | 0 | | | | | | |
| | disagree | | | | | | | | | | | | | | | | | | | | 5 | 2 | 1 | 4 | | | | | | |
| Curricular concepts are supported by demonstrations, hands-on and laboratory experience | agree | | | | | | | | | | | | | | | | | | | | | | | | 90 | 67 | 78 | 69 | 73 | 83 |
| | partially agree | | | | | | | | | | | | | | | | | | | | | | | | 9 | 33 | 20 | 25 | 13 | 17 |
| | disagree | | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 2 | 6 | 13 | 0 |

Summit Student Survey Summary Table 2003-2004 Academic Year

| 2003-2004 Student Survey of Classroom Environment | |
|---|---|
| Conducive to learning | 65% |
| Inconsistent | 27% |
| Disruptive | 8% |

## *Academics*

The student evaluations of the core curriculum show consistently positive responses. For nearly all courses, a strong majority of the students feel that the academic difficulty and the pace at which the coursework is presented are at the desired level. In addition, the students' perception of the classroom materials and homework is positive. Students generally feel that they know what is expected in class, and they also feel that the instructors are respectful, supportive, and knowledgeable.

## *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). 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.

## *Parent Survey*

A total of 99 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.

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 95% of responding parents expressed overall satisfaction with the educational experience at Summit. Regarding homework, 77% of parents indicated that the amount was "about right" or "too little," and 23% indicated there was too much homework. The average amount of homework reported was about 10 hours per week, with a few parents reporting that their students required in excess of 20 hours per week to complete the homework. 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, while recognizing that time management and prioritization are two of the key skills at which Summit students become adept during their time at Summit.

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.

## *District Snapshot Survey*

A summary is presented of the "Snapshot" survey of Summit parents and staff conducted by the district in February 2003 and 2004. Staff surveys represent 19 responses. Parent survey results represent 131 responses in 2003 and 159 responses in 2004.

The enclosed table presents the percentage ratings for the parents and staff and compares the results from the 2003-2004 year to those from 2003-2003. Overall, the results demonstrate the satisfaction that the parents and staff have with Summit, with nearly every question producing a 90% or greater favorable result. In last year's survey, four questions showed a significant difference between parent and staff responses. Staff was less favorable regarding the school's having clear rules for student behavior (86% compared to 98%). Staff was more critical of the school's providing material and resources (85% favorable response compared to 92% for the parents). Staff was also less favorable than parents on the question of whether the school teaches the students about the cultural heritage of many groups (81% compared to 96%). Finally, the staff was less positive than the parents regarding the knowledge of

budget decisions (65% compared to 87%). Three of those questions showed improvement in the staff responses sothat no significant difference is now demonstrated. This year, the only question where a significant difference exists between the parent responses and the staff responses is in the question that replaced the 'budget decisions' question from 2002-2003. This year the question referred to the ability to get budget information, and staff was again less positive (74% compared to 98%).

For the 'District Questions' breakout, the numbers are relatively meaningless. In most cases the number of responses was too low, while in others there is little direct relevance. For example, there were only two to six responses from the staff for each of these questions. As a second example, Summit develops its own curriculum within state and district accreditation guidelines, so the question regarding the adequacy of the district curriculum is irrelevant.

Table 9.4 2004 Parent Survey

| Question | Response | | Percentage |
|---|---|---|---|
| Given all aspects of the educational experience, are you satisfied with Summit? | Yes | | 95% |
| | No | | 5% |
| Are you satisfied with the level of challenge your child experiences at Summit? | Yes | | 97% |
| | No | | 3% |
| Does Summit's educational philosophy continue to reflect your expectations? | Yes | | 96% |
| | No | | 4% |
| Did the information that you gathered about Summit correspond to what you are experiencing? | Yes | | 92% |
| | No | | 8% |
| Average number of hours of homework per week? Average = 7.9 hours/week | About right | | 74% |
| | Too much | | 23% |
| | Too little | | 3% |
| | No opinion | | 0% |
| Are Summit's expectations for student behavior (included in the student planner) clear? | Yes | | 98% |
| | No | | 2% |
| When you have had a question or concern, to whom did you raise it, and were your concerns adequately addressed? | Office | Yes | 99% |
| | | No | 1% |
| | Principal | Yes | 92% |
| | | No | 8% |
| | Counselor | Yes | 78% |
| | | No | 22% |
| | Faculty | Yes | 95% |
| | | No | 5% |
| | Board | Yes | 94% |
| | | No | 6% |
| Have you received adequate information regarding teachers' office hours, on-line homework listings, and other resources? | Yes | | 96% |
| | No | | 4% |
| Overall, do you feel you are adequately informed about your child's progress? | Yes | | 94% |
| | No | | 6% |

