

*Summit students made an average
1.9 years growth in 1 year
on the Core Composite Score between
2007 and 2008 on the Iowa Test of
Basic Skills.*

Vision of Summit Schools

**A place where kids love to come to
school**



Mission of Summit Schools

**Academic and social achievement
through personalized instruction in a
safe, respectful community**



Celebrating 10 Years of Excellence

Current Board of Trustees

President: Patrick O'Connell

Vice President: Lisa Hanigan

Secretary: Timm Palmersheim

Treasurer: Jim Smith

Trustees: Debbie Arenson
Allison Hecker
Sheri Jeffery
Michael Wright

For more information visit:
www.summitschools.org

Strategic Goals of Summit Schools

Ensure a rigorous, articulated, research-based curriculum in every aspect of every program in the school.

- ✓Align curricula with standards and benchmarks throughout the entire school while identifying and meeting individual student needs.
- ✓Utilize curriculum maps in order to monitor and document the instruction of each benchmark within a classroom setting.

Encourage the professional growth of all staff.

- ✓Provide a strategic professional development process for staff (emphasizing identified achievement standards and personalized instruction).
- ✓Attend as a staff the Regional International Dyslexia Association Conference held in Sioux City, Iowa.
- ✓Achieve the ideal ratios set by Instructional Practices Inventory research to engage students in learning activities that promote higher order thinking.

Update and improve current technology systems.

- ✓Redesign the website and encourage its use by all members of the school community.
- ✓Train teachers to use a blog as means for communication with school community.

Continuing Goals of Summit Schools

Create a positive, productive communication flow between the board, school, staff, parents, and students.

- ✓Hold consistent monthly board meetings and weekly staff meetings, in addition to providing weekly classroom and monthly school-wide newsletters.

Provide a positive, nurturing and safe environment where all students and staff are respected and valued.

- ✓Hold monthly student recognition assemblies spotlighting monthly character education theme and recognizing students who demonstrate exceptional character.
- ✓Provide opportunities for service learning associated with science and social studies instruction within the school and the larger community.

Use effective marketing strategies to meet projected enrollments at each grade level.

- ✓Develop a presentation to promote awareness of Summit Schools and its offerings to the community as well as to solicit donation to assist in meeting our operating costs.
- ✓Create a professional, informational DVD to promote Summit Schools and its various programs for distribution to community organizations, prospective families as well as viewing on the school's website.

Create an updated facilities plan to meet current and future needs.

- ✓Define future needs.

Message From the Head of Schools

During the 2008-2009 school year, we continued to build upon our excellent foundation. Teachers increased the amount of time they spent engaging students in higher order thinking activities. They also used curriculum maps and assessment data to guide instructional decisions. Students learned how to set personal goals and map their progress. As you can read in this report, we have every reason to be very proud of our students. We appreciate the hard work and talents of our teachers as well as the support of our families in making this possible.

Erika Benhart
Head of Schools



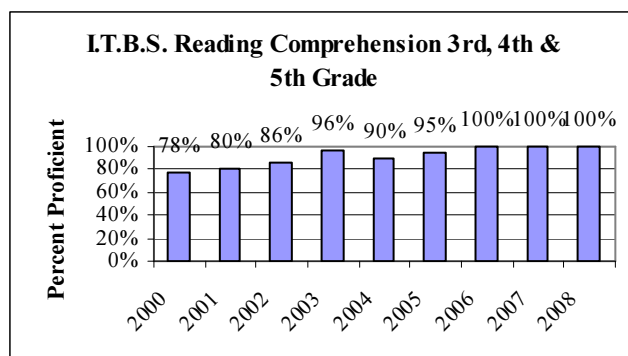
Summit Student Achievement, 2008-2009

How do we measure growth? One student at a time! Every student at Summit has a personalized growth plan tailored to meet his/her developmental level. In addition to multiple measures within the classroom setting, all students are independently evaluated annually using a variety of assessments that include Measures of Academic Progress (M.A.P.), Curriculum Based Measurements (C.B.M.), and Dynamic Indicators of Basic Early Literacy Skills (D.I.B.E.L.S.). Grades three through five take the Iowa Tests of Basic Skills (I.T.B.S.) All students new to Summit Schools are given an individually administered battery of tests that are developmentally appropriate. Since our grade level numbers are small, comparatively, we are most concerned with each student's individual growth from year to year. Additional assessment can be completed upon teacher or parent request.

