U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12CO1

School Type (Public Schools): (Check all that apply, if any)

☑ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. David Finell

Official School Name: Summit Middle Charter School

School Mailing Address: 4655 Hanover Avenue
Boulder, CO 80305-6036

County: Boulder State School Code Number*: 8387

Telephone: (720) 561-3900 E-mail: david.finell@bvsd.org

Fax: (720) 561-3901 Web site/URL: http://www.bvsd.org/schools/summit/Pages/default.aspx

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Bruce Messinger PhD Superintendent e-mail: superintendent@bvsd.org

District Name: Boulder Valley Re 2 District Phone: (760) 561-5114

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jim Reed

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

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

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12CO1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 34 Elementary schools (includes K-8)
   - 14 Middle/Junior high schools
   - 11 High schools
   - 1 K-12 schools
   - 60 Total schools in district
2. District per-pupil expenditure: 6375

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 11

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	42	70	112
K	0	0	0		7	54	56	110
1	0	0	0		8	54	58	112
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
							Total in Applying School:	334

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
16 %	Asian
1 %	Black or African American
4 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
72 %	White
7 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 0%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2010	334
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 4%

Total number of students who qualify: 12

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%

Total number of students served: 4

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	1	Specific Learning Disability
0	Emotional Disturbance	1	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	4	2
Classroom teachers	14	4
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	2	6
Paraprofessionals	0	1
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	1	5
Total number	21	18

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	97%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☒ Yes

If yes, what was the year of the award? Before 2007

PART III - SUMMARY

Summit Middle Charter School is a tuition-free, public charter school located in Boulder, Colorado. Summit's Board of Directors – elected by parents, teachers, and staff – hires the principal, sets policy and governance for the school, ensures the school is operated in a fiscally sound manner, and represents the interests of Summit's students and parents.

Summit's mission is: *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, a desire for self-development, and good citizenship; to create a community of peers who value scholarship, academic achievement, and creativity; and to serve as an excellent preparation for students intending to study in rigorous college preparatory high school programs, including International Baccalaureate and Advanced Placement.*

Established in 1996 as the first charter school in the Boulder Valley School District, this year Summit celebrates its 16th year as a charter school. Summit is situated close to the University of Colorado at Boulder and enjoys the intellectual fervor that results from being in a vibrant university community. As a completely open enrolled school, students come to Summit from all over the Boulder Valley School District, as well as from private schools and home schools. There are no entrance requirements or admissions tests to gain entry to Summit. All admissions to Summit are through the Open Enrollment lottery run by the Boulder Valley School District's central office. To date the school has graduated approximately 1,800 students.

Summit's program is designed for students who need or want more challenge but also has a strong 'whole child' orientation. In addition to a creative and challenging core academic program, Summit also emphasizes the arts, good citizenship and character development as central aspects of the school's mission.

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 (CSAP). On numerous occasions Summit has had the highest passing rate on the state exams for any middle school in Colorado. In recognition of Summit's *consistently exemplary performance*, Summit was honored as a National Blue Ribbon School in 2003, 2004 and has again been deemed worthy to be nominated.

Summit accomplishes all this by providing such things as a: school culture that values mutual respect and responsibility, scholarship, meaningful academic achievement and creativity; a student-centered approach to education where the needs of our students are always at the center of our program and the decisions we make; resources which are allocated where they will most directly benefit our students; a diverse and robust program of professional development; a high degree of parental involvement, and of accountability to our parents, that is based on the belief that parents should have a great deal of input into their children's education; a professional, collegial environment where there is a high level of expectation and accountability with a correspondingly high level of freedom; ongoing individual attention and supports to students, e.g. Response to Intervention, office hours, math and English labs, literacy and numeracy classes, counseling support, special education, and 504 plans; course placement for certain subjects based on achievement level and not grade level; use of data driven instruction; clear, measurable benchmarks for each core subject; the overt teaching of cross-curricular skills; an enriched, challenging educational program taught by carefully selected teachers who are highly proficient in their subjects; and a diverse and international student population that helps create a vibrant school community.

Because of Summit's small size (334 students) and mixed-age classes for certain subjects, students get to know each other well and become part of a true community.

Every student at Summit has in individualized schedule with guidance offered by the school's teacher, counselor, and registrar. Accurate placement in core subjects is a high priority at Summit. Students are placed in mixed-age classes for world language, math, English and electives. Social studies and science classes are by grade level. Placement in math and English is determined through in-house assessments with MAP and CSAP results serving as additional data points. Students who fail core classes ('D' or 'F') typically repeat the class until they can demonstrate benchmark mastery. If a student's placement turns out to be incorrect, it is changed.