**Summit Middle School**

**March 2003 and 2004 BVSD Parent Survey Questions and Results, With Staff Survey Results**

Results presented below compare the Strongly Agree and Agree responses with the total number of responses other than "no opinion" or blank. Staff members were asked questions similar to what was asked of parents. About 56.4% of households and 54.3% of school staff surveyed responded.

| | % Agree or Strongly Agree | | | |
|---|---|---|---|---|
| | Parent | | Staff | |
| **Maximize Learning and Achievement** | '03 | '04 | '03 | '04 |
| 1. The school sets high and realistic expectations for my student. | 100 | 98 | 95 | 100 |
| 2. The classes provide a solid foundation for my student's future. | 99 | 100 | 100 | 100 |
| 3. The school has clear rules for student behavior. | 98 | 94 | 86 | 100 |
| 4. My student feels safe at school. | 98 | 99 | 100 | 100 |
| 5. My student has a positive attitude about his/her school. | 96 | 98 | 95 | 100 |
| 6. My student is learning at or above the level I expect. | 96 | 97 | 100 | 100 |
| **Hire a High Quality, Committed Staff** | | | | |
| 7. Teachers at this school encourage my student to do his/her best. | 96 | 98 | 100 | 100 |
| 8. The school principal/administrator demonstrates personal and professional commitment to school improvement. | 98 | 99 | 100 | 100 |
| 9. Teachers at this school are committed to maximizing student achievement. | 98 | 99 | 100 | 100 |
| 10. The school principal/administrator provides effective leadership. | 95 | 98 | 100 | 100 |
| **Manage Assets Responsibly** | | | | |
| 11. The school provides my student with the materials and resources necessary to learn. | 92 | 96 | 85 | 95 |
| 12. Resources at the school are used effectively. | 99 | 97 | 95 | 94 |
| 13. I know how to obtain as much school budget information as I care to. | | 98 | | 74 |
| **Plan and Assess for Continuous Improvement** | | | | |
| 14. I know how to become involved in school decision-making, if I choose. | 98 | 97 | 90 | 100 |
| 15. I have been informed about the school's improvement goals. | 95 | 94 | 95 | 100 |
| 16. The quality of the program at my school has improved since last year. | 94 | 91 | 94 | 100 |
| **Foster Collaboration and Partnerships** | | | | |
| 17. I receive regular reports about my student's academic progress. | 96 | 99 | 90 | 94 |
| 18. Teachers are available to discuss my student's work and behavior. | 97 | 97 | 100 | 100 |
| 19. If needed, school administrators are accessible to me. | 98 | 96 | 100 | 100 |
| 20. I have been encouraged to participate in school activities. | 98 | 96 | 95 | 100 |
| 21. Conferences with teachers have involved me in my student's education. | 96 | 98 | 100 | 100 |
| 22. I receive timely responses to questions and requests for information from my student's school. | 99 | 97 | 100 | 100 |
| 23. I feel welcome at the school. | 98 | 97 | 100 | 100 |
| **Value Diversity and Promote Understanding** | | | | |
| 24. Teachers treat my student with respect. | 99 | 99 | 100 | 100 |
| 25. This school teaches my student about the cultural heritage of many groups. | 96 | 97 | 81 | 93 |
| 26. Students of different cultural, racial and ethnic backgrounds are treated with respect at this school. | 99 | 99 | 100 | 100 |
| 27. Boys and girls have equal opportunities at this school. | 100 | 98 | 100 | 100 |
| 28. Students with disabilities are treated fairly at this school. | 99 | 99 | 100 | 100 |
| 29. My student feels welcome at school. | 99 | 99 | 100 | 100 |
| **District Questions** | | | | |
| 30. The district provides a well-developed curriculum. | 58 | 81 | 50 | 100 |
| 31. The district administration supports school improvement. | 21 | 33 | 50 | 40 |
| 32. The maintenance of the school building and grounds is at the level I expect. | 27 | 39 | 0 | 17 |
| 33. I feel informed about district budget issues. | | 74 | | 40 |
| 34. I believe district educational programs are of high quality. | | 64 | | 67 |
| 35. The district provides a well-developed staff development program. | | | 67 | 100 |
| 36. The district Human Resources Office is responsive to my needs as an employee. | | | | 100 |

(Please note that question 26 has changed slightly from 2003 to 2004.)

