



**Department of  
Education**

*Carmen Fariña, Chancellor*

# Annual Comprehensive Review Report for Summit Academy Charter School

## SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEResources.htm>.

## PART 1: SCHOOL OVERVIEW

### CHARTER SCHOOL BACKGROUND

Summit Academy Charter School (“Summit Academy”) is a middle and high school located in the Red Hook neighborhood of Brooklyn. The school is located in a NYC DOE-operated building in Community School District 15. The school is co-located with Red Hook Neighborhood School.<sup>1</sup>

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Executive Director Natasha Campbell has been at the school for 6.5 years; Principal Cheryl Swift has been at the school for 0.5 years; Director of Finance & Operations Samease Handshaw has been at the school for 6.5 years; High School Assistant Principal Timothy Vetter has been at the school for 4.5 years; and Middle School Assistant Principal Essence Caleb has been at the school for 4.5 years.

### SCHOOL HIGHLIGHTS

Summit Academy is invested in building a community at the school through the Family Achievement Council. The school had higher parent and teacher response rates than the Citywide averages on the 2014-2015 NYC School Survey.

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<sup>1</sup> According to NYC DOE Location Code Generation and Management System.

## CURRENT SCHOOL SNAPSHOT

<b>Summit Academy Charter School</b>	
DBN	84K730
Executive Director	Natasha Campbell
School Leader(s)	Cheryl Swift
Board Chair(s)	Floyd Mitchell
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	15
Physical Address(es)	27 Huntington Street, Brooklyn, NY 11231
Facility Owner(s)	DOE
Enrollment <sup>2</sup>	327
Grades Served	6-12

## CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Floyd Mitchell	Board Chair	Finance, Governance	7	0/0
2. John Bailin	Member	Academic Achievement	3	0/0
3. Michael Bernard	Vice Chair	Governance	2	0/0
4. Natasha Campbell	Member	Finance, Academic Achievement	7	0/0
5. Nestor Dominguez	Member	Development	1	0/0

<sup>2</sup> According to ATS data as of October 14, 2015.

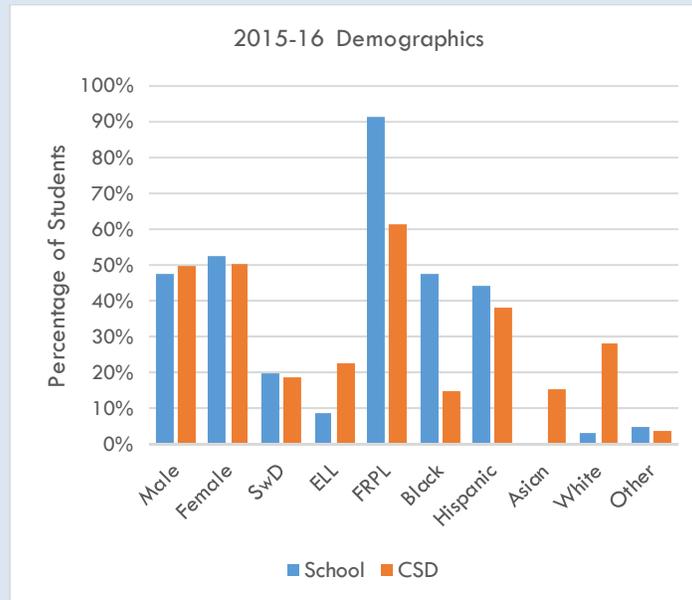
<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

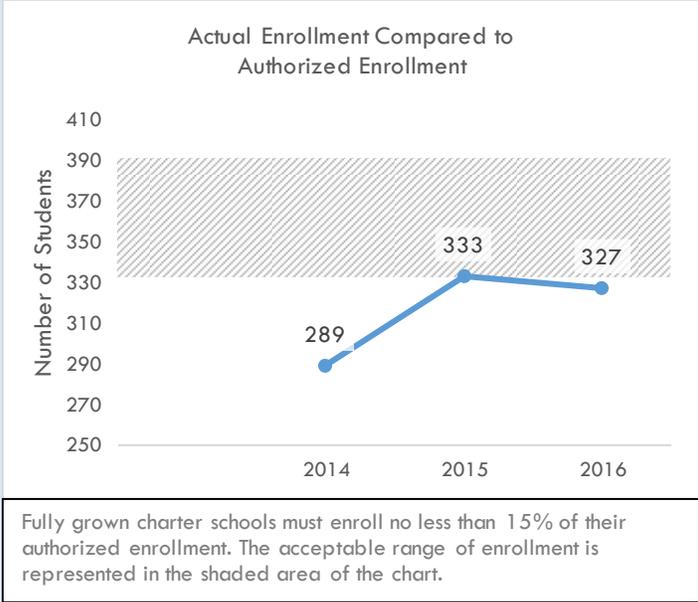
## CHARTER AUTHORIZATION PROFILE

<b>Summit Academy Charter School</b>	
School Opened For Instruction	2009-2010
Date of First Renewal	2013-2014
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2017
Current Authorized Grade Span	6-12
Current Authorized Enrollment	391

Summit Academy was renewed for a 3.5 year short-term in the 2013-14 academic year with no conditions.

## ENROLLMENT AND DEMOGRAPHICS





## PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

### FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

### ESSENTIAL QUESTIONS AND STANDARDS

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#### ESSENTIAL QUESTION 1 - 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 results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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#### ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

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#### ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

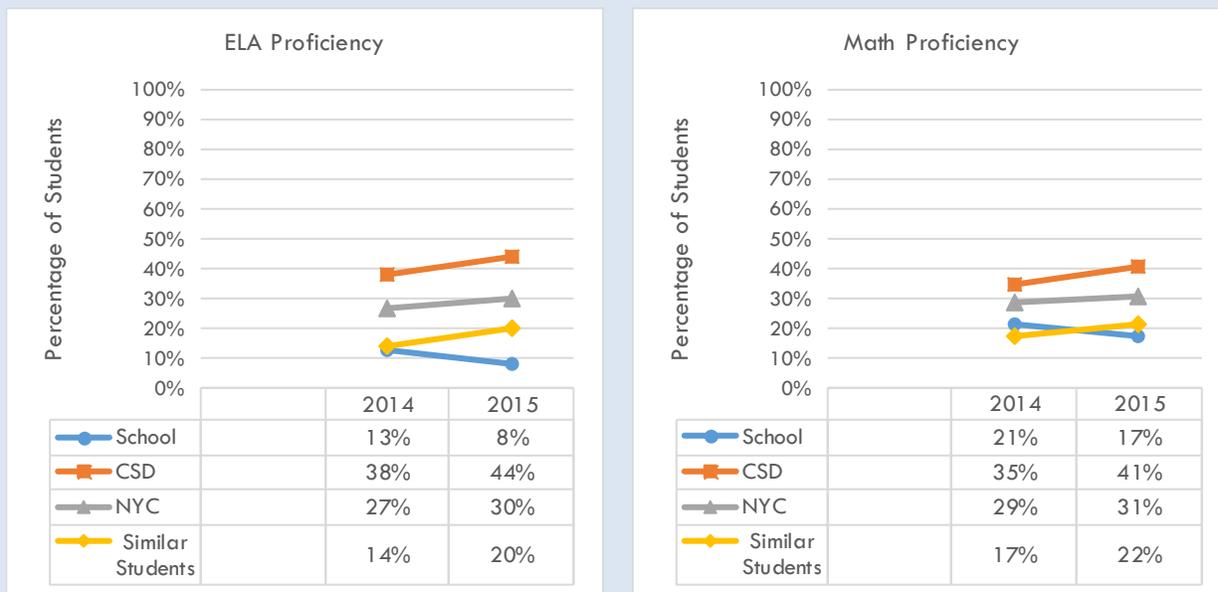
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

## PART 3: REVIEW

### ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?<sup>4</sup>

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E.<sup>5</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

