

**2003-2004 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 CO 80305-6036
City State Zip Code+4 (9 digits total)

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

Website/URL www.summitmiddleschool.org E-mail 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 _____

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 Ms. Julie Phillips
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

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

1. Number of schools in the district: 34 Elementary schools
 18 Middle schools
 0 Junior high schools
 9 High schools
 _____ Other (Briefly explain)
- 61 TOTAL
2. District Per Pupil Expenditure: District: \$7,328* Summit Charter: \$5,079**
 *Source: Colorado School Accountability Report 2002-2003 Use of Funds/Funded Enrollment
 **Source: 2002-03 BVSD Annual Audit (CAFR) for Summit/300 Funded Pupils
- Average State Per Pupil Expenditure: \$9,385 ***
 ***Source: Colorado Department of Education School Finance Unit, 2001-02 Actual

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

Source: October Count, 2003

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	50	48	98
1				8	55	62	117
2				9			
3				10			
4				11			
5				12			
6	45	46	91	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							306

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>84.2</u> % White |
| <u>0.3</u> % Black or African American |
| <u>2.1</u> % Hispanic or Latino |
| <u>13.1</u> % Asian/Pacific Islander |
| <u>0.3</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 1 %

(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.)

October, 2002 - June 2003

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	307
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1%

8. Limited English Proficient students in the school: 2 %
5 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish, Chinese, Portuguese (In addition, Summit has many students whose home language is Russian, Chinese, Spanish or Hindi, but who are not classified as LEP.)

9. Students eligible for free/reduced-priced meals: 2 %
6 Total Number Students Who Qualify

10. Students receiving special education services: 2 %
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 (2003-2004)

	<u>Full-time*</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 2 </u>
Classroom teachers	<u> 14 </u>	<u> 8 </u>
Special resource teachers/specialists	<u> </u>	<u> 2 </u>
Paraprofessionals	<u> </u>	<u> 2 </u>
Support staff	<u> 3 </u>	<u> 5 </u>
Total number	<u> 18 </u>	<u> 19 </u>

*Teachers teaching at least 5 sections per day are shown in the full-time column.

Summit has two staff members who each teach part-time and serve as administrators part-time. While each position, in total, is full-time, on this table it shows as two part-time teachers and two part-time administrators. When the positions are combined, Summit has 20 full-time staff members, and 17 part-time staff members.

12. Average school student-“classroom teacher” ratio: 17.5:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95%	96%	95%	96%	95%
Daily teacher attendance	95%	96%	94%	83%	87%
Teacher turnover rate	24%	21%	27%	26%	26%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

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 Summary: Reading & Math

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".

In the Colorado Student Assessment Program (CSAP) for 2002-03, Summit's students demonstrated continuing strong results in both reading and mathematics. Overall, 98% of Summit students scored proficient or advanced on the Reading CSAPs, and 89% scored proficient or advanced on the Math CSAPs. The CSAP exams were administered to all students enrolled at Summit with the exception of one student who was absent during the mandated testing window.

The parents who founded Summit strongly believed in the value of assessment data as a tool to improve instruction and student performance. Summit's Accountability, Assessment & Accreditation Committee is a committee of the Board 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 hundreds 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 are very high, the school continues to sift the data to identify additional opportunities for improving the effectiveness of instruction.

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, though this test is not required by either the district or the state. 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. Detailed assessment results in reading and mathematics are appended to this application.

2. How Summit Uses Assessment Data to Improve Student Performance

This past year, Summit initiated a demonstration program to track longitudinal test-based assessment data to better understand individual student performance from the exit of elementary school (5th grade) through each year at Summit in order to better understand how the school is doing in meeting the school's goal of at least a year's growth each year for each student. Typical comparisons compare different cohorts of students and make it impossible to discern how well the academic programs are working for specific students, and subgroups such as students who have taken a specific course. This effort has required a substantial effort to collect more individual data and the development of software to support the analysis, but the initial results have been very promising, allowing the school to identify curriculum issues that were obscured in the prior cohort analyses. This analysis complements the traditional skills testing Comprehensive Test of Basic Skills (Terra Nova), and the standards-based testing in the Colorado Student Assessment Program in reading, writing, mathematics and science. Summit has consulted with experts from around the state to exchange findings and analysis models using the new longitudinal approach, about which there is still much to be learned.