(Questions 35 & 36 were asked only of staff, not of parents.)

note that for questions 30-36, only 2-6 staff members responded with opinions in the 2004 survey, so the percentages are statistically unreliable

# 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 Charter 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 Charter 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 members of the Summit Board of Directors or their designees. 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 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 schoolnotes.com postings do not excuse any student from entering homework assignments in his or her assignment book when they are given. However, it provides 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, students are given a Summit Student Handbook, which 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

## Facilities and 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 some undersized playground equipment, installing science laboratory equipment to meet then current code requirements, installing used lockers, remodeling spaces for use as makeshift locker rooms, and implementing bond-funded telecommunications improvements. Beginning in 2001-2002, Summit has had use of an additional portable building (two classrooms) to accommodate fifty more students who were allowed to enroll at Summit under the school's recently renewed charter with BVSD. 2003-2004 saw the purchase of the music portable.

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.

The effects of these limitations are severe. Summit has conducted PE classes, basketball practices, and volleyball practices outside whenever possible, even in the winter. 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 its recent contract negotiations, which 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 2003-2004 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 a district facilities study completed in December 2002.

In response to the ongoing facilities issues, Summit contracted with a local architectural well versed in school facility development to evaluate the feasibility and cost of bringing Summit up to BVSD Middle School standards. The preliminary report on this effort is expected before Jume 30, 2004. We anticipate a fair amount of discussion to follow this report, and expect to develop a recommendation for going forward in the Fall of 2004.

## 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, ID 84-1487925. This organization retains it funds in conservative cash-equivalent vehicles which earn income until they are required for purposes recommended by the Summit Board and designated by the Supporters of Summit Board. Supporters of Summit 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 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, 2004.

### Revenues

For the 2003-2004 school year, Summit received funds applicable to the operating budget from the multiple sources shown in Table 11.1.

Table 11.1. Operating Revenues

| | |
|---|---|
| Per-Pupil Revenue | 74.6% |
| Charter Construction Funding | 3.8% |
| Amendment 23: Textbooks | 0.0% |
| Budget Elections | 11.7% |
| Fundraising | 0.0% |
| TABOR | 1.9% |
| Summer Accrual | 4.2% |
| Carryover from 2001-2002 | 4.6% |

## Fundraising

Summit's Tools for Learning fundraising drive raised nearly $100,000. These funds will be used to meet a variety of needs at the school, including computer lab equipment, library computers, textbooks and reference books, and compensation to retain key faculty members.

## Expenses

Table 11.2 shows Summit's operating budget allocations for 2002-2003, 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.

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 FTE salary in 2003-2004 was about $41,000.

Table 11.2. Operating Expenses

| | |
|---|---|
| Teachers' Salaries | 42.6% |
| Administrative Salaries | 17.2% |
| BVSD Overheads and Services | 30.8% |
| Administrative Expenses | 2.4% |
| Instructional Materials | 1.6% |
| Contingency Reserve | 0.6% |
| Equipment/Furnishings | 5.4% |
| Other | 0.1% |

The next largest budget category is BVSD overheads and services, which make up about 31% 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. Equipment/furnishings accounts for about 5.4% of the budget and is largely driven by use of the Capital Construction funding to purchase the music portable.

Summit's internal contingency reserve was budgeted at 0.6% prior to school opening as a hedge against the possibility of an enrollment shortfall. This relatively low allocation was made possible by establishing a budget that has not required revenue associated with fundraising..

## Balance Sheet

Summit carried an operating funds balance of approximately $23,222 into the 2004-2005 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 presented 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 candidate consists of Summit's curriculum coordinator, mentor teachers, Summit's principal, and a representative from the 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

## David Finell (Principal), 2001

M.S. Education, Curriculum, and Instruction, University of Southern California; M.A. Education, Hebrew Union College, Los Angeles; B.A. Political Science, University of California, Berkeley.