#### OVERALL PROFICIENCY<sup>6</sup>



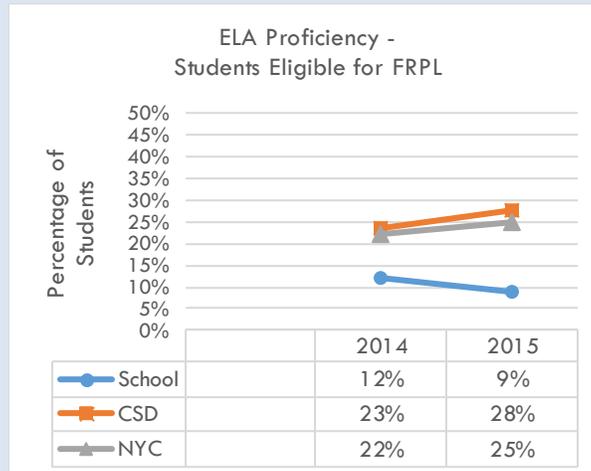
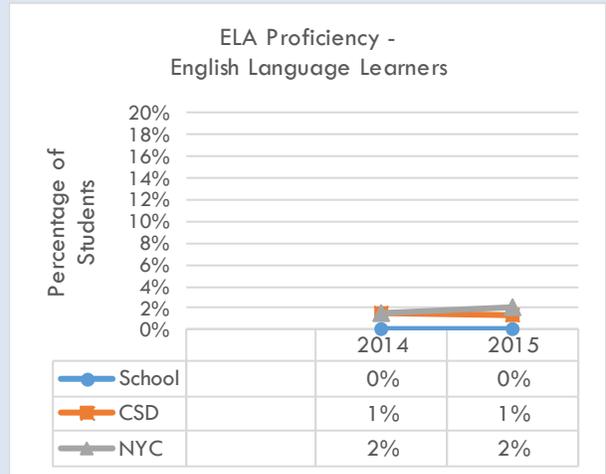
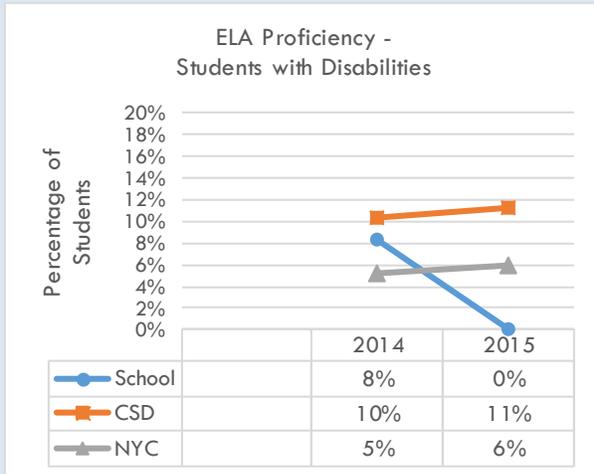
<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

<sup>5</sup> Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

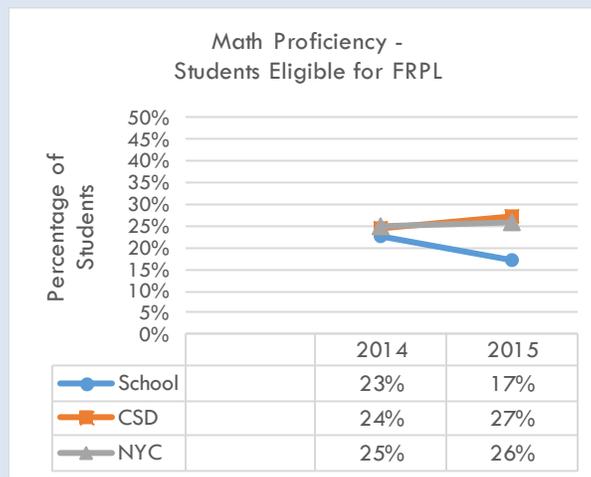
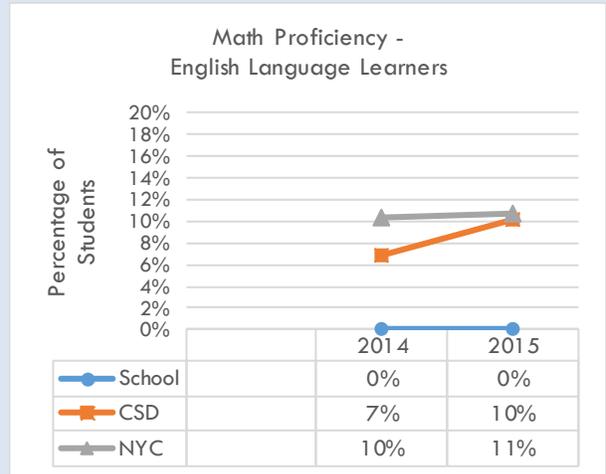
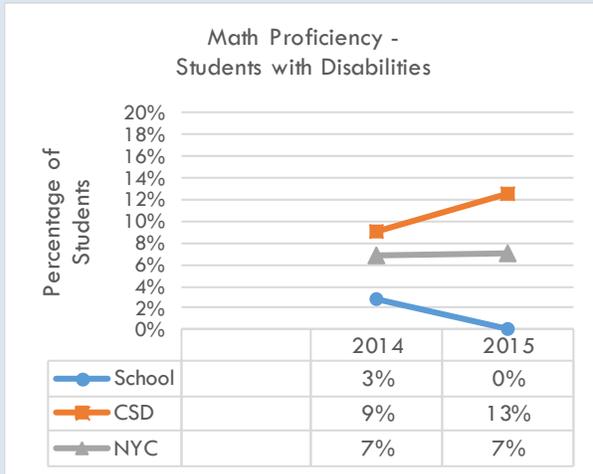
<sup>6</sup> For more on the NYC DOE's similar students comparisons, please see the information here:

[http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

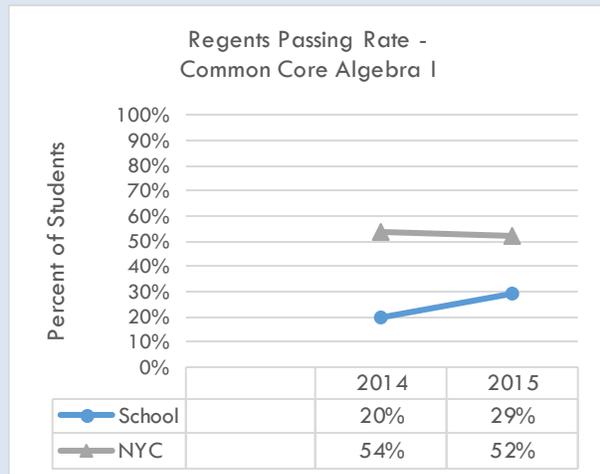
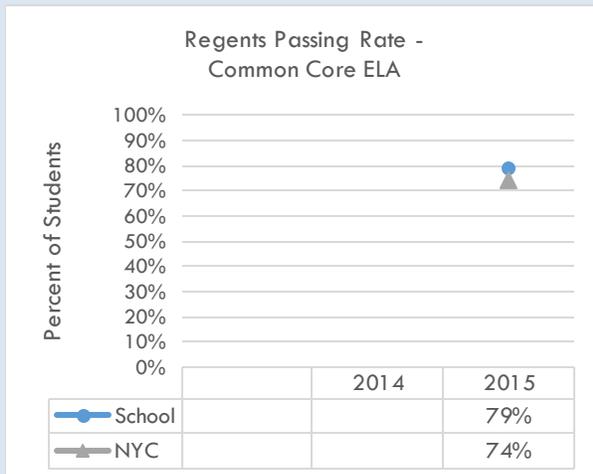
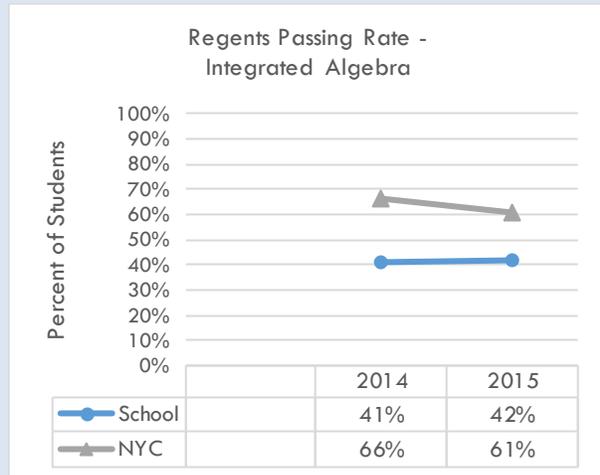
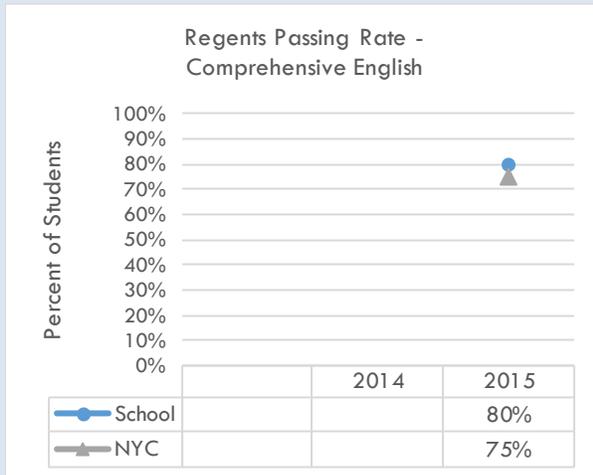
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES<sup>7</sup>



<sup>7</sup> For additional Regents information, please see Appendix D.

## ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix H.

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### COLLEGE FOCUS

Scholars receive college prep course work and college exposure as early as 6th grade. They learn about college expectations from current college students/recent graduates. Teachers incorporate real world connections into lessons that require critical thinking, reading, writing and problem solving skills. Throughout the building, it is evident that college is the goal. 70% of the first senior class was accepted to at least one college.

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### DATA DRIVEN INSTRUCTION

Summit Academy uses data to reflect on its practice to provide engaging, impactful instruction. The school use Do Nows, Exit Tickets, regular checks for understanding (individual white boards), classwork, discussions, projects, homework, quizzes, tests and interim assessments to group scholars, modify instruction, reteach and differentiate. One data day each quarter is dedicated to discuss scholar progress. Summit leverages Mastery Connect to understand and manage scholar mastery of standards.

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### MORE TIME ON TASK/ENGAGED TIME

Research has shown that the more engaged scholars are, the higher they achieve. To that end, Summit Academy implements No Nonsense Nurturing strategies to develop better relationships with scholars, improve classroom management, and increase time on task. To increase learning time, the school has an extended school year and offers Saturday Academy. Summit Academy's goal is to maximize scholar time on task while decreasing teacher burn out by running more efficiently with little to no interruptions in learning.

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### STRONG SCHOOL/HOME PARTNERSHIP

Before the school year begins, teachers call and visit scholar families. This visit allows for parents to hear about the school's mission, vision and expectations, and for teachers to learn more about the scholar. Parents also attend Meet & Greets, Parent Teacher Conferences and receive regular calls to learn about classroom

expectations and scholar progress. Parents stay involved through our Family Achievement Council which meets every month to offer workshops.

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## CHARACTER DEVELOPMENT PROGRAM

Character building classes introduce and reinforce the connection between internalizing the six pillars of character and academic success. Summit Academy uses cooperative and service learning, literature, role play/drama, story-telling, 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.

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## EMPHASIS ON COMMUNITY LEADERSHIP

Character cannot be fully developed through classroom learning alone, so Summit Academy provides opportunities to learn from the world beyond our campus. Scholar community service is non-curriculum-based and recognized by and/or arranged through the school. Community service is: mandatory; includes explicit learning objectives, organized reflection or critical analysis activities; and may include activities that take place on or off of school grounds depending on the grade.

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## STRATEGIES TO CLOSE THE ACHIEVEMENT GAP

Summit Academy uses research-based, proven strategies to help close the achievement gap for their scholars, they include the following: 1. Evidence-based instruction and interventions to support scholars who are struggling or not making consistent progress. 2. Rigorous Curriculum, lesson plans and instruction. 3. Increased Instructional Time/Supplemental Instruction, 4. Frequent progress monitoring, 5. Targeted, Purposeful Professional Development. 6. Increased Parent Involvement.

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## GOVERNANCE

The Board of Trustees is currently out of compliance with their bylaws and charter accountability requirements for the following reasons: the Board of Trustees currently has five members, which is less than the minimum of seven members required by their bylaws; the current Executive Director is a voting member of the Board when she should be an advisory, non-voting member of the Board; the Secretary and Treasurer executive officer positions are not filled; Board minutes are not publicly available; the Board is scheduled to meet seven times, when they are required to meet at least 12 times during the school year; the Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months; and Board member additions and resignations were not submitted in a complete and timely manner.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll 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, please see Appendix F.

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## SUPPORTIVE ENVIRONMENT

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

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## OPERATIONAL STABILITY

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	The school has missed deadlines for annual reporting requirements
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Not Compliant	Lines of accountability cannot be evaluated due to missing Board minutes
Board meetings consistently meet quorum <sup>8</sup>	Not Compliant	Board minutes from the 2015-16 school year are not posted on the school's website

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<sup>8</sup> Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

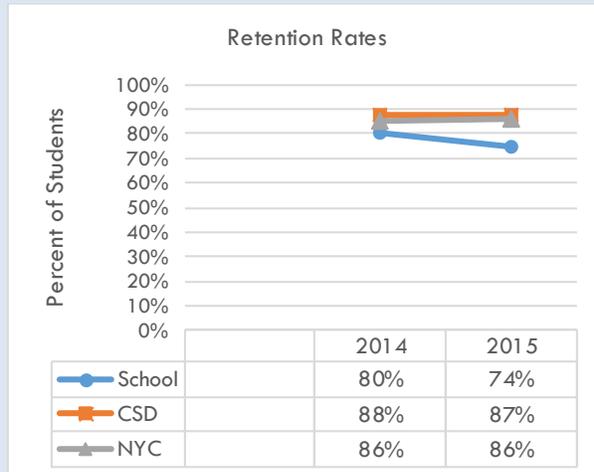
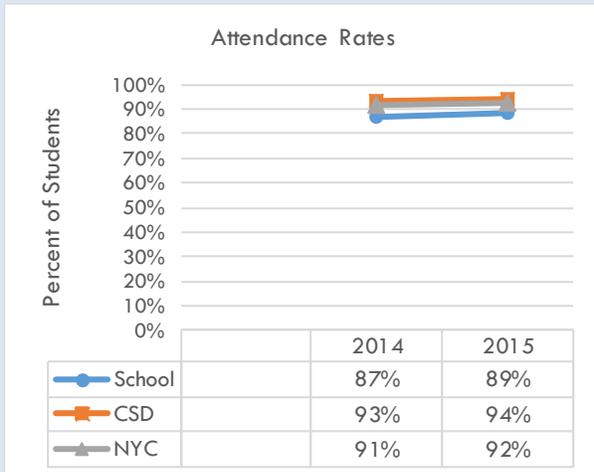
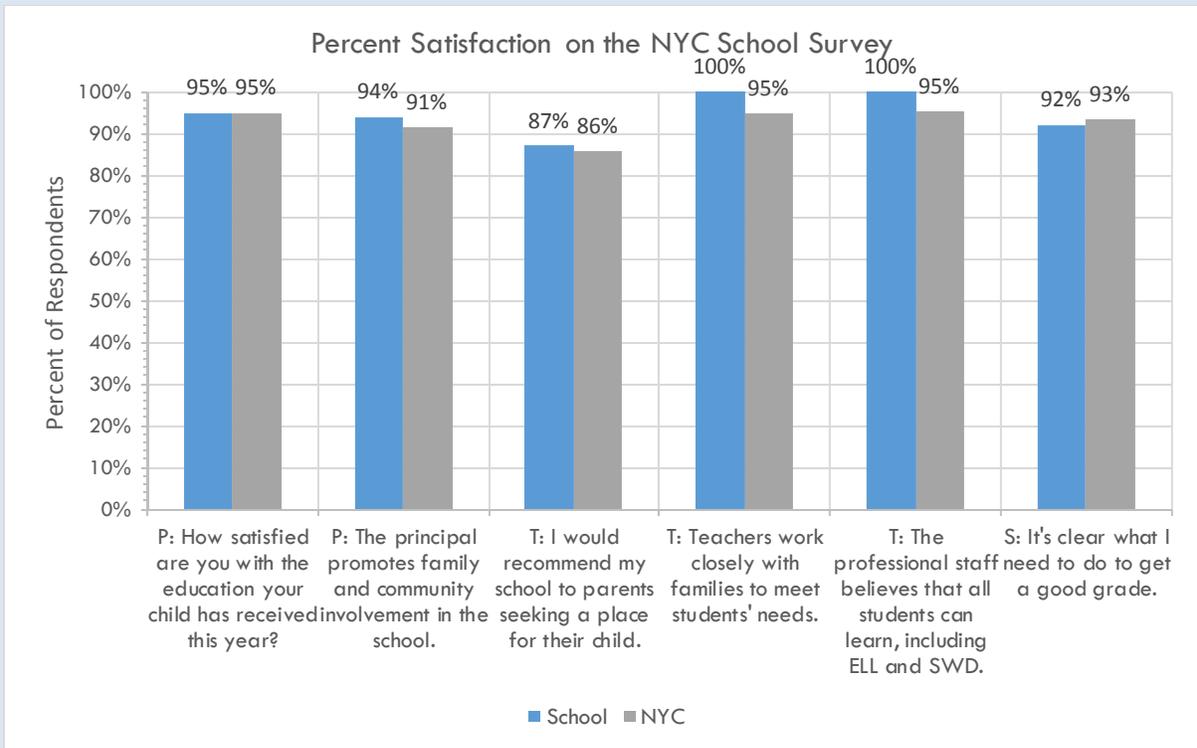
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**COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)**

