

I. SCHOOL INFORMATION AND COVER PAGE

Created Monday, June 16, 2014
Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331500860953 SUMMIT ACADEMY CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 15

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
27 Huntington Street Brooklyn, NY 11231	718-875-1403	718-875-1891	info@summitacademycharterschool.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Natasha Campbell
Title	Executive Director
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

<http://www.summitacademycharterschool.org/>

6. DATE OF INITIAL CHARTER

2008-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 6

 7

 8

 9

 10**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	27 Huntington Street Brooklyn, NY 11231	718-875-1403	CSD 15	6-11	No	DOE space

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Natasha Campbell	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Samease Handshaw	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Samease Handshaw	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Natasha Campbell	[REDACTED]	[REDACTED]	[REDACTED]

13. Are the School sites co-located?

No

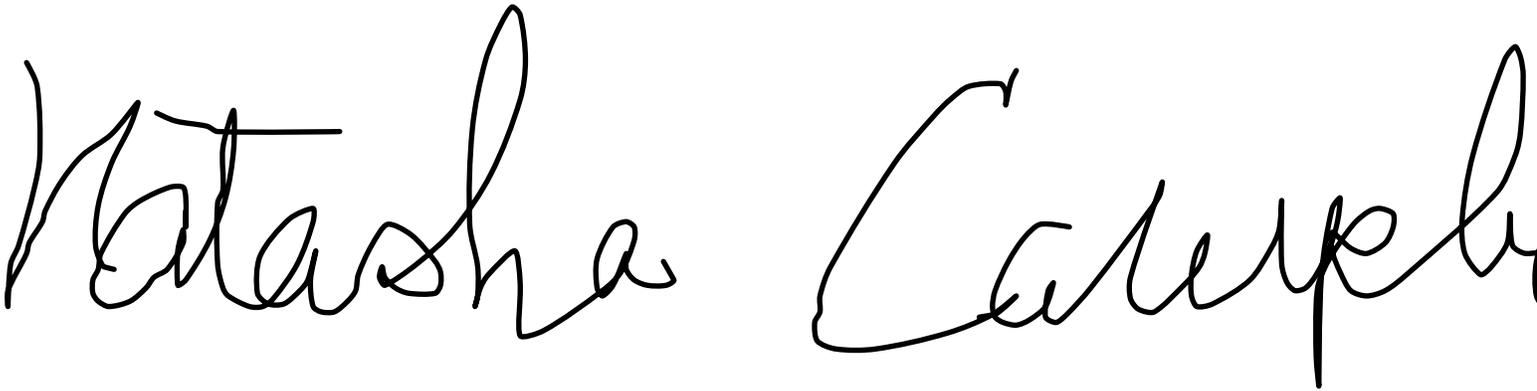
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A large, cursive handwritten signature in black ink that reads "Natasha Campbell".

Signature, President of the Board of Trustees

A large, cursive handwritten signature in black ink that reads "Don Mitchell".

Thank you.

Appendix A: Progress Toward Goals

Created Thursday, July 17, 2014

Updated Friday, October 31, 2014

Page 1

Charter School Name: 331500860953 SUMMIT ACADEMY CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?instid=800000064232&year=2013&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherqu>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	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.	Stanford 10 Reading Comprehension Assessment.	This goal was met. Summit Academy administered the Stanford 10 Reading Comprehension Assessment in September and June. Rather than using percentiles, progress is measured by the percent of students achieving an NCE of 50 or greater. An NCE of 50 is considered on grade level.	
Academic Goal 2	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.	NYS English Language Arts exam	This goal has not been met. 14% of students who are in at least their 2nd year at Summit Academy performed at or above a Level 3.	To increase ELA performance for our middle school students, Summit Academy has shifted from the use of teacher created literacy curriculum to Springboard, a college readiness curriculum created by the College Board. Implementation of this curriculum will enable our teachers to focus on improved

				delivery of the prescribed units and lessons. Beyond this crucial program change, the school will continue to provide targeted, small group reading interventions facilitated by learning support specialists. The school will also continue the use of ongoing assessments to gauge students' understanding and mastery of concepts and skills.
Academic Goal 3	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.	NYS English Language Arts exam	With overall student performance consistent from the prior and current year, this goal was not met.	Please see the response to Academic Goal 2.
Academic Goal 4	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.	NYS English Language Arts exam	This goal was not met. Percent at Levels 3 & 4 for Summit Academy/CSD 15 Grade 6 - 11% / 36% Grade 7 - 12% / 40% Grade 8 - 14% / 40% Total - 13% / 39%	Please see the response to Academic Goal 2.
Academic Goal 5	Each cohort of students will reduce by one-half the gap between percent passing the English Regents examination and the previous cohorts' passing rate on the English Regents examination.	English Regents exam scores	Progress toward this goal cannot be measured. The English Regents exam is taken by 11th Grade students, and in the 2013-2014, Summit Academy only enrolled students in Grades 6-10.	N/A
Academic Goal 6	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.	English Regents exam scores	Progress toward this goal cannot be measured. The English Regents exam is taken by 11th Grade students, and in the 2013-2014, Summit Academy only enrolled students in Grades 6-10.	N/A
Academic Goal 7	Each year, the percent of students in the high school accountability cohort passing an 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.	English Regents exam scores	Progress toward this goal cannot be measured. The English Regents exam is taken by 11th Grade students, and in the 2013-2014, Summit Academy only enrolled students in Grades 6-10.	N/A

Academic Goal 8	Each year, the school's aggregate Performance Index on the State ELA exam will meet its Adequate Yearly Progress.	NYS Report Card	Data is not yet available to determine whether this goal was met.	N/A
-----------------	---	-----------------	---	-----