Mr. Finell, Summit's principal, was born and raised in southern California. He attended the University of California at Berkeley, where he earned his B.A. in Political Science. He did his graduate work in education at the University of Southern California and at Hebrew Union College, both in Los Angeles. Mr. Finell earned a Master of Science in Education with a focus on Curriculum Design and Instruction from USC and a Master of Arts in Education from Hebrew Union College. Prior to joining Summit's staff, Mr. Finell had been the principal at three independent schools, located in California and in Colorado, over the past 20 years. An Adjunct Professor in the School of Professional Studies at Regis University, Mr. Finell also teaches courses in Religious Studies to undergraduate students. He also has experience as Chief Operating Officer of a media relations company in Denver. He moved to Colorado from California in 1994 with his wife, Dorey, and their three boys, Arieh, Etan, and Benjamin.

## Doug Ackerson (Music), 2002

B.S. Music Education, Bemidji State University, Bemidji, Minnesota.

Mr. Ackerson spent the first third of his life in Minnesota, the second third in the Chicago area, and hopes to live out the rest of his life in the mountains. He plays 10 instruments, loves taking his guitar or fiddle to an Irish pub on session nights, and now lives in Longmont with his wife, Linda, and their dog, Nemo. Mr. Ackerson graduated from Bemidji State University in the north woods of Minnesota, did graduate work in String Development at the University of Wisconsin in Madison, and believes work is just a way to get paid for having fun doing what he loves best. A serious amateur astronomer, he has hosted numerous "star parties" for his students and their parents. Mr. Ackerson has several original compositions and music arrangements to his credit, and often writes for his performing ensembles. Being a traveler, he has seen much of the world, collected many artifacts, and eaten many interesting foods with more legs than his dog.

## 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 taught at Southern Hills Middle School for 12 years and has long been regarded as a teacher who has made a significant difference in students' lives. He was one of the founding teachers at Summit Middle School in 1996. His coaching career includes 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 often spends summers with students touring Australia, New Zealand, or countries in Eastern or Western Europe or Africa. 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.

## Amanda Avallone (Assistant Principal, Curriculum Coordinator, English), 1996

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

Ms. Avallone has worked as a teacher, administrator, and curriculum writer since 1985 in public, independent, and charter schools, as well as in corporate settings. Her writing experience includes creating educational materials and curriculum guides for Turner Broadcasting and CNN programs. At Summit, where she has worked since 1996, she teaches English IV and Literacy, serves as Assistant Principal for Curriculum and Instruction, and directs the Alternative Licensure Program. In addition to her duties at Summit, Ms. Avallone works freelance as a consultant and teacher trainer. She also serves on the National Assessment Governing Board, an independent, non-partisan board appointed by the U.S. Secretary of Education to set policy for the National Assessment of Educational

Progress (NAEP). In her free time she takes flying lessons, hikes and skis with husband Bryce, and watches old movies with their two pudgy cats.

## Kendra Bartley (Counselor), 1997

M.A. Counseling Psychology and 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, and grew up in Boulder. After graduating from Boulder High, she went to school in Norway for a year and learned to speak Norwegian fluently. During her college years, she worked as a sensory-motor therapist with autistic children, and as a music and drama specialist with developmentally disabled children and adults. Later, she taught life skills to elderly and handicapped adults as an adult education teacher in the Ventura County School District in California. While living in Minnesota, Ms. Bartley received an M.A. degree in Human Development, with a focus on child and adolescent development. Upon returning to Colorado, she became a member of the Longmont Violence Prevention Group, and wrote a federal grant to help fund the 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 became a counselor at Clearview. Ms. Bartley obtained a second master's degree, in public school counseling, from the University of Colorado at Denver. She also attained designation as a Nationally Certified Counselor (NCC) through the National Board for Certified Counselors, Inc. In her free time, Ms. Bartley enjoys camping trips with her husband and two sons, as well as hiking, biking, and playing her guitar.

## 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 was born in Elko, Nevada, and grew up in California and New Mexico. She came to Boulder in 1969 to attend the University of Colorado, where she received M.A. degrees in German and Latin. Ms. Barton has taught German at the elementary, high school and university levels, as well as to business clients, and was an original faculty member for the Kidlingua program in Boulder. Ms. Barton taught German at Summit since the end of the 2001-2002 school year. She has worked as an interpreter in cross-cultural training programs for German-speaking children. Ms. Barton is married with three children, and after many years of home-schooling, she is very excited about being part of the Summit team. Her hobbies include hiking, skiing and dancing.