From opening, Summit's courses have been 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 correlated with the benchmarks for each course.

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. Communicating Student Performance to parents, students, and the community.

Summit communicates its student performance to parents, students, and community in five ways. Summary scores for the Colorado Student Assessment Program 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. The school's Annual Report includes a detailed discussion of assessment results and analysis. It is published on the school's website and provided to the Board of Education. 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.

A key approach 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 3 points because your bibliography did not use the correct MLA format gives you the specific knowledge you need to do better next time.

Report cards are sent home quarterly, and the parents of any student who has a midterm grade of C or lower in any course receives a progress note between grading periods. Parent/Teacher conferences are held twice annually, and a very high percentage of families attend. The 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.

4. Sharing Success with Other Schools

One main forum for sharing successes 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 five or six such presentations at state and/or regional conferences.

Summit's website 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. Summit faculty, administrators and board members have volunteered many hours to help other schools in areas in which Summit had particular expertise, including curriculum, assessment, charter school finance, teacher hiring, lab design and board operations.

Amanda Avallone, Summit English teacher and assistant principal for curriculum 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. Summit supports Ms. Avallone's involvement and days away from school travelling to national meetings.

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. 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 2003-2004 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 or 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 Extracurricular 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.

2. English Curriculum & Efforts to Improve Reading Skills in Students Reading Below Grade Level

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. 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 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 or at school-sponsored tutoring. Those students who exhibit more significant problems with literacy (reading below grade level) are enrolled in a small-group Reading Elective (in addition to their regular English course) and are given individualized literacy plans which all of their teachers then implement in their classrooms. In 2002-03, half of the sixth grade students identified as being below grade level in reading and placed in the Reading Elective were reading at or above grade level by year end.

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. In 2002-2003, 95% of Summit's eighth graders had completed *at least* a full high school course in algebra, and many had taken even higher level courses.

Summit's founders and initial teachers felt that too often middle school math lacks 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 at 300 funded students, Summit nonetheless offers seven different math courses: Pre Algebra, Pre Algebra Honors, Algebra A, Algebra B/Geometry, Accelerated Algebra, Proof Geometry, and Algebra II/Trigonometry. Each has a set of standards and benchmarks linked to Colorado's standards and clear articulation with the other courses.

While placement tests and fifth grade teacher recommendations are helpful, student schedules are always adjusted if a different course would better meet a student's need. In fall 2002, several weeks after the term had started, a math teacher realized that an unusually large number of students in Pre Algebra were actually well prepared for the Pre Algebra Honors course. 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 Algebra II/ Trigonometry to enroll in more advanced courses at the high school. Summit also allows advanced fifth graders whose schools do not have appropriate advanced math classes to enroll in math at Summit on a space available basis.

4. Instructional Methods Used to Improve Student Learning

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 and its Impact on Improving 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. Faculty meetings: These meetings are held every other week and provide opportunities to share successes and to study given topics in more depth. 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: 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. 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.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): _____
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes _____ No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 st	2 nd	3 rd	4 th	5 th
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				

2. What is the educational cost per student? \$ _____
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ _____
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

PART VII - ASSESSMENT RESULTS

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	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	N/A	N/A
CLASS SCORES					
At or Above Unsatisfactory	100 %	100 %	100 %	N/A	N/A
At or Above Partially Proficient	100 %	100 %	100 %	N/A	N/A
At or Above Proficient	97 %	100 %	97 %	N/A	N/A
At Advanced	59 %	39 %	38 %	N/A	N/A
Number of students tested	78	85	87	N/A	N/A
Percent of total students tested	100 %	100 %	100 %	N/A	N/A
Number of students excluded	0	0	0	N/A	N/A
Percent of students excluded	0 %	0 %	0 %	N/A	N/A
STATE SCORES					
At or Above Unsatisfactory	96 %	96 %	97 %	N/A	N/A
At or Above Partially Proficient	86 %	85 %	86 %	N/A	N/A
At or Above Proficient	66 %	65 %	63 %	N/A	N/A
At Advanced	10 %	8 %	8 %	N/A	N/A

