Summit Middle School

Boulder Valley School District
Colorado

1997-98

Annual Report to the Board of Education

Summit Middle School
1492 Knox Drive
Boulder, Colorado 80303

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The quotes appearing in the left column of this report are comments from Summit's spring 1998 parent satisfaction survey.

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Letter from the Board of Directors

It is our pleasure to present Summit Middle School's second annual report to the Boulder Valley School District. Summit's second year of operation has been extremely satisfying and fulfilling. Our primary goal in this second year was to establish Summit as a strong and positive contributor to the Boulder Valley School District by meeting the demand of students and parents for a high-level, academic middle school program.

To reach this goal, Summit endeavored to mature as a school and as an institution. Five factors were keys to this growth. First, the Board of Directors strengthened Summit's administration and transferred administrative tasks from founders and Board members to paid administrators. Second, Summit retained all but two of its full-time teachers from last year to assure a strong and experienced faculty familiar with Summit's mission and clientele. Third, the students, all new to the school last year, have matured and grown. Fourth, we embarked on a focused and funded curriculum-development project. Fifth, Summit emphasized cooperation with Southern Hills Middle School to maximize the benefits of a shared site.

In March 1997, the Summit Board appointed Kirk Adams as acting principal, replacing part-time principal Steve Haas. In July, Summit hired an experienced, full-time principal, Boyd Dressler, widely known among Colorado educators. Mr. Adams assumed the duties of half-time assistant principal to handle discipline and other matters. Dr. Dressler quickly strengthened the administrative operation of the school. Unfortunately, Dr. Dressler encountered health problems which severely interfered with his job. In November, Dr. Dressler requested a reduction in his duties and announced he would eventually have to step down as principal.

Bernita Grove was hired as principal in early December 1997 from a strong field of candidates. Ms. Grove, an experienced educator and principal, assumed the administrative reins at Summit with virtually no disruption. Feedback from faculty, students, and parents concerning Ms. Grove's performance to date has been overwhelmingly positive. Dr. Dressler continues to assist Summit as a volunteer. Summit's assistant principal, Kirk Adams, is a veteran teacher formerly employed for many years at Southern Hills. Mr. Adams served as acting principal from March through June 1997, and has remained a vital part of the administrative team. Mr. Adams is respected and liked by the students, and has had an extremely positive effect on student discipline. He has also provided valuable continuity in the administration.

Summit's faculty has benefitted from its year of collective experience. The teachers are more comfortable in every aspect of their job and have developed solid working relationships among themselves and with the students, parents, and administration. A highlight this year was Summit science teacher Dr. Sharon Sikora being honored as one of three finalists for Colorado Teacher of the Year.

"We are deeply pleased with our children's experience at Summit. . . . We are grateful to the school, its board and faculty."

About 90 percent of last year's sixth and seventh graders returned this year as seventh and eighth graders. Thus, more than two-thirds of this year's students are Summit veterans. These students have adjusted to Summit's high expectations and, by and large, have learned how to manage their workload. In Summit's mixed-age classes, incoming sixth graders are exposed to these older students as positive role models. During the recently completed open enrollment for 1998-99,

100 percent of current Summit sixth and seventh graders applied to return as seventh and eighth graders.

Last year, Summit applied for and received a major grant from the Challenge Foundation. A portion of this grant was deployed to fund a comprehensive curriculum development effort. This project is coordinated by Amanda Avallone, who teaches English half-time and works on curriculum development half-time. Summit has received additional expert assistance from nationally recognized curriculum development consultant Dr. Finlay McQuade. Substantially all of the Summit faculty have participated in this effort last summer and throughout this school year. This project will continue through next year and will yield a strong, well thought-out curriculum, with benchmarks based on Summit standards. These standards build on and exceed State content standards.

Summit has continued to develop its relationship with Southern Hills. This year, Summit and Southern Hills agreed on the same bell schedule. This has resulted in less noise in the halls during class periods and has helped with facilities usage, without significant conflict between Southern Hills and Summit students. Using grant and fund-raised monies, Summit equipped a computer lab in a room made available by Southern Hills. This computer lab is shared by Summit and Southern Hills. We shared interscholastic sports teams under a pro-rata funding agreement. This has had positive effects in bringing together students and parents of both schools. Summit refurbished the mini-gym with the cooperation of Southern Hills, a project which has benefited both schools. There has been an extraordinary degree of cooperation by both programs throughout the year in scheduling facilities.

The sense of being more comfortable with our endeavors has allowed us to move on to the continuing challenge of fine-tuning and improving our program. Tasks at hand include further curriculum development, addressing minor classroom behavior issues in a consistent fashion, making detailed adjustments to administrative assignments, improving classroom technology, and planning for long-term financial stability.

Summit's work this year is proudly detailed in the pages that follow. Some examples of Summit's progress should be highlighted. A very active parent volunteer committee is omnipresent in Summit's operations. Parental response to this year's fund-raising campaign was very gratifying. Standardized test scores were outstanding.

Finally, we would like to express our appreciation for the support of the BVSD Board of Education and administration, which has enabled Summit to develop from an unknown, controversial entity to an accepted, valued part of the District. Every member of the Board of Education has expressed support for Summit. This interest and support at the highest level is a crucial part of the matrix which makes it possible for Summit to flourish and enrich the community. We look forward to many more years of service to students of the Boulder Valley School District.

Sincerely yours,

Summit Middle School Board of Directors
James A. Cederberg, Chair

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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.

"[We are] very satisfied with the academic level that Summit offers."

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Goals and Objectives

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

- To expand educational choices within the Boulder Valley School District by offering middle school students the opportunity to enroll in a rigorous academic program modeled upon the International Baccalaureate Middle Years 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 education 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 its 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.

"Without a doubt, Summit is a wonderful school, trying to do everything well."

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Content Standards

Summit is in the process of adopting content standards that meet or exceed State and District standards. We will then align our curriculum to the content 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. (6) All students reach high standards of achievement.

Summit is well along the path towards standards-based education. The following is the current draft of our content standards, the first step in a comprehensive curriculum development process. Once the standards are finalized, Summit faculty members will write specific benchmarks for the standards, align existing curriculum, identify gaps and / or redundancies, develop valid and appropriate assessments, and create and document curriculum units.

English

Standard 1. Students read and understand a variety of materials.

1.1 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 Given access to appropriate resources, students can make meaningful connections between a text and its cultural, historical, or artistic context.

1.3 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 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 Students can articulate their own reading processes and preferences and self-assess their level of comprehension of written material.

1.6 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.

"The school is great, the teachers are terrific, the curriculum is what we want. My only complaint continues to be that, for those students who want to complete all assignments and do a good job (focus on grades), the homework is too much."

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

2.1 Students can select and incorporate source materials to support and enhance their speaking and writing.

2.2 Students can use the writing process (prewriting, planning, drafting, revising and editing in response to feedback) to produce a variety of written products.

2.3 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 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 Students can write compositions and make speeches that are focused and cohesive.

2.6 Students can produce effective compositions for a variety of rhetorical purposes, including description, persuasion, exposition of research, and literary analysis.

2.7 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.

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

3.1 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 Students can use resources such as spell-check functions and dictionaries to improve spelling accuracy.

3.3 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 their written products.

3.4 Students can speak and write using correct pronoun case and agreement, regular and irregular noun and verb forms, and subject-verb agreement.

3.5 Students can write using the conventions of capitalization, such as to begin sentences, proper names, titles, and nationalities.

3.6 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 Students can use complete simple, compound, and complex sentences in their writing.

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

4.1 Students can infer an author's or speaker's point of view, purpose, and the influence of historical/cultural context.

4.2 Students can solve problems and answer literal- and interpretive-level questions using reading, writing, speaking, listening, and viewing skills.

4.3 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 Students can independently interpret spoken and written texts and justify those interpretations using textual and other support.

4.5 Students can critique the content and style of their own and others' written work and oral presentations.

4.6 Students can articulate and evaluate the processes they used to develop an idea or create a product.

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

5.1 Students can locate, evaluate (e.g., for accuracy, persuasiveness, emphasis), and organize relevant information for reading, writing, and speaking purposes.

5.2 Students can access and use information from a variety of resource materials, including printed texts, library databases, the Internet, and CD-ROM.

5.3 Students can incorporate source materials into an informative and properly documented end product.

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

6.1 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 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 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 U.S. and other cultures.

6.4 Students can identify, explain, and compare key features of particular authors' works (e.g., themes, techniques, historical/cultural backgrounds, perspectives).

6.5 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 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

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

Standard 1 is met by all courses offered by the Summit science curriculum. All students are required to conduct a scientific investigation. Experiments are performed in each science class. Students in all classes are required to keep a laboratory notebook. This notebook provides the mechanism of both self and peer evaluation and as a means of communication.

1.1 Each student can make scientific observations about their world, distinguishing between quantitative and qualitative observations.

1.2 Each student can develop questions that can be explored experimentally, find relevant information in the literature, formulate hypotheses consistent with known phenomena and principles.

1.3 Each student can design and defend an investigation, which includes a written step by step comprehensive procedure, to test a hypothesis, control variables, and collect relevant data.

1.4 Each student can use appropriate measuring tools, technologies and measurement units to collect and record data, evaluate their precision and accuracy, distinguish between observation and inference, and identify sources of error.

1.5 Each student can measure, calculate and report data using the metric and English systems and SI units.

1.6 Each student can explain the need for many observations and determine the number of observations needed to reach an appropriate level of accuracy and reliability in an experiment.

1.7 Each student can maintain a laboratory notebook to record all data, observations, and procedures realizing that this notebook serves as a legal document.

1.8 Each student can function safely, effectively, efficiently and responsibly in a laboratory or field study setting.

1.9 Each student can organize, manipulate, and present data to show functional relationships between observations in order to formulate conclusions.

1.10 Each student 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 Each student can communicate the results of an experiment with fidelity and clarity, using words, graphs, pictures, charts, diagrams, and computer software, in language and forms appropriate for an intended audience.

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

Physical Sciences and the Earth and Chemistry / Physics are the two courses that address this standard. Matter and energy as well as physical and chemical properties are investigated. These concepts are defined. Experiments are performed to explore the interactions of matter and energy. In each of the courses, composition and structure is a consistent theme of discussion and exploration. Transfer of energy is explored through calorimetry and other related topics. Conservation of energy is addressed in many ways including chemical reactions. These topics are some of the ways that Standards 2.1, 2.2 and 2.3 are fulfilled.

2.1 Students know that matter has characteristic properties, which are related to its composition and structure.

2.1.1 Each student can examine, describe, compare, measure and classify objects based on common physical and chemical properties.

2.1.2 Each student can classify matter as solid, liquid, or gas, based on its properties using models.

2.1.3 Each student can distinguish between physical and chemical properties and changes.

2.1.4 Each student can predict the effects of physical changes on properties and composition of matter.

2.1.5 Each student can separate substances based on their chemical and physical properties.

2.1.6 Each student can classify and describe matter in terms of elements, atoms, compounds (both ionic and molecular), and mixtures.

2.1.7 Each student can describe the particles, structure and size of the atom.

2.1.8 Each student is familiar with apparatus and techniques used in a laboratory to measure physical and chemical properties (e.g., the use of rulers, stopwatches, thermometers, balances, etc.)

2.1.9 Each student can identify, classify, list, and predict chemical and physical properties of certain elements from their location in the periodic table.

2.1.10 Each student can describe special precautions in handling common household materials, such as solvents, cleaners, fuels and paints based on their properties.

2.1.11 Each student can explain how physicists and chemists obtain information and list some topics and materials they study.

2.2 Students know that energy appears in different forms, and can move (be transferred) and change (be transformed).

2.2.1 Each student can identify and describe different forms of energy: chemical energy, mechanical energy, thermal energy, electromagnetic energy, and nuclear energy.

2.2.2 Each student understands and can apply concepts of the nature of physical and chemical energy, e.g., rate of change, equilibrium, phase change.

2.2.3 Each student can describe and explain applications associated with conversions between forms of energy (e.g., a refrigerator, a battery, and a solar cell).

2.2.4 Each student can describe qualitative and quantitative relationships, using data, observations, and graphs associated with energy transfer or energy transformation.

2.2.5 Each student can describe and apply concepts related to chemical energy, e.g., chemical reactions, acids and bases, chemical solutions.

2.2.6 Each student can describe, apply, measure, and calculate quantities related to mechanical energy, e.g., force, pressure, momentum, and work.

2.2.7 Each student 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.

2.2.8 Each student can describe, apply, measure and calculate quantities related to electromagnetic energy, e.g., resistance, current, voltage, and electric power.

2.2.9 Each student can describe and apply concepts related to nuclear energy, e.g., radioisotopes, radioactive decay, half-life, and nuclear power and its by-products.

2.2.10 Each student can measure, interpret and calculate the relationship between two or more quantities (e.g., mass and volume or distance and speed).

2.2.11 Each student 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 Each student can identify and classify variables that cause change within a system.

2.3.2 Each student can identify, describe, and predict the effects of external forces acting on matter.

2.3.3 Each student is able to describe and explain physical interactions of matter using conceptual models including the conservation laws of mass and energy.

2.3.4 Each student can observe, measure, and calculate quantities to demonstrate the laws of conservation of mass and energy within a closed system.

2.3.5 Each student can describe, measure and calculate quantities before and after a chemical or physical change within a system.

2.3.6 Each student can identify, describe and apply types of heat transfer: conduction, convection and radiation.

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, ecology).

This standard is satisfied through Biological Sciences and the Environment and Advanced Biology. Characteristics and structure of living things are explored through careful observation of the environment in which they live. These observations are written and shared with classmates. Dissections are a large part of this curriculum. Many representatives, both invertebrates and vertebrates, are scrutinized. Microscope explorations constitute much of the experimental investigation. The connection is always made between the atomic, microscopic and macroscopic worlds. The human body is explored by comparison to the microscopic and macroscopic worlds of the organisms studied. Evolution and genetics, especially the structure and importance of nucleic acids, are addressed. These topics are examples of how the third standard is realized.

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 Each student can identify and describe the characteristics which all life forms share and can discuss the importance of these characteristics in defining new life forms. (e.g., viruses, halobacteria)

3.1.2 Each student acknowledges and explores evidence in support of theories about the origin of life.

3.1.3 Each student can understand, construct and synthesize classification systems based on the structure of organisms.

3.1.4 Each student can understand and apply the concepts and mechanisms of evolution, including biodiversity, adaptation, specialization and extinction.

3.1.5 Each student 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.

3.1.6 Each student 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 Each student acknowledges that everything in the universe is classified as either matter or energy, and that the simplest unit of matter is the atom.

3.2.2 Each student knows 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 Each student can explain the role of energy in the maintenance, repair, growth and development of organisms.

3.2.4 Each student knows that energy and molecules to build essential structures of any organism are obtained from food.

3.2.5 Each student can describe, compare and contrast the processes of photosynthesis and respiration.

3.2.6 Each student can explain the recycling of materials such as water or nitrogen within an ecosystem.

3.2.7 Each student 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 Each student understands that the cell is the fundamental unit of all life and describe cellular organelles and their function.

3.3.2 Each student can compare and contrast the basic structures and functions of different types of cells within an organism and between varying species.

