

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. David B. Finell (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Summit Middle Charter School (As it should appear in the official records)

School Mailing Address 4655 Hanover Avenue (If address is P.O. Box, also include street address)

Boulder Colorado 80305-6036 City State Zip Code+4 (9 digits total)

Tel. (303) 499-9511 Fax (303) 499-0215

Website/URL www.summitmiddleschool.org Email summitprincipal@summitmiddleschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. George F. Garcia (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Boulder Valley School District Tel. (303) 447-1010

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. Bill De La Cruz (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 36 Elementary schools
 18 Middle schools
 N/A Junior high schools
 10 High schools
- 64 TOTAL

2. District Per Pupil Expenditure: \$5,759
- Average State Per Pupil Expenditure: \$5,795

*Expenditures are for the 2002-03 school year.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
4 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	61	66	127
1				8	33	47	80
2				9			
3				10			
4				11			
5				12			
6	53	47	100	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							307

Note: Student enrollment is from the Colorado October 1, 2002 official pupil count.

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>85</u> | % White |
| <u>0.3</u> | % Black or African American |
| <u>0.2</u> | % Hispanic or Latino |
| <u>13</u> | % Asian/Pacific Islander |
| <u>0.7</u> | % American Indian/Alaskan Native |
| <u>0.8</u> | % Other |

100% Total

7. Student turnover, or mobility rate, during the past year: 2%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0 (Not permitted by District)
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	307
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2 %

8. Limited English Proficient students in the school: $\frac{2}{5}$ %
 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Russian, Korean, and Chinese

9. Students eligible for free/reduced-priced meals: 3.5 %

11 Total Number Students Who Qualify

10. Students receiving special education services: $\frac{1.6}{5}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 2</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 2</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	1	2
Classroom teachers	11	13
Special resource teachers/specialists		2
Paraprofessionals		
Support staff		7
Total number	<u>12</u>	<u>24</u>

12. Student-“classroom teacher” ratio: 17.6: 1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95%	95%	96%	95%	96%
Daily teacher attendance	96%	94%	83%	87%	83%
Teacher turnover rate	21%	27%	26%	26%	28%
Student dropout rate	0%	0%	0.33%	0%	0%
Student drop-off rate	22%	6%	17%	13%	17%

*Teacher attendance rates shown above reflect the number of substitute days paid each year and not actual teacher attendance. Some of the substitute days are used when teachers attend conferences, district curriculum councils, special education staffing meetings or academic competitions. Teachers are certainly working during these activities, so the attendance rate shown above is lower than actual teacher attendance.

**** Discussion of the drop-off rate and the dropout rate**

The district's student data system does not allow us to readily track cohorts of students from entry at 6th grade through eighth grade graduation. The drop off rates were calculated by manually comparing names on the fall 1999 student list with the names on the list of June 2002 graduates, and so forth for each year. During this five year period, another charter school using Summit's curriculum and with faculty trained by Summit's senior faculty was started in the eastern part of the District. Some students who lived closer to it elected to transfer. Over the entire three year period, one student is listed with a dropout code; the remainder transferred to other schools within the district, moved out of the district, or transferred to private school.

PART III – SUMMARY

Summit Middle Charter School is a tuition-free, public charter school in Boulder, Colorado, established in 1996. Summit's Board of Directors — elected by parents, teachers, and staff — hires the Principal and teaching staff, sets policy and governance for the school, and represents the interests of Summit's students and parents.

Summit's program is designed for students who need or want more challenge. Since Summit opened, students have achieved at rates above the state average at every grade level and on every test administered through the Colorado Student Assessment Program. On several occasions Summit has had the highest passing rate on the state exams for any middle school in Colorado. Summit accomplishes this by providing individual attention; course placement based on achievement; data driven instruction; clear benchmarks and cross-curricular skills; and an enriched, challenging education taught by teachers highly proficient in their subjects. There are no entrance requirements or admissions tests, and enrollment is controlled by a lottery administered by the school district. Because of Summit's small size (about 300 students) and mixed-age classes, students get to know each other well and become part of a true community.

Individual course levels are self-selected, with guidance offered by the teachers and the counselor. Accurate placement in core subject classes is a high priority at Summit. Students are placed in mixed-age classes according to interest, motivation, ability, developmental level, and mastery of previous material. If a student's placement turns out to be inappropriate, it is changed.

Students at Summit take five core courses every semester: English, math, science, social studies, and foreign language (Spanish, French, or German). Core subjects have an average class size of 20 students. Seven levels of math are offered, from Pre-Algebra through honors Proof Geometry and Algebra 2/ Trigonometry, in sequences designed to meet each student's needs and abilities. Four levels of English are offered; all include instruction and practice in essay writing, grammar, spelling, vocabulary, and the reading and analysis of classic literature. The typical middle school science curriculum is covered in two years at Summit, with two choices for more advanced science in eighth grade. Most Summit graduates are ready to enter level III foreign language in high school.

Summit students also take elective classes, as well as physical education and health. Electives include art (painting, sculpture, drawing and ceramics), music, science, liberal arts, and technology. Summit has a strong music program that emphasizes vocal and jazz ensembles as well as orchestra. Summit's Jazz Bands and choirs are known for performance excellence.

