

# Summit Middle School

Boulder Valley School District  
Colorado

2008-2009

Annual Report to the Board of Education



Summit Middle School  
4655 Hanover Avenue  
Boulder, Colorado 80305

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# 1

## Letter from the Board of Directors

We are pleased to present Summit Middle Charter School's thirteenth annual report to the Boulder Valley School District Board of Education.

As we begin our fourteenth year, we are excited by the challenges and opportunities of the future. We face two particular challenges that go beyond the everyday challenge of school operations: space and finance.

The Summit community is thrilled with the new space we opened in August 2008, funded by the Bond issue. We are so grateful to the Board and the administration for their support. Even after this addition, our students continue to work in a building with considerably less space per student than all other middle schools in the district. We have moved forward independently on fund raising and architectural planning to construct a gymnasium and so appreciate the help, guidance and support of the District administration in this second phase. The Summit community has raised more than \$1,000,000 already to fund this addition. We plan to break ground on this second phase in June 2009.

The financial challenges of running a school, when revenues per child increase at a much slower rate than the escalating district costs for mandated services such as special education and ESL, continue to be significant.

The sustained academic excellence of Summit's program, as recognized by the United States Department of Education in 2003 and 2004, continues. We are proud that after 13 years, our faculty, parents and Board remain committed to the school's original mission. Our current board shares our founders' vision of high academic standards for students supported by prudent financial management.

While Summit's students continue to shine academically, we are also proud of the several thousand volunteer hours they contribute to a wide variety of community efforts and the funds they raise for charities each year. Summit students graduate with a sense of responsibility to give back to their communities, taking that motivation to their high schools. Almost all Summit graduates enroll in BVSD high schools, where they continue to demonstrate scholarship, community involvement, and a lifelong love of learning.

We expect continued success for Summit and its students. We are committed to a continuation of the productive working relationship established with the District and especially appreciate their support this year. We know this will help us fulfill our joint mission of educating Boulder Valley students.

Sincerely yours,

Summit Middle Charter School Board of Directors  
Becky Morley, Board Chair, 2008-2009

# 2

## Mission, Goals, and Objectives

### Mission Statement

- To provide a rigorous, academic curriculum that promotes high levels of student effort and academic achievement.
- To foster high self-esteem through stimulating intellectual challenge and meaningful academic accomplishment.
- To inspire in students a lifelong love of learning and a desire for self-development and good citizenship.
- 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 rigorous college preparatory high school programs, including International Baccalaureate and Advanced Placement.

### Goals and Objectives

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

#### ***For the Program***

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

#### ***For the Student***

- To realize one's intellectual and personal potential.
- To have high expectations for performance in all curriculum areas.
- To eagerly meet academic challenges and learn to take intellectual risks.
- To reason critically, solve problems creatively, develop intellectual integrity, tolerate ambiguity, and express ideas competently and fluently in oral and written presentations.
- To acquire a genuine love of learning that will be a lifelong source of strength and enjoyment.
- To internalize the values of personal responsibility, individual freedom, and respect for others.
- To appreciate the human capacity and drive to enjoy and improve the quality of life over time.

- To acquire a firm understanding and command of the English language as a means of communication and to develop admiration for the elegance and richness of human expression.
- To begin or continue the study of a foreign language in 6th grade and to continue for the duration of the middle school years.
- To acquire research skills as a means of developing individualized learning, independent thinking, and self-reliance.

***For the Faculty***

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

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

# 3

## Enrollment and Demographics

### Enrollment for the 2008–2009 Academic Year

The 2007-2008 school year was the twelfth year of operation for Summit Middle School. In 1997-98, our enrollment cap was 270 students, representing a one-year increase of 20 students authorized by the Board of Education to help us better balance the sizes of our three grades. In 1998-99, our cap returned to 250 students and remained at 250 through 2000-2001. Summit was allotted 50 additional enrollment slots for 2001-2002 and funded enrollment remained at 300 students through the 2005-2006 school year. During the 2008–2009 school year, Summit’s total enrollment was 319.

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

Summit draws its student population from various school situations: home schooled, private schools, schools throughout the Boulder Valley School District, and, following Colorado’s open-enrollment law, a few students (e.g., siblings and children of subscribers) from outside the Boulder Valley School District. Summit’s enrollment for 2008–2009 is given below.

| <b>Enrollment by Grade Level,<br/>2008-2009 Academic Year</b> |     |
|---|-----|
| 6 <sup>th</sup>   | 112 |
| 7 <sup>th</sup>   | 108 |
| 8 <sup>th</sup>   | 99  |

Summit’s population includes a large number of bilingual students. Second languages spoken include Arabic, Chinese, Hindi, Indonesian, Italian, Korean, Mandarin, Russian, and Spanish. The percentages of students in the officially designated ethnic groups and special education in 2008–2009 are given below.

| <b>Percentage of Students in Different Ethnic and Categorical Groups,<br/>2008-2009 Academic Year</b> |        |
|---|--------|
| Group <sup>1</sup>  | Summit |
| American Indian   | 0.6%   |
| Asian or Pacific Islander   | 14.4%  |
| African-American  | 0.3%   |
| Hispanic  | 2.8%   |
| White (not Hispanic)  | 81.9%  |
| Free/Reduced Lunch  | 3.8%   |

<sup>1</sup> Colorado Department of Education designations

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

## Enrollment Applications for the 2009–2010 Academic Year

Current sixth and seventh graders have priority for re-enrollment for the next school year. Nearly all of the sixth and seventh grade students at Summit in 2008–2009 have re-enrolled for the 2009–2010 academic year as seventh and eighth graders. When students choose not to re-enroll or if they leave Summit during the school year, we fill any available openings from the open enrollment waiting list through the end of the Fall semester as our funding and enrollment cap permit. Historically, we see from 3 to 5 students from each grade not return in the Fall due to family relocation and other reasons.

Among new applicants, priority groups include children of the subscribers to the charter proposal, children of faculty and staff hired by Summit, children of Summit Board members, and siblings of Summit students. Remaining openings are filled, by grade level, based on a lottery conducted by the district. At this point we anticipate our 2009–2010 academic year enrollment will be 325, with a breakdown by grades shown in the following table.

| <b>Anticipated 2009–2010 Enrollment</b> |                  |                  |
|---|------------------|------------------|
| <b>6th Grade</b>                        | <b>7th Grade</b> | <b>8th Grade</b> |
| 112                                     | 111              | 102              |

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

# 4

## Curriculum Standards

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

Summit has adopted and, in particular cases, revised 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.

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

### English

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

- 1.1. By the end of English III or IV, students, given an unfamiliar selection to read, can explain its literal meaning, identify its genre, discuss its structure, technique, author’s purpose and point of view, and relate its ideas to the world outside of the text.
- 1.2. By the end of English III or IV, given access to appropriate resources, students can make meaningful connections between a text and its cultural, historical, or artistic context.
- 1.3. By the end of English III or IV, students can read for a variety of purposes (e.g., to follow directions, summarize main ideas, find and record information, analyze an argument, evaluate effectiveness, sequence events and ideas, derive enjoyment) and employ strategies appropriate to each purpose (e.g., self-questioning, note-taking, outlining, skimming, and scanning).
- 1.4. By the end of English III or IV, students can make appropriate use of intra-textual aids (e.g., phonetic, syntactical, and context cues) and extra-textual resources (e.g., background knowledge, dictionaries, and reference materials) to assist in comprehension of various texts, including informational materials, poetry, novels, essays, stories, plays, and biographies/autobiographies.
- 1.5. By the end of English III or IV, students can articulate their own reading processes and preferences and self-assess their level of comprehension of written material.
- 1.6. By the end of English III or IV, when asked to read and respond to the writing of others, students can provide suggestions and constructive critiques at appropriate points in the writing process.

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

- 2.1. By the end of English III or IV, students can select and incorporate source materials to support and enhance their speaking and writing.
- 2.2. By the end of English III or IV, students can use the writing process (pre-writing, planning, drafting, revising, and editing in response to feedback) to produce a variety of written products.
- 2.3. By the end of English III or IV, students can write compositions and make speeches that fulfill different purposes and that are clearly focused for different audiences, both public and private.
- 2.4. By the end of English III or IV, students can select from a variety of organizational patterns, including the narrative, summary, five-paragraph essay, and comparison/contrast, to serve the writing or speaking purpose.

- 2.5. By the end of English III or IV, students can write compositions and speeches that are focused and cohesive.
- 2.6. By the end of English III or IV, students can produce effective compositions for a variety of rhetorical purposes, including description, persuasion, exposition of research, and literary analysis.
- 2.7. By the end of English III or IV, students can identify and make use of stylistic elements, such as figurative language, diction, sound, and structure, as they develop an individual style and voice.
- 2.8. By the end of English III or IV, students can speak and write using a precise and varied vocabulary that reflects wide reading and knowledge of words' connotations (as well as denotations), common roots and their derivatives, and informed use of the dictionary and thesaurus.
- 2.9. By the end of English III or IV, students can independently prepare and present speeches that establish rapport, demonstrate credibility, and maintain clarity for the audience through accurate content, clear and relevant visual elements, correct pronunciation with minimal vocalized pauses, eye contact, and appropriate body language, pace, volume, and emphasis.

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

- 3.1. By the end of English III or IV, students can self-edit and/or use available resources to produce finished compositions that demonstrate correct spelling of frequently used words and homonyms and show attention to the correct spelling of commonly misused and less familiar words.
- 3.2. By the end of English III or IV, students can use resources such as knowledge of spelling rules, spell-check functions, and dictionaries to improve spelling accuracy.
- 3.3. By the end of English III or IV, students can identify the parts of speech--noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection--and use that knowledge to draft, write, revise, evaluate, and improve his or her written products.
- 3.4. By the end of English III or IV, students can speak and write using correct pronoun case and agreement, regular and irregular noun and verb forms, and subject-verb agreement.
- 3.5. By the end of English I or II, students can write using the conventions of capitalization, such as to begin sentences, proper names, titles, and nationalities.
- 3.6. By the end of English III or IV, students can produce written work that uses correct ending punctuation and shows few significant errors in the use of commas, quotation marks, semi-colons, and apostrophes.
- 3.7. By the end of English III or IV, students can use complete simple, compound, and complex sentences in their writing.

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

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

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

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

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

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

- 6.1. By the end of English III or IV, students can draw on a broad base of knowledge about universal themes (e.g., initiation, appearance and reality, death and rebirth, responsibility, individuality and conformity) and apply these to specific literary works and to their own lives.
- 6.2. By the end of English III or IV, students can identify and discuss how specific aspects of culture (e.g., perspectives, beliefs, customs, mores, and artistic traditions) are reflected in specific American and world literature texts.
- 6.3. By the end of English III or IV, students can discuss literary technique and genre, using correct terminology, including diction, character, conflict, setting, plot, theme, symbol, allusion, figurative language, foreshadowing, imagery, and point of view and apply these to particular literary works from the United States and other cultures.
- 6.4. By the end of English III or IV, students can identify, explain, and compare key features of particular authors' works (e.g., themes, techniques, historical/cultural backgrounds, perspectives).
- 6.5. By the end of English III or IV, students can develop a definition of a literary classic and/or a set of aesthetic principles and apply these to particular works from a variety of historical periods and cultures.
- 6.6. By the end of English III or IV, students can synthesize and evaluate numerous perspectives (e.g., prior knowledge, cultural information, other readers' responses, literary conventions, and personal experience) in order to form and justify interpretations of the works studied.

## Science

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

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

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

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

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

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

- 3.4.5. Students understand the nature of a genetic mutation as illustrated by diseases such as Huntington's or albinism, as well as mutations as a result of environmental factors, such as ultraviolet radiation.
- 3.4.6. Students understand the terms dominant and recessive in terms of genetic traits.
- 3.4.7. Students can describe evidence that reveals changes or constancy in groups of organisms over geologic time.

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

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

- 4.4. Students know the structure of the solar system, composition and interactions of objects in the universe, and how space is explored.
- 4.4.1. Students can describe the basic components (composition and size relative to the Sun) of the solar system, including planets, comets, asteroids, and meteoroids.
- 4.4.2. Students can identify the composition of the universe (including stars, galaxies, quasars, and black holes) and define and use several units that express distances in space (e.g., light years and astronomical units).
- 4.4.3. Students can explain the aspects of the relative motion and positions of the Sun, Earth, and moon; the Earth's seasons; time measurement and the Earth's rotation; the moon's phases; lunar and solar eclipses; and tides.
- 4.4.4. Students can compare the physical and chemical properties of Earth with those of other planets (e.g., size, temperature, and chemical composition).
- 4.4.5. Students can summarize the accomplishments of lunar and Mars exploration, and identify technology needed for space exploration (e.g., Hubble space telescope, radio telescopes).
- 4.4.6. Students can describe the main aspects of the life cycle of a star and compare the Sun with other stars.
- 4.4.7. Students can describe the functions of an optical telescope and locate and name some famous constellations.
- 4.4.8. Students can describe the function and progress of the international space station.

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

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

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

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

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

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

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

## History

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

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

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

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

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

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

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

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

## **Geography**

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

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

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

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

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

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

## **Civics**

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

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

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

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

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

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

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

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

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

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

## Economics

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

- 1.1. Students can analyze how and why some human, capital, and natural resources become scarce, valuable, and desired, and how power attaches and shifts according to the condition of scarcity.
- 1.2. Students can analyze functional prerequisites of a society and the resulting economic choices made by individuals and governments.
- 1.3. Students can analyze the relationship between economic goals, the allocation of scarce resources, and the global economy in first, second, and third wave countries.

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

- 2.1. Students can illustrate the birth and necessity of various economic and monetary systems in human history.
- 2.2. Students can illustrate how different economic systems use different means to produce, distribute, and exchange goods and services, including vertical and horizontal consolidation.

- 2.3. Students can illustrate benefits and costs of the United States economic system and its use as an agent of foreign policy.

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

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

## Mathematics

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

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

- 1.1. Students accurately add, subtract, multiply, and divide whole numbers and compute whole number powers and roots.  
1.2. Students accurately add, subtract, multiply, and divide integers, and compute integer powers and roots.  
1.3. In the context of various applications, students demonstrate their understanding of the meaning of fractions; add, subtract, multiply, and divide fractions; and name the numerator, denominator, and reciprocal of a fraction.  
1.4. Students convert between mixed numbers and improper fractions and add, subtract, multiply, and divide mixed numbers.  
1.5. Students round decimal numbers to given places; add, subtract, multiply, and divide decimal numbers; and convert among fractions, decimals, and percentages.  
1.6. Students evaluate numerical expressions involving the four basic computations, powers, roots, and grouping symbols.  
1.7. Students construct ratios and proportions to model a variety of application problems, including percentages, and solve proportions using several methods.  
1.8. Students classify numbers into various number sets, and use number lines to represent positive and negative numbers, one-variable inequalities, and absolute values.  
1.9. Students factor whole numbers including prime factorizations, identify prime and composite numbers, find common multiples and common factors, use scientific notation to represent quantities, and compute using scientific notation.  
1.10. Students state and apply in problem solving the field and closure axioms (associative, commutative, distributive, closure, inverse, and equality).  
1.11. Students recognize, extend, and apply arithmetic and geometric sequences.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## World Language

**World 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.

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

- 2.1. By the end of French, German, or Spanish II, students will speak the target language clearly and accurately enough to be understood by a native speaker by speaking with ever decreasing English interference. They will also demonstrate mastery of rules of pronunciation when speaking and reading aloud.  
2.2. By the end of French, German, or Spanish II, students will participate in more complex verbal exchanges on an advanced level to express and defend opinions, and demonstrate the ability to obtain and convey information, concepts, and procedures.  
2.3. By the end of French, German, or Spanish II, students will initiate, sustain, and close a variety of everyday conversations in a culturally appropriate manner, such as greeting someone, asking his/her opinion, agreeing or disagreeing, explaining why, and ending the conversation. Students will use appropriate gestures and levels of formality.  
2.4. By the end of French, German, or Spanish II, students will communicate logically, sequentially, and comprehensively to make predictions, analyze, draw conclusions, express facts and opinions, summarize, and paraphrase (e.g., discuss the importance of education, predict a possible outcome of an election, theorize about the impact of current events on contemporary life, or relate the plot of a movie, novel, fairy tale, or the gist of a news article).

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

- 3.1. By the end of French, German, or Spanish II, students will infer meaning of unfamiliar words and ideas from context, analyze the main point of an authentic reading selection, express and defend opinions of the reading selection, and identify the sequence of events, the speaker, point of view, and time frame.  
3.2. By the end of French, German, or Spanish II, students will extract and apply information from authentic written sources to accomplish a task, such as following a recipe or gathering data to make a presentation.

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

- 4.1. By the end of French, German, or Spanish II, students will write creatively (e.g., publishing a children's book, fairy tale, or play), informatively (e.g., producing a travel brochure), and persuasively (e.g., reacting to a news article).  
4.2. By the end of French, German, or Spanish II, students will write accurately enough to be understood by native readers about events in the time frames of past, present, and future.

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

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

- 5.1. By the end of French, German, or Spanish II, students will discuss and analyze in the target language cultural elements of a selected reading or listening sample and will discuss important authors, artists, and musicians found in the reading or listening material.
- 5.2. By the end of French, German, or Spanish II, students will perform in a culturally appropriate manner in complex social situations, such as acting out appropriate behaviors at an informal family outing.
- 5.3. By the end of French, German, or Spanish II, students will discuss and analyze selected reading or listening samples for cultural elements and historical or current events.
- 5.4. Students will observe and participate in the target culture through a variety of activities.

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

## Standards for Information & Technology Literacy Skills

**Information and Technology Literacy Skills Standard #1: Students can select and define a topic for a research product.**

- 1.1 By the end of Grade 8, students can develop a list of keywords and phrases to use in searches.
- 1.2 By the end of Grade 8, students can choose a topic and broaden, narrow, or reject the topic, if necessary.
- 1.3 By the end of Grade 8, students can formulate a thesis or hypothesis.
- 1.4 By the end of Grade 8, students can determine the subtopics for a project.
- 1.5 By the end of Grade 8, students can use graphic organizers and prewriting strategies.

**Information and Technology Literacy Skills Standard #2: Students can select relevant resources for a research product.**

- 2.1 By the end of Grade 8, students can distinguish between, choose from, and use available resources to suit the requirements of the project: i.e., encyclopedias and other reference books, library catalogs, magazine and newspaper databases, CD-ROM, videos, Internet, and primary vs. secondary sources
- 2.2 By the end of Grade 8, students can evaluate sources for credibility, accuracy, relevancy, reasonableness, support.
- 2.3 By the end of Grade 8, students can identify, locate, link, and use bibliographies from one source to identify potentially useful additional sources.
- 2.4 By the end of Grade 8, students can search the Internet effectively: e.g., when and how to use a general search engine (like Google) and how to use Boolean logic to construct searches .