Students at Summit take five core courses every year: English, math, science, social studies, and world language (French or Spanish). Core subjects have an average class size of 22:1. Seven levels of math are offered, from Pre-Algebra through Foundations in Algebra II and Trigonometry. In sequences designed to meet each student's needs and abilities. Four levels of English are offered and all include instruction and practice in essay writing, grammar, spelling, vocabulary, and the reading and analysis of literature. The typical middle school science curriculum is covered in two years at Summit, with two options for more advanced science in eighth grade. Summit covers the first two levels of high French and Spanish in three years. As a result most Summit graduates are ready to enter Spanish or French at level III in 9th grade.

At Summit we feel that middle school is an excellent time for students to explore diverse areas of interest. Therefore Summit students also take elective classes, as well as physical education and health. Electives include a wide array of art classes, choral and instrumental music groups, technology classes, engineering lab, robotics, and liberal art/humanities electives, - such as creative writing, world religions and mythology, film studies, journalism and debate. Study hall is also offered as an elective at Summit. These elective classes take up the remaining two periods per day for each student.

At Summit there is no ceiling. Students can reach as far as they want. We believe in Goethe's perspective: "*If you treat a child as he is, he will remain as he is; but if you treat him as if he were what he could become, he will become what he could be.*"

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 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 subjects. On many occasions over the years, 100% of Summit students taking different tests at different grade levels were rated as "proficient" or "advanced".

Our five year CSAP data shows that our 'Reading' scores are trending strong and steady, with 97 – 99% 'Proficient' or 'Advanced' each year, and with the percentage of 'Advanced' students staying in the range of 38–49%.

An area to truly celebrate at Summit is in 'Math' where we see our CSAP results also strong and steady, with 95 – 97% 'Proficient' or 'Advanced' each year. However, the movement from 'Proficient' to 'Advanced' in 'Math' on CSAP has been profound. In 2006-2007, 62% of Summit's students scored 'Advanced' in 'Math'. In 2007-2008 it had increased to 69%. In 2008-2009 it was 73%. In 2009-2010 it was 74%. Last year the number of students at Summit scoring 'Advanced' on CSAP for 'Math' was 76%. So the movement over 5 years has been from 62% 'Advanced' to 79% 'Advanced' in 'Math'!

In the most recent Colorado Student Assessment Program for 2010-2011, Summit's students demonstrated continuing strong results in reading, writing, mathematics and science.

CSAP % Proficient & Advanced 2011:

6th Grade: Reading 98, Writing 96, Math 100

7th Grade: Reading 97, Writing 96, Math 98

8th Grade: Reading 96, Writing 98, Math 94, Science 93

The parents, teachers and administrators who founded Summit strongly believed in the value of using assessment data as a tool to improve instruction and student performance. Summit's School Accountability Committee (SAC) is a committee of the Summit Board of Directors that is charged with the continuing responsibility for examining and evaluating the various forms of assessment data available to the school. Over the years, many thousands of volunteer hours have helped to create a robust review process that works with teachers, administrators and knowledgeable technical resources from throughout the state to interpret and make better use of the increasingly varied data sources available. While summit's test scores have consistently been extremely high at all grade levels for all subjects tested, the school continues to sift the data to identify additional opportunities for improving the effectiveness of instruction.

From 1996 – 2005, Summit also used the nationally normed Comprehensive Test of Basic Skills (Terra Nova) to assess student performance in greater detail than could be provided by the CSAP, thought this test was not required by either the district or the state. Because Summit students exhibit extraordinarily high levels of achievement, the grade level national normed tests did not yield enough useful information.

For this reason, during this time Summit administered the CTBS 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.

In 2006 we switched from the CTBS to administering the Measures of Academic Progress (MAP) test. The main reason for this change was we had come to see that many of our students were topping out on the CTBS and we felt the longitudinal data we would get from an on-line adaptive test like MAP would be a more accurate reflection of actual student growth. Another reason we decided to switch to MAP is the data is available to us almost immediately which has enabled us to have another early data point for course placement decisions, and has also enabled us to put interventions in place sooner and more effectively for students whose test scores show they need more support.

Over the years, longitudinal use of this data has enabled Summit to make informed curriculum revisions as well as refinements in instructional methodology.

The reasons for this are several:

Outstanding math teachers who have been at the school for many years and who continuously work on refining their curriculum and ensuring strong curricular alignment.

The efforts made by the math department to more effectively integrate SMART board and clicker technology into their classrooms to enhance instructional delivery and to enable teachers and students to get more ongoing feedback and strengthen students' meta-cognition around their own learning.

The supports we have in place to help struggling students, - such as math lab and office hours, and refinements we have made in how the process works for ensuring increased effectiveness and consistent use by students of such supports.