Parent Satisfaction Surveys indicate that Summit was "very effective" in the areas of student learning, quality of staff, asset management, continuous improvement, collaboration, and promoting understanding. Fully 97% of parents "agreed" or "strongly agreed" that Summit classes provide a solid foundation for student learning, and 95% "agreed" or "strongly agreed" that their children felt safe at Summit.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Summit's opening in 1996 coincided with Colorado's implementation of the Colorado State Assessment Program (CSAP) – a standard's based set of assessments that classifies students as being: "unsatisfactory, partially proficient, proficient, or advanced." The goal adopted by the Colorado State Legislature states that all students should be "proficient" or "advanced". The CSAP program requires that virtually every student be tested, with very few exceptions. By any measure Summit's success has been evident since its beginning. Student achievement has been uniformly high across grade levels and subject. On several tests, 100% of Summit students taking those tests were rated as "proficient" or "advanced".

As a data driven school, Summit has always used the nationally normed Comprehensive Test of Basic Skills (Terra Nova) to assess student performance in greater detail than can be provided by the CSAP. Longitudinal use of this data has enable Summit to make informed curriculum revisions as well as refinements in instructional methodology.

Because Summit students exhibit extraordinarily high levels of achievement, the grade level nationally normed tests do not yield enough useful information. For this reason, Summit administers Terra Nova for 6th graders using the 7th grade level test, for 7th graders using the 8th grade level test, and for 8th graders using the 9th grade level test. The published norming data provided by McGraw Hill, (the publisher of Terra Nova), is still valid even when administered in April, the year before the students enter the next grade level.

One of Summit's goals is to provide more than a year of educational growth for each year a student is in school at Summit. One way to measure this growth is to look at whether student performance on the standardized test is higher than the student's anticipated score would suggest. Terra Nova includes a component called the Test of Cognitive Skills. Student scores from this test provide Terra Nova's estimate for how well the students are likely to do on the remainder of the Terra Nova test, based on their verbal and mathematical reasoning skills. If students score higher on the remainder of the Terra Nova test than they scored on the Test of Cognitive Skills, this is attributed to effective student learning. These positive difference scores are a strong indicator of effective learning. The median score (50th local percentile) on every Terra Nova test administered at Summit, at every grade level, for the past five years has shown this desirable positive difference score. In all five years of administration of this test, 100% of Summit students were tested, strongly validating these results. Assessment results in reading and mathematics are appended to this application.

2. Use of Assessment Data to Improve Student and School Performance

Summit uses test-based assessment data to understand and improve student and school performance in four ways. First, Summit's curriculum is regularly evaluated through standard skills testing using the Comprehensive Test of Basic Skills (TerraNova), and the Colorado Student Assessment Program (CSAP).

Second, student placement is determined from standards-based assessments:

- Literacy and mathematics assessments for incoming 6th grade students,
- Occasional individual mid-year and between-year assessments, and
- Mathematics placement testing in eighth grade to establish appropriate 9th grade level.

Third, informal data-based decision-making is a crucial ingredient in ensuring students' sustained progress. Summit's courses are aligned to conform to curriculum standards that have clear, understandable benchmarks. Day-to-day curriculum and instruction decisions are influenced by progressive assessment, using unit tests, quizzes and homework. 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. Recommendations for advancement at Summit and placement

in high school are made using these data.

Finally, Summit annually surveys its students, staff, parents, and alumni for satisfaction and to evaluate the school's performance against standards specified in Summit's Annual Report to the Board of Education.

3. Communication of Student Performance

Summit communicates its student performance to parents, students, and community in five ways. Individual student performance results on the Comprehensive Test of Basic Skills (TerraNova) and Colorado Student Assessment Program (CSAP) tests are mailed to each student's parents. Summary scores are published in our local newspaper, the *Boulder Daily Camera*, and are shared with the community through our biweekly newsletter, *Summit News*, which is sent to each Summit parent. Performance metrics are also covered at Summit's annual Community Meeting, typically held in February. Finally, the state assessment results for the school are published annually by the State of Colorado in the annual School Report Cards, which are mailed to each parent and widely published in area newspapers and on the district Web site.

4. Success Sharing with Other Schools

Summit has traditionally shared information, resources, and lessons learned with other schools, and will continue to do so in the future. One main forum for such collaboration has been the Colorado League of Charter Schools, which sponsors workshops, conferences, and panels on educational topics for Colorado and much of the West. Over the years, Summit teachers, administrators, and members of the Summit Board of Directors have presented on such topics as implementing a standards-based curriculum, teacher professional development, mentoring, data-driven decision-making, the use of norm-referenced tests to complement criteria-referenced tests, and cross-curricular articulation. In a typical year, Summit personnel make three or four such presentations at state and/or regional conferences.

Summit's Web site (www.summitmiddleschool.org) contains a wealth of information on Summit's standards, benchmarks, curriculum, and student progress. This makes Summit's program readily accessible to the wider community.

In addition, when funding has been available, Summit has sponsored activities specifically targeted to teachers for their professional development. For example, in the summers of 2000 and 2001, Summit staff members ran Teacher Summer Studios, multi-day workshops for new teachers. At these studios, Summit teachers and administrators led workshops on instruction, assessment, effective parent communication, and teaching study skills, among other topics. At least six different schools from across Colorado sent members of their faculty to these summer programs.