3.3.3 Each student can differentiate among the levels of organization within the whole organism.

3.3.4 Each student can investigate the relationship of structure and function in organisms at both the micro and macro levels of investigation.

3.3.5 Each student can describe the growth and development of several organisms.

3.3.6 Each student knows the structures and functions of the human body systems identifying how the components of the systems interact to perform a function.

3.3.7 Each student acknowledges the interactions and interdependence of the body systems allowing for a healthy organism.

3.3.8 Each student 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 Each student can compare and contrast the purpose and process of cell division (mitosis) with the production of sex cells (meiosis).

3.4.2 Each student can draw the structure of DNA, identifying the components of the structure and understand how the genetic information is stored and duplicated.

3.4.3 Each student understands the general structure and function of the gene and its role in heredity and protein synthesis.

3.4.4 Each student understands that most organs in the body are made of proteins.

3.4.5 Each student understands 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 Each student understands the terms dominant and recessive in terms of genetic traits.

3.4.7 Each student can describe evidence that reveals changes or constancy in groups of organisms over geologic time.

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).

The emphasis of Physical Science and the Earth is to understand the physical properties of the Earth, its history, climate, atmosphere, and weather. This course has followed recent earthquakes which emphasize the dynamic conditions of the Earth. Students in this course have an introduction to the solar system. Students opting for the Astronomy elective explore this discipline in considerable depth. Biological Sciences and the Environment and Advanced Biology address the critical nature of water to life on this planet. Together these courses fulfill Standard 4 of the science content areas.

4.1 Students know and understand the composition of Earth, its history, and the natural processes that shape it.

4.1.1 Each student can describe the Earth's shape, size, and internal structure.

4.1.2 Each student can explain how minerals, rocks, and soils form.

4.1.3 Each student can list, identify, and describe some special properties of and the most common elements in minerals.

4.1.4 Each student can identify and describe different types of rocks (igneous rocks, sedimentary rocks, and metamorphic rocks) and describe the rock cycle.

4.1.5 Each student can describe ways in which fossils are formed, preserved, and used as evidence that life forms have changed over time.

4.1.6 Each student can explain the concepts of absolute time and relative time and apply these to the geologic timetable.

4.1.7 Each student 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 Each student 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 Each student can describe the basic composition, properties, and structure of the atmosphere and its significance to life.

4.2.2 Each student 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 Each student can distinguish between the main types of clouds and describe conditions under which these form.

4.2.4 Each student can describe the energy balance of Earth and its atmosphere, explain how atmospheric circulation is driven by solar heating, and discuss related environmental issues such as greenhouse effect and ozone depletion.

4.2.5 Each student can explain the concepts of climate and weather systems, such as fronts, storms, monsoons and jet streams, and identify the symbols at weather maps.

4.2.6 Each student can investigate factors that control climate and climate change, such as topography, solar radiation, and burning of fossil fuels.

4.2.7 Each student 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 Each student can investigate and compare the properties and behavior of water in its solid, liquid, and gaseous states.

4.3.2 Each student can describe the distribution and circulation of the world's water through oceans, glaciers, rivers, groundwater, and atmosphere.

4.3.3 Each student can describe the hydrosphere and the movement of water in the water cycle.

4.3.4 Each student can describe regional community water budgets and water systems in terms of sources, storage, treatment, and distribution.

4.3.5 Each student can describe the occurrence, distribution, and conditions necessary to support aquatic life.

4.3.6 Each student can describe the composition and physical characteristics of oceans: salinity, temperature, and ocean currents.

4.3.7 Each student can locate and describe the various features of continental margins and ocean basins.

4.3.8 Each student can explain how oceanographers obtain information and list some topics and materials they study.

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 Each student can describe the basic components, composition, size, and theories of origin of the solar system.

4.4.2 Each student can describe the functions of an optical telescope and locate and name some famous constellations.

4.4.3 Each student 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, tides.

4.4.4 Each student can compare the physical and chemical properties of Earth with those of other planets.

4.4.5 Each student can summarize the accomplishments of lunar and Mars exploration, and identify technology needed for space exploration.

4.4.6 Each student can describe the main aspects of the life cycle of a star and compare the Sun with other stars.

4.4.7 Each student can explain how astronomers obtain information and list some topics and materials they study.

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

Every course offered at Summit is united with technology. One emphasis in the curriculum is how change in technology affects theories in science, the way information is gathered, and the type of information available. Students understand that science involves a particular way of knowing and understanding common connections among different disciplines.

5.1 Each student can give examples to show that scientific knowledge is public, reproducible, and undergoing revision and refinement based on new experiments and data.

5.2 Each student can describe advantages and disadvantages that might accompany the introduction of a new technology.

5.3 Each student can give examples of scientific investigations conducted for the purpose of finding a technological solution to a social or individual problem.

5.4 Each student can consider how renewable and nonrenewable energy sources are affected by new technologies and human activity.

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

In every Summit science course, writing and critical analysis are emphasized. Students discover the connection between English courses where essays are written and science courses where papers are also written. Skills developed in each discipline assist students' overall educational growth. Statistics and quantitative data analysis utilize fundamental principles of mathematics. Symmetry, a key concept in biological sciences, is used in mathematics as well. The historical perspective of discoveries enhances the understanding of its importance. Discoveries and technological advances have shaped social developments and movements throughout history. In every Summit science course, these connections are stated whenever present.

6.1 Each student can understand how scientific knowledge is dynamic as demonstrated by stating examples of how the acquisition of new knowledge has modified ideas.

6.2 Each student can describe contributions to the advancement of science made by people in different cultures and at different times in history.

6.3 Each student can design a controlled experiment and understand why this experiment will have comparable results when repeated.

6.4 Each student can distinguish between open and closed systems in experimentation.

6.5 Each student can identify, compare and predict variables and conditions that will effect change within a closed system in any scientific discipline.

6.6 Each student can identify and predict cause-effect relationships within a closed system.

6.7 Each student can identify and illustrate natural cycles realizing they are critical components of a natural system.

6.8 Each student can use a model to predict change, and evaluate the effectiveness of the model.

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.

Safety is crucial to an effective science program. All Summit students and parents sign a safety agreement. All Summit students sign an Internet agreement to have access to these resources. Students are taught in all courses to be respectful of all laboratory materials and equipment. Safety glasses are worn by all students in the laboratory.

7.1 Each student practices proper personal safety techniques, including the wearing of safety glasses and be aware of the safety of all people in the laboratory.

7.2 Each student understands the serious repercussions of inappropriate behavior in the laboratory.

7.3 Each student can properly use several balances, distinguishing the appropriate balance to be used for varying scientific investigations.

7.4 Each student is respectful of chemicals and careful in the handling of all chemicals including acids and bases.

7.5 Each student can identify and know how to use correctly volumetric devises including graduated cylinders, pipettes, burettes, heating and temperature apparatuses including hot plates and various thermometers, dissection tools including scalpels and forceps, and microscopes.

7.6 Each student can properly clean the laboratory and the equipment used at the end of each session.

History

Standard 1: Students understand the chronological organization of history and learn to identify patterns of continuity and change. Students also learn to organize important people, issues, and events into major eras and explain the relationships among them.

1.1 Students can arrange people and events in history in chronological order.

1.2 Students use chronology to organize important historical people, events, and issues into major eras.

1.3 Students use chronology to examine and explain historical relationships, including cause and effect and systemic relationships.

1.4 Students can identify and understand historical continuity and change related to a theme (e.g.. religion) or a region (e.g., Africa, South America).

Standard 2: Students know how to use the processes and resources of historical inquiry and draw meaningful conclusions from their research.

2.1 Students employ the different steps of the research process, including how to ask questions and develop hypotheses about the past, how to obtain and analyze

historical data to test their hypotheses, and how to synthesize information from multiple sources to draw independent conclusions.

2.2 Students interpret and evaluate a wide range of primary and secondary sources of historical evidence.

2.3 Students can detect the inherent biases found in all historical sources and consider the motives and perspectives of the authors of those sources when doing their research.

2.4 Students can present their conclusions in a variety of formats, both written and oral.

Standard 3: Students understand the need for, as well as the structure, function, and evolution of, governmental systems throughout history.

3.1 Students can identify the characteristics and philosophical bases of various systems of government and are able to describe historical examples.

3.2 Students can describe the interaction of geographic, economic, and social factors that have led to the rise and fall of many different governmental systems.

3.3 Students can discuss the inherent connection between government and military power throughout history.

Standard 4: Students understand how economic activity, science, and technology have developed, changed, and affected societies throughout history.

4.1 Students can explain and provide examples of the impact of scientific and technological developments on individuals and societies.

4.2 Students can illustrate how economic conditions and factors influence social organization with respect to various societies.

4.3 Students can cite the historical development and characteristics of various economic systems.

Standard 5: Students understand how contact with other cultures through trade and war has profoundly affected the development of societies, including political institutions, the spread of resources, ideas, knowledge, and culture.

5.1 Students can recount how various societies were affected by contacts and exchanges among diverse peoples and cultures.

5.2 Students can explain how political power has been acquired throughout different societies in history, how it evolves, and how it is lost.

5.3 Students can discuss the history of relationships among different political powers and the development of international relations.

5.4 Students can relate how democratic ideas and institutions in the United States have developed, changed, and / or been maintained.

Standard 6: Students know that religions, philosophical ideas, and the arts have been powerful forces throughout history.

6.1 Students can summarize the historical development of the world's great religions, explain the contexts in which they developed, and analyze their profound effect on human societies throughout history.

6.2 Students can identify the great philosophical ideas of specific individuals or groups who influenced history and describe how their ideas have changed the evolution of human societies.

6.3 Students can make connections between a society's values, including religious and philosophical beliefs, and its arts (literature, painting, music, sculpture, and theater).

Standard 7: Students understand the dynamic nature of the historical perspective and the inherent connections between past and present.

7.1 Students can explain that our understanding of history changes as new information and interpretations become available.

7.2 Students can point to and discuss individuals, both planned and chance events, and ideas that have greatly influenced history and hypothesize about what impact the absence of those individuals, events, and ideas might have had.

7.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historical perspectives.

Geography

Standard 1: Students understand the characteristics and uses of spatial organization of Earth's surface.

1.1 Students use maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

1.2 Students can relate the spatial distribution of physical and human resources to patterns of land use.

1.3 Students can describe spatial patterns of movement, migration, and diffusion (e.g.. movements of people and resources, migration patterns of plants and animals, and the diffusion of ideas, religion, language).

Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and interpret their patterns of change.

2.1 Students can identify the physical and human characteristics of places.

2.2 Students can explain how and why people define regions, and that regions evolve over time.

2.3 Students can give examples of ways culture and experience influence people's perceptions of their environment and how they interact with it.

Standard 3: Students understand how physical processes shape Earth's surface patterns and systems.

3.1 Students can enumerate and define the physical processes that shape Earth.

3.2 Students can list the characteristics and distributions of physical systems of land, air, water, and the biosphere.

Standard 4: Students understand that economic, political, social and environmental systems interact to shape diverse patterns of human populations, movement, interdependence, cooperation, and conflict.

4.1 Students can list the characteristics, location, distribution, and migration of human populations and provide the reasons behind them.

4.2 Students can invoke examples to illustrate both the abundance and complexity of human cultures on Earth, and they can write or speak objectively and respectfully about cultures different from their own.

4.3 Students can identify and discuss the patterns and networks of economic interdependence between individuals, groups, regions, and nations.

4.4 Students can list processes, patterns, functions and causes of human settlement.

4.5 Students can explain how cooperation and conflict among people influence the division and control of Earth's surface.

Standard 5: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

5.1 Students can give examples of ways human actions modify the physical environment.

5.2 Students can explain some of the ways physical systems affect human systems.

5.3 Students can identify changes that occur in the use, location, distribution and value of resources.

Standard 6: Students apply knowledge of political, social, economic, and environmental systems to understand and interpret the past and present and to plan for the future.

6.1 Students can use knowledge of geography to explain past patterns of human and environmental interaction and how those patterns connect us to the present.

6.2 Students can make connections between contemporary issues and the Earth's physical and human systems.

6.3 Students use their knowledge of past and present interactions between people and their environments to predict and plan for the future.

Civics

Standard 1: Students know why governments form, what purposes they have served through history to the present, and what factors influence their development.

1.1 Students can list key features of government and explain how governments are formed, as well as the many, sometimes competing purposes, they can serve.

1.2 Students can identify the essential characteristics of limited and unlimited government.

1.3 Students can articulate the relationships between government, politics, and civic life.

1.4 Students can describe the relationship between government and the social and cultural values held by a society.

1.5 Students can explain how governments are paid for and the inherent relationship between government and economics.

1.6 Students can discuss the relationship between government and different forms of power.

Standard 2: Students understand the basic constitutional principles and democratic foundations of our national, state, and local political systems.

2.1 Students can explain the concept of a constitution and the bases of a constitutional government.

2.2 Students can trace the historical development of democratic systems of government and explain how the constitutional republic of the United States was based on those foundations.

2.3 Students can list the central ideas of the United States' constitutional government and discuss ways this form of government has shaped the character of American society.

2.4 Students can identify the basic values and principles which underlie the political culture of the United States.

Standard 3: Students know the structure and function of government, and how citizen involvement and democratic principles shape public policy.

3.1 Students can explain how power and responsibility are distributed, shared, and limited in the system of federalism established by the United States Constitution.

3.2 Students can identify the organization and functions of local, state, and national governments.

3.3 Students can explain the sources, purposes, and functions of law and the importance of the rule of law for the protection of individual rights and the common good.

3.4 Students can summarize how public policy is developed at the local, state, and national levels.

Standard 4: Students understand the responsibilities of living in a constitutional democracy and learn how to exercise their rights.

4.1 Students can define citizenship.

4.2 Students can identify and explain the rights of citizens.

4.3 Students can enumerate the responsibilities of citizens.

4.4 Students can explain and justify the importance of responsible individual participation, public service and an informed citizenry to a constitutional democracy.

4.5 Students can explain and give examples of ways to take part in civic life at school, community, local, state, national, and international levels.

Standard 5: Students understand the political relationships that exist between the citizens and nations of the world.

5.1 Students can relate how the United States government develops foreign policy and the economic, social, and environmental factors which influence it.

5.2 Students can identify past and present roles played by the United States in world affairs and explain how the United States' policies influence other nations.

5.3 Students can identify the past and present roles played by other members of the world community and explain how their policies influence the United States.

5.4 Students can trace the formation of international government and non-governmental agencies and explain why they have formed, what purposes they have served through history to the present, and what factors influence their development.

Economics

Standard 1: Students understand that because of the condition of scarcity, decisions must be made, influenced by incentives, about the use of resources and that these choices involve costs.

1.1 Students can use examples to illustrate that choices are made because resources are scarce and that the act of making choices imposes opportunity costs.

1.2 Students can enumerate and explain incentives (rent, wages, interest, profits) to use scarce human, capital, and natural resources efficiently.

1.3 Students can evaluate the many ways resources can be used, analyze the full costs of alternative uses, and make recommendations for productive use of resources today and in the future.

Standard 2: Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.