In addition, four years ago we began offering a Numeracy class for students coming into Summit lacking in basic math skills. Students take Numeracy in addition to their regular math class, which is usually Pre-Algebra.

Fidelity to our progress monitoring process through Response to Intervention (RtI).

These approaches have enabled us to increase the effectiveness of our math curriculum and to thus move more and more students from 'Proficient' to 'Advanced' in mathematics.

Based on CASP for 2010-2011, one area we have noted that needs more attention for Reading for some of our Hispanic students. 81% of our 16 Hispanic students tested 'Proficient' or 'Advanced' in 'Reading' in 2010-2011 but only four of these students were in the 'Advanced' range. Overall our Hispanic students were at 35th median growth percentile (MGP) in 'Reading' on CSAP in 2010-2011 and we have set a goal to move this median growth percentile to the state average of 50th MGP and to concomitantly move more of these students into the 'Advanced' range. In order to facilitate this growth we are using MAP testing and collaboration days to help support progress monitoring and differentiation. On the classroom level we are requiring struggling students to attend office hours and English lab, where they can receive extra support.

2. Using Assessment Results:

From 2006 – 2011 all Summit students testing proficient or advanced in the CSAP for READING ranged between 97% - 99%. For MATH during this same five year period the range for proficient and advanced was between 95% - 97%.

After piloting MAP tests from NWEA in the spring of 2006, Summit implemented a full testing cycle for the academic year 2006-2007. Within the first two weeks of each school year, new students are 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, we identify students who are not on track for proficient performance. These students are recommended to Summit's support services, such as the Math and English Labs, Numeracy, teacher office hours, guided study hall, or received additional testing to determine eligibility for the Literacy support class.

In late January, the Science MAP tests are administered to all grade 7 students. These scores, along with internal measures, such as a math-readiness test designed in house and teacher recommendations, are used to place students in the appropriate grade 8 science class. Science teachers find 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 are tested in Language Usage and Mathematics. Using school-level data, we determine what percentage of students achieved target growth since the last spring.

At the student- and classroom level, teachers 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.

MAP test results tell us the following. First, the vast majority of students are performing at grade level on the MAP test. Proficiency is measured by comparing the MAP test to the CSAP test, which defines proficiency as performing at or above grade level.

Perhaps even more importantly the percentage of Summit students who met or exceeded their individual growth goal makes substantiates Summit as a "high growth" school according to NWEA. Students who did not achieve their individual growth goal may still have grown, but their growth may have slowed enough to put them behind meeting their particular goal. In math and in language usage, Summit students are nearly universally performing at or above grade level.

Summit uses a variety of assessment data to analyze and improve student and school performance including; MAP, CSAP, AIMES Web, classroom based assessments, course grades, student surveys, parent surveys, and staff surveys. Assessment data from these sources are analyzed continuously and used strategically throughout the school year to improve instruction and student learning. For example, because we offer a variety of highly challenging courses, including seven levels of Mathematics, we analyze and utilize placement test data for course placements in Math, Science, and English. In the case of Science we use a five point data analysis to place 7th graders into the appropriate 8th grade science course; this data analysis includes Math CSAP scores, MAP testing in general science, MAP testing in science concepts, the 1st semester science grade and a classroom based Math assessment. We believe placing students in appropriately challenging courses to be the foundation for ensuring a high level of student achievement and teacher instruction.

Once students are placed in courses and the school year begins, we carefully monitor student progress weekly by tracking student grade reports and identifying students with D's & F's in cores subjects each Wednesday. An administrative team analyzes this list and considers appropriate tier one support systems for instruction, intervention, or counseling. When assessment data shows student learning struggles are persisting the administrative team identifies tier two support systems which may include enrollment in our Literacy support or Numeracy support classes which meet regularly with a highly qualified English or Math teacher. When assessment data shows student learning struggles are still persisting the

administrative team identifies tier three support systems which may include referral to special education or 504 planning, placement in a learning resource class, or modifying a schedule for greater emphasis on core learning.

In additional to focusing on quantitative data we also utilize qualitative data particularly in the area of instruction. Each fall we survey all of our students through Survey Monkey. Teachers view their individual survey results and the school's overall survey results by December. The results allow teachers to self-evaluate their instruction, curriculum and student support systems based on real student data and student comments. They then have the better half of the school year to make adjustments that will enhance their instruction and pedagogy. School administrators also analyze survey input from parents each fall and from all staff in the spring. Administrators work in combination with a designated School Accountability Committee to analyze school climate data and make recommendations for annual school improvement goals accordingly. Adopting school improvement goals allows for a common focus in areas of school improvement and accountability to reaching school improvement goals. At Summit assessment data from multiple sources are analyzed continuously and used strategically throughout the school year to inform parents, students and the community of students' academic achievement. In summary, Summit is committed to the systematic use of assessment data to drive decision making and the processes of continual school improvement. This is a long standing commitment which has been greatly beneficial to our school community and which we plan to continue well into the future.