MATHEMATICS	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	N/A
CLASS SCORES					
At or Above Unsatisfactory	100 %	100 %	100 %	100 %	N/A
At or Above Partially Proficient	100 %	99 %	98 %	100 %	N/A
At or Above Proficient	88 %	85 %	77 %	83 %	N/A
At Advanced	62 %	47 %	41 %	44 %	N/A
Number of students tested	78	85	87	75	N/A
Percent of total students tested	100 %	100 %	100 %	100 %	N/A
Number of students excluded	0	0	0	0	N/A
Percent of students excluded	0 %	0 %	0 %	0 %	N/A
STATE SCORES					
At or Above Unsatisfactory	97 %	96 %	97 %	97 %	N/A
At or Above Partially Proficient	67 %	70 %	69 %	67 %	N/A
At or Above Proficient	38 %	39 %	39 %	35 %	N/A
At Advanced	13 %	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	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
CLASS SCORES					
At or Above Unsatisfactory	100 %	99 %	100 %	99 %	99 %
At or Above Partially Proficient	100 %	99 %	100 %	99 %	99 %
At or Above Proficient	99 %	94 %	100 %	91 %	99 %
At Advanced	35 %	49 %	39 %	22 %	26 %
Number of students tested	123 *	84	89	87	76
Percent of total students tested	100 %	99 %	100 %	99 %	99 %
Number of students excluded	0	1	0	1	1
Percent of students excluded	0 %	1 %	0 %	1 %	1 %
STATE SCORES					
At or Above Unsatisfactory	97 %	96 %	96 %	96 %	96 %
At or Above Partially Proficient	83 %	82 %	85 %	85 %	84 %
At or Above Proficient	61 %	59 %	63 %	62 %	60 %
At Advanced	7 %	8 %	8 %	7 %	6 %

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

MATHEMATICS	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	N/A	N/A	N/A
CLASS SCORES					
At or Above Unsatisfactory	100 %	100 %	N/A	N/A	N/A
At or Above Partially Proficient	100 %	99 %	N/A	N/A	N/A
At or Above Proficient	86 %	85 %	N/A	N/A	N/A
At Advanced	51 %	46 %	N/A	N/A	N/A
Number of students tested	123 *	85	N/A	N/A	N/A
Percent of total students tested	100 %	100 %	N/A	N/A	N/A
Number of students excluded	0	0	N/A	N/A	N/A
Percent of students excluded	0 %	0 %	N/A	N/A	N/A
STATE SCORES					
At or Above Unsatisfactory	98 %	96 %	N/A	N/A	N/A
At or Above Partially Proficient	79 %	75 %	N/A	N/A	N/A
At or Above Proficient	41 %	39 %	N/A	N/A	N/A
At Advanced	13 %	11 %	N/A	N/A	N/A

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

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	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	N/A	N/A
CLASS SCORES					
At or Above Unsatisfactory	99 %	100 %	100 %	N/A	N/A
At or Above Partially Proficient	98 %	100 %	99 %	N/A	N/A
At or Above Proficient	98 %	98 %	95 %	N/A	N/A
At Advanced	43 %	42 %	34 %	N/A	N/A
Number of students tested	95	132 *	82	N/A	N/A
Percent of total students tested	99 %	100 %	100 %	N/A	N/A
Number of students excluded	1	0	0	N/A	N/A
Percent of students excluded	1 %	0 %	0 %	N/A	N/A
STATE SCORES					
At or Above Unsatisfactory	98 %	97 %	97 %	N/A	N/A
At or Above Partially Proficient	88 %	86 %	85 %	N/A	N/A
At or Above Proficient	67 %	65 %	63 %	N/A	N/A
At Advanced	8 %	9 %	8 %	N/A	N/A

