

Summit Middle School

Boulder Valley School District
Colorado

2006-2007

Annual Report to the Board of Education



Summit Middle School
4655 Hanover Avenue
Boulder, Colorado 80305

June 30, 2007

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Letter from the Board of Directors

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

As we begin our twelfth 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.

As in many Boulder Valley schools, space continues to be the major challenge facing Summit. Using our share of dollars from the November 2006 bond referendum, we will be able to make significant progress in making the site function adequately as a middle school. Interior renovations of existing spaces and construction of a library, 2 science labs, and an art room will provide some of the much needed improvements identified in the Facilities Master Plan. We are so grateful for the support of the BVSD administrators and board in this process. Additionally, we are moving forward independently on fund raising and architectural planning to provide a gymnasium and other needed spaces for our students.

The financial challenges of running a school, when revenues per child increase at only one-fourth the rate of the district costs for mandated services such as special education and ESL, continues to be significant. Summit continues to need timely information from the district, including forecasts and updates that allow us to more effectively manage our long range finances.

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 11 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 over \$9,000 dollars they raised for charity this year. Almost all Summit graduates enroll in BVSD high schools, where they continue to demonstrate scholarship, community involvement, and a lifelong love of learning.

We are pleased that the contract renewal proceeded in a smooth manner given Summit's sustained record of success for students and are happy to enter a new 10 year partnership with the District. We anticipate a bright future for Summit and our own continuing reflection on and refinement of Summit's program. We are encouraged to build on the positive communications of the past year with BVSD and are committed to continuation of the productive working relationship established with the District. 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, 2007-2008

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Mission, Goals, and Objectives

Mission Statement

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

Goals and Objectives

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

For the Program

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

For the Student

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

- To begin or continue the study of a foreign language in 6th grade and to continue for the duration of the middle school years.
- To acquire research skills as a means of developing individualized learning, independent thinking, and self-reliance.

For the Faculty

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

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

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Enrollment and Demographics

Enrollment for the 2006-2007 Academic Year

The 2006-2007 school-year was the eleventh 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 2006-07 school-year Summit was fully funded for all students attending up to 314.

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.

163 incoming 6th grades, 26 incoming 7th grade students, and 8 incoming 8th grade students elected Summit as their first choice during the open-enrollment period for 2006-2007. In addition 60 students named Summit as a second (35), third (18) or fourth (7) choice. This distribution indicates that students and families continue to be strongly committed to Summit.

Summit draws its student population from various school situations: home schooled, private schools, schools throughout the Boulder Valley School District, and, following Colorado's open-enrollment law, a few students (e.g., siblings and children of subscribers) from outside the Boulder Valley School District. Summit's enrollment for 2006-2007 is given in Table 3.1.

Table 3.1. Enrollment by Grade Level, 2006-2007 Academic Year

6 th	107
7 th	103
8 th	101

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 2006-2007 are given in Table 3.2.

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

Group ¹	Summit
American Indian	0.3%
Asian	12.2%
African-American	0.0%
Hispanic	1.9%
White (not Hispanic)	85.5%
Special Education	3.5%
Free/Reduced Lunch	2.5%

¹ 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 2007-2008 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 2006-2007 have re-enrolled for the 2007-2008 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 relocations 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. This year's district open-enrollment period ended on January 19, 2007. We received 217 first-choice applications during the 2007 open-enrollment period (Table 3.3). The category of children of subscribers was unused for this year's open enrollment period.

Table 3.3. New Applications Received for
2007-2008 (by Grade Level, First Choice
Requests)

6th Grade	7th Grade	8th Grade
191	22	4

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.

Summit is now allowed by its contract to have as many as 360 students and to be fully funded for all of them. For the 2007-2008 school-year, Summit's enrollment will be approximately 108 6th graders, 104 7th graders, and 102 8th graders.

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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.

Social Studies

History

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

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

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

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

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

- 3.1. Students can evaluate the history of social organization through contacts and exchanges, cooperation and conflict, and wars and alliances among various societies.
- 3.2. Students can evaluate tensions and resolutions inherent in the clashes over old and new world views, philosophical paradigms, natural law, and other legal systems.

- 3.3. Students can evaluate the existence of conflict and cooperation, competition for natural and human resources, and struggles for dominance of power and ideas, especially between the primitive and the modern.

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

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

Geography

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

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

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

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

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

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

Civics

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

- 1.1. Students can define systems: cultural and political understandings of power, authority, influence, and governance.
- 1.2. Students can define turning points of cooperation and conflict, evolution, revolution, universality and diversity, power and plurality.

- 1.3. Students can define limited and unlimited governments and describe what historical influences made a particular balance of rights and responsibilities efficient.

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

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

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

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

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

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

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

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

Economics

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

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

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

- 2.1. Students can illustrate the birth and necessity of various economic and monetary systems in human history.

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

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

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

Mathematics

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

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

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

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

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

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

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

- 3.2. Students construct graphs of lines by determining points, slopes, and x- and y-intercepts of linear equations in various forms.
- 3.3. Students determine equations of linear functions given graphs and equations of parallel or perpendicular lines.

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

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

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

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

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

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

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

- 7.1. Students will define and classify plane geometric figures and their properties.
- 7.2. Students will define and classify solid geometric figures and their properties.
- 7.3. Students will determine linear and angular measurements of geometric figures.
- 7.4. Students will determine missing side and angle measurements of triangles.
- 7.5. Students will perform reflections, translations, rotations, and dilations of geometric figures in the Cartesian coordinate system; identify symmetries; and recognize and generate 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.

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

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

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 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.

Information Literacy Skills

Research Skill Standard 1: Summit students can select and define a topic for a research product.

Specifically students can:

1. develop a list of keywords and phrases to use in searches
2. choose a topic and broaden, narrow, or reject the topic, if necessary
3. formulate a thesis or hypothesis
4. determine the subtopics for a project
5. use graphic organizers and prewriting strategies

Research Skill Standard 2: Summit students can select relevant resources for a research product.

Specifically students can:

1. 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. evaluate sources for credibility, accuracy, relevancy, reasonableness, support
3. identify, locate, link, and use bibliographies from one source to identify potentially useful additional sources
4. 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

Research Skill Standard 3: Summit students can record research information in an accurate, useable, and academically honest format.

Specifically students can:

1. take notes from source material
2. paraphrase source material correctly
3. record citation information to avoid plagiarism

Research Skill Standard 4: Summit students can organize and synthesize information to create a unique product.

Specifically students can:

1. identify and rectify gaps in information
2. identify and resolve conflicting information
3. 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. incorporate and cite sources within product as appropriate
5. 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
6. continually revise research product as needed in response to new information and feedback
7. integrate new information with prior learning
8. use outlines and graphic organizers to structure ideas

Research Skill Standard 5: Summit students can evaluate their own research processes and products.

Specifically students can:

1. compare the research product to project rubric or models and modify product as needed
2. articulate and evaluate processes used to complete product

Research Skill Standard 6: Summit students can create a variety of research-based products.

Specifically students can:

1. apply research skills to a variety of products: e.g., speeches, essays, reports, annotated bibliographies, posters and displays, documentaries, dramatic presentations, and narratives
2. produce a variety of final products using appropriate software and hardware: e.g., Word, PowerPoint, and Excel

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Course Descriptions, Activities, Scheduling, and Articulation

SUMMIT MIDDLE SCHOOL CORE COURSE DESCRIPTIONS

2007-2008

Updated 12/8/06

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 is only one criterion. 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

2007-2008

Updated 2/21/07

ALL ELECTIVES MEET EVERY OTHER DAY FOR ONE SEMESTER, UNLESS OTHERWISE INDICATED.

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 7th 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 6th, 7th, 8th 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.

Music Composition: Ever wanted to write your own music? In this class you'll get to work with a classically trained and working composer in developing your ideas, learning how and why music works the way it does, and benefit from other musicians and composers listening to your works in progress and giving you immediate feedback. At the end of the class, we may even work towards putting together a concert of music written by Summit students. All musical styles will be accepted and honored!

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 (an every day course)-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.

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

Drama: Students will study acting, movement and character development. They will practice these skills in short dramatic works. This class will culminate in a performance.

Beginning Knitting: Want to soothe your mind between classes? Calm your nerves between the rigors of the day? Enjoy friendship while creating an object of warmth and comfort? Join Beginning Knitting! No experience necessary for this class, as we will cover the basics of casting on, knitting and purling. We will work on three projects—one for you, one to give to someone else as a community outreach project, and another as a project of your choice. Learn to knit and discover the joy of this ancient craft!

