



Office of School Design and Charter Partnerships
2014-2015

**SUMMIT ACADEMY CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Summit Academy Charter School	
Authorized Grades	Grades 6-12
Authorized Enrollment	391
School Opened For Instruction	2009-2010
Charter Term Expiration Date	June 30, 2017
Last Renewal Term Type	Short Term (3.5 years)

School Information for the 2014-2015 School Year

Summit Academy Charter School	
Board Chair(s)	Floyd Mitchell
School Leader(s)	Natasha Campbell
District(s) of Location	NYC Community School District (CSD) 15
Borough(s) of Location	Brooklyn
Physical Address(es)	27 Huntington Street, Brooklyn, NY 11231
Facility Owner(s)	DOE
School Type	Middle/High School
Grades Served 2014-2015	Grades 6-11
Enrollment in 2014-2015*	329
Charter Universal Pre-Kindergarten Program	No

* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Grade 6
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 7-9
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	150 (Grade 6), 20 (Grade 7), 5 (Grade 8)
Number of Students Accepted via the Charter Lottery	100
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.
 ** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
College Preparation	When a scholar is applying for college, high school performance will be one of the main factors in the admission decision. Admissions officers are interested in seeing that the scholar was challenged within the secondary school environment. All scholars engage in a full college preparatory program beginning as early as 8th grade.
Multi-tiered Approach to Scholar Achievement	Summit Academy Charter School's (SACS) values-based support systems enable scholars to reach their highest potential, in particular English Language Learners and Special Education scholars. An extended day, week, and year allow the implementation of a multi-tiered scholar support system that includes daily mandatory tutoring, Saturday support, and end-of-year remediation, acceleration, and extension.
Data Informed Instruction	SACS implements data-driven instructional practices as a powerful means of linking curriculum, instruction, and assessment. The school uses a comprehensive assessment system that includes frequent checks for understanding in class and through homework, weekly tests, and six-week assessments.
More Time on Task	SACS provides extended days, weeks, and year. The school day begins at 7:45 a.m. and ends at 4:00 p.m. in middle school. The week is six days during the weeks that there are Saturday Academy, and the school year is 190 days.
Home-School Partnership	SACS embraces family involvement and partnership in educating and preparing middle and high school scholars for college and the world beyond. Prior to scholars attending Summit Academy, families attend a Parent University emphasizing the adoption of the mission into the family. To ensure that parents, scholars and staff are mission aligned, all stakeholders read and sign a covenant of commitment.
Character Development Program	Character building classes introduce and reinforce the connection between internalizing the six pillars of character and academic success. SACS uses cooperative and service learning, literature, role playing/drama, storytelling, the study of heroes and world leaders, direct didactic instruction, sports, and other methods of stimulating ethical consciousness, commitment and competence to make sound choices.
Emphasis on Community Leadership	SACS provides opportunities to learn character from the world beyond their campus. Scholar community service is non-curriculum-based and recognized by and/or arranged through the school. Community service is mandatory and includes explicit learning objectives and organized reflection or critical analysis activities. Community service may include activities that take place on or off of school grounds depending on the grade.

Grade-Level Enrollment (School Year 2014-2015)*		
Grade Level	Number of Students	Section Count
Grade 6	37	3
Grade 7	51	3
Grade 8	65	3
Grade 9	57	3
Grade 10	63	3
Grade 11	56	3
Grade 12	-	-
Total Enrollment	329	18

* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
Summit Academy Charter School	14.1%	12.6%
CSD 15	35.6%	38.3%
Difference from CSD 15 *	-21.5	-25.7
NYC	24.8%	27.0%
Difference from NYC *	-10.7	-14.4
New York State **	31.1%	30.6%
Difference from New York State	-17.0	-18.0
% Proficient in Mathematics		
	2012-2013	2013-2014
Summit Academy Charter School	18.8%	21.1%
CSD 15	33.4%	35.0%
Difference from CSD 15 *	-14.6	-13.9
NYC	26.5%	28.9%
Difference from NYC *	-7.7	-7.8
New York State **	31.1%	36.2%
Difference from New York State	-12.3	-15.1