2.1 Students can explain the ways that different economic systems employ different means to produce, distribute, and exchange goods and services.

2.2 Students can list and define the fundamental characteristics of the United States economic system, private property, profits, competition, and the market system and explain how they are interrelated.

2.3 Students can identify and explain the influences of government actions and policies on the operation of economies including taxes, spending and regulations.

Standard 3: Students understand the patterns and results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

3.1 Students can discuss how the exchange of goods and services creates economic interdependence and change.

3.2 Students can explain ways a country's monetary system facilitates the exchange of resources.

Mathematics

Standard 1: Students understand and use concepts of numbers, number systems and number theory.

1.1 Students must be able to identify and classify whole, integral, rational, irrational and real numbers using Venn diagrams and set notation.

1.2 Students must be able to convert among expanded, exponential and scientific notations for rational numbers and convert among radical and exponential forms of real numbers.

1.3 Students must be able to express order relationships among real numbers using equality and inequality.

1.4 Students must be able to distinguish between rational and irrational numbers and convert between fraction and decimal forms of rational numbers.

1.5 Students must be able to use ratio and proportion to write and solve algebraic equations representing real-world situations.

1.6 Students must be able to identify prime and composite numbers, determine divisibility and use prime factorization to find greatest common factors and least common multiples of polynomials.

Standard 2: Students understand and use patterns, functions and the concepts of algebra.

2.1 Students must be able to write algebraic expressions and equations to represent real-world problems.

2.2 Students must be able to add, subtract, multiply and divide algebraic expressions.

2.3 Students must be able to distinguish between and represent linear and non-linear functions graphically, describe their graphs using slopes and intercepts, and determine the function corresponding to a given graph or table.

2.4 Students must be able to solve linear and non-linear equations, inequalities, and systems of equalities and inequalities, using a variety of methods.

2.5 Students must be able to identify and use the field and equality axioms and properties of equality necessary for algebraic operations.

Standard 3: Students understand and use concepts of data collection, analysis, statistics and probability.

3.1 Students must be able to fit functions to scatter plots using linear regression.

3.2 Students must be able to use results of data analysis to make predictions, construct arguments, and draw conclusions.

3.3 Students must be able to determine sample spaces and possible outcomes to determine probability by theoretical definition.

Standard 4: Students understand and use geometric concepts, properties and relationships in one, two and three dimensions.

4.1 Students must be able to describe two- and three-dimensional figures and their component parts; compare and contrast their properties; and draw simple plane figures to specifications.

4.2 Students must be able to identify three-dimensional shapes from two-dimensional perspectives and draw two-dimensional sketches of three-dimensional objects.

4.3 Students must be able to perform transformations, including reflections, translations, and rotations on two-dimensional figures and describe and analyze the effects of the transformations on the figures.

4.4 Students must be able to calculate length, perimeter, area and volume of various figures.

4.5 Students must be able to use the Pythagorean theorem to solve problems.

Standard 5: Students understand and use measurement tools, techniques and systems.

5.1 Students measure quantities using techniques of algebra or geometry.

5.2 Students select and use appropriate techniques and tools to measure quantities to specified degrees of precision and accuracy.

5.3 Students read and interpret number lines, graphs, and maps.

5.4 Students develop and use formulas and procedures to solve problems involving measurement.

Standard 6: Students understand and use the concepts of operations and the procedures of computation.

6.1 Students add, subtract, multiply, and divide integers, fractions, decimals, and rational numbers.

6.2 Students compute powers and roots of integers, fractions, decimals, and rational numbers.

6.3 Students solve problems using the standard order of operations.

6.4 Students select from and use computation methods (e.g., mental, paper-and-pencil, estimation, calculator) appropriate to specific problem-solving situations.

Foreign Language

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

1.1 Students will recognize common expressions

1.2 Students will demonstrate comprehension through appropriate oral and written responses.

1.3 Students will obtain meaning from context, intonation, and situations from diverse listening sources, such as music in the target language, authentic videos, films, recorded conversations, radio broadcasts, stories, poetry, and direct communication at a normal rate of speech.

1.4 Students will identify main ideas and / or specific information from the realia listed in 1.3.

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

2.1 Students will apply the rules of pronunciation.

2.2 Students will use vocabulary, grammatical forms, and structures of the target language to convey meaning.

2.3 Students will apply knowledge of cultural practices to spoken language.

2.4 Students will interact with speakers of the target language to express needs, tell stories, obtain and convey information, explain concepts and procedures, express and defend opinions, and persuade.

2.5 Students will ask and respond to complex questions.

2.6 Students will discuss topics of current, public, and personal interest.

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

3.1 Students will recognize words, phrases, idiomatic expressions, and grammatical structures.

3.2 Students will demonstrate comprehension of reading materials written for a variety of purposes.

3.3 Students will use and apply the information gained from reading.

3.4 Students will respond to the cultural elements contained in reading materials of the language.

3.5 Students will comprehend main ideas of reading selections based on familiar vocabulary and inferred meaning of new words by contextualizing and using cognates.

3.6 Students will be able to answer questions about a reading selection.

3.7 Students will have familiarity with a few important authors and their works.

3.8 Students will express and defend opinions about reading selections.

Standard 4: Students communicate by writing in the target language for a variety of purposes and audiences.

4.1 Students will be able to write for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.

4.2 Students will be able to write in a culturally appropriate manner for audiences such as peers, teachers; and people of the target culture.

4.3 Students will be able to plan, draft, revise, proofread, and edit written communications.

4.4 Students will be able to incorporate correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning.

4.5 Students will be able to summarize in writing the content of a reading selection.

Standard 5: Students acquire and use knowledge of the target culture while developing language skills.

5.1 Students will demonstrate some knowledge of the many aspects of the target culture, such as daily life, education, media, economics, customs, and fine arts.

5.2 Students will apply knowledge of cultural practices when communicating in the target language.

5.3 Students will define basic historical and geographical contexts in which the language is spoken.

5.4 Students will compare and contrast cultural aspects of the target culture with their own culture.

5.5 Students will observe and participate in the target culture through a variety of activities.

5.6 Students will identify characteristics such as gestures, dialect, idioms, and linguistic idiosyncrasies unique to select countries where the target language is spoken.

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Policies

Policy Development

Summit developed the policies necessary for the operation of the school as reported in its 1996-97 Annual Report. Summit continues to refine and clarify policies, and to issue additional policies as necessary. We have issued a clarification of our sibling enrollment policy. We made substantial modifications to our Teacher Evaluation Policy and Procedures, in consultation with the principal and the faculty, and expect to simplify our principal, counselor, and office manager evaluation procedures after current evaluations are completed.

For the most part, this year has focused on consistent implementation of existing policies rather than formulating or revising policies. A description of Summit's policies which appeared in our previous Annual Report is included here for the reader's convenience.

Summit has in place the following policies and procedures which replace specified District policies and procedures (District policy numbers are in parentheses):

1. Procedure: School Building Administration (CF)
2. Job Description: Principal (CFA*-R)
3. Procedure: Personnel Records (GBL)
4. Procedure: Professional Staff Positions (GCA)
5. Procedure: Professional Staff Development Opportunities (GCL)
6. Policy: Evaluation of Professional Staff - Teachers (GCN-1; also: AFC-1 AFC-1-R and GCN-1-R)
7. Procedure: Evaluation of Professional Staff - Teachers (GCN-1; also: AFC-1 AFC-1-R and GCN-1-R)
8. Administrative Staff Evaluation Procedures: Principal (GCN-2; also AFC-2)
9. Policy: Discipline and Dismissal of Teachers (GCPD)
10. Procedure: Discipline or Dismissal of Professional Staff (GCPD-1-E)
11. Procedure: Nonschool Employment (GCQA / GCQAA)
12. Procedure: Professional Research and Publishing (GCQB)
13. Procedure: Support Staff Development Opportunities (GDL)
14. Procedure: Evaluation of Support Staff (GDN; also AFD)

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. Grading Policy
8. Parent Teacher Communication Policy
9. Parent-Teacher Conferences: Child Resource Team
10. Cooperation with Fairview High School

"Summit has been a lifesaver for my son. At first the loss of a straight 'A' report card was tough on his self image, but now he's working hard, getting mostly B's and C's, and proud of it! He knows he's earned it and worked hard to get it. He feels he's learning valuable, challenging information and enjoys it! Thanks to all his teachers! They do a great job!"

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 is 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 primarily 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. All students also receive a mid-quarter progress report the end of September for the first quarter of the school year.

8. In addition, mid-quarter progress reports are sent in the other three quarters to the parents of any student who is earning a grade of D or F.

9. Each semester, the two quarter grades (and a semester exam grade, if appropriate) are averaged for a semester grade, reported, together with the current quarter grade, to parents.

10. 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 which Summit Middle School offers. Homework assignments emphasize genuine learning and build upon concepts and skills presented in the classroom, rather than stressing rote, repetitive drill, 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, book reports, 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 which 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 to not attempt to do homework until well enough to return to school. Obviously, however, some circumstances that require an absence also permit the student to work on those assignments which he or she is missing. In that case, a student or parent may call InfoCall, the Parent-Teacher Hotline, 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 Homework Hotline

Summit maintains a Homework Hotline on the *Daily Camera's* InfoCall system. 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 hotline to confirm assignments. Parents can call to make sure students are completing all assignments in a timely manner. Some recordings contain just the following day's assignment, whereas others may include information for the next few weeks. Messages may also contain test and quiz reminders and important dates for long-term projects. The category numbers are be published regularly in the *Daily Camera* and in *Summit News*, Summit's biweekly newsletter. The Homework Hotline does 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, developed last year, remains in effect. At the beginning of this year, students were given a Summit Student Handbook which contained the discipline policy and much additional information to assist students and parents in gaining familiarity with Summit.

Summit's implementation of discipline has been greatly aided by the addition of Mr. Adams as Assistant Principal. Summit's Principal, Ms. Grove, is also experienced in student discipline. Summit now has in effect administrative procedures 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 issues have been minor. Only two suspensions have been issued. Classroom student behavior is satisfactory and improving. Parent satisfaction with discipline is very high (over 87% of survey respondents rated discipline as satisfactory; see "Surveys" in section 13).

Standards for Learning Across the Curriculum

These are the behaviors and expectations shared by all content areas that Summit Middle School intends to develop in students so that they may 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.

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Articulation of Curriculum with High Schools

English

Summit English teachers have met with the Fairview High School English Department and serve on the District Middle Level Language Arts Curriculum Committee. Using information from these meetings and the Fairview Scope and Sequence for Language Arts documents, the Summit English department has created a curriculum that exceeds BVSD's middle-level standards and thoroughly prepares students for pre-IB English and advanced placement English courses at other 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.

Foreign Language

Students who enter Summit Middle School as 6th graders in Beginning Level and graduate as 8th graders in Level II will continue on to Level III at the high school level. Students interested in the IB program can take Pre-IB III at Fairview. In the case of German, Level III and Pre-IB Level III at Fairview are the same course.

Mathematics

Summit's mathematics teachers have met with the mathematics department at Fairview High School to discuss prerequisites for their IB program and possible substitution of our courses for theirs if our courses are equivalent in content. Plans are under way to meet with other local high schools to discuss similar information.

Summit's goal is to work with the high schools so that our students will be well prepared to continue on in the high school courses. All students leaving Summit after three years are expected to have completed at least Algebra I. Summit's Algebra I course uses the Foerster textbook, a standard Algebra I text. Summit's curriculum covers most, if not all, of the skills and concepts included in that text, giving the student a solid foundation to continue on to Algebra II. Our Geometry text, Moise / Downs, is the same one used in the Geometry Honors courses at most high schools in the area. Students are required to do well on the standard Moise / Downs tests (provided in the test booklet) and to be able to write rigorous proofs throughout the course. This course work should be equivalent to the standard set by area high schools for their Geometry courses.

At this point, successful completion is defined as achievement of a grade of "C" or higher. Students who fail to earn this grade in a given course will be advised to repeat the course in high school. However, Summit's mathematics department is open to feedback from the high schools and is prepared to modify the curriculum to provide a smooth transition for all of our students.

"Every BVSD middle school should look to Summit as a model for curriculum and expectations; it's great!"

Science

The Summit science curriculum meets or exceeds the middle school District curriculum standards. Students from Summit should be well prepared to meet the challenges of high school. The curriculum does not conflict with course offerings at the high school level; rather it enhances the knowledge and interest of the students as they advance in the high school curriculum. Fairview has accepted the Chemistry / Physics course offered at Summit as equivalent to their course offering. Students mastering this course at Summit will, upon entering ninth grade at Fairview, take Chemistry 2,3.

Social Studies

The social studies teachers at Summit have begun a series of discussions with their counterparts at Boulder Valley high schools in an effort to articulate curriculum between the different programs. The goal of these meetings is to determine the best combination of course offerings at both the middle and high school levels that will satisfy District and State requirements. We are also interested in learning what types of deficiencies, both in content and in critical thinking skills, are typically observed at the high school level so we can fill those gaps.

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Courses Offered, 1997-98 Academic Year

English

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.

English Level I

Students develop skill in decoding literal meaning in a variety of literature texts while beginning to identify stylistic and structural literary elements including plot, theme, and characterization. In writing, students use the writing process to develop basic skills: creating and organizing solid expository paragraphs and five-paragraph essays based upon a thesis statement. Formal grammar instruction includes identifying the eight parts of speech, distinguishing between and using types of nouns, and correctly using end punctuation.

English Level II

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

English Level III

Students in Level III begin to consider universal themes and cultural context in interpreting literature. Close analysis of an author's intent and style include references to character, conflict, setting, theme, language, and imagery. Students 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 script writing. Students also focus on improving their own personal writing style and command of formal English language. Grammar instruction includes a review of the eight parts of speech, subject-verb agreement, the correct use of commas, and varying sentence structures.

"We have high expectations for Summit and have been very pleased, especially with the course content and teaching staff's enthusiasm. We feel that Summit was definitely the best choice for our son."

"Wow! In general, this is an incredible school where the opportunities for healthy social development have been as wonderful as the excellent, accelerated learning opportunities. [This is] truly a school in which to learn and grow."

English Level IV

In Level IV, students 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 respond to and analyze stories, poems, plays, and novels with respect to genre, archetype, diction, and symbolism. In writing, students continue to expand their experiences with various rhetorical purposes, including exposition of research, comparison/contrast, analysis of literary style, and narration/storytelling. Grammar units focus on improvement of writing accuracy and style: spelling rules, internal punctuation, and embedding information using phrases and clauses.

Foreign Language

At Summit Middle School we teach three foreign languages: Spanish, French and German. We emphasize all five aspects of foreign language acquisition. These include 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.

At Summit we have divided two years of high-school-level language into three years. The course titles are: Beginning Level, Level I, and Level II for each language. After completing the sequence of foreign language courses at Summit, students will enter high school in Level III of their respective languages, one or two years ahead of most middle-school students.

Mathematics

Because of the differing levels of incoming students, our approach at Summit is to allow each student to begin at a point appropriate to his or her previous development, and to take each student as far as his or her abilities permit.