**Information and Technology Literacy Skills Standard #3: Students can record research information in an accurate, useable, and academically honest format.**

- 3.1 By the end of Grade 8, students can take notes from source material.
- 3.2 By the end of Grade 8, students can paraphrase source material correctly.
- 3.3 By the end of Grade 8, students can record citation information to avoid plagiarism.

**Information and Technology Literacy Skills Standard #4: Students can organize and synthesize information to create a unique product.**

- 4.1 By the end of Grade 8, students can identify and rectify gaps in information

- 4.2 By the end of Grade 8, students can identify and resolve conflicting information.
- 4.3 By the end of Grade 8, students can use gathered information to create a unique product that serves the research purpose (e.g., to solve a problem, justify a thesis or hypothesis, or draw conclusions).
- 4.4 By the end of Grade 8, students can incorporate and cite sources within product as appropriate.
- 4.5 By the end of Grade 8, students can correctly use MLA style to produce a list of works cited; students should be able to correctly cite an encyclopedia, book, magazine article, or newspaper article, and should know where to find the information to correctly cite other types of sources.
- 4.6 By the end of Grade 8, students can continually revise research product as needed in response to new information and feedback.
- 4.7 By the end of Grade 8, students can integrate new information with prior learning.
- 4.8 By the end of Grade 8, students can use outlines and graphic organizers to structure ideas.

**Information and Technology Literacy Skills Standard #5: Students can evaluate their own research processes and products.**

- 5.1 By the end of Grade 8, students can compare the research product to project rubric or models and modify product as needed.
- 5.2 By the end of Grade 8, students can articulate and evaluate processes used to complete product.

**Information and Technology Literacy Skills Standard #6: Students can demonstrate ability to use technology to create and publish a variety of research-based products.**

- 6.1 By the end of grade 8, students can identify electronic sources of information (e.g., Internet, CD-ROM, online periodical databases, online catalogs, email with experts) to serve a variety of research purposes, including creating speeches, essays, reports, posters or brochures, and performances.
- 6.2 By the end of grade 8, students can use search engines effectively to find relevant, unbiased, and current information on a subject. (Standard 2 performance indicators apply—i.e., evaluate Web sites and write correct citations for sources.)
- 6.3 By the end of grade 8, students can organize information that is collected using a variety of tools (e.g., spreadsheet, database, saved files).
- 6.4 By the end of grade 8, students can manipulate data using charting tools and graphic organizers (e.g., concept mapping, flow charting, and outlining software) to connect ideas and organize information.
- 6.5 By the end of grade 8, students can communicate results of research and learning with others using the most appropriate tools (e.g., desktop-published or word-processed report, data table or graph, multi-media presentation).

**Information and Technology Literacy Skills Standard #7: Students can demonstrate proficiency in the use of computers and applications, as well as an understanding of concepts underlying hardware, software, and connectivity.**

- 7.1 By the end of grade 8, students can use appropriate terminology in speaking about computers and their functions (e.g., operating system, hard drive, memory, window, desktop).
- 7.2 By the end of grade 8, students can use basic features of a computer operating system (e.g., access information on size and format of a file, create folders on local hard drive or server, retrieve files from folders).
- 7.3 By the end of grade 8, students can save a file to a folder on the hard drive, the server, and/or external storage spaces (e.g., flash drive or DVD).
- 7.4 By the end of grade 8, students can select a printer and print a document with appropriate page setup and orientation.
- 7.5 By the end of grade 8, students can use efficient keyboarding technique.
- 7.6 By the end of grade 8, students can use editing and formatting features of a word processing program (e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, thesaurus, & grammar checking, page numbers, find & replace functions).
- 7.7 By the end of grade 8, students can insert images (e.g., graphics, clip art, tables) from other files or electronic sources into a word-processed document.

- 7.8 By the end of grade 8, students can perform simple operations in a database (e.g., browse, sort, search, delete, add data).
- 7.9 By the end of grade 8, students can create an original spreadsheet, entering simple formulas and applying editing and formatting features (e.g., cut and paste, colors and shading, gridlines, headings, centering).
- 7.10 By the end of grade 8, students can produce simple charts from spreadsheet.
- 7.11 By the end of grade 8, students can use navigation features of an internet browser (e.g. “back,” “forward”).
- 7.12 By the end of grade 8, students can, using a browser, “bookmark” a Web site for future reference.
- 7.13 By the end of grade 8, students can navigate through basic elements of a Web site (e.g., hyperlinks, site map, tabs, etc.).
- 7.14 By the end of grade 8, students can copy an image from a Web site into a document or file; write a correct citation caption in keeping with copyright law.
- 7.15 By the end of grade 8, students can, using e-mail, create and send a message in accordance with Summit and district policy on Acceptable Use.
- 7.16 By the end of grade 8, students can open an e-mail attachment and save it to a folder.
- 7.17 By the end of grade 8, students can select from among available applications those most appropriate for the requirements of a classroom project. (e.g., word processing, spreadsheet, or presentation applications ).
- 7.18 By the end of grade 8, students can employ basic trouble-shooting strategies for hardware and software (e.g., checking cords and connections, restarting the computer, checking for selected printer, verifying printer paper, searching other files and folders.)

**Information and Technology Literacy Skills Standard #8: Students can demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.**

- 8.1 By the end of grade 8, students can demonstrate acceptance and understanding of school/district and classroom rules regarding safe and responsible use of computers, as well as the consequences of violating Acceptable Use policies.
- 8.2 By the end of grade 8, students can explain and demonstrate ethical and legal behavior in copying files, applications, and media.
- 8.3 By the end of grade 8, students can recognize the potential problem of computer viruses and follow school virus-protection protocols (e.g., with respect to installation of software, opening attachments, and use of filters).
- 8.4 By the end of grade 8, students can use the internet and email safely, in a manner that does not facilitate identity theft or predation (e.g., giving out personal information, sharing passwords).
- 8.5 By the end of grade 8, students can use language (e.g., level of formality, etiquette, use of standard vs. non-standard English) appropriate to purpose and audience in electronic communication (e.g., emails, blogs, wiki-spaces).
- 8.6 By the end of grade 8, students can evaluate an internet source using the terms credibility, accuracy, relevancy, reasonableness, and support.
- 8.7 By the end of grade 8, students can explain and recognize examples of how media and technology can be misused to falsify, distort, or exaggerate information.
- 8.8 By the end of grade 8, students can write correct citations for text and images gathered from electronic sources. Understand that use of materials is limited by the fair use rule of copyright law.

## Standards for Learning across the Curriculum

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

### ***Students Will Learn to Communicate***

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

***Students Will Learn to Acquire and Apply Knowledge***

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

***Students Will Develop Powers of Reasoning***

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

***Students Will Take Responsibility for Learning***

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

# 5

## Course Descriptions, Activities, Scheduling, and Articulation

### Summit Middle School Core Course Descriptions, 2008–2009

#### ***English Department***

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

#### **English Level I**

English I is the first step in students' journeys toward being effective, stylish writers and autonomous, appreciative readers. In this course students will read, discuss, and respond to a variety of literary and nonfiction works and will learn not only to comprehend them, but also to interact with them on a deeper, more analytical level. In writing, students will master the cohesive, content-rich paragraph and make the transition to the five-paragraph literary analysis essay, as well as begin to develop individual style in both creative and expository pieces. To support students as they become correct speakers and writers, vocabulary, grammar, spelling, and usage will be taught in short instructional units throughout the year and will be reinforced as part of instruction in writing.

#### **English Level II**

English II includes a speech unit that prepares students for the communication skills that they will use in the course throughout the year; and, hopefully, will utilize throughout their academic and professional careers. Other than the speech unit, the curriculum will be literature-based. Students will expand their knowledge of literary terms that include point of view and figurative language. They will gain greater skill and independence in identifying stylistic and structural elements introduced in English I. Response to literature will not only include analysis and comprehension, but the students will connect their personal experiences and contemporary issues to the work. 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 homonyms, punctuation, prepositions, pronouns, and using a variety of sentence structures.

#### **English Level III**

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

will also focus on improving their own personal writing style and command of formal English language. Grammar instruction will include a review of the eight parts of speech, subject-verb agreement, the correct use of commas, and varying sentence structures.

### **English Level IV**

In Level IV students will respond to literature on numerous levels, considering universal themes, cultural and artistic traditions that shape a literary work, and the individual writer's craft. 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, tone, diction, and symbolism. In writing, students will continue to expand their experiences with various rhetorical purposes, including exposition of research, comparison/contrast, analysis of literary style, and narration/storytelling. Grammar and language units will focus on improvement of writing accuracy and style: vocabulary, sentence maturity and variety, and embedding information using phrases and clauses.

## ***Science Department***

The following is a description of the course offerings in the science curriculum. Students take science all 3 years, beginning with Biological Sciences and the Environment, then Physical Sciences and the Earth, followed by either Advanced Topics in Science or Chemistry/Physics. Biological Sciences and the Environment and Physical Sciences and the Earth meet the middle school Science Standards. 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, weather, the environment and the water cycle. This class involves exploration of the structure of organisms through dissections. Laboratory experiences emphasize the scientific method.

### **Physical Sciences and the Earth**

This course consists of two semesters taken in any order. One semester consists of an introduction to physics (material properties, energy, work, mechanics and heat). The other semester consists of an introduction to chemistry (atoms, the periodic table, chemical bonding, physical and chemical properties) and the elements of earth science (the solar system, earth structure, minerals, rock forming processes and identification, crustal deformation, plate tectonics, and geologic time). The scientific method, quantitative analysis and graphical analysis are emphasized in laboratory work.

### **Advanced Topics in Science**

This course, designed to be exploratory in nature, provides depth in the areas of physical science, life science and earth science. Major concepts and themes introduced in the core courses are reinforced and expanded upon. Emphasis is placed on the role of science in society and modern research. Topics can include water science, environmental chemistry, theories of matter, energy, mechanics of flight, local geologic history, biochemistry and genetics, electricity and magnetism, mechanics and forces. Laboratory work is emphasized. The expertise of the faculty is utilized. *Participation in the school science fair is required.*

### **Introduction to Chemistry/Physics**

This science course emulates the high school level pre-IB course in Chemistry/Physics. Observing relationships, identifying variables, calculating with significant figures, developing explanation through observation and analysis and laboratory methods are emphasized. Fundamental concepts of physics and chemistry are introduced and theoretical principles are emphasized. Algebra is a prerequisite, which must be completed before taking this course. *Participation in the school science fair is required.*

## ***Social Studies Department***

The Social Studies curriculum at Summit is comprised of three core courses: World History, taken in 6th grade; American History, taken in 7th grade; and World Geography & International Relations, taken in 8th grade.

Courses are designed to integrate and build on content and skills from one year to the next. The first course in the sequence, World History, allows students to explore how the world's major civilizations 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 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, up to the Cold War. 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 many civilizations in history which have provided a basis for their own. After a brief overview of pre-historic societies, students zoom in on the Mediterranean and Middle East to follow the development of the region for the first 3,000 years of civilization from agriculture forward. Beginning with Sumer and the early civilizations of the Fertile Crescent, they follow the rise and fall of Egypt, Greece, Phoenicia, Rome, the Byzantine Empire, and Medieval Europe. Students travel the Silk Road to India, China, and the Orient, and study the development of these civilizations over the same time period. Students then return to the Mediterranean to study the development of the European Renaissance, the Protestant Reformation, and the Scientific Revolution.

### **American History**

American History begins with the Age of Exploration. Students trace the early history of our nation back to the clash of three continents: Europe, North America and Africa. From this point, students analyze the creation of a nation through examination of such topics as the early colonies, American Revolution, and the Constitution. The remainder of the first semester follows the chronological sequence through the Age of Jackson and the development of regional differences within the United States. During the first semester, students develop and present a long-term research project in a culminating event known as History Day. In the second semester, students analyze the origins of the Civil War, Industrial Revolution, and the Gilded Age, which launched America into the twentieth century. From the Jazz Age through the Cold War, students develop a strong foundation of historical knowledge that may provide insight to contemporary issues in the United States.

### **World Geography & International Relations**

Last in the social studies series, World Geography and International Relations seeks to apply the skills learned in World and American history to the modern world. This course provides students with a basic framework for understanding the complex economic, political, social, and environmental relationships that define our modern world, as well as a forum for discussing solutions to specific problems facing their generation. Students will apply this new framework both at home and abroad, as we explore the field of geography through the context of real-world issues and events.

## ***Mathematics Department***

Student ability, background and motivation are used to place students properly in math courses. Teacher recommendations, performance on incoming math assessments, performance on MAP testing, and performance on baseline in-class assessments given at the beginning of the school year are all used to determine the most appropriate course placement. *Parent input and preference is taken into account however it only one criteria.* Students should

be encouraged to take the most challenging course in which they can succeed, but care should be taken to avoid putting students in a “no-win” situation where they are unable to comprehend and master the content.

### **Pre-Algebra**

Pre-Algebra helps students to build computational skills as they transition into algebra. Topics include number theory; integers; numerical and algebraic expressions; equations in one variable; fraction and decimal computation; perimeter, area and volume; data analysis; and ratio, proportion and percent.

### **Algebra A**

This course gives students a thorough foundation in the basic concepts of algebra. The following topics are covered in depth: linear equations and systems, polynomial and radical expressions, factoring, quadratic equations, and exponentiation. This is the first part of a two year course, which should be followed by Algebra B/Introduction to Geometry.

### **Algebra B/Intro to Geometry**

This is a follow-up course to Algebra A. It is intended to strengthen and round out students' knowledge of algebra while introducing the basic principles of geometry. Topics include probability, rational and radical expressions and equations, inequalities, basic trigonometry, introduction to proofs, area volume, geometric transformations, parallel lines, transversals, congruent and similar triangles, and parallelograms.

### **Pre-Algebra Honors**

Pre-Algebra Honors is designed for the student who likes and excels in math. To succeed in this course, students need to have competence in basic computational skills, including fractions and decimals. This fast-paced course covers the regular Pre-Algebra topics in more depth and includes additional topics, such as solving inequalities and graphing linear equations and inequalities.

### **Accelerated Algebra**

This is a fast-paced course appropriate for students who are able to understand and process new concepts quickly. This course covers all standard “Algebra 1” topics in depth and explores other advanced mathematical concepts like matrices, and imaginary numbers. Emphasis is placed on polynomials, quadratic equations, systems of equations, rational expressions/equations, and advanced functions (log, exponential, composite).

### **Proof Geometry**

A high level of dedication is required to succeed in this course, as it requires students to learn a new way of thinking based on logical reasoning. The goal is to improve students' ability to think and express themselves clearly and accurately, and to learn the difference between “common sense” and a valid argument. Content of this course includes angles and triangles, perpendicular and parallel lines and planes, polygons and their areas, similarity and congruence, coordinate geometry, constructions, symmetry and transformations, volumes of solids and an introduction to trigonometry.

### **Introduction to Algebra II/Trigonometry**

This course typically follows Proof Geometry and covers a variety of advanced topics particularly relevant to real-world applications. It is designed to prepare students for Algebra II/Trigonometry at the high school level. It includes polynomials of second and higher degrees, complex numbers, rational and irrational functions; conic sections; exponential and logarithmic functions; trigonometric functions and their inverses; infinite sequences and series; probability and statistics.

## ***World Language Department***

We offer three world languages: Spanish, French, and German. Because we follow a standards based curriculum, we emphasize all five aspects of world language acquisition. These include listening, speaking, reading, writing, and culture. We use the Communicative Approach to teaching languages, which involves creating as many opportunities as possible for students to speak. We strive to create a comfortable learning environment in which students feel at ease making mistakes and experimenting with the language. Students are expected to buy a workbook.

We have divided two years of high school level language into three years. The course titles are Beginning (Language), (Language) I, and (Language) II.

After completing the sequence of world language at Summit, students having successfully completed the appropriate benchmarks are prepared to enter high school in Level III of their respective languages.

## **Summit Middle School Elective Course Descriptions, 2008–2009**

**Physical Education:** This course is designed to teach and encourage basic fitness and specific athletic skills. Students should benefit physically and enjoy the experience. P.E. is required all year for all grades every other day unless a waiver from a parent is provided. Students may opt to take an additional P.E. in order to have it every day.

**Health:** To assist students in making responsible health decisions, this course provides information and opportunities for mature discussion on a wide range of health topics, including nutrition and fitness, stress and emotional health, drugs and life changes. This is a required course, strongly recommended to be taken during the 7<sup>th</sup> grade year.

**Study Hall:** Students have the opportunity to work on their own in a supervised study environment. May be taken every other day or daily.

### **ART**

**Advanced Ceramics:** This class is for students who already took one semester of ceramics and would like to build on that foundation. In this class we will explore sculptural ideas in clay, while continuing to develop your technical and artistic skills. Students' projects will be more self-directed with an emphasis on content. Deepen your knowledge, skill, and love of ceramics.

**Art Forms:** This class is an overview to the visual arts that incorporates a variety of mediums such as painting, ceramics, printmaking and sculpture. You will begin to learn the skills and vocabulary practiced in the more advanced art classes at Summit. With this variety of mediums you will learn to express yourself in both two and three dimensions. It is an exciting class--you will be exposed to so much in one semester! (Great 6th grade class!)

**Book Arts (includes Summit Yearbook and meets all year long):** In this class students will produce the school yearbook. Students will develop a theme for the yearbook, take photographs, create collages and learn about design and layout. Students will also learn about the art of making books from scratch. Projects will include papermaking, marbling, printmaking and creating an assortment of handmade books.

**Ceramics:** Discover the magical world of clay! Inspired by famous sculptors, world cultures and contemporary artists, you will work with clay to create three dimensional works of wonder. Self-expression and creativity are encouraged as you learn basic hand-building techniques such as slab and coil construction, and pinch pots. Ceramic pieces are fired and glazed. You will also be introduced to wheel throwing. What's great about this class is that much of the work you will make is functional. So you can actually drink out of the mugs you make, eat out of the bowls, and put flowers in the pots!

**Drawing and Cartooning:** The first half of this class will focus on drawing skills and techniques. You will learn how to draw in perspective and use shading so your pictures look three dimensional. You will create fantastical cityscapes and learn how to draw people. Materials will include pencil, colored pencil, pen and ink, charcoal, oil pastels and chalk. The second half of this class will focus on creating your own cartoon. Discover how cartoonists give life to their drawings. Cartoon drawing skills will be developed while you learn the tricks of the trade. We will be using charcoal, pencils, colored pencils, pastels, and sculpting supplies.

