Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/31/2019 • Last updated: 11/01/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	SUMMIT ACADEMY CHARTER SCHOOL
a1. Popular School Name (Optional)	(No response)
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	NYCDOE Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 14
d. DATE OF INITIAL CHARTER	1/2008
e. DATE FIRST OPENED FOR INSTRUCTION	9/2009

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

Summit Academy Charter School bridges the gap between aspirations and reality by preparing sixth through twelfth grade scholars 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 scholars in an academically rigorous, college preparatory curriculum and supporting them in a community focused on high academic achievement and strong character building, Summit Academy prepares our young people to participate meaningfully in the greater economy and expand their choices and opportunities.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	College Focus: Scholars receive college prep course work and college exposure as early as 6th grade. They learn about college expectations from current college students/recent graduates. Teachers incorporate real world connections into lessons that require critical thinking, reading, writing and problem solving skills. Homerooms/Advisories are also named after colleges/universities and scholars are identified in groups by these higher academic institutions. In addition, scholars visit campuses all over the United States to see and experience first hand college life. Throughout our building, it is evident that college is the goal. We are proud that our focus has lead to 93% of our first two classes of graduates were accepted to college.
Variable 2	Data Driven Instruction: Data helps us reflect on our practice to provide engaging, impactful instruction. We use Do Nows, Exit Tickets, regular checks for understanding, classwork, discussions, projects, homework, quizzes, tests and interim assessments to group scholars, modify instruction, reteach and differentiate. Teachers meet weekly and we hold at least one data day each quarter to discuss scholar progress. We leverage Mastery Connect to help us understand and manage scholar mastery of standards.

Variable 3	More Time on Task/Engaged Time: Research has shown that the more engaged scholars are, the higher they achieve. To that end, we implement No Nonsense Nurturing strategies to develop better relationships with scholars, improve classroom management, and increase time on task. To increase learning time, we have an extended school year and offer Saturday Academy. We also have amended our daily school schedule to include more classroom time in core content classes: ELA, Math, Social Studies and Science including double blocks of Math and ELA in the middle school. Our goal is to maximize scholar time on task and ensure scholars practice both stamina and pacing while decreasing teacher burn out by running more efficiently with little to no interruptions in learning.
Variable 4	Strong School/Home Partnership: Before the school year begins, teachers call and visit scholar families. This visit allows for parents to hear about our mission, vision and expectations and for teachers to learn more about the scholar. Parents also attend our Meet & Greet, Parent Teacher Conferences and receive regular calls to learn about classroom expectations and scholar progress. Parents stay involved through our Family Achievement Council which meets every month to offer workshops. Parents also volunteer their time to support in our school whether it be via teacher invitation for parents to offer their expertise on a particular content subject, chaperoning on a school trip or supporting with some of our school wide celebratory events.
Variable 5	Character Development Program: Summit Academy builds strong character through internalizing the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, citizenship. We do this via several vehicles including: cooperative and service learning, literature, role play/drama, story telling, the study of heroes and world leaders, direct instruction, sports, and other methods of stimulating ethical consciousness, commitment and competence to make sound choices. We also utilize our advisory program to support in building strong character. Our teaching staff serve as advisors to smaller groups of children (8 15) and during built in periods weekly engage in discourse with their advisees involving structured lessons and personal choices that affect their character development.
Variable 6	Emphasis on Community Leadership: Character cannot be fully developed through classroom learning alone, so we provide opportunities to learn from the world beyond our campus. Scholar community service is non curriculum based and recognized by and/or arranged through the school or through independent relationships that families have with organizations within the city. Community

	service is mandatory; it includes explicit learning objectives and reflection or critical analysis activities. It may also include additional activities that take place on or off of school grounds depending on the grade.
Variable 7	Strategies to Close the Achievement Gap: We use research based, proven strategies to help close the achievement gap for our scholars, which include the following: 1. Evidence based instruction and interventions to support scholars who are struggling or not making consistent progress. 2. Rigorous curriculum, lesson plans and instruction. 3. Increased instructional time and supplemental instruction, 4. Frequent progress monitoring, 5. Targeted, purposeful professional development, and 6. Increased family involvement.
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

Need additional space for variables	No
h. SCHOOL WEB ADDRESS (URL)	http://www.sacsny.com
i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	350
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	321

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	6, 7, 8, 9, 10, 11, 12

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? Yes

l2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	(No response)
PHYSICAL STREET ADDRESS	(No response)
CITY	(No response)
STATE	(No response)
ZIP CODE	(No response)
EMAIL ADDRESS	(No response)
CONTACT PERSON NAME	(No response)

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	27 Huntington Street Brooklyn, NY 11231	718 875 1403	NYC CSD 15	6 12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Latoya Masssey, Principal	[redacted]		[redacted]
Operational Leader				
Compliance Contact				
Complaint Contact				
DASA Coordinator	Linda Joseph, Guidance Counselor			[redacted]
Phone Contact for After Hours Emergencies	Natasha Campbell		[redacted]	

m1b. Is site 1 in public (co-located) space or in private space?

