Summit Middle School

Boulder Valley School District
Colorado

1998-99

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 1999 parent, student, and staff satisfaction surveys; paragraphs written by 8th graders for the 1998 National Teacher Forum sponsored by the U.S. Department of Education; and letters from parents and students.

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Letter from the Board of Directors

We are proud to present Summit's third annual report to the Boulder Valley Board of Education. Academic excellence, popularity among parents and students, and continued community demand for Summit's program have been hallmarks of our third year. Internally, Summit has worked to stabilize its administration, enjoyed a high rate of teacher continuity, and has been a leader in standards-based curriculum development.

Summit's academic success and other aspects of our operation are documented throughout this report. We would like to use this introductory letter to share some of the intangibles that underlie Summit's success.

Last June, Summit graduated its second class, comprising some 98 students. The graduation, held in the Fairview High School auditorium, attracted a full house of graduates, fellow students, parents, and extended families. It was a remarkable experience, and graphic demonstration that Summit has cultivated the kind of enthusiasm for education and success in life that will enable our students to contribute to their chosen high schools and to society.

Summit retained all but two of its full-time faculty; one left because of a family move, the other because of the return to Summit's original enrollment cap of 250 students. The faculty returned with renewed enthusiasm and another very productive year of experience. Our principal, Ms. Bernita Grove, who joined Summit at mid-school-year in 1997, returned for the 1998-99 school year. She has excellent rapport with the faculty and parent community. Two office staff members left for other endeavors and were replaced. Our administrative office team is working productively and efficiently and has enhanced teacher morale. It has also enabled us to proceed with further internalization of major tasks, such as scheduling, which have formerly been done by volunteers.

Thanks to a *Challenge Foundation* grant awarded in our first year, Summit has had an organized, concerted, and intensive curriculum development program. During the course of this year, we have gone from standards development, to benchmarks, to unit and lesson plans. This effort continues with work on assessments.

Summit has been a big part of my life. I spent two years there, learning, having fun, and growing up. The teachers at Summit gave me a very good education that well prepared me for my first year of high school. The teachers sincerely care about the students and make an effort to get to know each student individually. Summit meant, and still does mean, a lot to me.

Summit has developed an internal teacher mentoring plan involving our principal, assistant principal, curriculum coordinator, and experienced teachers, which has been of tremendous benefit to both new and returning teachers this year. This has also been a learning experience for those doing the mentoring and has created a professional environment in which teachers are comfortable exchanging ideas and helping each other. It has also created an administration-faculty community of doers and problem solvers.

Summit's Board of Directors is immensely proud of our teachers, not only for their excellent work in the classrooms, but for the many positive intangibles they bring to the benefit of Summit. They possess enthusiasm, knowledge of each and every Summit student, a sense of humor, willingness to freely give their time to help each other, and an uncanny ability to constantly step up to the plate in times of difficulty. They are a constant source of good ideas. Teachers often appear at evening extra-curricular activities in which they are not directly involved,

frequently with spouses or significant others in tow. This exemplifies a pride in their work and a love of their students that transcends salaries and contracts.

Another aspect of the maturation of Summit is a growing bond between the parent Board of Directors and the teachers. Administrative stability and quality are undoubtedly a huge contributor to this relationship. Renewed contracts help. But there is something beyond that: a partnership and trust that can only develop from working together in tough times and good times, and from genuine amazement at what our colleagues can accomplish. This is the kind of relationship about which founders of charter schools, and school communities in general, can only dream about. Summit really is becoming a family.

Parent volunteerism and financial support of Summit is at least as strong as ever. Many, many parents have made outstanding contributions of time, service, and ideas to the school. Of course, parents' support of their own students' learning remains one of the foundations of Summit's success.

Summit's students are also remarkable. They come to Summit knowing that a lot will be asked of them, and they rise to the challenge. By and large, they master the time management and organizational requirements of a rigorous academic program. For those who struggle, Child Resource Team (CRT) meetings address their problems. A small group of students who are having difficulty are assigned to a team for special, individual attention and counseling with Assistant Principal Kirk Adams. Students are not allowed to fall between the cracks. They seem to be a happy, enthusiastic bunch. Discipline issues, which were never a large problem, have been minimal this year. Having been with Summit their entire middle school career, they know the expectations of the faculty and their peers.

My son is now in the sixth grade at Summit. Very early in the year, the teachers saw that he was having a hard time. They called his mother and [me] in for a meeting to set up a plan to help him. This plan has helped [him] become more focused in class. The things that he is learning are starting to hold his attention more than in the past. He is learning to do the work necessary to allow him to gain the basic knowledge that life demands. This did not happen in his elementary school. This has happened at Summit. Summit is giving my son the chance to learn how to learn. The school is giving him the chance to surpass the mainstream's definition of success.

Once again, this preface to the Annual Report gives us a welcome opportunity to express our deep and sincere appreciation for the continued help and support of the Boulder Valley Board of Education and District administration. Despite controversies and differences of opinion that sometimes arise, this is a community effort and a learning process for all of us about the potential of charter schools. We thank the Board and administration not only for their on-going, day-to-day support, but for their many expressions of recognition of Summit's importance to the Boulder Valley School District.

When reflecting upon the odyssey that has brought Summit to where it is today, from the idea it was just four short years ago, we have to say that Summit has far surpassed our grandest dreams. Still, we are learning and growing everyday. We look forward to facing the challenges that lie ahead and to providing many more years of service to the students and parents 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.

The difference in [my son] right from that first day [at Summit] has been amazing. He's challenged, he's happy, he's interested in schoolwork again. He made friends right from the start, and is becoming a disciplined, organized student rather than a haphazard one. . . . He admires his teachers, he loves the learning process, he enjoys his classmates. The Summit teachers are outstanding, period. I can't say enough about them.

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Goals and Objectives

Summit was founded upon, and its program based upon, the following goals and objectives established in 1995.

. . . For the Program

- To expand educational choices within the Boulder Valley School District by offering middle school students the opportunity to enroll in a rigorous academic program 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 educational fundamentals (content) and the development of critical-thinking skills (process).
- To enhance each student's social and emotional development and to foster positive relationships among peers.
- To recognize that 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.

. . . For the Student

- To realize one's intellectual and personal potential.
- To have high expectations for performance in all curriculum areas.
- To eagerly meet academic challenges and learn to take intellectual risks.

The academic curriculum and teacher involvement with each student far exceed my highest expectations. Summit has been a great learning environment for our children.

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

. . . For the Faculty

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

Summit has been an exceptional educational experience for both of my daughters. I consider this school the "saving grace." The social atmosphere is very positive as well. . . . My older daughter is a freshman at Fairview in the IB program. She is getting straight A's and we owe it to the educational excellence of Summit. . . . Thank you all very much!

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Enrollment and Demographics

Enrollment for the 1998-99 Academic Year

The 1998-99 school year was the third year of operation for Summit Middle School. In 1997-98, our cap was 270 students, representing a one-year increase of 20 students authorized by the Board of Education to help us better balance the sizes of our three grades. In 1998-99, our cap returned to 250 students, with all grades balanced. Admission of new students was by lottery, with preference given to children of subscribers to the charter proposal, children of faculty and staff, and siblings of Summit students, as specified in our contract.

We received a total of 232 new applications during the 1998 open-enrollment period. With additional applications received through the spring and summer, we received a total of 259 applications for the 1998-99 academic year. Ultimately we admitted 98 new students: 85 6th graders, 12 7th graders, and one 8th grader.

Four 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. Last School Attended Prior to Enrolling at Summit, 1998-99 Academic Year

Public School	223
Private School	30
Out-of-District School	1
Home Schooled	2

Summit's current enrollment is given in Table 2.

Table 2. Enrollment by Grade Level, 1998-99 Academic Year

Sixth	87
Seventh	77
Eighth	92

I am extremely pleased with Summit's diversity, responsiveness, and high expectations for all students.

Summit's population includes a large number of bilingual students. Second languages spoken include Arabic, Chinese, Hindi, Indonesian, Italian, Korean, Mandarin, Russian, and Spanish. The percentages of students in the officially designated ethnic groups and special education are given in Table 3.

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

Group[1]	Summit	BVSD[2]	Southern Hills[3]	Base Line[3]
American Indian	0.8%	0.9%	0.0%	2.5%
Asian	5.9%	4.7%	2.0%	5.4%
Black	0.8%	1.7%	0.7%	4.1%
Hispanic	2.8%	10.5%	2.7%	11.7%
White (not Hispanic)	89.8%	82.3%	94.5%	76.4%
Special Education	3.0%	12.4%	18.6%	15.8%
Free / Reduced Lunch	4.0%	11.7%	5.5%	13.7%

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

Attendance

From October 1998 to February 1999, the daily average attendance was 94.8%. Table 4 gives data for the first part of the current academic year.

Table 4. Percent Daily Average Attendance
(October 1, 1998 to February 1, 1999)

6th Grade	7th Grade	8th Grade	Total
95.7%	95.3%	93.4%	94.8%

Enrollment Applications for the 1999-2000 Academic Year

Current 6th and 7th graders have priority for re-enrollment for the next school year. Of the 167 6th and 7th grade students at Summit in 1998-99, all re-enrolled for the 1999-2000 academic year as 7th and 8th graders.

Among new applicants, priority groups include children of the subscribers to the charter proposal, children of faculty and staff, and siblings of Summit students. Remaining openings are filled, by grade level, based on a lottery conducted by the District. This year's District open-enrollment period ended on January 29. We received 198 applications during the 1999 open-enrollment period. Thirty eight applicants are in priority groups.

Table 5. New Applications Received for 1999-2000

Sixth	169
Seventh	24
Eighth	5

Summit Middle School is the best thing that has ever happened to my child. She works hard, enjoys the challenge, and values herself.

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 98 new students, with the expectation that a total of 250 will actually be enrolled in Fall 1999.

Applicants were distributed fairly evenly over the entire District. Of the total of 198 applicants, 31 were from the Southern Hills neighborhood attendance area, 25 from Centennial, 23 from Platt, 21 from Angevine, 20 from Base Line, 15 from Burbank, 15 from Louisville, 13 from Monarch, and 12 from Casey. A total of 54 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 a number of students from our waiting list, as we did last year. Others will be admitted from the waiting list to replace any current students who move from the area.

We did not encourage applicants for 7th and 8th grades since we anticipated very few openings for those grade levels. As was the case last year, 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, 51% were in the initial offer group.

As parents, we truly believe . . . . that the finest prep school in the nation could not offer a better quality education than we are currently receiving at Summit Middle School. The staff is just phenomenal; the teacher expertise and enthusiasm are refreshing and contagious. Every teacher is a best-loved favorite! The principal is honest, professional, and extremely responsive.

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Content Standards

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

Summit believes in standards-based education. As expressed by the Northern Colorado BOCES, standards-based education has several benefits: (1) There are clear community expectations for schools. (2) The question, "What do we want students to know and be able to do?" is asked and answered. (3) Focus and clarity are brought to the curriculum. (4) Rigorous academic content is taught at all grade levels. (5) High expectations are established that demand hard work and effort from students, parents, and teachers. (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 and exit benchmarks. Summit faculty members have written specific benchmarks for each core subject level taught at Summit and are now in the process of developing standards-based units of study, along with appropriate assessments.

English

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

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

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

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

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

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

It has been such a relief to truly trust our school; to know that my children are challenged, happy, and excited about learning.

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

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

2.1. By the end of English III or IV, students can select and incorporate source materials to support and enhance their speaking and writing.