**Graphic Design:** Explore where the worlds of art and technology merge. You will learn how to master Photoshop and discover how it can be used to create dynamic artwork. You will also learn how graphics are used to communicate ideas and concepts to a specific audience and as a method of self-expression. Some of the projects will include designing your own CD cover, inventing your own drink label, creating montages, manipulating photographs, and much, much more.

**Painting:** Be inspired by some of the world's greatest artists! Working with two dimensional surfaces, you will cover a variety of mediums and styles of painting based on new, unique and canonized artists. You will learn techniques for acrylic and watercolor paints. You will learn all about color mixing, elements of design, and self-expression. These techniques develop visual perception and the ability to transfer what you see onto paper. The class projects include: portraiture, still life, landscapes, realistic and abstract paintings.

**Sculpture:** Discover the world of three-dimensional art forms and explore the techniques, materials and methods of sculpture. You will look to artists from around the world for inspiration and gain an understanding of why sculptures exist. You will work with a variety of materials including wire, plaster, clay, papier-mâché and found objects while using traditional and contemporary sculpture practices. If you like to build things, get your hands dirty and use your imagination than this is the class for you!

**MUSIC** (*All are year long courses*)

**Band I-Audition mandatory:** A class for students who have played a band instrument for at least one year. Students will be exposed to more advanced musical fundamentals (tone production, embouchure development, breath support, musical interpretation) – using appropriate method books and challenging band music. The study of music theory will be introduced periodically throughout the course. Improvement of each individual's musical talent will be the main focus of this class. Periodic performances will culminate each unit of study.

**Concert Band-Audition mandatory:** A class for intermediate/advanced students who have had at least 2 years of playing experience. Continued focus will be on musical fundamentals as well as refining musical skills (developing musicianship) as it relates to individual and group performance. A more advanced approach to ensemble playing (blend, balance, intonation) will be emphasized using advanced method books and traditional arrangements/compositions. Periodic performances will be a major focus of this class.

**Jazz/Combo Band-Audition mandatory:** A class open to all 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade students who have had at least 2 years of playing experience and are performing at an advanced level. Instrumentation would be limited to the following: saxophone, trumpet, trombone, guitar (rhythm and bass), piano and drum set, plus some selected additions based on interest, ability, and need for various instruments. A detailed approach to jazz/combo music interpretation will be emphasized as well as focusing on individual and group performance. Appropriate jazz/combo method books and challenging jazz/combo music will be used - emphasizing jazz ensemble and improvisation techniques. Periodic performances will be a major focus of this class.

**Strings-Audition mandatory:** A performance-oriented class for students who require fundamental work on their orchestral string instrument (violin, viola, cello, contrabass), as well as for students with moderate levels of experience and musical understanding. Strings offers students the time and instruction to develop effective technique on their chosen instrument and to deepen their musical knowledge. Opportunities for advancement through progressively increased difficulty in part assignment and leadership roles are also provided.

**Orchestra-Audition mandatory:** Orchestra is for students who play a string orchestra instrument and who have attained a high level of technical proficiency, musical maturity, and musical understanding. Continued focus will be on musical fundamentals as well as refining musical skills (developing musicianship) as it relates to individual and group performance. A more advanced approach to ensemble playing (blend, balance, intonation) will be emphasized using advanced method books and traditional arrangements/compositions. Periodic performances will be a major focus of this class.

**Limelight- Prerequisite: Love of music:** Enjoy singing music from different cultures and languages as well as popular music. Emphasis is on learning to sing in one, two and three parts, good vocal technique and building skills for advanced choral performance. Students will gain experience with singing in ensemble, movement, and choreography.

**Starlight-Audition mandatory:** This choral ensemble features singing in three and four parts, advanced music reading and choreography. Repertoire will include madrigals, a cappella music, vocal jazz, and show tunes.

**Silver Rain-Audition mandatory:** Requires excellent music reading and vocal skills. Continue developing the highest level choral ensemble with a broad variety of music. Activities include advanced reading and singing, a cappella music, show choir choreography, solo opportunities, and performances in the community.

### **TECHNOLOGY**

**Applied Technology/Multimedia:** Learn about computer hardware and how to assemble your own computer. We will also use audio multi-tracking software to create digital audio mixes and use Photoshop to repair damaged photographs. We'll also learn PowerPoint and create our own presentations.

**Engineering Lab:** Experiment with mechanical devices using engineering principles. Build large bridge models and understand why they don't (or do) collapse. Work with vibrations, electric motors, and aerodynamics. Learn about satellite orbits and interplanetary trajectories. Build radio components. No workshop experience needed! (Course requires knowledge of basic Algebra.)

**Keyboarding/Programming:** This is a "2 for 1" elective that both assists students to become more efficient typists and introduces them to basic computer programming using programming language.

**Robotics:** Have fun learning about robotics! We will build, program and problem-solve using Lego robots. This elective will culminate in a tournament against other robotics teams in the district.

**Web Publishing:** Learn HTML and JavaScript. Use Macromedia Dreamweaver to design and create your very own web site complete with images and audio effects.

### **LIBERAL ARTS**

**Journalism:** Learn how to get the scoop and live the life of a journalist for a semester. You'll write, edit, and publish original articles for our school newspaper. No experience required.

**Creative Writing:** Do you enjoy writing poetry and fiction? Do you want to learn more about perfecting your craft as a writer? If so, join other like-minded students for this semester-long elective. You will write, revise, and publish original poems and stories. You'll also have a chance to meet some writers and learn about the writing life.

**Elements of Film:** Do you love movies? Did you know that Ms. Phelps is a film-making student? She is and would love to share with you her knowledge of what makes films great! Film is a form of artistic expression, so first you will learn what makes a good story. Then learn how camera angles, lighting style, directing your actors, and other techniques work together with the story to produce believable created reality. We will critique existing films for style and content and do hands-on activities that allow you to implement what you have learned. Make your home movies look more professional and learn how to critique film like a professional movie reviewer. Get ready for "lights, camera, action" as we explore the elements of film.

**Current Events:** Students will have the opportunity to discuss and debate the breaking news and its implications for our culture as history unfolds. How does the media influence us by the way in which news on terrorism, war, cloning and other ethical issues is reported? Join us for in-depth discussions on topics like "how far should freedom of the press go?" and "who should set the standards?"

**Book Club:** Do you enjoy reading? Do you want to meet with others to discuss both classic and contemporary works of fiction and nonfiction? If so, join Summit's book club and let your imagination soar.

### **Activities**

Summit students are able to participate in a number of co-curricular programs. The Student Council, National Junior Honor Society, and Spanish Club all provide ways for students to become involved in a number of activities designed to support school, national, and international projects. A list of the projects that relate to expanding the students' curriculum beyond the classroom and into the general community is shown in Section 9, Community Support. A sampling of the school-specific activities this year include

- Organizing dances and rec nights.
- School Spirit Week – Crazy hair day, pajama day, twin day, Hawaiian day and a culminating school dance.
- Coordinating volunteers and working on school grounds projects.
- Attending student leadership training activities.

Summit students are also active in scholastic extracurricular activities, including Mathcounts, Chess Club, the National Geographic Geography Bee, Spelling Bee, National History Day, and Science Fair. Music students also give fall and spring performances for the school community.

Summit also offers a full complement of sports activities. Interscholastic and intramural sports include soccer, flag football, wrestling, track and field, basketball, and volleyball. In addition, Summit students annually put together a large contingent of runners to take part in the Boulder Bolder. Summit's sports teams are well subscribed and competitive in the district.

## Scheduling

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

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

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

## Literacy

In compliance with the Colorado Basic Literacy Act, Summit automatically assigns a literacy elective to 6th grade and 7<sup>th</sup> grade students who are at risk of falling below grade level for literacy as demonstrated by scores on the CSAP, the Stanford Diagnostic Reading Test, and/or the QRI. This elective provides small-group instruction in literacy skills, including reading for detail, perceiving main ideas, visualizing, note-taking, and other aids to reading comprehension.

## Articulation of Curriculum with High Schools

An important component of Summit's ongoing curriculum development and refinement is the conscientious effort to make Summit course offerings articulate as seamlessly as possible with those of Boulder Valley School District high schools. Summit's teachers and counselor meet with the staff of individual academic departments at BVSD high schools and participate in BVSD curriculum committees. Summit regularly works with the high schools on articulation and course placement issues so that students graduating from Summit will be well prepared and appropriately placed to succeed in the high school courses of study they choose.

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

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

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

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

Summit's accelerated science curriculum supports and enhances the knowledge and interests of students and provides excellent preparation for high school science courses. By agreement with district high school science departments, Summit graduates are sometimes granted exemptions from standard BVSD 9th grade science courses. Summit's science department, under the leadership of Ms. Haydee Phelps, developed a detailed curriculum document that provides the benchmarks, organized by unit of study, for Summit's Introduction to Chemistry/Physics course. It has been revised and updated this year and so reflects current practice in terms of skills and content coverage. The intent of the document is to refine our vertical alignment and articulation with Fairview's science curriculum.

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

# 6

## Placement and Assessment of Student Progress

### Placement

#### English

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

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

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

#### Foreign Language

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

#### Math

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

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

#### Science

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

in class; and research reports (one library research report and one experimental investigation per year). Course work may be individualized if students demonstrate prior mastery of a content area.

## Social Studies

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

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

## Gifted and Talented

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

### ***Acceleration and Ability Grouping***

Acceleration and ability grouping have always been fundamental principles guiding Summit’s programming and course offerings. For example, Summit offers seven levels of math courses, including honors classes, and four levels of English. Students are placed based on assessments, review of past performance, teacher recommendations, and parent requests. At any time during the year, if a student’s placement is not meeting his or her needs, the student’s schedule may be changed and the student moved to a more appropriate level. Science and social studies courses are accelerated at all levels, as three years of traditional middle school curricula are covered in two years, with more advanced courses offered to 8th graders. Students who require additional acceleration may take courses at the high school or college level, either in person, by mail, or through distance learning.

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

### ***Enrichment Activities***

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

### ***Compaction and Differentiation***

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

Within individual courses, compaction and differentiation occur as a natural effect of our standards-based program. Once students, gifted or otherwise, have demonstrated mastery of a benchmark, they are not required to continue practicing that identical skill or to show knowledge of that specific content. Instead, students who demonstrate

proficiency are given alternate assignments or proceed to new material. Pre-testing is also used so that gifted students do not have to relearn what they already know.

## Literacy Support, Extra Support for Lower Performing Students

Summit provides literacy support to students reading below grade level, in the form of Summit's reading elective, the use of Individualized Literacy Plans (ILP), and cross-curricular literacy instruction. Tracking the effectiveness of these interventions is accomplished through classroom artifacts and products, CSAP, and other tests, including the Stanford Diagnostic Reading Test, the Qualitative Reading Inventory and/or the Measure of Academic Progress (MAP).

Every year, the Boulder Valley School District asks every district school to identify goals that they want to achieve and to develop a working plan that will allow them to reach those goals. The broad goal this year (2008-09) was to develop understanding of Response to Intervention (RtI) framework to extend academic support to students who are struggling with the curriculum at Summit but who do not rise to the level of needing a district-mandated individualized learning plan.

We recognized many similarities between the RtI framework and our existing strategy of Student Support Plan (SSP). Therefore we take our current practice and success with SSP, for example, teachers identify students who are experiencing difficulty accessing the curriculum, and propose those students for consideration for intervention. After meeting with Summit teachers, administrators, and often the parents, a team of teachers develops a list of appropriate interventions and available supports to address the student's needs. Teacher office hours, math and literacy labs are examples of such supports. Each member of the administrative team will serve as a grade-level liaison, assisting in the identification of students, collecting of data, communicating with teachers, facilitating the meeting and monitoring the follow up. Core teachers in each grade level meet with the designated grade level administrator to review the progress of each student with a defined intervention plan. Faculty meetings are also used as a time to get input and feedbacks on how best to implement RtI. These meetings had resulted in a collection of ideas and guidelines of applying RtI principles at Summit.

We have also started a numeracy class to support our school improvement goal in academic achievement category: to help students who are struggling in math to strengthen fundamental numeracy skills. It is a small, intensive, two-semester class that meets every other day. It is designed to be taken, in tandem with Pre-Algebra, by students who have not yet mastered the necessary prerequisite mathematics skills for success in Summit's math curriculum. Students are selected for the Numeracy class based on a variety of data points, including CSAP results, MAP scores, placement assessments, and classroom performance. Numeracy students are given targeted instruction in fundamental math skills and concepts via small-group instruction, print and technology-based resources to address skill gaps, with the goal of improving their mastery of the essential prerequisites for success in Summit's challenging math curriculum.

## **Assessment of Student Progress**

An important part of Summit's curriculum development is accurate assessment of student progress. From its inception, Summit has relied on standards-based testing to accomplish this. In particular, Summit uses a variety of tools to evaluate the curriculum and the students' response to that curriculum, including targeted testing for challenged students, periodic testing to nationally recognized standards, and curriculum-integrated internal evaluations.

In the past, the primary tool for conducting annual assessment of student progress was the Colorado Student Assessment Program (CSAP), which tests all students in the spring of each academic year. The results are distributed in the following summer, after the completion of each year's annual report. As a result, the information for each grade presented in each year's annual report necessarily will represent the progress demonstrated by previous year's students. The faculty and administration use this information, including the performance within each discipline's subcategories, to identify potential areas of academic concern to be monitored in each year.

Three years ago, Summit also instituted an alternative form of testing designed to give more precise and timely information on student academic needs. This testing, Measures of Academic Progress (MAP), provided through the Northwest Evaluation Associates (NWEA), was administered several times during the year, and gives immediate feedback to the faculty on each student's level of understanding and areas of concern. This year is the first year we

have data for our eighth graders for all three years (testing began when they were sixth graders). While we report CSAP numbers here, as a school we are now relying more heavily on the MAP numbers to guide interventions.

## Colorado Student Assessment Program (CSAP)

Colorado requires that all schools and students be tested through the CSAP. Starting with the 2002-2003 academic year, in concert with both increased CSAP test coverage and increased ability to track CSAP results to curriculum item analysis, Summit instituted a detailed CSAP-based assessment program with the intention of developing the analysis tools needed to support its curriculum development. While grade-level and standard disaggregated cohort CSAP data are routinely provided through the CSAP reporting, Summit has enhanced the value of the test program through the extension of the analysis to individualized longitudinal tracking. This past year was the fourth opportunity to examine the CSAP results in this way.

As a more direct measure of academic growth, for four years Summit has tracked gains based on individual scaled score improvements. This analysis shows the gain/loss in CSAP scaled score that individual students achieved in testing from one year to the next, plotted as a function of the scaled score for each student in the first year. This provides a very clear view of how individual students perform as opposed to how a group performs in general. For any individual student a positive change from 6<sup>th</sup> grade to 7<sup>th</sup> grade and from 7<sup>th</sup> grade to 8<sup>th</sup> grade can be viewed as improvement (under the interpretation limits discussed below). However, the magnitude of the increase for the lower range of the Summit student body (which corresponds roughly to the middle third of the district's population), is approximately twice as large as the gain demonstrated for students in that range for the district as a whole, indicating that district average students are responding to Summit's program exceptionally well. A complete set of such plots has been generated covering single and multiple year performance, overall class performance, and gender differentiated performance for each test and class, but, for brevity, is not included in this report.

Another way to gain insight from CSAP results is to follow the data of a given cohort (or class) as it advances from 6th grade to 8th grade at Summit. The data in the following tables are presented in a way to assist viewing from this angle. The first table shows the “below proficient” percentage in **Reading, Writing, and Math**; the second table shows information that is complementary to that in the first, that is, the “above proficient” percentage (*Proficient and Advanced*).

The first table tells us that an appreciable number of students entered Summit with weak math skills and remained that way during their years at Summit. For example, the cohort that entered Summit in 2001-2002 (and took CSAP in the spring of 2002) started with 7% below proficient in 6th grade, and that number increased to 14% and then to 16% as this cohort advanced to 7th and 8th grade. Although individual student may move in and out of this rank, most in this group can be identified with the same students from year to year. Surveying the table for other cohorts, we see this trend present in almost all of them. Although there was a noticeable drop in this number for the cohort that entered in 2005-2006 school year, it is too soon to tell if that was just a single event or if it signaled the start of a new trend. The existing trend has been robust enough to provide the impetus for the administrator and the board to support the offering of a Numeracy class to targeted incoming 6th grade students.

The data for Reading and Writing in the first table showed trends that were far less robust than that of the Math data. The year-to-year variation within a cohort, or the cohort-to-cohort variation may be random due to the smallness of the number of samples, or be attributed to the less-than-perfect self-consistency in CSAP tests. In previous years we had attempted to set school improvement goals to influence these numbers, for example, “The number of students scoring below proficient in each cohort will decrease by at least 30% between grade 6 and grade 8”. That turned out to be not attainable because the goal involved factors that were outside of our control, such as the randomness of the data and the inconsistency in the CSAP tests themselves.

The second table below shows the percentage of CSAP scores that are proficient and above. Summit students have consistently achieved high level of proficiency in Reading, Writing, and Math—year after year and cohort after cohort. The data also revealed what we had known for years: that CSAP tests set too low a ceiling that the true achievement and growth of many of our students cannot adequately measured. We address this problem with MAP test, to be discussed in the next section.

**CSAP Below Proficient Percent (Unsatisfactory plus Partially Proficient)  
Summit Middle School 2000–2008**

|         |   | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------|---|------|------|------|------|------|------|------|------|------|
| Grade   |   |      |      |      |      |      |      |      |      |      |
| Reading | 8 |      | 3    | 0    | 3    | 0    | 1    | 0    | 0    | 0    |
|         | 7 | 8    | 0    | 5    | 1    | 1    | 0    | 1    | 0    | 1    |
|         | 6 |      | 5    | 2    | 1    | 1    | 0    | 0    | 1    | 1    |
| Writing | 8 |      |      | 5    | 9    | 3    | 4    | 8    | 3    | 3    |
|         | 7 | 13   | 1    | 9    | 2    | 2    | 2    | 4    | 2    | 2    |
|         | 6 |      |      | 5    | 3    | 2    | 5    | 4    | 5    | 2    |
| Math    | 8 | 17   | 23   | 15   | 12   | 16   | 7    | 8    | 10   | 5    |
|         | 7 |      |      | 15   | 14   | 9    | 5    | 10   | 2    | 5    |
|         | 6 |      |      | 7    | 5    | 5    | 9    | 3    | 2    | 2    |

Hint: In each subject area, start from the bottom row and read diagonally (up-and-right) to the top row, you'll follow a cohort's progress from 6th grade through 8th grade.