Co located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	No		No		Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material arter revisions). Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change/Termination of CMO Contract	Partnered with the Center for Educational Innovation (CEI)		
2				
3				
4				
5				

More revisions to add? No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jen Pasek
Position	Consultant
Phone/Extension	[redacted]
Email	

p. Our signatures (Executive Director/School Leader/Head of School and Board President) 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 t e revocation of our charter. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date (No response)

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 07/31/2019

SUMMIT ACADEMY CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical r asons, please r select authorizer name from the drop down menu).	NYCDOE Authorized Charter School
2. NEW YORK STATE REPORT CARD **Provide a direct URL or web link to the most recent New York tate 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.)**	https://data.nysed.gov/essa.php?year=2018&instid=800000064232

Entry 3 Progress Tward Goals

Created: 07/31/2019 • Last updated: 11/01/2019

PROGRESS TOWARD CHARTER GOALS

Board of Regents authorized and NYCDOE authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress T ward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located.	NYS 3 8 ELA Exam ELA % Scoring at 3&4 |Summit| #15 6) 31% | 58%) 18% | 60% 8) 34% | 59% All) 27% | 59%	Not Met	Summit Academy Charter School will utilize curriculum that is specifically designed to address the Common Core Curriculum Standards. We will use Engage NY English Language Arts curriculum primary source that directly correlate to the skills that scholars need for academic success. Reading Plus will be used as an adaptive literacy intervention program to support reading proficiency through the development of fluency and comprehension. Eduware will be the test bank used to

				enhance student achievement and engagement during lessons. Throughout this section, the various programming components will be highlighted.
Academ ic Goal 2	For each year of the school’s renewal charter term, the percentage of the school’s students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New ork City.	NYS 3 8 ELA Exam ELA % at 3&4 Summit | NYC 6) 31% | 48%) 18% | 43% 8) 34% | 51% All) 27% | 47%	Not Met	Summit Academy Charter School will focus on creating a curriculum that is vertically and horizontally aligned across 6th to 12th grade to avoid the pitfalls that can occur with transitioning from middle to high school. Structurally, the English Language Arts curriculum approach will involve a combination of blended learning opportunities that provide interactive lessons that foster working towards a self guided pace to reaching content specific mastery.
Academ	For each year of the school’s renewal charter term, the percentage of the school’s students who score at or above Level 3 on the	NYS 3 8 Math Exam Math % at 3&4 Summit| #15		Summit Academy Charter School will utilize curriculum that is specifically designed to address the Common Core Curriculum Standards. We will use Engage NY mathematics curriculum as a primary source that directly correlate to the skills that scholars need for academic success. iXL for mathematics

ic Goal 3	New York State Mathematics examination must exceed such percentage for the Community School District (CSD).	6) 30% | 54%) 34% | 56% 8) 22% | 19% All)29% | 50%	Not Met	online for individualized data driven practice to allow for fluency and build student confidence for academic improvement through the use of the analytical tools to track scholar and classroom performance and identify areas for academic improvement with each scholar.
Academ ic Goal 4	For each year of the school’s renewal charter term, the percentage of the school’s students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for New ork City. (Relevant for schools serving grades 3 8)	NYS 3 8 Math Exam Math % at 3&4 Summit| NYC 6) 30% | 44%) 34% | 42% 8) 22% | 36% All)29% | 41%	Not Met	Summit Academy Charter School will focus on creating a curriculum that is vertically and horizontally aligned across 6th to 12th grade to avoid the pitfalls that can occur with transitioning from middle to high school. Khan Academy online platform will act to support the blended learning working towards independent work through the use of projects and assignments that will develop student academic performance.
	For each year of the school's renewal			Summit Academy Charter School will integrate ELA strategies across all core subjects in order to increase student achievement for all groups and specifically the lowest 25%.

Academic Goal 5	charter term, at least 5% of students in the relevant NYSED fouryear graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted.	English Regents Performance 17 out of the 44 students, or 39%, in the 2015 Graduation Cohort scored a 75+ on the English Regents.	Not Met	ELA will continue increasing proficiency across the grade levels and raise the lowest 25%. Teachers will implement highly effective strategies of instruction/best teaching practices such as engagement activities, modeling, guided practice sessions, and reflection. The department will continue to collaborate to monitor rigor, proficiency and student growth. Collaborate monthly to monitor student progress, (specifically targeted groups) in order to drive instructional practices. Individual team members will continuously analyze student data to make decisions that will increase achievement. Teachers will plan innovative, rigorous, standards based lessons.
				Teachers will implement highly effective strategies to deliver instruction based on math Common Core/New ork Standards in order to increase student proficiency. In order to increase proficiency across grade levels and the lowest 25%, teachers will implement highly

Academic Goal 6	For each year of the school's renewal charter term, at least 5% of students in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on a Math Regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	Math Regents Performance out of the 48 students, or 15%, in the 2015 Graduation Cohort scored a 75+ on a Math Regents.	Not Met	effective strategies of instruction (Modeling, Reinforcement, Reflection, Engagement Activities) and work as a department to coach and collaborate to ensure data and assessments reflect growth. Weekly Mentor/Coaching of teachers through lesson planning and delivery to implement highly effective collaborative strategies for engagement and student success conducted by the instructional leadership team. Math Department meets to locate and analyze the test item specifications and identify the critical concepts with vertical alignment. Members will analyze data individually and collaboratively to create goals and develop high quality proficiency scales. Successes will be celebrated upon completion of goals. The data used will consist of Test item specification, school wide student data, and specific grade level data at least quarterly.
				Summit Academy Charter School will provide appropriate