Summit uses the Iowa Tests of Basic Skills as checkpoints for achievement for students in grades three through five. 100% of those students participated in and are represented by this data. Because of our small numbers, we collapsed the data to depict the performance of students in our upper elementary (grades three through five). Summit Schools ranked at the 99th percentile compared to other elementary schools nationally based upon Core Composite scores on the I.T.B.S. for grades three and four. 91% of Summit's students in grades three through five qualified for the Iowa Talent Search by the Belin-Blank Center for Gifted Education and Talent Development at the University of Iowa by scoring at the 95th percentile or above on selected subtests of the I.T.B.S. test.

Reading Achievement

Long Term Goal: All students in 3rd, 4th and 5th grades will perform at the proficiency level in Reading on the I.T.B.S.



Annual Improvement Goal: 90% of our 3rd, 4th and 5th grade students will perform at or above the 55th percentile nationally in reading comprehension on the I.T.B.S.

Annual Improvement Goal Results:

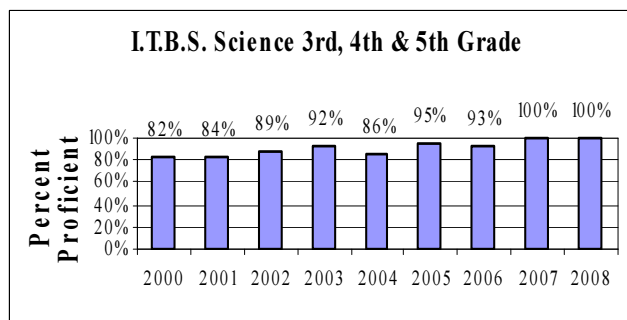
In 2008-2009, 100% of our 3rd, 4th and 5th grade students scored at or above the 55th percentile in reading comprehension.

Science Achievement

To emphasize science literacy, students in K-5 have learning experiences with scientific content, concepts, and method of inquiry using kits from the Van Allen Science Teaching (V.A.S.T.) Science notebooks are used to record data and document learning from these activities. The notebooks, along with embedded and traditional assessments, are used as a method of alternative assessment.

Long Term Goal: All students in 3rd, 4th and 5th grades will perform at the proficiency level in Science on the I.T.B.S.

Annual Improvement Goal: 80% of students in 3rd, 4th, and 5th grades performing at or above the 50th percentile nationally in Science on the I.T.B.S.



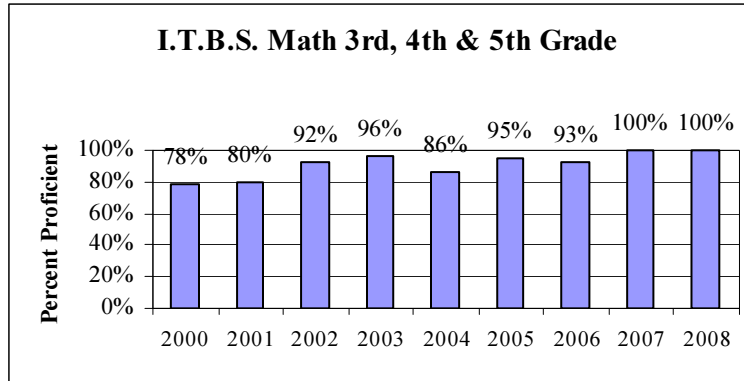
Annual Improvement Goal Results:

In 2008-2009, 100% of our 3rd, 4th and 5th grade students scored at or above the 50th percentile in Science on the I.T.B.S.