Summit's curriculum was adopted by the recently opened Peak to Peak Charter School in Lafayette, Colorado after Summit had worked extensively with teachers and administrators at this school. This was another way for Summit to share success.

Colorado's adoption of model content standards required every school district in the state to design benchmarks and curriculum that would meet these new, higher standards. As part of this process Summit teachers have participated on curriculum councils in the district. While not required as part of our charter, serving on these councils provides a way for Summit to give back to the community and to share our successes. It also provides opportunities to learn what other teacher in the same curricular area are doing and to work on curriculum development. Summit teachers serve on the local district's curriculum councils for Literacy, Language Arts, Mathematics, Science, Social Studies, and Foreign Language. Even though Summit created its own curriculum separate from the district's, Summit teachers are committed to academic excellence throughout the public school system.

In the event Summit were to win the Blue Ribbon Award, we would continue to utilize these various forums for sharing information, as well as being open to exploring additional avenues for sharing success.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Summit's curriculum arises from the mission statement articulated by the school's founders:

Mission of Summit Middle School

• 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

To meet this mission, Summit's teachers and administrators used state, national and some international standards to develop Summit's standards and benchmarks. Colleagues in higher education, outstanding high school teachers, local scientists and other professionals provided additional input and feedback. Courses are aligned to conform to these standards, which meet or exceed every state and district standard.

Teachers worked with administrators to define which benchmarks would be met by each course, and then wrote the curriculum. Outside consultants aided with the process of developing meaningful, understandable, and testable benchmarks. Textbooks and other learning materials are chosen to support the curriculum, and not as a definition of the curriculum. Summit refines its curriculum each year.

Core Subjects

Summit is comprised of grades 6, 7 and 8. Students take five core courses every semester: English, math, science, social studies, and foreign language. Core classes meet daily and have an average class size of twenty students.

Seven levels of math are offered, from Pre-Algebra through honors Proof Geometry and Algebra 2/Trigonometry. Virtually all Summit students complete at least a full course in Algebra and basic Geometry before graduation. Four levels of English are offered; all include instruction and frequent practice in essay writing, grammar, spelling, vocabulary, and the reading and analysis of classic literature. The science sequence begins with a full year biology course and is followed by a semester of physical science and one of earth science. This sequence allows Summit students to complete the typical three year middle school sequence in science in the first two years. For the third year, students choose between an advanced Chemistry/Physics course and a course on Advanced Topics in science. The social studies sequence flows from world history to U.S. history and then world geography/international relations. Summit offers three levels each of Spanish, French, and German

Individual course levels at Summit are self-selected, with guidance offered by the teachers and the counselor. Students choose mixed-age classes according to interest, motivation, ability, developmental level, and mastery of previous material. Accurate placement in core subject classes is a high priority at Summit. If a core class turns out to be inappropriate, it is changed.

Electives and Extra Curricular Activities

Students take combinations of P.E., health, and other electives each semester. Electives include art, music, science, liberal arts, and technology. Most meet every other day. Summit has a strong music program, and an art program which reflects student interest in sculpture, drawing and painting.

Extracurricular opportunities include music, drama, yearbook, Student Council, Chess Club, Destination Imagination, Math Olympiad, Math Counts, Quiz Bowl, National History Day, and Science Fair. In 2002, several Summit students received awards in state level competitions: the Colorado Science and

Engineering Fair, National History Day, and the American Mathematics Contest. In 2003 Summit won first place in the state Math Counts competition. Summit offers a full complement of interscholastic and intramural sports activities, including soccer, flag football, wrestling, track and field, basketball, volleyball, and weightlifting.

2. (Secondary Schools) English Language Curriculum

Summit offers a literature-based curriculum that introduces students to a variety of high-quality works. Students read challenging full-length, authentic (neither simplified nor abridged) essays, poems, novels, and plays. Instructional materials are created, almost exclusively, by the English teachers themselves to address Summit standards. 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 program 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.

Summit's program consists of four levels, English I-IV. Incoming students are assessed in grammar, reading, and writing, and a recommendation is made regarding appropriate placement. In this way, students who have already mastered the English I benchmarks may be encouraged to challenge themselves by taking English II in their sixth grade year. Summit does not "track" students, however, as placement is flexible and responsive to student needs. Through ongoing assessment, teachers may identify students who are struggling or excelling. Because Summit alternates each course's reading list in a two-year cycle, students who do not meet the benchmarks in one year may repeat a level without experiencing an identical curriculum. Conversely, students who need more challenge are often encouraged to move up a level mid-year or even skip a level from year to year. In this way, Summit English teachers can address students' needs by matching them to the course that most closely reflects their current level of mastery. Within the courses, teachers track students' performance vis-à-vis the benchmarks for that level. Students who experience difficulty with particular benchmarks receive additional instruction in several ways: through re-teaching in the classroom, at school-sponsored tutoring, or by dropping in at Summit's Literacy Lab. Those students who exhibit more significant problems with literacy (reading below grade level) are enrolled in a small-group Reading Elective and are given individualized literacy plans which all of their teachers then implement in their classrooms.