Relaxation and "The Happy Life": Whew! Life is tough to manage sometimes! Homework, practices, sports, friends, brothers, sisters, vacations, more homework...It's a wonder that we are EVER calm! Wouldn't it be nice to find peace your day with relaxation and meditation? Join us for an introduction to ways we can let our best self shine. This class will be an active approach to calmness—no napping here! We will read poetry and literature from across the ages, we will listen to various types of music to understand their impact on our life, and we will open up our senses in order to be fully awake every day. As a result, we may know a little bit more about ourselves, about our relationships, and about what makes us happy.

Criminal Justice: Who are our youngest criminals and what factors lead to their actions? Should kids who commit crimes serve time in adult prisons? Is there really such a thing as "the criminal mind?" Would you like to debate the fairness and appropriateness of the death penalty? Do men or women now commit more violent crimes? Why? Meet a trial attorney, talk to a judge, attend a real trial and tour a jail to understand more about America's criminal justice system.

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.

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 7th grade students who are at risk of falling below grade level for literacy as demonstrated by scores on the CSAP, the Stanford Diagnostic Reading Test, and/or the QRI. This elective provides small-group instruction in literacy skills, including reading for detail, perceiving main ideas, visualizing, note-taking, and other aids to reading comprehension.

Articulation of Curriculum with High Schools

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

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.

The primary tool for conducting annual assessment of student progress is 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.

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

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 6th grade to 7th grade and from 7th grade to 8th 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.

It is important to note that CSAP testing is, at best, a single year ranking of performance against a statewide common measure. This measure is not entirely self-consistent, so the comparison of performance at the individual level, at the grade level, and at the school level should be viewed as a broad, relative measure. Understanding the

limits of the CSAP program is key to properly interpreting the results. As an example, one of the academic goals we have established within Summit’s School Improvement Plan is to provide extra support to to struggling students. As one technique for identifying those students, we have used the Proficient level of the CSAP results, with the number of students receiving Partially Proficient or below indicating whether Summit is responding to those students’ needs. In the course of monitoring this, we have identified a significant inconsistency in the CSAP grade-to-grade comparison. While this does not invalidate the tracking effort, it does highlight the misinformation that will arise from blind reliance on CSAP results for academic assessment. For clarity, we include the goal description and analysis in this report:

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

Discussion:

Each incoming class produces its own set of baseline data in the CSAP tests administered during spring of its 6th grade year. The next 2 years’ test results provide the longitudinal comparison needed for this goal.

This is the fourth year for this multi-year goal, so we have accumulated close-out data for three classes assessed through this goal. The results to date are shown in Figure II-1. For the first class specifically addressed under this goal, the 2004 8th grade class, the number of students showing less than proficient performance in reading and writing dropped more than the goal (100% in reading, 58% in writing), while the number in math increased. For the second class (2005 8th graders), reading and writing numbers started low and stayed low (1 student in reading, 3-4 students in writing), so the performance relative to the goal is, at best, inconclusive. For the third class (2006 8th graders), reading started low and stayed low, while writing and math both increased.

Grade 8 year Test Year	2003			2004			2005			2006			2007		
	2001	2002	2003	2002	2003	2004	2003	2004	2005	2004	2005	2006	2005	2006	2007
count: partially proficient and below															
reading	4	4	2	3	1	0	1	1	1	1	0	0	0	1	
writing		8	7	7	2	3	3	2	4	2	2	8	5	4	
math		13	9	10	17	18	5	9	7	5	5	8	10	10	
science			4			3			1						

Figure II-1. Number of Students Below Proficient

For performance relative to the math proficiency standard, we observe increases between 6th and 7th grade and relatively constant performance from 7th to 8th grade. As we discussed last year, statewide performance indicates that there is a disconnect in performance between 6th grade math results and 7th grade math proficiency percentages. We have expanded the historical data provided in that report to include three full years of comparison – see Figure II-2. For each of these years, there is a drop in demonstrated math proficiency from 6th to 7th grade, although the drop is diminishing. In last year’s discussion, we suggested that consistency, which is necessary in order to predict performance one year based on results from the previous year, can be achieved by introducing a 30-point bias in the individual scaled score level for the math CSAP tests defining the boundary between ‘partially proficient’ and ‘proficient’ for 6th graders. Based on the gradual reduction in the drop in statewide performance (10 percentage points in 2003, 9 points in 2004, 7 points in 2005), it appears that progress is being made in getting grade-to-grade consistency.

Grade 8 year Test Year	2003			2004			2005			2006			2007		
	2001	2002	2003	2002	2003	2004	2003	2004	2005	2004	2005	2006	2005	2006	2007
Summit % prof and above															
reading	95	94	97	98	99	100	98	98	99	98	100	99	100	98	
writing		89	91	95	97	97	96	97	96	97	98	91	96	95	
math		85	88	92	86	84	94	90	93	93	95	91	91	89	
science			95			97			99			94			

Figure II-2. Historical CSAP Performance, Percent of Students Scoring Proficient and Above

For completeness in the evaluation of student progress using grade-level and class-level CSAP results, we have produced a tabular summary of the overall CSAP scaled score averages for each grade and each test discipline at Summit. As described above, the results must be viewed carefully, but they can be used reliably to compare different categories of students within a year and can also be used to compare changes in those comparisons from year to year. The summary to date is shown in the table below. As an example, if we look at reading results for the 8th grade class of 2006, we see that:

The students' average scaled score in Reading during 5th grade (prior to coming to Summit) was 670, increased to 700 in 6th grade, increased further to 705 in 7th grade, and increased to 712 in 8th grade, showing an overall increase of 42 points during middle school.

If you view each group, for each core area, the same pattern exists. Often times, significant gaps are closed in comparison showing groups coming in at lower levels (male or female, or non-caucasian) finishing at similar levels and demonstrating progress across the board for students attending Summit.

Similar analyses can be worked on many separate tests and groups with many useful conclusions. With all things taken into consideration, we believe that this analysis firmly establishes Summit's success in achieving this academic growth goal.

This chart helps us determine if each class is progressing each year.

By Grade and Year	Class Averages					Disaggregated Scaled Score Averages																			
						Male					Female					Caucasian					Non-Caucasian				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Test																									
Reading																									
Gr 5	680	670	684	689		677	664	685			683	678	683			687	678	684			633	669	685		
Summit Gr 6	689	693	700	697	698	682	689	700	695	692	697	699	700	695	704	689	697	700	695	697	696	660	704	693	702
Summit Gr 7	712	704	705	705	707	708	699	698	701	706	716	708	717	710	709	714	703	707	705	707	705	709	696	706	708
Summit Gr 8		722	722	720	712		713	716	713	710		729	728	728	714		724	723	721	712		714	718	709	712
Writing																									
Gr 5	562	563	570	563		549	557	566			575	569	575			566	563	569			531	565	576		
Summit Gr 6	584	594	594	598	610	571	577	583	588	587	596	613	604	598	631	582	596	591	592	606	593	572	607	610	631
Summit Gr 7	610	628	632	628	641	597	610	613	616	634	619	644	653	642	653	605	624	632	628	641	631	645	636	632	644
Summit Gr 8		653	647	643	625		627	626	625	609		673	666	665	643		650	643	641	623		669	672	670	641
Math																									
Gr 5	595	588	603	597		600	597	606			589	578	597			599	587	599			568	578	630		
Summit Gr 6	603	606	597	602	606	609	608	606	612	608	596	603	587	587	604	596	608	593	598	601	634	582	615	636	638
Summit Gr 7	614	615	619	617	626	624	622	620	626	632	607	608	618	607	616	611	611	617	615	623	629	635	631	625	645
Summit Gr 8		632	639	637	638		644	653	643	648		624	627	631	627		630	633	636	636		644	673	653	650
Science																									
Summit Gr 8		583	574	585	565		596	583	586	572		574	566	585	557		581	573	586	563		593	582	580	574
All Grades																									
Reading	706	709	706	706		700	704	703	703		711	715	710	709		708	710	707	705		693	701	702	708	
Writing	624	623	621	625		604	607	609	612		642	640	634	641		622	621	620	623		627	637	636	639	
Math	617	618	618	623		624	626	626	630		611	610	608	615		616	614	616	620		619	639	638	645	
Science	583	574	585	565		596	583	586	572		574	566	585	557		581	573	586	563		593	582	580	574	

CSAP Scaled Score Summary

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 spring of 2006. 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. A joint meeting of the math and English departments is planned for the first day of school year 2007-2008 to begin this process of analysis and intervention.

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), with special reference to the RIT and Descartes discussions.

7

Grants and Awards

Grants and Fundraising

Tools for Learning

Summit's primary fundraising program is its annual charitable contribution campaign, Tools for Learning. \$98,000 was raised in Summit's 2006-2007 Tools for Learning fund drive from parents, families, and corporate matching contributions. Approximately 75% of Summit families contributed directly to the fundraising program. Other families contributed in other ways such as through a library donation program and a grocery program.