2.2. By the end of English III or IV, students can use the writing process (pre-writing, planning, drafting, revising and editing in response to feedback) to produce a variety of written products.

2.3. By the end of English III or IV, students can write compositions and make speeches that fulfill different purposes and that are clearly focused for different audiences, both public and private.

2.4. By the end of English III or IV, students can select from a variety of organizational patterns, including the narrative, summary, five-paragraph essay, and comparison / contrast, to serve the writing or speaking purpose.

2.5. By the end of English III or IV, students can write compositions and speeches that are focused and cohesive.

2.6. By the end of English III or IV, students can produce effective compositions for a variety of rhetorical purposes, including description, persuasion, exposition of research, and literary analysis.

2.7. By the end of English III or IV, students can identify and make use of stylistic elements, such as figurative language, diction, sound, and structure, as they develop an individual style and voice.

2.8. By the end of English III or IV, students can speak and write using a precise and varied vocabulary that reflects wide reading and knowledge of words' connotations (as well as denotations), common roots and their derivatives, and informed use of the dictionary and thesaurus.

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

3.1. By the end of English III or IV, students can self-edit and / or use available resources to produce finished compositions that demonstrate correct spelling of frequently used words and homonyms and show attention to the correct spelling of commonly misused and less familiar words.

Our family continues to be thrilled with the high quality of education our children receive from Summit. Although it is demanding, our son wouldn't want to be anywhere else.

3.2. By the end of English III or IV, students can use resources such as knowledge of spelling rules, spell-check functions, and dictionaries to improve spelling accuracy.

3.3. By the end of English III or IV, students can identify the parts of speech--noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection--and use that knowledge to draft, write, revise, evaluate, and improve his or her written products.

3.4. By the end of English III or IV, students can speak and write using correct pronoun case and agreement, regular and irregular noun and verb forms, and subject-verb agreement.

3.5. By the end of English I or II, students can write using the conventions of capitalization, such as to begin sentences, proper names, titles, and nationalities.

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

3.7. By the end of English III or IV, students can use complete simple, compound, and complex sentences in their writing.

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

4.1. By the end of English III or IV, students can infer an author's or speaker's point of view, purpose, and the influence of historical/cultural context.

4.2. By the end of English III or IV, students can solve problems and answer literal- and interpretive-level questions using reading, writing, speaking, listening, and viewing skills.

4.3. By the end of English III or IV, students can compare and contrast a variety of texts based on literary elements such as theme, style, point of view, historical, cultural, and artistic context, and character and plot development.

4.4. By the end of English III or IV, students can independently interpret spoken and written texts and justify that interpretation using textual and other support.

4.5. By the end of English III or IV, students can critique the content and style of their own and others' written work and oral presentations.

4.6. By the end of English III or IV, students can articulate and evaluate the processes they used to develop an idea or create a product.

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

5.1. By the end of English III or IV, students can locate, evaluate (e.g., for accuracy, persuasiveness, emphasis), and organize relevant information for reading, writing, and speaking purposes.

We have seen significant advances in the quality of our daughter's work. Summit has surpassed our expectations of the quality, comprehensiveness, and dedication that we wanted in an education for our daughter. Our daughter will be well prepared for high school, college and beyond.

5.2. By the end of English III or IV, students can access and use information from a variety of resource materials, including printed texts, library databases, the Internet, and CD-ROM.

5.3. By the end of English III or IV, students can incorporate source materials into an informative and properly documented end product.

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

6.1. By the end of English III or IV, students can draw on a broad base of knowledge about universal themes (e.g., initiation, appearance and reality, death and rebirth, responsibility, individuality and conformity) and apply these to specific literary works and to their own lives.

6.2. By the end of English III or IV, students can identify and discuss how specific aspects of culture (e.g., perspectives, beliefs, customs, mores, and artistic traditions) are reflected in specific American and world literature texts.

6.3. By the end of English III or IV, students can discuss literary technique and genre, using correct terminology, including diction, character, conflict, setting, plot, theme, symbol, allusion, figurative language, foreshadowing, imagery, and point of view and apply these to particular literary works from the U.S. and other cultures.

6.4. By the end of English III or IV, students can identify, explain, and compare key features of particular authors' works (e.g., themes, techniques, historical / cultural backgrounds, perspectives).

6.5. By the end of English III or IV, students can develop a definition of a literary classic and / or a set of aesthetic principles and apply these to particular works from a variety of historical periods and cultures.

6.6. By the end of English III or IV, students can synthesize and evaluate numerous perspectives (e.g., prior knowledge, cultural information, other readers' responses, literary conventions, and personal experience) in order to form and justify interpretations of the works studied.

Science

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

1.1 Students can make scientific observations about their world, contrast quantitative and qualitative observations, and distinguish between observations and inferences.

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

1.3 Students can design, perform, and defend an investigation using the scientific process, which includes a written step by step comprehensive procedure, test a hypothesis, control variables, and collect relevant data.

1.4 Students can use appropriate measuring tools and measurement units to collect and record data, evaluate their precision and accuracy, and identify sources of error.

1.5 Students can measure, calculate, and report data using the SI units and decimal prefixes (e.g., kilo-, centi-, milli-) and are able to convert between English system and metric system (e.g., Fahrenheit vs. Celsius, mile vs. meter).

Summit has achieved what all schools hope to: energizing and inspiring kids — middle school kids, no less! — to learn and to succeed. My son is thriving at Summit and I feel fortunate that he has access to a top-notch education at a public school.

1.6 Students can explain the need for many observations, determine the number of observations needed to reach an appropriate level of accuracy and reliability in an experiment, and explain the concept of significant figures.

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

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

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

1.10 Students can relate the results of an experiment to experimental questions that were asked, to other experiments, and to known models and theories, in order to ask new questions and plan subsequent experiments.

1.11 Students can communicate the results of an experiment with fidelity and clarity, using words, graphs, pictures, charts, diagrams, and computer resources (Internet, CD-ROM, application programs), in language and forms appropriate for an intended audience.

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

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

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

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

2.1.3 Students can distinguish between physical and chemical properties and changes, and separate substances based on these properties.

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

2.1.5 Students can classify and describe matter in terms of atoms, compounds (both ionic and molecular), and mixtures.

2.1.6 Students can name the compound that chemical formulas represent and explain the stoichiometry of the formula.

2.1.7 Students can describe the particles of the atom, relative sizes of the atom, and discuss the structure of the atom according to the quantum mechanical model.

2.1.8 Students can identify, classify, list, and predict chemical and physical properties of certain elements from their location in the periodic table (metals, nonmetals, noble gases).

Challenging. Respect for individual talents!

2.1.9 Students can describe and apply special precautions in handling common household materials, such as solvents and cleaners based on their properties.

2.1.10 Students 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 Students can identify and describe different forms of energy: chemical energy, mechanical energy, thermal energy, electromagnetic energy, and nuclear energy.

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

2.2.3 Students can describe qualitative and quantitative relationships, using data, observations, and graphs associated with energy transfer or energy transformation.

2.2.4 Students can describe and apply concepts related to chemical energy, e.g. chemical reactions, acids and bases, chemical solutions.

2.2.5 Students can describe, apply, measure, and calculate quantities related to mechanical energy (e.g., force, pressure, momentum, and work).

2.2.6 Students can describe, apply, measure, and calculate quantities related to thermal energy and change-of-state, e.g., temperature, boiling and melting points, and specific heat.

2.2.7 Students can describe, apply, measure and calculate quantities related to electricity and magnetism, e.g. resistance, current, voltage, and electric power.

2.2.8 Students can describe and apply concepts related to nuclear energy, such as radioisotopes, radioactive decay, half-life, and nuclear power and its by-products.

2.2.9 Students can measure, interpret and calculate the relationship between quantities.

Excellent quality of education. It's "cool" to excel at summit. . . . The responsiveness of the principal and teachers is phenomenal; they care about the students and they want parents to be involved. It's great to have kids in a school that has standards of acceptable behavior and a culture focused on achievement.

2.2.10 Students can describe and apply the concepts of electromagnetic waves (e.g., light) and mechanical waves (e.g., sound) and their interactions with matter.

2.3 Students understand that interactions can produce changes in a system, although the total quantities of matter and energy remain unchanged.

2.3.1 Students can identify, describe, and predict the effects of external forces acting on matter.

2.3.2 Students can describe and explain physical interactions of matter using conceptual models including the conservation laws of mass and energy.

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

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

2.3.5 Students 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).

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

3.1.1 Students can identify and describe the characteristics 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 Students can understand, construct and synthesize classification systems based on the structure of organisms.

3.1.3 Students can understand and apply the concepts and mechanisms of evolution, including bio-diversity, adaptation, specialization, and extinction.

3.1.4 Students can analyze the interactions and interdependence of living and nonliving components within an ecosystem, create and interpret food chains and food webs, and explain how adaptations of an organism determine its niche in the environment.

3.1.5 Students can analyze the dynamic equilibrium of ecosystems describing how an environment's ability to provide food, water, and space determines the carrying capacity and how perturbations in the environment will affect the ecosystem.

3.2 Students know and understand interrelationships of matter and energy in living systems.

3.2.1 Students identify everything in the universe as either matter or energy, and that the simplest unit of matter is the atom.

Our daughter was bored with school before she came to Summit. . . . She was inspired and challenged from day one. She seems to be appreciative of the education she is receiving. [One] can't hope for more than that. We are very pleased. . . .

3.2.2 Students know that atoms form molecules, molecules form macromolecules, macromolecules can be found in cells, cells form tissues, tissues form organs and organs form body systems.

3.2.3 Students can explain the role of energy in the maintenance, repair, growth and development of organisms.

3.2.4 Students recognize that food is the source of energy and building blocks for essential structures of an organism.

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

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

3.2.7 Students can describe the role of decomposition and recycling of dead organisms in an ecosystem in terms of matter and energy.

3.3 Students know and understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.

3.3.1 Students understand that the cell is the fundamental unit of all life and describe cellular organelles and their function.

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

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

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

3.3.5 Students can describe the growth and development of several organisms.

3.3.6 Students know the structures and functions of the human body systems identifying how the components of the systems interact to perform a function.

3.3.7 Students acknowledge the interactions and interdependence of the body systems allowing for a healthy organism.

3.3.8 Students can describe and give examples of non-communicable diseases and communicable diseases.

3.4 Students know and understand how organisms change over time in terms of biological evolution and genetics.

3.4.1 Students can compare and contrast the purpose and process of cell division (mitosis) with the production of sex cells (meiosis).

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

3.4.3 Students understand the general structure and function of the gene and its role in heredity and protein synthesis.

3.4.4 Students understand that most organs in the body are made of proteins.

3.4.5 Students understand the nature of a genetic mutation as illustrated by diseases such as Huntington's or albinism as well as mutations as a result of environmental factors such as ultraviolet radiation.

We are very pleased with the quality of learning at Summit. Our son has learned critical thinking skills, problem solving and how to apply and compare knowledge as well as content in subject areas. We feel he is more than adequately prepared for high school next year.

3.4.6 Students understand the terms dominant and recessive in terms of genetic traits.

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

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

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

4.1.1 Students can describe the Earth's shape and size, and draw a simple model of the Earth's interior, revealing the different layers between the core and the surface.

4.1.2 Students can describe ways minerals form (e.g., evaporation, heat, and pressure) give examples of some rock-forming minerals (e.g. quartz, feldspar, and mica).

4.1.3 Students can identify a substance as a mineral or non-mineral based on its structure and origin, describe some special properties of minerals and give examples of common minerals on Earth.