Pre-Algebra

Text: Prentice Hall's *Pre-Algebra* by Davison et al. Pre-Algebra is intended for those students who still need to work on their computation skills. While developing those skills, students prepare for both algebra and geometry. Topics include integers and expressions, solving one- and two-step equations, decimals and rational numbers, number theory, patterns, ratios, proportions, percent, equations and inequalities, graphing, algebra in geometry and measurement, area and volume, and right triangles.

Advanced Numerical Topics (ANTS)

Text: McDougal, Littel's *Gateways to Algebra and Geometry* by Benson et al. ANTS is intended for students not quite ready to enter Algebra I, but who have a good grasp of basic computation skills. Students develop symbolic and logical thinking in preparation for their study of algebra and geometry. Numerical skills are used to solve a wide variety of problems, and fundamental concepts of algebra and geometry are introduced. Course topics include patterns, formulas, measurement

and estimation, ratio and proportion, data analysis, signed numbers, geometry concepts, algebra concepts, number theory, graphing, algebraic problem solving, and special topics.

Algebra I

Text: Addison-Wesley's *Algebra I* by Paul Foerster. This is the course intended for advanced 6th graders entering Summit and is eventually taken by all students not already proficient in algebra. The course begins with a discussion of operations and variables, and the use of abstraction to simplify problem solving. Emphasis is placed on the order of operations and an axiomatic approach to allowable operations. Problem solving is presented in both creative and algorithmic approaches. The course includes quadratic and two-variable equations, linear and quadratic functions, rational and radical equations, probability and inequalities, and other topics selected for utility and challenge.

Algebra I Honors

Text: Addison-Wesley's *Algebra I* by Paul Foerster. This is a faster paced and more rigorous course than the regular Algebra I course. It is intended for students who want more challenge than the other course would offer. Students move quickly through the introductory topics, then concentrate on polynomials, quadratic equations, systems of linear equations, and functions.

Advanced Algebra

This course is designed for those students who require a review of some concepts of algebra and an introduction to geometry.

Geometry Honors

Text: Addison-Wesley's *Geometry* by Moise and Downs. This is the second course in the standard order, and is a proof-oriented geometry class. A high level of dedication is required to succeed in this course. It requires students to step beyond the casual mode of thinking to which most are accustomed and 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, perpendiculars and parallels, polygons and their areas, similarity and congruence, coordinate geometry, constructions, symmetry and transformations, volumes of solids, and some introduction to trigonometry.

Algebra II

Text: Prentice Hall's *Algebra 2* by Hall and Fabricant. Algebra II usually follows geometry, but is not dependent on geometry for success. As currently offered, the course meets on alternate days. This course is a fast-paced presentation of 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, trigonometric functions, graphs, identities, and equations. This very challenging course is intended well prepared students.

Science

The Summit science curriculum meets or exceeds both the BVSD and Colorado State science standards for the middle school years.

The Summit science curriculum is an accelerated one which teaches three years of middle school science curriculum in two years. The curriculum emphasizes content through exploration of theories and major concepts by experimentation. Each core class requires researching, designing, completing, and evaluating a year-long scientific investigation. The two core courses offered are entitled "Biological Sciences and the Environment" and "Physical Science and the Earth." Two upper level course offerings are entitled "Advanced Biology" and "Chemistry / Physics." "Chemistry / Physics" is similar to a ninth-grade science course.

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 course involves exploration of the structure of organisms through dissections. Laboratory experiences emphasize the scientific method.

Physical Sciences and the Earth

This class consists of an introduction to physics (mechanics, heat, light, electricity), chemistry (atomic structure, properties of elements and compounds, chemical reactions, molar chemistry) and elements of earth science (earth structure, rock formation, crust transformation, introduction to the solar system). The scientific method and the use of measurements are emphasized in the laboratories performed.

Chemistry/Physics

This exploratory science course emphasizes observing relationships, identifying variables, and developing understanding through experimentation and analysis. Students relate concepts of chemistry and physics to real-world phenomena, as well as understand their theoretical principles. Students must have completed Algebra I or take Algebra I and Chemistry / Physics concurrently.

Advanced Biology

This class addresses the fundamental structure of all living organisms. Through exploration of the organization of living organisms, the structure / function relationship concept in biology will be addressed. The investigation of body systems will serve as the gateway to cell structure, adaptation, heredity and evolution. Dissections of specific organs as well as several organisms will occur. Aspects of the environment and the water cycle will be explored using physical techniques. Laboratory experiences emphasize the scientific method.

Astronomy

Summit's elective astronomy course concentrates on a curriculum that covers what is expected of students in the National Science Education Standards' area of

Earth and Space Science. This includes lunar phases, eclipses, the reasons for seasons, and understanding the size, content, and nature of the solar system. The course goes somewhat beyond this to address high-school-level standards, including an investigation into time and distance scales of the grander Universe, and a basic inquiry into the life cycles of stars. The course also endeavors to use astronomy as a motivational context for student learning in other core disciplines, such as math, earth science, physical science, and language arts. The course makes substantial use of computer technology and the school's access to the Internet.

Social Studies

The social studies curriculum at Summit is comprised of three core courses:

World History / Geography — generally taken in 6th grade.
American History / Geography — generally taken in 7th grade.
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 / Geography, 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 their own society and government. The 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.

This year, only two of these classes are offered because all 6th graders took World Geography last year. The following is a synopsis of these two courses.

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 in order to follow the development of civilization for the first 3,000 years of the region's history. 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 indigenous Americans.

American History

American History continues where World History ends the year before, with the arrival of the Spanish in North America. Students study the early history of our nation as an amalgam of cultures from people on three continents - America, Europe, and Africa. The remainder of the first semester follows a chronological sequence of events through the Civil War, with an emphasis on the Constitution and the Bill of Rights, and how they helped shape this young nation as it struggled to define itself. 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 systems. This approach allows students to develop an understanding of the historical basis for many of the issues facing the United States today and trace their roots backward through time.

Technology @ Summit

Technological understanding, skills, and abilities are no longer just nice to have; they are a necessity. Summit strives to prepare students for the challenges they will face in the future by introducing all students to basic computer literacy and building upon the skills students may already possess when they come to us.

Summit's state-of-the-art computer lab is equipped with 24 Pentium PC's with T1 Internet connections, allowing for classes in basic computer skills, the World Wide Web, and beginning and intermediate programming. The lab is used by all subjects in one way or another to teach students the skills they need to succeed in their studies.

The Applied Technology Center gives Summit students hands-on experience with lasers, robots, computer-assisted design, microelectronics, satellite communications, and more, to help them better understand what a career in a high-technology industry might be like.

Extracurricular Activities

Summit offers its students the following extracurricular activities: sports (co-ed flag football, softball, track, football, basketball, volleyball, and wrestling), dances and socials, Student Council, Quiz Bowl, MathCounts, Math Olympiads, Odyssey of the Mind, drama, musical drama, instrumental and vocal concerts, field trips, Science Fair, National History Day, Spelling Bee, yearbook, and student newspaper.

An elective on study skills is offered. Individual tutoring is offered by faculty members and by high-school Honor Society members.

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Scheduling

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

Because our stated goal is to place each student at the appropriate level, in 1997-98 we have four levels in English and Spanish and seven levels in mathematics. Placement is not necessarily by grade. In fact, all but two of our subjects include students in two grades, and most include students from all three. Several of these subjects are currently taught only once per day (singletons).

In addition, we attempt to give our students their choices from varied electives. This year electives were: ● Art — Drawing and Cartooning (fall), Sculpture (fall), Pottery (fall), Introduction to Art (spring), Painting (spring), State of the Art (spring); ● Music — Beginning Band (fall), Advanced Band / Jazz Band 1, Jazz Band 2, Orchestra, Select Strings (fall), Drumming (spring), Choir, *Silver Rain* (select choir); ● Philosophy (spring); ● Creative Writing (fall); ● Literature and Film (spring); ● Drama (fall); ● Astronomy (spring); ● Technology Lab; ● Computer — Introduction to Programming (fall), Internet and World Wide Web (fall), Java (fall), C++ (spring); ● Health; ● Sewing (fall); ● Cooking (fall); ● Time Management; ● Study Hall; ● Karate (fall); ●PE (required unless waived, every other day or every day).

Theoretically, a student's schedule could require five singletons. In order to achieve a schedule this flexible, Summit uses its own algorithm, developed by a mathematician who is a Summit parent. As a result, every student was able to take his or her desired core classes. Most students were able to take their requested electives, including those in specialized music classes. Students were personally interviewed by our counselor when their choices could not be accommodated.

Balancing this schedule was eased by Summit's average core class size of 20.1, which includes eight students from other schools and 12 Summit students taking core classes as electives. Excluding study hall and physical education, our electives average 24.8 per class. Overall, electives average 25.1 students per class.

"Summit offers so many opportunities for achievement in so many areas that it is impossible for a student to take advantage of more than a few. We are continually impressed that Summit students excel in so many different endeavors, not just academics. Our daughter received more personal attention to her academic and emotional needs at Summit than she got at any school before."

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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; 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 shared with interested high schools to assist in appropriate placement of students when they graduate from Summit.

Foreign Language

Summit Middle School 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 will be 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

"Summit's goal of presenting the appropriate level of challenge for each child according to [his or her] interest and ability, while providing the basic content for being an informed member of our society able to think critically, is the optimum goal for any school. We are extremely fortunate to have this opportunity in our public school system in the form of Summit Middle School."

Student ability and track record are used to place students properly for best results. It is appropriate for students to learn that they can tackle and overcome a challenge, and so students are encouraged to take the most difficult course in which they can succeed.

Assessment in math courses is based primarily on tests and quizzes. Tests are given at the end of every chapter, and cumulative tests are given at the end of each semester. Quizzes are given weekly to assess knowledge on the current material.

Science

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 (seven per quarter, with one score dropped); exploratory work: (on average two laboratory experiments or activities per week, recorded in a laboratory notebook); assignments in class; 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

Most incoming 6th graders are placed in the introductory World History course when they arrive at Summit. However, on an individual basis, a student and his or her parents can request to 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 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

Currently, 58 Summit students have been formally identified as gifted / talented. Summit's teachers routinely use strategies that benefit gifted / talented students. These are offered in all classes to all students. They include: ● pace appropriate to the individual class, ● less drill and repetition, ● final papers and projects supporting higher order thinking skills (evaluation, analysis, synthesis), ● advanced curriculum, ● high school course equivalents, ● curriculum based on the assumption that most students are capable of abstract reasoning, ● ability grouping across grades 6, 7, and 8.

Elective courses are chosen by the student based on interest. These courses cover the subject in depth, building on the strengths of the student. Additionally, the requirement of foreign language as a core subject provides advanced curriculum for the gifted / talented student.

Some of the enrichment programs offered at Summit are encouraged throughout Boulder Valley by the District Talented and Gifted office. These include Quiz Bowl, Odyssey of the Mind, Science Fair, and National History Day. In addition, Summit students participate in musical theater productions, plays, and art exhibitions.

Individualization based on need is designed and provided by the classroom teacher. These strategies have included: ● the use of a keyboard for essay exams, ● oral exams in place of written, ● study hall with content area mentor, ● differentiated curriculum and assignments.

Accountability and determination of commensurate growth is made through assessments and rubrics for grading papers and projects created by the classroom teacher and the use of standardized achievement tests.

Comprehensive Test of Basic Skills

In April 1997, Summit administered the *Terra Nova* Comprehensive Test of Basic Skills (CTBS). The test had several components: English, math, science, and social studies. All District middle schools tested their 7th graders. Summit was the only middle school that paid for and gave tests to all its students. The CTBS replaced the California Achievement Test (CAT) given in the District in prior years.

The test of Cognitive Skills (TCS) was given immediately before the CTBS. The TCS is intended as a test of cognitive ability and serves as a predictor of how a student might be expected to score on the CTBS ("anticipated percentile"). The CTBS is an achievement test that measures applied knowledge. The anticipated percentile and the actual national percentile scores on the CTBS are both reported.

If the actual percentile is significantly *higher* than anticipated, it means that students are achieving above that expected for their ability. This might indicate effective education at school (Summit and students' former schools) or at home or that students are hard workers. If the actual percentile is significantly *lower*, it might indicate poor instruction or that students are not working to their ability.

It is our goal that each student achieve more than one year of academic growth in every subject for every year he or she is at Summit. That means that we want each student to increase in national percentile score from year to year. Parents are asked to keep track of their students' test scores while they are at Summit and to confer with the school if growth is not evident.

In addition, Summit intends for most of its students to have actual scores higher than anticipated scores after students have been at Summit for more than one year. However, we note that, because the national percentile scale is nonlinear, it is unlikely that students with very high anticipated scores will have much higher actual scores.

The grade-level CTBS is not the best tool to measure the academic growth of students above the 90th national percentile. For such students, we plan to eventually offer additional higher-level assessments to better measure academic growth. Such students are counseled to take the Scholastic Assessment Test (SAT) through the Rocky Mountain Talent Search.

One indicator of a school's effectiveness is its "anticipated 50th percentile difference score." This is the difference between the actual and anticipated performance of an average student at the school. A positive difference indicates value added.

Another possible use of the data is to help parents select schools under the State's open-enrollment law. Some parents might wish to consider, in addition to anticipated differences, a school's average level of achievement compared to that of their own student.

Nationally normed tests, such as the CTBS, are but one measure of student performance and school effectiveness. Results can help in student placement and serve as an early warning of deficiencies. Summit believes that tests provide useful information to students, parents, schools, and the public.

Table 1 compares 1997 7th-grade CTBS scores for Summit and the average for all Boulder Valley middle schools (including Summit). We give the "Total" scores — which is a composite of reading, language, and mathematics — for each entity's 25th, 50th, and 75th percentile students, along with the number of students tested.

Table 1. Summit and District Actual (Act.) and Anticipated Difference (Dif.) 7th-Grade CTBS Scores, by Each Entity's Percentiles (50th = Median)

	No.	25th	50th		75th
		Act.	Act.	Dif.	Act.
Summit	107	80.7	92.8	5.7	97.4
District	1891	42.4	69.2	0.7	86.6

Summit compares very favorably with the District in terms of actual scores and positive difference.

Table 2 gives Summit's median national percentile scores on the CTBS for all three grades.

Table 2. Actual (Act.) and Anticipated Difference (Dif.) Median National Percentile Scores, 1997 CTBS

	6th		7th		8th	
	Act.	Dif.	Act.*	Dif	Act.*	Dif.
Reading	87.2	1.6	91.1	6.8	84.1	-1.9
Vocabulary	88.7	6.7	90.7	8.7	85.7	4.7
Reading Composite	*90.8*	*4.7*	*94.0*	*7.0*	*87.0*	*1.7*
Language	88.4	3.2	87.7	4.6	84.6	0.6
Language Mech.	78.5	-5.3	79.5	-4.5	72.8	-10.9
Language Composite	*87.3*	*0.7*	*86.6*	*0.0*	*85.5*	*-2.1*
Mathematics	87.9	4.2	87.1	3.3	88.2	1.4
Math Computation	64.6	-9.4	84.4	5.1	80.8	-2.2
Math Composite	*80.5*	*-0.7*	*88.2*	*5.6*	*88.0*	*1.2*
Total Score	**90.0**	**3.3**	**92.8**	**5.7**	**89.5**	**2.8**
Science	91.1	7.1	88.3	4.7	91.0	3.3
Social Studies	86.6	2.1	92.4	8.0	84.5	-1.0
Spelling	83.3	3.0	78.8	-1.2	72.3	-4.0
Number Tested	*98*		*105*		*39*	

* The scores first reported by the District were based on 107 seventh graders and 40 eighth graders. Those median scores differ slightly from the "Act." scores listed above, because the above includes only those students who completed both the test of cognitive skills and the achievement test.