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

MATHEMATICS	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	N/A	N/A	N/A
CLASS SCORES					
At or Above Unsatisfactory	99 %	100 %	N/A	N/A	N/A
At or Above Partially Proficient	98 %	99 %	N/A	N/A	N/A
At or Above Proficient	94 %	92 %	N/A	N/A	N/A
At Advanced	65 %	54 %	N/A	N/A	N/A
Number of students tested	95	131 *	N/A	N/A	N/A
Percent of total students tested	99 %	99 %	N/A	N/A	N/A
Number of students excluded	1	1	N/A	N/A	N/A
Percent of students excluded	1 %	1 %	N/A	N/A	N/A
STATE SCORES					
At or Above Unsatisfactory	97 %	97 %	N/A	N/A	N/A
At or Above Partially Proficient	80 %	81 %	N/A	N/A	N/A
At or Above Proficient	50 %	51 %	N/A	N/A	N/A
At Advanced	18 %	16 %	N/A	N/A	N/A

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

STATE CRITERION-REFERENCED TESTS

LONGITUDINAL STUDY

In an effort to measure the value added by schools, Colorado has begun a pilot project to track *individual* students' year-to-year progress on CSAP. This is currently limited to overall performance because of the limited level of item analysis that is currently available within the CSAP testing program. The analysis for districts participating in the demonstration project should be available later in 2004. In 2003 Summit independently instituted its own longitudinal analysis of its students' CSAP scores using sequential years' data as a means of evaluating the school's curriculum. In addition to the information on the individual student progress, Summit will investigate trends in performance to identify curriculum areas that may require faculty attention. As item analysis becomes more prevalent within CSAP, this support for curriculum evaluation will become more valuable. Summit has shared its methodology and is collaborating with the district and the state in this new area of analyzing longitudinal CSAP data.

Comparison with State Averages

Summit compared the changes in overall average scores by subject to the state averages for grades 6-8.

- **Mathematics:** Summit students showed an annual gain compared to the state for 2002-2003 versus 2001-2002: the weighted index increased from 117 to 123 compared to a state change from 54 to 55. Majority and minority populations at Summit showed approximately equal gain: Caucasian students had a 7-point increase, non-Caucasian students had a 6-point increase. There was a reduction in the gap between male and female students: 13 points in 2001-2002 and 4 points in 2002-2003.
- **Writing:** As a whole, Summit students showed an annual gain compared to the state: the weighted index increased from 113 to 120 compared to a state change from 70 to 73. Majority and minority populations at Summit showed approximately equal gain: Caucasian students had an 8-point increase, non-Caucasian students had a 5-point increase. There was an increase in the gap between male and female students: a 9-point difference in 2001-2002 became a 20-point gap in 2002-2003, even though neither group showed a decline.
- **Reading:** Summit's performance was similar to that of the state: a 3-point increase for Summit compared to 2-point increase for the state. No significant difference appeared between majority and minority populations: Caucasian students' index increased by 4 points, non-Caucasian students' index increased by 4 points. There was an increase in the gap between male and female students: a 3-point difference in 2000-2001 became a 10-point gap in 2002-2003.
- **Science (8th grade):** Summit students showed a significant increase compared to the state for 2002-2003 compared to 2000-2001: the weighted index increased from 114 to 123 compared to a flat state index of 55. No significant data were available to compare majority and minority populations. There was a constant gap between male and female students: a 15-point difference in 2000-2001 compared to a 15-point gap in 2002-2003, with both groups showing a significant increase.

Grade to Grade Norming Issues

While CSAP is designed to evaluate students relative to state-wide curriculum standards, it is not yet normed in a way that provides direct comparison between results from one year to the next to demonstrate progress. Having a student score higher in a test in year n compared to year $n-1$ (e.g., a student getting a higher Reading score in 7th grade in 2003 than in 6th grade in 2002) does not necessarily mean that the

student has demonstrated more than one year's academic growth because the tests are not produced as a set normed to a consistent baseline. As a result, until the CSAP is adequately normed, Summit will internally norm its results to the district standard. We are currently working with the district academic assessment office to establish a district-wide tool for determining expected individual CSAP performance in one year as a function of a student's performance in the previous year. This will allow schools to compare the longitudinal performance of their students to the expected performance, thereby providing more accurate assessment of the local curriculum and its application.