4.1.4 Students can identify and describe different types of rocks (igneous rocks, sedimentary rocks, and metamorphic rocks) and describe the general steps in the rock cycle, including shortcuts (e.g., volcanism and uplift).

4.1.5 Students can describe ways in which fossils are formed, preserved, and used as evidence that life forms have changed over time, and identify some commonly found fossils (e.g., trilobites, crinoids, ammonoids, and dinosaur tracks).

4.1.6 Students can explain the concepts of absolute time (the actual date of an event) and relative time (the occurrence of an event relative to a sequence of events) and apply these to the geologic timetable.

4.1.7 Students can identify and apply concepts of natural processes that shape the Earth's surface: weathering, erosion, wind, hydrologic processes (water cycle, ground water), glaciation, plate tectonics, volcanism, earthquakes, and mountain building.

4.1.8 Students can explain how geologists and seismologists obtain information and list some topics and materials they study.

My child has really bloomed with knowledge since attending Summit Middle School. I've never seen her happier about going to school because she finally feels challenged to give it her all.

4.2 Students know and understand the general characteristics of the atmosphere and the fundamental processes of weather.

4.2.1 Students can describe the basic composition and temperature structure of the atmosphere and its significance to life (e.g. the importance of the ozone layer and ionosphere).

4.2.2 Students can observe, measure, and record changes in local weather conditions: air temperatures, relative humidity, precipitation, wind direction and speed, and air pressure.

4.2.3 Students can distinguish between the main types of clouds and describe conditions under which these form.

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

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

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

4.2.7 Students can explain how meteorologists obtain information and list some topics and materials they study.

4.3 Students know major sources of water, its uses, importance, and cyclic patterns of movement through the environment.

4.3.1 Students can describe the hydrosphere and the movement of water in the water cycle, including oceans, glaciers, groundwater, and the atmosphere.

4.3.2 Students can describe regional community water budgets and water systems in terms of sources, storage, treatment, and distribution.

4.3.3 Students can describe the occurrence, distribution, and conditions necessary to support aquatic life.

4.3.4 Students 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 Students can describe the basic components (composition and size relative to the sun) of the solar system, including planets, comets, asteroids, and meteoroids.

Excellent science program. So much enthusiasm from teachers. World History is so different. My child really gets into the hands-on techniques. I was a judge for Science Fair and was very impressed. I heard one man say he wished he had some of these children in his company!

4.4.2 Students can identify the composition of the universe (including stars, galaxies, quasars, and black holes) and define and use several units that express distances in space (e.g., light years and astronomical units (AU)).

4.4.3 Students can explain the aspects of the relative motion and positions of the sun, Earth, and moon: the Earth's seasons, time measurement and the Earth's rotation, the moon's phases, lunar and solar eclipses, tides.

4.4.4 Students can compare the physical and chemical properties of Earth with those of other planets (e.g., size, temperature, and chemical composition).

4.4.5 Students can summarize the accomplishments of lunar and Mars exploration, and identify technology needed for space exploration (e.g., Hubble space telescope, radio telescopes).

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

4.4.7 Students can describe the functions of an optical telescope and locate and name some famous constellations.

4.4.8 Students can describe the function and progress of the international space station.

4.4.9 Students 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.

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

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

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

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

5.5 Students can give examples of inventions and the way these innovations have benefitted humankind, including name of the inventor and place and year of the invention (e.g., light bulb, Velcro, post-it notes, scientific instruments).

5.6 Students can describe how scientists and technicians use science and technology in their profession.

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

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

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

6.3 Students can identify, predict, and control variables and conditions which will affect change within a system in any scientific discipline.

As a parent volunteer, I enjoy Summit at least as much as my son!

6.4 Students can identify and predict cause-effect relationships within a closed system.

6.5 Students can identify and illustrate natural cycles realizing they are critical components of a natural system.

6.6 Students can use a model to predict change, and evaluate the effectiveness and scale of the model.

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

7.1 Students can function safely in a laboratory or field study setting, are aware of the safety of other people, and practice proper personal safety techniques, including wearing safety goggles when handling chemicals, hot liquids, glass ware or performing any activity that could harm the eyes and wearing appropriate clothing.

7.2 Students can function responsibly in a laboratory or field study setting, respect equipment, supplies, and fellow students and understand appropriate behavior, i.e. no horseplay, running, or fool play and no eating, drinking, or chewing gum, and the repercussions of inappropriate behavior.

7.3 Students can identify the location of safety equipment (fire extinguishing supplies, broken glass container, eyewash station) and first aid kit.

7.4 Students are respectful of chemicals, careful in the handling of all chemicals including acids and bases, know the location of the material safety data sheets (MSDS) and what type of information is present in these sheets.

7.5 Students demonstrate proper care for electrical appliances, do not touch electrical equipment with wet hands or use it near water, check for frayed cord or broken wires, make sure cords do not dangle from the table, and disconnect the appliances by pulling the plug, not the cord.

7.6 Students are careful with hot liquids, hot objects, and hot plates and use clamps, tongs, or heat-resistant gloves when handling hot objects.

7.7 Students are cautious while using sharp objects (e.g., dissection tools) and notify the instructor for proper disposal of broken glass.

7.8 Students can properly select and use appropriate equipment to measure characteristics of objects (e.g., length: meter stick, mass: balance, volume: graduated cylinder, temperature: thermometer, time: stopwatch) to be used accurately for varying scientific investigations.

7.9 Students can identify and know how to read correctly volumetric devises (e.g. graduated cylinders, burettes) by noting the bottom of the meniscus, how to zero a balance to obtain accurate measurements, how to read both analog and digital meters (e.g., pH meters, stopwatches, thermometer) and how to use microscopes including preparing wet mounts and staining of live microscopic specimens.

7.10 Students can properly clean the laboratory and the equipment used at the end of each session.

Summit provided my daughter with a superior learning environment that we could not have found elsewhere in the Boulder Valley School District.

7.11 Students can use computers and other electronic resources for activities such as gathering information and constructing graphs.

Social Studies

Standard #1. Political Systems — Each student can demonstrate understanding of the significant political structures and legal systems that have served to govern human societies past and present, analyze the political causes of peace and conflict within and between them, and use this knowledge to draw independent conclusions about domestic and international political issues that affect their lives.

1.1 Tribal Systems - Students can identify the basic political structures of tribal systems, examine the factors that influence their development, analyze the balance between political efficiency and social / economic equity found within specific tribal societies, and compare / contrast them.

1.2 Autocracies / Oligarchies - Students can identify the basic political structures of autocratic and oligarchic governments, examine the factors that influence their development, analyze the balance between political efficiency and social / economic equity found within specific autocracies and oligarchies, and compare / contrast them with other political systems worldwide.

1.3 Theocracies - Students can identify the basic political structures of theocracies, examine the factors that influence their development, analyze the balance between political efficiency and social / economic equity found within specific theocracies, and compare / contrast them with other political systems worldwide.

1.4 Democracies / Republics - Students can identify the basic political structures of democratic and republican governments, examine the factors that influence their development, analyze the balance between political efficiency and social / economic equity found within specific democratic / republican societies, and compare / contrast them with other political systems worldwide.

1.5 Political Relationships Within and Between Societies - Students can characterize the relationships that exist between people and their governments, determine the causes and results of civil unrest within specific societies, and examine the inherent relationship that historically exists between political power and military power in virtually all societies. Similarly, students can analyze the motivations for, and results of, specific international alliances and conflicts, past and present.

Standard #2. Economic Systems — Each student can demonstrate understanding of the significant economic systems that have guided the production and distribution of limited resources in human societies, past and present, and how trade and technology have enhanced the production and distribution of resources within and between those societies.

2.1 Tribal Systems - Students can characterize the basic economic relationships found within tribal societies, examine the factors that influence their development, and evaluate how efficiently and equitably resources are produced and distributed within and between specific societies, past and present.

Summit is a very good school with dedicated teachers and staff.

2.2 Capitalism - Students can identify the basic economic principles that define market-oriented economic systems, examine the factors that influence their development, and evaluate how efficiently and equitably resources are distributed within and between market-driven economies.

2.3 Communism - Students can identify the basic characteristics of communist systems, examine the factors that influence their development, and evaluate how efficiently and equitably resources are produced and distributed within communist economies and between other societies.

2.4 Socialism - Students can identify the basic theories that underlie socialist economies, examine the factors that influence their development, and evaluate how efficiently and equitably resources are produced and distributed within socialist societies and between other societies.

2.5 Trade and Technology - Students can identify and evaluate the influences of trade and technology in the production and distribution of resources in human societies throughout history.

Standard #3. Social Systems — Each student can demonstrate understanding of the significant cultural, religious, and class structures of world societies, past and present, and how the acquisition of new and borrowed knowledge has influenced the cultural systems within and between those societies.

3.1 Major World Religions - Students can identify the basic beliefs and principles that underlie the world's largest religions, evaluate the impact those belief systems have had on human societies thought history, and draw independent conclusions about the historical relationships between religion, value systems, and political power.

3.2 Cultural Diversity and Daily Life - Students can identify unique cultural traits of a wide variety of societies, past and present, compare/contrast them to other cultures, and evaluate how cultural differences have lead to alliances and conflicts within and between societies throughout history.

3.3 Arts and Literature - Students can interpret representative works of art and literature, draw independent conclusions about the values and beliefs held by that society, and analyze the dual role of the arts as a medium to reinforce or challenge deeply held values and beliefs.

3.4 Class Structures - Students can distinguish and evaluate a variety of systems used to organize people into classes, such as wealth, religion, race, gender, birth, education, guild, and caste, list the advantages and disadvantages of each, and compare/contrast them to other social systems used throughout history.

3.5 Education and Knowledge - Students can explain the inherent relationship between knowledge and power throughout human history, determine the processes by which knowledge is built and passed on from generation to generation, and examine the effects on a society of losing knowledge. Students can also identify selected philosophers and scholars who have influenced the world, and analyze representative works from those scholars.

It's simply the best middle school environment in the State of Colorado.

Standard #4. Environmental Systems — Each student can demonstrate understanding of the significant ecological systems, physical features, and

distributions of natural resources on the Earth, and how physical and human systems have influenced each other, both in the past and in the present.

4.1 Spatial Organization of the Earth's Surface - Students can identify and utilize a variety of tools to help them organize and study the surface of the Earth, including maps, globes, charts, pictographs, and satellite imagery, and use those tools to determine spatial patterns of land use and movement on the Earth's surface.

4.2 Impact of Physical Systems on Human Societies - Students can identify significant physical features, climates, biomes, and distributions of natural resources on the Earth's surface, explain the physical processes that shape them, and analyze their influence on the development of human societies, past and present.

4.3 Impact of Human Societies on the Earth - Students can identify significant social, political, and economic activities of human societies, past and present, that have dramatically altered the Earth's surface, examine how these activities influence the physical features, biomes, climates, and natural resources of the Earth, and draw independent conclusions about human processes that have irreversibly changed the Earth's physical systems.

Standard #5. Historical Inquiry and Research — Each student can demonstrate understanding of the processes involved in historical inquiry and research, create and test hypotheses, draw independent and meaningful conclusions from their research, and present those conclusions in a variety of formats.

5.1 Chronological Organization - Students can chronologically organize important people, events, issues, and civilizations into distinct eras, and use this information to identify patterns of continuity and change in history. As students progress, they can also use this information to analyze historic cause-effect and systemic relationships that effect the stability of the world today.