3. Science Curriculum

In order to provide a challenging, rigorous academic curriculum, the Summit science program consists of an accelerated course of studies: the typical three-year middle school curriculum is offered in two years. Then, in 8th grade, students who have mastered Summit's life science and physical science benchmarks and are ready for greater challenge are invited to take a high school level course, Chemistry/Physics. Those who need more reinforcement of the benchmarks are enrolled in Advanced Topics, which revisits science skills and content but in the context of new, engaging, and in-depth topics of study. As in many other subject areas at Summit, teachers create much of the course material to tailor it to Summit's goals for student learning. Although science textbooks are used they do not constitute the curriculum. Rather, Summit teachers' expertise in science, clearly stated benchmarks, and student needs form the backbone of the curriculum..

Summit's science program provides students with opportunities for meaningful academic accomplishment through its emphasis on the scientific process. Research and experimentation make up 40% of instructional time in all three grades, serving as the framework for acquisition of content knowledge. Research skills, including innovative uses of classroom technology, are spiraled throughout the three-year curriculum. In addition to frequent laboratory activities, students engage in authentic research based on their interests and questions. Students devise their own experiments on a topic of their choice, and, in 8th grade, choose their own venue for "publishing" their results, such as through Science Fair or the Bayer NSF competition. Many students have achieved district, state, and national recognition for their research

projects. These accomplishments have nurtured a culture of creativity, motivation, and school pride. To increase the authenticity of the scientific process, Summit invites the local scientific community (e.g., staff from the University of Colorado, National Center for Atmospheric Research, National Institute of Standards and Technology, National Oceanic and Atmospheric Administration) to serve as outside judges and mentors. Summit students also engage in considerable reflection and self-assessment regarding their work in science. After identifying strengths and weaknesses in their processes and products, students take responsibility for modifying them as appropriate. Scientific research at Summit is thus authentic, student-centered, and reflective.

In summary, in its science curriculum, Summit works to create a community of scholars who each contributes to the classes' and school's body of scientific knowledge.

4. Instructional Methods

In order to meet the needs of diverse learners, Summit teachers use a very wide variety of instructional techniques, from direct teaching, lecture/discussion, and modeling, to more student-centered methods like cooperative learning, role-play, and hands-on problem-solving or inquiry-based instruction. Our program is based on a very clearly articulated set of benchmarks and standards in each subject area, and our teachers are at liberty to select from a broad repertoire of methods to help students meet those objectives. Through varied classroom activities and student choice on many assessments, teachers seek to address multiple intelligences and learning styles in the classroom.

What makes Summit instruction so effective, however, is not adherence to a particular teaching methodology. Summit's success, rather, is the result of (1) responsive, data-driven instruction and (2) clear articulation of goals to students, parents, and teachers. Ongoing assessment provides teachers with immediate data on what students know and are able to do — and how well. Teacher reflection on these data, in turn, informs instruction — what will happen not only tomorrow or in the next unit, but perhaps even in the next 10 minutes. Although individual teachers may have a few “tried and true” methods they favor, they seek out alternate techniques whenever student performance suggests it is appropriate.

Articulation of instruction, or scope and sequence, is an integral part of each subject area's curriculum and it is also a school-wide focus. Many schools are dedicated to cross-curricular goals such as literacy and study skills, but Summit is unusually systematic in its approach. Since its inception, Summit has refined its cross-curricular standards to ensure that students master, not just the skills and content of each subject area, but also the meta-skills of academic success. Summit's Information Literacy Standards serve as a case in point. Since extended research projects like Science Fair and History Day are challenging undertakings (for teachers and students alike), Summit teachers have worked together to identify the micro-skills needed for such tasks. These are then divided up among the subject area departments and grade levels, so that every skill is incorporated into a curricular activity, taught, and assessed prior to when it will be required in a major project. For example, a 6th grader learns to use an index in English and how to write an outline in Social Studies; a 7th grader receives instruction in accessing on-line databases in Science and evaluates the credibility of a Web site in English. Teachers then reinforce and build on these skills of accessing and using information in subsequent units and courses. In this way, all departments and teachers share responsibility for creating “information literate” students.

5. Professional Development Program & Impact on Student Achievement

Summit approaches professional development on a number of different levels. Our professional development program consists of the following components:

Instruction:

New Teacher Orientation and Faculty Meetings for New Teachers: Held every other week for 1 ½ hours each time, these meetings focus on integrating new teachers into the faculty and exploring such topics as: curriculum development and daily lesson planning, assessment, IEP compliance, grading, parent/teacher conferences and effective communication, critical thinking and questioning, meeting the needs of different learners, and tracking student progress toward benchmark mastery. Faculty in-services: These

are all-day or half-day study sessions for the entire faculty. This year our topic of study was on “Writing Across the Curriculum.” Faculty meetings: These meetings are held every other week and provide opportunities to share successes and to study given topics in more depth. For example, this current year the two topics we have chosen to study in depth are character education and differentiation. Department meetings: Held weekly in some departments and monthly in others, these meetings provide opportunities for members of each department to share information and coordinate activities.

Reflection:

Peer observations: Whether for teachers going through induction or for experienced teachers, this program enables teachers to observe each other several times each year and to give feedback to their peers. Formal evaluations: Each year the principal and a board member take every teacher through a clinical supervision model. This is done two times per year for all teachers in their first two years at Summit and is done one time per year thereafter. Informal Administrative Mentoring: This includes non-formal observations and feedback to teachers.