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

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

Grants

Summit was fortunate to receive a sizeable grant this year from the Walton Family Foundation. The \$165,100 grant will be used to purchase new computers for two additional technology classrooms, several new collections for the library (with a focus on enhancing our holdings in social science/current affairs), furniture for our new library (scheduled for completion summer 2008), and to help defray the costs of replacing textbooks.

The Board of Directors plans to focus more attention on grant writing in the coming years.

Student Awards and Honors

Mathematics

The Summit MathCounts team took 1st place in the team competition and took 5 of the top six individual awards at the Chapter Competition held on February 9 at the Alexander Dawson School. The 1st place team from Summit consisted of Ben Alpert, Alexander Black, Chris Guthrie, and Charles Xu.

The individual awards were as follows:

First Place: Ben Alpert

Second Place: Chris Guthrie

Third Place: Charles Xu

Fourth Place: Alexander Black

Sixth Place: Will Kuelthau

Two additional students from Summit also qualified to compete in the state competition. Those students are Sam Berens and Will Conway.

Congratulations to the Summit MathCounts team for their first place finish at the state competition held at the University of Denver on March 17. This is the second consecutive first place finish for the Summit MathCounts

team at the state competition. This year's team consisted of Ben Alpert, Alexander Black, Chris Guthrie, and Charles Xu.

Summit had three of the top 10 finishers in the individual competition. Ben Alpert finished 10th overall, Alexander Black finished 6th and Chris Guthrie finished in 2nd place. Other students who qualified to compete at the state level were Sam Berens, Will Conway and Will Kuelthau. With Chris's 2nd place finish he will be traveling to Fort Worth, Texas in May to compete at the national competition.

Summit was one of three Colorado middle schools that qualified for the AMC 8 Honor Roll this year. In addition, five Summit students placed among the top AMC 8 scorers in Colorado: Ben Alpert tied for first place with a perfect score; Alexander Black and Chris Guthrie tied for fourth place; and Will Edman and Will Kuelthau tied for eighth place. 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.

The high school AMC 10 and AMC12 exams are the first in a series of exams that lead to the selection of the U.S. Mathematical Olympiad Team. Several Summit students took the AMC 10 with ninth and tenth graders at Fairview H.S. this year and scored in the top 2% in the country, qualifying for the 3-hour American Invitational Mathematics Examination (AIME). The Summit AIME qualifiers were Ben Alpert, Chris Guthrie and Charles Xu. Ben (2nd place) and Charles (8th place) also ranked among the top ten AMC 10 scorers in Colorado.

Charles Xu's AIME and AMC 10 scores were among the highest in the country, qualifying him for the USA Mathematical Olympiad (USAMO). This is an extraordinary achievement—only 500 of the 200,000 students who participated in the AMC 10 and AMC 12 exams this year qualified for the USAMO. It is extremely rare for a middle schooler to do so. In late April, Charles and seven Colorado high school students (including three Summit alumni) will take the 2-day, 9-hour mathematical olympiad.

The Colorado Mathematical Olympiad is an essay-type math competition held in Colorado Springs each year. Middle school and high school participants are given five difficult problems to solve in four hours. The following Summit students won prizes (including calculators, watches, and Mathematica software) at the 2007 CMO: Charles Xu won fourth place, Chris Guthrie won first honorable mention, and Alexander Black won second honorable mention.

French

National French Exam/ Grand Concours Results

On March 3rd all of the French students took the National French Exam, and we have excellent results to report! Our region includes all of the middle and high schools in Wyoming and Colorado. This means that our students are competing with 7th-10th graders!

French II

Charles Xu- 4th place Nationally, 1st place Regionally
Larissa Kunz- 6th place Nationally, 2nd place Regionally
Alexia Ingerson- 9th place Nationally, 5th place Regionally
Stefan Norgaard- 10th place Nationally, 6th place Regionally
Hannah Tuttle- 7th place Regionally
Gigi Mesch- 7th place Regionally
Erin Kirton- Top 20%
Rebecca Pak- Top 20%

French I

Sophie Gibert- 5th place Nationally, 1st place Regionally
Gibson Farone-Collins- 7th place Nationally, 2nd place Regionally
Iris Belensky- 7th place Nationally, 2nd place Regionally
Susan Xu- 7th place Nationally, 2nd place Regionally
Natalie Mujica-Schwahn- 9th place Nationally, 3rd place Regionally
Sofia Elmore- 10th place Nationally, 4th place Regionally
Hannah Karpel- 10th place Nationally, 4th place Regionally
Luisa Jaeger- 5th place Regionally

BK Kahn- 6th place Regionally
Ani Christianian- 6th place Regionally
Sarah Cutting- 6th place Regionally
Victor Chen- 7th place Regionally
Jessie Levy- 8th place Regionally
Alexander Black- 9th place Regionally
Raj Ramamurthy- 9th place Regionally

Beginning French

Amelia Waltman- 9th place Nationally, 1st place Regionally
Chris Guthrie- 10th place Nationally, 2nd place Regionally
Max Nathanson- 3rd Regionally
Belinda Pak- 4th Regionally
Jonah Kim- 5th Regionally
Claire Chen- 6th Regionally
Meera Tawa- 6th Regionally
Christian Gregorich- 7th Regionally
Luc Woodard- 7th Regionally
Liam Fox- 8th Regionally

History

Congratulations to all who participated in Regional History Day! The judges announced that it was the strongest competition they had seen in years; the projects really were outstanding.

1st–3rd places were awarded as well as Honorable Mentions in 7 categories.

Here are the results for Summit students:

Historical Paper

1st place: Kelsey Piper: The Welfare System of the Great Depression: A Tragic Situation and a Triumphant Solution

Group Exhibit

3rd place: Heather Hilson and Hannah Karpel: Once Upon a Time

Individual Performance

3rd Place: Lara Norgaard: An Unsung Tragedy: The Internment of German Americans during WWII

1st Place: Matt Johnson: Branch Rickey and Jackie Robinson: A Barrier Broken Down

Group Performance

3rd Place: Katie Steen and Anna Royer: The Maid from Merlin's Legend

Individual Documentary

Honorable Mention: Hannah Hyde: The Great Depression: Symbols of Hope

3rd Place: B.K. Kahn: Woodstock: The Concert that Defined a Generation

1st Place: Arielle Eckstein: Righteous Gentiles: Those Who Were Sane when the World Went Mad

Special Awards for Outstanding Projects in Western History

Kat Uhler: The Physical Death of Twenty, but the Mental Death of Hundreds: The Ludlow Massacre

Caela “Wolf” Bialek: Wolves: Villans or Victims: An Examination of the 19th and 20th century wolf extirpation in the United States

Winners will be participating at the State competition for History Day on Saturday, April 28 at CU-Boulder.

Congratulations to Kelsey Piper who received 1st place at the State Competition for History Day on Saturday, April 28! Kelsey wrote an outstanding Historical Paper titled: The Welfare System during the Great Depression: A Tragic Situation and a Triumphant Solution. Kelsey will compete at the National Competition in Washington D.C. June 10-14.

Teacher Awards

The Summit Board of Directors presented its eleventh annual Outstanding Teaching Award to Chris Koch, World Geography/International Relations teacher, during graduation on June 8, 2007. The award was established by the Board to recognize a teacher who exemplifies qualities valued at Summit: love of learning, hard work, knowledge of subject matter, exceptional teaching skill, dedication to students, and inspiration for students.

Summit is also proud to share that Summit Science Teacher, Ms. Haydee Phelps, received the Colorado Science Teacher of the Year Award, presented by the Colorado Science and Engineering Fair.

8

Governance and Accountability

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

The Board makes policy, controls the budget, consults with the Principal (who sits on the Board as an ex officio member), conducts evaluations of the Principal and other school administrators, participates in teacher evaluations, makes and implements hiring decisions, decides enrollment questions, and serves as a review panel for any protests of administrative decisions, among other duties. In performing these many duties, the Summit Board of Directors remains committed to the fundamental tenet of the original organizers that our primary responsibility is to the parents and students of our school. These are the customers of Summit, and thus are the ultimate governing body of Summit. In recognition of this, the Summit Board holds regular public meetings at the school approximately every two weeks when school is in session. Also reflective of this student focus is the fact that 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, students, and staff to evaluate the school’s performance. Much 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 Accountability, Assessment, and Accreditation Committee (AAA), and the Community Connection 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, 2006-2007

- Terms expired May 31, 2007: Rainer Kunz, Michelle Meyer
- Terms expire May 31, 2008: Paul King, Sara Steen, Martin Black
- Terms expire May 31, 2009: Becky Morley, David Kopel, Amy Berringer, Aline Christianian
- Ex-Officio: David Finell, Principal

Accountability, Assessment, and Accreditation Committee

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

Accreditation

Public school accreditation in Colorado is a two-level process, with the state accrediting school districts and districts accrediting schools. During the 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 the five-year accreditation approval prior to that year, meaning that the next accreditation site review will be scheduled for the 2008-2009 academic year. Summit will continue to submit the yearly reports required by the District and will continue to be active in DAC.