**CSAP Proficient and Above Percent (Proficient plus Advanced)  
Summit Middle School 2000–2008**

|         |   | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------|---|------|------|------|------|------|------|------|------|------|
| Grade   |   |      |      |      |      |      |      |      |      |      |
| Reading | 8 |      | 97   | 100  | 97   | 100  | 99   | 99   | 99   | 98   |
|         | 7 | 91   | 100  | 94   | 99   | 98   | 100  | 98   | 98   | 99   |
|         | 6 |      | 95   | 98   | 98   | 98   | 100  | 99   | 99   | 99   |
| Writing | 8 |      |      | 95   | 91   | 97   | 96   | 91   | 96   | 95   |
|         | 7 | 86   | 98   | 89   | 97   | 97   | 98   | 95   | 95   | 98   |
|         | 6 |      |      | 96   | 96   | 97   | 96   | 95   | 92   | 98   |
| Math    | 8 | 83   | 77   | 85   | 89   | 84   | 92   | 91   | 89   | 92   |
|         | 7 |      |      | 85   | 85   | 90   | 95   | 89   | 96   | 95   |
|         | 6 |      |      | 92   | 94   | 94   | 90   | 96   | 98   | 99   |

Hint: In each subject area, start from the bottom row and read diagonally (up-and-right) to the top row, you'll follow a cohort's progress from 6th grade through 8th grade.

The following two tables provide breakdowns of students who scored proficient or above by showing the percentage scoring proficient and the percentage scoring advanced. Given that the vast majority of Summit students score proficient or above, these tables are useful in identifying trends within this population. In Reading and Writing, we see rather significant movement, or redistribution, between the “proficient” and “advanced” groups as cohorts advanced from 6th to 7th grade. In Writing, for example, the cohorts that tested as 6th grade in 2004, 2005, 2006, and 2007 all gained more than 10 percentage points in the “Advanced” group when they were tested in the following year as 7th grade. (We should point out that this gain is accompanied by an equal-size decline in the “Proficient” group—such that the sum of the two groups remained about the same.) On the other hand, we see the opposite happening in Reading: the cohorts that tested as 6th grade in 2004, 2005, and 2006 lost meaningful percentage points (in high single-digit range) in the “Advanced” group when they were tested in the following year as 7th grade, with a corresponding gain in the “Proficient” group. Obviously, we would like to see more of the movement from “Proficient” to “Advanced”.

**CSAP Proficient Percent  
Summit Middle School 2000–2008**

|         |   | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------|---|------|------|------|------|------|------|------|------|------|
| Grade   |   |      |      |      |      |      |      |      |      |      |
| Reading | 8 |      | 59   | 61   | 38   | 57   | 53   | 66   | 62   | 45   |
|         | 7 | 69   | 61   | 45   | 64   | 56   | 65   | 58   | 51   | 59   |
|         | 6 |      | 61   | 56   | 55   | 51   | 51   | 45   | 58   | 46   |
| Writing | 8 |      |      | 69   | 45   | 55   | 55   | 60   | 44   | 36   |
|         | 7 | 43   | 65   | 55   | 49   | 53   | 47   | 35   | 27   | 41   |
|         | 6 |      |      | 61   | 53   | 57   | 54   | 39   | 60   | 59   |
| Math    | 8 | 39   | 36   | 38   | 27   | 26   | 34   | 32   | 38   | 23   |
|         | 7 |      |      | 39   | 35   | 30   | 40   | 28   | 26   | 33   |
|         | 6 |      |      | 38   | 29   | 41   | 32   | 38   | 34   | 24   |

**CSAP Advanced Percent  
Summit Middle School 2000–2008**

|         |   | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------|---|------|------|------|------|------|------|------|------|------|
| Grade   |   |      |      |      |      |      |      |      |      |      |
| Reading | 8 |      | 38   | 39   | 59   | 43   | 46   | 33   | 37   | 53   |
|         | 7 | 22   | 39   | 49   | 35   | 42   | 35   | 40   | 47   | 40   |
|         | 6 |      | 34   | 42   | 43   | 47   | 49   | 54   | 41   | 53   |
| Writing | 8 |      |      | 26   | 46   | 42   | 41   | 31   | 52   | 59   |
|         | 7 | 43   | 33   | 34   | 48   | 44   | 51   | 60   | 68   | 57   |
|         | 6 |      |      | 35   | 43   | 40   | 42   | 56   | 32   | 39   |
| Math    | 8 | 44   | 41   | 47   | 62   | 58   | 58   | 59   | 51   | 69   |
|         | 7 |      |      | 46   | 51   | 60   | 55   | 61   | 70   | 62   |
|         | 6 |      |      | 54   | 65   | 53   | 58   | 58   | 64   | 75   |

Hint: In each subject area, start from the bottom row and read diagonally (up-and-right) to the top row, you'll follow a cohort's progress from 6th grade through 8th grade.

## Measures of Academic Progress (MAP)

After piloting MAP tests from NWEA in the spring of 2006, Summit implemented a full testing cycle for the academic year 2006-2007. In the fall, new students were tested in both Math and Reading in order to identify students who might require additional support, and, in the case of mathematics, to provide further guidance in course placement. For example, using CSAP predictor functions on the NWEA website, it was possible to identify students who were not on track for proficient performance. These students were recommended to Summit's support services, such as the Math and Literacy Labs, teacher office hours, or received additional testing to determine eligibility for the Literacy support class.

In late January, the Science MAP tests were administered to all grade 7 students. These scores, along with internal measures, such as a math-readiness test designed in house and teacher recommendation, were used to place students in the appropriate grade 8 science class. Science teachers found the results helpful, especially with respect to identifying those students who had not yet made expected progress in the area of scientific processes, even though they had amassed satisfactory science content knowledge.

In May, all students were tested in Language Usage and Mathematics. Using school-level data, it will be possible to determine what percentage of students achieved target growth since the last spring. At the student- and classroom-level, teachers will have the data to: 1) identify students who are not performing at the proficient level (status norms), 2) identify students who did not achieve targeted growth over the course of an academic year (growth norms), 3) access online benchmarks that describe skills and content knowledge at each score level, in order to point out possible areas of strength and weakness, 4) implement strategies as needed to support students, and 5) consider possible changes in the curriculum or instruction in response to perceived general weaknesses.

The MAP testing program, addressing content and skills in math, reading, science, and language usage, is unique in that it is designed to determine what a student’s learning level is, not primarily to determine if a student’s learning is at a prescribed level. Each adaptive test consists of a dynamic series of questions in a particular area, with each question’s level of difficulty based on the student’s responses to the preceding questions. In this way, the outcome converges to an assessment that identifies where the student is strong and where the student needs additional instructional support. Every student ends up taking a different test, but each test ends up being tailored equally to the each student. To gain more insight into the details of the testing approaches and outcomes, we invite interested readers to visit the NWEA website ([www.nwea.com](http://www.nwea.com)), with special reference to the RIT and Descartes discussions.

The results provided for math this year should simply give an idea of the kind of data MAP provides to the school. The growth index indicates the extent to which individual students are achieving growth goals. These goals for some students might be gains of 10 RIT points or more.

The RIT (short for "Rasch unit") scale is an equal interval scale of achievement that does not depend upon grade level. An analogy is inches and feet: there is exactly the same distance between 13 inches and 14 inches and between 15 inches and 16. There is no "curve" or factoring in of age or grade in giving a student a 253 or a 267 or any other RIT score. Just as a student's "height" can be measured irrespective of age and tracked over multiple years as he/she grows taller, the RIT scores keep going up as students learn more. Unlike a grade which corresponds to a percentage correct figure or to a CSAP scale score, which only measures how one did relative to others in the grade, the RIT score is an absolute measure of how a student did relative to all of the available content in the assessment and how much he or she "grew" since the last assessment, whether it was given two months before or a year before.

Individual target growth for each student is set by the statisticians and psychometricians at NWEA. It is based on a combination of grade level, starting RIT, and typical growth for the student's cohort (others with a similar profile). For example, younger students are expected to grow more in a year than secondary students. Weaker students are expected to grow more than stronger. In this report, we provide full results for math (including a predicted comparison to CSAP), and growth results for language usage. Language usage is not an area tested by CSAP (that is, the MAP questions are not easily comparable to CSAP questions), so that comparison cannot be made with these data.

**MAP Results—Mathematics, Spring 2008–Spring 2009**

| Grade | Student Count for |          | Student Count for |              |          |
|-------|-------------------|----------|-------------------|--------------|----------|
|       | Growth            | % Growth | Season            | % Proficient | % Median |
| 6     | —                 | —        | 109               | 97.20%       | 97.20%   |
| 7     | 100               | 71.00%   | 104               | 95.20%       | 96.20%   |
| 8     | 100               | 67.00%   | 100               | 93.00%       | 96.00%   |

This table tells us the following. First, the vast majority of students are performing at grade level, as indicated by the last column (% Median). Among 6<sup>th</sup> graders, for example, 97.2% perform at or above grade level on the MAP test. The numbers are virtually identical to the previous column (% proficient), because proficiency is measured by comparing the MAP test to the CSAP test, which defines proficiency as performing at or above grade level. The most important numbers in this table are in the third column, under the column heading “% Growth”, which reports the percentage of Summit students who met or exceeded their individual growth goal. NWEA defines any class or school with 60% or higher in this column as “high growth.” Students that did not achieve their individual growth goal may still have grown, but their growth may have slowed enough to put them behind meeting their particular goal.

**Mathematics Quadrant—Predictive data for CSAP**

|                       |       |                       |                        |
|-----------------------|-------|-----------------------|------------------------|
|                       |       | Growth Index          |                        |
|                       |       | Below                 | Above                  |
| Projected Proficiency | Above | <b>27.5%<br/>(55)</b> | <b>66.5%<br/>(133)</b> |
|                       | Below | <b>3.5% (7)</b>       | <b>2.5% (5)</b>        |

**Quadrant Legend:**

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

The above table adds “predictive” data for CSAP, since math is a CSAP subject (we do not have similar numbers for language usage, which is not a CSAP subject). This table simply tells us that 94.0% (27.5% + 66.5%) of our students performed above projected proficiency (that is, their MAP scores would translate into proficient or advanced scores on the CSAP) and 6.0% performed below projected proficiency. Additionally, five out of the twelve students performing below projected proficiency achieved their individual growth goals—that is over 40%!

**MAP Results—Language Usage, Spring 2008–Spring 2009**

| Grade | Student Count for |          | Student Count for |              |          |
|-------|-------------------|----------|-------------------|--------------|----------|
|       | Growth            | % Growth | Season            | % Proficient | % Median |
| 6     | —                 | —        | 109               | —            | 91.70%   |
| 7     | 100               | 61.00%   | 104               | —            | 100.00%  |
| 8     | 98                | 65.30%   | 100               | —            | 95.00%   |

This above table tells us that, for language usage as for math, the vast majority of students are performing at grade level, as indicated by the last column (% median). Among 6<sup>th</sup> graders, for example, 91.7% performed at or above grade level on the MAP test. Similarly, for language usage we see a “high growth rate,” as it is above 60% for both the 7<sup>th</sup> and 8<sup>th</sup> graders tested.

Overall, these tables show that, in math and in language usage, Summit students are nearly universally performing at or above grade level (last column) and still growing (3<sup>rd</sup> column).

# 7

## Grants and Awards

### Grants and Fundraising

#### ***Tools for Learning***

Summit's primary fundraising program is its annual charitable contribution campaign, Tools for Learning. As we end the 2008-09 year, we have \$81,400 donated to TFL with over 50% participation of Summit families. The success of Celebrate Summit gave the final boost to the campaign.

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

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

#### ***Grants***

In 2008-09, a small Grants and Awards Committee continued to work with faculty and staff on the following activities:

##### *Grants submitted (2008-09):*

- The Seagate Technology Science Teacher Grant application titled "Science through Robotics" was submitted on 9/1/2008 and was awarded to Peter Teasdale (and Summit) for \$1,824.
- Five Impact on Education Classroom Mini-Grant applications were submitted and two were funded: "Art and the Science of Silk Batik," by Susan Baruch for \$487; and "Froguts Virtual Dissection Software" by Kelly Saalwachter, for \$680.
- The Goldman Sachs Foundation 2008 Elementary/Middle School for Excellence in International Education application for a \$25,000 award was submitted on 12/01/08. It did not receive funding. This award was discontinued after 2008.
- The Intel Schools of Distinction Award for Math application for 25,000 was submitted 2/17/09. It did not receive funding. Summit will be eligible to apply again under the 'Science' category for this award in three years.
- Lowe's Tools for Education application request for \$5,000, to support an elective class next year (Sunshine, Soil, and Supper), was submitted 2/15/09. It did not receive funding. Summit was encouraged to reapply for this grant next year.
- CU Outreach application was submitted and funded for \$2,000 and an intern from Children, Youth and Environments to support the *Sunshine, Soil & Supper* elective class.
- Building Excellence in Schools Today (BEST) capital construction assistance application was submitted on 1/23/09 requesting \$454,997. It was not funded. The application will be updated and resubmitted on 6/5/09.
- The ReNew Our Schools application for Photovoltaic systems (a BVSD initiative), was submitted on 3/9/09 by the NetZero club. Summit was not selected, but was encouraged to reapply in the future.

##### *Award nominations submitted (2008-09):*

- Impact on Education Award was submitted on 1/12/08, nominating math teacher Mr. Tom Seibel. Tom was one of the ten Finalists, and finished 6<sup>th</sup> overall. Summit should nominate a teacher for this award every year.

- The Jared Polis Foundation Teacher recognition Award application was submitted on 3/29/09, nominating Tom Seibel. Tom Seibel was selected as one of the recipients. Both Tom Seibel and Summit Middle School received a cash award of \$1,000.

The Summit Board of Directors continues to support the focus of seeking opportunities for grant funding. In the summer and fall of 2009, an effort will be focused on reorganizing this committee, streamlining many of the grant application materials, and recruiting a larger number of parent volunteers to work on applications.

## **Teacher Awards**

The Summit Board of Directors presented its thirteenth annual Outstanding Teaching Award to Tom Seibel, math teacher, during graduation on May 29, 2009. The award was established by the Board to recognize a teacher who exemplifies attributes valued at Summit: love of learning, hard work, knowledge of subject matter, exceptional teaching skill, dedication to students, and inspiration for students. Mr. Seibel was also a recipient of The Jared Polis Foundation Teacher Recognition Award.

## **Student Awards and Honors**

### **National German Exam:**

Since German is offered in very few middle schools, these students were competing primarily with high school students. Ten students took the exam this year and the following were medal winners:

|                               |   |
|-------------------------------|---|
| Stefan Popescu <sup>(#)</sup> | 99th national percentile. 1st in Colorado/ Wyoming  |
| Sarah Walters                 | 99th national percentile. 2nd in Colorado/ Wyoming  |
| Lee Pappas                    | 98th national percentile. 3rd in Colorado/ Wyoming  |
| Joshua Young                  | 97th national percentile. 5th in Colorado/ Wyoming  |
| Anne Pinkham                  | 96th national percentile. 7th in Colorado/ Wyoming  |
| Alex Newhouse                 | 95th national percentile. 8th in Colorado/ Wyoming  |
| Philip Swisher                | 92nd national percentile. 10th in Colorado/ Wyoming |
| Mara Giuliani                 | Certificate of Merit                                |
| Keenan Marrinan               | Certificate of Merit                                |

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<sup>(#)</sup> competed in the native speaker category

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Of the top ten scores in the Colorado/Wyoming region, seven were earned by Summit students.

### **National French Exam:**

Summit did not take part in the National French Examination this year. The current French teacher took over the lessons several weeks after the start of the fall semester, when the previous teacher decided to quit. The new teacher did not feel there was enough time to prepare for the exam. We plan to participate next year.

### **National Spanish Exam:**

Summit did not participate in the National Spanish Exam this year, for the same reason that we did not participate last year: it went online and was therefore too difficult to administer. We've done preliminary work that would enable us to participate next year.

### **Science Fair:**

Summit sent 23 projects to the Regional Science Fair held on Thursday, February 26, 2009 at University of Colorado, Boulder campus. Seventeen students were among the winners at the Regional Science Fair:

| <i>Winner</i>                    | <i>Award Category and Placement</i>   |
|----------------------------------|---|
| KRISTIN BREAKELL                 | City of Boulder Water Quality Award   |
| ANDREA BRENT                     | 2 <sup>nd</sup> Place, Energy and Transportation Jr. Division   |
| MAX BUSTER                       | 2 <sup>nd</sup> Place, Engineering Jr. Division; Discovery Education and 3M nomination  |
| KYLE CHRISTENSEN                 | 3 <sup>rd</sup> place Environmental Sciences Jr. Division; Science in the Service of the Community Award; Thorne Ecological Institute Honorable Mention |
| RACHEL CONWAY                    | City of Boulder Water Quality Award   |
| CAMRON GIDFAR                    | 1 <sup>st</sup> Place Medicine and Health Jr. Division; Discovery Education and 3M nomination   |
| DORUK HACIOGLU                   | 3 <sup>rd</sup> Place Chemistry Jr. Division; Discovery Education and 3M nomination   |
| JENS HYBERTSON <sup>(#)</sup>    | 1 <sup>st</sup> Place Microbiology Jr. Division; Discovery Education and 3M nomination  |
| JONAH KIM                        | 2 <sup>nd</sup> Place Behavioral and Social Sciences; American Psychological Association Award; Discovery Education and 3M nomination                   |
| KATIE KOWAL                      | Extraordinary Data Collection and Analysis Award; Discovery Education and 3M nomination   |
| BELINDA PAK <sup>(#)</sup>       | 1 <sup>st</sup> Place Chemistry Jr. Division; Discovery Education and 3M nomination   |
| MICHAEL SELTZER <sup>(#)</sup>   | AARON PERLEY: City of Boulder Water Quality Award   |
| ISABELLA SOEHN <sup>(#)(*)</sup> | 1 <sup>st</sup> Place Behavioral and Social Sciences Jr. Division   |
| MEERA TAWA                       | 1 <sup>st</sup> Place Physics Jr. Division; NCAR Science Award; Discovery Education and 3M nomination   |
| MELINDA VICKERS                  | 2 <sup>nd</sup> Place Medicine and Health Jr. Division  |
| AMELIA WALTMAN                   | 1 <sup>st</sup> Place Plant Sciences  |
| JOSH YOUNG                       | 1 <sup>st</sup> Place Energy and Transportation   |
|                                  | City of Boulder Water Quality Award   |

<sup>(#)</sup> State Science Fair Qualifier

<sup>(\*)</sup> Best Junior Project, wins a BVSD-paid trip to observe the INTEL International Science and Engineering Fair in Reno, NV this May!