Outside Training:

Workshops and Conferences: Summit designates funds each year for professional development. This money is used to send teachers and administrative staff to workshops and conferences aimed at strengthening their skills in areas which are relevant to their teaching or administrative duties.

In general Summit has created a reflective environment in which professional development is supported and valued on many levels. This improves student achievement by helping to ensure that our faculty is continually improving their skills and knowledge in the classroom.

STATE CRITERION-REFERENCED TESTS

Grade: **8**

Test: **Colorado Student Assessment Program (CSAP)**

Edition/publication year: **Annual**

Publisher: **CTB/McGraw-Hill**

What groups were excluded from testing? **No group or individual excluded (except for absence)**

Number excluded: **0**

Percent excluded: **0 %**

The state does not segregate scores based on socioeconomic status or ethnicity at the school level. The small size of the groups at the school precludes statistically significant disaggregation of test scores for identified ethnic/racial or socioeconomic groups. CSAP testing in Colorado began in 1998-1999 in selected grades and selected subjects. By 2001-2002, CSAP was rolled out to all middle-school grades. In addition to reading and mathematics, tests are administered in writing and, for 8th graders, science. Colorado considers that “at or above proficient” is the educational goal for all students.

READING	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	N/A	N/A
CLASS SCORES				
At or Above Unsatisfactory	100 %	100 %	N/A	N/A
At or Above Partially Proficient	100 %	100 %	N/A	N/A
At or Above Proficient	100 %	97 %	N/A	N/A
At Advanced	39 %	38 %	N/A	N/A
Number of students tested	85	87	N/A	N/A
Percent of total students tested	100 %	100 %	N/A	N/A
Number of students excluded	0	0	N/A	N/A
Percent of students excluded	0 %	0 %	N/A	N/A
STATE SCORES				
At or Above Unsatisfactory	96 %	97 %	N/A	N/A
At or Above Partially Proficient	85 %	86 %	N/A	N/A
At or Above Proficient	65 %	63 %	N/A	N/A
At Advanced	8 %	8 %	N/A	N/A

MATHEMATICS	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	N/A
CLASS SCORES				
At or Above Unsatisfactory	100 %	100 %	100 %	N/A
At or Above Partially Proficient	99 %	98 %	100 %	N/A
At or Above Proficient	85 %	77 %	83 %	N/A
At Advanced	47 %	41 %	44 %	N/A
Number of students tested	85	87	75	N/A
Percent of total students tested	100 %	100 %	100 %	N/A
Number of students excluded	0	0	0	N/A
Percent of students excluded	0 %	0 %	0 %	N/A
STATE SCORES				
At or Above Unsatisfactory	96 %	97 %	97 %	N/A
At or Above Partially Proficient	70 %	69 %	67 %	N/A
At or Above Proficient	39 %	39 %	35 %	N/A
At Advanced	13 %	14 %	11 %	N/A

STATE CRITERION-REFERENCED TESTS

Grade: **7**

Test: **Colorado Student Assessment Program (CSAP)**

Edition/publication year: **Annual**

Publisher: **CTB/McGraw-Hill**

What groups were excluded from testing? **No group or individual excluded (except for absence)**

Number excluded: **0**

Percent excluded: **0 %**

The state does not segregate scores based on socioeconomic status or ethnicity at the school level. The small size of the groups at the school precludes statistically significant disaggregation of test scores for identified ethnic/racial or socioeconomic groups. CSAP testing in Colorado began in 1998-1999 in selected grades and selected subjects. By 2001-2002, CSAP was rolled out to all middle-school grades. In addition to reading and mathematics, tests are administered in writing and, for 8th graders, science. Colorado considers that “at or above proficient” is the educational goal for all students.

READING	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March
CLASS SCORES				
At or Above Unsatisfactory	99 %	100 %	99 %	99 %
At or Above Partially Proficient	99 %	100 %	99 %	99 %
At or Above Proficient	94 %	100 %	91 %	99 %
At Advanced	49 %	39 %	22 %	26 %
Number of students tested	84	89	87	76
Percent of total students tested	99 %	100 %	99 %	99 %
Number of students excluded	1	0	1	1
Percent of students excluded	1 %	0 %	1 %	1 %
STATE SCORES				
At or Above Unsatisfactory	96 %	96 %	96 %	96 %
At or Above Partially Proficient	82 %	85 %	85 %	84 %
At or Above Proficient	59 %	63 %	62 %	60 %
At Advanced	8 %	8 %	7 %	6 %

MATHEMATICS	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	N/A	N/A	N/A
CLASS SCORES				
At or Above Unsatisfactory	100 %	N/A	N/A	N/A
At or Above Partially Proficient	99 %	N/A	N/A	N/A
At or Above Proficient	85 %	N/A	N/A	N/A
At Advanced	46 %	N/A	N/A	N/A
Number of students tested	85	N/A	N/A	N/A
Percent of total students tested	100 %	N/A	N/A	N/A
Number of students excluded	0	N/A	N/A	N/A
Percent of students excluded	0 %	N/A	N/A	N/A
STATE SCORES				
At or Above Unsatisfactory	96 %	N/A	N/A	N/A
At or Above Partially Proficient	75 %	N/A	N/A	N/A
At or Above Proficient	39 %	N/A	N/A	N/A
At Advanced	11 %	N/A	N/A	N/A