Closing the Gap

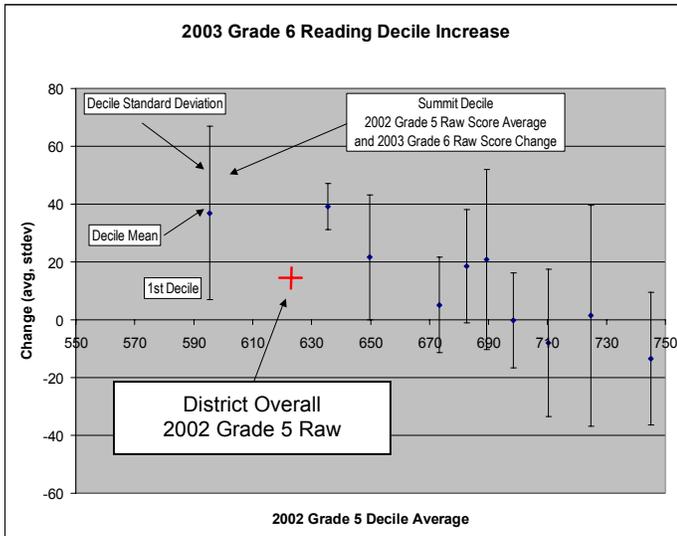
The performance of low-scoring students was compared to that of high-scoring students. The following graphs display the *change* in CSAP scores, by deciles, from 2000-2001 to 2001-2002 for 6th, 7th and 8th graders. It is seen that the lower deciles improve more than the higher deciles, giving an overall reduction in the apparent learning gap between the lowest performing students and the highest performing students. The graphs also show the district average score and average increase for each test (+). For good coordination between the curriculum and the tests, we expect to see a relatively high gain for the students who score in the lower range and a gradual decrease in gain as the previous year's scores increase. The anticipated decrease in scores is inherent to the test, both from the existence of a highest possible score and from the construction of the test (the CSAP tests are designed for optimum evaluation of students who score in the middle range, with less accuracy in both the higher and lower ranges). To assess the curriculum, we look for two characteristics – overall performance and uniformity of performance. The overall performance in all test areas is high, so we are confident that the Summit curriculum, which is very strongly standards-based, is consistent with the state-wide standards and that the presentation of the standards by Summit's faculty is very positive with regard to student understanding. The trendline is generally level or slightly downward, again consistent with expectations. However, in evaluating the trendlines, we noted an unexpectedly large downward trend at the extreme upper deciles for a couple of the Math grades. This information was presented to Summit's Dean of Curriculum and an internal evaluation of the results was conducted by the faculty. The faculty's conclusion was that the breadth of Math offerings at Summit allows high-performing students to advance at a rate faster than anticipated by the test, with the result that the students will have been presented the concepts being evaluated sufficiently long in the past that they are no longer fresh. In an effort to make sure that students retain fundamental understanding of standards, the faculty decided, based on this type of evaluation, to incorporate a stronger review of prior standards into the higher level Math courses.

As noted above, CSAP currently cannot provide an absolute comparison of results from one year to the next. Therefore the net changes in the graphs below are meaningful only in comparison to the district benchmark and to illustrate a closing in the achievement gap for underperforming students at Summit.