3. Sharing Lessons Learned:

One main forum for sharing successful strategies with other schools 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, and the use of norm-referenced tests to complement criteria-referenced tests, effective hiring processes, and cross-curricular articulation. In a typical, year Summit personnel make several presentations at state and/or regional conferences.

Another forum for sharing successful strategies with other schools has been the involvement for many years of Summit's principal, David Finell, in monthly meetings of the middle and high school principals' council at the Boulder Valley School District. This forum provides an opportunity for principals throughout the district to share ideas and learn from each other regarding best practices.

Colorado's adoption of model content standards (and the more recent adoption of the new Common Core Standards) requires every school district in the state to design (or re-design) benchmarks and curriculum that would meet these standards. As part of this process Summit teachers have always served on district curriculum councils. While not part of our charter, serving on these councils provides a way for Summit to give back to the community and to share our successes. Even though Summit created its own curriculum separate from the district's, Summit teachers are committed to academic excellence throughout the public school system.

Summit's website contains a wealth of information of Summit's school culture, standards, benchmarks, curriculum, and student progress. This makes Summit's program readily accessible to the wider community. Summit faculty, administrators and board members volunteer many hours to help other school in areas in which Summit has particular expertise, including curriculum assessment, charter school finance, teacher hiring and professional development, board operations, and facilities improvements.

Amanda Avallone, Summit Assistant Principal and English teacher from 1996 – 2011, was appointed in 2002 as a member of the National Assessment Governing Board (NAGB) by Secretary of Education Rod Paige in recognition of her outstanding teaching and strong standards-based curriculum development skills. Ms. Avallone's involvement in NAGB also provided a forum for sharing Summit's successes with other schools.

When Summit was honored with the Blue Ribbon in 2004, Summit's Principal, David Finell, offered a workshop at the awards conference in Washington, D. C. on Family Involvement in Education. The intent was to share how Summit has successfully engendered a high degree of parental involvement and support.

In the event Summit were to again be honored with the Blue Ribbon, we would continue to utilize these various forums for sharing information, as well as being open to exploring additional avenues for sharing our successes with other schools.

4. Engaging Families and Communities:

Summit utilizes a range of strategies to work with families and community members in support of student success and to communicate student performance. Communication is the key and Summit communicates frequently with parents and the community at large.

Summary scores for the CSAP are published on our local newspaper, the *Boulder Daily Camera*, and are shared with the community through our biweekly newsletter, *The Summit News*, which is sent to every family in the school. Performance metrics are also covered by the administration at Summit's *Annual Community Meeting*, which is held in February or March. Our Unified Improvement Plan, (and previously our Annual Report), also includes a detailed discussion and analysis of assessment results. Finally, the state assessment results for the school are published annually by the State of Colorado on their website.

Another key approach at Summit to helping students both understand and improve their own performance is the routine distribution at the start of each project of the grading rubric that will be used to assess the project. Students can see what teachers will be looking for, and then see how the teacher assessed the student's performance against that specific set of objectives. Knowing that you earned a 75 out of 80 on an assignment is helpful; understanding that you lost three points because your bibliography did not use the correct MLA format gives you the specific knowledge you need to do better next time. Thus, rubrics are one way at Summit we help students to strengthen meta-cognition around their own learning.

Report cards are posted in Infinite Campus quarterly and hard copies are sent home at the semester. Parent/Teacher conferences are held twice annually, and 90+% of Summit families consistently attend. Individual student performance results on MAP and CSAP are mailed to each student's parents.

Of course, e-mails, phone conversations and meetings with families also occur on an ongoing basis and provide a vital way to communicate with students and parents.

Historically Summit has been very involved in engaging parents and the community in the school. Some of this engagement comes in the form of parental and community involvement in different clubs or projects. For example, this year International Club involved parents and organized, participated in, and facilitated two local projects and one international project. Locally, at the building level, the club is hosting nine lunch time presentations about countries abroad. They accomplished the goal of learning and sharing with the Summit student body about international cultures, traditions, and lifestyles. Following is a list of countries and traditions which were explored: Colombia and Brazil, Germany, Ghana, Guatemala, Irish Clogging, Israel, Japan, Scottish bagpiping, and South Africa. A typical presentation included food, photos, simulated traditions, language, and games. The presentations were attended by between 15 and 30 students as well as parents, faculty members and Mr. Finell.

An International Fair was held in November at Summit and over 200 families representing 45 different countries and cultures attended. It was a most memorable coming together of our school community.