2a1. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

Academic Goal	Academic Student Performance	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	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.	Stanford 10 Math Comprehension Assessment.	This goal was met. Summit Academy administered the Stanford 10 Math Assessment in September and June. Rather than using percentiles, progress is measured by the percent of students achieving an NCE of 50 or greater. An NCE of 50 is considered on grade level.	
Academic Goal 10	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.	NYS Mathematics exam	This goal has not been met. 27% of students who are in at least their 2nd year at Summit Academy performed at or above a Level 3.	Similar to the improvement plan for ELA, Summit Academy has shifted from the used of internally created lesson plans to a Common Core aligned curriculum. The school selected Eureka Math, which provides instructional modules and lesson plans for all grades. In addition, the school will continue the use of targeted small group remediation as well as the use of data to measure student learning and drive instruction.
Academic Goal 11	Each year, 75 percent of 9th – 10th grade cohorts will pass the New York State Regents examinations in Math.	Integrated Math Regents	In 2014, 37.5% of our 9th Graders passed the Integrated Algebra exam; 70% of 9th and 10th grade students passed the Geometry exam; and 50% of 9th and 10th graders passed the Algebra II/Trigonometry exam.	
Academic Goal 12	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	NYS Mathematics exams	With overall student performance consistent from the prior and current year, this goal was not met.	Please response to Academic Goal 10 above.

	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.			
Academic Goal 13	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.	NYS Mathematics exams	This goal was not met. Percent at Levels 3 & 4 for Summit Academy/CSD 15 Grade 6 - 22% / 39% Grade 7 - 26% / 42% Grade 8 - 17% / 22% Total - 21% / 35%	Please see response to Academic Goal 10 above.
Academic Goal 14	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.	Not Applicable	This goal was not met. The number of students who passed the Math Regents exams was greater in 2012-2013 than in 2013-2014 for each cohort of students.	To increase student achievement in Mathematics, we have brought on a Math coach who has been charged with supporting our teachers with the implementation of the math curriculum though professional development and ongoing coaching. In addition, we have established a more comprehensive after-school tutoring program to extend learning time for all students, particularly those below grade level. Finally, the school has purchased additional Regents prep workbooks and other resources.
Academic Goal 15	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.	Not Applicable	Progress toward this goal cannot be measured. Summit Academy will not enroll 12th grade students until the 2015-2016 school year.	N/A
Academic Goal 16	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.	NYS Report Card	Data is not yet available to determine whether this goal was met.	N/A

2a2. Do have more academic goals to add?

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 17	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.	Science Regents	In 2014, 75% of 9th and 10th grade students passed the Living Environment Survey exams; and 35% of our students passed the Earth Science exam.	To increase student achievement in Science, we have brought on an instructional coach who has been charged with supporting our teachers with the implementation of the Science curricula through professional development and ongoing coaching. In addition, we have established a more comprehensive after-school tutoring program to extend learning time for all students, particularly those below grade level. Finally, the school has purchased additional Regents prep workbooks and other resources.
Academic Goal 18	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.	Science Regents	Progress toward this goal cannot be measured. Summit Academy will not enroll 12th grade students until the 2015-2016 school year.	N/A
Academic Goal 19	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.	NYS Report Card	Data is not yet available to determine whether this goal was met.	N/A
Academic Goal 20	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.	NYS Social Studies exam	Not Applicable. This state assessment is no longer administered.	N/A
Academic Goal 21	Each year, 75 percent of 9th – 10th grade cohorts will pass the New York State Regents examinations in Social Studies.	Not Applicable	This goal was not met.	As many of our students were very close to passing this exam, our teachers are volunteering their time in the coming weeks to prepare them for the summer retake. For the next school year, we are implementing more

				cross-curricular work as we determined that most students scored poorly in the writing components. We believe that, as we address deficiencies in our writing curriculum and instruction, scores in other exams such as the Regents Social Studies exams, will increase as well.
Academic Goal 22	Each year, the percent of students in the high school accountability cohort passing an 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.	Not Applicable	Progress toward this goal cannot be measured. Summit Academy will not enroll 12th grade students until the 2015-2016 school year.	N/A
Academic Goal 23	Each year, the percent of students in the high school accountability cohort passing an 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.	Not Applicable	Progress toward this goal cannot be measured. Summit Academy will not enroll 12th grade students until the 2015-2016 school year.	N/A
Academic Goal 24	From years 2-4, the school will receive a “B” or higher on the Student Progress section of the NYCDOE Progress report.	NYCDOE Progress Report	Data is not yet available to determine whether this goal was met. In addition, the format of the Progress Report will be changed, and letter grades will no longer be awarded.	N/A
Academic Goal 25	Each year, the school will be deemed “In Good Standing.”	NYS Report Card	Data is not yet available to determine whether this goal was met.	N/A

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent.	Student Records	This goal was not met. The average daily attendance for the 2013-2014 school year was approximately 91%.	To address attendance issues Summit Academy's Parent/Student Liaison will work more closely with parents in the coming year to encourage them to address school attendance issues at home. For chronically absent students, the Liaison will communicate frequently with families and conduct home visits when warranted.
Org Goal 2	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.	Student Records	This goal was not met. 84% of scholars enrolled on the last day of school returned for this school year. Of the 16% that did not return, 5% moved outside of the city or moved to another borough, and commuting would have been too challenging. In addition, 65% of last year's 8th grade class returned; of the 35% who left, 60% went to high schools with specialized programs; the other 40% left for other reasons. 1% of our attrition was due to acceptance into specialized high schools.	In an effort to retain more of our 8th grade scholars, we have included them in the Summit Academy Charter High School recruitment process. We are not relying on the assumption that they will matriculate into our program. Also, we have hired a full-time college and career coordinator who works with our 8th grade and HS parents to ensure that there is a direct pathway into our HS program. Lastly, we are surveying families frequently and early so that we can improve our school so that parents will be inclined to keep their scholars in our program, despite concerns about location.
Org Goal 3	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	Student Records	This goal was not met.	Recognizing that the lack of public transportation to the school will continue to hamper the school's efforts to fully enroll, the Board of Trustees lowered the target enrollment for the upcoming charter period, beginning with the 2014-2015 school year.
Org Goal 4	Each year, Summit Academy will comply with all applicable laws, rules,	Board Policies and Meetings	This goal has been met.	

regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.