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Summit Academy Charter School - All Students	71.5%	54.0%
Peer Percent of Range - All Students	75.7%	27.5%
City Percent of Range- All Students	73.3%	16.4%
Summit Academy Charter School - School's Lowest Third	80.0%	64.0%
Peer Percent of Range - School's Lowest Third	53.0%	13.2%
City Percent of Range - School's Lowest Third	51.5%	4.6%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Summit Academy Charter School - All Students	76.0%	61.0%
Peer Percent of Range - All Students	81.6%	49.1%
City Percent of Range- All Students	86.2%	49.2%
Summit Academy Charter School - School's Lowest Third	79.0%	80.0%
Peer Percent of Range - School's Lowest Third	61.1%	67.1%
City Percent of Range - School's Lowest Third	63.7%	71.2%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	69.2%	25.9%
English Language Learner Students	55.6%	28.6%
Students in the Lowest Third Citywide	55.6%	26.4%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	53.8%	64.3%
English Language Learner Students	44.4%	50.0%
Students in the Lowest Third Citywide	55.8%	66.0%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Summit Academy Charter School enrolled its first class of ninth grade students beginning in the 2012-2013 school year; this cohort of students is expected to graduate at the conclusion of the 2015-2016 school year. As a result, data on high school graduation rates is not yet available, including closing the achievement gap data for the school's high school grades.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
Summit Academy Charter School	12.2%	46.9%
Peer Percent of Range	0.0%	0.0%
City Percent of Range	0.0%	0.0%
% 2nd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
Summit Academy Charter School	-	65.5%
Peer Percent of Range	-	15.8%
City Percent of Range	-	35.0%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Regents Pass Rates

Summit Academy Charter School		
	2012-2013	2013-2014
Integrated Algebra	91.7%	43.8%
Algebra 2 / Trigonometry	-	56.5%
Comprehensive English	-	-
U.S. History	-	-
Chemistry	-	13.8%
Physics	-	-
Living Environment	88.2%	76.7%
Language Other Than English	-	100.0%

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals	
Authorizer Mandated Goals	2013-2014
1. As indicated in the charter agreement between the NYC DOE and Summit Academy Charter School, the school must have at least 85% of its authorized enrollment by BEDS Day each year.	Not Met
As it pertains to meeting the needs of the most at-risk students, the school must: <ul style="list-style-type: none"> • comply with IDEA and NYS guidelines and mandates; • develop a pre-referral/referral process that includes parent notification; • report on progress toward IEP goals for all students with IEPs in a timely manner, and develop a tracking system for Related Services; and • conduct timely annual reviews of all IEPs. 	Partially Met
Charter Goals	2013-2014
1. Each year, the school will administer a nationally norm-referenced test of basic skills in English, such as the Terra Nova or Stanford 10, in September of their first year of enrollment and at the conclusion of each school year.	Met
2. Each year, 75% of seventh and eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS ELA Exam.	Not Met
3. Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam and 75% at or above Level 3 on the current year's NYS ELA Exam.	Not Met
4. Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam will, in the majority of grades, exceed the average performance of students tested in the same grades of its CSD.	Not Met
5. Each year, cohort of students will reduce by one-half the gap between percent passing the NYS Regents English Exam and the previous cohorts' passing rate on the NYS Regents English Exam.	N/A
6. Each year, the percent of students performing at or above a score of 65 on the NYS Regents English Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of its CSD.	N/A
7. Each year, the percent of students in the high school accountability cohort passing a NYS Regents English Exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	N/A
8. Each year, the school's aggregate Performance Index on the State ELA exam will meet its Adequate Yearly Progress set forth in the State's No Child Left Behind (NCLB) accountability system.	Met
9. Each year, the school will administer a nationally norm-referenced test of basic skills in Math, such as the Terra Nova or Stanford 10, in September of their first year of enrollment and at the conclusion of each school year.	Met
10. Each year, 75% of seventh and eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Math Exam.	Not Met
11. Each year, 75% of the ninth and tenth grade cohorts will pass the NYS Regents Math Exams.	Not Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Charter Goals		2013-2014
12.	Each year, grade-level cohorts of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Math Exam (baseline) and 75% at or above Level 3 on the current year's NYS Math Exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year's NYS Math Exam, the school is expected to demonstrate growth (above 75%) in the current year.	Not Met
13.	Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of its CSD.	Not Met
14.	Each year, grade-level cohorts of students will reduce by one-half the gap between the percent passing the NYS Regent Math Exam and the previous cohorts' passing rate on the NYS Regent Math Exam.	Not Met
15.	Each year, the percent of students in the high school accountability cohort passing a NYS Regents Math Exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	N/A
16.	Each year, the school's aggregate Performance Index on the NYS Math Exam will meet its Adequate Yearly Progress set forth in the State's No Child Left Behind (NCLB) accountability system.	Met
17.	Each year, 75% of ninth and tenth grade students who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Science Exam.	Partially Met
18.	Each year, the percent of students in the high school accountability cohort passing a NYS Regents Science Exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	N/A
19.	Each year, the school's aggregate Performance Index on the NYS Science Exam will meet its Adequate Yearly Progress set forth in the State's No Child Left Behind (NCLB) accountability system.	Not Met
20.	Each year, 75% of ninth and tenth grade students who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Social Studies Exam.	N/A
21.	Each year, 75% of the ninth and tenth grade cohorts will pass the NYS Regents Social Studies Exam.	Not Met
22.	Each year, the percent of students in the high school accountability cohort passing a NYS Regents Social Studies Exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	N/A
23.	Each year, the percent of students in the high school accountability cohort passing an NYS Regents Exam in a Language other than English with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	N/A
24.	Each year, the school will score a "B" or better on the Student Progress section of the NYC DOE Progress report.	N/A
25.	Each year, the school will be deemed "In Good Standing."	Met
26.	Each year, the school will have a daily student attendance rate of at least 95%.	Not Met