Academ ic Goal	For each year of the school's renewal charter term, at least 5% of students with disabilities in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort.	SWD English Regents Performance 2 out of the 7 students with disabilities, or 29%, in the 2015 Graduation Cohort scored a 75+ on the English Regents."	Not Met	resources to support transition planning and implementation for each and every student in a special population, in order to facilitate effective transitions, from entry to the district through graduation or completion of a certificate, with a focus on services, goals, and post school objectives. Upon enrollment to Summit Academy, students will develop a vision plan for their future, their Individual Transition Plan, as per IDEA, to be updated annually. It will be based on personal goals, strengths, values, and interests to meet their academic, college, career and/or IEP goals, with specific CTE pathways and/or classes identified, as appropriate. In order to ensure access to the New ork State Standards, the school will explore opportunities to appropriately follow the aligned curriculum, implementing a standardized curriculum to be used schoolwide for the continuum of special education services. To ensure access to the adopted standards, the curriculum for

				students with IEPs, ELLs, and economically disadvantaged, Summit will ensure there are appropriate supplemental materials for all core content area classes.
Academic Goal 8	For each year of the school's renewal charter term, at least 5% of students with disabilities in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	SWD Math Regents Performance None of the 8 students with disabilities in the 2015 Graduation Cohort scored a 75+ on a Math Regents.	Not Met	Other strategies for at risk students include: Ensure that each student has access to a range of appropriate elective offerings on all school sites, as available. Create and implement consistent and standardized skills continuum for an Academic Support class with supports and resources across all sites. Students will have embedded in their program access to information that presents options and pathways (program availability, CTE, apprenticeships, employment, and the like) for subsequent years and for post graduation. Continue the development and implementation of a district wide multi tiered system of behavioral health scope and sequence to identify resources to best meet the needs of at risk student populations in a timely and effective manner. In order to provide

				prompt access to behavioral health services from well qualified professionals with training and/or experience with students with special needs, the district will establish protocol and timelines for proactive and preventative behavioral mental health supports and interventions.
Academic Goal 9	For each year of the school's renewal charter term, at least 5% of English language learners in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort.	ELL Performance on English Regents The one ELL student in the 2015 Cohort did not score above a 5%.	Not Met	See above
Academic Goal 10	For each year of the school's renewal charter term, at least 5% of English language learners in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra	ELL Performance on Math Regents The one ELL student in the 2015 Cohort did not score above a 5%.	Not Met	See above

	2/Trigonometry) by the end of June of their fourth year in the cohort.			

2. Do have more academic goals to add? Yes

2018-19 Progress T ward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 11	For each year of the school's renewal charter term, at least 5% of students qualified for the free or reduced price lunch program in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort.	Performance on ELA Regents of Economically Disadvantaged Students 13 out of the 30 students, or 43%, in the 2015 Graduation Cohort scored a 75+ on the English Regents.	Not Met	See above
Academic Goal 12	For each year of the school's renewal charter term, at least 5% of students qualified for the free or reduced price lunch program in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common	Performance on Math Regents of Economically Disadvantaged Students 6 out of the 33 students, or 18%, in	Not Met	See above

	Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	the 2015 Graduation Cohort scored a 75+ on a Math Regents.		
		NYS 3 8 ELA Exam		Assessment data is critical to knowing whether the teachers at Summit Academy Charter School are delivering effective instruction and providing feedback for improvement in student outcomes. The school's policy gives considerable attention to sound strategies to assess performance against standards. Classroom based formative assessment the frequent, interactive assessment of student progress to identify learning needs and shape teaching has taken on an increasingly important role in ELA at Summit Academy Charter School. To make certain that the assessments used to monitor progress on long range achievement goals are aligned with NYS Common Core standards, Summit Academy Charter School will revisit its ELA standards and benchmarks. The

Academic Goal 13	Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term.	Although the overall ELA proficiency rates for grades 6 8 did not improve from 2017 18 to 2018 19, our grade 6 percent scoring at level 3+ increased by 3 percentage points whereas district 15 and NYC decreased by 2%.	Not Met	school made corrections needed to ensure that all the core state recommended standards and benchmarks were met. In addition, Summit coordinated with the Achievement Network to align curriculum maps with the Interim Assessments. Actions to correct any discrepancies between the school map and ANET maps began over the summer with ANET and the Instructional Leadership Team. Student Indicator Data was used for the evaluation of programs and services. The same student indicator data used to measure progress with priority standards and assessment goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by Summit Academy Charter School: Professional development for teachers Supplemental services for eligible students Use of technology to improve student achievement Programs and services to assist English Language Learners

Academic Goal 14	Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS 3 8 Math Exam Grade 6 math proficiency increased by 13 points from 2017 18, however grades 7 and 8 dipped leaving our overall proficiency rate steady at 29 percent.	Not Met	Math Assessment mirrors above ELA assessment in process.
Academic Goal 15	In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	Performance on ELA Regents Based on Annual Outcomes in SIRS, 41% in 2017 18 to 81% in 2018 19.	Met	
Academic Goal 16	In each year of the charter term, the school will demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving	Performance on Algebra Regents Based on Annual Outcomes in SIRS, 61% in 2017 18 to 72% in 2018 19.	Met	

	grades 9 12)			
Academic Goal 17	In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	Performance on Geometry Regents Based on Annual Outcomes in SIRS, % in 2017 18 to 42% in 2018 19	Met	
Academic Goal 18	In each year of the charter term, the school will demonstrate increased pass rates on either the Algebra II/Trigonometry or Common Core Algebra II Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	Performance on Algebra II Regents Based on Annual Outcomes in SIRS, 47% in 2017 18 to 31% in 2018 19	Not Met	
Academic Goal 19	In each year of the charter term, the school will demonstrate increased pass rates on either the Global History and Geography or US History and Government Regents exam. Goal will be	Performance on Social Studies Regents Based on Annual Outcomes in SIRS,	Not Met	

	applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	pass rates in Global or US HIstory did not increase in 2018 19.		
Academ ic Goal 20	In each year of the charter term, the school will demonstrate increased pass rates on at least one science Regents exam. Goal will be applicable if six or more students take the same science Regents exam in each year of the charter term, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	Performance on Science Regents Based on Annual Outcomes in SIRS, 64% passed the Living Environment Regents in 2017 18 and 67% passed in 2018 19.	Met	