School Improvement Plan (SIP) Goals for 2006-2007

The following SIP goals were adopted by Summit's AAA Committee and Board of Directors for 2002-2003, carried through into the 2006-2007 academic year unchanged. This has allowed us to have multiple years of measurement of progress against goals that continue to be relevant to assuring each child progresses. Progress toward each goal over the course of the year is assessed through the DAC process.

Equity Goal A: Fewer than 50% of the students entering Summit reading below grade level in grade 6 will still be reading below grade level at grade 8.

Equity Goal B: The number of students scoring below Proficient in each cohort will decrease by at least 30% between grade 6 and grade 8.

Organization Goal: Summit will enhance the quality of its school climate by increasing student, parent, and teacher sense of safety, by increasing student awareness of bullying and of appropriate responses to bullying behaviors, and by decreasing the incidence of bullying behavior within the student community.

Achievement Goal: Students in the 7th and 8th grades will demonstrate at least one year's academic growth over the previous academic year.

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 retreats in 2005-2006.

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

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.

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:

- In September, the Spanish Club collected elementary level Spanish language books to be sent to Santiago, Atitlán, Guatemala. A former Chairman of Summit's Board of Directors, Barb Kostanick, offered to kick-start the campaign by donating many books. Our Summit students donated many more and with funds raised from a bake sale, we purchased more and sent them all to help the schools in Guatemala.
- Proceeds from the sale of bottled water, baked goods and snacks at fall and spring parent/teacher conferences were donated to the Longmont Humane Society.
- A Spanish Club fundraiser in the spring raised money for a group of women in the Highlands of Peru who make glorious weavings. They sell their products around the country and distribute the money to the families in the community most in need.
- In October and again in April, Spanish Club kept up the twice-yearly tradition of cleaning our Adopt-A-Road, 51st St. from Jay Rd. to the Reservoir entrance.
- To benefit the Heifer Project of Latin America, students held a Snowman Building Contest. Students and staff created funny, creative and brilliant snowmen! The money collected helped to provide animals to families and communities to aid them in establishing a sustainable source of food and income.
- As a holiday project, the Club collected new and gently used toys, books, stuffed animals, and remote control vehicles to be donated to the needy as gifts for the holidays through the Volunteer Connection in Longmont.
- In December, each Spanish Club member donated a small amount of money to send to the club's "adopted" Honduran child, Daniela, to purchase a gift specifically for her for the Holidays.
- Before Spring Break, Spanish Club had a Lucky Lollipop sale with proceeds donated to the Sierra Club.

- To connect our own school community, the Spanish Club researched Summit students' heritage by discovering the native countries of our students and their parents. During the final week of school, the incredible diversity of over 30 states and 35 countries was displayed on a map in the Multi-Purpose Room. In addition the Club purchased two new flags that represent countries of our students in our school.
- The Spanish Club also hosted a Cinco de Mayo Carnival for the school with many alumni in attendance.
- The Summit Student Council hosted numerous activities for the school, including the Masquerade Ball, the Valentine Dance, and Rec Night at the East Boulder Rec Center.
- Student Council organized Random Acts of Kindness Week, to encourage and recognize the positive contributions of students.
- Student Council worked with Eco-Cycle to recycle/reuse school supplies at the end of school, donating good supplies to Boulder families and a project in Africa.
- Student Council encouraged social activism on behalf of Darfur in a "stop the genocide" day.
- The annual school Penny War coordinated by Student Council raised \$2,754.74 for the WILD foundation.
- Student Council created a wonderful slide show to celebrate the 8th grade at graduation.
- NJHS organized Trick-or-Treat for UNICEF at Summit, raising over \$1600.
- In September, ten NJHS members traveled to Longmont, Colorado, to help build a playground at the Longmont YMCA. November:
- In November NJHS raised \$1128 for the African project Nhimbe for Progress. A marimba band came to Summit and played authentic Zimbabwean music as a thank you for the students.
- NJHS continued the tradition of having the Thanksgiving Food Drive for EFAA, collecting 769 pounds of food over the course of one week.
- The Summit Knitting club delivered a big bag of hand knitted scarves, hats and mittens at winter break to a homeless shelter.
- In December we had an NJHS potluck dinner, a movie, and a "socks-for-the- poor" drive on December 9th and delivered 36 pairs of socks to the local homeless shelter.
- NJHS created Project Monika to collect numerous gifts from our generous student body and delivered them to people who are suffering.
- For the Heifer Project, NJHS collected \$100 to buy 3 rabbits, a flock of chicks, and a flock of ducks, all donated to needy places throughout the world.
- NJHS served a holiday lunch to give to the faculty and staff of Summit on December 19th, to thank them for their hard work.
- NJHS supported the school Science Fair by setting up tables for the days of the fair.
- In honor of National Wear Red Day, NJHS hosted a bake sale, cake walk and cake raffle on February 2nd. We asked all students of Summit to wear red to show awareness of heart disease. At the bake sale, NJHS members brought in red food items (and heart shaped items) to sell. We also held a cakewalk and a cake raffle to raise money. NJHS donated the proceeds of \$169 to the American Heart Association and the Children's Hospital Pediatric Heart Institute in Denver.
- On February 20th, NJHS hosted a dinner to thank the Summit board for all their hard work.
- On March 17th, NJHS continued the tradition of fighting hunger by participating in the Crackpots project. Many Summit students and siblings went to Crackpots in Longmont for our third year to decorate some pottery bowls. All proceeds provide funds for those who are hungry at the OUR Center in Longmont
- NJHS hosted a juggling club each Wednesday for Summit students.
- On Saturday April 14th, ten NJHS members went to the Longmont YMCA to volunteer for Healthy Kids Day. The volunteers helped with different activities including Extreme Sports, the Fitness Check, the Bouncing Castle, the Family Relay, and Inner tube racing in the pool. One hundred and twenty five children came, many of them under privileged. It was a great experience to be role models for the kids and help make such a big event possible.
- From April 2- April 24, NJHS held a school supply drive for Armenia and collected 6 large bins of school supplies from Summit students.
- Going forward into next year, NJHS is hosting a project called Sock Dolls for Sudan. At lunch on Wednesdays, students make dolls out of socks to be sent to children in refugee camps in Sudan.

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

The Community Connections Committee of parents welcomed new students and families into Summit with phone calls from mentor families, summer social activities for new students coordinated by various parents, and a welcome party before school started where students and families could learn about clubs, extracurricular activities, and volunteer opportunities. In addition, this committee hosted a Transitions Night for parents of students approaching high school, grade level dinners for moms, and a Meet and Greet the Administrators coffee in the fall.

Strong parental endorsement of Summit's program and mission is reflected in the large percentage of parents who volunteer. More than 60% of the Summit households were active in volunteer efforts of one sort or another during this past year.

Student, Parent, and Staff Surveys

During the month of February 2007, satisfaction surveys were distributed to Summit students and parents. These surveys are reviewed and compiled confidentially by Summit's AAA committee, and reviewed with the Summit Board and faculty. 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 any specific classroom suggestions or make any 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 (279 of 306) completed the surveys. The surveys addressed two specific topics: the students' social experience at Summit, and the students' educational experience at Summit. Within the social experience, questions addressed the overall social atmosphere, behavior and discipline, and the learning environment. For educational experience, the students were asked to assess the difficulty, pace, academic challenge, textbooks and other materials, and homework for each of their core classes. In addition, each core subject contains a question submitted by the staff for particular relevance to each core area. The student and parent feedback is closely evaluated to assist in establishing improvement plans. Complete summary details are shown in the accompanying tables.

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. In an effort to address students' responses to questions addressing coordination of projects and assignments last year, the data shows we continue to improve our coordination of large projects, exams, vacation weeks, etc.

In support of the administration's attempts to promote positive social interaction among students, a question specifically addresses the issue of bullying. Our number this year is the same as last year--ninety percent of the students stated they do NOT feel bullying or threatening behavior is a problem at Summit. We also showed a significant eight point improvement in the percent of students who feel the Stand-Up! Program is effective in helping create a caring school community and reducing bullying (from 41 to 49%). There were significant efforts put into developing relevant and interesting curriculum for the 2006-07 Stand-Up! Program and this will be continued for the 2007-08 year.