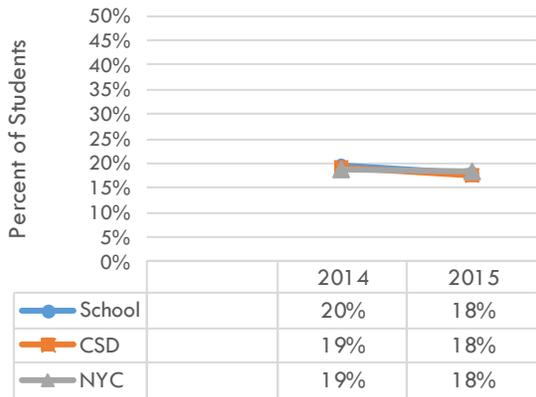
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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Not Compliant	The school has not submitted required facility documents
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	The school has more than the allowed number of uncertified teachers on staff
School is in compliance with employee fingerprinting requirements	Not Compliant	Some staff members were cleared after their start date; fingerprint clearance records are missing for some staff
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Compliant	
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

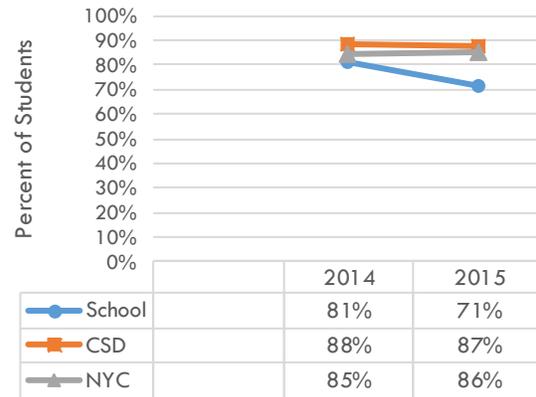
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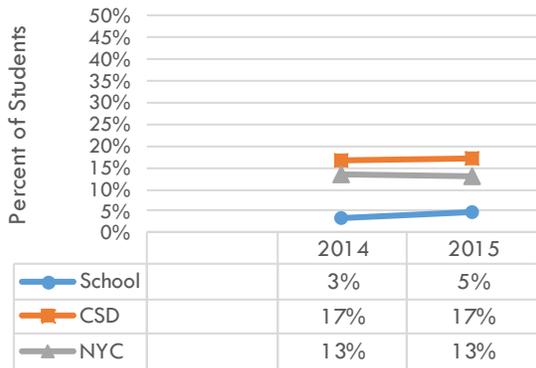
Enrollment Rates - Students with Disabilities



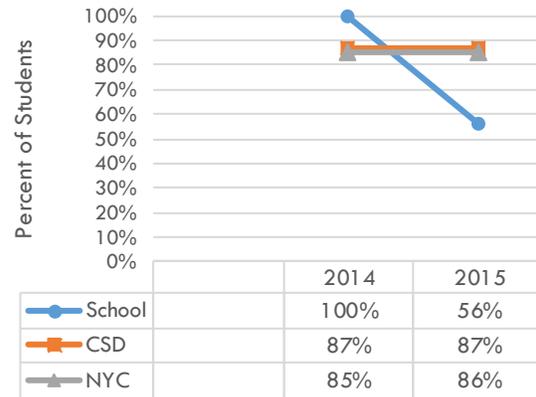
Retention Rates - Students with Disabilities



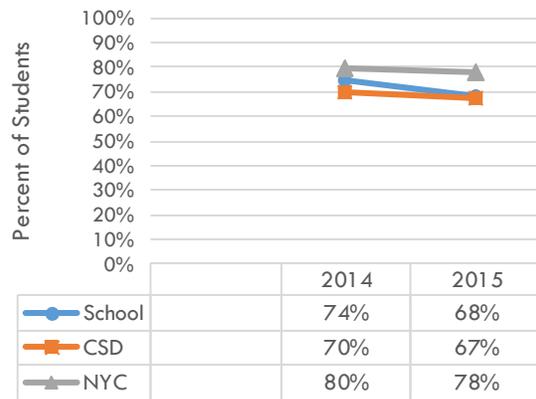
Enrollment Rates - English Language Learners



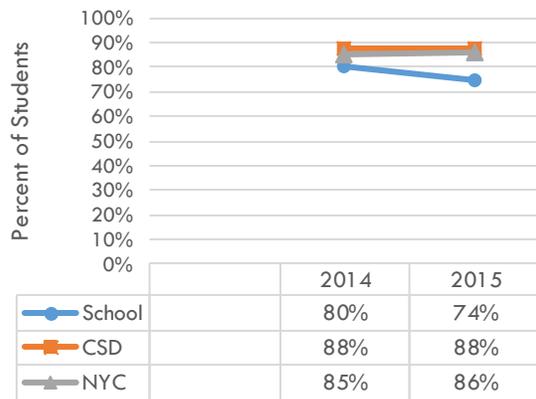
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Summit Academy Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

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#### SCHOOL FINANCES

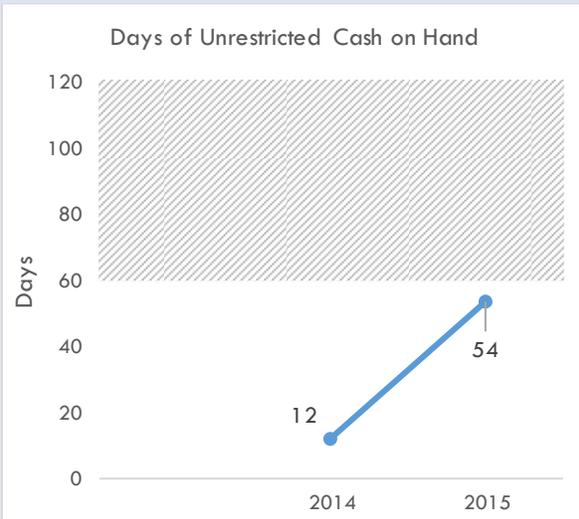
An independent audit performed for fiscal year 2015 (FY15) noted the following material finding:

1. The Board of Trustees did not operate pursuant to the Charter School's bylaws as required by the Charter School's First Renewal Charter.

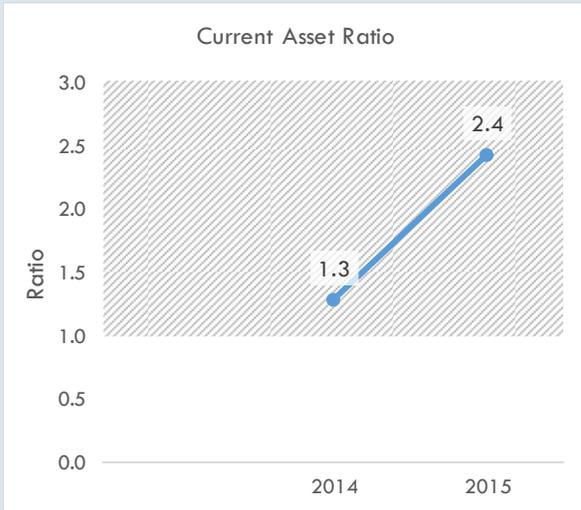
The school has a relationship with Friends of Summit, Inc. a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code. Friends of Summit was established to provide support to social, cultural and educational alternative programs for inner city youth.

The 2015 audit indicated that the school has \$75,118 in escrow, meeting the \$70,000 requirement. However, the school has not submitted the required escrow documentation to the DOE.