## Wendy Blakemore (Spanish), 1997

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

As part of her college career, Mrs. Blakemore did independent research 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 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 to many students of various levels and abilities, from preschool to college and beyond and in many settings. She has been a counselor and instructor at Concordia Language Villages, a language immersion camp in Minnesota. In August 2000, she received a Target grant to attend a Spanish immersion teacher seminar through Concordia. Mrs. Blakemore participated in an educational review in 1997 at *El Centro Bilingüe* in Cuernavaca, México. Mrs. Blakemore has received two 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, a senior at Stanford, and Patrick, a freshman at Cornell University. Her free time is spent observing her students' activities, volunteering in the community, running, cycling, and swimming. She and her family continue to travel as much as possible, enjoying Spain, Mexico, the Dominican Republic, Italy, and England in the past few years.

Mrs. Blakemore sponsors the Spanish Club and coaches Summit Boulder training and the track team. She received the Summit Outstanding Teacher Award in 2003.

## Andrew (Drew) Delaney (Math), 2003

B.S. Secondary Education-Mathematics, York College, Pennsylvania.

Andrew Delaney grew up on Long Island then moved to Pennsylvania to complete his degree in secondary education. After graduating from York College he moved to South Florida where he taught in an academy for at-risk high school students in Boca Raton, a Yeshiva in Miami Beach, and in Florida's first charter high school. During his ten years in Florida, he worked both part- and full-time with the First Choice Building Maintenance Company as a supervisor and carpet tech. His wife, Cassidy, is working through her residency program in Denver, which is brought them to Colorado in June. He enjoys deep-sea fishing and surfing, but has yet to find a good spot for those activities since moving to Colorado.

## Talya Dornbush (Art, Physical Education, Health), 2001

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

Ms. Dornbush is a Colorado native. She attended George Washington High School International Baccalaureate program and continued her education at the University of Colorado at Boulder. She graduated with a degree in Fine Arts and Humanities. Her primary emphasis of study was photography; however she also studied ceramics, drawing, painting, sculpture and computer graphics. Ms. Dornbush was a competitive ski racer, played soccer, swam, played tennis, and was a varsity volleyball player in her youth. She taught swimming lessons for six years and coached ski racing as well as competitive snowboarding for the past seven years. She incorporates her travel experience from Mexico, Israel, and Costa Rica into her teaching and hopes to continue traveling. She loves live music and escaping into the wilderness. These interests, as well as teaching, inspire her own artistic journey. Her dual Art/PE role at Summit integrates her athleticism and her artistic interests.

## Polly Doyle (Spanish), 2003

M.A. Spanish (Education concentration), University of Colorado, Boulder; B.A. Spanish and Psychology, Ohio Wesleyan University.

Born and raised in Lancaster, Pennsylvania, Ms. Doyle's love of the Spanish language and culture began during her middle-school years. In 1994, she spent a year living in Spain where she studied art and literature at the University of Salamanca. Her teaching career started at Westminster School, a small private school in Connecticut. In addition to teaching, Ms. Doyle coached varsity field hockey, lacrosse, and swimming, and was a dorm parent for 40 15-year-old girls. In 2000, she moved to Boulder to pursue a master's degree at the University of Colorado. During the summers, Ms. Doyle leads month-long service, learning, and adventure trips in Costa Rica. In her free time, she enjoys running, hiking, and going out to hear live music.

## Ingrid Fotino (Mathematics), 1999

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

Born in Romania, Dr. Fotino was raised in New York and educated in French schools. She brings to teaching the outlook of two different educational systems and a critical approach rooted in her love for philosophy, which culminated in a second place award of at the worldwide "Concours General" competition among French baccalaureate students. The six years she worked in aircraft icing research at NOAA's Wave Propagation Laboratory provide her with a rich source of real-world applications with which she likes to motivate her students. Her teaching career ranges from a stint as a teaching assistant in Romanian language classes at Harvard, to elementary math classes in New York, to calculus and applied math at the Colorado School of Mines and the Metropolitan State College of Denver.

Eager for more direct contact with students, Dr. Fotino returned to secondary teaching. A year as a substitute teacher in the Boulder Valley School District convinced her that Summit was her dream school and she felt very fortunate to

be asked to join its faculty in 1999. Having taught all the Summit math honors classes, she now concentrates on Proof Geometry and Algebra2/Trigonometry, working to refine the curriculum and benchmarks for these courses. Dr. Fotino received Summit's Outstanding Teacher Award in June 2002. She participates in district curriculum meetings and served on an NSF panel in Washington, D.C. ,on Teaching and Learning Centers.