In a similar way, our chapter of National Junior Honor Society (NJHS) also organized, advertised, and worked the *Lucky Lollipop Fundraiser.* Led by International Club, the Summit Student Body raised $290

through lollipop sales to students and parents. This money was donated to Guatemalan middle school students through *Limitless Horizons Ixil*. The Guatemalan students replied with a signed class photo and a breathtaking letter of gratitude.

Clubs at Summit, like International Club and National Junior Honor Society, continue to lead numerous service projects and to involve parents in projects whenever possible.

Every year parents and community members are engaged at Summit as judges for History Day and Science Fair, driving on field trips, helping with projects in the classrooms, sharing something about their professions with our students, serving on the Summit Board of Directors or other committees, helping in the office, serving on parent work parties, organizing our annual major fundraiser - 'Celebrate Summit', helping with supervision duties, helping with 8th grade graduation, and the list goes on and on. Summit was a parent founded school and parents continue to be involved in the life of the school in multiple and diverse ways.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

To meet Summit's mission, Summit's teachers and administrators used state, national and some international standards originally 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. Textbooks and other learning materials are chosen to support the curriculum and not as a definition of the curriculum.

Take for instance our English Department standards. Summit English standards are comprised of six standards with thirty seven specific learning objectives tied to course benchmarks for grades 6, 7, and 8. In addition to these standards the English Department has its own grammar scope and sequence. We expect students to master the learning standards by obtaining grades at or above 85%. If a student's grades fall below this mark, a teacher will use assessment data to determine if the student has mastered the benchmark objectives of each course standard. If a student has not obtained benchmark proficiency and their grade is below a 'C', we require that the student repeat the course. This is true for all core subjects at Summit. The English Department curriculum, based upon the Summit Standards, is sequenced into three courses but also contains a fourth year of study for students who are identified for subject acceleration. The English curriculum is literature based, with an emphasis on expository writing and grammar.

We have similarly rigorous benchmarks and curriculum in science, social studies and foreign language departments. The curriculum areas of visual and performing arts, physical education, health, nutrition, and technology are taught at Summit as elective classes. Each elective class has specific standards and benchmarks to support the curriculum and instruction in the course. We require health class for all 7th grade students and we require PE for all students at least every other day. We offer a wide range of music, visual arts and technology electives as well as a special engineering lab elective.

Two unique areas of curricula at Summit include our Cross Curricular Skills and our Information Literacy Skills. The Summit Cross Curricular Skills are comprised of thirteen standards in the area of studying and skills for success. We share responsibility for teaching these standards across departments and embed them into curriculum in multiple subject areas. The Summit Information Literacy Skills are comprised of six standards with approximately twenty specific objectives tied to each grade level. We share responsibility for teaching these standards across departments and embed them into curriculum in multiple subject areas.

Summit is comprised of grades 6, 7 and 8. Students take five core courses every semester: English, mathematics, science, social studies, and world language (French or Spanish). Core classes meet daily and have an average class size of twenty students.

Seven levels of math are offered, from Pre-Algebra to Foundations in Algebra II and 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 course in Biology and Environmental Science and is followed by a semester of physical science and one of earth science. This sequence allows Summit students to complete the typical three years middle school sequence in science in the first two years. For the third year, students are scheduled into either Advanced Topics or Foundations in Chemistry and Physics based on their grades, MAP and CSAP data, level of math, and work ethic/level of engagement. The social studies

sequence flows from Ancient World History to U. S. History to World Geography and International Relations. Finally, Summit offers three levels each of Spanish and French (Beginning, Intermediate, and Advanced).

Overall, Summit provides some courses in which student placement is by grade level, (such as social studies and science) and other courses which are mixed- grade level, (such as math, English, world language and electives). If a core course placement proves to be the incorrect level (i.e. not in the student's 'zone of proximal development') then we have a process for changing it to the correct placement. In summary the Summit curriculum rests upon a solid foundation of strategically developed standards, objectives and benchmarks. At Summit, standards based education and curriculum is a long standing commitment which has been greatly beneficial to the high quality education we deliver and which we plan to continue well into the future.

Summit's curricular and counseling programs support students' college and career readiness in many important ways. Firstly, we recognize that success in learning is not simply a matter of intelligence, but also involves important skills and habits. Summit embeds these important skills across the curriculum such that all of our students enter high school with time management, organizational, test-taking, speaking, critical thinking, writing and reading skills. These "Skills for Success" are consistently identified by our graduates as critical to their success in high school and beyond. Secondly, Summit's curriculum is aligned with state and national core standards and provides the background content knowledge from which students excel in high school and college coursework. Thirdly, all of our students engage in career exploration and high school/college planning such that their academic choices and co-curricular activities align with their potential career interests. All Summit students create an ICAP (Individual Career and Academic Plan) which promotes student identification of relevant coursework for high school based on the career cluster the student has identified through interest and aptitude surveys. Our elective program also supports the exploration of potential career interests given the wide array of options, ranging from criminal justice to debate to philosophy. Finally, given that Summit's mission is to provide an accelerated and rigorous academic program, the content in our coursework is advanced and often at a high school level thus allowing students to more easily access college level coursework.