3. Do have more academic goals to add? (No response)

2018-19 Progress T ward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners,			Through a partnership with CEI, Summit ELA & Math teachers have access to comprehensive professional development throughout the year. CEI helps teachers and school leaders

Academic Goal 21	the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS 3 8 ELA Exam (ELL)	Not Met	hone their skills and adopt innovative practices by providing them with a range of professional learning and development opportunities: 1) Embedded Professional Development 2) Professional Learning Communities 3) Workshops and Conferences
Academic Goal 22	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS 3 8 ELA Exam (SWD)	Not Met	
Academic Goal 23	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter	NYS 3 8 ELA Exam (ED)	Not Met	

	term. (Relevant for schools serving grades 3 8)			
Academic Goal 24	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS 3 8 Math Exam (ELL)	Not Met	
Academic Goal 25	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS 3 8 Math Exam (SWD)	Not Met	Quality teaching practices influence student achievement. Instructional coaching through our partnership with CEI is focused on evidence of student achievement and engagement connected to the instructional choices of the teacher. Coaching in mathematics involves an on going cycle of goal setting, learning, observation, data collecting, and reflection. Our teacher centered coaching refers to a coaching strategy that is focused on teacher actions in the classroom, which focuses on looking closely at student level data. When coaches make

				intentional choices about which approach to take, they honor both teachers and students by providing the most effective and efficient route to improving student achievement.
Academic Goal 26	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS 3 8 Math Exam (ED) Math proficiency rates in grades 6 8 among economically disadvantaged students increased slightly from 2017 18 to 2018 19.	Met	
Academic Goal 27	For each year of the next charter term, the school’s 4 year graduation rate as of August each year as reported by NYSED will be at or above the citywide averages.	Graduation Rates *Citywide rates unavailable Summit Academy's 4 year graduation rate was 71%. NYSED has not posted 2018 19 graduation rates as of Nov. 1.		
Academic Goal 28	For each year of the next charter term, the school’s 4 year graduation rate as of August each year for English language learners as reported by NYSED will be at or above the citywide averages.	ELL Graduation Rates The one ELL student in the 2015 graduation cohort will need more than four years to graduate.	Not Met	
	For each year of the			

Academic Goal 29	next charter term, the school’s 4 year graduation rate as of August each year for students with disabilities as reported by NYSED will be at or above the citywide averages.	SWD Graduation Rates Summit Academy's SWD 4 year graduation rate was 33%. NYSED has not posted 2018 19 graduation rates as of Nov. 1.		
Academic Goal 30	For each year of the next charter term, the school’s 4 year graduation rate as of August each year for students eligible for free or reduced price lunch as reported by NYSED will be at or above the citywide averages. (Applicable if the city begins reporting on this)	Economically Disadvantaged Graduation Rates Summit Academy's 4 year graduation rate of students deemed economically disadvantaged was 6%. NYSED has not posted 2018 19 graduation rates as of Nov. 1.		
Academic Goal 31	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 1st year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	NYC DOE Quality Report has not been published as of Nov.1		
Academic Goal 32	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 2nd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	NYC DOE Quality Report has not been published as of Nov.1		

Academic Goal 33	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 3rd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	NYC DOE Quality Report has not been published as of Nov.1		
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATIONAL GOALS

2018-19 Progress T ward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	Each year, the school self reported average daily student	School Attendance		

Org Goal 1	attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	Records The Summit Academy had an overall attendance rate of 85% in 2018 19. District and NYC attendance rates have not been posted.		
Org Goal 2	Each year, the percentage of students enrolled in ATS on 10/31 of a given school year that are enrolled in ATS on 10/31 the following school year will exceed the rate of the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	Annual BEDS Day Records School's retention rate was 83%. District retention rate is not publicly available.		
Org Goal 3	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.	NYCDOE Demographic Snapshot. Summit enrolled 6.2% ELL students compared to 13.9% in district 15.	Not Met	
Org Goal 4	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	NYCDOE Demographic Snapshot. Summit enrolled 22.5% students with disabilities compared to 19.2% in district 15.	Met	
	Each year, the school will meet or exceed any applicable student enrollment	NYCDOE Demographic		

Org Goal 5	targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	Snapshot. Summit enrolled 6.2% ED students compared to 55.4% in district 15.	Met	
Org Goal 6	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	ear to Year BEDS Data 91.4% of ELL students returned for the 2018 19 school year.		
Org Goal 7	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	ear to Year BEDS Data 3.13% of students with disabilities returned for the 2018 19 school year.		
Org Goal 8	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	ear to Year BEDS Data 84% of ED students returned for the 2018 19 school year.		
Org Goal 9	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The	NYC DOE School Survey: 80% of parents took the survey. 90 percent of the survey questions were answered favorably.		

	school will only have met this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.	Citywide data is not publicly available.		
Org Goal 10	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of staff participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.	NYC DOE School Survey: 58% of teachers took the survey. 68% of the survey questions were answered positively.		
Org Goal 11	In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have	NYC DOE School Survey: 67% of students took the survey. 74% of the questions were answered favorably.		

	met this goal if at least 50% of students participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher. (Relevant for schools serving grades 6 12 only)			
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational als to add? No

6. FINANCIAL GOALS

2018-19 Progress T ward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.			
Financial Goal 2	Each year, the school will operate on a balanced budget. A budget will be considered “balanced” if revenues equal or exceed expenditures.			
Financial Goal 3	Each year, the school with meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS. (This goal applies only to schools that are no longer “growing” grades within the current charter term.)	NYSED BEDS Day Data 326 students enrolled versus authorized enrollment of 350 = 93%.	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add? No

Thank you.