5.2 Developing Hypotheses - Students can identify, and successfully implement, the steps involved in a successful research project, including the need to develop appropriate hypotheses to guide their research.

5.3 Obtaining and Analyzing Historical Data - Students can obtain data from a wide variety of primary and secondary sources, identify different resources of information in their community, analyze the inherent biases found in virtually all sources of information, and modify their hypothesis, if necessary.

5.4 Drawing Meaningful Conclusions - Students can use the research process to draw independent and meaningful conclusions about the world they live in.

5.5 Presenting Information - Students can present a hypothesis, a body of supporting evidence, and a conclusion(s) in a 10-page paper with citations or in one of the formats required by the National History Day competition.

Our daughter is thriving at Summit. She is enthusiastic about all her classes, from English, World History, Spanish, and Science, to Art and Music.

Mathematics

Included are exit-level benchmarks, which each student will have completed by the end of Algebra 1 and either Geometry or Honors Geometry.

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

1.1 Students accurately add, subtract, multiply, and divide whole numbers and compute whole number powers and roots.

1.2 Students accurately add, subtract, multiply, and divide integers, and compute integer powers and roots.

1.3 In the context of various applications, students demonstrate their understanding of the meaning of fractions; add, subtract, multiply and divide fractions; and name the numerator, denominator and reciprocal of a fraction.

1.4 Students convert between mixed numbers and improper fractions and add, subtract, multiply and divide mixed numbers.

1.5 Students round decimal numbers to given places; add, subtract, multiply and divide decimal numbers; and convert among fractions, decimals and percentages.

1.6 Students evaluate numerical expressions involving the four basic computations, powers, roots, and grouping symbols.

1.7 Students construct ratios and proportions to model a variety of application problems including percentages and solve proportions using several methods.

1.8 Students classify numbers into various number sets, and use number lines to represent positive and negative numbers, one-variable inequalities and absolute values.

1.9 Students factor whole numbers including prime factorizations; identify prime and composite numbers; find common multiples and common factors; use scientific notation to represent quantities; and compute using scientific notation.

1.10 Students state and apply in problem solving the field and closure axioms (associative, commutative, distributive, closure, inverse, and equality).

1.11 Students recognize, extend, and apply arithmetic and geometric sequences.

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

2.1 Students describe number sets using standard set notation by enumeration and rule.

2.2 Students list the elements and subsets of number sets using standard set notation.

2.3 Students identify unions and intersections of sets using standard notation.

2.4 Students construct and use Venn diagrams of number sets to solve problems.

The curriculum is well thought-out and suitably challenging for all students!

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

3.1 Students graph points using ordered pairs and determine the slope between points as rise over run.

3.2 Students construct graphs of lines by determining points, slopes, and x- and y-intercepts of linear equations in various forms.

3.3 Students determine equations of linear functions given graphs and equations of parallel or perpendicular lines.

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

4.1 Students translate between verbal and arithmetical / algebraic expressions and equations.

4.2 Students demonstrate understanding of, and use in problem solving, integer and fractional exponents; determine powers and roots of variable expressions; perform operations with radicals; and write expressions in simplest radical form.

4.3 Students identify and classify polynomial expressions by degree and number of terms.

4.4 Students add, subtract, multiply, divide and compute powers of polynomial expressions.

4.5 Students factor polynomial expressions using a variety of methods, find common factors, and identify prime quadratic expressions.

4.6 Students simplify and evaluate rational numerical and algebraic expressions, and add, subtract, multiply and divide rational numerical and algebraic expressions.

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

5.1 In the context of application problems, students will write and solve one-variable equations involving variables on both sides, distribution, and combining like terms.

We had the combined anxiety of the transition from elementary school to middle and in particular to Summit which has a reputation for being particularly rigorous. Our daughter's feedback is she loves the school, the kids and the teachers. Our observation is she comes home excited about what she is learning, no doubt a function of the enthusiasm the teachers bring to their classroom. … Bravo!

5.2 In the context of application problems, students will write and solve linear equations in a variety of forms.

5.3 Students will write systems of linear equations to model various applications and solve systems of linear equations using a variety of methods.

5.4 Students will solve multi-step absolute value equations.

5.5 In the context of application problems including distances, students will write and solve radical equations and identify extraneous solutions.

5.6 Students will write quadratic equations to model various applications and solve quadratic equations using a variety of methods.

5.7 Students will define and graph solution sets of linear inequalities and systems of linear and absolute value inequalities.

5.8 Students will define solutions of quadratic inequalities using a variety of methods.

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

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

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

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

7.1 Students will define and classify plane geometric figures and their properties.

7.2 Students will define and classify solid geometric figures and their properties.

7.3 Students will determine linear and angular measurements of geometric figures.

7.4 Students will determine missing side and angle measurements of triangles.

7.5 Students will perform reflections, translations, rotations and dilations of geometric figures in the Cartesian coordinate system; identify symmetries; and recognize and generate tesselations of plane figures.

7.6 Using a variety of methods, including the Pythagorean relationship and trigonometric ratios, students will compute missing elements of right triangles.

7.7 Students will demonstrate their understanding of and construct proofs of geometric relationships in two- and three-dimensional coordinate systems.

7.8 Students will perform geometric constructions, including congruent angles and segments, angle bisectors, and perpendicular and parallel lines.

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

8.1 Students will use the multiplication counting principles and factorials in problem solving.

8.2 Students will define, and apply in problem solving, theoretical and experimental probability, including sample spaces.

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

My son thrives at Summit. He makes top grades, loves classes, enjoys (most) homework. My only worry is that schooling after Summit will be a let-down.

9.1 Students will use radian angle measure to define arcs and rotations.

9.2 Students will use trigonometric and circular functions to define angles.

9.3 Students will use inverse trigonometric functions to solve geometrical problems.

9.4 Students will model and solve various application problems with trigonometric functions.

Foreign Language

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

1.1. By the end of French, German, or Spanish II, students will verbally summarize and rephrase in their own words information obtained from authentic sources, such as watching and listening to a current event report and explaining it or comparing and contrasting it with another.

1.2. By the end of French, German, or Spanish II, students will identify, respond to, and use the who, what, when, where, and why of a listening selection by interpreting and discussing it in detail both orally and in writing.

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

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

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

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

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

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

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

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

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

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

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

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

Standard #5. Students acquire and use knowledge of cultures which speak the target language.

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

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

5.3. By the end of French, German, or Spanish II, students will discuss and analyze selected reading or listening samples for cultural elements, historical, or current events.

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

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

Summit is our first experience with the Boulder Valley public schools. Our son had gone to a private Montessori [school] for his elementary school years. We would have probably continued in private schools if it hadn't been for Summit Charter School.

6

Course Descriptions

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. Writing instruction focuses on the development of thoughtful content, compelling support, clear and sophisticated expression, organization, and technical accuracy and polish. Grammar text: Prentice Hall Grammar and Composition.

English Level I

Students will 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 will use the writing process to develop basic skills: creating and organizing solid expository paragraphs and five-paragraph essays based upon a thesis statement. They will concentrate on good paragraph development and the simple essay. 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 will expand their knowledge of literary elements to include point of view and figurative language. Moreover, they will gain greater skill and independence in identifying stylistic and structural elements introduced in Level I. Responses to literature will include analysis as well as literal comprehension. Instruction will also focus on refining the five-paragraph essay and using writing and speaking to persuade and inform an audience. Grammar topics will include types of personal pronouns, recognizing sentence structures, using quotation marks, and recognizing common prefixes and suffixes.

English Level III

Students in Level III will begin to consider universal themes and cultural context in interpreting literature. Close analysis of an author's intent and style will include references to character, conflict, setting, theme, language, and imagery. Students will broaden their writing and speaking repertoires to include a wider range of tasks, purposes, and audiences, such as persuading, sharing research findings, and entertaining an audience. Writing tasks will involve analysis of poetry and other literature, exposition of author's style, and creative writing. Students will also focus on improving their own personal writing style and command of formal English language. Grammar instruction will include a review of the eight parts of speech, subject-verb agreement, the correct use of commas, and varying sentence structures.

We love Summit! We are so happy to attend this school!

English Level IV

In Level IV, students will respond to literature on numerous levels, considering both universal themes and the particular cultural and artistic traditions that shape a literary work. In addition to the literary elements introduced in earlier levels, students will respond to and analyze stories, poems, plays, and novels with respect to genre, archetype, diction, and symbolism. In writing, students will continue to expand their experiences with preparing full-length essays for various rhetorical purposes, including exposition of research, comparison/contrast, analysis of literary style, and narration and description. Grammar units will 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.

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

Mathematics

Student ability and prior performance should be used to properly place students. However, by the Summit Charter, it is a matter of choice for the parent and student to make the final determination for which course is the appropriate starting point. Students should be encouraged to take the most difficult course in which they can succeed.

Pre-Algebra

Text: Prentice Hall, Pre-Algebra, Davison et al. Pre-Algebra helps students to build computational skills as they transition into Algebra. Topics include number theory; integers; numerical and algebraic expressions; one-step and multi-step equations; inequalities; fractions and decimals; graphing; perimeter, area and volume; data analysis and display; ratio, proportion and percent; scientific notation and precision.

Pre-Algebra Honors

Pre-Algebra Honors is designed for the student who likes and excels in math. Students need to have already mastered basic computational skills, including decimals and fractions. This is a fast-paced course; students will cover all Pre-Algebra plus additional challenging topics.

We are very grateful for all that Summit has done for and given to our children. Thank you!

Algebra I

Text: Addison-Wesley's Algebra 1 by Paul Foerster. 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, and 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 l by Paul Foerster. This is a faster paced and more rigorous course than regular Algebra 1. It is intended for students who want an extra challenge. Students move quickly through the introductory topics, then concentrate on polynomials, quadratic equations, systems of linear equations and functions.

Geometry

Students solidify algebraic ideas and thinking skills while working with basic geometric figures. Topics to be covered include coordinate geometry, quadrilaterals, transformations, similarity, area, volume, problem solving and proofs.

Geometry Honors

Text: Addison-Wesley's Geometry by Moise/Downs. This is a proof-oriented Geometry class. A high level of dedication is required to succeed in this course, as it requires students to step beyond the casual mode of thinking that most are accustomed to, 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/Fabricant. This is a special course offering and depends upon a sufficient level of interest. 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, and trigonometric functions, graphs, identities and equations. This course is intended only for top students and is very challenging.

We are very pleased; my daughter is challenged.

Science

The following is a description of the course offerings in the science curriculum. It is recommended that all students take the two core offerings unless mastery of the content and scientific principles is demonstrated. The two core offerings are Biological Sciences and the Environment and Physical Sciences and the Earth. It is highly suggested that incoming sixth graders enroll in Biological Sciences and the Environment. There is a $20.00 materials fee.

Biological Sciences and the Environment

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

Physical Sciences and the Earth

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

Advanced Topics in Science

This course provides depth in the areas of life science, physical science and earth science. Major concepts and themes introduced in the core courses will be reinforced. Topics include history of the earth, weather and climate, mechanics of flight, acid and base reactions, and biotechnology. The expertise of the faculty will be utilized. Research will be emphasized. Textbooks: Physics, D.C. Heath; Chemistry, Prentice Hall; Earth Science, D.C. Heath; Biological Science, Kendall / Hunt.

Chemistry/Physics

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

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); and World Geography / International Relations (generally taken in 8th grade).

I love the school.