SHORT-TERM FINANCIAL VIABILITY<sup>9</sup>



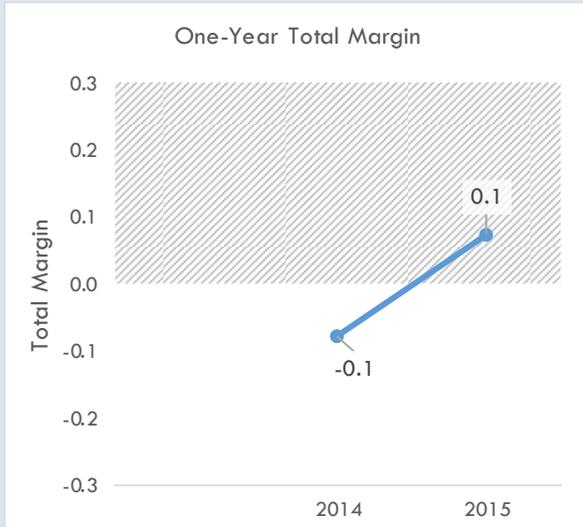
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



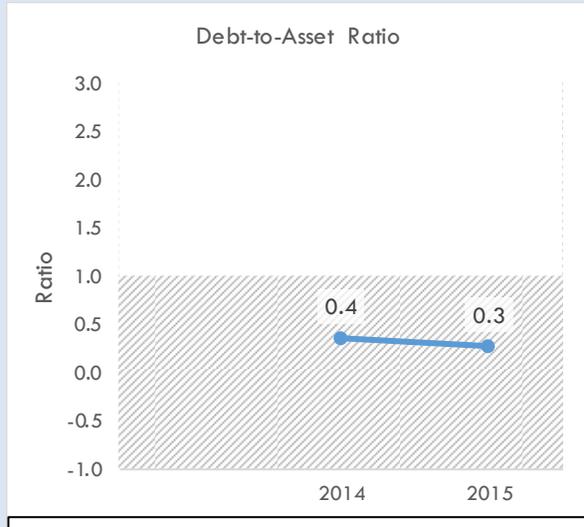
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

<sup>9</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

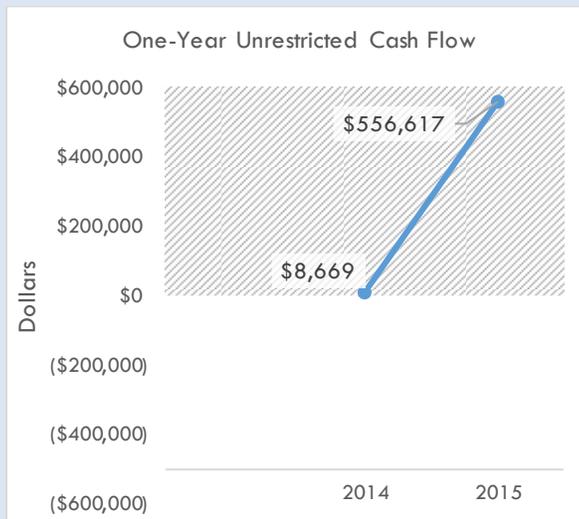
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

## APPENDIX A: SCHOOL OVERVIEW

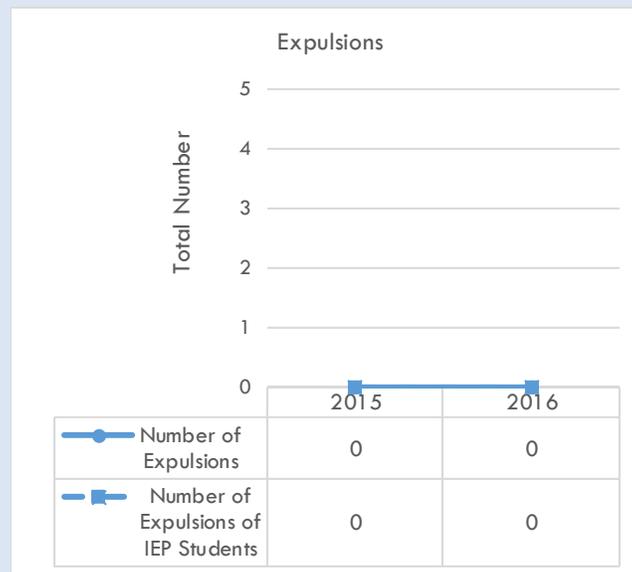
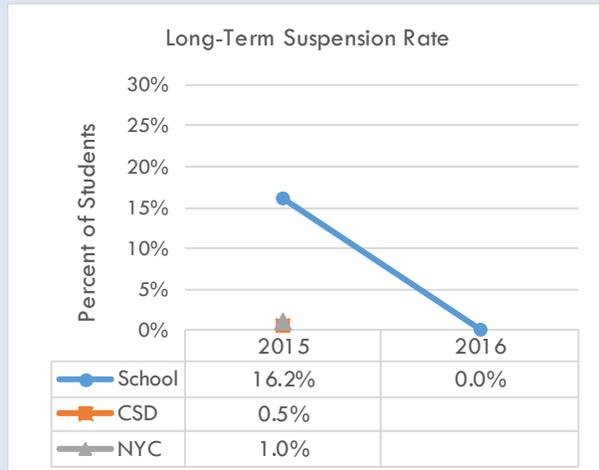
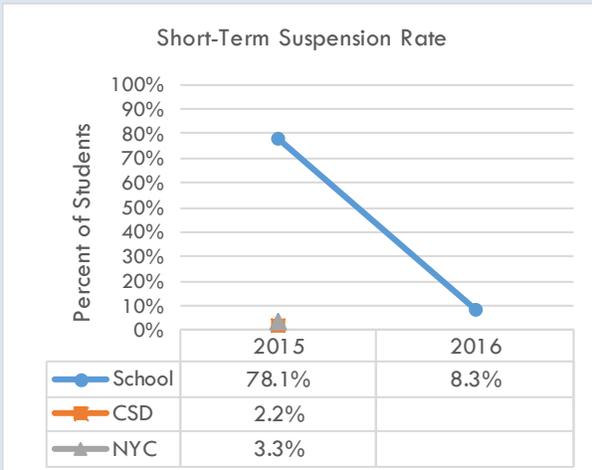
All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grade 6 – Grade 8: 6 sections Grade 9 – 12: 8 sections
Primary Entry Grade(s)	6-7
Additional Grade(s) for which Student Applications are Accepted	8-10
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	248
Number of Students Accepted via the Lottery (School Year 2015-16)	60 (Grade 6), 30 (Grade 7), 13 (Grade 8), 30 (Grade 9)
<i>Lottery Preferences</i>	
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

## SUSPENSION AND EXPULSION RATES<sup>10</sup>

Due to a cap on the number of suspensions NYCDOE allowed schools to report, the short- and long-term rates below are potentially lower than actual rates.



<sup>10</sup> City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

## APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

### GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
<b>Summit Academy Charter School</b>			
Grade 6	7%	11%	13%
Grade 7	17%	12%	4%
Grade 8	15%	14%	9%
<b>DIFFERENCE FROM CSD</b>			
Grade 6	-28%	-25%	-30%
Grade 7	-21%	-28%	-39%
Grade 8	-19%	-26%	-36%