As co-founder of a relief organization for needy families in Romania, Dr. Fotino is active in bringing assistance to her native country. She has been featured in a Romanian Television documentary on the unacknowledged massacres she was privy to as a child prisoner in Soviet-era Yugoslavia. She and her husband, Mircea, are now "semi-native" Coloradans, as their two daughters, Domnica and Adriana, were both born and raised in Boulder. Sports, ballet, and travel are her joys outside school.

## 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. Ms. Frohbieter was born and raised in the Seattle area and moved to New Jersey to work at RCA Astro-Electronics, 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. Volunteer tutoring sparked her desire to teach, and she completed New Jersey's alternative teacher certification program through Trenton State University, for which she was awarded the Geraldine R. Dodge fellowship. Before moving to Colorado, she taught math for several years in a public middle school in Trenton. She was one of the founding teachers at Summit Middle School in 1996. With her husband and two children, Ms. Frohbieter has been enjoying Colorado's excellent skiing and hiking opportunities, and appreciates the atmosphere of academic excellence offered by Summit. Her expectations for all of her students are high, and she provides all the support she can to help them succeed.

## Debby Hanssen (Health Room/Office Administrator), 2002

M.S. Human Nutrition and Nutritional Biology, University of Chicago; B.S. Nutrition, Whitworth College, Spokane Washington.

## 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 brings his experience coaching junior high school, high school, and college students to the teaching of P.E. Before coming to Summit, Mr. Havens spent a year teaching English in Nagano, Japan, through the Japanese Education and Teaching Program. While in Japan, he combined his interests in athletics and working with young people by coaching volleyball and soccer. He continues as a volunteer coach for the Boulder Youth Soccer Association. Mr. Havens was selected as the varsity coach for boys' soccer at Boulder High School in the fall season, 2002-2003. In his spare time, in addition to coaching and playing soccer, Mr. Havens enjoys movies, travel, reading, and sharpening his sense of humor.

## Shelly Hendrick (Finance Manager), 1999

M.P.A. California State University, Hayward; B.A. University of California, Irvine.

## Cheryle Kapsak (Social Studies), 1998

M.A. Interdisciplinary Studies in Social Sciences: Sociology, Psychology, 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 Missoula, Montana. Born into a family of musicians and environmentalists, Ms. Kapsak headed east to Boston and studied flute with the first flutist in the Boston Symphony for four years before pursuing her academic work in the social sciences and religion. She returned to Montana in the summers to camp and hike. Her love of teaching has always been central. She has taught most of her adult life in a variety of settings, from poor neighborhoods in Chicago to a prep school in Omaha, Nebraska. For the past several years she has been teaching and designing curriculum at Regis University in Colorado Springs and Denver. At Regis, Ms. Kapsak has been awarded the Professor of the Year and Excellence in Teaching awards three times. She has done sociological research for Habitat for Humanity and for the Montana judicial system. Now living in Longmont, she and her husband, Dan, are the parents of Gabrielle, and Mary, university students, and Hannah, a Summit student. Ms. Kapsak received Summit's Outstanding Teacher Award in June 2001. She is delighted to be part of the Summit faculty and hopes to continue to make history a living and exciting reality for her students.

## Chris Kilgore (French), 2002

M.A. French Literature, University of Georgia, Athens, Georgia; B.A. French, College of Charleston, Charleston, South Carolina.

After studying French and anthropology in Virginia, South Carolina, and California, Mr. Kilgore went on to study Francophone literature while earning his M.A. at the University of Georgia. He specialized in the identifying role that music plays in defining characters in the literature of the French Caribbean, specifically Martinique and Guadeloupe. Since moving to the Boulder area in 2002, Mr. Kilgore has devoted time to freelance writing and exploring his surroundings. His interests include hiking, camping, winter sports, cycling, travel, and music.

## Christopher Koch (Social Studies), 2003

M.S. Human Ecology, University of Bordeaux, France; B.A. Environmental Science and French, University of Colorado, Boulder.

Mr. Koch draws from a well of life experiences to teach World Geography at Summit. A Boulder native, he left home to pursue a graduate degree in France through a multi-national program sponsored by the World Health Organization. While in France, he had the opportunity to travel in Europe, North Africa, and the Middle East, and later worked on a Greek/Roman archaeological site for six weeks in Israel. After college, Mr. Koch went to sea for three years, studying fisheries populations off the Atlantic Coast for the National Oceanic and Atmospheric Administration, and later worked as an information technology consultant for Fortune 500 companies. Outside of school, he spends as much time as possible in the mountains -- hiking, camping, and exploring the world with his wife, Valerie, and two daughters, Sophie and Savannah.