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 both our society and government. This second course in the sequence, American History picks up where World History leaves off, with the European exploration of the Americas. Students follow the development of our nation from the initial contact between Europeans and Native Americans, right up to the present. This course sets the stage for the final course in the sequence, World Geography / International Relations. Armed with an understanding of both World and American History, students can now begin to analyze the complex relationships that exist between their own nation and the many other peoples of the world.

World History

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

American History

American History picks up where World History leaves off, with the arrival of the Spanish in North America. Students follow the early history of our nation as a clash and a melting of ideas and the cultures of people on three continents – America, Europe, and Africa. The remainder of the first semester follows a chronological sequence through the Civil War, emphasizing the Constitution and the Bill of Rights, and how they helped define this young nation. After the Civil War, in the second semester, students shift to a topical study of different issues in American History, including Civil Rights, war and conflict, economics, and political policies. This allows students to develop an understanding of the historical basis for many of the issues facing the United States today.

World Geography/International Relations

This course will be taught for the first time during the 1999 / 2000 school year. We are working with local high schools to provide a solid foundation in Geography and International Relations which will not conflict with the required Geography course in Boulder Valley high schools. The over-riding goal of the course will be to help students understand the complex political, economic, social and environmental issues which face the world's nations today, and to assess the role the United States should play in shaping those issues.

This school is great!

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 Olympiad, Odyssey of the Mind, drama, musical drama, instrumental and vocal concerts, field trips, Science Fair, National History Day, Spelling Bee, yearbook.

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

It's a great learning experience.

7

Placement and Assessment

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 pretests 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 grammar and writing assessment scored on a standard rubric. Once at Summit, students are recommended for advancement based on reading comprehension, success in the current level, and the writing portfolio. Summit English teachers are in the process 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

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 that unit's benchmarks.

Summit is the best school! I am learning a ton more than my friends learn, even though some go to private schools. Our teachers are very enthusiastic about what they teach.

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

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. A student may also select a core course as an elective (e.g., a second foreign language). 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.

Summit can be really fun, but you have to be prepared to do lots of homework.

Comprehensive Test of Basic Skills *(TerraNova)*

The CTBS *(TerraNova)* was given to all district 7th graders in 1998. Summit was the only school to test all its students (although six did not participate because of absences). No student was excluded because of special education status.

Summit's Median 1998 Scores

The table below gives the actual ("Act.") national percentile score for a median ("average") Summit student in all areas for all three grades, along with differences ("Dif.") from the anticipated score based on the Test of Cognitive Skills.

Table 1. Actual (Act.) and Anticipated Difference (Dif.)
Median National Percentile Scores, 1998 CTBS *(TerraNova)*

	6th		7th		8th	
	Act.	**Dif.**	**Act.**	**Dif.**	**Act.**	**Dif.**
Reading	89.8	11.8	91.5	6.5	89.5	1.7
Vocabulary	88.2	15.5	87.0	3.7	91.4	8.4
Reading Composite	*92.0*	*13.7*	*92.8*	*5.8*	*94.0*	*6.3*
Language	88.9	8.9	87.8	4.2	91.1	4.7
Language Mech.	81.5	1.9	75.8	-7.8	80.7	-5.3
Language Composite	*88.5*	*6.2*	*87.2*	*0.8*	*90.8*	*1.3*
Mathematics	92.2	10.9	84.9	0.7	90.3	2.3
Math Computation	74.0	4.6	81.0	2.1	88.5	3.8
Math Composite	*86.6*	*9.1*	*85.0*	*2.2*	*90.6*	*2.6*
Total Score	**91.6**	**10.1**	**91.6**	**4.8**	**94.6**	**5.6**
Science	88.7	11.0	88.4	2.9	92.6	4.1
Social Studies	87.0	8.6	90.5	5.4	89.0	1.3
Spelling	80.2	5.6	73.3	-7.7	72.8	-7.2
Number Tested	*74*		*96*		*94*	

Overall, Summit students performed very well this year, as they did last year. Areas of relative deficiency are math computation for 6th graders, language mechanics and spelling for 7th graders, and spelling for 8th graders. These are areas that teachers reviewed with students in 1998-99.

Use of the Data

This is a great school, . . . challenging in all areas.

How does Summit use the data? It is our goal that each student achieve more than one year of academic growth in every subject every year he or she is at Summit.

We want each student to increase in national percentile score from year to year, especially in areas of deficiency. Parents are asked to compare this year's scores to those of last year and 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.

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

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

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. Tests can provide useful information to students, parents, schools, and the public.

Longitudinal Comparison

The table below compares last year's to this year's actual median scores of our current 7th and 8th graders.

Table 2. Comparison of 1997 and 1998 Actual Median National Percentile Scores for Current 7th and 8th Graders

	Current 7th		**Current 8th**	
	1997	***1998***	***1997***	***1998***
Reading	87.2	91.5	91.1	89.5
Vocabulary	88.7	87.0	90.7	91.4
Reading Composite	*90.8*	*92.8*	*94.0*	*94.0*
Language	88.4	87.8	87.7	91.1
Language Mech.	78.5	75.8	79.5	80.7
Language Composite	*87.3*	*87.2*	*86.6*	*90.8*
Mathematics	87.9	84.9	87.1	90.3
Math Computation	64.6	81.0	84.4	88.5
Math Composite	*80.5*	*85.0*	*88.2*	*90.6*
Total Score	**90.0**	**91.6**	**92.8**	**94.6**
Science	91.1	88.4	88.3	92.6
Social Studies	86.6	90.5	92.4	89.0
Spelling	83.3	73.3	78.8	72.8

The teachers stick by what they say they will do . . . The atmosphere is great and there are virtually no problems. I feel safe in my school.

There was significant improvement in math computation and significant deterioration in spelling for our current 7th graders. Total scores increased somewhat for our current 7th and 8th graders.

Spread in Scores

The following table gives the national percentile "Total" scores for Summit's own 10th, 25th, 50th (median), 75th, and 90th percentile students.

Table 3. Spread in Scores

Grade	No.	90th	75th	50th	25th	10th
6th	74	99.0	96.9	91.6	79.0	61.7
7th	96	98.6	96.0	91.6	81.6	68.2
8th	94	99.1	98.2	94.6	84.3	65.4

Summit students are narrowly clustered about the median, well above the national average. Even Summit's 10th percentile is above the national average.

Normal Curve Equivalents

Below is a table of 1998 7th-grade *TerraNova* CTBS scores for all Boulder Valley middle schools. "Total" scores — which are a composite of reading, language, and mathematics — are shown for each school's own 25th, 50th, and 75th percentile students, along with the number of students tested. Actual ("Act."), anticipated ("Ant."), and difference ("Dif.") scores are given for each school's 50th percentile (median).

The spread in Summit scores (75th minus 25th percentiles) is 14.4, whereas it is 40.0 for the district. Summit compares very favorably with the district in terms of spread, actual scores, and positive difference. Compared to 1997 CTBS scores, Summit declined slightly in terms of actual scores at the 50th and 75th percentiles and anticipated difference at the 50th percentile. The district improved in actual scores and anticipated differences.

In comparing anticipated differences, one should note that they are based on national percentile scores. The "Teacher's Guide to *TerraNova*" observes, "[National] percentile ranks are not equal-interval data. Differences between percentile ranks are larger near the ends of the range than they are in the middle. For example, the difference between percentile ranks of 5 and 10 or between 90 and 95 is much greater than the difference between percentile ranks of 50 and 55. Because the intervals between percentiles are unequal, percentiles are not suitable for statistical work such as computing averages."

To compare the value added by different schools, reference must be made to scores reported on an equal-interval scale. Normal Curve Equivalent (NCE) scores are often used for this purpose. NCE score reports are available from the publishers of *TerraNova* but traditionally are not requested by BVSD. However, formulas or tables may be used to convert national percentiles to normal curve equivalents.

It is nice to be able to accelerate in some subjects but be able to hold back in others.

Table 4. Scores for All District Middle Schools

School	No.	25th	50th			75th
		Act.	Act.	Ant.	Dif.	Act.
Angevine	209	23.9	50.7	51.0	-0.3	78.1
Base Line	125	47.5	82.4	70.9	11.5	91.6
Broomfield	298	42.9	66.0	65.3	0.7	83.6
Burbank	112	55.4	76.7	71.8	4.9	88.2
Casey	129	24.8	56.4	59.5	-3.1	84.3
Centennial	203	55.1	80.2	70.3	9.9	89.4
Horizons	24	69.3	82.3	78.8	3.5	94.3
Louisville	188	53.3	73.8	65.0	8.8	85.8
Monarch	163	42.4	62.4	66.8	-4.4	77.8
Nederland	69	54.2	67.5	63.7	3.8	85.6
Platt	208	55.3	75.0	69.2	5.8	87.8
Southern Hills	107	52.2	74.8	73.0	1.8	88.2
Summit	**96**	**81.6**	**91.6**	**86.8**	**4.8**	**96.0**
District	*1931*	*47.2*	*71.4*	*68.3*	*3.1*	*87.2*

Table 5 gives actual and anticipated NCE scores for the middle schools. Note that NCE scores are not percentile scores and are not very useful for gauging the achievement of individual students. Their utility, for present purposes, is in the difference computation, the last column in the table.

In comparing difference scores in Tables 4 and 5, they become smaller for schools near the 50th percentile and larger for schools well above the 50th percentile. For example, Base Line's difference score converts downward from 11.5 to 8.0 whereas Summit's difference score converts upward from 4.8 to 5.5. Similar relationships would be obtained using any equal-interval scale such as "z-scores" or "T-scores." Unlike the national percentile scale differences reported by BVSD, a difference of 5.5 NCEs represents the same amount of value added at all levels of achievement.

Need for Above-Grade-Level Testing

Here at Summit each student is challenged to his or her ability, not further or less. They give you a mountain to climb that fits your ability, and when you have gotten to the summit, you are truly proud.

Many Summit students top out on the regular grade-level *TerraNova*. The student test reports in each subtest are marked with an asterisk if the student answers all questions correctly. This is usually associated with a score of 99, but sometimes 98. (Note, however, that many students who score 99 on a subtest do not get the asterisk.)

Table 5. Median Normal Curve Equivalents

School	**Normal Curve Equivalents**		
	Act.	Ant.	Dif.
Angevine	50.4	50.5	-0.2
Base Line	69.6	61.6	8.0
Broomfield	58.7	58.3	0.4
Burbank	65.4	62.2	3.2
Casey	53.4	55.1	-1.7
Centennial	67.9	61.2	6.7
Horizons	69.5	66.8	2.7
Louisville	63.4	58.1	5.3
Monarch	56.7	59.1	-2.5
Nederland	59.6	57.4	2.2
Platt	64.2	60.6	3.6
Southern Hills	64.1	62.9	1.2
Summit	**79.0**	**73.5**	**5.5**
District	*61.9*	*60.0*	*1.9*

For the 1997-98 *TerraNova*, Table 6 gives the number of students in each grade who got asterisks on their subtests.

Table 6. Number of Students Who Answered All Questions Correctly on the 1998 *TerraNova.*

No. Asterisks	**6th**	**7th**	**8th**
1	12	16	26
2	5	9	11
3	2	1	5
4	6	0	6
5 or more	1	2	1
Total	26	28	49
No. Students	74	96	94

I think the education I have received at Summit is top notch.

The table indicates that a fairly large fraction of the students are topping out on at least one portion of the test battery. If we included the students who got 99's with no asterisk, it would be a much larger fraction. When difference scores are

calculated (actual minus anticipated scores), Summit, in the aggregate, is at a disadvantage to the extent that it has students who score 99. This is not alleviated by the use of normal curve equivalents.