Of the seventeen winners, four were selected to represent Summit and Boulder Valley School District to compete at the Roche Colorado State Science and Engineering Fair, held at Colorado State University at Ft. Collins, April 9-12, 2009. All four students won at the State level. Their results are shown below.

#### Winners of Roche Colorado State Science and Engineering Fair 2009

| <i>Winner</i>   | <i>Award Category and Placement</i>   |
|-----------------|---|
| JENS HYBERTSON  | 2 <sup>nd</sup> Place Microbiology Jr. Division; American Statistical Association Jr. Award               |
| BELINDA PAK     | 1 <sup>st</sup> Place Chemistry Jr. Division  |
| MICHAEL SELTZER | Honorable Mention Behavioral and Social Sciences Jr. Division; Human Factors and Ergonomics Society Award |
| ISABELLA SOEHN  | 1 <sup>st</sup> Place Physics Jr. Division; American Vacuum Society 1 <sup>st</sup> Place Jr. Award       |

## Mathematics

### Summit MathCounts Team

The Summit MathCounts team once again placed first in the state MathCounts competition held at the University of Denver on March 21. Summit has now won the state championship for four consecutive years – WOW!!. Members of the Summit team were Kevin Chen, Kyle Christensen, Jesse Zhang, and Albert Soh. Also, in individual competition, Jay Kranzdorf finished in 6<sup>th</sup> place, Jesse Zhang placed 2<sup>nd</sup> and Albert Soh was crowned the state MathCounts individual champion. Also competing as individuals at the state competition were Caitlyn Lee and Larry Zhang. By placing in the top 4 positions, Jesse and Albert were on the team representing the state of Colorado at the national competition held on May 8 at Disneyworld in Orlando, Florida.

### American Mathematics Contest (AMC) Honor Roll

The AMC 8 is a 25-question, 40-minute multiple-choice test designed to promote the development and enhancement of mathematical problem solving skills among middle school students. It was given in November for students in 8th grade and below. In 2008 more than 1,500 Colorado students from 30 schools participated. Three Summit students

were among the top scorers in the state: Kevin Chen tied for 1<sup>st</sup> place with a perfect paper; Albert Soh and Jesse Zhang tied for 3<sup>rd</sup> place.

The AMC 10 is a 75-minute, 25-question multiple-choice examination given in February to students in grade 10 and below. In 2009 nearly 1,000 students in Colorado participated in the AMC 10. Summit students Albert Soh and Jesse Zhang won honorable mention in the contest and, Albert, a 7<sup>th</sup> grader, was the top student in grade 8 and below. Jesse Zhang was a 6<sup>th</sup> grader.

### **University of Northern Colorado Math Competition**

The UNC Math Competition is held in February each year and is open to all middle- and high-school students in Colorado. Summit students Kyle Christensen and Albert Soh were among the winners. Kyle tied for 2<sup>nd</sup> place in 8th grade division, and Albert won 1<sup>st</sup> place among 7th graders.

## **History Day**

Summit students received the following awards for the Regional History Day:

**Individual Performance:**

Audrey Hearn: 3<sup>rd</sup> place

Olivia Feeney: 2<sup>nd</sup> place

**Group Performance:**

Noel Leifer and Gabby Vermeire: 1<sup>st</sup> place

**Individual Exhibit:**

Hannah Gould: 2<sup>nd</sup> place

**Group Documentary:**

Rohith Chintalapally and Richie Easton: 2<sup>nd</sup> place

Eli Bradley, Tania Elmore, Elise Keston-Smith: 1<sup>st</sup> place

**Individual Documentary:**

Jonathan Tari: 4<sup>th</sup> place

Dylan Schlager: 1<sup>st</sup> place

**Website:**

Vivi Gregorich: 2<sup>nd</sup> place

Torin McDonald, Seth Blum, Larry Zhang: 1<sup>st</sup> place

**Historical Paper:**

Caroline McKee: 3<sup>rd</sup> place

David Ritzwoller: 1<sup>st</sup> place

In addition, Jackie Reed was awarded the prize in African-American History.

All of the above winning teams and individuals moved on to the state competition held on May 2nd at the University of Colorado Denver campus. The competition across the state was strong with many high-quality presentations by students from all over Colorado. The following Summit students proved themselves to be the best among the best:

**Historical Paper:**

Caroline McKee: 2<sup>nd</sup> place for her historical paper on Nicholas Copernicus.

David Ritzwoller: 1<sup>st</sup> place for his historical paper on George Norlin.

**Website:**

Torin McDonald, Seth Blum, Larry Zhang: 1<sup>st</sup> place for their project on John Wesley Powell.

Moreover, the website team of Seth Blum, Torin McDonald, and Larry Zhang also received the “Outstanding Scholarship in Geography” award from the Colorado Geographic Alliance. The winning individuals and team at the state level will represent the state of Colorado to compete at the National History Day in June, at the campus of University of Maryland, College Park, Maryland.

# 8

## Governance and Accountability

Summit is a school that is accountable and responsive to students and parents. A nine-member Board of Directors, elected by the parents and teachers, constitutes the official governing body of Summit Middle School. Day-to-day administration of the school is carried out by the Principal, the Assistant Principals, the office staff, and the Guidance Counselor.

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

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

### Committees

Standing committees remain in place to meet recurring needs, and ad hoc committees may be established, as necessary. The most active committees are the Parent Volunteer Connection (PVC), the School Improvement Team (SIT), (previously known as the Accountability, Assessment, and Accreditation Committee (AAA)), the Community Connections Committee, the Technology Committee, and the Grants and Awards Committee. The primary ad hoc committees are the Hiring Committee, which is responsible for screening faculty candidates and presenting recommendations to the Board when faculty positions become open, and the Facilities Committee, which manages the work around the planned facilities remodeling. Ad hoc groups of volunteers also staff our Science Fair, National History Day, hospitality, staff appreciation, newsletter, technology development, and teacher/staff support functions.

### Summit Board of Directors, 2008-2009

- Terms expired May 31, 2009: Becky Morley, David Kopel, Amy Beringer, Aline Christianian
- Terms expire May 31, 2010 but resigned May 31, 2009: Maggie Yost
- Terms expire May 31, 2010: Ali Gidfar, Robin Luff, Sue Rainer, Debra Ritzwoller, Yizi Xu
- Ex-Officio: David Finell, Principal

### School Improvement Team

Summit School Improvement Team (SIT) evolved from the Accountability, Assessment, and Accreditation (AAA) Committee. Its purpose is to (1) conduct regular surveys of students and parents to ensure continued self-evaluation; (2) establish, with the approval by the Board, annual school improvement goals that are meaningful and realistic; and (3) to facilitate the individualized accreditation process put in place for Boulder Valley schools by Colorado

state statute and BVSD policy. The SIT performs the functions required by state law and administered by the Colorado Department of Education.

## Accreditation

Public school accreditation in Colorado is a two-level process, with the state accrediting school districts and districts accrediting schools. During the 2005-2006 school year, BVSD implemented new processes for accrediting its schools through the District Accountability Committee (DAC). Summit was an active participant in the effort that revised and streamlined the annual reporting and accreditation process. Under the revised process, all schools, including Summit, submit a series of reports for district and DAC review throughout the year.

Summit had been scheduled for its two-day site review during the 2004-2005 academic year, preceding its charter renewal. However, because of its recognition as a NCLB Blue Ribbon School, Summit was granted a five-year waiver of site review, meaning that the next accreditation site review will be scheduled for the 2009-2010 academic year. Summit will continue to submit the yearly reports required by the District and will continue to be active in DAC.

## School Improvement Goals for 2008-2009

The following goals were adopted by Summit's AAA Committee and Board of Directors for 2008-2009. In the process of adopting these goals we followed closely the methodology advocated by the DAC, and each of the goals reflected our effort to maintain compliance with the categories mandated by the DAC: Equity, Achievement, School Climate, and School Operation. Interim progress reports were submitted to DAC through the course of the year.

**Equity Goal:** The admin team, in consultation with other stakeholders, will develop a protocol or set of guidelines for accommodating Muslim students who are fasting during the month of Ramadan.

**Achievement Goal:** The Math department will develop and/or use existing assessments to identify students who have not yet mastered the prerequisite math skills and knowledge for success in pre-Algebra and provide targeted instruction, including, but not limited to, enrollment in a new Numeracy elective class for their first semester at Summit. The new Numeracy elective class is not meant to be simply a remedial course for deficiencies in arithmetic skills, but also a supplement to pre-Algebra class. There are ten students, from all three grades, currently enrolled in this class. In its pilot year, the class will focus on curriculum development and document instructional effectiveness.

**School Climate Goal:** We plan to involve students in the work of the steering committee which is responsible for designing and teaching curriculum for the *Stand-UP!* program. The students can bring fresh new ideas to make the teaching of the program more interesting, fun, and engaging.

**School Operation Goal:** We will continue the work that we started last year with Student Support Process, but develop our strategy using the framework of *Response To Intervention* (RTI). RTI is a new way of thinking student support and intervention that is data driven, gradual, and flexible. It also meets the requirement of Colorado Department of Education (CDE). For this year our focus will be initial implementation and extensive documentation.

## Associations

Summit is a member of the Colorado League of Charter Schools (CLCS), a Colorado nonprofit organization serving and supporting its 112 charter school members. It serves three primary functions: (1) as a clearinghouse for information and resources from which charter school groups can draw, (2) as a technical support group, and (3) as an advocate for the charter school movement. Summit's directors and principal participated in CLCS programs and conferences in 2008-2009.

# 9

## Community Support

Summit has enjoyed strong support throughout its ten years of operation and the school's even longer history from its initial planning stages. As a parent-governed public charter school, Summit relies on its greater school community significantly for many regular operations. In return, Summit's continued success is critically dependent on the level of satisfaction its programs provide to its parent community.

### History of Community Support

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

### Community Support and Involvement

In 2007, a group of board members and parents formed Summit Community Connections, a committee whose objective is to foster communication and partnerships between students, parents, faculty, Administration and the Board of Directors; encourage the spirit of volunteerism within the parent community; and support the charter of Summit to continue its mission for excellence. The Community Connections Committee focuses on community building through educational and social activities for parents and students.

In 2008-09, Community Connections accomplished the following:

- Planned summer Activities and get together for incoming 6<sup>th</sup> graders and their parents.

- Coordinated mentoring of 6<sup>th</sup> grade families.

- Planned the following Back to School Functions:

  - Day before school starts social

  - Welcoming activities for 6<sup>th</sup> Graders the first day of school

  - Welcoming activities for all students the first week of school

  - 1<sup>st</sup> day of school mentor parent coffee

  - Coffee with the Principal /Admin

  - Pot luck for new families

- Coordinated teacher breakfasts

- Coordinated sweatshirt and T-shirt sales

- Planned educational activities (PEN speakers and parent book group)

- Planned social activities

  - Mom' Night Out

  - Mom's Coffee and Hike

  - Ice Skating for Kids – Waiver Form

- Executed fundraising for community building

  - Barnes and Noble book fair

  - Whole Foods dinner night

### Parent Volunteer Work

We continue to enjoy strong community support for Summit's program in a number of ways. Such involvement included volunteers judging Summit's numerous Science Fair and History Day projects and work with BVSD's

Community Schools program to host elementary school groups that use Summit's multi-purpose room on weekday evenings. There is also a considerable effort in bringing the students into the broader community, through the efforts of the Spanish Club, the student government, and the National Junior Honor Society.

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

Strong parental endorsement of Summit's program and mission is reflected in the large percentage of parents who volunteer. More than 70% of the Summit households were active in volunteer efforts of one sort or another during this past year.

## Student Volunteer Work

Historically, Summit students have given back to the community in many ways. This year's activities have continued that tradition with a variety of efforts, including:

### ***International Club 2008-2009***

This has been another extraordinary year for International Club. We meet weekly to hear speakers, plan fundraising activities, and decide on International and local organizations that we would like to support either financially or through personal efforts. Here is a summary of the many activities and events:

- Fabulous speakers:
  - Mr. Tyse on Norway
  - Mr. Yang on China
  - Mr. Chris Kilgore on Colombia
  - Mrs. Tanya DeNobrega on South Africa
  - Dr. Ingrid Fotino on Romania
  - Mr. Francois Pradeau on France
- Fall StreamTeam Clean up in Tantra Park
- Heritage Survey to discover the wonderful diversity of our Summit Community
- Fall Adopt-a-Road Clean-up on 51<sup>st</sup> St. from Jay Rd. to Boulder Reservoir
- Supported financially and corresponded for one year with Maria, a 12 year old girl in Bolivia through Compassion International
- Supplied snacks and beverages to parents during fall conferences
- Trip to the Corn Maze
- Co-hosted with NJHS a food drive for Seniors in Boulder County
- Joint project with NJHS: Hygiene supply drive for EFAA. We all collected supplies and then holiday-wrapped groups of supplies to be distributed by gender or family.
- Donated to Heifer International: We donated every animal listed from bees to yaks!
- Donation to Room to Read from our Unlucky in Love Bake sale
- Supplied snacks and beverages to parents during spring conferences
- Lucky Lollypop sale: a St. Patrick's Day fundraiser for La Puerta Abierta, a library in Guatemala
- Spring StreamTeam Clean up in Tantra Park
- Spring Adopt-a-Road Clean-up on 51<sup>st</sup> St. from Jay Rd. to Boulder Reservoir
- May Carnival, for all students, the incoming 6<sup>th</sup> graders and many alumni
- Purchased 5 new flags to represent the heritage of our Summit students. We also purchased the World Flag.

### ***National Junior Honor Society***

NJHS students at Summit had donated more than 720 hours of volunteer time (as of May 15, 2009) to their school and their communities. Below is a brief description of projects and causes that they supported in the past year either through direct involvement or fund raising:

- “Empty Bowls” project to help end the hunger. We raised \$264 for this project.
- Provided weekly mentoring for 6th grade students.
- Donated to the Native American Connection two large boxes of warm hats, scarves, and mittens that we made at Knitting Club.
- Sowers-to-Go. We chose to support this project because it provides showers to people who may otherwise not have access to a shower facility. We collected over 35 pounds of personal hygiene products and donated them to EFAA.
- Raised more than \$140 through bake sale to benefit American Heart Association and the Heart Institute of the Children’s Hospital of Denver.
- Organized bake sale and dodgeball tournament to raise fund for Smile Train, a project of international scope that repairs children’s cleft palates and lip deformities.
- Thanksgiving Food Drive. We organized and run this event jointly with the International Club. Over two weeks time we collected nearly 300 pounds of food and donated them to the OUR center.
- Trick-or-Treat for UNICEF. This is a project sponsored by the United Nations to raise fund for the education and protection of children around the world. In the course of three-week time before and after Halloween, we raised more than \$2000. It was a great success.
- Teachers’ Luncheon. We organized this even to say “Thank you” to our teachers for a wonderful first semester at school. The luncheon had an international theme, and everyone in NJHS brought in food from his or her heritage, so we had food from all over the world. We also took on the responsibilities of set up, serving, and clean up. The teachers really appreciated our effort. It was a great experience.

### **Student, Parent, and Staff Surveys**

Summit Board, through the AAA Committee (Assessment, Accountability, and Accreditation), has been conducting annual surveys of parents and students for many years. In 2007–2008 the AAA started to use an online service (SurveyMonkey.com) to collect survey responses, thereby taking a giant step toward eliminating the use of paper copies. The main benefit is to capture the initial data in digital format, enabling rapid processing, analysis, tabulation, and dissemination. We continued to use SurveyMonkey.com this year, and made an effort to open the survey early, and to finish the collection early also. During the two weeks that the student survey was open, a total of 310 students took the survey. We closed the student survey on Friday, Feb. 20, 2009, and immediately started data processing and analysis. Preliminary results were available just before the spring break, and more complete and better formatted results were available not long after the spring break, and presented to the board for review.

The Board uses these surveys as a way to monitor systemic issues that we might need to address or conversations we might need to have with our community. We do not use these as a way to provide specific classroom suggestions or make specific classroom changes. Our Principal reviews items of note with individual teachers, and the full set of data is available to teachers for their review. We share a summary of the key findings with the parents through our newsletter. In addition, the district distributes and collects School Climate Surveys from students and District Snapshot Surveys from parents and staff.

### ***Summit Student Survey***

Most of the students completed the surveys. The surveys addressed two specific topics: the students’ social experience at Summit, and the students’ educational experience at Summit. Within the social experience, questions addressed the overall social atmosphere, behavior and discipline, and the learning environment. For educational experience, the students were asked to assess the difficulty, pace, academic challenge, textbooks and other materials, and homework for each of their core classes. In addition, each core subject contains a question submitted by the staff for particular relevance to each core area.

### ***Social Environment***

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

Responses regarding the overall climate at Summit include the following:

- 96% of students report having “grown as a student” this year, and 92% feel that “Summit’s teachers try to make learning meaningful and enjoyable”
- 84% of students describe the classroom environment as “rich” (33%) or “supportive” (51%) rather than “neutral” (12%). These numbers were very close those in the 2007–2008 survey.
- In describing student behavior in the classroom, 73% chose “very” or “mostly” considerate (it was 77% last year), 24% chose “occasionally disruptive” (21% last year), and 3% chose “not considerate/very disruptive” (2% last year).

In order to gauge the effectiveness of the administration’s efforts to promote positive social interaction among students, several questions specifically address the issue of bullying. When asked whether bullying or threatening behavior is a problem at Summit, 9% said yes, compared to 7% in 2007–2008. When asked whether they had been bullied or threatened at Summit this year, 15% said yes, compared with 11% in 07–08. Descriptions of such behavior included rumors, certain students trying to gain favor from others by giving out candy as “bribes”, and “mostly minor” things that did not actually affected the student. One student explained that his/her answer to this question was actually a “No” but wanted to leave a comment, and the online survey system automatically reverted his/her choice to “Yes”. We didn’t see any descriptions of physical bullying except in one case when the student said that someone stepped on his/her foot without apologizing. Although the incidents described all seemed to be trivial, we want to continue to pay attention to this number the next year.

### ***Academics***

The student evaluations of the core curriculum show consistently positive responses. For nearly all courses, a strong majority of the students feel that the level of difficulty and the pace of presentation are at the level that is appropriate. In addition, the students’ perception of the classroom materials such as unit plan and homework is positive. Students generally feel that they know what is expected in class, and they also feel that the instructors are respectful, approachable, and knowledgeable.