Org Goal 5	Each year, 100% of Summit Academy students will perform age-appropriate service in the community for one hour per month.	School Records 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.	This goal was not met. 96% of the students completed the community service hours requirement.	Summit Academy has built in more opportunities, both internal and external, for students in engage in community service. For example, the school is partnering with the Billion Oyster Project, a long-term plan to restore one billion live oysters to New York Harbor over the next twenty years. Students are also encouraged to participate in the Adopt a Grandparent Program at the Eileen Dugan Senior Center.
------------	--	--	--	---

2b.1 Do you have more organizational goals to add?

Yes

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	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.	School records	This goal has been met.	
Org Goal 7	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.	NYCDOE School Survey	This goal has been met. Of the parents who responded, 100% stated that they were satisfied their child received in the 2013-2014 school year. 68% of Summit Academy's parents responded to the survey.	
Org Goal 8	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	NYCDOE School Survey	This goal has been met. Teachers responded positively to the majority of questions about the school's instruction, improvement and culture. Of	

	the survey.		the teachers who responded to the survey, 94% stated that school leaders place a high priority on the quality of teaching. In addition, 65% stated that overall, their professional development experiences in the school year helped them shift their practice to align to the Common Core Learning Standards.
Org Goal 9	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	NYCDOE School Survey	This goal has been met. The majority of students expressed satisfaction with the school's instruction, improvement and culture. 84% of students responded to the survey.

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	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.	Independent Audit	This goal has been met.	
Financial Goal 2	Each year, Summit Academy will operate on a balanced budget and maintain a stable cash flow.	Monthly reviews of financial statements by the Finance Committee of the Board of Trustees.	This goal has been met.	

Appendix A: Progress Toward Goals

Created Tuesday, July 15, 2014

Updated Wednesday, July 16, 2014

Page 1

Charter School Name: 331500860953 SUMMIT ACADEMY CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

URL is not available

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	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.	Stanford 10 Reading Comprehension Assessment- Rather than using percentiles, progress is measured by the percent of students achieving an NCE of 50 or greater. An NCE of 50 is considered on grade level.		
Academic Goal 2	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.	NYS English Language Arts exam		
Academic Goal 3	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.	NYS English Language Arts exam		

Academic Goal 4	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.	NYS English Language Arts exam
Academic Goal 5	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.	Not Applicable
Academic Goal 6	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	Not Applicable
Academic Goal 7	Each year, the percent of students in the high school accountability cohort passing an 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.	Not Applicable
Academic Goal 8	Each year, the school's aggregate Performance Index on the State ELA exam will meet its Adequate Yearly Progress.	NYS Report Card

2a1. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	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.	Stanford 10 Mathematics Assessment Progress is measured by the percent of students achieving an NCE of 50 or greater. An NCE of 50 is considered on grade level. Only the same students who had a score for each test administration	
Academic Goal 10	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	NYS Mathematics exam	

	Mathematics examination.	
Academic Goal 11	Each year, 75 percent of 9th – 10th grade cohorts will pass the New York State Regents examinations in Math.	
Academic Goal 12	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.	NYS Mathematics Test Grades 7-8
Academic Goal 13	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.	NYS Mathematics Test
Academic Goal 14	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	Not Applicable
Academic Goal 15	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.	Not Applicable
Academic Goal 16	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.	NYS Report Card

2a2. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward	If Not Met, Describe Efforts to
-----------------------------------	-----------------------------------	-------------------------	---------------------------------

		Attainment	be Taken
Academic Goal 17	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.	Living Environment Regents	
Academic Goal 18	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.	Not Applicable	
Academic Goal 19	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.	NYS Report Card	
Academic Goal 20	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.	Not Applicable	
Academic Goal 21	Each year, 75 percent of 9th – 10th grade cohorts will pass the New York State Regents examinations in Social Studies.	Not Applicable	
Academic Goal 22	Each year, the percent of students in the high school accountability cohort passing an 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.	Not Applicable	
Academic Goal 23	Each year, the percent of students in the high school accountability cohort passing an 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.	Not Applicable	
Academic Goal 24	From years 2-4, the school will receive a “B” or higher on the Student Progress section of the NYCDOE Progress report.	NYCDOE Progress Report	
Academic Goal 25	Each year, the school will be deemed “In Good Standing.”	NYS Report Card	

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent.	Student Records		
Org Goal 2	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.	Student Records		
Org Goal 3	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	Student Records		
Org Goal 4	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, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Board Policies and Meetings		
Org Goal 5	Each year, 100% of Summit Academy students will perform age-appropriate service in the community for one hour per month.	School Records 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.		

2b.1 Do you have more organizational goals to add?

Yes

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Each year, 85% of visitors to Summit Academy, utilizing a common rubric, will indicate that students exhibit strong social skills, character or	Internal rubric		

	citizenship during their visit.	
Org Goal 7	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	NYCDOE School Survey
Org Goal 8	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.	NYCDOE School Survey
Org Goal 9	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	NYCDOE School Survey

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	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.	Independent Audit		
Financial Goal 2	Each year, Summit Academy will operate on a balanced budget and maintain a stable cash flow.	The budget is reviewed month to month by the Finance Committee of the Board of Trustees.		