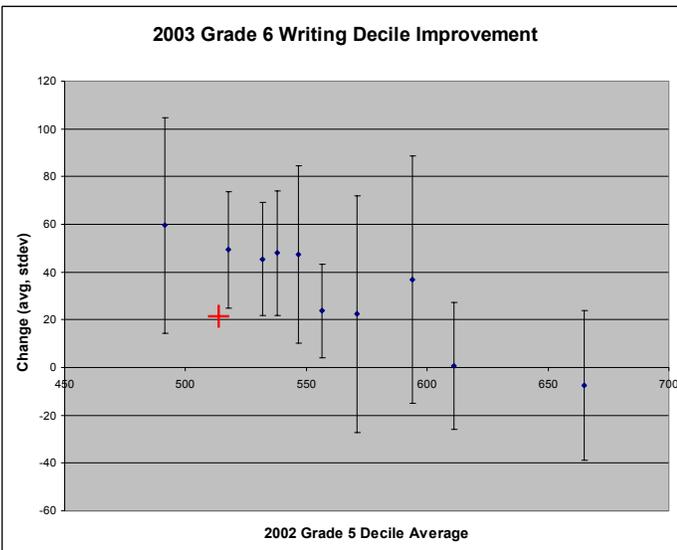
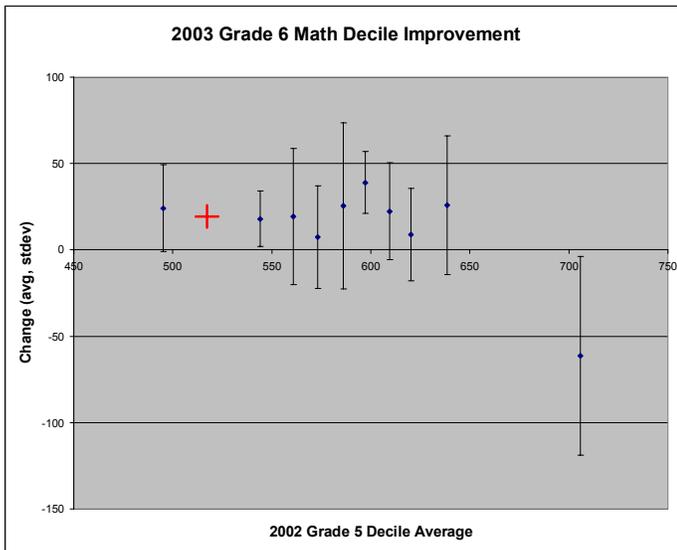
Some of the apparent decrease for the highest performing students is intrinsic: Students with very high scores in year $n-1$ will tend to score lower in year n because it is more likely that the second test will have more incorrect answers than the first test. (Consider the extreme case where a student answers all questions correctly in year $n-1$.) Therefore, a downward sloping trendline in the graphs may be expected for these students.

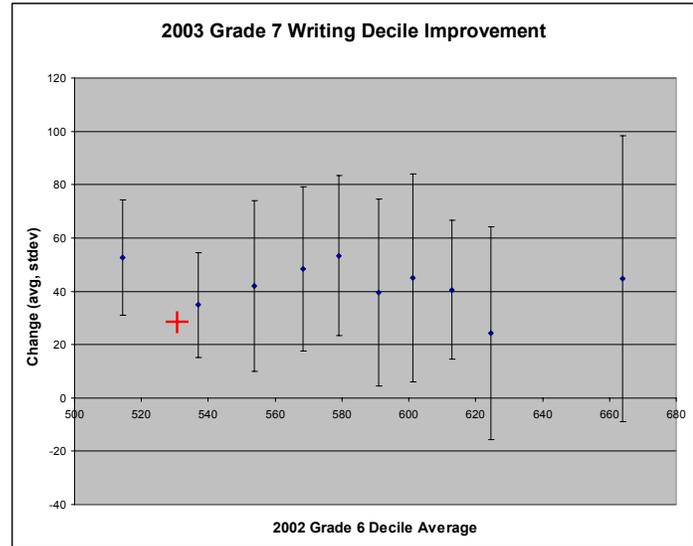
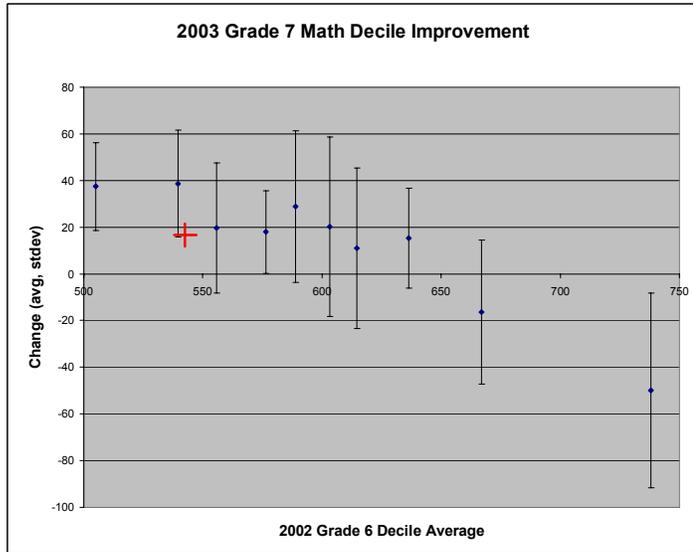
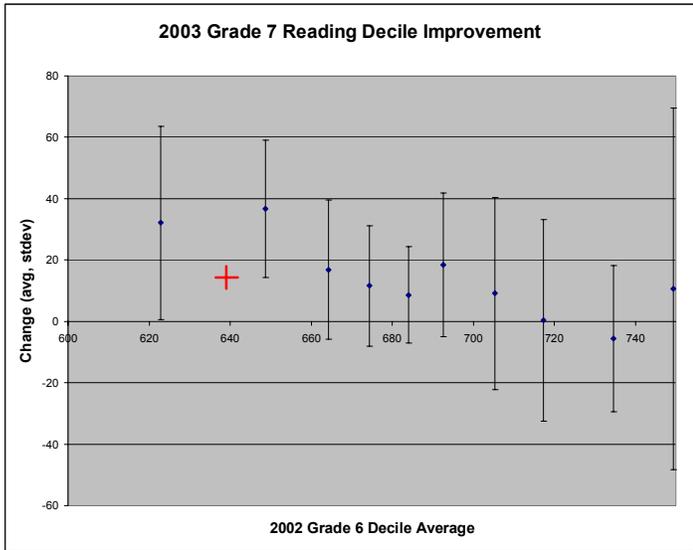
Informing Curriculum