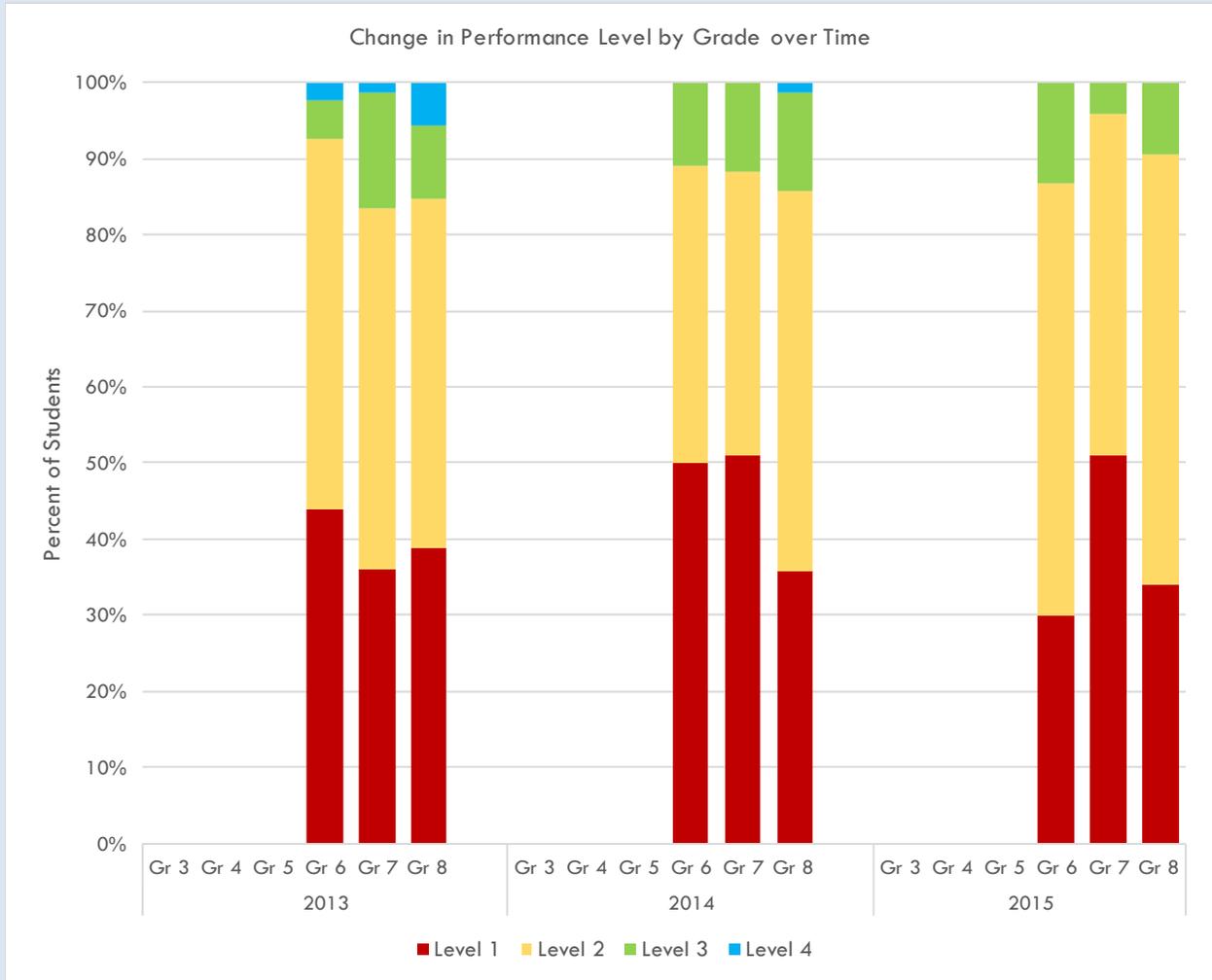
### GRADE-LEVEL PROFICIENCY IN MATH

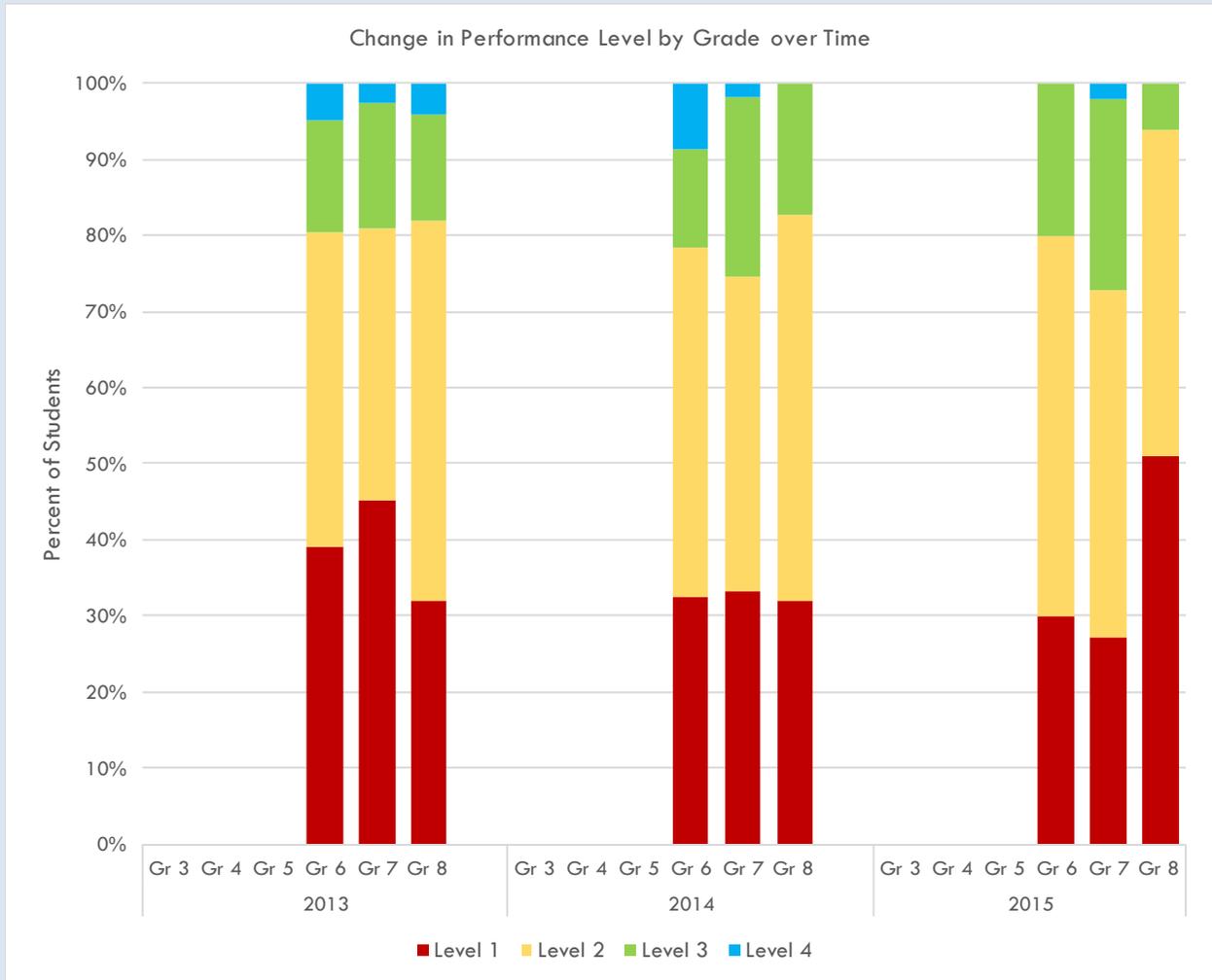
	2012-2013	2013-2014	2014-2015
<b>Summit Academy Charter School</b>			
Grade 6	20%	22%	20%
Grade 7	19%	25%	27%
Grade 8	18%	17%	6%
<b>DIFFERENCE FROM CSD</b>			
Grade 6	-18%	-17%	-31%
Grade 7	-13%	-16%	-18%
Grade 8	-12%	-3%	-13%

**APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME**

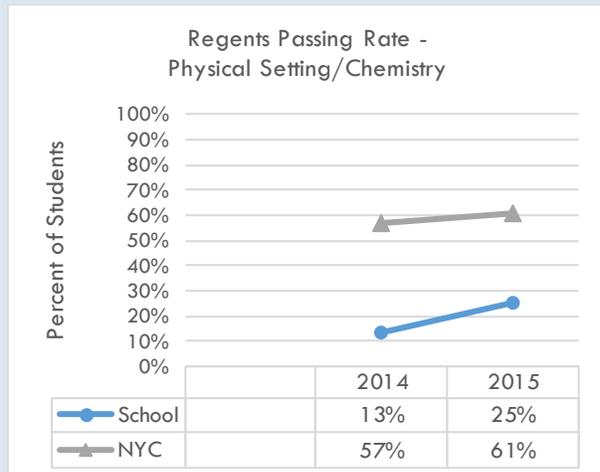
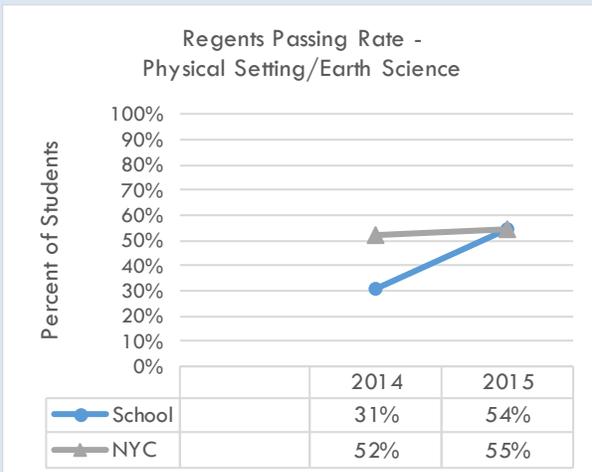
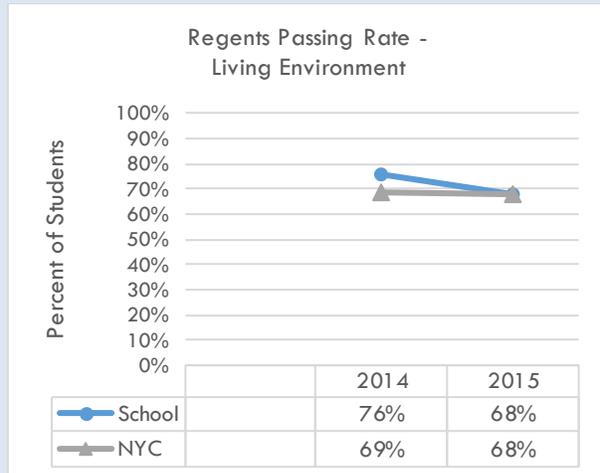
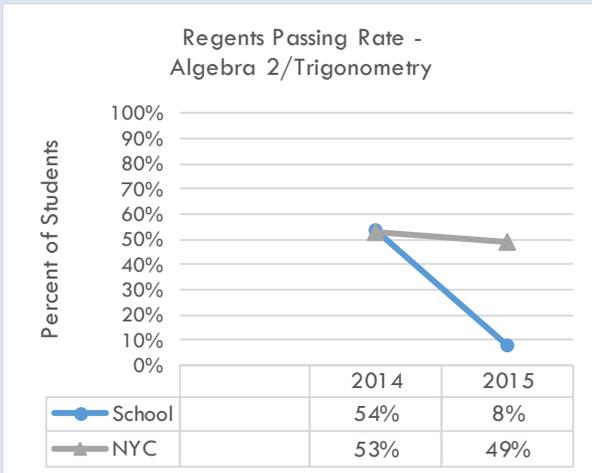
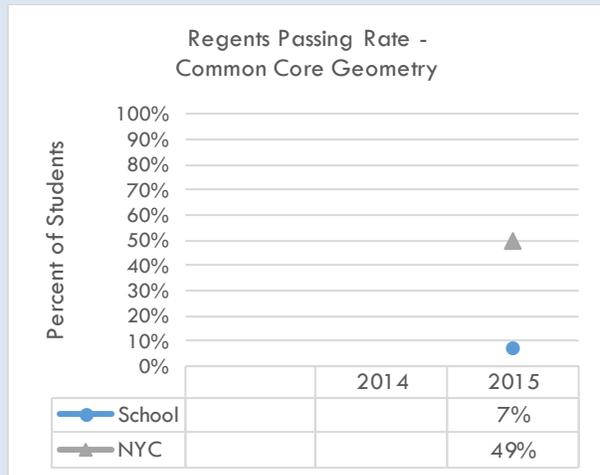
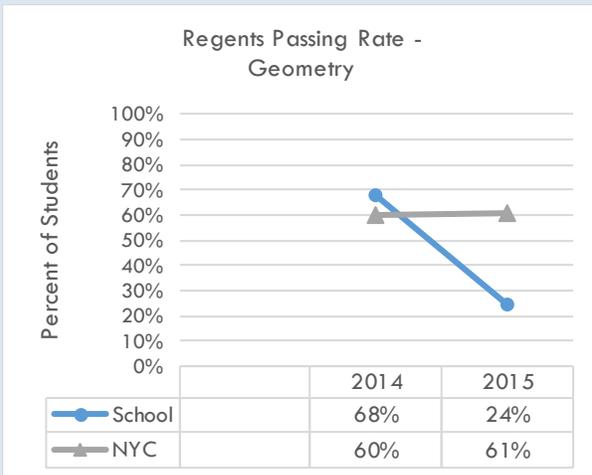
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

**ENGLISH/LANGUAGE ARTS**

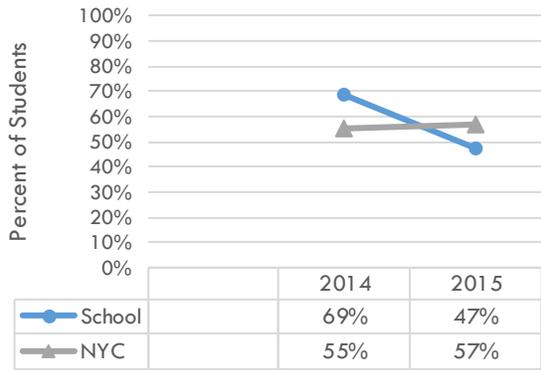




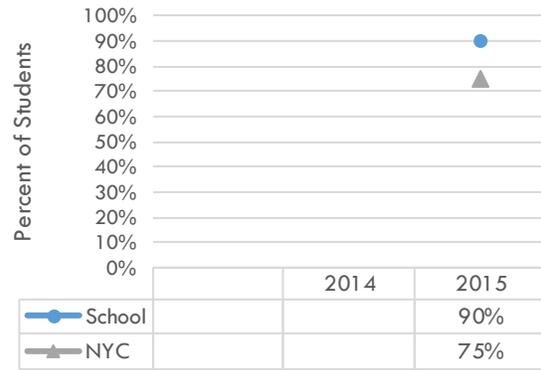
APPENDIX D: ADDITIONAL REGENTS PASS RATES



Regents Passing Rate -  
Global History



Regents Passing Rate -  
U.S. History & Government



## APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year<sup>11</sup>, the school achieved/met its goals as follows:

- Academic Goals: <sup>12</sup>
  - 5 of 16 applicable academic charter goals in its most recent year
- Operational Goals:
  - 9 of 11 applicable operational charter goals in its most recent year
- Financial Goals:
  - 0 of 0 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	Each year, Summit Academy 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.	The goal was met. The test was administered in September and June.
	Each year, 75 percent of 7th – 8th graders 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 New York State ELA examination.	This goal was not met. For the 2014-2015, there were a total of 43 - 7th and 41 - 8th graders who were enrolled at the school on Beds Day for two consecutive years. Of the 43 - 7th graders, 4% performed at or above level 3 on the New York State ELA examination. Of the 41 - 8th graders, 12% performed at or above Level 3 on the on the New York State ELA examination in 2014.

<sup>11</sup> This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

<sup>12</sup> Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

For the 2010-11 through 2014-15 school years, 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 State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.	From the 2010-2011 through 2014-2015 school years, grade level cohorts of scholars have not reduced the gap by one half...
Each year, the percent of students performing at or above Level 3 on the State ELA exam will, in the majority of grades, exceed the average performance of students tested in the same grades of its Community School District.	This goal was not met. Percent at Level 3 or 4 for Summit Academy/CSD 15 Grade 6 – 13% / 44% Grade 7 – 4% / 43% Grade 8 – 9% / 45% Average – 12% / 44%
Each cohort of students will reduce by one-half the gap between percent passing the ELA Regents examination and the previous cohorts' passing rate on the ELA Regents examination.	Progress toward this goal cannot be measured. The English Regents exam is only taken by 11th graders and in 2014-15 SACS enrolled its first 11th grade class. As a result, comparison data will not be available until 2015-16.
Each year, the percent of students performing at or above a score of 65 on the State English Regents exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of its Community School District.	This goal was met. For the 2014-2015 school year, we had our first group of scholars take the English Regents Common Core Exam and the Comprehensive English Regents Exam. In June 2015, 49 scholars took the Comprehensive English Regents Exam. Of the 49 scholars who took the exam, 82% performed at or above a score of 65. In August 2015, a total of six scholars took the Comprehensive English Regents Exam. Of the six scholars, five retook the exam and one took the exam for the first time. Of the five who retook the exam, 80% performed at or above a score of 65. The one who took it for the first time failed. In summary, of the fifty scholars who have taken the exam in June 2015 or August 2015, 88% of scholars performed at or above a score of 65.
Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above	This goal was met. The percent of scholars in the high school accountability cohort who passed the English Regents exam with a score of 65 or