To assess the relative strengths and weaknesses of these students, and to measure their growth while at Summit, the Summit Board decided to administer one-grade-level higher tests to all students beginning in 1999. (The district is not administering the CTBS to middle-schoolers in 1999.) The *TerraNova* tests are normed for a range of grades. For example, the 7th-grade-level test is normed for students from the sixth month of grade 6 through the second month of grade 8. Our 6th graders, taking the 7th-grade test in April (the eighth month of grade 6), fall within the norming range. Thus, the score reports for our students will remain valid and comparable.

I think education is important, the knowledge and the process. . . . I think that everyone needs a challenge in their life, something to work towards and accomplish.

8

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), Art Forms (fall), Sculpture (fall), Pottery (fall), Introduction to Art (spring), Painting (spring), State of the Art (spring); Music — Beginning Instrumental Music (fall); Musical Theater Workshop (spring), Advanced Band / Jazz Band 1, Jazz Band 2, Orchestra, Select Strings (fall), Choir, *Silver Rain* (select choir); Drama (fall); Creative Writing (fall); Film as Literature (spring); Basic Satellite (spring); Computer — Introduction to Programming (fall), Technology Lab, Beginning Programming, Advanced Programming; Health; Cooking; Time Management; Study Hall; 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 has used 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 are able to take their requested electives, including those in specialized music classes. Summit will explore the feasibility of using Boulder Valley's new program SASI-PRO for scheduling classes for 1999-2000.

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.

I like the way Summit places its students according to their ability, not their grade. It insures that no one is bored or left behind.

9

Articulation of Curriculum with High Schools

English

Summit English teachers have met with the Boulder High and Fairview High School English Departments 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. Students planning to attend Boulder High School will be recommended to the appropriate honors-level English course (Advanced 9th or Advanced 10th) on a case by case basis.

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. Summit's foreign language teachers have been in communication with both Boulder High and Fairview High teachers to ensure that Summit courses flow into the high school programs.

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. They have also met with Boulder High School teachers to determine the appropriate sequence of courses. 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 Honors 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.

I feel I've been well prepared for the rest of my life and am ready for high school.

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.

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 IB Biology 1,2. Boulder High School has honors science courses which Summit students can move into after their science classes at Summit.

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. Boulder High School believes that many Summit students should take both Honors 10^{th} grade English and Honors 10^{th} grade World History.

This is the kind of school I [would] want my child to go to, a school where you have friends and learn.

10

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 are also held with BVSD. 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, 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 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 1998-99 school year, Summit received operating funds from the following sources: direct per-pupil funding from School Finance Act, per-pupil share of funding from the 1991 budget election, fundraising, and activity fees. The breakdown of revenue from these sources is shown in Table 1.

Table 1. Operating Revenues

Per-Pupil Operating Revenue	91%
Budget Election	6%
Fundraising	2%
Carryover from 1997-98	0.5%
Activity Fees	0.5%

I think people need more choice in their education. They should have the option to choose a harder or easier class depending on their own ability level.

In addition to direct revenue, 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 1998-99 was over $225,000.

Fundraising

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 $35,335 for the year ending September 30, 1998. During the current year we have used these funds for curriculum development, for textbooks, and to purchase computers for use by school staff. The current grant is the last that Summit is eligible to receive from this program.

Summit conducted its *Tools for Learning* fundraising drive in winter 1999 which has raised $32,000 to date. These funds will be used to meet a variety of needs at the school, including science equipment, reference books, and for compensation to retain key faculty members.

Expenses

Table 2 shows Summit's operating budget allocations for 1998-99, including all adjustments approved by the Summit Board as of this writing.

Table 2. Operating Expenses

Teachers' Salaries	56%
Administrative Salaries	22%
Special Education	12%
Administrative Expenses	6%
Instructional Expenses	1%
Contingency Reserve	1%
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 1998-99 is $33,900, a 7.5% increase from 1997-98. As our faculty members gain experience over the next few years, we expect the proportion of Summit's budget devoted to teacher salaries to increase steadily.

I have had a great time and learned a lot! . . . Our teachers have time to give us all a hands-on experience.

The next largest budget categories are Special Education and Administrative Expenses. 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 0.6% prior to school opening as a hedge against the possibility of an enrollment shortfall. After that risk had passed, the Summit Board gradually allocated reserve funds to meet various educational needs.

Balance Sheet

Summit carried an operating funds balance of approximately $99,000 into the 1998-99 fiscal year. Approximately $66,000 of this balance was either directly or indirectly restricted to cover salaries and encumbrances which were incurred during 1997-98, leaving an unrestricted carry-forward of $23,500. This represents a decrease of $31,500 compared with the previous year's carry-forward of $55,000. Summit has no outstanding liabilities or debts at this time.

Summit has important ideas like ability grouping, and fun and challenging activities which support our accelerated learning. . . . Summit creates an ideal environment for both students to learn and teachers to teach. I think everybody should have a school like Summit to go to.

11

Governance and Accountability

Summit is a school that is accountable and responsive to students and parents. A seven-member Board of Directors, elected by the parents and teachers, constitutes the official governing body of Summit Middle School.

Day-to-day administration of the school is carried out by the principal, the assistant 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, staff, and alumni to evaluate our performance. Some results of our recent surveys 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.

When I started [at] Summit Middle School, I didn't know anyone. . . . By the end of the year I knew everyone at the school. I think it was amazing and also special that the school and classes are small enough to do that. . . . I think it's great that everyone is happy to come here and learn. That is mostly due to the teachers.

Summit Board of Directors, 1997-1998

- Terms expire May 31, 1998: James Cederberg, Chair; Christine Howard, Vice-Chair; Hunter McDaniel, Treasurer; Eric Lindemann
- Terms expire May 31, 1999: Scott Smith, Secretary; Ron Goldfarb; Christa Askins
- Ex-Officio: Bernita Grove, Principal

Committees

The need for committee work has been considerably reduced since the first year of operation. Standing committees remain in place to meet needs as necessary. The

most active committees are the Accountability, Assessment, and Accreditation Committee (AAA), the Parent Volunteer Connection (PVC), and the Fundraising Committee. Other standing committees are Hiring, Budget, Social, Hospitality, "Meet & Mingle," Staff Appreciation, Science Fair, National History Day, and Teacher and Staff Support. Ad hoc committees are appointed as necessary to perform specific tasks. These remain a valuable part of Summit's operations.

Accountability, Assessment and Accreditation (AAA) Committee

The purpose of the AAA Committee is to provide analysis and application of internal and external accountability measures, regular assessments based on internally-created and district-provided surveys and measurements, and to facilitate the individualized accreditation process put in place for Boulder Valley schools by Colorado state statute. This committee performs the functions of the School Improvement Team (SIT) as required by the Colorado Department of Education.

The AAA Committee is composed of members representative of the Summit Board of Directors, the Summit parent community, Summit faculty and staff, and the community at large. During the 1997-1998 school year, the AAA Committee members were: Bernie Grove, Principal; Amanda Avallone, teacher and Curriculum Coordinator; Angie Dozeman, teacher; Diana Stough, teacher; Boyd Dressler, university representative; Ernie Eason, community representative; Molly Heins, Summit parent; Barbry Hogue, Summit parent; Chris Howard, Summit Board of Directors representative; and Kathy Reims, Summit parent. During the 1998-1999 school year, the AAA Committee members were: Bernie Grove, Principal; Amanda Avallone, teacher and Curriculum Coordinator; Molly Heins, Summit parent and DAAC representative; Barbry Hogue, Summit parent and Parent Volunteer Committee chair; Chris Howard, Summit Board of Directors representative; Emily Weigel, Summit parent; Kathy Reims, Summit parent; Audrey Block, Summit parent; and Lynn Eisler, Summit parent.

AAA Goals Developed in 1997-98

Goal 1. Summit Middle School will establish standards for content areas.

At Summit, all the teachers are devoted to having the class learn. . . . The teachers are allowed to teach their classes with creativity. Teachers have us do hands-on things: labs, games, writing, and other things. I think it helps us learn much better; it covers all the kinds of learning. . . . I actually look forward to going to school. I believe that everyone should be given that opportunity.

Curriculum development and the development of standards, benchmarks, and assessments is a multi-year project. During the 1997-98 academic year, Summit targeted the first phase of the process: the creation of content standards. Summit exceeded the goal for that year. By January, departments had written content standards and submitted them for approval to the Summit Board of Directors. These were approved as working drafts, and faculty members devoted the spring semester to writing course-level benchmarks. Summit held a Summer Institute for Curriculum Development in 1998. Tasks for the Institute included developing scope and sequences for each course, aligning individual units with relevant benchmarks, and creating appropriate assessments.

Goal 2. Summit teachers will teach study and research strategies for gathering data and organizing and communicating information.

Summit has made significant progress toward achieving this goal. Prior to the start of the 1997-98 school year, teachers developed cross-curricular standards for oral and written communication, gathering and organizing information, and critical thinking. Next, teachers attended a workshop, given by Special Education teacher Susan Weissberg and Curriculum Coordinator Amanda Avallone, on teaching those skills across the curriculum. As part of the workshop, teachers discussed ways they planned to incorporate the teaching of those skills in their particular courses. Sample lessons and artifacts teachers used in their classrooms this year — such as writing and speaking rubrics, steps in the research process, charts and webs to assist in reading comprehension and prewriting — were collected and shared with faculty, the AAA Committee, and the Summit Board of Directors. The 1998-99 school year opened with a Study Skills Seminar for all students. A full-day workshop for staff on cross-curricular reading, writing, and research is scheduled for April.

Goal 3. Create a master plan for professional development to support faculty in realizing Summit's mission.

The following seven criteria for professional development were adopted. Professional development opportunities must meet at least one of the criteria.
1. Improve an individual teacher's content area knowledge.
2. Improve or enhance a teacher's instructional strategies.
3. Assist a teacher in formulating meaningful assessments in his / her content area.
4. Assist a teacher in selecting and / or developing appropriate learning materials.
5. Enable faculty and staff to coordinate academic goals for the students.
6. Enable faculty to share instructional strategies, classroom management techniques, assessments, or learning materials.
7. Allow faculty to review and study results of assessments (CTBS, other internal and external tests). The aforementioned Summer Institute will meet these criteria by assisting faculty in developing, delivering, and assessing the curriculum as it contributes to increased student achievement, mastery of content, and development of critical thinking skills.

Goal 4. Research alternatives for, and find examples of, assessment tools designed for high-achieving students.

The Comprehensive Test of Basic Skills *TerraNova* was taken by all Summit students in the spring of 1997 and 1998 to establish baseline data. Members of the AAA Committee are currently researching other appropriate norm-referenced assessments. Faculty members have developed their own criterion-referenced assessments to determine mastery of Summit's content standards.

AAA Goals Developed in 1998-99

Goal 5. Relative Weaknesses in academic areas, as indicated by CSAP and / or Terra Nova results, will subsequently be addressed in curriculum and instruction.

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

The quality of teaching here is very high.

Goal 7. Summit's internally administered assessments will demonstrate that students master at least 80% of core area benchmarks.

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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 (GCN1; also: AFC1 AFC1R and GCN1R)
7. Procedure: Evaluation of Professional Staff Teachers (GCN1; also: AFC1 AFC1R and GCN1R)
8. Administrative Staff Evaluation Procedures: Principal (GCN2; also AFC2)
9. Policy: Discipline and Dismissal of Teachers (GCPD)
10. Procedure: Discipline or Dismissal of Professional Staff (GCPD1E)
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 Middle School is the best school I've ever been to. Everyone is treated as an equal. . . . The teachers are so enthusiastic about teaching and have a fairly close relationship with all their students. . . . This is the third year I have attended this school and have had a blast the entire time.