There was an improvement this year in the number of students that feel student behavior in classes is ‘sometimes disruptive’ (as opposed to ‘usually considerate’ or ‘respectful’), especially for this year’s eight graders (last year’s seventh graders). The students are telling us they notice when others are disruptive in class and they appreciate the efforts of teachers and staff to address the issue. However, it is still 15+% of our students telling us they notice and we will continue to address this in the classroom.

Academics

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

Electives

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

District Student Climate Survey

The district Student Climate survey results are shown following the Summit Student Survey tables. 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 the district survey, Summit students show higher levels of favorable responses than the BVSD average in every question. The percent positive response for questions 17 and 20 increased significantly over last year’s numbers and those were two questions we identified that needed addressing. We are pleased to see the increase. Last year, three questions generated a favorable response rating of less than 50% - questions 11, 21, and 22. Question 11 is now above 50% and we believe this is due to the hiring of our new Dean of Student Life, Valerie Koch. Question 22 (Other students help if they see someone being bullied or harassed), increased slightly to a 44% positive response this year vs. a 42% positive response last year and a 43% positive response the year before. While this is still considerably higher than the average for students across the district (24%), it is a matter of concern that was stated would be addressed in the broader context of ‘Stand-Up!’ training in the Fall for this year. We are pleased that the positive response on our own student survey to the questions about our StandUp! Program increased this year. We will continue to watch this question. Lastly, question 21 (I get the help that I need on non-academic issues) is still down 6-7 percentage points to a 48% positive response. We will be looking at ways to determine what these needs are and address them. We have been focusing on non-academic needs of the students and will use longer term trending to tell us if this is effective.

It should be noted that comparison to district averages is done because we have no other way to assess how middle school students normally respond to questionnaires like this. We strive to make Summit a school where students enjoy learning, develop respectful behavior toward peers, and feel respected by faculty and staff. It is necessary to have a reference to compare against in order to determine how well we are succeeding at this. We make use of the district average responses to represent the students’ feelings toward school in general and believe that they should not be viewed in isolation as a measure of the district or of individual school environments.

SUMMIT MIDDLE SCHOOL

Summit Student Survey Results 2007

				2006-07				2005-06			
				6	7	8	Total	6	7	8	Total
				all	all	all	all	all	all	all	all
				90	90	92	272	94	72	77	243
90+	90+	positive									
80-89	80-89										
20-29	20-29										
30-49	30-49	negative									
>50	>50										
1	Have you grown educationally and intellectually at Summit	Yes	94	93	97	95	89	83	92	88	
		No	0	1	0	0	6	10	9	8	
2	Are major projects, exams, and papers generally scheduled to minimize students having several such assignments due at the same time?	Yes	52	16	29	32	32	19	19	24	
		No	10	16	26	17	11	19	27	19	
		Partially	36	67	59	54	54	64	53	57	
3	Do you feel your teachers try to make learning meaningful and enjoyable?	Yes	98	89	100	96	96	82	91	90	
		No	4	14	26	15	10	17	14	13	
4	Do you feel other students are generally nice and friendly?	Yes	90	91	90	90	93	86	84	88	
		No	9	13	24	15	7	14	23	14	
5	In general, which description best applies to the overall classroom environment in your classrooms?	Rich	26	13	28	22	12	17	17	15	
		Supportive	66	59	52	59	62	50	48	54	
		Neutral	9	29	30	23	26	28	30	28	
		Empty	0	3	1	1	0	7	10	5	
6	Have you participated in any extracurricular activities or sports at Summit?	Yes	49	64	76	63	55	56	70	60	
		No	51	36	33	40	45	44	30	40	
7	Have you participated in any social activities at Summit?	Yes	64	68	86	73	48	74	74	64	
		No	33	32	17	28	52	29	27	37	
8	At Summit do you feel the rules for respectful and responsible behavior are clear?	Very Clear	71	69	58	66	70	46	43	54	
		Mostly Clear	30	32	43	35	30	47	43	39	
		Not Clear	0	0	7	2	1	7	14	7	
9	Do you feel the rules are consistently and fairly enforced?	Very Consistently	46	39	25	36	36	29	14	27	
		Mostly Consistently	50	47	61	53	59	57	55	57	
		Not Consistently	4	14	28	16	5	13	29	15	
11	In general, which description best applies to student behavior in your classes?	Respectful	23	26	28	26	30	22	14	23	
		Usually Considerate	67	61	57	61	62	50	62	58	
		Sometimes Disruptive	16	14	22	17	6	33	26	21	
12	Do you feel bullying or threatening behavior is a problem at Summit?	Yes	9	11	14	11	11	6	14	10	
		No	92	91	87	90	90	94	84	90	
13	Do you feel the Stand-Up! Program is effective in helping create a caring school community and reducing bullying?	Yes	67	39	42	49	50	38	34	41	
		No	36	59	66	54	52	65	73	63	
17	Are you satisfied with grading policies and homework in electives?	Yes	92	84	86	88	86	78	81	82	
		No	8	12	22	14	7	21	21	16	

SUMMIT MIDDLE SCHOOL

**Summit Middle School
Spring 2006 and 2007 Student Climate Survey Results**

Results presented below indicate the percentage of favorable responses from students at this school to those from middle school students districtwide. Questions marked with a "#" asked students about negative feelings or experiences, but have been reworded in this report (typically by adding "not" or "do not") to minimize confusion in interpretation. Please note that question one is omitted because it was a sample question. About 93.8% of students at this school responded.

	% Favorable Response			
	School		BVSD	
	'06	'07	'06	'07
2. I feel welcomed at school.	79	87	72	73
3. I have an adult at school I trust.	70	73	69	69
4. I feel respected by my teachers.	70	70	59	59
5. At school, I feel it's OK for me to ask questions.	83	87	74	77
6. At school, I get the academic help that I need.	85	88	71	75
7. At school, I feel safe.	84	84	70	71
8. At school, I have not been kicked or hit.#	63	65	54	56
9. If I am harassed, bullied or discriminated against at school, there is an adult at school with whom I can talk.	66	70	63	65
10. I receive helpful information about my academic progress.	70	74	64	71
11. I believe our school rules are consistently enforced.	43	52	37	40
12. I do not feel singled out unfairly by teachers.#	70	64	57	58
13. At school, I do not feel isolated.#	73	79	69	73
14. I am not made fun of at school because I look different (clothes, body size or shape, glasses, etc.).#	77	76	65	64
15. I feel positive about my school.	57	61	53	57
16. At school, I feel trusted by adults.	70	71	54	56
17. I learn about the cultural heritage of many types of people.	61	68	64	67
18. I do not feel rejected by my classmates.#	78	80	69	71
19. At school, I do not feel afraid.#	89	92	80	82
20. At school, I have the necessary materials and resources to learn.	76	88	78	82
21. At school, I get the help that I need on non-academic issues.	49	48	43	46
22. Other students help if they see someone being bullied or harassed.	42	44	24	24
23. At school, my belongings are safe.	55	59	42	42
24. At school, I feel like I fit in.	70	75	64	66
25. At school, I can say "no" when someone wants me to do things I know are dangerous or wrong.	81	87	81	83
26. In my classes there are rules against name calling/put downs.	75	79	71	73
27. I know what to do about bullies.	85	91	78	81
28. It is easy for me to get to know other people at school.	72	75	63	65
29. At school, I have not said hurtful things to another person.#	57	53	37	38
30. I do not feel ignored by my teachers.#	69	74	59	60
31. I have not seen students of different cultural, racial or ethnic backgrounds made fun of at school.#	70	72	47	47
32. At school, there are clear rules for student behavior.	68	77	67	71
33. At school, I feel listened to by adults.	66	68	50	54
34. At school, I have not been discriminated against for my perceived sexual orientation.#	85	88	77	79
35. At school, I have not been discriminated against for racial reasons.#	90	91	80	79
36. At school, I have not been discriminated against for religious reasons.#	88	86	80	82
37. I get along with other people at school.	84	84	77	78
38. This school sets high and realistic learning expectations for me.	76	83	60	64
39. At school, I have not heard students threaten to hurt someone or take their things.#	63	59	33	34
40. Boys and girls have equal opportunities at this school.	74	82	61	66
41. In class, other students have not embarrassed me.#	55	55	41	42
42. At school, I have not been sexually harassed.#	80	91	78	79
43. At school, I have not been called names that are hateful.#	69	72	49	51
44. My teachers care about me.	66	66	50	51
45. Classes at this school provide a solid foundation for my future.	74	84	57	62
46. Adults help if they see someone being bullied or harassed.	66	74	58	61
47. I feel encouraged to participate in school activities.	66	71	62	65
48. I do not worry about being bullied at school.#	77	86	70	72
49. I feel somebody at this school cares about me.#	82	86	76	79
50. At school, students are not harassed because they speak a language other than English.#	83	89	69	72

46. Adults help if they see someone being bullied or harassed.	73	66	60	58
47. I feel encouraged to participate in school activities.	65	66	59	62
48. I do not worry about being bullied at school.#	80	77	69	70
49. I feel somebody at this school cares about me.#	80	82	75	76
50. At school, students are not harassed because they speak a language other than English.#	89	83	69	69
51. At school, I am encouraged to do my best work.	84	80	76	77
52. At school, I feel supported by my friends.	82	80	75	76
53. At school, I know how to deal with anger in an appropriate (non-violent) way.	81	79	70	71
54. I am proud of most of the work I do at school.	68	70	65	66
55. I am learning at or above what I expect of myself.	71	64	57	58
56. I feel safe riding the school bus.	75	63	68	66
57. Students with disabilities are treated fairly at this school.	70	70	58	57
58. I have not been harassed at school (in the halls, cafeteria, or outside the building on school grounds).#	70	64	58	58

Because a large percentage of students do not ride the school bus, many did not answer question 56. Therefore, results for this question are based on only those students who responded, rather than all students.