Test scores may be used to identify subject areas in need of greater emphasis. Areas of relative deficiency for Summit students were math computation for 6th graders (median national percentile 64.6), language mechanics for 8th graders (73.5), and spelling for 8th graders (72.0). This year, Summit stressed language mechanics and, for current 7th graders, math computation (decimals, fractions, integers, percents, and order of operations), based on the test results first reported in August.

We note the following points: (1) The CTBS tests basic skills at the indicated grade levels. Additional types of assessments are appropriate for many Summit students. (2) Students taking the test in April 1997 had less than one year of education at Summit, then in its first year of operation. Thus, to some extent, performance on the test is reflective of students' prior education. (3) Anticipated difference scores are not likely to be very positive for highly capable students. For example, a hypothetical student with an anticipated score of 99 *cannot* have a positive difference score.

10

Enrollment and Demographics

Enrollment for the 1997-98 Academic Year

The 1997-98 school year was the second year of operation for Summit Middle School. Our enrollment cap for 1997-98 was 270, 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. Admission of new students for this second year was by lottery, with preference given to children of subscribers to the charter proposal and siblings of Summit students, as specified in our contract.

We received a total of 253 new applications during the spring 1997 open-enrollment period for the 1997-98 academic year, with additional applications throughout the summer. Of the 207 enrolled 6th and 7th graders, 203 indicated they wished to return as 7th and 8th graders. Thus, 67 new students were offered admission, most for 6th grade. Ultimately we were able to admit 76 new 6th graders due to students moving.

Only two students have left Summit since the start of the fall semester. We fill any openings from our waiting list through the end of the fall semester because of our commitment to serve the community as our funding and enrollment cap permit. (We do not admit new students after the start of the spring semester because new students usually have difficulty adjusting to classes well in progress.)

Summit draws its student population from various school situations: home schooled, private schools, schools throughout the Boulder Valley School District, and, following Colorado's open-enrollment law, a few students (e.g., children of subscribers) from outside the Boulder Valley School District (Table 1).

Table 1. Students' Last School Attended before Summit, February 1998

Public School	208
Private School	53
Out-of-District School	4
Home Schooled	5

Summit's current enrollment is given in Table 2.

Table 2. Enrollment by Grade Level, February 1998

Sixth	76
Seventh	97
Eighth	97

Summit's population includes a large number of bilingual students. Languages spoken include Arabic, Chinese, Hindi, Indonesian, Italian, Korean, Mandarin,

"I am exceedingly pleased that Summit has broadened my child's exposure to learning beyond that offered by her home school. Expanded opportunities for learning coupled with Summit's positive peer reinforcement have truly helped my child better fulfill her potential."

Russian, and Spanish. The percentages of students in the officially designated ethnic groups, along with the percentages of special education and identified gifted, are given in Table 3.

Table 3. Percentage of Students in Different Ethnic and Categorical Groups

Group[1]	Summit	BVSD[2]
American Indian	0.7%	0.9%
Asian	5.9%	4.6%
Black	1.5%	1.7%
Hispanic	3.0%	10.1%
White (not Hispanic)	88.9%	82.7%
Special Education	4.4%	14.1%[3]
Gifted (identified)	21.5%	9.1%[4]

[1]Colorado Department of Education designations
[2]Source: Colorado Department of Education
[3]Source: Boulder Valley School District, Special Education Office; percentage shown for district middle-school students in all programs, not including students who receive services in private schools.
[4]Source: Boulder Valley School District, TAG Coordinator; percentage shown for BVSD middle schools

Attendance

From October 1996 to February 1997, the daily average attendance was 94.6%. Table 4 gives data for the first part of the current academic year.

Table 4. Percent Daily Average Attendance (October 1, 1997 to February 1, 1998)

	6th Grade	7th Grade	8th Grade	Total
Female	96.5%	94.4%	96.3%	95.6%
Male	96.5%	95.6%	95.8%	95.9%
Total	96.5%	94.9%	96.0%	95.8%

Applications for the 1998-99 Academic Year

Current 6th and 7th graders have priority for re-enrollment. Other priority groups include children of the subscribers to the charter proposal 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 February 26. We received 239 new applications.

Of the 173 6th and 7th grade students at Summit in 1997-98, all re-applied for the 1998-99 academic year as 7th and 8th graders. Additionally, 38 new applicants are in priority groups. The remaining openings are being filled by grade level in order determined by the lottery. In October 1997, to help us better manage our waiting list and to anticipate natural attrition, the Board of Education approved our proposal to offer enrollment to 105% of our student cap, or 263 students, with all risk of actual over-enrollment assumed by Summit. We are thus accepting 52 additional students, with the expectation that a total of 250 will actually be enrolled in fall 1998.

Table 5. New Applications Received for 1998-99

Sixth	203
Seventh	23
Eighth	13

Almost 10% of all BVSD 5th graders applied to enter 6th grade at Summit for 1998-99. Applicants were distributed fairly evenly over the entire District. Of the total 239 applicants, 63 were from independent (private) schools. Many applicants applied to open-enroll in several other schools in addition to Summit. Since Summit is not necessarily the first choice of all applicants, we expect to admit many from our waiting list, as we did last year. Others will be admitted as students move from the area.

We did not encourage applicants for 7th and 8th grades since we anticipated very few openings for those grade levels. The most asked question at our open houses was, “What are our chances of getting in?” Many parents stated that they did not intend to apply for admission because they felt their chances of being admitted were too small. In actuality, of the applicants for 6th grade who were subject to the lottery, 30% were in the initial offer group.

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Faculty

Summit's strength as a school depends on the quality of its faculty. In early 1996, the teacher selection committee received over 100 applications from all across the country in response to job postings at the BVSD Education Center, ads in area newspapers and on the Internet, and word of mouth.

The selection process consisted of an initial screening of application materials by the committee chair. Complete materials of qualified applicants were then scrutinized by the entire selection committee. The applicants with the strongest credentials were invited to teach a demonstration class to Summit student volunteers while being observed by committee members. Over 50 different Summit students participated in the teaching demonstrations.

After a class, the students provided their insights and opinions in response to a set of questions presented by committee members while other committee members answered a teacher's questions and discussed details of the Summit curriculum. Following the students' input, the teacher was interviewed for 45 minutes. After an applicant departed, the committee discussed the students' feedback and their own impressions of the candidate.

The files of recommended teachers were submitted to the Summit Board of Directors, meeting in executive session, for discussion and approval. Approval was contingent upon successful contract negotiations, handled separately by the hiring and benefits committee, security checks by BVSD, and approval of the Board of Education.

The result has been a group of teachers who are not only extremely well qualified, but who have outstanding skills and enthusiasm 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.

"The faculty at Summit is excellent. They keep the students challenged with interesting classes and assignments. They help the students acquire and use good study skills. I am especially pleased that the students think that being smart is cool and that their education is important."

"We are very happy with the teachers and the education our daughter is getting."

"I feel more challenged to teach to the best of my ability, to present engaging, unique lessons than ever before in my teaching career. I feel I am supported by my colleagues and have such a wealth of resources, in terms of talented peers, that teaching has become a joy again." — Teacher

Summit Alternative Teacher License Program

In August 1997, Summit's proposal, written under the leadership of Summit teacher Chris Koch, to become a Designated Agency for the Alternative Teacher License Program was approved by the Colorado Board of Education. The program was implemented for the 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, including a former linguist for the Department of Defense, a marine researcher, several college instructors, and a professional artist, as well as professional teachers. One faculty member, Dr. Sharon Sikora, recently received her Alternative Teacher License and attests to the importance of an Alternative Teacher License Program 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 Training 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 below are some of instructional programs and activities which have been developed for the first year of Summit's Alternative Teacher Training 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, ● Computer Technology in the Classroom.

The Support Team for each alternative teacher candidate consists of Summit's curriculum coordinator Amanda Avallone, mentor teachers, Summit's principal, and a representative from the university setting — this year, Dr. Boyd Dressler. 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.

During the current school year, two Summit teachers, Chris Koch and Susan Cox, are participating in our Alternative Teacher Training Program. Both are social studies teachers with extensive alternative backgrounds in their teaching fields. One excellent mentor teacher assisting them is veteran social studies teacher Susan Stensrud, wife of Southern Hills Principal Don Stensrud.

Teacher and Administrator Profiles

Here are profiles of the Summit teachers and administrators for the 1997-98 academic year. Some of the teachers are employed part time. Not all electives teachers are employed every semester.

Table 6. Highest Academic Degree for Faculty Members
(Including Part-Time Faculty)

B.A./B.S.	M.A./M.S.	Ph.D./Ed.D.
11	11	4

Bernita (Bernie) Grove (Principal)

M.A. Special Education / Gifted, University of Denver; B.A. Speech and Drama, Colorado State University.

Ms. Grove was an English teacher for 14 years and has worked as lead teacher in curriculum development. She was a speech and debate coach and has directed plays. Ms. Grove was an elementary school principal for three years and was a high-school assistant principal for five years. She holds a master's degree in special education / gifted from the University of Denver and an administration endorsement from Colorado State University. Recently returning to Colorado from Oregon, Ms. Grove demonstrates exceptional administrative experience, skill, and enthusiasm.

Boyd Dressler (Past Principal)

Ed.D. Administration, Supervision, and Curriculum Development, University of Colorado, Boulder; M.A. Education, University of Missouri, Kansas City; B.S. English and Social Studies, Missouri Valley College.

Dr. Dressler has been active in education for 32 years. He taught English from 1965 to 1973. He was assistant principal at Erie Junior-Senor High School, 1973-75, and was principal there, 1975-79. He was also the principal at Niwot High School for one year.

Dr. Dressler was a federal programs consultant in the Special Projects Unit of the Colorado Department of Education (CDE), 1980-84. He was the Director of Curriculum and Instruction at CDE, 1984-89, and was the Education Advisor to Governor Roy Romer, 1989-90. In 1990-93, he was both Clinical Associate Professor in the Division of Educational Leadership and Policy Studies, College of Education, University of Northern Colorado (UNC), and vice-president for product development and training at Student Planner Program, Inc. He was Associate Director and State Facilitator for National Diffusion Network, 1992-96, engaging in outreach to Colorado superintendents and education leaders in curricular program awareness, staff development, and research program evaluation.

Dr. Dressler is currently Adjunct Professor at both UNC and University of Phoenix, teaching graduate level classes for prospective school administrators. He is also an Associate at the Tointon Institute for Educational Change, UNC, and Assistant Chair, Education Administration, Center for Distance Education, University of Phoenix.

Kirk Adams (Assistant Principal, Physical Education)

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. 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 spends summers with students touring Australia, New Zealand, or countries in Eastern or Western Europe or Africa. He is planning more overseas excursions with students in the future.

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

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

Valerie Ammon (German, Math)

M.A. German Studies (1997), University of Colorado; B.A. Germanic Studies, University of Colorado.

As the daughter of an Air Force captain, Ms. Ammon had the opportunity to travel early in life. When she was three years old, her father was stationed in Stuttgart, Germany. This began a seven-year stay for Ms. Ammon, where she learned to speak German through friends, school, and with the help of her parents. She attended German schools from kindergarten through fifth grade and lived in three different towns.

After returning to the United States at age eleven, Ms. Ammon proceeded to forget her German in the course of a few short weeks. She did not have the opportunity to speak German again until she took courses in college. She decided to go back to Germany, and spent one year studying at the University of Regensburg and traveling throughout Europe.

Summit Middle School has provided Ms. Ammon an excellent opportunity to share what she knows with young students. She brings enthusiasm and action to her classroom. She believes that language is a living, active being, which needs to be fed a diet of practice and humor. She engages her students in practical activities to learn the language.

Amanda Avallone (English, Curriculum Coordinator)

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

Ms. Avallone comes from a family of teachers and began playing school in the garage as soon as she could hold a piece of chalk. Although the "garage" has changed, and the "students" are no longer neighborhood cats and dogs, the fun and excitement of teaching has not diminished over the years.

Born in the foothills of New England's Berkshires, Ms. Avallone grew up in small-town Connecticut. After college, she returned to her alma mater, a highly-regarded, progressive public high school, where she taught English and French for eight years. After moving to Atlanta, Ms. Avallone taught Upper School English at Lovett, a selective private day school. Other experiences in education range from teaching Windows applications at corporate sites to instructing children in Kenpo Karate.

Ms. Avallone has a strong interest in curriculum, instruction, and improvement of education. During her years as a classroom teacher, she has written several courses, including *Poetry Seminar, From Innocence to Experience, Classics in World Literature,* and *Great American Writers,* as well as the curriculum for Summit's English IV. In addition, she has worked as a curriculum writer for CNN Newsroom, Turner Broadcasting programs, and electronic field trips. In her second year at Summit, she looks forward to dividing her time between classroom teaching and working with the Summit staff on curriculum and instruction.

Ms. Avallone and her husband Bryce live in Superior with their two cats. Recent transplants from the East Coast, the Avallones are loving the Boulder area. On any weekend afternoon, you can find them on either the ski slopes or hiking trails of the Front Range.

Kendra Bartley (Counselor)

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. She began teaching guitar and performing while still in high school. Also during her teens, she spent her summers working for the Boulder Parks and Recreation Department as a counselor in the summer day-camp programs, and as a music and drama specialist.

Throughout her life, Ms. Bartley has worked in many areas related to the fields of counseling and education. During her college years, she worked as a sensory-motor integration therapist with autistic and neurologically impaired children, and as a music and drama specialist with developmentally disabled children and adults. She also volunteered in a peer counseling program, and as a counselor at a half-way house for young adults with major mental illnesses. Later, she was employed as an adult education teacher in the Ventura County School District in California, teaching life-skills classes to adults and seniors with disabilities.

While living in Minnesota, Ms. Bartley received an M.A. degree in human development, with a focus on child and adolescent development. As part of her program, she conducted an evaluation of a bully-victim prevention program that was being piloted in six schools. Later, she served as a technical advisor in the further development of that program.

Ms. Bartley worked at the Center for the Study and Prevention of Violence on the University of Colorado campus, abstracting research articles related to the prevention of youth violence. She became a member of the Longmont Violence

Prevention Group, a collaborative group of community leaders representing youth-serving agencies in the Longmont area who were working to create a safer and healthier community for Longmont youth. During this time, Ms. Bartley 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.

Recently, Ms. Bartley returned to school to obtain her Colorado school counseling certificate. She is in the Counseling Psychology and Counselor Education program at the University of Colorado at Denver. She is very excited to be working part-time at Summit this year, and she feels that her background in counseling and human development will allow her to work with individual students and their families, as well as on a school-wide level, to insure that students' academic, social, and developmental needs are met.