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

Page 1

Charter School Name: 331500860953 SUMMIT ACADEMY CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	5155170
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	292
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	17652

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	250423
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	431471
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	681894
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	292
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	2335

Thank you.

Audited Financial Statement Checklist

Created Saturday, November 01, 2014

Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	No

Thank you.

SUMMIT ACADEMY CHARTER SCHOOL

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2014

(With Comparative Totals for 2013)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

CONTENTS

<u>AUDITED FINANCIAL STATEMENTS</u>	<u>PAGE</u>
Independent Auditor's Report	3
Statement of Financial Position	5
Statement of Activities and Changes in Net Assets	6
Statement of Functional Expenses	7
Statement of Cash Flows	8
Notes to Financial Statements	9
 <u>REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS</u>	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	16

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Summit Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Summit Academy Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Summit Academy Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Summit Academy Charter School's June 30, 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 25, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2014 on our consideration of Summit Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Summit Academy Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 21, 2014

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

(With Comparative Totals for 2013)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 173,898	\$ 165,229
Cash in escrow	75,098	75,065
Grants and other receivables	153,586	354,230
Prepaid expenses	117,437	278,742
Due from related party	<u>-</u>	<u>26,300</u>
TOTAL CURRENT ASSETS	520,019	899,566
<u>OTHER ASSETS</u>		
Property and equipment, net	<u>445,079</u>	<u>448,024</u>
TOTAL ASSETS	<u>\$ 965,098</u>	<u>\$ 1,347,590</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and other current liabilities	\$ 124,475	\$ 119,537
Accrued payroll	169,494	231,219
Deferred revenue	49,593	-
Deferred lease liability	<u>2,667</u>	<u>4,667</u>
TOTAL CURRENT LIABILITIES	346,229	355,423
<u>NET ASSETS, unrestricted</u>	<u>618,869</u>	<u>992,167</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 965,098</u>	<u>\$ 1,347,590</u>

The accompanying notes are an integral part of the financial statements.

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	Year ended June 30,	
	<u>2014</u>	<u>2013</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 4,541,253	\$ 3,978,343
Government grants	252,892	195,865
Contributions	15,828	12,557
Other income	<u>34</u>	<u>37</u>
TOTAL OPERATING REVENUE AND SUPPORT	4,810,007	4,186,802
Expenses:		
Program services:		
Regular education	2,921,010	2,745,638
Special education	1,537,823	1,162,012
Management and general	672,077	602,759
Fundraising and special events	<u>52,395</u>	<u>61,350</u>
TOTAL EXPENSES	<u>5,183,305</u>	<u>4,571,759</u>
CHANGE IN NET ASSETS	(373,298)	(384,957)
Unrestricted net assets at beginning of year	<u>992,167</u>	<u>1,377,124</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 618,869</u>	<u>\$ 992,167</u>

The accompanying notes are an integral part of the financial statements.

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	Year Ended June 30,						2013	
	2014			2013				
	Program Services			Supporting Services				
Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total	Total	
Salaries	\$ 1,783,619	\$ 946,831	\$ 2,730,450	\$ 236,424	\$ 14,000	\$ 250,424	\$ 2,980,874	\$ 2,496,003
Payroll taxes and employee benefits	362,089	192,214	554,303	47,996	2,842	50,838	605,141	532,709
Professional fees	26,409	171,363	197,772	142,710	24,669	167,379	365,151	454,231
Audit fees	-	-	-	17,746	-	17,746	17,746	19,576
Instructional supplies and materials	307,067	46,037	353,104	-	-	-	353,104	415,571
Office expense	55,060	28,648	83,708	6,546	388	6,934	90,642	79,163
Technology and communication	54,284	28,816	83,100	7,195	426	7,621	90,721	61,552
Insurance	13,720	7,227	20,947	1,805	-	1,805	22,752	21,133
Staff development	167,311	48,723	216,034	9,510	87	9,597	225,631	275,195
Marketing and staff/student recruiting	49,104	18,127	67,231	4,526	268	4,794	72,025	78,976
Postage, printing and copying	3,008	1,597	4,605	399	7,277	7,676	12,281	5,787
Student meals	3,840	1,053	4,893	-	-	-	4,893	6,988
Travel	-	-	-	-	-	-	-	213
Depreciation	81,825	43,437	125,262	10,846	642	11,488	136,750	102,702
Dues, fees and subscriptions	805	221	1,026	-	-	-	1,026	445
Events	12,869	3,529	16,398	-	1,796	1,796	18,194	21,515
Bad debt expense	-	-	-	26,300	-	26,300	26,300	-
Loss on abandoned construction	-	-	-	160,074	-	160,074	160,074	-
	<u>\$ 2,921,010</u>	<u>\$ 1,537,823</u>	<u>\$ 4,458,833</u>	<u>\$ 672,077</u>	<u>\$ 52,395</u>	<u>\$ 724,472</u>	<u>\$ 5,183,305</u>	<u>\$ 4,571,759</u>

The accompanying notes are an integral part of the financial statements.