## Valerie Ammon 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 Algebra B/Introduction to Geometry courses. She also has been actively involved in writing and developing curriculum and standards for the math department. Now with two children, Sophie and Savannah, 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. Mrs. Koch enjoys the challenges of juggling her professional and personal lives.

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

M.F.A. Creative Writing, University of Michigan, Ann Arbor; B.A. Creative Writing, Carnegie Mellon University, Pittsburgh.

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 at the University of Scranton while continuing to work on her writing. In 2000, she had poems published in CutBank and Spinning Jenny. Ms. Kolanowski now enjoys the spruce and aspen of Nederland along with her persnickety Gordon setter, Tess.

## David Liebowitz (English), 2001

B.A. English, Columbia University.

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

## Becky Morley (Library Assistant), 2003

## Haydee Phelps (Science), 2001

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

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 was 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.

## Jaime Simpson (Office Manager, Registrar), 2002

B.A. Communication, San Jose State University.

## Molly Sirkus (Resource Teacher), 2003

M.A. Special Education, Georgia State University; B.A. History, University of Wisconsin in Madison.

Ms. Sirkus was born and raised in Birmingham, Alabama -- a true southerner. She left Birmingham to attend college at the University of Wisconsin-Madison where she received a B.A. in History and a minor in Women's Studies and Jewish Studies. After college, she moved to Atlanta, Georgia. In Atlanta, she was a high school teacher at Centennial High School for students with multiple and severe disabilities. While teaching, she also received her Master's degree from Georgia State University in Special Education. Ms. Sirkus then moved to Boulder where she worked as a multi-intensive teacher at Coal Creek Elementary. She is currently working on a Literacy degree at the University of Colorado-Boulder. In her free time she likes to walk, read, dance, and ski with her husband, Adam Sirkus.

## Peter Teasdale (Science), 2000

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

Mr. Teasdale brings a diverse range of experience to Summit. Before joining Summit's teaching staff, he taught in the International Baccalaureate Program at Poudre High School in Ft. Collins 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, developed a study skills program, coordinated teacher training to introduce scientific methods and materials, created a website 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.

## Stephanie Donaton Weber (Science, Health). 1999

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

Ms. Weber has completed her alternative licensure in science and is currently studying business development and administration in Boulder. In 2002-2003, Ms. Weber organized Summit's Science Fair, and in 2003 her efforts are being focused on health education. In the fall of 2003, she organized the food drive for the Community Food Share where over 980 lbs. of food were collected. In addition, Ms. Weber remains active in the development of the BVSD Health Education Standard in a district-wide committee.

Before coming to Summit, Ms. Weber was an environmental consultant dealing with wetlands mitigation and permitting. She also studied urban wildlife and ecology while teaching college level biology courses. Outside the classroom, Ms. Weber enjoys coaching flag football, volleyball, and lacrosse. She is looking forward to a good snowboarding season this winter with her husband and their two dogs.

## Donna Wharton (Assistant Office Manager/Registrar), 2002

## Cathy Woods (Librarian Media Specialist), 2001

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

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 the New York skyline next to her bed. She says, "I love to read!" That's one reason why she is excited about being Summit's librarian. She also enjoys teaching other people how to find the information they need. The other activity that she really enjoys is painting. She especially likes to paint landscapes from places she has traveled and beautiful flowers she has seen. Ms. Woods lives in Boulder with her husband, two children (one is a Summit student and one is a Summit graduate), a Boston terrier, a Siamese cat, and lots of books!

### Neal Zettas (English), 2002

M.A. Education, University of San Francisco; Bay Area Writing Project credential, University of California, Berkeley; B.A. English, University of California, Berkeley.

Teaching is a second career for Mr. Zettas. Before going back to college to earn his B.A. degree, he was a purchasing manager for an industrial wholesale company. A recent transplant to Boulder, in his free time he enjoys coaching the sports teams of his three active boys. In addition, he likes to camp, bike, hike, and play ultimate Frisbee. Mr. Zettas says that regardless of how little time he has left at the end of his day, he always saves enough time to relax and read a good book.

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