Entry 4 Expenditures per Child

Last updated: 08/01/2019

SUMMIT ACADEMY CHARTER SCHOOLSection Heading

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'** tak total expenditur s (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/r gentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditur s	4814428
Line 2: Y ar End FTE student enrollment	321
Line 3: Divide Line 1 by Line 2	14998

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditur s per Child" first *add* together the following:

1. Take the r levant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year nd FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditur s: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and r porting, human r esources, technology, etc. 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. Do not include the FTE of personnel whose role is to dir ctly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: R levant P rsonnel Services Cost (Row)	722396
Line 2: Management and General Cost (Column)	433299
Line 3: Sum of Line 1 and Line 2	1155694
Line 5: Divide Line 3 by the Y ar End TE student enrollment	3600

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, 2019
(With Comparative Totals for 2018)

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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, 2019, 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 audit 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, 2019, 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, 2018 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 24, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 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 29, 2019 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, Barr & Co. LLP

Rochester, New York
October 29, 2019

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2019
(With Comparative Totals for 2018)

ASSETS	June 30, 2019	June 30, 2018
CURRENT ASSETS		
Cash	$ 1,399,102	$ 385,870
Grants and other receivables	135,927	272,585
Prepaid expenses	11,632	54,967
TOTAL CURRENT ASSETS	1,546,661	713,422
PROPERTY AND EQUIPMENT, net	79,832	147,470
CASH IN ESCROW	75,148	75,141
TOTAL ASSETS	$ 1,701,641	$ 936,033
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and other current liabilities	$ 283,080	$ 116,713
Accrued payroll	261,420	251,807
Deferred revenue	-	7,098
TOTAL CURRENT LIABILITIES	544,500	375,618
NET ASSETS - without donor restrictions	1,157,141	560,415
TOTAL LIABILITIES AND NET ASSETS	$ 1,701,641	$ 936,033

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, 2019
(With Comparative Totals for 2018)

	Year ended June 30,	
	2019	2018
Operating revenue and support:		
State and local per pupil operating revenue	$ 5,734,406	$ 5,523,671
Government grants	227,646	235,794
Contributions	27,459	27,117
Other income	7	7
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,989,518	5,786,589
Expenses:		
Program services:		
Regular education	3,168,806	3,395,773
Special education	1,523,515	1,702,480
Management and general	677,853	535,958
Fundraising and special events	22,618	9,051
TOTAL OPERATING EXPENSES	5,392,792	5,643,262
CHANGE IN NET ASSETS	596,726	143,327
Net assets at beginning of year	560,415	417,088
NET ASSETS AT END OF YEAR	$ 1,157,141	$ 560,415

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

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2019
(With Comparative Totals for 2018)

	Year Ended June 30,							
	2019							2018
	Program Services			Supporting Services				
	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total	Total
Salaries	$ 2,103,078	$ 1,153,660	$ 3,256,738	$ 313,716	$ -	$ 313,716	$ 3,570,454	$ 3,865,419
Payroll taxes and employee benefits	531,546	231,947	763,493	55,530	-	55,530	819,023	900,935
Professional fees	42,186	16,839	59,025	228,288	2,439	230,727	289,752	140,460
Audit fees	-	-	-	41,363	-	41,363	41,363	20,715
Instructional supplies and materials	238,973	27,383	266,356	-	-	-	266,356	283,077
Office expense	42,946	18,740	61,686	4,486	-	4,486	66,172	70,435
Technology and communication	55,701	24,306	80,007	5,819	-	5,819	85,826	85,911
Insurance	24,678	10,769	35,447	2,578	-	2,578	38,025	31,489
Staff development	37,968	12,242	50,210	11,185	-	11,185	61,395	49,553
Marketing and staff/student recruiting	30,453	2,492	32,945	597	-	597	33,542	31,697
Postage, printing and copying	1,538	671	2,209	161	-	161	2,370	7,249
Student meals	3,715	1,016	4,731	-	-	-	4,731	9,541
Depreciation	49,897	21,773	71,670	5,213	-	5,213	76,883	116,092
Dues, fees and subscriptions	2,631	720	3,351	1,417	-	1,417	4,768	12,834
Repairs and maintenance	-	-	-	7,500	-	7,500	7,500	-
Events	3,496	957	4,453	-	20,179	20,179	24,632	17,855
	$ 3,168,806	$ 1,523,515	$ 4,692,321	$ 677,853	$ 22,618	$ 700,471	$ 5,392,792	$ 5,643,262

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

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2019
(With Comparative Totals for 2018)

	Year ended June 30,	
	2019	2018
CASH FLOWS - OPERATING ACTIVITIES		
Change in net assets	$ 596,726	$ 143,327
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation	76,883	116,092
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	136,658	18,768
Prepaid expenses	43,335	(12,331)
Accounts payable and other current liabilities	166,367	(50,247)
Accrued payroll	9,613	(25,876)
Deferred revenue	(7,098)	7,098
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,022,484	196,831
CASH FLOWS - INVESTING ACTIVITIES		
Purchases of property and equipment	(9,245)	(14,425)
Change in cash in escrow	(7)	(8)
NET CASH USED FOR INVESTING ACTIVITIES	(9,252)	(14,433)
NET INCREASE IN CASH	1,013,232	182,398
Cash at beginning of year	385,870	203,472
CASH AT END OF YEAR	$ 1,399,102	$ 385,870

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

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. On April 4, 2017, the Board of Regents of the University of the State of New York granted the Charter School a second renewal for a term up through and including June 30, 2019. On May 2, 2019, the Board of Regents of the University of the State of New York granted the Charter School a third renewal for a term up through and including June 30, 2024.