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ (373,298)	\$ (384,957)
Adjustments to reconcile change in net assets to net cash provided from (used for) operating activities:		
Depreciation	136,750	102,702
Loss on abandoned construction	160,074	-
Loss on disposal of property and equipment	-	36,000
Bad debt expense	26,300	-
Changes in certain assets and liabilities affecting operations:		
Cash in escrow	(33)	(37)
Grants and other receivables	200,644	(281,740)
Prepaid expenses	(63,195)	30,287
Security deposits	-	139,924
Accounts payable and other current liabilities	4,938	35,649
Accrued payroll	(61,725)	109,192
Deferred revenue	49,593	(3,355)
Deferred lease liability	(2,000)	(2,000)
NET CASH PROVIDED FROM (USED FOR) OPERATING ACTIVITIES	78,048	(218,335)
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(69,379)	(100,913)
NET CASH USED FOR INVESTING ACTIVITIES	(69,379)	(100,913)
NET INCREASE (DECREASE) IN CASH	8,669	(319,248)
Cash at beginning of year	165,229	484,477
CASH AT END OF YEAR	<u>\$ 173,898</u>	<u>\$ 165,229</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
<u>NON-CASH OPERATING AND INVESTING ACTIVITIES</u>		
Transfer of prepaid expenses to property and equipment	<u>\$ 224,500</u>	<u>\$ -</u>

The accompanying notes are an integral part of the financial statements.

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Summit Academy Charter School (the “Charter School”) is an educational corporation operating as a charter school in the borough of Brooklyn, New York City. On December 16, 2008, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years. On December 17, 2013, the Board of Regents of the University of the State of New York granted the Charter School a first renewal for a term up through and including June 30, 2017.

The Charter School’s mission is to bridge the gap between aspirations and realities by preparing 6th through 12th grade students to gain acceptance to, excel in and graduate from college by using three pillars of success: mastery of core subjects, character building, and community leadership. By engaging students with an academically rigorous, college-preparatory curriculum and supporting them in a community focused on high academic achievement and strong character building, the Charter School will prepare our young people to participate meaningfully in the greater economy and expand their choices and opportunities.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2014 or 2013.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2014 or 2013.

Unrestricted – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributions

Contributions received are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the FDIC up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2014 or 2013.

Property and equipment

Property and equipment are recorded at cost. Depreciation is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to seven years.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income. The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so.

The Charter School files Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2014, the Charter School is no longer subject to U.S. federal examinations by tax authorities for the years ended before June 30, 2011. Tax returns for the years ended June 30, 2011 through June 30, 2014 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. In addition the Charter School received transportation services, food services, building/custodians/school safety services, metro cards, software, special education services and speech and occupational therapy classes for the students from the local district. These services are not valued in the financial statements.

Marketing and recruiting costs

The Charter School expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$72,000 and \$79,000 for the years ended June 30, 2014 and 2013, respectively.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2013

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 21, 2014, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: SCHOOL FACILITY

As part of the New York City Chancellor's Charter School Initiative, the New York City Department of Education has verbally committed space to the Charter School at no charge. The facilities and services provided by the New York City Department of Education to the Charter School are outlined in a Shared Facility Use Agreement.

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 192,338	\$ 192,338
Computer and equipment	661,641	367,762
Construction-in-progress	<u>-</u>	<u>160,074</u>
	853,979	720,174
Less accumulated depreciation	<u>408,900</u>	<u>272,150</u>
	<u>\$ 445,079</u>	<u>\$ 448,024</u>

At June 30, 2013, construction-in-progress included costs incurred in connection with the planning and design of approximately 55,000 square feet of classroom and office space to be used in a future facility. During the year ended June 30, 2014, the entire balance of construction in progress was written off as described in Note D and is included in loss on abandoned construction in the accompanying statement of activities and changes in net assets and the statement of functional expenses.

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE D: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through March 2017. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 33,228
2016	21,876
2017	<u>8,250</u>
	<u>\$ 63,354</u>

The Charter School entered into a lease agreement during 2011 for the usage of certain land and building. The Charter School terminated the lease during July 2012 as the construction of the new building was not performed as planned by the landlord and the Charter School was unable to use the property for the intended use. As of June 30, 2013, a total of \$219,091 of prepaid rent and security deposits relating to this lease will be refunded to the Charter School and is included in grants and other receivables on the accompanying statement of financial position. In addition, as a result of the termination, certain construction in progress expenses relating to the new facility were disposed of resulting in a loss of \$36,000 which is included in professional fees in the accompanying statement of functional expenses for the year ended June 30, 2013.

During the year ended June 30, 2014, the Charter School received a refund of \$219,091 in prepaid rent and security deposits relating to the above mentioned lease. In addition, it was determined during the year that the relevant assets remaining in construction in progress could not be utilized by the Charter School and were disposed of resulting in a loss of \$160,074 for the year ended June 30, 2014.

NOTE E: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE F: RETIREMENT PLAN

The Charter School sponsors a 401(k) retirement plan (the "Plan") for its employees. All employees of the Charter School are eligible to participate. Contributions made to the Plan are credited to each individual participant's account maintained under a group annuity contract issued by American Funds. The Charter School matches employee contributions up to 5% of gross pay. The Charter School's contribution does not become vested until its second year, when it becomes 50% vested and then is 100% vested after three years. During the years ended June 30, 2014 and 2013, the Charter School contributed approximately \$30,000 and \$13,000, respectively, to the Plan.

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE G: RELATED PARTY TRANSACTIONS

Friends of Summit, Inc., a not-for-profit organization under Section 501(c)(3) of the Code, was established to provide support to social, cultural and educational alternative programs for inner city youth, in Brooklyn, New York, and to sponsor new and the growth of existing programs for youth in Red Hook and South Brooklyn.

An officer of Friends of Summit, Inc. is also an officer of the Charter School. Friends of Summit, Inc. assisted with the establishment of the Charter School and in obtaining its charter. During 2011, Friends of Summit, Inc. executed a promissory note with the Charter School at zero percent interest with payments due by June 30, 2014. At June, 30, 2013, the total outstanding balance on the note was \$26,300. During the year ended June 30, 2014 the entire balance of the note was deemed uncollectible and written off.

NOTE H: CONCENTRATIONS

At June 30, 2014 and 2013 approximately 97% and 28%, respectively, of grants and other receivables are due from New York State.