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 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%.

Summit is great! The faculty is superb!

5. Pluses and minuses may be attached to letter grades at teacher discretion. A "plus" means achievement near the top of a grade range and "minus" near the bottom.

6. Grades are reported to parents quarterly (the end of October, mid-January, the end of March, and the beginning of June).

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

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

9. While the basis on which grades are calculated varies from subject to subject, in general the letter grades have the following meaning: A = Outstanding, B = Proficient, C = Adequate, D = Deficient, F = Unacceptable.

Attendance and Homework Policy

Homework is an integral aspect of the ambitious curriculum 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, literary essays, and special projects. Students should expect to devote substantial, but not inordinate, time to homework. The time spent at home will vary from student to student depending upon the individual's organizational ability, work habits, and aptitude for particular subjects. Should a student regularly spend more than three hours a night on homework, it may be an indication that he or she is improperly placed or needs additional assistance. Parents are advised to contact the school counselor or individual teachers if this occurs. Summit welcomes feedback from parents on the quality of homework assignments and the time required to complete homework.

Because of the level and pace of most courses at Summit, students need to attend school regularly, unless prevented by illness or emergency. Parents are strongly encouraged to plan family vacations and other optional events at times 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.

We are very pleased with the academic challenges and creativity of the program. The availability of the staff and teachers is wonderful.

In general, if some serious reason, like illness, prevents a student from attending school, students are advised not to attempt to do homework until well enough to return to school. Obviously, 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 the Homework 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 remains in effect. At the beginning of each year, students are given a Summit Student Handbook which contains the discipline policy and much additional information to assist students and parents in gaining familiarity with Summit.

Summit 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. Parent satisfaction with discipline is very high.

Standards for Learning Across the Curriculum

I've never met teachers who seem to make a connection with every child the way the teachers at Summit do. Talk about valuing diversity!

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.

Teachers at Summit know their subject's depth and breadth.

13

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.

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 first implemented in the 1997-98 school year and has continued through this academic 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 marine researcher, several college instructors, and a professional artist, as well as professional teachers. 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.

My greatest satisfaction comes from my relationship with the students. It is extremely fulfilling to see them achieve success, both overall and in the incremental steps they must take. I feel this satisfaction both as a teacher and as a parent.

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 Summit's Alternative Teacher Training Program.

Classroom Management, BVSD Curriculum Council Meetings, Standards-Based Curriculum and Instruction, Reading and Writing Across the Curriculum, Critical Thinking, Learning Styles, Assessment Techniques, Using Assessment Results, 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. Candidates select a primary mentor teacher from their field who teaches in a secondary school. 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. This year, three teachers, Valerie Ammon, Lisa Hanckel, and Diana Stough, are taking advantage of the program.

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.
7	12	2

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. She has taught for Adams State College and been a federal education grant evaluator. Recently returning to Colorado from Oregon, Ms. Grove demonstrates exceptional administrative experience, skill, and enthusiasm.

. . . Working with colleagues and students who call forth the very best in me.

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, Mathematics)

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.

. . . Working with optimistic, idealistic, positive people.

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 a small town in 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 halfway 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.

. . . Watching kids grow in an atmosphere of love and support.

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.

Upon taking this position, I was impressed with Summit's educational philosophy and commitment to excellence. I am even more impressed today. The opportunity to work with scholars and true academics in creating this special environment is wonderful.

Ms. Blakemore is married to Kit Blakemore, an attorney, and has two children: Katy and Patrick. 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.

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.

I am very satisfied with the progress of curriculum development. It is not yet perfect, nor may it ever be perfect, but I am excited by the challenge of developing curriculum units [that] motivate and challenge students and truly allow them to explore strengths and improve weaknesses. All of us [on] the faculty are continually changing and molding the curriculum to seek perfection.

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 lifelong 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 trilevel, multigenerational 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.

Ingrid Fotino (Mathematics)

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

Dr. Fotino taught Romanian grammar and culture at Harvard University, an enrichment program in beginning French at University Hill Elementary School, mathematics for Cours Universitaires de France, junior high Geometry, Algebra and Set Theory. She also taught Calculus I, II, III at Colorado School of Mines and College Algebra, Finite Mathematics, Calculus II and III at Metropolitan State College of Denver. Most recently she substituted in French and Mathematics for BVSD, and taught a group of low achieving math students at the high school level.

Dr. Fotino lives in Boulder with her family. Her two daughters graduated from Boulder High. She loves sport and travel and engages in either whenever possible. She started and is very active in a relief organization for needy families in Romania.

Greta Frohbieter (**Science,** 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.

I'm extremely proud of the curriculum we've developed. This staff is the best I've worked with anywhere. [My greatest] satisfaction [is] connecting with students and seeing their thinking evolve and change.

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

Some volunteer tutoring sparked her desire to teach, and she completed New Jersey's alternative teacher certification program through Trenton State 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.

I appreciate the attention the instructors give to each child: looking for the most effective method of transferring knowledge to them, instead of leaning on a style of teaching and expecting the students to adjust.

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.

Cheryle Kapsak (Social Studies)

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

Ms. Kapsak grew up in Montana in a family of musicians and environmentalists. She headed east of Boston and studied flute for four years. She returned to Montana every summer to hike. She has always loved teaching and has taught most of her adult life in a variety of settings, from a poor neighborhood school in Chicago to a prep school in Omaha, Nebraska. For the past several years she has been teaching and designing curriculum at Regis Univeristy. Ms. Kapsak was awarded the Professor of the Year and Excellence in teaching three times.

Ms. Kapsak now lives in Longmont with her husband and three daughters. She spends time with her children's competitive soccer, basketball, swimming volleyball and music interests.

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.

I like the individual attention I get in my classes. It makes it much easier to understand the material.

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.

Patrick McGarrity (English)

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

Mr. McGarrity is a native of the Lone Star State where he attended high school on the West Texas desert plains. As an undergraduate at Texas A&M University, he developed a passion for the study of literature. After graduating with honors, he remained at A&M for his masters, emphasizing twentieth century American literature. Mr. McGarrity designed curriculum for and instructed in composition, rhetoric, and technical writing. In his final semester, he received the departmental award for outstanding teaching achievement. In 1966 Mr. McGarrity and his wife moved to Denver where he accepted a position in finance and marketing. After a two-year hiatus, he has returned to the classroom. Mr. McGarrity is delighted to be teaching again. In his spare time, he enjoys hiking, skiing and is a formidable tennis player.

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. Her future goals include implementing computerized experiments, simulations, and use of the Internet in her science classes.

Ray Mueller (Computer Science, Mathematics)

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

Mr. Mueller began working with youth in Boulder in 1982 with the YMCA SchoolAge Child Care Program. As Director of Youth Services at the YMCA, he helped build a successful schooltime 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 SchoolAge 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.

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 enjoys 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. Dr Sharon Sikora was invited to attend the 1998 National Teacher Forum, one of two representatives from Colorado and the only representative from a charter school.

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 ongoing liberation struggle in her country. Ms. Stough also attended a conference in Tegucigalpa, Honduras, in 1992 where she did simultaneous translating from English to Spanish and from Spanish to English. There she presented a paper on the global coffee industry and the role it plays in the Honduran economy and well being of its people. In 1993 she presented a joint session at the Colorado Conference of Foreign Language Teachers about alternative approaches to teaching grammar and vocabulary in the classroom.

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

Ken Thompson (Mathematics)

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 postgraduate 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 1997 she joined the faculty at Summit as the physical education teacher. She enjoys working part-time at Summit and spending the rest of her time running her tour operations business for travelers over 50.

Moira Woolsey (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.

14

Facilities

Since its inception, Summit has shared a site with Southern Hills Middle School. Sharing of the site has, in Summit's view, been successful. Countless logistical details have been worked out between Summit and Southern Hills in a spirit of cooperation. Details of some of these cooperative efforts, and many facts surrounding the sharing of the site, were provided in a report submitted by Summit to the Boulder Valley School District entitled "Summit Middle School's Analysis of Site Utilization Issues at Southern Hills/Summit Middle School Shared Site," dated January 14, 1999. The details of that report will not be reiterated here. The essence of Summit's analysis of site usage is that the issues raised by Southern Hills are manageable, certainly do not represent a crisis, and are within the experience of neighborhood schools in the District in times of shifting population.

Summit's enrollment cap is 250. Before Summit was sited there, Southern Hills was experiencing declining enrollment and its student population was headed below 360. In the last three years, Southern Hills' enrollment has grown to a current 406. Southern Hills predicts enrollment next year of about 440, which is likely to stabilize thereafter. Southern Hills has unlimited open enrollment; the increased enrollment of Southern Hills has resulted in increased pressure on the shared facility.

For Summit, the major constraint of its location at Southern Hills is the limitation to 250 students. Summit's persistent, lengthy waiting list is evidence that the demands of the community are not being fully met, and Summit would, in the future, like to more fully meet the demand for its program. For example, for the 1999-2000 school year, 31 of the estimated 100 future 6th grade students in the Southern Hills neighborhood attendance area applied to attend Summit.

In the spring of 1998, the District began a discussion of how to solve the problem of expensive, inefficient, underpopulated use of some its facilities, particularly middle school buildings in south Boulder. Summit immediately, formally wrote to the District, announcing its desire and willingness to be part of the solution to this problem. Summit plays a unique role in the potential solutions because it is not wedded to a particular building and would be willing to move to help solve the problem. Since the spring, Summit has reiterated to the District, on multiple occasions, in public and in private, its willingness to work with the district in solving the facilities usage problem.

Summit has also discussed the potential sharing of a non-District site with a new charter school, Peak to Peak. At this writing, Summit's discussions with Peak to Peak are at a stage where Summit must now discuss with the District contract changes necessary to allow Summit to move to Peak to Peak as a long-term solution. Summit does not believe that the possibility of a District site as a long-term solution should be dismissed unless and until a complete agreement is worked out between Summit, the school district, and Peak to Peak.

Summit does believe that the addition of additional portables at the present site as a short-term solution is appropriate. A temporary move to another District site presents numerous problems and should be avoided.

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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 physical site work was is required for volunteers this each succeeding 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 each year this first year of operation. The PVC Committee coordinates recruitment of volunteers to assist with a wide range of projects. Some volunteer organization is based on subject area to address special teacher requests and events. (The PVC has an organizer for each subject area to recruit volunteers to help with special teacher requests and events.) In addition, PVC volunteers are scheduled on a regular basis for lunch supervision, office help, and support in the teacher work area and in the office for tasks such as telephoning, copying, preparation of classroom books and other materials, and stamping of new literature paperbacks. Strong parental endorsement of Summit's program and mission is reflected in the large percentage of parents who volunteer. Consistently, over 50% of the families of Summit students contribute time and energy to volunteer, in some capacity, to support the school.

Student, Staff, and Parent Satisfaction Surveys

During the month of February 1999, 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 satisfaction with the educational experience; the level of challenge and pace in core courses; expectations for tests, papers and grading; instructional materials; amount of homework; instructors; class size; social events; electives; extracurricular activities; and discipline. Feedback was again sought in an area identified during the opening year as in need of improvement: the coordination of homework.