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.

Basis of accounting

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).

Classification of nets assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, 2019 or 2018.

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

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.

Contributions

Contributions received are recorded as revenue in the appropriate class of net assets 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 revenue without donor restrictions.

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, net assets with donor restrictions are reclassified to net assets without donor restrictions 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.

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, 2019 or 2018.

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.

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The escrow is restricted to fund legal and other costs in the event of dissolution of the Charter School.

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 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2016 through June 30, 2019 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. The Charter School was unable to determine a value for these services.

Marketing and recruiting costs

The Charter School expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated $34,000 and $32,000 for the years ended June 30, 2019 and 2018, 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, 2018

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, 2018, from which the summarized information was derived.

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

Change in accounting principle

During August 2016 FASB issued Accounting Standards Update No. 2016-14 "*Not-for-Profit Entities (Topic 958) Presentation of Financial Statements of Not-for-Profit Entities*". The main provisions of ASU 2016-14 require a Not-For-Profit (NFP) to:

1) Present on the face of the statement of financial position amounts for two classes of net assets at the end of the period, rather than three classes. That is, an NFP will report amounts for *net assets with donor restrictions* and *net assets without donor restrictions,* as well as the currently required amount for total net assets.

2) Present on the face of the statement of activities the amount of the change in each of the two classes of net assets (noted in item 1) rather than that of the required three classes as in prior years. An NFP would continue to report the currently required amount of the change in total net assets for the period.

3) Continue to present on the face of the statement of cash flows the net amount for operating cash flows using either the direct or indirect method of reporting but no longer require the presentation or disclosure of the indirect method (reconciliation) if using the direct method.

4) Provide enhanced disclosures about:

   a) Composition of net assets with donor restrictions at the end of the period and how the restrictions affect the use of resources.

   b) Qualitative information that communicates how a NFP manages its liquid resources available to meet cash needs for general expenditures within one year of the statement of financial position date.

   c) Quantitative information, and additional qualitative information, that communicates the availability of an NFP's financial assets at the statement of financial position date to meet cash needs for general expenditures within one year of the statement of financial position date. Availability of a financial asset may be affected by (1) its nature, (2) external limits imposed by donors, grantors, laws, and contracts with others, and (3) internal limits imposed by Board of Trustee decisions.

   d) Amounts of expenses by both their natural classification and their functional classification. That analysis of expenses is to be provided in one location.

   e) Method(s) used to allocate costs among program and support functions.

ASU 2016-14 is effective for financial statements beginning after December 15, 2017 and was applied retrospectively except for disclosures regarding liquidity and availability of resources, which are presented only for the current year. There was no effect on total assets or changes in net assets. The Charter School has adopted the amendments effective July 1, 2018.

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

New accounting pronouncements

Revenue from contracts with customers

In May 2014, the Financial Accounting Standards Board ("FASB") issued a new standard related to revenue recognition. Under the standard, revenue is recognized when a customer obtains control of promised goods or services in an amount that reflects the consideration the entity expects to receive in exchange for those goods or services. For nonpublic entities, the guidance in this new standard is effective for annual reporting periods beginning after December 15, 2018, and interim reporting periods within annual reporting periods beginning after December 15, 2019. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the guidance in this new standard is effective for fiscal years beginning after December 15, 2019, and interim periods within fiscal years beginning after December 15, 2020. There has been an exposure draft proposed that would delay the ASU from the initial timetable and, if passed, will take effect for fiscal years beginning after December 15, 2020, and for interim periods within fiscal years beginning after December 15, 2021. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 29, 2019, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure, except as disclosed in Note K, were noted.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal year 2019.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2019:

	Amount
Cash	$ 1,399,102
Grants and other receivables	135,927
Total financial assets available to management for general expenditures within one year	$ 1,535,029

NOTE C: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30,	
	2019	2018
Undesignated	$ 1,077,309	$ 412,945
Invested in property and equipment	79,832	147,470
	$ 1,157,141	$ 560,415

NOTE D: 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 E: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30, 2019	June 30, 2018
Furniture and fixtures	$ 272,032	$ 272,032
Computers and equipment	872,743	863,498
	1,144,775	1,135,530
Less accumulated depreciation	1,064,943	988,060
	$ 79,832	$ 147,470

NOTE F: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through January 2024. The future minimum payments on these agreements are as follows:

Year ending June 30,	Amount
2020	$ 28,646
2021	24,850
2022	22,068
2023	17,868
2024	7,434
	$ 100,866

NOTE G: 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 H: 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. The Charter School contributed approximately $71,000 and $80,000 to the Plan for the years ended June 30, 2019 and 2018, respectively.

NOTE I: 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. No material transactions occurred between Friends of Summit, Inc. and Summit Academy Charter School for the years ended June 30, 2019 and 2018.