In her free time, Ms. Bartley enjoys camping trips with her husband and two sons, as well as hiking, biking, and playing her guitar. She looks forward to getting to know all of the students and their families at Summit.

Wendy Blakemore (Spanish)

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

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

With the addition of a husband and two children, Ms. Blakemore stayed closer to home by flying less. She started teaching Spanish to preschoolers, which coincided with her children's schedules. To combine her interests in children and Spanish as her own children grew older, she expanded her teaching activities. Retiring from TWA in 1989, she has taught Spanish in a variety of settings to many students: preschoolers at school and in home groups; kindergarten to 5th graders in the Elementary Spanish Program; as a tutor for middle, high school, and college students; and as a counselor and instructor at Concordia Language Villages, a language immersion camp in Minnesota. She recently had a personal educational review at El Centro Bilingüe in Cuernavaca, Mexico.

Ms. Blakemore is married to Kit Blakemore, an attorney, and has two children: Katy, a sophomore at Fairview, and Patrick, a 7th grader at Platt. Her children's activities fill most of their free time, but she tries to find a few hours each day to run, cycle, swim, or just get outside. All the Blakemores love to travel when they can. Their most recent trips were to Spain and Italy. This is Ms. Blakemore's first year at Summit.

Krista Brakhage (English)

B.A. English, University of Colorado, Boulder.

Ms. Brakhage is a Boulder native who graduated from Boulder High School in 1983 before moving up the hill to the University of Colorado. She earned her bachelor's degree in English and her teacher certification in December 1988.

After working as an instructor and Director of Education for Sylvan Learning Center in Boulder, Ms. Brakhage accepted a teaching position at Revere High School in Ovid, Colorado, in the northeastern corner of the state. While at Revere, Ms. Brakhage expanded her teaching repertoire though seven daily class preparations, which included everything from eighth-grade English to Advanced Literature for seniors. She also taught the electives Speech, Modern Literature, and Journalism, which produced both the school newspaper and year book. In her "spare time," she served as junior varsity volleyball coach, speech coach for various district and state speech competitions, and director of the annual high school dinner theater. As an active member of Revere's curriculum committee, Ms. Brakhage worked to rewrite district curriculum and prepare district goals and proficiencies.

Prior to her fourth and last year teaching at Revere High School, Ms. Brakhage spent a year working for the Japan Exchange Teaching Program, a Japanese government-sponsored program that employs native speakers of English to teach in the public school system. On the island of Shikoku she taught at three junior high schools and one tiny mountain school, rotating her visits weekly. While in Japan, Ms. Brakhage served as editor of Teamwork Tokushima, a quarterly publication developed to share teaching ideas with Japanese teachers of English throughout Tokushima prefecture.

During her year in Japan, Ms. Brakhage biked around the island of Shikoku, trekked through the Karen hill tribes of northern Thailand, and explored Hong Kong and Macau. In addition to travel, Ms. Brakhage enjoys quilting, mountain biking, and fly fishing.

Ms. Brakhage is excited to be a part of the Summit team. She has created an inviting and structured classroom environment in which she shares with students her love of literature and writing. A firm believer in life-long learning, Ms. Brakhage intends to pursue a master's degree in Educational Technology through the University of Northern Colorado in Greeley.

William Burkhart (Music)

Master of Music in Conducting, University of Southern California; M.A. Composition, University of Pittsburgh; B.A. University of Arizona.

Mr. Burkhart serves as Music Director of the Lyric Theatre's Children's Opera Program and as Resident Conductor of the Lyric Theatre. He is also Director of the Ghost Ranch Chamber Orchestra, New Mexico. He is a Ph.D. candidate in music at the University of Colorado.

Before coming to Colorado, he served as Music Director of the Pittsburgh Civic Orchestra, *I Solisti* Chamber Orchestra of Pittsburgh, and the Westmoreland Youth Symphony. He founded and directed the Westmoreland Junior Strings, a tri-level, multi-generational training orchestra for string players. He has appeared as guest conductor for orchestras throughout the country.

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

Mr. Burkhart's vision for Summit Music includes an active musical theater group; vocal, string, chamber music, and jazz ensembles; and composition classes.

Susan Cox (Social Studies)

M.A. East Asian Languages and Literatures, The Ohio State University; B.A. East Asian Studies / Economics, Wittenberg University, Springfield, Ohio.

After taking classes as part of the teacher certification program at Regis University, Denver, Ms. Cox is now pursuing her teaching license through the Colorado Department of Education alternative teachers' license program. Although her knowledge of such areas as history, economics, politics, and geography is extensive, she continues to take classes at area community colleges.

As part of her undergraduate and graduate studies, Ms. Cox studied in intensive language programs at Nankai University in Tianjin (PRC) and the Stanford Center in Taipei (ROC). Before coming to Summit, she taught Chinese culture and history and Mandarin Chinese at Ohio State, and English as a second language to elementary, middle, and high school students in Taiwan.
Ms. Cox has first-hand experience with the executive and legislative branches of government. For three years, she was a linguist for the Department of Defense; before that she was a research assistant in the Economics Division of the Congressional Research Service.

Ms. Cox has traveled extensively in Asia, Central America, North America, and Europe. Her hobbies include golf, cross-country skiing, hiking and climbing, and reading. This is Ms. Cox's second year at Summit.

Angela Dozeman (English)

B.A. English, University of Michigan; Teaching Certificate Program / Graduate Studies, University of Illinois at Chicago.

After a three-year hiatus, Ms. Dozeman has returned to the classroom herself to complete the final three courses needed to obtain her Masters in Education. She thoroughly enjoyed her class at the University of Colorado. It dealt with ways to modify lessons for individual students and exceptional students in the classroom.

Besides the course work, teaching summer school, and working with the curriculum committee, Ms. Dozeman found some time to hike, camp, play softball, visit family and friends, and learn how to kayak. The kayak "hip snap" is still slow in coming, but she is determined to master it.

Ms. Dozeman knew she wanted to teach ever since the time she tutored her friend for the eighth-grade science exam. Teaching appears to be in her blood, so to speak, when you look at her family tree, with grandparents, parents, and aunts

in the profession. She completed her student teaching at Lincoln Park High School, Chicago, and has worked in a variety of school settings in the midwest.

Ms. Dozeman grew up in Michigan and does miss the “Big Lake”; however, she feels right at home in the mountains. She looks forward to her second year at Summit, and knows that it will be even more successful than last year.

Paul Dusenbery (Karate)

Ph.D. Physics, University of New Hampshire; M.A. Physics, University of New Hampshire; B.A. Physics, Whitman College, Washington.

Dr. Dusenbery began his training in the art of karate shortly after entering the University of New Hampshire graduate school in September, 1972, where he met his karate teacher, Peter M. Rose. He studied under Master Rose and assisted him in managing the Rose School of Karate. Dr. Dusenbery tested for Shodan-ho after only nine months of study. He earned his first-degree black belt in the minimum time allowed of three years. Dr. Dusenbery was the assistant instructor under Master Rose until his departure for Colorado in 1978, after receiving his doctoral degree in theoretical physics.

While teaching under Master Rose, Dr. Dusenbery trained hundreds of enthusiastic students. His experience in teaching men, women and children of all ages has enabled him to reach and help many different people. Sensei Dusenbery has given numerous demonstrations for schools, scout groups, and rape-prevention teams, and has taught special self-defense courses for women. In 1975, he was appointed Secretary of the New Hampshire State Black Belt Federation.

In 1979, Grand Master Brock of the National Karate Association appointed Dr. Dusenbery as the Western Regional Director for the NKA. In 1983, he was promoted to the NKA Board of Directors as its Executive Vice-President. He was responsible for developing the Association database and publishing the NKA newsletter. Dr. Dusenbery currently holds a certified sixth-degree black belt in the C&S Self-Defense Association. In 1993, Grand Master Peter Rose appointed Dr. Dusenbery to the Board of Directors of C&S.

Besides teaching karate, Dr. Dusenbery is a space scientist, writer, lecturer, and the Executive Director of the Space Science Institute, a nonprofit institute dedicated to space research and pre-college science education in Boulder.

Greta Frohbieter (Mathematics)

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

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

Ms. Frohbieter was born and raised in the Seattle area and moved to New Jersey to work at RCA 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.

Some 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 her recent relocation to Colorado, she taught math for several years in a public middle school in Trenton, which she found both challenging and rewarding.

With her husband and two children, Ms. Frohbieter has been enjoying Colorado's excellent skiing and hiking opportunities, and appreciates continuing her teaching career here in 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.

Lisa Hanckel (French, Drama)

B.A. Art History, Smith College; Institute of Art, Sorbonne University, Paris

One of Ms. Hanckel's references calls her a "Renaissance Woman of the 90's" because of her diverse interests. She has worked as an HIV counselor, a recreational therapist for an adolescent treatment center, a translator, a caterer, an assistant curator for an art museum, an artist, and a marine biology research assistant in Belize. She enjoys traveling and meeting new people which has led her to become trilingual.

Ms. Hanckel was born in Boulder and first demonstrated her aptitude for languages in high school by winning first place in the State in the National Spanish exam after living in Mexico for a school year. Since then, her love of language and the arts has continued to blossom. She spent her junior year of college in Paris, where she studied art history and theater performance at the Sorbonne and at a theater school, and taught English. She continues to dance, travel, and practice her languages with native speakers whenever possible. She has recently taken up African drumming and tap dancing. In her spare time, she enjoys hiking, reading, going to concerts, and spending time with her friends and family.

Kathy Hutton (Art)

M.F.A. Sculpture, University of Colorado, Boulder; M.A. Art, Eastern Washington University; B.F.A. Painting and Print Making, Virginia Commonwealth University.

Ms. Hutton is originally from Virginia. She lived on the west coast until 1987, when she moved to this area to attend CU.

Ms. Hutton has been teaching art since 1985 as a college instructor, most recently at Metro State College. In addition, for the past five years, she has worked with "at risk" youth and has taught at the Expeditionary School in Denver.

She has had over 50 exhibitions of her work. She had a one-person show in Chicago in 1996. She is a collaborator on an exhibition, which has been touring the

nation's colleges and universities since 1992, called "Wake Up Little Susie: Pregnancy and Power before Roe vs. Wade." (She produced this historical sculpture installation while an associate at the Rocky Mountain Women's Institute.) Since 1990 she has worked as a professional artist, exhibiting in cooperative galleries. For two years she was president of the Edge Gallery in Denver.

Ms. Hutton enjoys the opportunity to work in a school that strives for excellence, working with colleagues and parents who so obviously care about their students.

Chris Koch (Social Studies)

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

Mr. Koch sees social studies as a discipline that combines geography, economics, politics, language, culture, and technology to study the world in which we live, both past and present. He wants his students to imagine social studies as a dynamic subject, where knowledge learned in their other classes can be used to explore a fantastic story: the history of humankind.

A native of Boulder, his own exploration of this story began when he left CU to study at the University of Bordeaux, France, during his junior year in college. Living in the old part of the city, history was no longer something he only read about in books, but something that he woke up to each morning, something deeply-rooted in the present. He used France as a springboard for trips to Spain, Morocco and Turkey, where he wandered through layered ruins from ancient Greek, Carthaginian, Roman, Byzantine, and Ottoman Empires.

After graduating from college, he went to Israel, where he spent the summer diving on a 2000-year-old harbor complex for an archaeological dig in the ancient Roman city of Caesarea. These experiences taught him that history as we know it is not a complete representation of past events. He saw first hand how "history" changes continuously as new information and perspectives are discovered.

In addition to his love of history, Mr. Koch has a strong education and professional background in resource management, a field closely related to subjects he is teaching in social studies. His degrees in environmental conservation and human ecology required courses in a wide range of fields, from ecology and economics to political science and sociology. Through these programs, he began to see how the world and its governments are shaped by the interaction of various economic, political, social, and ecological systems.

Mr. Koch has worked as a naturalist for Boulder County and Denver Public Schools. He has designed drug/alcohol-treatment and back-to-school programs for the California Conservation Corps. Most recently, he completed a three-year tour as a commissioned officer aboard a NOAA fisheries research ship, where his duties included coordinating all scientific operations, driving the ship for eight hours each day, and serving as the ship's divemaster.

Mr. Koch hopes that, through their classes in geography, history, and government, students will make connections between their own interests and those of other peoples and places and times. He knows that, once these connections are made,

students at Summit will suddenly find their own interests growing into areas they never expected. This is Mr. Koch's second year at Summit.

Mery Molenaar (Science)

M.S. Physics, University of Colorado, Boulder; B..S. Mathematics and Physics Education, Hogeschool Holland, The Netherlands.

After graduating from a four-year teacher training college, Ms. Molenaar taught mathematics and physics at several secondary schools in her native Netherlands. In 1991, she was offered the challenging opportunity to teach at a public secondary school in Tanzania, Africa. She worked at Msalato Girls' Secondary School in Dodoma as a science and mathematics teacher until 1993.

In 1994, Ms. Molenaar moved to Colorado to work on a graduate degree in physics at the University of Colorado at Boulder. During her studies, she taught introductory physics recitation and laboratory classes. To further develop and improve her teaching skills, Ms. Molenaar participated in the Graduate Teaching Program and received a Graduate Teaching Certificate in 1996 from the Graduate School. Also in 1996, Ms. Molenaar was awarded the Outstanding Teaching Assistant designation by the American Association of Physics Teachers.

Ms. Molenaar is delighted about the abundance of teaching resources available in Boulder County, and tries to bring speakers from different fields of science to her classes. She is dedicated to keeping her classes alive with demonstrations, hands-on experiments, and examples from daily life.
Ms. Molenaar has a strong interest in using technology in her classroom. During her teacher training, she specialized in the use of computers in science and mathematics education. This is Ms. Molenaar's first year at Summit. Her future goals include implementing computerized experiments, simulations, and use of the Internet in her science classes.

Cherilynn Morrow (Astronomy)

Ph.D. Astrophysical, Planetary, and Atmospheric Sciences, University of Colorado, Boulder; B.S. Physics, George Mason University, Fairfax, Virginia.

Cheri Morrow joined the Summit staff in the spring of 1998 as the teacher of the popular Astronomy elective class. She is the Manager for Education of the Space Science Institute in Boulder. Dr. Morrow is a published author for the NASA Office of Space Science and is currently field testing *The Cassini Teacher Guide,* for which she served as editor and science writer.

Ray Mueller (Computer Science, Math, Philosophy)

B.A. Philosophy, University of Colorado, Boulder.

Mr. Mueller began working with youth in Boulder in 1982 with the YMCA School-Age Child Care Program. As Director of Youth Services at the YMCA, he helped build a successful school-time and summer camp program that served

over 20 elementary and middle schools throughout Boulder County. During his time with the "Y," he was instrumental in the establishment of programs for kids from birth through the teenage years, including the Scott Carpenter Skate Park and the JoyCare Infant Center.

Mr. Mueller left Boulder for a year in the summer of 1992 to take a short-term position as Co-Director for an AmeriCorps Service Program in Washington, D.C., where part of his responsibilities included connecting AmeriCorps Members in Texas, California, and New Jersey to the Internet to facilitate better communication. Upon returning to Boulder, he studied computer science for a year at the University of Colorado at Boulder. He has programmed in PASCAL, C++, BASIC, COBOL, FORTRAN, HTML and assembly languages, and is familiar with UNIX and Windows platforms.