STATE CRITERION-REFERENCED TESTS

Grade: **6**

Test: **Colorado Student Assessment Program (CSAP)**

Edition/publication year: **Annual**

Publisher: **CTB/McGraw-Hill**

What groups were excluded from testing? **No group or individual excluded (except for absence)**

Number excluded: **0**

Percent excluded: **0 %**

The state does not segregate scores based on socioeconomic status or ethnicity at the school level. The small size of the groups at the school precludes statistically significant disaggregation of test scores for identified ethnic/racial or socioeconomic groups. CSAP testing in Colorado began in 1998-1999 in selected grades and selected subjects. By 2001-2002, CSAP was rolled out to all middle-school grades. In addition to reading and mathematics, tests are administered in writing and, for 8th graders, science. Colorado considers that “at or above proficient” is the educational goal for all students.

READING	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	N/A	N/A
CLASS SCORES				
At or Above Unsatisfactory	100 %	100 %	N/A	N/A
At or Above Partially Proficient	100 %	99 %	N/A	N/A
At or Above Proficient	98 %	95 %	N/A	N/A
At Advanced	42 %	34 %	N/A	N/A
Number of students tested	132 **	82	N/A	N/A
Percent of total students tested	100 %	100 %	N/A	N/A
Number of students excluded	0	0	N/A	N/A
Percent of students excluded	0 %	0 %	N/A	N/A
STATE SCORES				
At or Above Unsatisfactory	97 %	97 %	N/A	N/A
At or Above Partially Proficient	86 %	85 %	N/A	N/A
At or Above Proficient	65 %	63 %	N/A	N/A
At Advanced	9 %	8 %	N/A	N/A

** School was allowed to increase its enrollment beginning in 2001-2002

MATHEMATICS	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	N/A	N/A	N/A
CLASS SCORES				
At or Above Unsatisfactory	100 %	N/A	N/A	N/A
At or Above Partially Proficient	99 %	N/A	N/A	N/A
At or Above Proficient	92 %	N/A	N/A	N/A
At Advanced	54 %	N/A	N/A	N/A
Number of students tested	131 **	N/A	N/A	N/A
Percent of total students tested	99 %	N/A	N/A	N/A
Number of students excluded	1	N/A	N/A	N/A
Percent of students excluded	1 %	N/A	N/A	N/A
STATE SCORES				
At or Above Unsatisfactory	97 %	N/A	N/A	N/A
At or Above Partially Proficient	81 %	N/A	N/A	N/A
At or Above Proficient	51 %	N/A	N/A	N/A
At Advanced	16 %	N/A	N/A	N/A

** School was allowed to increase its enrollment beginning in 2001-2002

ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade: **8**

Test: **TerraNova (CTBS)**

Edition/publication year: **1997**

Publisher: **CTB/McGraw-Hill**

Eighth-grade students are administered the 9th-grade-level test in order to better assess the relative strengths and weaknesses of those scoring near the 90th national percentile. Since the students are within the norming range for the 9th-grade test (sixth month of grade 8 through the second month of grade 10), the national percentile scores are accurate and comparable to national norms for 8th graders.

A row for “anticipated 50th percentile difference score” is added to the table. One indicator of a school’s effectiveness is its anticipated difference score, the difference between the actual and anticipated performance of an average student at the school. A positive difference indicates value added. The anticipated score is based on the Test of Cognitive Skills administered with TerraNova. This school is the only one in the district that administers a norm-referenced assessment in addition to the state-mandated criterion-referenced assessment.

Subgroups are disaggregated according to local percentile. The small size of the groups at the school precludes statistically significant disaggregation of test scores for identified ethnic/racial or socioeconomic groups.

What groups were excluded from testing? **No group or individual excluded.**

Scores are reported here as: **National Percentiles**

READING COMPOSITE	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
CLASS SCORES					
Median score (50th local percentile)	89.3 *	91.7	92.0	92.3	94.0
Anticipated difference score	+ 9.1	+ 9.6	+ 8.4	+ 10.3	+ 6.3
Number of students tested	84	82	74	89	94
Percent of total students tested	100 %	100 %	100 %	100 %	100 %
Number of students excluded	0	0	0	0	0
Percent of students excluded	0 %	0%	0 %	0 %	0 %
SUBGROUP SCORES					
1. 90th local percentile	98.7	99.0	99.0	98.9	N/A
2. 75th local percentile	96.3	97.8	97.7	97.4	N/A
3. 25th local percentile	78.2	84.0	84.7	79.8	N/A
4. 10th local percentile	58.9	61.6	67.8	64.8	N/A

* Only Vocabulary part of Reading Composite

Longitudinal study for 8th grade class’s 50th local percentile, usually demonstrating statistically significant increases in national percentile score for the median as the class advances from 6th grade, through 7th grade, and finally through 8th grade:

READING COMPOSITE	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
8th grade class, 50th percentile	89.3 *	91.7	92.0	92.3	94.0
Same class, one year prior, 50th percentile	84.8 *	91.6	91.2	92.8	93.7
Same class, two years prior, 50th percentile	87.6 *	89.6	92.0	90.8	N/A

* Only Vocabulary part of Reading Composite

ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade: **8**

Test: **TerraNova (CTBS)**

Edition/publication year: **1997**

Publisher: **CTB/McGraw-Hill**

Eighth-grade students are administered the 9th-grade-level test in order to better assess the relative strengths and weaknesses of those scoring near the 90th national percentile. Since the students are within the norming range for the 9th-grade test (sixth month of grade 8 through the second month of grade 10), the national percentile scores are accurate and comparable to national norms for 8th graders.