Subscale Percent Positive Response

	Subscale Average			
	School		BVSD	
	'05	'06	'05	'06
Scale 1: Fitting In at School	2.7	2.7	2.6	2.6
Scale 2: Learning at School	2.7	2.6	2.5	2.5
Scale 3: Questions about Harassment at School	2.6	2.6	2.4	2.4
Scale 4: Questions about Adults at School	2.6	2.6	2.4	2.4
Scale 5: School Safety	2.6	2.6	2.4	2.4
Scale 6: Questions about School Rules	2.6	2.4	2.5	2.4

Summit Parent Survey

A total of 102 completed parent satisfaction surveys were received this past February by the AAA Committee. Input was solicited regarding overall satisfaction with Summit; the pace and level of difficulty of Summit’s core classes; the satisfaction with critical thinking skills, content, instructional materials, instructional approaches, and course expectations in each core subject; amount of homework; communication about student progress; and accessibility of the faculty, administrative staff and Board of Directors, among other topics.

Most parent respondents addressed every question on the survey and made narrative comments, all of which are captured by AAA in the tabulation process. More than 94% of responding parents expressed overall satisfaction with the educational experience at Summit.

There was another 5 point improvement in the parent response as to whether major projects, exams, and papers are generally scheduled to minimize conflicts. (There was a 24 point improvement last year).

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.

There was a lot of work done this year by the staff and administration to address the increasing trend in the homework hours that the previous four years of data show. A homework study was done in the fall to capture actual hours of homework from both the students and parents. The study showed the actual hours of homework were not as high as the annual survey data was presenting. This year’s data is showing a return to a number of hours of homework that is within the range we want—8-10 hours per week. We believe the focus on the question, the student and parent participation, and having the conversation in multiple ways brought a focus to capturing a more realistic number that represents the number of homework hours.

Year	Avg. # of Hours
02-03	7.9
03-04	9.9
04-05	10.8
05-06	11.2
06-07	8.6

2006-07 Homework Hours	6th	7th	8th
Parents	7.8	9.3	8.5
Students	9.7	11.5	8.9

This is the first year we asked the students to provide a number. They are relatively close to the parent numbers.

2006 Parent Survey Questionnaire Summary

		2006-07				2005-06				
		6	7	8	all	6	7	8	all	
1	Given all aspects of the educational experience, are you satisfied with Summit?	Yes	97	93	92	94	98	93	89	95
		No	3	7	8	6	2	7	11	5
2	Are you satisfied with the level of challenge your child experiences at Summit?	Yes	100	93	100	97	93	97	94	97
		No	0	7	0	3	7	3	6	2
3	Does Summit's educational philosophy continue to reflect your expectations?	Yes	100	93	100	97	98	97	100	98
		No	0	7	0	3	2	0	0	1
4	How did you inform yourself about Summit's philosophy, educational program, and expectations?	Info night	87	80	85	85	76	79	56	73
		tour	80	64	38	62	59	41	33	49
		brochure	43	32	31	35	20	24	17	21
		website	80	57	69	67	53	48	28	47
		WOM	70	80	85	78	90	76	78	83
		Newspaper	10	16	12	13	8	21	11	13
		Shadow day	50	41	54	47	55	38	50	49
		no research	0	0	0	0	2	0	0	1
5	What was your child's previous school experience?	BVSD	79	76	76	77	80	86	67	79
		out of district	0	5	4	3	2	0	6	2
		private school	29	26	24	25	20	14	28	20
		homeschool	0	0	0	0	4	0	0	2
6	For my child, the average amount of homework is about ___ hours each week. (02-03=7.9, 03-04=9.9)	average	7.8	9.5	8.6	8.6	11.0	10.0	11.6	11.2
		stdev	2.9	4.8	4.5	4.3	4.7	5.7	5.0	4.9
7	This amount is	too much	20	39	4	24	37	31	17	31
		about right	77	57	81	69	65	69	67	67
		too little	0	2	8	3	4	0	11	4
		no opinion	0	0	4	1	4	3	6	4
8	Are major projects, exams, and papers generally scheduled to minimize students having several such assignments due at the same time?	Yes	93	76	72	80	82	66	72	75
		No	7	24	28	20	16	28	22	21
9	Does your child take advantage of:	Tutoring hours	57	66	65	63	55	66	61	59
		Math Lab	33	23	12	23	22	24	33	25
		English/Literacy Lab	3	16	12	11	22	28	17	23
		Teacher-recommended	20	27	23	24	20	28	28	24
11	Are the expectations for student behavior, included in the student planner, clear?	Yes	90	89	96	91	98	93	94	96
		No	0	2	0	1	0	0	0	0
12	When you have had a question or concern, do you feel that your concerns were adequately addressed by:	Office Staff	73	82	88	81	88	83	89	86
		Principal	40	61	65	56	57	55	78	60
		Counselor	47	48	46	47	61	55	61	59
		Asst. Principal	23	20	46	28	20	31	33	26
		Dean	43	32	50	40	37	31	39	35
		Faculty	87	84	85	85	78	72	78	76
		Board	20	27	35	27	24	21	28	24
13	Have you received information you need regarding teachers' office hours, "Schoolnotes" online homework listings, and other resources to support your child's learning?	Yes	93	93	92	93	98	100	72	94
		No	0	2	4	2	2	0	11	3
	Do you regularly access Schoolnotes.com?	Yes	70	59	27	54				
		No	23	36	73	42				
	Have you accessed the Infinite Campus portal?	Yes	77	77	73	76				

District Snapshot Survey

A summary is presented of the “Snapshot” survey of Summit parents and staff conducted by the district. Staff surveys generally represent 24 responses. Parent survey results represent 145 responses. Most of the parent and staff community did not respond to Questions 30-36, District Questions, since they relate to a school-district relationship that generally is not relevant to Summit.

The enclosed table presents the percentage ratings for the parents and staff and compares the results from the 2006-2007 year to those from 2005-2006. Overall, the results demonstrate the satisfaction that the parents and staff have with Summit, with nearly every question producing a 95% or greater favorable result.

For the ‘District Questions’ breakout, many of the numbers are relatively meaningless. For all staff responses, the number of responses was too low to be statistically meaningful, while even for parents, several of the questions have little direct relevance. Summit staff are not district employees, Summit has developed its own curriculum, Summit maintains its own staff development program, and Summit’s budget is maintained completely separate from the district budget. On the negative side, however, the low positive response for question 32 continues to highlight the problems that Summit has regarding the adequacy of its facilities. We would expect this to change as we plan to break ground this year on the first expansion of the building with the 3A bond monies that have been provided according to our new contract and continue fundraising for additional expansions.

**Summit Middle School
March 2006 and 2007 BVSD Parent Survey Questions and Results, With Staff Survey Results**

Results presented below compare the Strongly Agree and Agree responses with the total number of responses other than "no opinion" or blank. Staff members were asked questions similar to what was asked of parents. About 42.11% of households and 71.05%* of school staff surveyed responded.