Math Achievement

Long Term Goal: All students in 3rd, 4th and 5th grades will perform at the proficiency level in Math on the I.T.B.S.

Annual Improvement Goal: 80% of students in 3rd, 4th, and 5th grades performing at or above the 50th percentile nationally in Math total on the I.T.B.S.



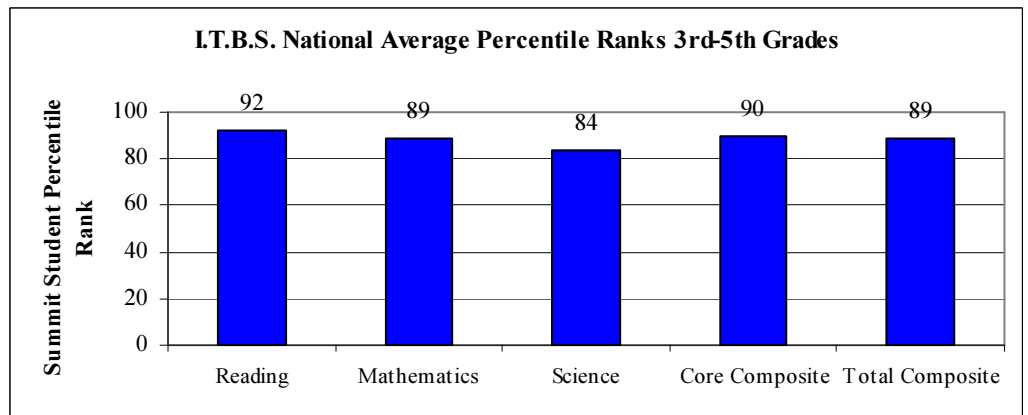
Annual Improvement Goal Results:

In 2008-2009, 100% of our 3rd, 4th and 5th grade students scored at or above the 50th percentile in Math total on the I.T.B.S.

2008 I.T.B.S. National Percentile Rank Average

National percentile ranks for students in 3rd, 4th and 5th grades were averaged. For example, in reading, the average Summit student's score was at the 92nd percentile nationally or better than out of 100 students.

The national average score in any subject area falls at the 50th percentile with the average range falling between the 25th-75th percentiles.

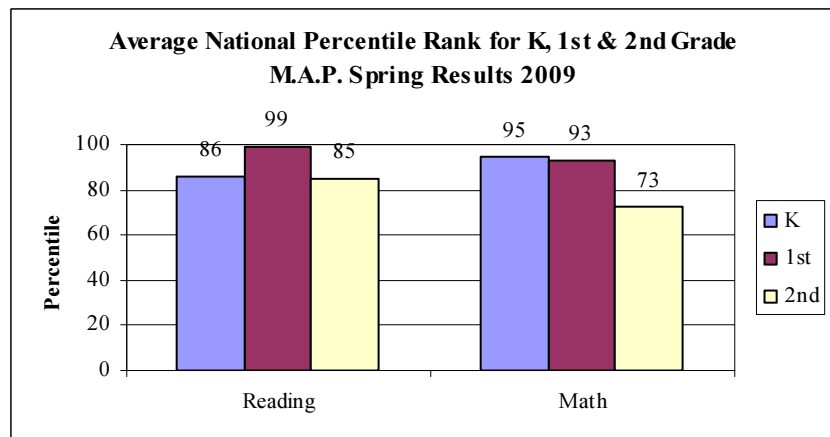


M.A.P. Test Results

Student Academic Growth for the 2008-2009 School Year:

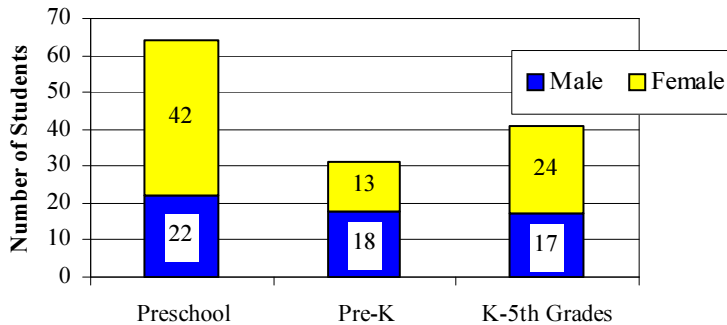
Summit Schools' classes at all six grade levels (K-5th) **well exceeded** evaluated typical or average academic growth in 17 of 19 areas evaluated based upon the Northwest Evaluation Association (N.W.E.A.) Measures of Academic Progress (M.A.P.) norm groups.