During the years ended June 30, 2014 and 2013, 94% and 95%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

SUMMIT ACADEMY CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
Summit Academy Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Summit Academy Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 21, 2014.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Summit Academy Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Summit Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Summit Academy Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Summit Academy Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that is required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Summit Academy Charter School in a separate letter dated October 21, 2014.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Restricted Use

This report is intended solely for the information and use of the Board of Trustees, management, federal, state and local awarding agencies, the New York City Department of Education, the New York State Education Department and others within the Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 21, 2014

SUMMIT ACADEMY CHARTER SCHOOL

ADVISORY COMMENT LETTER

JUNE 30, 2014



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 21, 2014

To the Board of Trustees
Summit Academy Charter School

In planning and performing our audit of the financial statements of Summit Academy Charter School as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph of this letter and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

During the course of our audit of the financial statements of Summit Academy Charter School as of June 30, 2014 and for the year then ended, we observed the Charter School's significant accounting policies and procedures and certain business, financial and administrative practices. As a result of our observations, we suggest you consider the following comments which we do not consider to be significant deficiencies or material weaknesses:

Purchase Approvals

We noted during our audit that one contract entered into during the year exceeding \$25,000 did not receive the approval of the Treasurer as none of the individual payments on the contract exceeded \$25,000.

Recommendation

The spirit of the control detailed in the Financial Policies and Procedures manual is such that any purchase that will ultimately total \$25,000 be approved by the Treasurer. We recommend any purchase calling for aggregate payments totaling \$25,000 or more be approved by the Treasurer. This practice will mitigate the potential for unauthorized purchases to occur and not otherwise be detected.

Status of matters included in our letter as of June 30, 2013, dated October 25, 2013

Expense reports

We noted during our audit that five expense reports for the Executive Director selected for testing were not approved by a Board Trustee.

Recommendation

We recommend the Charter School adhere to their Financial Policies and Procedures Manual by having a Board Trustee approve the Executive Director's expense reports.

Management's response

Management is in agreement and has implemented the recommendation. The Executive Director will have the expense reports approved by a member of the Board of Trustees to ensure proper controls.

Status at June 30, 2012

During our 2012 audit, we found the Executive Director submitted three expense reports during the current year, each of which were approved by the Director of Finance rather than a Board Trustee. The last expense report was submitted during December 2011. Based on discussions with management, the Executive Director will no longer be submitting expense reports as the Charter School's debit card will be utilized instead.

Status at June 30, 2013

During our 2013 audit, we noted the Executive Director submitted an expense report during July and November of the current year, each of which were approved by the Director of Finance rather than a Board Trustee. We continue to recommend the Executive Director's expense reports be approved by a member of the Board of Trustees to ensure proper controls.

Status at June 30, 2014

During our 2014 audit, we noted the only expense report submitted by the Executive Director was properly approved by a Board Member.

Bids and quotes

During our audit, we reviewed the Summit Academy Charter School Financial Policies and Procedures Manual (FPPM) to gain an understanding of the controls in place at the Charter School. The FPPM requires competitive bidding procedures for purchases exceeding \$15,000 in the aggregate. Certain exceptions from these procedures are allowed as documented in the FPPM. Our testing of certain invoices found that in all cases bids were not obtained as the purchase fell into one of the allowed exceptions. However, we noted no written evidence of the allowable exception is maintained with the purchase.

Recommendation

We recommend the Charter School retain documentation of the quotes received when competitive bidding is required. In situations where competitive bidding is not required, this fact, along with the appropriate reason for exception should be documented on the purchase order or purchase request form.

Management's response

Management is in agreement and has implemented this recommendation.

Status at June 30, 2012

During our 2012 audit, we tested five purchases exceeding \$15,000. For three of the five purchases, competitive bids were obtained and available for our review. Based on discussions with management, for the remaining two purchases, one vendor was a DOE approved vendor and the other vendor was a preferred vendor. We continue to recommend documentation of the reason competitive bidding is not required on the purchase order or purchase request form.

Status at June 30, 2013

During our 2013 audit, we tested one purchase exceeding \$15,000, noting competitive bids were not obtained. Based on discussions with management, the vendor was a preferred vendor. We continue to recommend documentation of the reason competitive bidding is not required on the purchase order or purchase request form.

Status at June 30, 2014

During our 2014 audit, we tested one purchase exceeding \$15,000, noting three competitive bids were obtained. Upon review of the competitive bids, we noted the Charter School did not elect to utilize the lowest bidder for the purchase. We recommend the Charter School document the reason the lowest bid was not utilized in accordance with Circular-A110.

* * * * *

We believe that the implementation of these recommendations will improve the controls in place and efficiency of the Charter School's internal control.

This communication is intended solely for the information and use of Management, Finance Committee Members and Board Members and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Michelle Cain or Jackie Lee.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

SUMMIT ACADEMY CHARTER SCHOOL

REPORT TO THE AUDIT/FINANCE COMMITTEE

JUNE 30, 2014



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 21, 2014

The Audit/Finance Committee
Summit Academy Charter School

We have audited the financial statements of Summit Academy Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated October 21, 2014. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated May 6, 2014, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Summit Academy Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding control deficiencies and other matters noted during our audit in a separate letter to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate and our firm have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Summit Academy Charter School is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2014. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the collectability of grants receivable, as well as the allocation of costs for the statement of functional expenses. We evaluated the key factors and assumptions used to develop these estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Summit Academy Charter School's financial statements relate to revenue and support recognition, which is referred to in the notes of the financial statements.

Identified or Suspected Fraud

We have not identified or obtained information that indicates that fraud may have occurred.