Mr. Mueller is currently working as a consultant for the Colorado Department of Education as a School-Age Specialist. He is also a volunteer with Boulder Community Network and with Project Self-Sufficiency, providing technical assistance and public orientation classes to the Internet and World Wide Web. He enjoys cross-country skiing, snorkeling, camping, hiking and traveling with his wife, Michelle. This is Mr. Mueller's second year at Summit.

Jon Novotny (Science)

B.S. Biology, University of Colorado, Boulder.

After graduating from the University of Colorado, Mr. Novotny worked for a year in an emancipation program in Colorado Springs teaching independent living skills to high-risk youth. In addition to teaching biology at Summit, he teaches science at Fairview High School.

Sharon Sikora (Science)

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

Dr. Sikora works hard to bring her love of science to her students by being an enthusiastic and energetic lecturer. She often uses demonstrations in her classroom to provoke excitement and curiosity while creating an atmosphere where students feel confident to express their ideas. She offers encouragement and promotes critical thinking. Believing that learning is a continuous process, she feels a deep responsibility as an educator to continuously further her knowledge. She was the recipient of the 1996-97 Summit Outstanding Teacher Award.

Dr. Sikora received her teacher certification in the summer of 1997 from the Colorado Board of Education. That summer she also served on the advisory board for a radio show, Sonic Boom, sponsored by the American Association for the Advancement of Science and the National Science Foundation to communicate science to teenagers.

Prior to teaching at Summit, Dr. Sikora taught at the university level. She received the Outstanding Graduate Teaching Assistant of the Year award at the University of Denver. She has also taught at the Denver Museum of Natural History where

she developed curricula and taught tens of thousands of students of all ages across the state.

Dr. Sikora is excited about this year at Summit. She looks forward to working with the other science faculty and the principal to create an innovative science program at Summit. She realizes that, although students come to Summit with a variety of backgrounds, they are unified in a fundamental desire to learn. She hopes to nurture that desire within these young scientists. In 1997-98 she was one of three finalists for Colorado Teacher of the Year.

Diana Stough (Spanish)

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

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

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

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

Ken Thompson (Math)

B.A. Mathematics, University of Colorado, Boulder.

Mr. Thompson has taught math in the Boulder area for six years. He enjoys bicycling, hiking, and weight lifting.

Susan Weissberg (Resource Specialist)

M.A. and B.A. Learning Disabilities, University of Northern Colorado.

Growing up with the mountains, Aspen, and the great weather kept Ms. Weissberg in Colorado as she finished her undergraduate studies in special education. Her first post-graduate job was doing something that came naturally: skiing. Being the first woman on the Aspen ski patrol paid the bills, but soon Ms. Weissberg landed her first "real" job as a teacher in Bigfork, Montana. Working in Bigfork was a great teaching experience, and she found the Flathead Valley "full of the nicest people and prettiest scenery on earth."

Four years later, Bigfork's population dropped from 900 to 899 when Ms. Weissberg left for a position with the Dept. of Defense, teaching English as a second language to U.S. military dependents in Germany. The opportunity to learn about the German culture and to work with a cross-section of the American population not often encountered in small towns such as Aspen or Bigfork, while gaining further teaching experience, will always be a fond memory for her. To gain more expertise in the field of learning disabilities, Ms. Weissberg returned to the University of Northern Colorado where she earned her master's degree.

Ms. Weissberg has worked in the field of learning disabilities for thirteen years and is even more enthusiastic about her area of expertise than when she began. She says, "The students with whom I am working at Summit Middle School are very bright but have different styles of learning. We do not regard these differences as true 'disabilities' in the popular sense of the word, but rather as cognitive styles which students need to understand in order to maximize their great potential. Many very accomplished people — such as Thomas Edison, Hans Christian Anderson, and John F. Kennedy — had such different learning styles." Ms. Weissberg is excited to be at Summit and feels that it gives her the opportunity to work with an outstanding group of students, parents, and faculty. She is available to all students for consultation.

Julie White (Physical Education)

B.A. History (minor Spanish), University of Colorado, Boulder; School of Education, Teaching Certificate, University of Colorado, Boulder.

While a university student, when she found spare time from her academic studies and sports, Ms. White volunteered in local schools, including Southern Hills Middle School. She spent many afternoons in the classroom, observing and teaching small, supervised lessons, or in the gym, coaching various sports.
This experience culminated in her student-teaching position at Wheat Ridge Middle School. Although this school presented a challenge with its diversity and "at-risk" population, she enjoyed team-teaching subjects such as geography, math, language arts, and history.

Ms. White spent several of her summers in prestigious girls' camps in New York and Maine. In New York, she was a tennis and equestrian instructor as well a full-time counselor to students of all ages. In Maine, she was hired as the head of Land Sports in charge of directing and supervising the program and its instructors.

During 1995-96, Ms. White was a geography teacher at D'Evelyn Junior / Senior High School in Wheat Ridge. During this time, she ran a flag-football intramural program and taught study skills, ultimately implementing a Planner Program to improve student organization skills and overall parent-teacher communication. She served on the interim building leadership team and worked as the head coach for the girls' varsity tennis and basketball teams.

Throughout 1996-97, Ms. White spent some time working as a substitute teacher in various schools, including Thornton High School, where she taught Spanish for three months. In March 199 7 she joined the faculty at Summit as the physical education teacher. This year, she looks forward to working part-time at Summit and spending the rest of her time running her tour operations business for travelers over 50.

Moira Woolsey (Health, Cooking)

Certificate of Education and Home Economics, University of Bristol, England.

Ms. Woolsey teaches two popular electives at Summit and helps out in the administrative office. She enjoys traveling and has lived in England, Scotland, California, New York, and Colorado.

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Governance

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 principal, the office manager and the guidance counselor. The Board makes policy, controls the budget, consults with the principal, conducts evaluation of the principal, participates in teacher evaluation, makes and implements hiring decisions, decides enrollment questions, provides expertise, volunteers for special projects, remains available as a resource, and serves as a review panel for any protests of administrative decisions.

The Board of Directors remains committed to the fundamental tenet of the original organizers that our primary responsibility is to the parents and students in our school. These are the customers of Summit, and thus are the ultimate governing body of Summit.

The Board holds regular public meetings at the school every two weeks. The first agenda item each week is parent concerns not covered elsewhere on the agenda.

The Board continues to effect policies and procedures which are based on this principle. For example, at Summit courses are "self-selected." That is, guidance is offered by the professional staff to parents and students, but the ultimate course selection is the decision of the students and parents (to the extent possible, subject to scheduling constraints). We do not restrict classes to any specific age grouping within the 6, 7 and 8 grade levels at Summit. To ensure open communication with parents and feedback from our community, we publish a bi-weekly newsletter and conduct regular, thorough surveys of parents, students and staff to evaluate our performance. Some results of our recent parent survey are included in this report.

We believe that the above policies, among others, have led to a high level of community support for, and parental involvement, in our school. Positive feedback abounds. Our fund-raising goals were significantly exceeded this year. An overwhelming majority of Summit families voluntarily contributed to our fundraising campaign. Our parent volunteer program is extremely active in virtually all aspects of the school.

"Summit is a once-in-a-lifetime opportunity for my child. It is the first time teachers [have] actually [tried] to challenge and remediate areas of academic strengths and weaknesses at the same time. . . . This school has a caring staff that knows how to set extremely high expectations and is willing and able to help each student excel to meet these high expectations. . . . The Summit Board of Directors is an incredible collection of talents. They have put the resources into Summit to make it the best school it can be, meeting the needs of the students and the Summit community. . . . Thank you to the Summit Board and staff!"

Summit Board of Directors, 1997-1998

Terms expire May 31, 1998: James Cederberg, Chair; Christine Howard, Vice-Chair; Hunter McDaniel, Treasurer; Patricia Olson

Terms expire May 31, 1999: Scott Smith, Secretary; Ron Goldfarb; Christa Askins

Ex-Officio: Bernita Grove, Principal; Lisa Singletary, Office Manager

Committees

The need for committee work has been considerably reduced in this second year of operation. Standing committees remain in place to meet needs as necessary. The most active committees are the Assessment, Accreditation and Accountability Committee (AAA), which also serves as Summit's School Improvement Team (SIT), the Parent Volunteer Connection (PVC), and the Fundraising Committee. Other standing committees are the Hiring Committee, the Budget Committee, the Social Committee, and the Long Range Planning Committee. Ad hoc committees are appointed as necessary to perform specific tasks. These remain a valuable part of Summit's operations.

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Community Support

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

Volunteers worked long hours prior to the opening of Summit, to solicit, move, and arrange donated furniture to furnish the faculty work area / lounge, science lab, office and classrooms. Other volunteers worked to prepare the soil and lay sod around Summit's newly acquired modular units. With infrastructure in place, less work was required for volunteers this year.

The Parent Volunteer Connection (PVC) was established by a group of parents who had not been active with Summit prior to the opening of school. The PVC has been invaluable in organizing volunteers during this first year of operation. The PVC has an organizer for each subject area to recruit volunteers to help with special teacher requests and events. PVC volunteers are scheduled on a regular basis for lunch supervision and in the office, and the teacher work area, for tasks such as telephoning, copying, and stamping of new literature paperbacks. Over 45% of the families of Summit students volunteer, in some capacity, to support the school.

Student, Staff, and Parent Satisfaction Surveys

During the month of February 1998, satisfaction surveys were distributed to the major driving forces behind Summit — students, faculty, administrative staff, and parents. We highly value feedback from all members of the Summit community in continuing to create, within the guidelines of our mission and goals, the best school possible for Summit's stakeholders.

Student satisfaction surveys were completed during each student's social studies class. Student council members, under the guidance of social studies teacher Chris Koch, helped develop the survey and understood the importance of student input in establishing goals for Summit. Input was obtained from the students regarding overall satisfaction; the level of challenge in core courses; expectations for grading, tests and papers; and satisfaction with textbooks, amount of homework, instructors and class size, as well as with electives, social events, extracurricular activities, and discipline. Feedback was sought in an area identified last year as in need of improvement — the coordination of homework — and for the new 20-minute study-hall / tutoring period at the end of 7th period.

Most students (240) fully completed the surveys and many made comments. Over 97% of the students expressed overall satisfaction with Summit. Regarding the coordination of tests, homework and papers, almost 77% stated that coordination does occur while 23% thought it does not occur. Over 54% stated that the 20-minute end-of-the-day study hall / tutoring period was helpful and almost 46%

"It was a difficult decision to make, to remove our child from the neighborhood school and send her to Summit, but it was one of the best decisions we have made. Here she has not only blossomed intellectually, but she has strengthened her character and self-confidence. My thanks to the untiring efforts of the fine faculty, staff and governing board that have made this school possible."

"My thanks to the wonderful, dedicated board and to the teachers who care about my children as pupils and as children."

stated it was not helpful. Many students who did not embrace this study period made suggestions on how it could be improved. Over 57% of the students rated discipline at Summit as satisfactory, 35% rated it as "too strict," and less than 6% rated it as "too lax." Board members and staff will read all of the comments, try to incorporate helpful suggestions, and address any areas of concern.

Staff members, under the leadership of English teacher / curriculum coordinator Amanda Avallone, developed the staff satisfaction survey. This survey provides valuable staff input for the development of Summit's goals as well as identifying areas of satisfaction and ways in which areas of improvement will be addressed. Feedback was obtained on the importance of factors in working at Summit, areas of Summit's success, areas of satisfaction, discipline, and relationships among the groups of stakeholders.

Factors that staff members identified as most important in continuing to work at Summit include Summit's educational philosophy, the quality of relationships with students and other staff members, the opportunity to work with talented colleagues, compensation, class size, and academic freedom for teachers. Staff identified Summit's areas of greatest success as educating students willing to work hard, developing a challenging curriculum, setting high academic standards, having a positive influence on education in the community, accommodating mixed-age classes, and providing for staff's safety. Three areas identified as needing improvement were (1) providing adequate teacher preparation time, (2) more consistent application of existing discipline policies, and (3) providing adequate teacher access to other teachers. Staff feedback regarding relationships with virtually all stakeholder groups was very positive.

A total of 81 completed parent satisfaction surveys was received. Input was solicited regarding overall satisfaction with Summit; the pace and level of difficulty of courses; the satisfaction with critical thinking skills, content, instructional materials, skill development, instructional approaches, and course expectations; amount and coordination of homework; and discipline.

Most parent respondents addressed every question on the survey and made comments throughout. Over 96% of responding parents expressed overall satisfaction with Summit and 95% expressed satisfaction with the level of challenge at Summit. Almost 73% of parents indicated that the amount of homework was "about right," with the remainder evenly divided between "too much" and "too little." In all, 85% stated that homework, tests and papers are either sometimes or always coordinated — 57.5% indicated coordination "sometimes" occurred and 27.5% that coordination "always" occurred. Over 87% of responding parents expressed satisfaction with discipline at Summit, with the remainder evenly divided between "too strict" and "too lax."

Many parents wrote words of encouragement on the surveys, such as, "keep up the good work" or "keep the wonderful teachers." Summit was referred to as a "once in a lifetime opportunity," "a lifesaver," and "one of the best decisions we have made." Some of these comments are displayed in the left margins throughout this report. Board members and staff will investigate the few areas in which parents expressed some dissatisfaction with skill development, instructional approaches, or students' understanding of course expectations.

District Snapshot Survey

Below is a summary of the survey of Summit parents and staff conducted by the District in February 1997, during Summit's first year of operation. Question 14-16 were answered in reference to our first principal. (Survey results from the February 1998 Snapshot are not yet available.) We consolidated the responses using the following scale: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1, Don't Know / No Opinion = 0. The weighted averages are shown for parents / staff. The District mailed 241 parent surveys. There was a 48% return rate. Questions for staff paralleled those for parents; the parents' version is given.

Student Learning	**Parents/Staff**
1. I am satisfied with the academic achievement of my student	3.4 / 3.6
2. My school sets high and realistic expectations for my student	3.6 / 3.6
3. The curriculum at my student's school provides a solid foundation for my student's future	3.7 / 3.6
Category Average	**3.6/3.6**
Learning Environment	
4. I believe my student's school allocates its resources to support student learning	3.6 / 3.3
5. There is a clear and positive approach to discipline in my student's school	3.3 / 2.4
6. My student has a positive attitude about his / her school	3.5 / 3.4
7. My student's school provides a safe environment for learning	3.5 / 3.2
Category Average	**3.5/3.1**
Shared Decision Making and Collaboration	
8. At my student's school, staff and administrators work collaboratively	3.3 / 2.3
9. There is a fair and representative shared decision-making process at my student's school	3.3 / 2.2
10. At my student's school, the shared decision-making process works effectively	3.3 / 2.1
Category Average	**3.3/2.2**
Communication	
11. My student's teachers keep me informed about my student's progress	3.1 / 3.3
12. School staff members keep me informed about what is going on at the school	3.2 / 2.7
13. I receive timely responses to questions and requests for information from my student's school	3.4 / 2.8
Category Average	**3.2/3.0**
Effective Management/Leadership by the Principal	
14. The principal demonstrates personal and professional commitment to school improvement	3.5 / 3.4
15. The principal uses effective problem solving and decision-making skills	3.1 / 2.4
16. The principal of my student's school is an effective leader	3.1 / 2.3
Category Average	**3.2/2.7**
Grand Average	**3.4/2.9**

Comparison

The parent/staff responses may be tabulated another way. Below are the combined percentages of "Strongly Agree" and "Agree" responses by parents/staff for Summit and for all District middle schools (including Summit).