Every year we ask students about homework, as this has historically been a concern at Summit (that students have too much homework). In previous years we asked the students to estimate how many minutes they spent on homework each night, and asked the parents to estimate how many hours their students spent on homework every week. Obviously the two answers could not be compared directly, as we did not know if the students took weekend into account, although we expect most of them spend part of weekend on course work, too. This year we asked this question in two steps: (a) tell us how many days in a week you typically worked on course work and, (b) tell us on average how many minutes you spent for each day that you worked on course work. For part (a), we made clear that course work include everything related to a course, from homework to project, not just the homework, and we made clear that you should count the time that you spent at school (during Study Hall periods, for example) as well as that you spent at night at home. For part (b), we let the students to choose from a range of time intervals, in 15 minutes increment, from 1–15 min, 16–30 min, ..., to 76–90 min and more than 91 minutes. The table below summarizes the analysis of students’ response.

**2008–2009 Student Survey: Average weekly homework load by grade levels**

|   | 6th  | 7th  | 8th  |
|---|------|------|------|
| Average # of evenings/weekends per week     | 5.12 | 5.68 | 5.74 |
| Average # of minutes per evening or weekend | 54   | 77   | 77   |
| Convert to average # of hours per week      | 4.6  | 7.25 | 7.35 |

Based on a total of 302 respondents

The data tells us that 6th graders rarely have to spend weekends on their course work. They do spend about one hour everyday during weekdays on course work. Most of the 7th and 8th graders need to spend one day of the weekends on course work, and the average time they spent each day lengthened to about one hour and twenty

minutes. There is a marked jump from 6th to 7th grade, and stayed about the same going from 7th to 8th grade. The numbers and trends are in line with our expectations.

### ***Electives***

Summit offers a broad collection of electives, including music (choir, two levels of band, and two orchestra, and strings), applied technology and programming, fine arts (drawing, painting, creative design, pottery, and sculpture), communication arts (journalism, film), and others (full or half-time PE, study hall). Students were not asked to evaluate these from the academic viewpoint that was used for the core curriculum, but comments were solicited. The majority of the responses showed that the electives provide a useful and interesting addition to the curriculum.

### ***District Student Climate Survey***

Each year the Boulder Valley School District conducts a Student Climate Survey, a Parent Snapshot Survey and a Staff Snapshot Survey. The table below summarizes the student climate survey results for Summit from 2006 to 2009. In addition to longitudinal comparative data across multiple years for the school, the table also provided comparison between Summit and district average for 2009. Statistically significant variations from 2008 to 2009 for the school, and between the school and the district average for 2009, were noted under the column “School Sig” and “District Sig”, respectively. A total of 302 Summit students responded to the survey in 2009.

The number in the first column is the question number with which the original survey questions were ordered. For 2009 the district chose to disseminate the student climate survey results in a format that is different from all the previous years: it grouped the questions under several categories rather than ordering them based on question numbers as it used to be. We retained the question number in the table below to facilitate comparison with previous years’ results.

In general, students at Summit indicate that they are having a positive learning experience, that they enjoy coming to school at Summit, and that they feel safe at Summit. In terms of percentage, more Summit students answered the survey questions favorably than the district average on virtually every question except for one: “I feel safe riding the school bus” (Question #56, under the “Other” category). Being a charter school, Summit students are not entitled to school bus service, therefore the validity of this question for Summit students is questionable. We are also encouraged to see that positive responses increased in many areas, with many of the increases statistically significant. For example, we saw statistically significant increases in the following areas (percentages in parentheses are for 2007-08):

- “I have not seen students of diff backgrounds made fun of at school.” (81% this year vs. 76% last year)
- “At school, I do not feel afraid.” (94% this year vs. 90% last year)
- “In my classes there are rules against name calling/put downs.” (80% this year vs. 77% last year)
- “At school, there are clear rules for student behavior.” (85% this year vs. 80% last year)

The only item remaining below 50% that requires our attention in the coming year is:

- “Other students help if they see someone being bullied or harassed.” (46% this year, and 49% last year)

In addition, there were a few items received lower than 60% positive response:

- “At school, I have not said hurtful things to another person.” (59%)
- “In class, other students have not embarrassed me.” (55%)
- “At school, I get the help that I need on non-academic issues.” (54%)

Clearly there were rooms for improvement.

It should be noted that we made reference to district average when assessing the Summit results, that was because we have no other way to assess how middle school students normally respond to questionnaires like this. The district average gave us a sense of students’ feelings toward school in general, but we believe that they should not be viewed in isolation as a measure of the district or of individual school environments. We value district’s survey because it can be used in conjunction with our own student survey to help us discover where improvements are most needed.

SUMMIT MIDDLE SCHOOL

**Boulder Valley School District—Grade 6–8 Climate Survey Results, 2006–2009**  
**Summit Middle Charter School—Percent Favorable Response**  
**Participation Rate: 96%**

|   | 2006 | 2007 | 2008 | 2009 | School Sig | District '09 | District Sig |
|---|------|------|------|------|------------|--------------|--------------|
| <b>Fitting In</b>   |      |      |      |      |            |              |              |
| 2 I feel welcomed at school   | 79   | 87   | 90   | 87   |            | 80           | +            |
| 13 At school, I do not feel isolated <sup>(#)</sup>   | 73   | 79   | 82   | 84   |            | 76           | +            |
| 18 I do not feel rejected by my classmates <sup>(#)</sup>   | 78   | 80   | 82   | 78   |            | 73           | +            |
| 24 At school, I feel like I fit in  | 70   | 75   | 79   | 78   |            | 70           | +            |
| 28 It is easy for me to get to know other people at school  | 72   | 75   | 80   | 77   |            | 68           | +            |
| 37 I get along with other people at school  | 84   | 84   | 89   | 89   |            | 82           | +            |
| 49 I feel somebody at this school cares about me <sup>(#)</sup>                                   | 82   | 86   | 88   | 91   |            | 84           | +            |
| 52 At school, I feel supported by my friends  | 80   | 82   | 88   | 88   |            | 80           | +            |
| <b>Learning</b>   |      |      |      |      |            |              |              |
| 6 At school, I get the academic help that I need  | 85   | 88   | 90   | 90   |            | 80           | +            |
| 10 I receive helpful information about my academic progress                                       | 70   | 74   | 80   | 81   |            | 76           | +            |
| 15 I feel positive about my school  | 57   | 61   | 70   | 70   |            | 66           |              |
| 17 I learn about the cultural heritage of many types of people                                    | 61   | 68   | 76   | 68   | -          | 69           |              |
| 20 At school, I have necessary materials and resources to learn                                   | 76   | 88   | 88   | 89   |            | 86           |              |
| 27 I know what to do about bullies  | 85   | 91   | 92   | 94   |            | 84           | +            |
| 38 This school sets high & realistic learning expectations for me                                 | 76   | 83   | 82   | 79   |            | 69           | +            |
| 40 Boys and Girls have equal opportunities at this school   | 74   | 82   | 83   | 85   |            | 70           | +            |
| 45 Classes at this school provide a solid foundation for my future                                | 74   | 84   | 88   | 86   |            | 70           | +            |
| 47 I feel encouraged to participate in school activities  | 66   | 71   | 76   | 75   |            | 69           | +            |
| 51 At school, I am encouraged to do my best work  | 80   | 90   | 93   | 94   |            | 85           | +            |
| 53 At school, I know how to deal with anger in a non-violent way                                  | 79   | 86   | 89   | 89   |            | 79           | +            |
| 54 I am proud of most of the work I do at school  | 70   | 74   | 78   | 76   |            | 74           |              |
| 55 I am learning at or above what I expect of myself  | 64   | 70   | 79   | 75   |            | 67           | +            |
| 57 Students with disabilities are treated fairly at this school                                   | 70   | 78   | 76   | 81   |            | 67           | +            |
| <b>Harassment</b>   |      |      |      |      |            |              |              |
| 8 At school, I have not been kicked or hit <sup>(#)</sup>   | 63   | 65   | 74   | 70   |            | 61           | +            |
| 14 I am not made fun of at school because I look different <sup>(#)</sup>                         | 77   | 76   | 83   | 80   |            | 69           | +            |
| 29 At school, I have not said hurtful things to another person <sup>(#)</sup>                     | 57   | 53   | 64   | 59   |            | 44           | +            |
| 31 I have not seen students of diff backgrounds made fun of at school <sup>(#)</sup>              | 70   | 72   | 76   | 81   |            | 51           | +            |
| 34 At school, I have not been discriminated against for sexual orientation <sup>(#)</sup>         | 85   | 88   | 89   | 92   |            | 82           | +            |
| 35 At school, I have not been discriminated against for racial reasons <sup>(#)</sup>             | 90   | 91   | 93   | 95   |            | 84           | +            |
| 36 At school, I have not been discriminated against for religious reasons <sup>(#)</sup>          | 88   | 86   | 90   | 90   |            | 83           | +            |
| 41 In class, other students have not embarrassed me <sup>(#)</sup>                                | 55   | 55   | 56   | 55   |            | 47           | +            |
| 43 At school, I have not been called names that are hateful <sup>(#)</sup>                        | 69   | 72   | 78   | 79   |            | 55           | +            |
| 50 At school, students are not harassed for speaking language other than English <sup>(#)</sup>   | 83   | 89   | 91   | 92   |            | 74           | +            |
| 58 I have not been harassed at school <sup>(#)</sup>  | 64   | 78   | 81   | 79   |            | 63           | +            |
| <b>Adults at School</b>   |      |      |      |      |            |              |              |
| 3 I have an adult at school I trust   | 70   | 73   | 82   | 79   |            | 76           |              |
| 4 I feel respected by my teachers   | 70   | 70   | 79   | 76   |            | 68           | +            |
| 5 At school, I feel it is OK to ask questions   | 83   | 87   | 91   | 90   |            | 82           | +            |
| 9 If bullied/harassed/discriminated against there is an adult at school w/whom I can talk         | 66   | 70   | 73   | 74   |            | 71           |              |
| 12 I do not feel singled out unfairly by teachers <sup>(#)</sup>                                  | 70   | 64   | 71   | 66   |            | 64           |              |
| 16 At school, I feel trusted by adults  | 70   | 71   | 74   | 76   |            | 65           | +            |
| 21 At school, I get the help that I need on non-academic issues                                   | 49   | 48   | 57   | 54   |            | 54           |              |
| 30 I do not feel ignored by my teachers <sup>(#)</sup>  | 69   | 74   | 76   | 76   |            | 68           | +            |
| 33 At school, I feel listened to by adults  | 66   | 68   | 75   | 74   |            | 61           | +            |
| 44 My teachers care about me  | 66   | 66   | 72   | 72   |            | 62           | +            |
| 46 Adults help if they see someone being bullied or harassed                                      | 66   | 74   | 74   | 74   |            | 62           | +            |
| <b>School Safety</b>  |      |      |      |      |            |              |              |
| 7 At school, I feel safe  | 84   | 84   | 88   | 90   |            | 78           | +            |
| 19 At school, I do not feel afraid <sup>(#)</sup>   | 89   | 92   | 90   | 94   | +          | 85           | +            |
| 22 Other students help if they see someone being bullied or harassed                              | 42   | 44   | 49   | 46   |            | 30           | +            |
| 23 At school, my belongings are safe  | 55   | 59   | 70   | 67   |            | 52           | +            |
| 25 At school, I can say NO when someone wants me to do things I know are dangerous/wrong          | 81   | 87   | 90   | 89   |            | 86           |              |
| 39 At school, I have not heard students threaten to hurt someone/take their things <sup>(#)</sup> | 63   | 59   | 67   | 65   |            | 40           | +            |
| 48 I do not worry about being bullied at school <sup>(#)</sup>                                    | 77   | 86   | 86   | 87   |            | 75           | +            |
| <b>School Rules</b>   |      |      |      |      |            |              |              |
| 11 I believe our school rules are consistently enforced   | 43   | 52   | 60   | 60   |            | 46           | +            |
| 26 In my classes there are rules against name calling/put downs                                   | 75   | 79   | 77   | 80   |            | 75           | +            |
| 32 At school, there are clear rules for student behavior  | 68   | 77   | 81   | 85   |            | 75           | +            |
| <b>Other</b>  |      |      |      |      |            |              |              |
| 56 I feel safe riding the school bus  | 64   | 61   | 65   | 58   |            | 76           | -            |

Survey Counts: 2008 (N=284); 2009 (N=302)

SIG values +/- indicate a significant change from 2008 to 2009 for the school, or between school and district in 2009

Questions marked with <sup>(#)</sup> ask about negative feelings but have been reworded to minimize confusion in interpretation

## ***Summit Parent Survey***

Responding to comments from last year’s survey that it is more desirable for both parents to have a chance to participate in the survey, we sent survey invitation to a total of 423 recipients, out of which 235 responses were received. Input was solicited regarding overall satisfaction with Summit; the pace and level of difficulty of Summit’s core classes; the satisfaction with critical thinking skills, content, instructional materials, instructional approaches, and course expectations in each core subject; amount of homework; communication about student progress; and accessibility of the faculty, administrative staff and Board of Directors, among other topics.

Most parent respondents addressed every question on the survey and made narrative comments, all of which are captured by the survey group of the SIT committee, and the data were organized, tabulated, and analyzed. Overall responses are very positive, which is consistent with results from previous years. In particular:

- 90.3% of parents are “satisfied with Summit”
- 92.6% of parents are “satisfied with the level of challenge at Summit”

Perceptions of safety at Summit continue to be high (these are new questions, so the data cannot be compared to previous years):

- Physical safety:
  - 84% of parents feel their child is “extremely safe” at Summit
  - 16% feel their child is “fairly safe”
  - 0% feel their child is “not safe”
- Emotional safety:
  - 65% of parents feel their child is “extremely safe” at Summit
  - 33% feel their child is “fairly safe”
  - 2% feel their child is “not safe”

Our survey also asked parents’ estimation of their students’ course work load. As described in the student survey section above, we re-formulated this year’s question to achieve better consistency between student and parent survey. Below is the table that summarizes our analysis of parents’ response to the course work load question.

**2008–2009 Parent Survey: Average weekly homework load by grade levels**

|   | 6th  | 7th  | 8th  |
|---|------|------|------|
| Average # of evenings/weekends per week     | 5.51 | 5.64 | 5.73 |
| Average # of minutes per evening or weekend | 74   | 78   | 77   |
| Convert to average # of hours per week      | 6.8  | 7.33 | 7.35 |

Based on a total of 235 respondents

We see that there is remarkable consistency, for 7th and 8th graders, between what the students said and what their parents’ estimate were about their weekly course work load. For 6th graders, it seems that the parents had over estimated their students’ course work load by a big margin. We’ll pay attention to this discrepancy in the next years survey.

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

Finally, the board has worked hard to involve more parents in the school and to ensure that their volunteer time is well spent. Survey results suggest that these efforts have been successful:

- 86.5% of respondents had been contacted for volunteer work this year (about the same as last year’s 85%)
- 93% said that Summit’s volunteer needs are adequately communicated (up from 86% of last year)
- 98% of those who had volunteered felt their time was well spent (about the same as last year’s 97%)

**District Parent Snapshot Survey**

The table below presents the “Snapshot” survey of Summit parents conducted by the district. Similar to the student climate survey results, this table compares multiyear school data (2006–2009) and compares school data with district average for 2009. Significant variations are noted in the “School Sig” or “District Sig” columns.

Overall, the results demonstrate Summit parents are very satisfied with Summit, with nearly every question producing a 95% or greater favorable result. It is to be noted that most of the parents did not respond to Questions 30–34, District Questions, since they relate to a school-district relationship that generally is not relevant to Summit.

**Summit Middle Charter School—Percent Agree & Strong Agree  
Participation Rate: 45%**

|   | 2006 | 2007 | 2008 | 2009 | School Sig | District '09 | District Sig |
|---|------|------|------|------|------------|--------------|--------------|
| <b>Maximize Learning</b>  |      |      |      |      |            |              |              |
| 1. The school sets high & realistic expectations for students         | 98   | 97   | 99   | 99   |            | 91           | +            |
| 2. The classes at this school provide a solid foundation **           | 98   | 100  | 100  | 99   |            | 93           | +            |
| 3. The school has clear rules for student behavior                    | 98   | 97   | 97   | 96   |            | 94           |              |
| 4. Students feel safe at school                                       | 99   | 97   | 97   | 96   |            | 94           |              |
| 5. Students have a positive attitude about their school               | 97   | 90   | 90   | 95   | +          | 90           | +            |
| 6. Students are learning at or above the level I expect               | 98   | 95   | 97   | 97   |            | 85           | +            |
| <b>Hire Quality Staff</b>   |      |      |      |      |            |              |              |
| 7. Teachers encourage students to do their best                       | 98   | 98   | 98   | 98   |            | 92           | +            |
| 8. The principal/administrator demonstrates commitment **             | 96   | 97   | 98   | 98   |            | 95           | +            |
| 9. Teachers are committed to maximizing achievement **                | 98   | 97   | 98   | 99   |            | 91           | +            |
| 10. The principal/administrator provides effective leadership         | 97   | 94   | 93   | 98   | +          | 93           | +            |
| <b>Manage Assets</b>  |      |      |      |      |            |              |              |
| 11. The school provides students with materials/resources to learn ** | 94   | 97   | 96   | 98   |            | 94           | +            |
| 12. Resources at the school are used effectively                      | 99   | 98   | 99   | 98   |            | 94           |              |
| 13. I know how to obtain as much school budget information **         | 94   | 94   | 97   | 95   |            | 92           |              |
| <b>Continuous Improvement</b>   |      |      |      |      |            |              |              |
| 14. I am appropriately involved in school decision-making             | 99   | 97   | 99   | 98   |            | 94           |              |
| 15. I am appropriately involved with school improvement               | 93   | 97   | 98   | 94   |            | 91           |              |
| 16. The quality of the program has improved since last year **        | 85   | 84   | 90   | 91   |            | 79           | +            |
| <b>Foster Collaboration</b>   |      |      |      |      |            |              |              |
| 17. I receive regular reports about academic progress **              | 99   | 96   | 98   | 97   |            | 92           | +            |
| 18. Teachers available to discuss student work/behavior **            | 98   | 97   | 98   | 98   |            | 94           | +            |
| 19. School administrators are accessible to me **                     | 96   | 97   | 98   | 98   |            | 95           |              |
| 20. I have been encouraged to participate in school activities        | 96   | 95   | 94   | 98   | +          | 92           | +            |
| 21. I have conferenced with teachers about my students **             | 94   | 95   | 96   | 92   |            | 89           |              |
| 22. I receive timely responses to questions/requests **               | 96   | 97   | 99   | 99   |            | 92           | +            |
| 23. I feel welcome at the school                                      | 95   | 95   | 94   | 96   |            | 95           |              |
| <b>Value Diversity</b>  |      |      |      |      |            |              |              |
| 24. Teachers treat students with respect at this school               | 99   | 97   | 97   | 99   |            | 95           | +            |
| 25. Students are taught about cultural heritage **                    | 97   | 92   | 94   | 92   |            | 92           |              |
| 26. Students of different backgrounds treated with respect **         | 99   | 99   | 98   | 100  |            | 97           | +            |
| 27. Boys & Girls have equal opportunities at this school              | 99   | 97   | 96   | 98   |            | 96           |              |
| 28. Students with disabilities are treated fairly **                  | 98   | 100  | 98   | 97   |            | 97           |              |
| 29. Students feel welcome at school                                   | 98   | 96   | 96   | 98   |            | 96           |              |
| <b>District Questions</b>   |      |      |      |      |            |              |              |
| 30. The district provides a well-developed curriculum                 | 73   | 83   | 89   | 94   |            | 91           |              |
| 31. The district administration supports school improvement           | 62   | 78   | 82   | 89   |            | 92           |              |
| 32. The maintenance of the bldg & grounds is at the level I expect    | 37   | 61   | 74   | 88   |            | 89           |              |
| 33. I feel informed about district budget issues                      | 67   | 87   | 88   | 90   |            | 83           |              |
| 34. I believe district educational programs are of high quality       | 85   | 83   | 85   | 90   |            | 90           |              |

Survey Counts: 2008 (N=125); 2009 (N=132)

SIG values +/- indicate a significant change from 2008 to 2009 for the school, or between school and district in 2009

\*\* Item shortened to fit into the column width

**District Staff Snapshot Survey**

The table below presents a summary of the “Snapshot” survey of Summit staff conducted by the district. Again, longitudinal comparative data for the school are available from 2006 to 2009, and lateral comparative data between the school and the district average are displayed for 2009. Significant changes within the school from 2008 to 2009

are noted in the column “School Sig”, and that between the school and the district average for 2009 are noted under the column heading “District Sig”.