2. Reading/English:

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. 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. Students assigned to Summit through the open enrollment lottery are subsequently assessed in grammar, reading, and writing. A recommendation is then made regarding appropriate placement in English. Students' MAP and CSAP results are also reviewed at the beginning of school to provide another data point in terms of correct English (and math) placement. In this way, students who have already mastered the English I benchmarks are encouraged to challenge themselves by taking English II in their sixth grade year. Through ongoing assessment, teachers 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. Students who experience difficulty with particular benchmarks receive additional instruction through re-

teaching in the classroom, office hours or English Lab. Those students who exhibit more significant problems with literacy (reading below grade level) are enrolled in a small-group literacy class (in addition to their English course) and are given individualized literacy plans which all of their teachers then implement in their classrooms.

3. Mathematics:

Successful completion of challenging math courses in middle school has proved to be an important predictor of high school performance, college attendance, and success in meeting the Colorado Student Assessment Program standards for tenth grade. Summit's founders and initial teachers felt that too often middle school math lacked the challenge to keep students engaged, and the rigor to prepare them for advanced mathematics typical of that in the high school International Baccalaureate program. While Summit's enrollment is capped by the district, Summit nonetheless offers seven different math courses to meet the needs of our students: Pre-Algebra, Pre-Algebra Honors, Algebra A, Algebra B/Introduction to Geometry, Accelerated Algebra, Proof Geometry, Foundations in Algebra II and Trigonometry. Each course has a set of standards and benchmarks linked to Colorado's standards and clear articulation with the other courses.

Students assigned to Summit through the open enrollment lottery are subsequently assessed in math. A recommendation is then made regarding appropriate placement in math. Students' MAP and CSAP results are also reviewed at the beginning of school to provide another data point in terms of correct math (and English) placement.

While placement tests and standardized test data are helpful in determining correct placement, student schedules are always adjusted if a different course would better meet the student's needs. In addition, courses will be added if necessary to appropriately challenge our students. For example, a few years ago, several weeks into the term, the Pre-Algebra teacher realized that an unusually large number of her students were actually prepared well enough to be taking Pre-Algebra Honors instead. The faculty and school administration made the decision to convert one section of Pre-Algebra to Pre-Algebra Honors, and more than thirty student schedules were changed as a result of this decision; administratively painful for the school, but the right choice for Summit's students.

Summit works with local high schools to arrange schedules that will allow students who have already completed our highest math class to enroll in more advanced courses at the high schools. Summit also allows advanced fifth graders whose schools do not have appropriate math classes to meet their needs to enroll in math at Summit on a space available basis.

4. Additional Curriculum Area:

An important part of Summit's mission is:

"***To serve as an excellent preparation for students intending to study in rigorous college preparatory high school programs, including International Baccalaureate and Advanced Placement."***

One example from each level of social studies will help illuminate how we do this.

In sixth grade Ancient World History, Summit students are introduced to **Reading Notes**. Reading Notes is a system we teach our incoming students for active reading and outlining of information in textbooks. This system is continued during all three years at Summit, with the level of sophistication increasing each year. Our graduates tell us that having developed the ability to extract key information from a text and effectively outline/summarize this information in a correct format helps them enormously with being able to manage the reading load and learn more effectively in high school and college.

In seventh grade U. S. History, all Summit 7th graders are required to participate in the National History Day project. While we do a great deal of project-based learning at Summit, History Day is the first *major* research project that our students encounter. It lasts for many months and teaches the skills necessary to do effective and well-documented research, including how to cite correctly, to distinguish between reliable and unreliable or biased sources, and to present and defend their projects before judges who question them in-depth about their projects. This is followed up in 8th grade by an even larger research project, - Science Fair, - in which all 8th graders at Summit participate. Our alumni tell us that having had the opportunity to participate in such major research projects in middle school also prepares them well for the rigors of such projects in high school A. P. and I. B. classes, - and even for success in college.

In eighth grade World Geography and International Relations our students address globalization as the defining paradigm of their generation. We teach Summit students a method for analyzing historical and current events through four basic systems or quadrants:

Political / **E**conomic / **S**ocial / **E**nvironmental.

We call this the 'P.E.S.E.' model and we find that it gives our students an effective analytical framework for better understanding and evaluating different issues which human societies confront.

Reading notes, History Day, the P.E.S.E. model, - these are three examples from another curricular area to show how we help our students acquire essential skills and knowledge based on our school's mission.