The N.W.E.A. M.A.P. average score falls at the 50th percentile, with the average range being between the 34th and 66th percentiles.

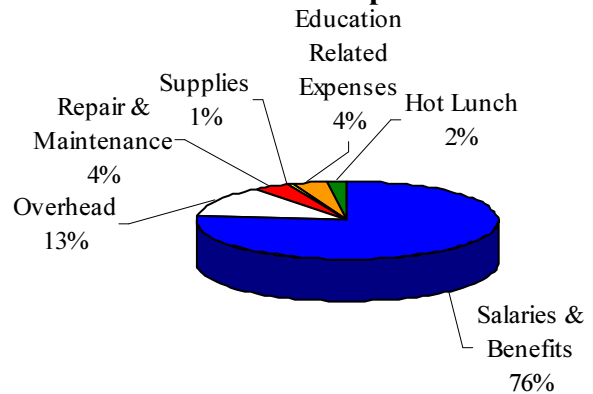


The Summit Profile at a Glance

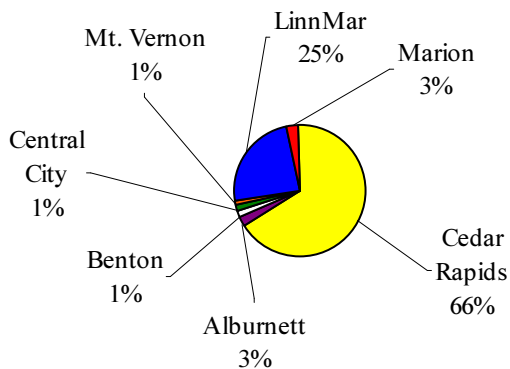
Gender Makeup of Student Body



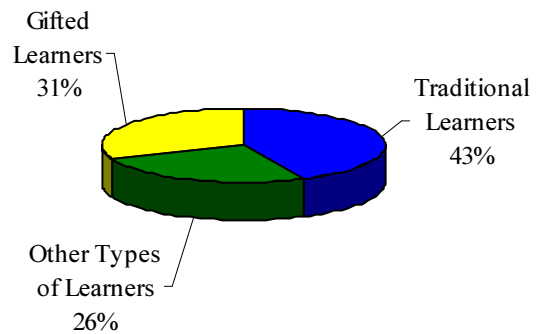
Actual Expenses



Resident Districts of Summit Students



Diverse Learners Celebrated



Founded in June, 1998, Summit offers a strong academic program that is traditional and well-rounded, continuing to build upon the quality educational foundation established by Linn Academy and McLeod Academy. Language arts, math, science and social studies are balanced by a complementary curriculum in music, art, physical education and Spanish. Computers and technology are fully integrated into the daily learning of all students while character development and service learning enrich the core program.

Summit's mission is to challenge educational growth through personalized instruction and innovative teaching. This is accomplished by providing a safe and nurturing environment that allows students to progress at a pace and level appropriate to their needs. Small class sizes and individualized attention helps to create confident learners while fostering intellectual curiosity, reasoning skills and creativity. Summit serves 140 students in our traditional school setting with an average of 16 students per class and an overall student to teacher ratio of 8-to-1.

In addition to its Preschool and Pre-K through 5th grade day school program, Summit provides intensive year-round individual and small group tutoring, summer camps and Summit Evaluation Services (S.E.S.) to anyone in the metropolitan area.

Students are enrolled in Summit Schools without regard to sex, race, color, religion, creed or national origin.