Most students (202) fully completed the surveys and many made comments. Almost 93% of the students expressed overall satisfaction with the educational experience at Summit. Regarding the coordination of tests, homework and papers across the core subjects, almost 82% stated that coordination does occur, which is an improvement from last year's 77%. Of the 44 students who indicated that homework was not coordinated, more than half were 8th graders and only 5 6th graders. Board members and staff will try to identify the cause of the lack of coordination identified primarily by 8th graders and improve it. There was more consistency this year than last in student satisfaction with all aspects across the core subjects. It was clear that student satisfaction with class size decreases rapidly as the size increases. Board and staff members will read all of the comments, try to incorporate helpful suggestions, and address any other 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 work hours, the importance of various factors in working at Summit, areas of Summit's success, areas of satisfaction with working conditions, discipline, and relationships among the groups of stakeholders.

Factors that staff members identified as most important in continuing to work at Summit were: the quality of relationships with students, class size, academic freedom for teachers, the opportunity to work with talented colleagues, and Summit's educational philosophy. Staff identified Summit's areas of greatest success as developing a challenging curriculum, setting high academic standards, and educating students willing to work hard. Three areas identified as needing improvement were (1) providing adequate teacher preparation time, (2) providing adequate teacher access to other teachers, and (3) integrating technology into the curriculum. The consistent application of discipline policies, which had been identified last year as an area needing improvement, was rated successful this year. Staff feedback regarding relationships with virtually all stakeholder groups was very positive.

Comments from faculty members clearly identified the workload as a concern, and a number of very helpful suggestions were made regarding the workload. Survey results showed an average of 31 hours per week spent by teachers on lesson planning and preparation, grading, committees and meetings, extra-curricular activities, meeting with students for extra help, talking with parents, supervision, and make-up work for individual students. After a review of survey comments by the AAA committee and the Board, representatives from the AAA and PVC committees met with faculty to discuss ways to better use volunteers to decrease the workload. The AAA, PVC and Board of Directors will further explore ways to decrease the workload for faculty members.

A total of 86 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, instructional approaches, and course expectations in each core subject; amount of homework; communication about student progress; and accessibility of the faculty, administrative staff and Board of Directors.

Most parent respondents addressed every question on the survey and made comments throughout. All 86 of responding parents expressed overall satisfaction

with the educational experience at Summit and almost 99% expressed satisfaction with the level of challenge. Both of these figures indicate an improvement from last year's 96% and 95%, respectively. Almost 79% of parents indicated that the amount of homework was "about right," an increase from last year's 73%. However, almost 19% indicated there was too much homework, while last year the numbers were balanced between "too much" and "too little." Those responding "too much" homework this year are evenly divided between parents of 6th graders and parents of 7th graders. Comments were elicited to show possible reasons for a student's inability to complete homework. These ranged from "procrastination" to "time management" to "forgetting" to "too much homework."

At the request of the faculty, this year's survey asked parents to rank the most-used methods of communication between school and home. Results showed that the most frequently used methods were the newsletter, phone, in-person, and the homework hotline. Methods used half as frequently as those just mentioned were voice mail and e-mail. Parent satisfaction with faculty accessibility was over 94% and with knowledge of student progress over 97%. Of those responding to the question, almost 99% felt the Principal was accessible and over 97% the Board accessible. As with the student surveys, consistency had improved in the parent surveys, with high levels of satisfaction in all aspects of all core subject courses.

Alumni Survey

In May, an alumni survey developed by the AAA committee was mailed to current ninth-graders who graduated from Summit in June of 1997, after Summit's first year of operation. This survey will be sent annually, along with the satisfaction surveys, with the purpose of gathering more information relevant to setting goals and improving the school. There were 22 respondents out of 40 surveys sent out. The high schools represented were: Fairview High School (14 students), Niwot High School (2 students), Evergreen High School (2 students), Boulder High School (2 students), Nederland High School (1 student), and a high school in Italy (1 student).

The students were asked to name the last course taken at Summit in all of the core academic areas and to identify their current courses in high school in those same academic areas. They were also asked if they felt they had been appropriately placed in their courses at Summit. Sixteen out of twenty-two students responded that they had been appropriately placed at Summit; the six students who said they had not been placed correctly sited only one course each as inappropriate. They were then asked to rate the level of difficulty of their current high school courses by subject area. In all subjects, fifteen students rated the level of difficulty as "about right". English, science and math courses garnered slightly more "too easy" responses, while social studies and foreign language rated slightly more "too difficult" answers of the seven students who did not answer "about right."

The students were asked who made their course decisions for high school, with the preponderance of respondents answering a combination of the student and their parents. Several students made those decisions on their own. The question "Do you feel you were appropriately placed in your high school courses?" elicited 17 "Yes" answers, and the remainder were single course exceptions. The survey also asked if anything was required of the students, academically or socially, that

they were not prepared for. The overall answer was no, with a few course preparation exceptions.

The last question on the alumni survey asked "What might Summit have done to make the transition easier for you?". The suggestions ranged from more homework and greater time management skill training to more 5-paragraph essay work. As a group, the student respondents said they had excellent preparation for high school. Many of the students had words of praise for their experiences at Summit, and most wrote notes to their favorite teachers to the effect of "keep up the good work!"

District Snapshot Survey

Below is a summary of the survey of Summit parents and staff conducted by the District in February 1998, during Summit's second year of operation. We consolidated the responses using the following scale: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1, Don't Know / No Opinion = 0. Unlike District compilations, which typically consolidate "Strongly Agree" and "Agree" as both indicating satisfaction, this scale differentiates the two. The weighted averages are shown for parents / staff. Questions for staff paralleled those for parents; the parents' version is given. Also given, for comparison, are the survey results from February 1997. Although parent and staff satisfaction was quite high in 1997, it was even higher in 1998. We expect further improvement in 1999.

	Parents / Staff	
	1997	**1998**
Student Learning		
1. I am satisfied with the academic achievement of my student	3.4 / 3.6	3.6 / 3.6
2. My school sets high and realistic expectations for my student	3.6 / 3.6	3.7 / 3.7
3. The curriculum at my student's school provides a solid foundation for my student's future	3.7 / 3.6	3.8 / 3.9
Category Average	**3.6/3.6**	**3.7/3.7**
Learning Environment		
4. I believe my student's school allocates its resources to support student learning	3.6 / 3.3	3.7 / 3.4
5. There is a clear and positive approach to discipline in my student's school	3.3 / 2.4	3.7 / 2.9
6. My student has a positive attitude about his / her school	3.5 / 3.4	3.7 / 3.3
7. My student's school provides a safe environment for learning	3.5 / 3.2	3.7 / 3.5
Category Average	**3.5/3.1**	**3.7/3.3**
Shared Decision Making and Collaboration		
8. At my student's school, staff and administrators work collaboratively	3.3 / 2.3	3.6 / 3.1
9. There is a fair and representative shared decision-making process at my student's school	3.3 / 2.2	3.5 / 2.8
10. At my student's school, the shared decision-making process works effectively	3.3 / 2.1	3.5 / 2.8
Category Average	**3.3/2.2**	**3.5/2.9**

Communication		
11. My student's teachers keep me informed about my student's progress	3.1 / 3.3	3.4 / 3.6
12. School staff members keep me informed about what is going on at the school	3.2 / 2.7	3.5 / 3.1
13. I receive timely responses to questions and requests for information from my student's school	3.4 / 2.8	3.6 / 3.1
Category Average	**3.2/3.0**	**3.5/3.3**
Effective Management/Leadership by the Principal		
14. The principal demonstrates personal and professional commitment to school improvement	3.5 / 3.4	3.6 / 3.5
15. The principal uses effective problem solving and decision-making skills	3.1 / 2.4	3.6 / 3.5
16. The principal of my student's school is an effective leader	3.1 / 2.3	3.6 / 3.4
Category Average	**3.2/2.7**	**3.6/3.4**
Grand Average	***3.4/2.9***	***3.6/3.3***

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Grants and Awards

Grants

Challenge Foundation

A generous 1997 grant from the Challenge Foundation has been being used primarily to fund a multiyear, comprehensive curriculum development project. Faculty members have undertaken this exceedingly productive effort under the leadership of Summit's curriculum coordinator Amanda Avallone. Guidance was also provided by nationally recognized curriculum development consultant Dr. Finlay McQuade. Faculty members worked during the summers of 1997 and 1998, as well as periodically throughout the 1997-98 and 1998-99 school years, completing the content area standards and benchmarks, aligning the curriculum, identifying gaps and/or redundancies, developing valid and appropriate assessments, and creating and documenting curriculum units.

Boulder Foundation Mini-Grants

Five Summit teachers received Boulder Education Foundation Mini-Grants of between $500 and $600 to improve classroom education. The five teachers are Amanda Avallone, Wendy Blakemore, Mery Molenaar, Dr. Sharon Sikora, and Diana Stough.

***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 nonprofit organization serving and supporting its sixty charter school members. It serves three primary functions: (1) as a clearinghouse for information and resources from which charter school groups can draw, (2) as a technical support group, and (3) as an advocate for the charter school movement. A member of Summit's Board of Directors, Chris Howard, is serving a two-year term on the CLCS Board of Directors.

Student Awards

Regional Science Fair, 1998: Summit sent nine projects, including one team project, to the Regional Science Fair in 1998. Seven students received honors awards.

Bayer/NSF Community Innovation Award: For the second year in a row, a team of four Summit students were regional winners for the Technology/Community Innovation Award sponsored by Bayer Corporation, the National Science Foundation, the Christopher Columbus Foundation, and Discover magazine. Their project was an underground heating system for melting ice on school cross-

walks. The team was accompanied by their science teachers to the Epcot Center in Walt Disney World for the national competition. The team finished in the top ten in the nation in the competition.

Odyssey of the Mind: The Summit Odyssey of the Mind team placed first in the "Classics" problem at the Boulder Valley Regional OM Tournament on March 15. The team won in the Colorado State OM Tournament and went to the National OM Tournament held in June in Walt Disney World in Florida.

Gold Key Award: A Summit student won the National Scholastic Writing Award, the Gold Key, which is the highest award given to middle school students and was invited to the Kennedy Center for the Performing Arts to read her work.

French Contest: Summit was the most highly placed middle school in the Colorado / Wyoming chapter of the 1998 Grand Concours French contest. Many Summit students scored higher than most of the high schoolers in the competition. Five of the students taking the test placed in the top 10.

National Math Test: Two students and their teacher were honored at a dinner at the Governor's Mansion, along with other Colorado students, due to their high scores on the 1998 National High School Math Test given in February.

Art Contest: Two Summit students received Honorable Mentions in an area art contest, the *High Five Race,* held in Denver.

National History Day: A Summit student won the district competition and went to the state History Day Competition.

Geography Bee: A Summit student won the district competition and went to state in the Geography Bee.

Student Projects and Participation

Student Council Project: The Summit Student Council raised $1800 in the student store the first semester for the Emergency Family Assistance Shelter to organize "fun days" for the shelter's children. They have taken children from the Shelter skiing, to the movies, and other activities.

Summit Science Fair, 1999: Summit held its third annual science fair on January 12. A total of 232 students participated, exhibiting 189 projects (some were team projects). Participation was voluntary, although science teachers offered extra class credit to students who participated. Thirty projects were selected for the finals which were held on February 17. From this group, 19 projects were selected to go to the Regional Science Fair on March 5, 1999.

National Teacher Forum

Dr Sharon Sikora was invited to attend the 1998 National Teacher Forum, one of two representatives from Colorado and the only representative from a charter school.