Summit is using this decile approach to identify and address out-of-range performance. As an example, a statistically significant below-trendline result was observed for the highest deciles in math. At the same time, the classes' overall math scores showed uniform improvement. Since many of the highest performing students at Summit take advanced classes in math, they may benefit from routine review of the more basic material covered on CSAP.

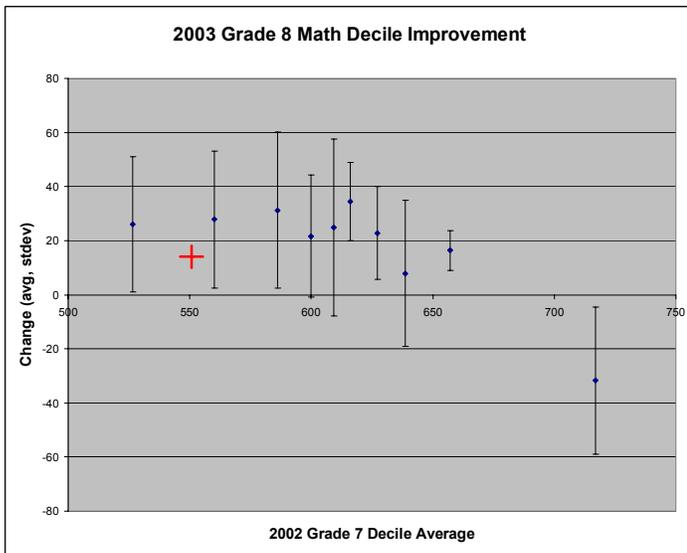
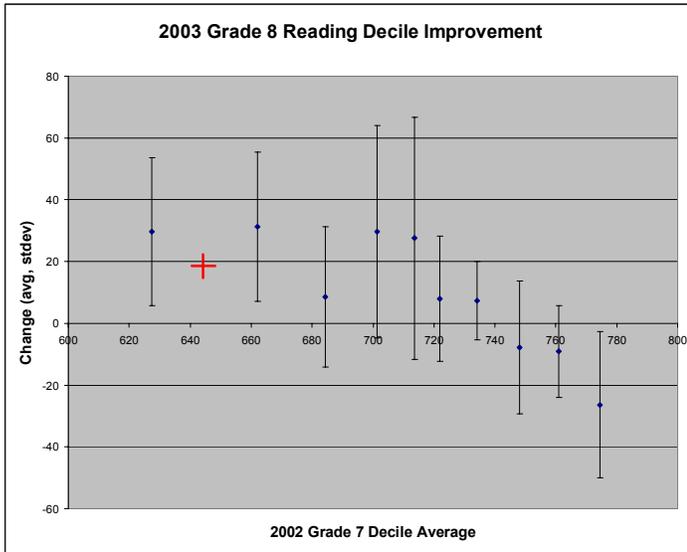


**Grade 6 Decile Summary of
Individual Longitudinal
CSAP Performance**





Grade 7 Decile Summary of Individual Longitudinal CSAP Performance



Grade 8 Decile Summary of
Individual Longitudinal
CSAP Performance