NOTE J: CONCENTRATIONS

Approximately 91% and 100% of grants and other receivables were due from New York State at June 30, 2019 and 2018, respectively.

Approximately 96% and 95% of total operating revenue and support came from per-pupil funding provided by New York State during the years ended June 30, 2019 and 2018, respectively. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

NOTE K: COMMITMENTS

The Charter School is in the process of entering into a contract with an organization to provide educational consulting and support to the Charter School in conjunction with its charter renewal process until either expiration of the Charter School's charter agreement on June 30, 2024 or termination of the contract. The agreement is expected to call for a monthly fee of 7.5% of total state and local public revenues based on actual student enrollment counts billed to the local school district. The agreement will also call for a one-time restructuring fee of $130,000 for services provided to the Charter School from May 7, 2019 to July 24, 2019. Approximately $110,000 of the related restructuring expense is included in accounts payable and other current liabilities on the statement of financial position at June 30, 2019. Effective July 1, 2019, one board member is also an employee of the consulting organization.

NOTE L: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

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, 2019, 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 29, 2019.

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, and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting 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 are required to be reported under *Government Auditing Standards*.

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.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 29, 2019

SUMMIT ACADEMY CHARTER SCHOOL

REPORT TO THE AUDIT/FINANCE COMMITTEE

JUNE 30, 2019

October 29, 2019

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, 2019, and have issued our report thereon dated October 29, 2019. 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 3, 2019, 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.

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. Safeguards in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable and experienced outsourced finance team who reviews the draft financial statements prior to issuance and accepts responsibility for them.

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. As disclosed in Note A to the financial statements, during the year, the Organization adopted Financial Accounting Standards Board Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. 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 Kevin Kopp 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

Entry 5c Additional Financial Docs

Last updated: 11/01/2019

The additional items listed below should be uploaded if applicable. Please explain the r ason(s) if the items ar not included. Examples might include: a written manag ment letter was not issued; the school did not expend federal funds in excess of the Single Audit Thr shold of $750,000; the corr ctive action plan will be submitted by the following date (should be no later than 30 days from the submission of the r port); etc.

Section Heading

1. Management Letter

https://nysed cso r ports.fluidr view.com/resp/119106719/8mMIunnVv3/

Explanation for not uploading the Management Letter.	(No r sponse)

2. Form 990

(No r sponse)

Explanation for not uploading the Form 990.	Summit Academy Charter School will file an extension for our 990.

3. Federal Single Audit

Note: A copy of the F deral Single Audit must be filed with the F deral Audit Clearinghouse. Please r er to OMB Uniform Guidelines for the federal filing r quir ments.

(No r sponse)

Explanation for not uploading the Fe eral Single Audit.	Not Applicable

4. CSP Agreed Upon Procedure Report

(No r sponse)

Explanation for not uploading the procedure report.	Not Applicable

5. Evidence of Required Escrow Account

Note: **For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is $100,000.**

https://nysed_cso_r_ports.fluidr_view.com/resp/119106719/pN6H0Nalce/

Explanation for not uploading the Escrow evidence. (No r sponse)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management L tter R commendations, which must include:

a. The person r sponsible
b. The date action was tak n, or will be tak n
c. Description of the action tak n
d. Evidence of implementation (if available)

(No r sponse)

Explanation for not uploading the Corrective Action Plan. Not Applicable

Entry 5d Financial Services Contact Information

Last updated: 10/28/2019

R gents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information quested and upload the independent auditor's r port and inte nal controls r ports as one combined file.

SUMMIT ACADEMY CHARTER SCHOOLSection Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Samease Handshaw	[redacted]	

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Y ars Working With This Audit Firm
	Michelle Cain	[redacted]		6

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Fi m Name	Contact Pe son	Mailing Addr ss	Email	Phone	Y ars with Fi m
	Accounting Solutions of New York, Inc.	Digant Bahl	[redacted]			0

SUMMIT ACADEMY CHARTER SCHOOL
Budget v/s Actual

		Proposed Budget FY 2019-20
	General Education	**330**
	SPED 0% - 20%	**13**
	SPED 20% - 60%	**46**
	SPED 60%+	**9**
	Total Income:	**6,279,386**
	Total Expenses:	**(6,180,720)**
	Net Income	**98,666**
Income		
State Grants		$ 6,070,152
Federal Grants		189,224
Contributions		20,000
Miscellaneous Income		10
Total Income		**6,279,386**
Expenses		
Compensation		
Instructional Staff		2,677,765
Non-Instructional Staff		866,064
Total Compensation		**3,543,829**
Employee Benefits		868,998
Administrative Expenses		174,179
Professional Services		982,433
Professional Development		38,556
Marketing and Staff/Student Rec		35,219
Fundraising Expenses		20,179
Curriculum & Classroom Expenses		309,268
Technology/Communication Expens		93,059
Depreciation		115,000
Total Expenses		**6,180,720**
Net Income		**$ 98,666**

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Michael C Bernard

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Summit Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

President,Vice Chair, Treasurer

2. Are you an employee of any school operated by the education corporation?

____**Yes** X **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

____**Yes** X **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. NONE			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				
NONE				

DocuSigned by:
Michael C Bernard
7F748F94BA454B5...