A row for “anticipated 50th percentile difference score” is added to the table. One indicator of a school’s effectiveness is its anticipated difference score, the difference between the actual and anticipated performance of an average student at the school. A positive difference indicates value added. The anticipated score is based on the Test of Cognitive Skills administered with TerraNova.

This school is the only one in the district that administers a norm-referenced assessment in addition to the state-mandated criterion-referenced assessment.

Subgroups are disaggregated according to local percentile. The small size of the groups at the school precludes statistically significant disaggregation of test scores for identified ethnic/racial or socioeconomic groups.

What groups were excluded from testing? **No group or individual excluded.**

Scores are reported here as: **National Percentiles**

MATHEMATICS COMPOSITE	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
CLASS SCORES					
Median score (50th local percentile)	91.8	88.8	92.6	88.5	90.6
Anticipated difference score	+ 6.0	+ 6.3	+ 6.3	+ 3.1	+ 2.6
Number of students tested	83	82	74	89	94
Percent of total students tested	100 %	100 %	100 %	100 %	100 %
Number of students excluded	0	0	0	0	0
Percent of students excluded	0 %	0%	0 %	0 %	0 %
SUBGROUP SCORES					
1. 90th local percentile	98.9	98.6	98.9	97.6	N/A
2. 75th local percentile	96.7	95.0	96.9	94.3	N/A
3. 25th local percentile	81.9	74.6	84.0	80.5	N/A
4. 10th local percentile	64.6	64.7	67.9	66.8	N/A

Longitudinal study for 8th grade class’s 50th local percentile, usually demonstrating statistically significant increases in national percentile score for the median as the class advances from 6th grade, through 7th grade, and finally through 8th grade:

MATHEMATICS COMPOSITE	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
8th grade class, 50th percentile	91.8	88.8	92.6	88.5	90.6
Same class, one year prior, 50th percentile	90.1	87.0	92.2	85.0	88.2
Same class, two years prior, 50th percentile	92.8	81.8	86.6	80.5	N/A

ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade: **7**

Test: **TerraNova (CTBS)**

Edition/publication year: **1997**

Publisher: **CTB/McGraw-Hill**

Seventh-grade students are administered the 8th-grade-level test in order to better assess the relative strengths and weaknesses of those scoring near the 90th national percentile. Since the students are within the norming range for the 8th-grade test (sixth month of grade 7 through the second month of grade 9), the national percentile scores are accurate and comparable to national norms for 7th graders.

A row for “anticipated 50th percentile difference score” is added to the table. One indicator of a school’s effectiveness is its anticipated difference score, the difference between the actual and anticipated performance of an average student at the school. A positive difference indicates value added. The anticipated score is based on the Test of Cognitive Skills administered with TerraNova.

This school is the only one in the district that administers a norm-referenced assessment in addition to the state-mandated criterion-referenced assessment.

Subgroups are disaggregated according to local percentile. The small size of the groups at the school precludes statistically significant disaggregation of test scores for identified ethnic/racial or socioeconomic groups.

What groups were excluded from testing? **No group or individual excluded.**

Scores are reported here as: **National Percentiles**

READING COMPOSITE	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
CLASS SCORES					
Median score (50th local percentile)	86.6 *	90.3	91.6	91.2	92.8
Anticipated difference score	+ 7.0	+ 5.0	+ 10.6	+ 6.6	+ 5.8
Number of students tested	83	86	88	77	96
Percent of total students tested	100 %	100 %	100 %	100 %	100 %
Number of students excluded	0	0	0	0	0
Percent of students excluded	0 %	0%	0 %	0 %	0 %
SUBGROUP SCORES					
1. 90th local percentile	98.5	99.0	98.9	98.7	N/A
2. 75th local percentile	94.3	97.6	96.5	97.2	N/A
3. 25th local percentile	77.5	79.8	80.3	79.3	N/A
4. 10th local percentile	46.8	62.3	55.7	68.4	N/A

* Only Vocabulary part of Reading Composite

ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade: **7**

Test: **TerraNova (CTBS)**

Edition/publication year: **1997**

Publisher: **CTB/McGraw-Hill**

Seventh-grade students are administered the 8th-grade-level test in order to better assess the relative strengths and weaknesses of those scoring near the 90th national percentile. Since the students are within the norming range for the 8th-grade test (sixth month of grade 7 through the second month of grade 9), the national percentile scores are accurate and comparable to national norms for 7th graders.

A row for “anticipated 50th percentile difference score” is added to the table. One indicator of a school’s effectiveness is its anticipated difference score, the difference between the actual and anticipated performance of an average student at the school. A positive difference indicates value added. The anticipated score is based on the Test of Cognitive Skills administered with TerraNova.