To the many statements in the survey questionnaire covering a broad range of areas, from school environment, students’ attitude toward learning, administrative support, school improvement process, to communication and diversity, Summit staff gave positive answers that exceeded the district average by significant margins. This is a reflection of our staff’s positive attitude and high esteem about themselves, about our school, the students, and the community.

For the ‘District Questions’ breakout, some of the numbers may be less meaningful than they would otherwise convey. That is because, in part, Summit staff are not district employees, and Summit developed its own curriculum and its staff development program is also relatively independent from that of the district. We would like to point out one interesting exception, however. The percentage of favorable answer to question #25, “The maintenance of the building and grounds is at the level I expected”, saw a huge jump in 2009 from all the previous years, and exceeded district average by a large margin as well. We believe that there were two reasons: 1) We hired an independent contractor for custodian service and, 2) our building extension and remodeling, including the addition of a brand new library, funded by the district through bond offering, had greatly improved our school’s “curbside impression”.

**Boulder Valley School District—Staff Snapshot Survey Results, 2006–2009**  
**Summit Middle Charter School—Percent Agree & Strong Agree**  
**Participation Rate: 81%**

|   | 2006 | 2007 | 2008 | 2009 | School Sig | District '09 | District Sig |
|---|------|------|------|------|------------|--------------|--------------|
| <b>Maximize Learning</b>  |      |      |      |      |            |              |              |
| 1. The school sets high & realistic expectations for students                   | 100  | 100  | 100  | 100  |            | 90           | +            |
| 2. The classes at this school provide a solid foundation **                     | 100  | 100  | 100  | 100  |            | 95           |              |
| 3. The school has clear rules for student behavior                              | 96   | 100  | 94   | 91   |            | 78           | +            |
| 4. Students feel safe at school   | 100  | 100  | 100  | 97   |            | 93           |              |
| 5. Students have a positive attitude about their school                         | 100  | 100  | 100  | 100  |            | 92           | +            |
| 6. Students are learning at or above the level I expect                         | 100  | 100  | 100  | 100  |            | 80           | +            |
| <b>Hire Quality Staff</b>   |      |      |      |      |            |              |              |
| 7. Principal/admin demonstrates commitment schl improvement **                  | 100  | 100  | 100  | 100  |            | 89           | +            |
| 8. The principal/administrator provides effective leadership                    | 96   | 96   | 100  | 85   | -          | 77           |              |
| <b>Manage Assets</b>  |      |      |      |      |            |              |              |
| 9. The school provides students with materials/resources to learn **            | 100  | 100  | 97   | 97   |            | 91           |              |
| 10. Resources at the school are used effectively                                | 100  | 96   | 100  | 94   |            | 82           | +            |
| 11. I know how to obtain as much school budget information **                   | 95   | 96   | 93   | 97   |            | 84           | +            |
| <b>Continuous Improvement</b>   |      |      |      |      |            |              |              |
| 12. I am appropriately involved in school decision-making                       | 92   | 96   | 86   | 88   |            | 75           | +            |
| 13. I have been appropriately involved with school improvement                  | 88   | 96   | 97   | 94   |            | 82           | +            |
| 14. The quality of the program has improved since last year **                  | 95   | 100  | 96   | 87   |            | 74           |              |
| <b>Foster Collaboration</b>   |      |      |      |      |            |              |              |
| 15. I send out regular reports to parents about academic progress **            | 95   | 100  | 96   | 96   |            | 90           |              |
| 16. If needed, school administrators are accessible to me                       | 100  | 100  | 97   | 100  |            | 86           | +            |
| 17. I have been encouraged to participate in school activities                  | 100  | 100  | 100  | 100  |            | 90           | +            |
| <b>Value Diversity</b>  |      |      |      |      |            |              |              |
| 18. Teachers treat students with respect at this school                         | 100  | 100  | 100  | 100  |            | 96           |              |
| 19. I teach students about the cultural heritage of many groups                 | 90   | 100  | 85   | 89   |            | 87           |              |
| 20. Boys & Girls have equal opportunities at this school                        | 100  | 100  | 100  | 97   |            | 96           |              |
| 21. Students of different backgrounds are treated with respect **               | 100  | 100  | 100  | 100  |            | 92           | +            |
| 22. Students with disabilities are treated fairly at this school                | 95   | 100  | 97   | 100  |            | 93           |              |
| <b>District Questions</b>   |      |      |      |      |            |              |              |
| 23. The district provides a well-developed curriculum                           | 100  | 100  | 83   | 100  |            | 83           |              |
| 24. The district administration supports school improvement                     | 100  | 100  | 100  | 100  |            | 85           |              |
| 25. The maintenance of the bldg & grounds is at the level I expect              | 50   | 71   | 55   | 96   | +          | 77           | +            |
| 26. The district provides a well-developed staff development pgm                | 100  | 100  | 67   | 83   |            | 70           |              |
| 27. I feel informed about district budget issues                                | 100  | 67   | 56   | 100  |            | 68           |              |
| 28. I believe district educational programs are of high quality <sup>29</sup> . | 100  | 75   | 75   | 100  |            | 86           |              |
| 29. The district HR Office is responsive to my needs **                         | 75   | 80   | 100  | 100  |            | 86           |              |

Survey Counts: 2008 (N=31, 89% response rate); 2009 (N=34, 81% response rate)

SIG values +/- indicate a significant change from 2008 to 2009 for the school, or between school and district in 2009

\*\* Item shortened to fit into the column width

# 10

## Policies

There are two primary governing documents that capture all Summit policies and agreements with the BVSD. The first is the Charter School Renewal Contract and all exhibits related to policies and waivers of policies, effective July 1, 2006. As specified in the Contract and Exhibits, the BVSD has waived the application to Summit of numerous BVSD policies, and has successfully requested, on Summit's behalf, the waiver of certain state policies. The Contract and its Exhibits are on file at Summit and at BVSD, and are available for inspection during business hours.

The second set of documents is the policies Summit has developed for the operation of the school. The Summit Board will continue to formulate or revise policies as needed for effective governance of Summit. These policies will be posted on the Summit web site at <http://bvsd.org/schools/summit/Pages/default.aspx>, and are available for inspection at the Summit office during business hours.

As stated in the 2006 charter contract with BVSD, Summit Middle Charter School will request waivers from any future Boulder Valley School District policy that conflicts with the mission, objectives and educational components of Summit's middle school program.

# 11

## Facilities and Budget

### Facilities and Site

Since the 2000-2001 school year, Summit has been situated in a district facility at 4655 Hanover Avenue in south Boulder, formerly the site of Majestic Heights Elementary School. Summit moved into the Hanover Avenue site during the summer of 2000. The school district made certain modifications to the site, such as removing some undersized playground equipment, installing science laboratory equipment to meet then current code requirements, installing used lockers, remodeling spaces for use as makeshift locker rooms, and implementing bond-funded telecommunications improvements. Beginning in 2001-2002, Summit has had use of an additional portable building (two classrooms) to accommodate fifty more students who were allowed to enroll at Summit under the school's renewed charter with BVSD. 2003-2004 saw the purchase of the music portable.

The major facilities accomplishment for 2007-08 was the construction of Phase 1 – an addition to the south end of the existing building. The project was funded with money from the BVSD bond issue and totals 5.2 million dollars in hard and soft costs. The program for the new wing included two new science rooms, an art room and a new library/media center. With the help of a school advisory committee, “green” technologies were incorporated into the project, such as geothermal heating and cooling, triple pane windows, and extensive use of passive solar illumination. This advisory committee continues to help the school with on going construction decisions that emphasize “green” techniques and technologies, as budgets permit.

Phase 1 also included an upgrade of the existing building; remodeling the old library and art room into technology labs, improved office space, and cosmetic improvements such as new paint, carpet, and lighting throughout. The parking lot was also expanded, and improvements made to landscape west of the building.

Summit's charter contract with BVSD, executed on June 13, 2006, included an agreement for the Summit community to raise sufficient funds (estimated at the time to be \$1,000,000) to construct a gym on the site – which we refer to as Phase 2. We are happy to report that at this writing, five General Contractors are bidding on Construction Documents produced by Hutton Architecture Studio, with bids due on May 29<sup>th</sup>, 2009. Construction activities are expected to begin by mid June, with completion some time toward the end of January 2010. Phase 2 is to include a gym, girls' and boys' locker rooms and restrooms, coach's office, storage, and mechanical room, for a total of 8,700 square feet, at an anticipated cost of around \$2,100,000, inclusive of hard and soft costs.

The new gym will result in the relocation of the three portable classrooms to the existing basketball court, the construction of a new outdoor basketball court, extension of the fire lane on the east side of the campus to service the new gym, and changes to site paths to service the new site plan.

### Budget

#### **Overview**

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

Fundraising for Summit is conducted by a 501(c)(3) organization, *Supporters of Summit*, ID 84-1487925. This organization retains its funds in conservative cash-equivalent vehicles which earn income until they are required for purposes recommended by the Summit Board and designated by the Supporters of Summit Board. Supporters of

Summit will provide its support through direct grants to Summit's BVSD accounts, from which expenditures are made using normal BVSD procedures.

### **Budgeting and Expenditure Management**

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

The Summit Office Manager produces monthly reports, using data from BVSD's finance reporting system, 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 in April. This initial budget is revised based on final Colorado state legislative action, which determines actual revenues.

### **Revenues**

For the 2008-2009 school year, Summit received funds applicable to the operating budget from the multiple sources shown below.

**Summit Middle School Revenues 2008-09**

|                      |     |
|----------------------|-----|
| Per Pupil Revenue    | 82% |
| Election Allocations | 16% |
| Capital Construction | 1%  |
| Fundraising and Fees | 1%  |

### **Fundraising**

As we end the 2008-09 year, we have \$81,400 donated to TFL with over 50% participation of Summit families. These funds will be used to meet a variety of needs at Summit, including faculty and administration computers, classroom items, and faculty compensation.

### **Expenses**

The figure below shows Summit's operating budget allocations for 2008-2009, including all adjustments approved by the Summit Board.

**Summit Middle School Budgeted Expenses 2008-09**

|                                      |     |
|--------------------------------------|-----|
| Faculty Salaries and Benefits        | 43% |
| Administration Salaries and Benefits | 12% |
| Office Salaries and Benefits         | 8%  |
| Central Services                     | 32% |
| Operating Expenses                   | 3%  |
| Capital Construction                 | 2%  |

The largest share of Summit's operating budget is allocated to salaries and benefits, first for Summit's faculty, second for in-school administration, and third for administrative support staff. This allocation, which totals about 63% of the budgeted expenses, reflects the Summit Board's strong priority to maintain small class sizes taught by

teachers with at least a baccalaureate degree in their subject area. Summit pays its staff competitive salaries, which are negotiated individually. Summit's average teacher FTE salary in 2008-2009 was about \$44,471.

The next largest budget category is BVSD overhead and services, which make up about 32% of Summit's budget; this fact is often overlooked by charter-school critics. Instructional materials, equipment, and other expenses are similar to those at other district schools, and accounted for about 8% of the expenses.

### **Balance Sheet**

Summit will carry an operating funds balance of approximately \$71,000 into the 2008–2009 fiscal year, net of encumbrances. Summit currently has no outstanding liabilities or debts. However, the school anticipates signing a loan agreement to finance the construction of our new gymnasium.

# 12

## Faculty, Staff, and Board of Directors

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

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

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

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

### Teacher and Administrator Profiles

#### **David Finell (Principal), 2001**

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

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

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

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

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

### **Haydee Ayi-Bonte (Science), 2001**

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

Ms. Phelps' first charter school experience was as a 6th grade teacher at Exploris Middle School in Raleigh, North Carolina, where she was the science specialist for this grade level. For many summers she worked as an instructor for the Duke University Talent Identification Program, held in the foothills of the Blue Ridge Mountains of North Carolina. In any teaching setting, she maintains a strong focus on field-based instruction and on a student-centered, active classroom learning environment. She brings enthusiasm about teaching science, active listening skills, and an atmosphere of encouragement to her classroom.

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

### **Tim Baldwin (Instrumental Music), 2008**

Masters of Music Education, Truman State University, Kirksville, MO; Bachelors of Music Education, Coe College, Cedar Rapids, IA

Mr. Baldwin comes to Summit with 33 years of teaching instrumental experience to students in grades 5–12. He has taught strings, concert, jazz, marching and pep bands. Many of his students have gone on to All-State Competitions. For most of his career he worked in the public schools in Columbia, Missouri. Mr. Baldwin and his wife have dreamed about moving to Colorado for a long time and recently relocated to Estes Park.

### **Kendra Bartley (Counselor), 1997**

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

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

### **Sondra Barton (German), 2002**

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

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

### **Sue Baruch (Art), 2004**

M.A. Teaching, Bennington College; B.A. Studio Arts, University of Colorado, Boulder.

Growing up on Long Island and in close proximity to Manhattan gave Ms. Baruch many opportunities to be immersed in the arts. As her love of seeing and making art progressed, so did her love of nature which brought her

to the Rocky Mountains and the University of Colorado at Boulder. She graduated with a BA Degree in Studio Arts with a concentration in painting and photography. While at CU she found another passion: traveling. She studied abroad in Jerusalem, Israel for six months and traveled extensively around the Middle East and Europe. After graduating from CU, she moved to Winter Park where she worked as a photographer and substitute teacher. Besides being a substitute teacher, her teaching experiences range from a swim instructor, to a Field Teacher at a residential outdoor environmental education center, to teaching English in Peru. Most recently, Ms. Baruch went back to school at Bennington College in Vermont where she received her Masters in Teaching. While at Bennington College, she continued to make art and explore new mediums, such as ceramics and printmaking. When not teaching or making her own art, you can usually find Ms. Baruch outside biking, hiking, running or skiing. She is very excited to be back in Boulder where she can bring my experiences, enthusiasm and passions into her teaching.

**Yolanda Berea (Library Par Pro), 2007**

B.A., Computer Science, La Salle University, Mexico City

**Wendy Blakemore (Spanish), 1997**

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

As part of her college career, Mrs. Blakemore did independent research in Tepoztlán, Mexico, in 1973 and attended "Stanford in Italy" in 1974. Having gained a passion for travel and learning in a foreign environment during her studies, Mrs. Blakemore became a flight attendant/purser with TWA upon graduating from Stanford. Flying allowed her to visit many parts of the world. The Spanish-speaking countries, whose language, history and culture she loves to share with students, particularly fascinated her. With the addition of a husband and two children, Mrs. Blakemore stayed closer to home by flying less. She started teaching Spanish to preschoolers, which coincided with her children's schedules. To combine her interests in children and Spanish as her own children grew older, she expanded her teaching activities.

Retiring from TWA in 1989, she has taught Spanish to many students of various levels and abilities, from preschool to college and beyond and in many settings. She has been a counselor and instructor at Concordia Language Villages, a language immersion camp in Minnesota. In August 2000, she received a Target grant to attend a Spanish immersion teacher seminar through Concordia. Mrs. Blakemore participated in an educational review in 1997 at *El Centro Bilingüe* in Cuernavaca, México. Mrs. Blakemore has received two Boulder Valley Foundation "mini-grants" to create indigenous instruments in the classroom. Mrs. Blakemore is married to Kit Blakemore, an attorney, and has two children: Katy, a senior at Stanford, and Patrick, a freshman at Cornell University. Her free time is spent observing her students' activities, volunteering in the community, running, cycling, and swimming. She and her family continue to travel as much as possible, enjoying Spain, Mexico, the Dominican Republic, Italy, and England in the past few years.

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

**Annie Davids (Mathematics), 2005**

M.A. Education, Stanford University, Palo Alto, California; B. A. Personnel Administration, University of Kansas.

Ms. Davids has taught mathematics for many years in California and Colorado. For the two years prior to moving to Colorado she was a high school math teacher at Crystal Springs Uplands School in Hillsborough, California. After moving to Colorado Ms. Davids taught math privately and was Summit's math lab teacher for two years.

**Tanya de Nobrega (Mathematics), 2007**

B.A. Computer Science, Rand Afrikans University; Honors B.S. Computer Science, University of Pretoria, South Africa; Colorado Teaching License with endorsement in Secondary Mathematics.

Originally from South Africa, after college Ms. de Nobrega worked in technology companies before switching over to teaching. She comes to Summit after having taught math for three years in the St. Vrain School District.

**Ingrid Fotino (Mathematics), 1999**

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

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

Eager for more direct contact with students, Dr. Fotino returned to secondary teaching. A year as a substitute teacher in the Boulder Valley School District convinced her that Summit was her dream school and she felt very fortunate to be asked to join its faculty in 1999. Having taught all the Summit math honors classes, she now concentrates on Proof Geometry and Algebra2/Trigonometry, working to refine the curriculum and benchmarks for these courses. Dr. Fotino received Summit's Outstanding Teacher Award in June 2002. She participates in district curriculum meetings and served on an NSF panel in Washington, D.C. on Teaching and Learning Centers.