<p>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.</p>	<p>above by the  In June 2015, 49 scholars took the Comprehensive English Regents Exam. Of the 49 scholars who took the exam, 82% performed at or above a score of 65. In August 2015, a total of six scholars took the Comprehensive English Regents Exam. Of the six scholars, five retook the exam and one took the exam for the first time. Of the five who retook the exam, 80% performed at or above a score of 65. The one who took it for the first time failed. In summary, of the fifty scholars who have taken the exam in June 2015 or August 2015, 88% of scholars performed at or above a score of 65. In June 2015, 46 scholars took the Common Core Regents Exam. Of the 46 scholars who took the exam, 80% performed at or above a score of 65.</p>
<p>Each year, the school's aggregate Performance Index on the State ELA exam will meet its Adequate Yearly Progress.</p>	<p>Progress toward this goal cannot yet be measured as the state aggregate performance index has not yet been released.</p>
<p>Each year, Summit Academy 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.</p>	<p>This goal was met.  The test was administered in September and June.</p>
<p>Each year, 75 percent of 7th – 8th graders 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 New York State Mathematics examination.</p>	<p>This goal was not met. For the 2014-2015, there were a total of 43 - 7th and 41 - 8th graders who were enrolled at the school on Beds Day for two consecutive years. Of the 43 - 7th graders, 27% performed at or above level 3 on the New York State ELA examination. Of the 41 - 8th graders, 6% performed at or above Level 3 on the on the New York State ELA examination in 2014.</p>

<p>Each year, 75 percent of 9th – 10th grade cohorts will pass the New York State Regents examinations in Math.</p>	<p>This goal was not met. In 2014-15, 83% of students passed either the Geometry, Integrated Algebra or Algebra II/Geometry Regents exam, however less than 75% of students in the 9th and 10th grade cohorts passed.</p>
<p>For Years 2 through 5, 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 State Math exam (baseline) and 75 percent at or above Level 3 on the current year’s State Math exam. If the percentage of students scoring above proficiency in a grade-level cohort exceeded 75 percent on the previous year’s Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.</p>	<p>This goal was not met. This goal was met for the 8th grade cohort, but not for cohorts in other grades.</p>
<p>Each year, the percent of students performing at or above Level 3 on the State 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 Community School District.</p>	<p>This goal was not met. 35% of NYC CSD15 students in the 7th &amp; 8th grade attained a Level 3 or 4.</p>
<p>For the 2010-11 through 2014-15 school years, each cohort of students will reduce by one-half the gap between percent passing the Math Regents examination and the previous cohorts’ passing rate on the Math Regents examination</p>	<p>This goal was not met.</p>
<p>Each year, the percent of students in the high school accountability cohort passing an Math Regents 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.</p>	<p>Progress toward this goal cannot yet be measured. Summit Academy will not enroll 12th grade students until the 2015-16 school year.</p>
<p>Each year, the school’s aggregate Performance Index on the State Math exam will meet its Adequate Yearly Progress set forth in the State’s No Child Left Behind (NCLB) accountability system.</p>	<p>Progress toward this goal cannot yet be measured as the NYS performance index not yet been released.</p>

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Each year, 75 percent of 9th – 10th 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 New York State Science examination.

Our scholars in 9th and 10th grade do not take an exam that is scored on a 1-4 scale. They take Regents exams; scholars on both grade levels take multiple exams including: chemistry, earth science, and living environment. Based on Regents performance and passing rates, this goal was not met.

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Each year, the percent of students in the high school accountability cohort passing a Science Regents 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.

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This goal was met. Living Environments  
In June 2015, 61 scholars took the Living Environments Regents Exam. Of the 61 scholars, 44% performed at or above a score of 65.  
In August 2015, six scholars took the exam. Of the six, five scholars retook the exam and all performed below a score of 65. One scholar to the exam for the first time and performed at or above a score of 65.  
Overall for June 2015 and August 2015, a total of 62 scholars took the Living Environments Regents Exam and 73% performed at or above a score of 65.  
Earth Science  
In June 2015, 54 scholars took the Earth Science Regents Exam. Of the 54 scholars, 52% performed at or above a score of 65.  
In August 2015, ten scholars took the exam. Of the ten, nine scholars retook the exam. Two of the nine and performed at or above a score of 65. One scholar to the exam for the first time and performed below 65.  
Overall for June 2015 and August 2015, a total of 55 scholars took the Earth Science Regents Exam and 73% performed at or above a score of 65.  
Chemistry  
In June 2015, 15 scholars took the Chemistry Regents Exam. Of the 15 scholars, 22% performed at or above a score of 65.

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	Each year, the school's aggregate Performance Index on the State Science exam will meet its Adequate Yearly Progress set forth in the State's No Child Left Behind (NCLB) accountability system.	Progress toward this goal cannot yet be measured as the NYS performance index not yet been released.
	Each year, 75 percent of 9th – 10th 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 New York State Social Studies examination.	This goal was not met. Only 46% of 10th graders who took the Global History & Geography Regents exam achieved proficiency.
	Each year, 75 percent of 9th – 10th grade cohorts will pass the New York State Regents examinations in Social Studies.	This goal was not met. 46% of students who took the US History & Government Regents exam passed.
	Each year, the percent of students in the high school accountability cohort passing a Social Studies Regents 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.	Progress toward this goal cannot yet be measured. Summit Academy will not enroll 12th grade students until the 2015-16 school year.
	Each year, the percent of students in the high school accountability cohort passing a Language other than English Regents 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.	Progress toward this goal cannot yet be measured. Summit Academy will not enroll 12th grade students until the 2015-16 school year. Thus far, 100% of students have passed the LOTE Regents exam. Summit Academy can compare its performance to other schools in 2015-16.
	From years 2-4, the school will receive a "B" or higher on the Student Progress section of the NYCDOE Progress report.	This goal is no longer applicable since the structure of the NYCDOE Progress Report has changed to no longer include letter grades.
	Each year, the school will be deemed "In Good Standing."	This data is not yet available.
Operational Goals	Each year, the school will have a daily student attendance rate of at least 95 percent.	This goal was not met. Daily student attendance averaged 91%.
	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September, exclusive of students who have moved outside of New York City.	This goal was not met. Only 93% of students returned to the school the following September.

Each year, Summit Academy will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, and the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	This goal has been met
Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	This goal was met.
Each year, 100% of Summit Academy students will perform age-appropriate service in the community for one hour per month.	This goal was met. 100% of students participated in the school arranged community service project with a local senior citizen center. Next year students will tutor local public school students.
Each year, 85% of visitors to Summit Academy, utilizing a common rubric, will indicate that students exhibit strong social skills, character or citizenship during their visit.	This goal was met.
Each year, parents will express satisfaction with the school's program. The school will only have met this goal if 50% or more parents participate in the survey	This goal was met. Almost 70% of parents responded to the survey and more than 80% of respondents expressed satisfaction with the school in multiple areas.
Each year, teachers will express satisfaction with school leadership and professional development opportunities. The school will only have met this goal if 50% or more teachers participate in the survey.	This goal was met.
Each year, students will express satisfaction with the school. The school will only have met this goal if 50% or more of students enrolled participate in the survey	This goal was met.
Upon completion of Summit Academy's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	This goal has been met.

	Each year, Summit Academy will operate on a balanced budget and maintain a stable cash flow.	This goal was met.
Financial Goals	The school submitted no financial goals.	

## APPENDIX F: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these 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 and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

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### PROFICIENCY (LEP) STUDENTS

- Direct mail advertising to zip codes surrounding the school. Advertisements included a description of the school and its program to serve SWDs and ELLs, as well as an invitation to apply and visit the school.
- Direct mail campaign to a zip code that has a large population of Spanish speaking immigrants.
- Flyers were distributed in English and Spanish to all families.
- Information sessions were held at cultural centers in the neighborhood and translators were available.
- School's bilingual staff visited Spanish speaking communities to distribute materials and engage with families.

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### STUDENTS WITH DISABILITIES (SWD)

- Efforts were not described.

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### STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- Outreach to local elementary schools and programs that serve a high population of students eligible for FRPL.

## APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516\\_V1\\_August2015.pdf](http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).

## APPENDIX H: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on March 31, 2016, met with the leadership team, and observed ten classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of posted objectives and agendas: The team saw evidence of this in all classrooms.
- Evidence of use of the five step lesson plan: The team generally saw evidence of this.
- Evidence of use of exit tickets: The team did not see evidence of this.
- Evidence of scholar centered learning environments where students are engaging and grappling with the work, and doing the majority of the heavy lifting: The team saw little evidence of this.
- Evidence of technology being used: The team did not see evidence of students using technology.