Significant Difficulties Encountered during the Audit

We are pleased to report we encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all such misstatements. In addition, none of the misstatement detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Summit Academy Charter School's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Summit Academy Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Summit Academy Charter School's auditors.

* * * * *

Should you desire further information concerning these matters, Michelle Cain or Jackie Lee will be happy to meet with you at your convenience.

This letter is intended solely for the use of the Audit/Finance Committee, the Board of Trustees and management of Summit Academy Charter School and should not be distributed to any other persons or used for any other purpose.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

Summit Academy Charter School

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	3,935,103	1,163,748	-	46,346	594,091	5,739,288	
Total Expenses	3,607,046	1,163,748	-	46,346	594,091	5,411,231	
Net Income	328,057	0	-	(0)	0	328,057	
Actual Student Enrollment	310	40	-	-	-	-	
Total Paid Student Enrollment	350	40	-	-	-	390	School projects 350 total, of which 40 will receive IEP based SPED services
PROGRAM SERVICES							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Therapists & Counselors	2.00	130,404	19,486	-	-	149,890	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	34	1,531,748	562,579	-	-	2,094,327	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	102,000	-	-	30,000	132,000	All staff
TOTAL NON-INSTRUCTIONAL	-	102,000	-	-	30,000	132,000	
SUBTOTAL PERSONNEL SERVICE COSTS	52	2,390,447	795,930	-	7,210	3,554,587	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	168,594	78,859	-	2,719	271,926	
Fringe / Employee Benefits	-	236,592	110,664	-	3,816	381,600	
Retirement / Pension	-	25,000	-	-	9,000	34,000	
TOTAL PAYROLL TAXES AND BENEFITS	-	430,186	189,523	-	6,535	687,526	
TOTAL PERSONNEL SERVICE COSTS	-	2,820,633	985,452	-	13,745	4,242,113	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	23,000	23,000	annual audit
Legal	-	-	-	-	5,000	5,000	
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	10,000	-	-	-	-	10,000	DoE
Payroll Services	-	-	-	-	7,000	7,000	
Special Ed Services	-	50,000	-	-	-	50,000	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	39,000	-	-	-	76,000	115,000	Finance and other consulting
TOTAL CONTRACTED SERVICES	49,000	50,000	-	-	111,000	210,000	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	25,000	25,000	
Classroom / Teaching Supplies & Materials	50,302	7,516	-	-	-	57,818	student allocation
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	104,400	15,600	-	-	-	120,000	10k per grade, student allocation
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	34,100	15,950	-	550	4,400	55,000	indirect allocation
Telephone	7,440	3,480	-	120	960	12,000	indirect allocation
Technology	51,522	24,099	-	831	6,648	83,100	indirect allocation
Student Testing & Assessment	65,250	9,750	-	-	-	75,000	student allocation
Field Trips	60,000	-	-	-	-	60,000	direct allocation
Transportation (student)	25,000	-	-	-	-	25,000	direct allocation
Student Services - other	20,000	-	-	-	-	20,000	direct allocation
Office Expense	52,080	24,360	-	840	6,720	84,000	indirect allocation
Staff Development	80,000	20,000	-	-	15,000	115,000	direct allocation
Staff Recruitment	15,000	-	-	-	-	15,000	direct allocation
Student Recruitment / Marketing	50,000	-	-	-	-	50,000	direct allocation
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	30,000	-	30,000	direct allocation
Other	1,200	-	-	-	-	1,200	direct allocation
TOTAL SCHOOL OPERATIONS	616,294	120,755	-	32,341	58,728	828,118	
FACILITY OPERATION & MAINTENANCE							
Insurance	16,120	7,540	-	260	2,080	26,000	indirect allocation

Summit Academy Charter School

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	3,935,103	1,163,748	-	46,346	594,091	5,739,288	
Total Expenses	3,607,046	1,163,748	-	46,346	594,091	5,411,231	
Net Income	328,057	0	-	(0)	0	328,057	
Actual Student Enrollment	310	40					
Total Paid Student Enrollment	350	40				390	School projects 350 total, of which 40 will receive IEP based SPED services
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	5,000	-	-	-	-	5,000	direct allocation
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	21,120	7,540	-	260	2,080	31,000	
DEPRECIATION & AMORTIZATION	100,000	-	-	-	-	100,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	3,607,046	1,163,748	-	46,346	594,091	5,411,231	
NET INCOME	328,057	0	-	(0)	0	328,057	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	310	40	350				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	310	40	350				
REVENUE PER PUPIL	12,694	29,094	-				
EXPENSES PER PUPIL	11,636	29,094	-				

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 16, 2014

Page 1

331500860953 SUMMIT ACADEMY CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Thursday, June 19, 2014

Updated Friday, August 01, 2014

Page 1

331500860953 SUMMIT ACADEMY CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Robert Brissett	Treasurer	Yes	Business Management; Computer Science	5 years served	Finance; Academic Achievement
2	Eugene Moore	Member	Yes	Community Development	4 years served	Facilities; Finance
3	John Bailin	Secretary	Yes	Columbia Prep	1 year served	Academic Achievement
4	Anthony Carbone	Member	Yes	Business Management	2 years served	Governance; Finance
5	Floyd Mitchell	Chair/President	Yes	Business Management	4 years served	Finance; Governance
6	Gregory Stanislaus	Vice Chair/Vice President	Yes	NYC DOE	2 years served	Academic Achievement
7	Natasha Campbell	Member Ex-Officio	No	Summit Academy	3 years served	

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

3

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

13

5. How many times did the Board meet during the 2013-14 school year?

10

6. How many times will the Board meet during the 2014-15 school year?

10

Thank you.

Summit Academy Charter School
Appendix H: *Appendix H: Enrollment and Retention Efforts*

In 2013-14, the school continued to make a good faith effort to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. The following list summarizes the actions taken.