5. 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) a thorough and rigorous hiring process and program of professional development that gives us great teachers, (2) responsive, data-driven instruction, and (3) clear articulation of goals to students, parents, and teachers. Ongoing assessment provides teachers with the immediate data on what students know and are able to do - and how well. Teacher reflection on this 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 continued to refine 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.

6. Professional Development:

Summit approaches professional development on a number of different levels and provides for a great deal of teacher choice. Our professional development program consists of the following components:

Instruction: (1) *New Teacher Orientation:* Held before the beginning of the school year to orient new teachers to Summit. (2) *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, classroom management, assessment, IEP compliance, grading, parent/teacher conferences and effective communication, critical thinking and questioning, differentiating instruction, and tracking student progress toward benchmark mastery. (3) *Faculty In-Services*: Full or half-day study sessions for the entire faculty focused on different topics of interest and planned by teachers and administration together. (4) *Faculty Meetings*: These meetings are held every other week and provide opportunities to share successes, engage in collective decision making, and to study given topics in more depth. (5) *Department Meetings*: Held every quarter (and more frequently by some departments), these meetings provide opportunities for members of each department to share information, discuss curriculum, and coordinate activities. (6) *Collaboration Days:* Held every other week these meetings enable the faculty and administration to focus on such things as: grade level data meetings focused on identified students, cross-curricular integration and unit planning between departments, communication time for leaders of support programs (e.g. special education, math and English labs, literacy and Numeracy), and RtI transitions.

Reflection and Demonstration of Proficiency and Growth: Summit offers numerous ways for teachers and administration to reflect on their practice and continually strengthen their skills and knowledge. These would include: (1) *Peer Observations*: This program enables teachers to observe each other several times each year and to give feedback to their peers. (2) *Formal Observations:* Each year the principal formally observes all teachers in their first two year on at least two occasions, suing a clinical supervision model. After two years at Summit teachers may choose to continue with the clinical supervision model but once a year or move to a 'planned informal' observation model two times per year. (3) *Informal Observations and Mentoring*: This includes ongoing informal, drop-in observations with feedback to teachers. (4) *Survey Data*: Each year students and parents complete on-line surveys about the school and its teachers. This data is then shared with teachers and Board members, and is used to reflect on our performance and to see where attention needs to be paid. (5) *Portfolio of Units:* Teachers may compile student products from various units with teacher notes/reflections, together with a colleague's observation of a lesson in the unit and/or sharing at a faculty meeting. (6) *Study Group/Book Group:* Teachers who do research on a common theme/skill/approach and then apply this learning in all members' classrooms with observations by other group members. Product produced can include such things as a reflective journal and/or sharing at a faculty meeting. (7) *Conferences and Workshops*: Teachers may choose to attend and/or present at a conference or workshop and then share with their colleagues at a faculty meeting. (8) *District Curriculum Councils***:** Teachers may choose to serve on a district curriculum council in their subject area. (9) *Induction:* Teachers may decide to go through a year-long program of induction to move to professional/permanent licensure status. (10) *School Accountability Committee:* Teachers may choose to serve on Summit's School Accountability Committee to help guide our annual school improvement process. (11) *Teacher's Choice:* Teachers may choose any other approved professional development activity that involves meaningful and substantive reflection, growth and new learning.

7. School Leadership:

The school's leadership philosophy is democratic and collaborative. We value the opinions and contributions of all of our school staff from teacher to principal. We actively engage teachers and office staff in decision making processes. The school's leadership structure begins at the administration level but branches off to encourage and support leadership by school staff in the various essential aspects of school curriculum, school community and school life.

Charter schools espouse freedom and independence but demand responsibility and individual ownership. Summit encourages and facilitates staff to take ownership through leadership and contributions to their individual responsibilities as well as to the benefit of the school as a whole.

We are first and foremost a community of scholars, learners, and educators. The school's leadership ensures student achievement through maintaining and supporting a most talented and effective teaching staff. The school's leadership provides guidance, support, coaching and mentoring to teachers both new and old in any areas that will enhance their pedagogical effectiveness. The school's leadership (through Response to Intervention and other efforts) also supports every student in his or her endeavors to reach their full potential for learning, academic achievement and personal development.

Building on the research of the Wallace Foundation on effective leadership in public schools, the leadership at Summit engenders a culture of scholarship and success by:

"Setting directions – charting a clear course that everyone understands, establishing high expectations and using data to track progress and performance." "Developing people – providing teachers and others" at the Summit with the "necessary support and training to succeed." And by "making the organization work – ensuring that the entire range of conditions and incentives" at Summit "fully supports rather than inhibits teaching and learning."