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

### **Malva Freymuth-Tarasewicz (Choral Music), 2007**

D.Mus.A, Violin Performance and Pedagogy, C. U. Boulder; M.M. Violin Performance and Pedagogy, C. U. Boulder; B. A. Music, C. U. Boulder.

Dr. Freymuth-Tarasewicz has sung with the Colorado Music Festival chorus, sung alto and performed with the Graduate Student Choir throughout her degree program, and has sung soprano and alto extensively in other concert choirs and madrigal groups. The author of 'Mental Practice and Imagery for Musicians', Dr. Freymuth-Tarasewicz has many music articles published in various professional journals. She is also an avid dressage rider and trainer.

### **Kelli Frykholm (English), 2006**

BA English, Whitworth College; MS Curriculum and Instruction, University of Wisconsin.

Ms. Frykholm taught English for three years in a middle school in Spokane, Washington, and also spent time teaching English in Santiago, Chile. Before coming to Summit this year she had also been a part time writing and English instructor in various schools, including Boulder High School's Sunset Learning Classes.

### **Alex Garcia (World Geography and International Relations), 2007**

M.A. Modern European History, C. U. Boulder; B.A. Finance, C. U. Boulder.

Born in Belgium, Mr. Garcia brings a diverse background to Summit, including work as a regular substitute at Summit for two years, as well as at Monarch and Centaurus High Schools. He has worked as a guest lecturer at C. U. Boulder for Western Civilization II and as an instructor for Western Civilization I and II, a research assistant and a carpenter and builder. When not in the classroom Mr. Garcia can often be found on the field playing sports with his students.

### **Stephen Goettsche (Spanish), 2006**

M.A. in Spanish and Education, University of Colorado, B.A. in History-Religion, Middlebury College.

Mr. Goettsche (pronounced "getch") recently completed an M.A. in Spanish and Education at CU, Boulder. He earned his B.A. from Middlebury College, majoring in History-Religion, with a minor in Spanish. In 2003-4, he lived in Santiago de Compostela, Spain with his wife Christi, teaching English-language courses at the local University and traveling throughout Spain and Europe. In his free time, Mr. Goettsche enjoys spending time in the mountains, be it skiing, climbing, kayaking or hiking with his dog. He was introduced to the Colorado outdoors through Cheley Camps in Estes Park, where he attended camp and then worked for several years as a counselor.

### **Debbie Hanssen (Registrar and Office Manager), 2002**

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

Ms. Hanssen has worked in the front office at Summit since 2002 and is one of those special people who keeps the school running smoothly and efficiently. She and her husband, Chris, have had three boys attend Summit.

### **Trevor Harris (Physical Education and Health), 2007**

B.A. Sociology and Sports Fitness, C. U. Boulder; Teaching License, C. U. Boulder.

Coach Harris comes to Summit after having taught Physical Education and Health for three years at Peak to Peak, and for two years at Manhattan. He has coached football, basketball, wrestling, volleyball, track and lacrosse. In addition he has worked as a strength and conditioning coach for Boulder High School. While at Peak to Peak Coach Harris was named Teacher of the Year in 2004. Mr. Harris says he has a “strong commitment to fitness as part of a holistic lifestyle and truly integrating students from a wide variety of backgrounds on the playing field, and relationship building with students.”

### **Shelly Hendrick (Business Manager), 1999**

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

Ms. Hendrick is the Business Manager at Summit, working closely with the Summit Board and administration to ensure the school is managed in a fiscally sound manner.

### **Cheryle Kapsak (Social Studies), 1998**

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

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

### **Christopher Kilgore (World Language—French), 2002–2004 and 2008–Present**

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

Mr. Kilgore taught French at Summit from 2002–2004 at which time he left to study and travel abroad. His journeys eventually led him to teaching French at Clarke Central High School in Athens, Georgia. Having traveled extensively and worked in South American, Europe and Africa, Mr. Kilgore brings a rich and varied background to his teaching at Summit.

### **Valerie Ammon Koch (Dean of Student Life), 1996**

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

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

Summit's first year. Mrs. Koch found that she loved teaching math and in subsequent years has taught both German and math. During that time she both taught and developed the Pre-Algebra, Algebra, and the new Algebra B/Introduction to Geometry courses. She also has been actively involved in writing and developing curriculum and standards for the math department. Now with two children, Sophie and Savannah, she had to make a decision between teaching math and teaching German. Tough as it was, she decided to become solely a math teacher and has enjoyed every minute of it. Mrs. Koch enjoys the challenges of juggling her professional and personal lives. She received Summit's Teacher of the Year award in 2004-2005. In 2006 Ms. Koch was appointed Summit's Dean of Student Life.

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

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

In her autobiography, *My Life Story*, written at age 12, Ms. Kolanowski aspired to be either a nuclear physicist or a fashion designer. She did not then recognize that the union of the cosmic and the cosmetic is (of course) poetry and for years she wandered Pennsylvania's valleys in search of enlightenment. Not until she enrolled in a creative writing workshop at Carnegie Mellon University did she realize that the poems she had been writing could mean something. She dropped calculus, avoided all seminars on artificial intelligence, won two awards for her poetry, edited Carnegie Mellon's literary journal, and was named an Academic All-American in cross country.

The particulars of Ms. Kolanowski's life after college are somewhat unclear, but it is known that: (1) She moved to Washington, D.C., and worked for the U.S. Department of Justice in the Antitrust Division; (2) she was a reliable, though not always agile, member of the Justice Department's softball team; and (3) she developed an unnatural fear of law school, which led her to apply to graduate programs in English. In 1996, Ms. Kolanowski moved to Ann Arbor, Michigan, where she spent mornings drinking coffee and writing poetry, afternoons studying Latin, and evenings congregating with others of like ilk. While at the University of Michigan she won the Michael R. Gutterman Award in Poetry, given to a graduate student whose poetry emphasizes the "new, the unusual, and the radical" -- words Ms. Kolanowski finds a bit limiting. To support her café-latte habit, she began teaching writing courses and soon discovered that she loved teaching more than coffee.

After receiving her M.F.A. in 1998, she returned to her native Pennsylvania and taught composition and literature at King's College, Marywood University, and at the University of Scranton while continuing to work on her writing. In 2000, she had poems published in *CutBank* and *Spinning Jenny*. Ms. Kolanowski enjoyed the spruce and aspen of Nederland along with her persnickety Gordon setter, Tess, until moving to Boulder this past year. She received Summit's Teacher of the Year award for 2005-2006.

### **Laurie Kuelthau (Registrar and Office Manager), 2004**

B. S. Wildlife Biology, Colorado State University, Ft. Collins. Ms. Kuelthau and her husband, Camron, have two sons who have gone through Summit. Ms. Kuelthau brings great organizational skill to the front office at the school.

### **Terry Lamond (Special Education), 2005**

M.A. Special Education, University of Colorado at Denver; B.A. French, Penn State University, Pennsylvania.

Ms. Lamond has taught special education in South High School in Denver, Doull and Force Elementary Schools in Denver, Mrachek Middle School in Aurora, Carmody Middle School in Jefferson County, and Horizon Middle School in the Cherry Creek School District.

### **Daniel Levine (Technology), 2008**

M.S. Digital Imaging, Rochester Institute of Technology, Rochester, New York; B.F.A., C. U. Boulder, Boulder, Colorado

Mr. Levine has taught technology classes at Summit this year, including Web Design and Applied Technology.

### **Patricia McDermott (Library and Media Center), 2005**

M.L.S., Emporia State University, Emporia, Kansas; B.S. Medical Technology, University of Colorado Health Sciences Center, Denver, Colorado.

Ms. McDermott grew up in northern Wisconsin, but after spending a summer out west she had to live here! She transferred to the University of Colorado and has enjoyed the mountains and climate ever since. Prior to joining Summit's staff, she was a Librarian at Legacy High School in the Adams 12 Five Star School District and at the Lafayette Public Library. Ms. McDermott also worked as a Medical Technologist for many years. When she is not reading, she is doing her best to enjoy the Colorado outdoors.

**Patrick Alex Rudback (English), 2008**

M.A., Education in Intermediate/Senior English, Canisius College, Buffalo, New York; B.A, English Literature, University of Toronto, Ontario, Canada.

Mr. Rudback came to Summit as a long term substitute when our English I teacher went out on maternity leave early in the school year. Prior to coming to Summit, Mr. Rudback taught English for many years at the Portledge School in Locust Valley, New York.

**Kelly Saalwachter (Science), 2006**

BS Biology, Davidson College; MA Education with Secondary Science Endorsement, University of Colorado at Boulder.

Before coming to Summit this year as a teacher of Biological Sciences and the Environment, and Health, Ms. Kiefer taught science for four years at Crested Butte Academy, was a physics instructor for Upward Bound, was a outdoor education instructor, and did her student teaching at Nevin Platt Middle School in BVSD.

**Thomas Seibel, (Mathematics), 2005**

B.S. Computer Science with a minor in mathematics, University of Dayton, Dayton, Ohio; Colorado Teacher License with endorsement in Secondary Mathematics, Metropolitan State College, Denver, Colorado.

Mr. Seibel comes to Summit with an extensive background in the technology industry and with experience teaching mathematics at Hill Middle School and Cole Middle School in Denver. Winner of the 2008–2009 *Jared Polis Award* for Excellence in Teaching, Mr. Seibel was also chosen as *Summit's Teacher of the year* for 2008–2009

**Jessica Spangler (English), 2008**

M.A. Education, C.U. Boulder, Colorado, B.A., Humanities (with emphasis in English and Fine Arts), C. U. Boulder, Boulder, Colorado; Certification in Secondary English and Language Arts.

As a Fulbright Scholar, Ms. Spangler has taught English in a quaint German village at the foot of a castle-topped hill, surrounded by medieval houses, shops and churches hundreds of years older than the United States. In her free time, she took full advantage of Germany's central location, relying on planes, trains and autobahns to whisk her to new and exciting places. Although she misses seeing a castle from her classroom window and traveling to a new country or two each month, Ms. Spangler does not miss the endlessly grey, cloudy weather and has been thrilled to be back in sunny, mountainous Colorado where she has taught English III this past year at Summit.

As a Colorado native and an outdoor enthusiast, Ms. Spangler enjoys a variety of outdoor activities. She also dabbles in various artistic projects, enjoys cooking and loves getting lost in a good book and engaging conversations. Yet while these activities enhance her life, she is most passionate about teaching.

**Peter Teasdale (Science), 2000**

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

Mr. Teasdale brings a diverse range of experience to Summit. Before joining Summit's teaching staff, he taught in the International Baccalaureate Program at Poudre High School in Ft. Collins on a teacher exchange, with assignments in Biology and Advanced Biology. Prior to his arrival in the United States, he taught integrated science, GCSE Biology and Physics, AP Biology, and Environmental Science at Ullswater Community College in the United Kingdom. Earlier in his academic career, he served as the Head of the Lower School Science department at Lindisfarne College, an independent school, and taught at Samuel Kings School and the Lakes School. While in the U.K., Mr. Teasdale coordinated the introduction and development of new science courses, developed a study skills program, coordinated teacher training to introduce scientific methods and materials, created a website for the International Baccalaureate Biology course, and contributed to the development of an interdisciplinary unit on the

environment. Mr. Teasdale has led student expeditions to Nepal and Alaska. He was awarded a Glaxo Wellcome Environmental Science Fellowship that allowed him to join a team of scientists on an Earthwatch project studying the wolves and moose of Isle Royale. Mr. Teasdale is an avid bicyclist, having completed cross-country trips in England and mountain circuits. He has recorded his travels in photographs, and has been invited to lecture about his journeys.

### **Sara Thompson (Social Studies), 2008**

M.A. History, University of Minnesota; B.A. History and Russian Studies, Gustavus Adolphus College.

As a child watching the Watergate hearings in the cool basement of her Midwestern home, Ms. Thompson developed a fascination for the unfolding plot twists of American history. A President could actually be forced from office! She has been hooked ever since.

A student of American, Russian, European, and, finally, Japanese history, after living for a year in Yokohama, Japan; Ms. Thompson has taught American history at a Washington State middle school and an Arizona high school. She has served as a curriculum developer and master teacher at the Social Science Education Consortium on Boulder, and at CU's Program for Teaching East Asia. In all of her work she has been drawn by the desire to discover connections across centuries, continents, and cultures. As a teacher and writer she strives to communicate the excitement of unearthing such connections as a way of understanding who we are, and the paths that led us here. When not teaching she can be found watching her sons play baseball, hiking on a nearby trail or singing in a local jazz trio, which features her husband on piano!

### **Blair Tyse (Mathematics), 2008**

B.S., Physics, University of Arizona, Tucson, Arizona

Ms. Tyse taught Higher Math and Algebra B/Introduction to Geometry at Summit during the 2008-2009 school year.

### **Dana Van Loon (Musical Theater), 2008**

B.A., Fine Arts - Dance, C. U. Boulder, Boulder, Colorado

As a child of eight, Ms. Van Loon recalls many hours listening to recordings of the classic Broadway musicals while living in Djarkarta, Indonesia in the early sixties. The reason? The phonograph was in the one area of the bungalow that had air conditioning! Now, years later, and after contributing original choreography for Summit's productions and choral concerts over the last 6 years, this year Ms. Van Loon gave students in the Musical Theatre elective class a taste of the American musical theater, with particular emphasis in the staging of the musical numbers. She has performed and taught modern dance and dance theatre with several Colorado artists and companies, including the Nancy Spanier Dance Theatre. She also co-founded and co-directed the Colorado Repertory Dance Company in the late 1980's. Her two daughters, Margot and Nina, are Summit alumni.

### **Felicity Wong (Library Para Pro), 2005 - 2007 and 2008 - Present**

M.S. Geology, C.U. Boulder, Boulder, Colorado; B.S. Geophysics, California Institute of Technology, Pasadena, California.

Born in Australia and raised in Singapore, after finishing secondary school with an IB Diploma she went to Caltech and discovered the joys of Physics. After college, Ms. Wong spent a year at the Jet Propulsion Laboratory studying Pluto-Charon mutual eclipse events. She then enrolled in graduate school at C.U. Boulder, where she investigated the composition of lava flows on Io by modeling silicon vs. sulfur flow characteristics. Having left science to raise two daughters, Ms. Wong has spent much of the past decade volunteer teaching French and accelerated Math at the elementary level, and was also the Library Para Pro at Summit from 2005–2007. She lives in the mountains above Boulder with her family, one young cat, one old cat and two anxious gerbils.

### **Mary Kathryn Wood (Social Studies), 2005**

M.A. Education, University of Colorado at Boulder; B.A. History, University of North Carolina at Chapel Hill.

Ms. Williams comes to Summit with extensive outdoor education experience leading wilderness adventure trips in southern Colorado, Washington, and Alaska. She has studied abroad in France, England and Australia.

## Summit Boards of Directors, 1996-2008

### ***1996-1997***

Chris Howard, Chair; Jim Cederberg, Chair-Elect; Hunter McDaniel, Treasurer; Ginger Caldwell, Secretary; Chuck Demarest; Ron Harmon; Tricia Olson; Steven Haas, Principal; Kirk Adams, Acting Principal.

### ***1997-1998***

Jim Cederberg, Chair; Chris Howard, Vice-Chair; Hunter McDaniel, Treasurer; Scott Smith, Secretary; Christa Askins; Ron Goldfarb; Tricia Olson; Boyd Dressler, Principal; Bernie Grove, Principal.

### ***1998-1999***

Jim Cederberg, Chair; Chris Howard, Vice-Chair; Hunter McDaniel, Treasurer; Scott Smith, Secretary; Christa Askins; Ron Goldfarb; Eric Lindemann; Bernie Grove, Principal.

### ***1999-2000***

Scott Smith, Chairman; Chris Howard, Vice-Chairwoman; Hunter McDaniel, Treasurer; Barbry Hogue, Secretary; Jim Cederberg; Martha Gorman; Eric Lindemann; Bernie Grove, Principal.

### ***2000-2001***

Jim Cederberg, Chairman; Chris Howard, Vice-Chairman; Hunter McDaniel, Treasurer; Barbry Hogue, Secretary; Martha Gorman; Betsy Phelan; Scott Smith; Bernie Grove, Principal.

### ***2001-2002***

Barbry Hogue, Chairwoman; John Jacus, Vice-Chairman; Hunter McDaniel, Treasurer; Tom Mahowald, Secretary; Jim Cederberg; Debbie Feyh; Betsy Phelan; David Finell, Principal.

### ***2002-2003***

Tom Mahowald, Chairman; Betsy Phelan, Vice-Chairwoman; Debbie Feyh, Treasurer; Barbara Kostanick, Secretary; Paul Atcheson; Barbry Hogue; John Jacus; David Finell, Principal.

### ***2003-2004***

Tom Mahowald, Chairman; Betsy Phelan, Vice-Chair; Debbie Feyh, Treasurer; Ashley O'Connor, Secretary; Paul Atcheson; Barbara Kostanick; David Schermerhorn; David Finell, Principal.

### ***2004-2005***

Barbara Kostanick, Chair; Betsy Phelan, Vice-Chair; Tom Mahowald, Treasurer; David Kopel, Secretary; Paul Atcheson; Rainer Kunz; David Schermerhorn; David Finell, Principal.

### ***2005-2006***

Barbara Kostanick, Chair; Betsy Phelan, Vice-Chairwoman; Rainer Kunz, Treasurer; Becky Morley, Secretary; Paul Atcheson; David Kopel; Michelle Meyer; David Finell, Principal.

### ***2006-2007***

Rainer Kunz, Chair; Dave Kopel, Vice-Chairman; Becky Morley, Treasurer; Martin Black, Secretary; Michelle Meyer; Paul King; Sara Steen; David Finell, Principal.

### ***2007-2008***

Becky Morley, Chair; Dave Kopel, Vice-Chairman; Amy Beringer, Treasurer; Aline Christianian, Secretary; Paul King, Sara Steen, Martin Black, David Finell, Principal.

**2008-2009**

Becky Morley, Chair; Dave Kopel, Vice-Chair; Amy Beringer, Treasurer; Debra Ritzwoller, Secretary; Aline Christianian, Maggie Yost, Yizi Xu, Ali Gidfar, Robin Luff, David Finell, Principal.

**2009-2010**

Ali Gidfar, Chair; Bernardita (Dita) Hutchinson, Vice-Chair; Elizabeth Snowden, Treasurer; Michelle Meyer, Secretary; Debra Ritzwoller, Yizi Xu, Robin Luff, Michael Zekonis, Sue Kunz, David Finell, Principal.