- Direct mail advertising that mentions special needs
- Direct mail advertising in languages other than English
- All school brochures, mailings and application will mention that the school accommodates students with disabilities, English language learners and participates in the free and reduced lunch program
- A Google language translator dropdown will be added to the school website
- School information session(s) will be held in trusted cultural centers in the community to attract more families who speak a language other than English
- Advertising materials will be distributed in the primary languages other than English spoken in the area
- With notice, translators will be made available for families at school events, such as parent-teacher conferences
- Open house, school fairs, fliers, radio announcement (bcart, NY1, bravo, lifetime, OWN, telemundo) and others.
- Outreach to specialized feeder schools and programs
- Other advertising (e.g. radio, TV, flyer) in languages other than English
- Outreach by multi-lingual staff
- Outreach to immigrant communities
- Advertising and school materials are translated in Spanish.
- Meal program was covered at school open house, on application and during tours
- Support is offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program
- Recruitment occurred throughout neighborhoods surrounding the school and in the local district

Appendix I: Teacher and Administrator Attrition

Created Wednesday, July 30, 2014

Page 1

Charter School Name: 331500860953 SUMMIT ACADEMY CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
37	1	1

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
10	1	0

Thank you

Appendix J: Uncertified Teachers

Created Tuesday, July 22, 2014

Updated Wednesday, July 30, 2014

Page 1

Charter School Name: 331500860953 SUMMIT ACADEMY CS

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	2
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	3
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
Total FTE (Sum of all Uncertified Teaching Staff)	5

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

32

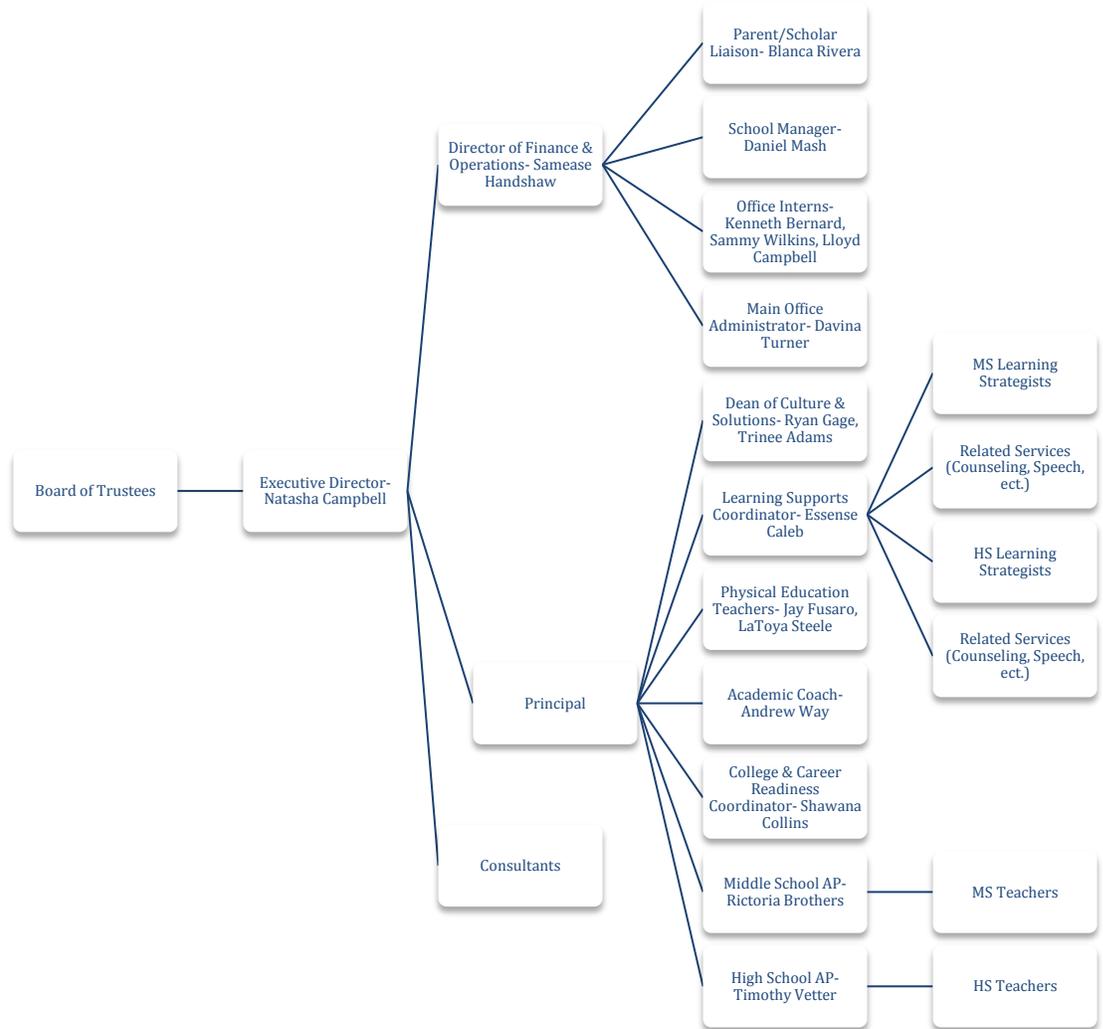
Thank you.



SUMMIT ACADEMY CHARTER SCHOOL

27 Huntington Street • Brooklyn, New York 11231 • Phone (718) 875-1403 • FAX (718) 875-1891

Natasha A. Campbell
 Founder
 Executive Director



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 07, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/6c076>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Natasha Campbell

2. Charter School Name:

Summit Academy Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Executive Director
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Oversee the day to day operations of the school
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	\$140,000
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	January 1, 2009

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Natasha

Camp