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- The school added an instructional coach for math and science.
- Credit recovery was added to the high schools list of offerings, which allows scholars who had previously failed a course to receive credit through an online course in addition to their regular full course schedule.

Interim Assessments

- Assessments used at the school include the following:
 - Mid-term assessments in each content area;
 - Stanford 10 testing; and
 - Achieve Network interim assessments.

Approach to Data-Driven Instruction

- Scholars are pre-assessed using diagnostic tests and unit pre-assessments.
- Instruction is modified based upon results from those assessments.
- Scholars are referred to “office hours” or Saturday Academy based upon their academic progress.
- The school has a variety of resources including leveled texts and test databases, as well as a large volume of review books/materials to provide scholars with re-teaching materials or enrichment materials if they are on the other end of the spectrum.
- The school has used data to identify which scholars should be taking advanced and honors courses, and which scholars would benefit from remediation and extra support.
- The school checks each quarter to assess whether scholars are progressing towards graduation and which diploma they are on track for. Scholars who fall off pace are entered into Credit Recovery or are placed back into a class they have not previously passed.
- Advisors review credits and data with their advisees, as do the school’s college counselors and the Assistant Principal.

Philosophy on Special Education and English Language Learner Service Provision

- Summit Academy Charter School believes that all scholars deserve a quality education regardless of their needs.
- Special Education and English Language Learner (ELL) student support at the school is based upon an inclusion model; all general and special education scholars take the same core academic classes.
- The school uses the IEP (Individualized Education Program) for special education students and the score report on the NYSESLAT (New York State English as a Second Language Assessment) for ELL students, as well as other data points (observations, standardized testing scores) to determine how much of a scholar’s day should be in the classroom versus completing independent or small group instruction.
- Special Education and ELL scholars are supported in four strategic ways to enable them to better meet standards:
 - Classroom Support from Learning Strategists/Special Educators who work in the school’s Integrated Co-teaching Setting and collaborate with core subject area teachers.
 - Special Education and ELL scholars receive additional out-of-class support from Learning Strategists. Scholars may have an amended schedule in which part of their day is spent working on targeted skills that are distinct from their grade level peers.
 - Accommodations and Modifications are made, which include differentiating instruction in an academic or environmental manner.
 - Related Services (SETSS, Speech and Language Pathologist, Paraprofessionals, Counselors) are the support staff that work with scholars to help them master not just content material but essential, fundamental skills to aid in their overall learning

Professional Development Opportunities

³ Self-reported information from school-submitted ACR self-evaluation form on May 11, 2015.

- The following professional development opportunities were provided to teachers:
 - College Board approved AP Summer Institute;
 - Rigor/Essentials - Marzano Center;
 - Teach For America - Differentiation Training;
 - In House Professional Development: Crisis Management, Time Management, and Regents Grading and Proctoring Seminar;
 - Data-driven instruction - Achievement Network;
 - Common Core Strategies - Fogarty and Associates; and
 - Behavior Management/Instructional Strategies - Master Teacher

Teacher Evaluation

- Teachers are evaluated formally using the Danielson framework twice a year.
- Informally, teachers are observed bi-weekly by the assistant principals, content coaches, learning supports coordinator and the deans for continuous, on-going support.
- These informal observations are logged and tracked through TeachBoost and teachers receive reports and/or have debrief meetings to discuss both observation and next steps.