	% Agree or Strongly Agree			
	Parent		Staff	
	'06	'07	'06	'07
<u>Maximize Learning and Achievement</u>				
1. The school sets high and realistic expectations for my student.	98	97	100	100
2. The classes provide a solid foundation for my student's future.	98	100	100	100
3. The school has clear rules for student behavior.	98	97	96	100
4. My student feels safe at school.	99	97	100	100
5. My student has a positive attitude about his/her school.	97	90	100	100
6. My student is learning at or above the level I expect.	98	95	100	100
<u>Hire a High Quality, Committed Staff</u>				
7. Teachers at this school encourage my student to do his/her best.	98	98	100	100
8. The school principal/administrator demonstrates personal and professional commitment to school improvement.	96	97	100	100
9. Teachers at this school are committed to maximizing student achievement.	98	97	100	100
10. The school principal/administrator provides effective leadership.	97	94	96	96
<u>Manage Assets Responsibly</u>				
11. The school provides my student with the materials and resources necessary to learn.	94	97	100	100
12. Resources at the school are used effectively.	99	98	100	96
13. I know how to obtain as much school budget information as I care to.	94	94	95	96
<u>Plan and Assess for Continuous Improvement</u>				
14. I know how to become involved in school decision-making, if I choose.	99	97	92	96
15. I have been informed about the school's improvement goals.	93	97	88	96
16. The quality of the program at my school has improved since last year.	85	84	95	100
<u>Foster Collaboration and Partnerships</u>				
17. I receive regular reports about my student's academic progress.	99	96	95	100
18. Teachers are available to discuss my student's work and behavior.	98	97	100	100
19. If needed, school administrators are accessible to me.	96	97	100	100
20. I have been encouraged to participate in school activities.	96	95	100	100
21. Conferences with teachers have involved me in my student's education.	94	95	100	100
22. I receive timely responses to questions and requests for information from my student's school.	96	97	100	100
23. I feel welcome at the school.	95	95	100	100
<u>Value Diversity and Promote Understanding</u>				
24. Teachers treat my student with respect.	99	97	100	100
25. This school teaches my student about the cultural heritage of many groups.	97	92	90	100
26. Students of different cultural, racial and ethnic backgrounds are treated with respect at this school.	99	99	100	100
27. Boys and girls have equal opportunities at this school.	99	97	100	100
28. Students with disabilities are treated fairly at this school.	98	100	95	100
29. My student feels welcome at school.	98	96	100	100
<u>District Questions</u>				
30. The district provides a well-developed curriculum.	73	83	100	100
31. The district administration supports school improvement.	62	78	100	100
32. The maintenance of the school building and grounds is at the level I expect.	37	61	50	71
33. I feel informed about district budget issues.	67	87	100	67
34. I believe district educational programs are of high quality.	85	83	100	75
35. The district provides a well-developed staff development program.			100	100
36. The district Human Resources Office is responsive to my needs as an employee.			75	80

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

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 is requesting, 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 can be found on the Summit web site at http://bcn.boulder.co.us/univ_school/summit/supolicy.pdf.

As stated in the new charter contract with BVSD, Summit Middle Charter School will request waivers from any future Boulder Valley School District policy that is clearly in conflict with the mission, objectives and educational components of Summit's middle school program. Please refer to both these documents for details regarding policies.

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.

Summit's teachers and staff enjoy the current site and the autonomy in planning and scheduling that it allows. Nevertheless, the site has a number of significant limitations that must be addressed if the facility is to become an adequate long-term site for Summit. Originally built as an elementary school facility, it is sub-standard for a middle school program in numerous respects. The classrooms are generally fine, although taxed by our enrollment, and the lack of additional classrooms is a constraint on Summit's high-school-like schedule. At least two additional classrooms and appropriate science labs are needed just to adequately accommodate existing essential programs. Beyond the classrooms, however, there is almost no other space for school use. The building has only an elementary school multi-purpose room (MPR). This is not serviceable as a gymnasium or auditorium for middle school activities. The room itself is far smaller than a middle school gymnasium and even smaller than most BVSD elementary school gymnasiums, and the ceilings are too low to permit middle school basketball and volleyball. Summit teams in these sports are always the visitors, since we can never host games in the MPR. There is also no facility for music and theater performances or rehearsals, and the MPR is too small and not equipped to adequately host larger school events, for example the back to school night for parents.

The effects of these limitations are severe. Summit has conducted PE classes, basketball practices, and volleyball practices outside whenever possible, even in the winter. Students must pass between classes by going outside the building in all but the worst weather conditions, so as to avoid severe hallway congestion. Students use a section of hallway and an old kindergarten cloak room as changing rooms. These makeshift locker rooms have no shower and only partial toilet facilities.

Science Labs and serviceable gymnasiums are, of course, part of the standard specifications for middle school facilities in BVSD. Summit students are entitled to similar consideration. Summit has therefore worked to address these deficiencies in its recent contract negotiations, which culminated in renewal of Summit's charter in June 2006. Under Summit's renewed charter, we will continue to occupy district space at the former Majestic Heights building for the 2006-2007 school year.

With the passage of the BVSD bond issue this year Summit has moved ahead with our plans to expand the school and to move toward a more functional middle school configuration. At present, the plans include a significant expansion with new construction at the south end of the existing building. Plans for the expansion include 2 new science rooms, an art room and a significant expansion of our library facility. We plan to utilize geothermal energy to heat and cool the new facility. Our plans also include remodeling and upgrading of the existing facilities to comply with the BVSD priority list. Finally, we are in the early stages of a fund raising campaign to finance the construction of a new gymnasium.

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

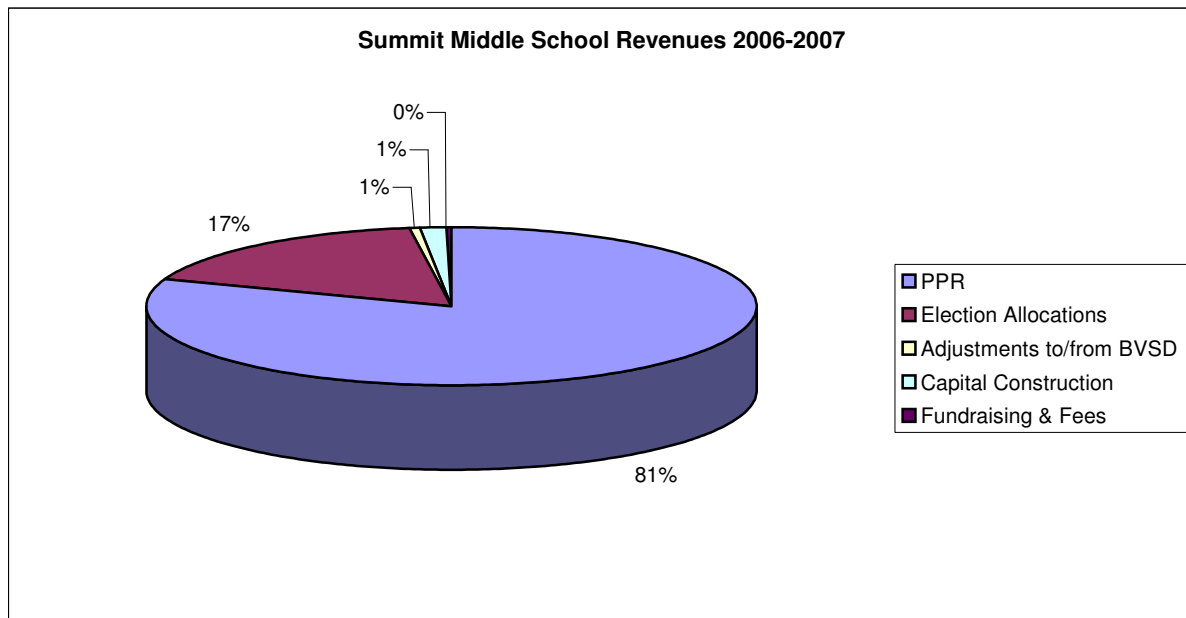
Summit uses a tiered approach to managing its expenditures. The overall budget for the school is organized into approximately 25 major line items, each of which aggregates multiple account codes. Management responsibility (including expenditure authorization) for most line items is delegated to the Principal. 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 no later than April 15. This initial budget is revised based on final Colorado state legislative action, which determines actual revenues.

Revenues

For the 2006-2007 school year, Summit received funds applicable to the operating budget from the multiple sources shown below.