This school is the only one in the district that administers a norm-referenced assessment in addition to the state-mandated criterion-referenced assessment.

Subgroups are disaggregated according to local percentile. The small size of the groups at the school precludes statistically significant disaggregation of test scores for identified ethnic/racial or socioeconomic groups.

What groups were excluded from testing? **No group or individual excluded.**

Scores are reported here as: **National Percentiles**

MATHEMATICS COMPOSITE	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
CLASS SCORES					
Median score (50th local percentile)	92.6	90.1	87.0	92.2	85.0
Anticipated difference score	+ 9.9	+ 6.2	+ 7.1	+ 9.6	+ 2.2
Number of students tested	82	86	88	77	96
Percent of total students tested	100 %	100 %	100 %	100 %	100 %
Number of students excluded	0	0	0	0	0
Percent of students excluded	0 %	0%	0 %	0 %	0 %
SUBGROUP SCORES					
1. 90th local percentile	98.6	98.4	97.9	98.6	N/A
2. 75th local percentile	96.7	95.3	95.7	97.0	N/A
3. 25th local percentile	84.0	80.8	76.8	84.1	N/A
4. 10th local percentile	63.2	60.1	63.2	71.2	N/A

ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade: **6**

Test: **TerraNova (CTBS)**

Edition/publication year: **1997**

Publisher: **CTB/McGraw-Hill**

Sixth-grade students are administered the 7th-grade-level test in order to better assess the relative strengths and weaknesses of those scoring near the 90th national percentile. Since the students are within the norming range for the 7th-grade test (sixth month of grade 6 through the second month of grade 8), the national percentile scores are accurate and comparable to national norms for 6th graders.

A row for “anticipated 50th percentile difference score” is added to the table. One indicator of a school’s effectiveness is its anticipated difference score, the difference between the actual and anticipated performance of an average student at the school. A positive difference indicates value added. The anticipated score is based on the Test of Cognitive Skills administered with TerraNova.

This school is the only one in the district that administers a norm-referenced assessment in addition to the state-mandated criterion-referenced assessment.

Subgroups are disaggregated according to local percentile. The small size of the groups at the school precludes statistically significant disaggregation of test scores for identified ethnic/racial or socioeconomic groups.

What groups were excluded from testing? **No group or individual excluded.**

Scores are reported here as: **National Percentiles**

READING COMPOSITE	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
CLASS SCORES					
Median score (50th local percentile)	85.0 *	87.7	90.8	89.6	92.0
Anticipated difference score	+ 8.8	+ 7.7	+ 9.0	+ 15.2	+ 13.7
Number of students tested	130 **	78	88	81	74
Percent of total students tested	100 %	100 %	100 %	100 %	100 %
Number of students excluded	0	0	0	0	0
Percent of students excluded	0 %	0%	0 %	0 %	0 %
SUBGROUP SCORES					
1. 90th local percentile	98.6	98.8	98.5	98.7	N/A
2. 75th local percentile	95.5	95.8	95.6	96.6	N/A
3. 25th local percentile	74.3	76.5	81.0	73.8	N/A
4. 10th local percentile	59.3	57.2	61.4	50.5	N/A

* Only Vocabulary part of Reading Composite

** School was allowed to increase its enrollment beginning in 2001-2002

ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade: **6**

Test: **TerraNova (CTBS)**

Edition/publication year: **1997**

Publisher: **CTB/McGraw-Hill**

Sixth-grade students are administered the 7th-grade-level test in order to better assess the relative strengths and weaknesses of those scoring near the 90th national percentile. Since the students are within the norming range for the 7th-grade test (sixth month of grade 6 through the second month of grade 8), the national percentile scores are accurate and comparable to national norms for 6th graders.

A row for “anticipated 50th percentile difference score” is added to the table. One indicator of a school’s effectiveness is its anticipated difference score, the difference between the actual and anticipated performance of an average student at the school. A positive difference indicates value added. The anticipated score is based on the Test of Cognitive Skills administered with TerraNova.

This school is the only one in the district that administers a norm-referenced assessment in addition to the state-mandated criterion-referenced assessment.

Subgroups are disaggregated according to local percentile. The small size of the groups at the school precludes statistically significant disaggregation of test scores for identified ethnic/racial or socioeconomic groups.

What groups were excluded from testing? **No group or individual excluded.**

Scores are reported here as: **National Percentiles**

MATHEMATICS COMPOSITE	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
CLASS SCORES					
Median score (50th local percentile)	91.6	91.4	92.8	81.8	86.6
Anticipated difference score	+ 12.7	+ 13.0	+ 12.7	+ 10.1	+ 9.1
Number of students tested	130 **	79	88	81	74
Percent of total students tested	100 %	100 %	100 %	100 %	100 %
Number of students excluded	0	0	0	0	0
Percent of students excluded	0 %	0%	0 %	0 %	0 %
SUBGROUP SCORES					
1. 90th local percentile	98.7	98.7	98.0	97.0	N/A
2. 75th local percentile	96.7	97.0	96.4	93.8	N/A
3. 25th local percentile	81.1	79.3	84.3	70.8	N/A
4. 10th local percentile	64.0	56.8	65.3	61.2	N/A

** School was allowed to increase its enrollment beginning in 2001-2002