Differentiated Instruction

- The school curriculum manual highlights the importance of differentiation, and throughout the year teachers are given support to continue to differentiate content, process and product based on readiness, interest and learning style for the diverse learners in the classrooms.
- Teachers are given differentiation strategies specifically from their content coach as well as the learning supports coordinator, which happens through lesson plan review and informal feedback.
- Teachers are sent a weekly digest on differentiation strategies and how to best use them.
- For more intense differentiation services, certain scholars are identified (through classroom grades, observations, diagnostic scores, and midterm testing) and placed on academic support which includes Response to Intervention Services (middle school level) and Academic Support Plans (high school level).

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - Due to Algebra II/Trig and Chemistry Regents scores being lower than the desired benchmark, the school created two half-year Academic Intervention Services (AIS) style courses designed to help scholars obtain a passing Regents score or a passing class credit.
 - The school implemented the Springboard curriculum to assist with English courses and the implementation of Common Core standards.
 - The school added a Credit Recovery option for transfer scholars, and for scholars who have failed courses in the past.
 - The school also implemented academic plans for scholars whose test scores may be a reflection of their work habits, effort, or low attendance rates.
 - The school implemented a wider range of elective course offerings based upon survey feedback from our scholars.
 - Scholar interest played a big part in decisions about electives for the 2014-2015 school year. A wider range of language courses were added based upon scholar interest.

Learning Environment

- The addition of a second high school Dean has allowed the school to set higher behavioral expectations and to hold scholars to those high expectations.
 - Specific scholars who have not demonstrated adherence to rules have been put on Behavioral Intervention Plans (BIP) and daily trackers.
 - The progress of these scholars is monitored towards their BIP goals.

- Common language is used by teachers stressing the importance of academic achievement and the expectation that all students will achieve at a high level.
- The drive towards academic success is evident in daily attendance at office hours where scholars receive extra help and additional academic remediation.
- Academic success is celebrated through Honor Roll and Highest Honors ceremonies, the addition of a National Honor Society, and a kick-off event prior to SAT testing.
- The school instituted a number of items that develop critical thinking and communication skills.
- Scholars have a structured advisory period from Mondays to Thursdays that promotes communication about current events, academics, films, college preparedness, and gendered age-appropriate conversations.
- Many scholars are also enrolled in Public Speaking, where they are receiving the skills to communicate in front of their peers.
- National Honor Society has taken on the role of turning scholars into leaders by recruiting them to participate in school events.
- Having two deans, advisors, two college counselors, and two mental/social health counselors has created an environment in which scholars have many options if they need to speak with an adult about issues.
 - This has helped to alleviate certain behavioral issues because it gives scholars an outlet and provides them with personal management skills.

NYC DOE School Visit

Representatives of the OSDCP team visited the school on June 8, 2015. Based on discussion, document review, and observation, the following was noted:

- Despite coordinating with school leadership in advance of the visit, representatives from the OSDCP office were unable to see some scheduled classes because students were on field trips. (This was not communicating in advance.) Additionally, many of the classes observed were focused on test prep for the upcoming Regents exams.
- In total, twelve classrooms were observed. In classrooms observed, class sizes ranged from seven students to 22 students with one adult present in the room. In some classes students were off-task for long periods of time. Differentiation methods were not observed in any classrooms visited.
- The school's Executive Director reported that the school has been without a principal for several months. Though there is a search in place, as of the visit, the Board had not extended an offer to any candidates.
- Out of the 54 reported students with disabilities (SWD), only 10 annual reviews were conducted within the 2014-2015 school year. As of the visit on June 8, 2015, the school was unaware that there was an initial case pending evaluations.
- Although the school has attempted to provide special education services to the middle school students, there is lack of special education programming for the high school students in general due to a limited number of special education teachers.
- Most interviewed teachers reported that they received internal professional development (PD) but many reported that PD topics are irrelevant and unhelpful. Some teachers indicated that external PDs are more useful for their practice.
- Most interviewed teachers mentioned weekly lesson plan reviews and reported that feedback provided by school leaders during informal and formal observation has been helpful.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Executive Director	Natasha Campbell	5
2. Director of Finance & Operations	Samease Handshaw	5
3. Assistant Principal	Timothy Vetter	3
4. Assistant Principal	Rictoria Brothers	4
5. MS Dean of Culture	Ryan Gage	2
6. HS Dean of Culture	Triinee Adams	1
7. HS Dean of Culture	Yamemah Prescott	1
8. HS College Readiness	Shawana Collins	1
9. Math and Science Coach	Andrew Way	1
10. SPED Coordinator	Essence Caleb	3