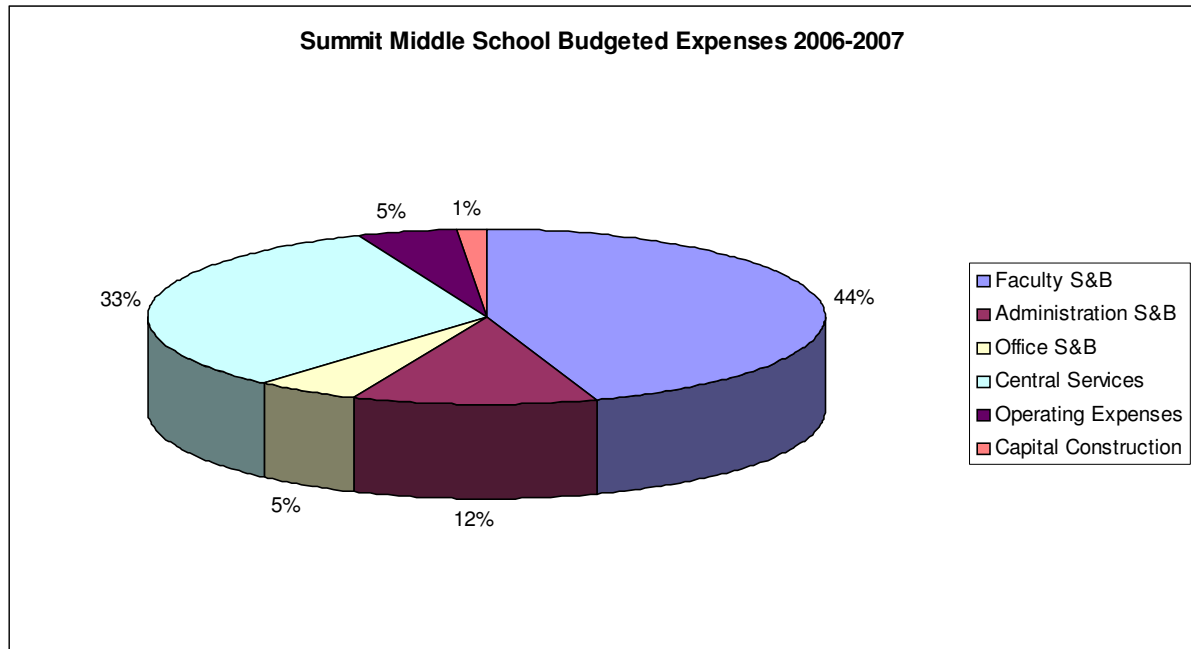


Fundraising

Summit's 2005-06 Tools for Learning fundraising drive raised almost \$100,000. 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 2006-2007, including all adjustments approved by the Summit Board.



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 61% 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 2005-2006 was about \$42,200.

The next largest budget category is BVSD overheads and services, which make up about 33% 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 5% of the expenses

Balance Sheet

Summit carried an operating funds balance of approximately \$282,000 into the 2006-2007 fiscal year, net of encumbrances. Summit has no outstanding liabilities or debts at this time.

12

Faculty, Staff, and Board of Directors

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

The applicants with the strongest credentials are invited to teach a demonstration class to Summit student volunteers while being observed by committee members. After each class, the 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

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; Doctorate (Honoris Causa) Education, Hebrew Union College, Los Angeles.

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

Kendra Bartley (Counselor), 1997

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

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

Sondra Barton (German), 2002

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

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

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.

Wendy Blakemore (Spanish), 1997

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

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

children's schedules. To combine her interests in children and Spanish as her own children grew older, she expanded her teaching activities.

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

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

Randall Coleman (Instrumental Music), 2005

M.A. and B. A., Music Education, University of Colorado at Boulder.

Mr. Coleman has been involved in music education since the 1960's. He was an instrumental music director in the Orange Unified School District in Southern California from 1965 – 1988. During this time he taught instrumental music at Cerro Villa Junior High School, Villa Park High School, El Rancho Middle School and Canyon High School. For 17 years Mr. Coleman was also the Coordinator of Visual and Performing Arts for the Santa Ana Unified School District in Southern California. Mr. Coleman is the recipient of several awards, including the Irene Schoepfle Award for Outstanding Music Educator (1990), the Pacific Symphony Orchestra Award for Outstanding Music Educator (1996), and the City of Santa Ana Outstanding Citizen Award (1996).

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.

Polly Doyle (Spanish), 2003

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

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

Ingrid Fotino (Mathematics), 1999

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

Born in Romania, Dr. Fotino was raised in New York and educated in French schools. She brings to teaching the outlook of two different educational systems and a critical approach rooted in her love for philosophy, which culminated in a second place award of at the worldwide "Concours General" competition among French

baccalaureate students. The six years she worked in aircraft icing research at NOAA's Wave Propagation Laboratory provide her with a rich source of real-world applications with which she likes to motivate her students. Her teaching career ranges from a stint as a teaching assistant in Romanian language classes at Harvard, to elementary math classes in New York, to calculus and applied math at the Colorado School of Mines and the Metropolitan State College of Denver.

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

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

Kelli Frykholm (English), 2006

BA English, Whitworth College (1989); MS Curriculum and Instruction, University of Wisconsin (1996). 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.

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 (Health Room, Office Administrator)

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

Shelly Hendrick (Finance Manager), 1999

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

Kristin Jensen (Physical Education), 2006

BA Sociology, University of Connecticut, (1997); MS Sports and Exercise Science, Sport Pedagogy, University of Northern Colorado (2005). Before coming to Summit Ms. Jensen taught Physical Education at Twin Peaks Charter Academy in Longmont and substituted extensively in BVSD schools. For many years Ms. Jensen also worked as a coach and outdoor education instructor in the Lafayette Parks and Recreation Department, the Loveland Parks and Recreation Department, and for the Boulder Parks and Recreation Sports Camp.

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.

Kelly Kiefer (Science), 2006

BS Biology, Davidson College (1999); MA Education with Secondary Science Endorsement, University of Colorado at Boulder, (2006). 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.

Christopher Koch (Social Studies), 2003

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

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

Valerie Ammon Koch (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 (Administrative Assistant), 2004

B. S. Wildlife Biology, Colorado State University, Ft. Collins.

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.

David Liebowitz (English), 2001

B.A. English, Columbia University.

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

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.

Daniel McGarvey (Choral Music, Technology, Drama), 2005

M.M. Composition with Technology Emphasis, University of Colorado at Boulder; B.S. Music Education with Vocal Emphasis, Indiana University of Pennsylvania.

Mr. McGarvey was born and raised in Pittsburgh in what one could describe as a very "rock and roll" environment. In fact, he spent most of his youth playing in punk and heavy metal bands, finally deciding to get 'serious' in 1993 by enrolling at Indiana University of Pennsylvania. Since then he has studied with such world-class conductors as John Rutter and Jack Stamp. Mr. McGarvey has performed with university and professional choirs in the U.S. and Canada, and with military bands across the U.S. and Europe. He is presently a member of the 101st Army Band in Aurora, where he plays bass trombone and bass guitar.

Ray Mueller (Mathematics) 2006

BA computer Science and Philosophy, University of Colorado at Boulder. Mr. Mueller was the Director of Child Care for the YMCA of Boulder Valley for 5 years, taught mathematics and technology at Summit from 1997-2000 (during which time he was chosen at the Teacher of the Year for 1998-1999, and then went into in the computer industry for many years. During the 2006-2007 school year Mr. Mueller returned to Summit to teach mathematics.

Anney Perrine (French), 2004

Ms. Perrine grew up in Chicago, playing soccer in the mud and eating superb pizza. During college, Ms. Perrine volunteered in schools for two years before becoming a Peer Advisor in the Sociology Department, a position that won her advising and mentoring awards. She also directed CU's Earth Education Program for a year, bringing environmentalism to the classroom. Ms. Perrine also completed a Semester in the Rockies with NOLS, and fell in love with the canyons of Utah. Seeking more adventures and her first international travel experience, she studied in Thailand for two months, focusing on the effects of development. From there she went straight to France, studying language and cooking in Provence for six months. Upon graduating, Ms. Perrine became a baker and a pastry chef while volunteer teaching French and taking French courses at CU, with the aim of teaching one day. After two years of smelling like food, Ms. Perrine turned to what she knew was her true professional passion, and completed the Master's Plus program in CU's Education Department. When she is not in the classroom, Ms. Perrine can be found cooking (well, maybe more eating than cooking), traveling in the U.S. and the Mediterranean, reading and wandering around in the mountains. She is also currently working toward a second BA in French. What the Little Prince might say is essential about Ms. Perrine is that she prefers her food either very hot or very cold, listens to her intuition, is as interested in kids as she is in grown-ups, and can't smell very well.

Haydee Phelps (Science), 2001

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

Ms. Phelps' first charter school experience was as a 6th grade teacher at Exploris Middle School in Raleigh, North Carolina, where she was the science specialist for this grade level. 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.

Pam Ringenbach (Registrar, Office Manager), 2004

B.A. Communications, University of Colorado at Boulder.

Ms. Ringenbach has extensive experience as a senior purchasing agent in diverse industries, such as telecom, electronics, industrial systems, printing and restaurant.

Thomas Seibel, (Mathematics), 2005

B.S. Computer Science with a minor in mathematics, University of Dayton, Dayton, Ohio; Teacher Licensing Program, 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.

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.

Mary Kathryn Williams (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.

Felicity Wong (Library Para Pro), 2005

M.S. Geology, University of Colorado at Boulder; B.S. Geophysics, California Institute of Technology.

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