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: CSAP

Edition/Publication Year: 1997 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	100	98	96	98	98
Advanced	77	70	76	75	64
Number of students tested	114	112	110	106	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	2	7	6	4
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1			1	
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	5	5	6	1	2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	2	3	2	2
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient plus Advanced	100	100	100	100	100
Advanced	86	81	90	83	86
Number of students tested	22	16	20	12	14
NOTES:					

12CO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: CSAP

Edition/Publication Year: 1997 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Profiicient plus advanced	98	97	99	99	99
Advanced	39	42	46	53	41
Number of students tested	114	112	100	106	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Profiicient plus advanced					
Advanced					
Number of students tested	4	2	7	6	4
2. African American Students					
Profiicient plus advanced					
Advanced					
Number of students tested	1			1	
3. Hispanic or Latino Students					
Profiicient plus advanced					
Advanced					
Number of students tested	5	5	6	1	2
4. Special Education Students					
Profiicient plus advanced					
Advanced					
Number of students tested	1	2	3	2	1
5. English Language Learner Students					
Profiicient plus advanced					
Advanced					
Number of students tested					
6. Asian					
Profiicient plus advanced	100	100	100	100	100
Advanced	32	31	60	75	31
Number of students tested	22	16	20	12	13
NOTES:					

12CO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: CSAP

Edition/Publication Year: 1997 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	98	96	98	95	96
Advanced	75	72	82	62	70
Number of students tested	112	109	100	103	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	2	6	4	3	1
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested		1	1		
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	4	6	1	2	2
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	3	2	2	4	6
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient Plus Advanced	100	100	100	100	91
Advanced	69	94	92	85	82
Number of students tested	13	18	12	13	11
NOTES:					

12CO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: CSAP

Edition/Publication Year: 1997 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Procifient plus Advanced	96	100	99	99	98
Advanced	38	44	49	40	47
Number of students tested	112	109	104	100	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Procifient plus Advanced					
Advanced					
Number of students tested	2	6	4	3	1
2. African American Students					
Procifient plus Advanced					
Advanced					
Number of students tested		1	1		
3. Hispanic or Latino Students					
Procifient plus Advanced					
Advanced					
Number of students tested	4	6	1	2	2
4. Special Education Students					
Procifient plus Advanced					
Advanced					
Number of students tested	3	2	2	4	6
5. English Language Learner Students					
Procifient plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Procifient plus Advanced	100	100	100	100	100
Advanced	38	50	58	46	42
Number of students tested	13	18	12	13	12
NOTES:					

12CO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: CSAP

Edition/Publication Year: 1997 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	94	98	97	93	89
Advanced	75	80	60	69	51
Number of students tested	106	100	100	98	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	6	1	1	1
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1			
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	2	2	2	2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	2	4	5	1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient plus Advanced	100	100	100	91	100
Advanced	100	91	69	55	70
Number of students tested	13	11	13	11	10
NOTES:					

12CO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: CSAP

Edition/Publication Year: 1997 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	96	100	100	98	99
Advanced	36	45	32	53	37
Number of students tested	106	100	100	98	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	6	1	1	1
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1			
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	2	2	2	2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	2	4	5	1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient plus Advanced	100	100	100	100	100
Advanced	31	73	31	55	40
Number of students tested	13	11	13	11	10
NOTES:					

12CO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	97	96	95	94
Advanced	75	73	72	68	61
Number of students tested	332	321	310	307	304
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	100	100	74	79	
Advanced	60	85	58	60	
Number of students tested	10	14	12	10	6
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	2	1	1	0
3. Hispanic or Latino Students					
Proficient plus Advanced	100	92			
Advanced	68	69			
Number of students tested	16	13	9	5	6
4. Special Education Students					
Proficient plus Advanced				81	
Advanced				63	
Number of students tested	6	6	9	11	9
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient plus Advanced	100	100	100	97	97
Advanced	85	88	84	75	80
Number of students tested	48	45	45	36	35
NOTES:					

12CO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus advanced	96	98	99	98	98
Advanced	37	43	42	48	41
Number of students tested	332	321	304	304	304
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus advanced	90	100	91	89	
Advanced	10	57	33	29	
Number of students tested	10	14	12	10	6
2. African American Students					
Proficient plus advanced					
Advanced					
Number of students tested	2	2	1	1	0
3. Hispanic or Latino Students					
Proficient plus advanced	81	100			
Advanced	25	30			
Number of students tested	16	13	9	5	6
4. Special Education Students					
Proficient plus advanced				90	
Advanced				18	
Number of students tested	6	6	9	11	8
5. English Language Learner Students					
Proficient plus advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient plus advanced	100	100	100	100	100
Advanced	33	48	51	58	37
Number of students tested	48	45	45	36	35
NOTES:					

12CO1