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Floyd Mitchell	Board Chair – <i>Finance, Governance</i>	Yes
2. Gregory Stanislaus	Vice Chair – <i>Academic Achievement</i>	Yes
3. Robert Brissett	Treasurer – <i>Finance, Academic Achievement</i>	Yes
4. Gene Moore	Member – <i>Finance</i>	Yes
5. John Bailin	Member – <i>Academic Achievement</i>	Yes
6. Michael Bernard	Member – <i>Governance</i>	Yes
7. Ashley Carter	Member – <i>Development</i>	Yes
8. Anthony Carbone*	Member – <i>Finance</i>	No*
9. Natasha Campbell	Member – <i>Finance, Academic Achievement, Governance</i>	Yes

* Anthony Carbone resigned from the Board of Trustees of Summit Academy Charter School on October 18, 2014. No notice was sent to the NYC DOE.

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Finance	Yes	Yes
2. Governance	Yes	Yes
3. Academic Achievement	Yes	Yes
4. Development	Yes	Yes

School Climate & Community Engagement

Summit Academy Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	12.8%
Instructional Staff Turnover (School Year 2014-2015)**	5.3%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	2
Does the School have a Parent Organization?	No
<ul style="list-style-type: none"> If Yes, how many times did it meet? 	N/A
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	N/A
Average Daily Attendance Rate (School Year 2013-2014)***	87.9%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Summit Academy Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	52%	50%	62%
	Most students at my school treat each other with respect.	55%	46%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	86%	80%	79%
Parents	I feel satisfied with the education my child has received this year.	97%	100%	95%
	My child's school makes it easy for parents to attend meetings.	99%	94%	94%
	I feel satisfied with the response I get when I contact my child's school.	97%	98%	95%
Teachers	Order and discipline are maintained at my school.	80%	61%	80%
	The principal at my school communicates a clear vision for our school.	71%	22%	88%
	School leaders place a high priority on the quality of teaching.	92%	94%	92%
	I would recommend my school to Parents.	51%	61%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Summit Academy Charter School	79%	84%
	NYC	83%	83%
Parents	Summit Academy Charter School	38%	67%
	NYC	54%	53%
Teachers	Summit Academy Charter School	83%	62%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	38 days	Weak
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	2.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.94	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	-0.08	Weak
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	-0.09	Weak
Ratios	Debt to asset ratio	Ratio should be less than 1.00	0.36	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	0.00	Weak
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$8,669	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$(310,579)	Weak

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	8
Number of Board Members Required per the Bylaws	7-13
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	1
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	2
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	Yes
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	4 / 11

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁴	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	No
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED (2013-2014)	Yes
Financial Audit Posted (2013-2014)	Yes

⁴ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁵ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
33	8	24.2%	33	100.0%	0	0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	No
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	No	N/A
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	No
Specifically addresses student discipline policy for students with disabilities	No	N/A
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 114 (35%) Out of School Suspensions: 74 (23%)	

Enrollment and Retention Targets⁶

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

⁶ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Summit Academy Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Summit Academy Charter School retained:
 - a lower percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a lower percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Summit Academy Charter School	94.2%	93.3%
	Effective Target	77.7%	78.6%
	Difference from Effective Target	+16.5	+14.7
Students with Disabilities (SWD)	Summit Academy Charter School	20.9%	19.8%
	Effective Target	17.7%	17.2%
	Difference from Effective Target	+3.2	+2.6
English Language Learners (ELL)	Summit Academy Charter School	6.5%	9.1%
	Effective Target	12.0%	11.4%
	Difference from Effective Target	-5.5	-2.3

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Summit Academy Charter School	71.6%	N/A
	Effective Target	82.5%	-
	Difference from Effective Target	-10.9	-
Students with Disabilities (SWD)	Summit Academy Charter School	70.5%	N/A
	Effective Target	76.3%	-
	Difference from Effective Target	-5.8	-
English Language Learners (ELL)	Summit Academy Charter School	84.2%	N/A
	Effective Target	71.0%	-
	Difference from Effective Target	+13.2	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	6-10	6-11
Enrollment	292	329
CSD(s)	15	15

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- The school will continue to add one grade per year until the school reaches its full grades six through twelve capacity in the 2015-2016 school year. The school does not plan to replicate.