Student Learning	**Summit | District**
1. I am satisfied with the academic achievement of my student	87/100 | 77/83
2. My school sets high and realistic expectations for my student	94/100 | 80/92
3. The curriculum at my student's school provides a solid foundation for my student's future	97/100 | 81/92
Category Average	**93/100 | 79/89**
Learning Environment	
4. I believe my student's school allocates its resources to support student learning	91/95 | 80/89
5. There is a clear and positive approach to discipline in my student's school	86/45 | 77/77
6. My student has a positive attitude about his/her school	91/100 | 84/89
7. My student's school provides a safe environment for learning	93/95 | 88/96
Category Average	**90/83 | 82/88**
Shared Decision Making and Collaboration	
8. At my student's school, staff and administrators work collaboratively	73/50 | 64/83
9. There is a fair and representative shared decision-making process at my student's school	65/45 | 53/79
10. At my student's school, the shared decision-making process works effectively	64/39 | 50/75
Category Average	**67/44 | 56/79**
Communication	
11. My student's teachers keep me informed about my student's progress	77/100 | 72/94
12. School staff members keep me informed about what is going on at the school	83/67 | 71/89
13. I receive timely responses to questions and requests for information from my student's school	82/78 | 79/88
Category Average	**81/82 | 74/90**
Effective Management/Leadership by the Principal	
14. The principal demonstrates personal and professional commitment to school improvement	83/78 | 72/91
15. The principal uses effective problem solving and decision-making skills	60/56 | 57/83
16. The principal of my student's school is an effective leader	61/39 | 62/82
Category Average	**68/57 | 64/85**
Grand Average	**80/73 | 71/86**

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Grants and Awards

Grants

Challenge Foundation

In March 1997, Summit was awarded a grant of $100,000 from the Challenge Foundation. In its award letter, the Foundation notes, "Your . . . success in developing a potentially 'world class' model school continues to be impressive." Founded in 1989, the primary focus of the Challenge Foundation has been granting aid for educational institutions and projects. In 1995, this non-profit organization became more actively involved in education reform and, thus, supportive of the national charter school movement.

Summit's grant from the Challenge Foundation is being used primarily to fund a multi-year, comprehensive curriculum development project. Faculty members are undertaking this extremely productive effort under the leadership of Summit's curriculum coordinator Amanda Avallone. Guidance is also being provided by nationally recognized curriculum development consultant Dr. Finlay McQuade. Faculty members worked during the summer of 1997 and periodically throughout the 1997-98 school year completing the cross-curricular and content area standards. These world-class standards, based on Summit's mission and academic goals, exceed Colorado and Boulder Valley School District standards. This curriculum development project will continue during the summer of 1998 and during the 1998-99 school year as Summit faculty members write specific benchmarks for the standards, align existing curriculum, identify gaps and/or redundancies, develop valid and appropriate assessments, and create and document curriculum units.

The Challenge Foundation grant has also enabled Summit to install a new state-of-the-art, IBM-compatible computer lab. This new lab has enabled Summit students to take elective courses such as Introduction to Programming, the Internet and World Wide Web, programming in C++, and programming in Java. This lab has been beneficial to an even greater number of students than those attending Summit — it is shared with Southern Hills Middle School as long as Summit and Southern Hills continue to share the same site.

Colorado Charter School Grant

In December 1997 Summit received confirmation that its third-year Colorado Department of Education (CDE) Charter School grant had been approved for the amount of $34,535. This grant program was initiated by Congress in cooperation with the U.S. Department of Education to assist charter schools with planning, program design and implementation during the first two years of operation. Summit received $30,543 from the Colorado Charter School Grant program for 1995-96, prior to the opening of the school, and $27,000 for the 1996-97 school year, our first year of operation. This funding has been exceedingly helpful to the success of our first two years. The current grant is the last that Summit is eligible to receive from this program.

"Summit has surpassed our expectations. You are all doing a wonderful job. Thank you very much for all your effort."

"Our son has never been so happy or so challenged in school. [The] teachers are wonderful!"

The 1997-98 CDE grant is earmarked primarily for professional development of Summit faculty members — to enhance the skills to become truly excellent teachers. The primary goal for these professional development opportunities is to enable our faculty to translate the Summit standards and curriculum into classroom practices in order to assist all students in meeting the standards. This funding also enables Summit to join a consortium of Colorado charter schools to enhance the curriculum development efforts of each school and to share substantive information among participating schools.

Quantum Leap

Dr. Sharon Sikora received a "Quantum Leap" grant for her proposal, "A Microscopic Vista," for a video microscope system. The award was made by the Foundation for Boulder Valley Schools and funded by Quantum, Amgen, D.I.I. Group, HPS (a Division of MKS Instruments), Neodata Services, StorageTek Foundation, and Valleylab. Summit was one of six schools receiving a grant. The 36 submitted proposals were reviewed by a committee on the basis of educational rationale, impact on student population, and overall educational merit.

***Tools for Learning,* 1997-98**

Over $40,000 was raised in Summit's annual *Tools for Learning* fund drive for parents. Gifts ranged from $20 to $5000. A total of 148 families contributed, a participation rate of 63%.

Associations

Summit is a member of the Colorado League of Charter Schools (CLCS). CLCS is a Colorado non-profit organization serving and supporting its nearly fifty 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. In October 1997 a member of Summit's Board of Directors, Chris Howard, was elected to serve a two-year term on the CLCS Board of Directors.

Student Awards

Regional Science Fair, 1997: Summit sent eight projects, including one team project, to the Regional Science Fair in 1997. Four students received honors awards, one of whom also was recognized by the Colorado Welding Instructors Association with a savings bond. The team project received the McDonald's Challenge 2000 Award and went on to the State Science Fair. A plaque was presented to the school in their honor for "Excellence in Science." At the State competition, the team earned honors (equivalent to second place for team projects) in the Junior Division.

Bayer/NSF Community Innovation Award: Four Summit students earned third place in the nation in the competition for the Community Innovation Award sponsored by Bayer Corporation, the National Science Foundation, the Christopher Columbus Foundation, and *Discover* magazine. They each received a $1000 savings bond. The awards were announced at Epcot Center in Walt Disney World on May 31. The team was accompanied by a science teacher and a

chaperone. The Summit proposal, "The Old Fashioned Wind Machine," was to build small windmills to generate electricity.

Spelling Bee: A Summit student made it to the final round in the 1997 State Championship Spelling Bee. The same student will compete at the State Championship again in March 1998.

Odyssey of the Mind: The Summit Odyssey of the Mind team placed first in the "Classics . . . Can You Dig It?" problem at the Boulder Valley Regional OM Tournament on March 15. Additionally, the team was awarded an "Outstanding OMer" award for "exceptional dedication and/or commitment, exceptional teamwork, a good, polished performance, and exceptional costumes and artifacts." The team won fourth place in the Colorado State OM Tournament.

Math Olympiads: A Summit student and a Southern Hills student each received the prestigious Dr. George Lenchner Medallion for perfect scores on all five Math Olympiads tests. The students were members of the combined Summit/Southern-Hills Math Olympiads team.

MathCounts: The Summit MathCounts team placed third among eight schools in the Boulder chapter competition. One student placed sixth in the chapter as an individual.

French Contest: Summit was the most highly placed middle school in the Colorado-Wyoming chapter of the 1997 *Grand Concours* French contest. Many Summit students scored higher than most of the high schoolers in the competition.

Student Projects and Participation

Student Council Project: The Summit Student Council collected $1,065.50 in donations from students for the Emergency Family Assistance Shelter to buy presents for homeless children.

Summit Science Fair, 1998: Summit held its second annual science fair on February 20. A total of 216 students participated in the science fair, 80% of the school, in 185 projects (some were team projects). Participation was voluntary, although science teachers offered extra class credit to students who participated. Thirteen projects were selected to go to the Regional Science Fair.

Jason Project: Summit students, teachers, and parents attended the Jason Project at the Denver Museum of Natural History. The school's participation was paid for by the EDS company.

Teacher Awards

Teacher of the Year Finalist: Science teacher Dr. Sharon Sikora was selected by the Colorado Department of Education as one of three finalists for Colorado Teacher of the Year.

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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 the BVSD, and disbursed through normal BVSD procedures for payroll, purchasing, and petty cash. Grant revenues and major fundraising receipts are also held with BVSD. The only funds managed outside this structure are profits from grocery coupon sales, which are held by the Summit Board in a "PTO" account, consistent with normal practice for other BVSD schools. Summit operations are included in the annual audit of all BVSD finances conducted by an external accounting firm.

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, textbooks, and the contingency reserve — is retained by the Summit Board.

The Summit 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 the BVSD no later than April 1. This initial budget will be revised based on final legislative action which determines actual revenues. This revised budget will be provided to BVSD by June 30.

Revenues

For the 1997-98 school year, Summit received operating funds from the following sources: direct per-pupil funding from School Finance Act, per-pupil share of funding from 1991 budget election, and activity fees.

The breakdown of revenue from these sources is shown in Table 1.

Table 1. Operating Revenues

Per-Pupil Operating Revenue	93%
Budget Election	7%
Activity Fees	< 1%

"We are so grateful for Summit. Thanks to all who make it happen!"

Fundraising

Summit was fortunate to receive a grant of $100,000 from the Challenge Foundation, a non-profit organization which is funding school reform efforts nationwide. This grant, which was received in March 1997, is being used primarily to fund an ambitious multi-year curriculum development process at Summit; this effort is described in more detail in chapters on Content Standards and Grants and Awards.

Second, Summit applied for and received funds from a federal grant program for charter schools administered by the Colorado Department of Education. This grant program provided $30,543 for the fiscal year ending on September 30, 1996, $27,000 for the year ending September 30, 1997, and an additional $34,535 for the year ending September 30, 1998. We have used these funds for textbooks, for curriculum development consultant services, and to purchase a server for our computer lab. The current grant is the last that Summit is eligible to receive from this program.

Third, Summit conducted its *Tools For Learning* fundraising drive in fall 1997 which raised approximately $40,000. These funds will be used to meet a variety of needs at the school, including science equipment, reference books, and for teacher compensation to retain key faculty members. Remaining funds from our fall 1996 fundraising drive were used last summer to purchase new IBM-compatible computers for the computer lab which we share with Southern Hills.

Finally, Summit received shared usage of the Southern Hills Middle School site together with utilities, maintenance, insurance, and custodial services. These facilities were provided by BVSD in exchange for a 15% concession on School Finance Act PPOR and a 100% concession of Capital/Insurance Reserve funding. The total amount of this concession for 1997-98 was over $235,000.

Expenses

Table 2 shows Summit's operating budget allocations for 1997-98, including all adjustments approved by the Summit Board as of this writing.

Table 2. Operating Expenses

Teachers' Salaries	54%
Administrative Salaries	19%
Special Education	12%
Administrative Expenses	7%
Instructional Expenses	4%
Contingency Reserve	2%
Equipment/Furnishings	1%
Other	1%

As can be seen, 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 the subject area taught. Summit nonetheless pays its staff competitive salaries which are negotiated individually. Summit's average teacher salary in 1997-98 is $31,400, a 6.5% increase from 1996-97. As our faculty gain experience, we expect the proportion of Summit's budget devoted to teacher salaries to increase steadily for the next several years.

The next largest budget categories are Special Education and Administrative Expense. All of the former and much of the latter are purchased from BVSD based on the BVSD's average per-pupil expenditure. Instructional materials, equipment, and other expenses are similar to those at other District schools.

Summit's internal contingency reserve was budgeted at 1.6% prior to school opening as a hedge against the possibility of enrollment shortfall. After that risk had passed, the Summit Board gradually allocated reserve funds to meet various educational needs.

Balance Sheet

Summit ended its 1996-97 fiscal year by repaying a $35,000 advance which BVSD had provided for the purchase of textbooks in our first year of operation. Summit then carried an unrestricted balance of approximately $50,000 into the 1997-98 fiscal year.

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Facilities

In this second year of sharing a site with Southern Hills, Summit has maintained an enrollment of 270. Summit's enrollment is slated to return to 250 for the 1998-99 school year.

This year has seen marked increases in the cooperation between Summit and Southern Hills. The positive aspects of the relationships described in last year's Annual Report have been preserved. Good working relationships between Southern Hills administration and Summit board members and staff have continued and improved, and relationships between the students are good. Both schools have held social functions open to all students in the building. Sharing arrangements worked out last year have remained in use. Last spring, the schools respective administrators met and went over a list of shared facilities issues and worked together to resolve them.

Foremost on the list of improvements is the implementation this year of a shared bell schedule. This has resulted in less inconvenience and has not precipitated conflict between students. It has also helped with scheduling. This improvement was initiated by Don Stensrud, and required significant cooperation by both programs.

Thanks to a favorable response from the Boulder Valley Board of Education, and facilitated by the coordination of Summit's and Southern Hills' daily schedules, Summit students had access to BVSD buses on a space-available basis.

The two programs worked out an agreement for shared funding of and participation in extramural athletics. There have been some issues in this arrangement concerning selection of coaches, and it is still uncertain whether the agreement will be renewed as to some or all sports. One positive aspect of the shared teams is that students and parents from both programs have an opportunity to work together. Another positive aspect is that these programs provide faculty members from both schools an opportunity to work with each other and to develop relationships with students from the other school. Summit believes that any problems encountered this year can be addressed by administrative cooperation.

Summit has worked hard to improve lunchroom supervision, and we believe these efforts have been successful. An agreement was reached to share funding of health room staffing so that health room staff would be available for much greater periods of time to help sick students from both schools. This has worked out much better this year.

Summit and Southern Hills worked together to obtain a brand new IBM-compatible computer lab. Summit supplied 25 computers and associated hardware and software and Southern Hills supplied the room. The computers were purchased with a combination of grants and funds raised by Summit. This computer lab is used for scheduled classes and is shared by Summit and Southern Hills.

"Summit is the best school our child has attended."

Summit refurbished the mini-gym by installing carpeting and repainting. Southern Hills made available coaches' office space adjacent to the mini-gym for

use by Summit. Summit has been afforded access to the technology lab and can now offer classes in those areas. Summit partially funded a technical support person who also teaches at Southern Hills to provide computer support for both schools.

Other excellent ideas have been discussed but not yet implemented. For example, it was agreed by both principals that a joint faculty meeting would be productive. This has not yet occurred, but should happen in the future.

There has been continued cooperation in scheduling and helping each other with specific needs as they arise. Undoubtedly, the presence of the two programs requires some sacrifice of the luxuries that come with an underpopulated building. Nevertheless, the relationship has had far more successes than failures. The two programs are clearly on a path toward greater and greater cooperation as time goes on.