7/30/2019

Signature **Date**

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Yvette Janniere-Houlder

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Summit Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Vice Chair

2. Are you an employee of any school operated by the education corporation?

____**Yes** X **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

_____

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

____**Yes** X **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

_____

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4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. N/A	N/A	N/A	N/A

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

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Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				
None	None	None	None	None

DocuSigned by:
Yvette Jannière-Houlder
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Signature

7/29/2019

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Floyd Mitchell

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Summit Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Secretary, Board Chair, Board Vice-Chair, Board Treasurer

2. Are you an employee of any school operated by the education corporation?

____**Yes** X **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

_____

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

____**Yes** X **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

_____

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4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. None			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

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Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. None				

DocuSigned by:
Floyd Mitchell
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7/30/2019

Signature **Date**

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

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last revised 08/21/2018

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Completed on behalf of Nestor Dominguez who is unavailabl

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Summit Acdemy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Treasurer

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** X **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

   _____

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** X **No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

   _____

DocuSign Envelope ID: 363AEB32-1292-47E0-BA92-A2FECA24C3BD

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. NONE			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. NONE				

DocuSigned by:
Completed on behalf of Nestor Dominguez who is unavailable
A254E134E4E6491...

Signature **Date**

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

DocuSign Envelope ID: F9B8FA7C-22E1-419E-BC75-46738FC55E68

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Meta Washington

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Summit Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Board Member

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** X **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

   _____

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** X **No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

   _____

DocuSign Envelope ID: F9B8FA7C-22E1-419E-BC75-46738FC55E68

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. None			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

DocuSign Envelope ID: F9B8FA7C-22E1-419E-BC75-46738FC55E68

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. None				

DocuSigned by:
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7/26/2019

Signature **Date**

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

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last revised 08/21/2018

DocuSign Envelope ID: 28FA5120-BF9A-40DE-9758-8FC92001A8B2

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Rich Watson

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

suit academy charter school

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?

____**Yes** X **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

_____

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

____**Yes** X **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

_____

DocuSign Envelope ID: 28FA5120-BF9A-40DE-9758-8FC92001A8B2

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. None			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

DocuSign Envelope ID: 28FA5120-BF9A-40DE-9758-8FC92001A8B2

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. None				

DocuSigned by:
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/31/2019

Signature **Date**

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Entry 8 BOT Table

Last updated: 07/31/2019

1. SUNY AUTHORIZED charter schools ar r quir d to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE AUTHORIZED charter schools are r quired to provid information for all VOTING and NON VOTING trustees.

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Addr ss	Position on the Board	Committ Affiliation s	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start ate of Curr nt Term (MM/D /Y YYY)	End Date of Curr nt Term (MM/D /Y YYY)	Board Meetings Attended uring 2018 19
1	Bernard, Michael [redacted]	Chair	Finance, Governan ce, Acad mic Achi v ment	Yes	2	08/01/20 17	08/01/20 19	11
2	Nestor Domingu z [redacted]	Vic Chair	Acad mic Achi v ment, evelop ment	Yes	1	10/27/20 18	6/30/201 9	10
3	Floyd Mitchell [redacted]	Tr asur r	Finance, Governan ce	Yes	1	10/27/20 17	6/30/201 9	9
4	Rich Watson [redacted]	Trustee/M mber	evelop ment	Yes	1	10/27/20 18	6/30/201 9	10
5	Meta Washingt on [redacted]	Trustee/M mber	Acad mic Achi v ment, evelop ment	Yes	1	12/01/20 17	6/30/201 9	10
	Yvette							

6	Jannier Houlder [redacted]	Trustee/M mber	Acad mic Achi v ment, Governan ce	Yes	1	12/01/20 17	6/30/201 9	11
7	Natasha Campbell [redacted]	Other						11
8								
9								

1a. Are there more than 9 members of the Board of rustees? No

2. INFORMA ION ABOUT MEMBERS OF THE BO ARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response r lative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a r sponse r lative to all trustees.

a. Total Number of BOT Members on June 30, 2019	7
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	1
d.Total Number of members in 2018 19, as set by in Bylaws, R solution or Minutes	5

3. Number of Board meetings held during 2018-19 12

4. Number of Board meetings cheduled for 2019-20 12

hank you.

Entry 9 - Board Meeting Minutes

Last updated: 07/31/2019

Instructions for submitting minutes of the BOT monthly meetings

R gents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

SUMMIT ACADEMY CHARTER SCHOOL

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, n the charter school's website?	Yes
A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.	https://app2.boardontrack.com/public/6wyiud/home

Entry 10 Enrollment and Retention of Special Populations

Last updated: 08/01/2019

Instructions for Reporting Enrollment and R tention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targ ts to attract and r tain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progr ss toward meeting its enrollment and r tention targets in 2019 20.

SUMMIT ACADEMY CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts T ward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	• W disseminated application materials to local elementary facilities, YMCAs, and Good Shepherd Programs. • In ord r to r cruit mor r duced pricelunch qualifying families, we visited local community centers and distributed applications to the par nts with limited financial means. • Staff members visited Tnant Officers and left promotional materials and applications at those centers.	In 2018 19, our percentage of ED students was 77% and our district was 64%. Going forward, we will engage in a variety of outr ach activities to ensur not only that the student body is diverse on many levels but also to ensur that the gr ater community understands about the exciting new opportunity for the childr n at Summit Academy Charter School.
English Language Learn r s/Multilingual Learn r s	• W produced applications and promotional materials in Spanish • W placed advertisements in languages other than English in local newspapers or in community newsletters. • W sent r pr sentatives from the school who speak Spanish to community organizations and to well travelled ar as within communities with high rates of nonnative English speak rs to distribute materials in multiple languages. W also canvassed neighborhoods in South Brooklyn, and participated in the Charter School Fair. • W sent Spanish speaking r cruiters door to door to housing developments in South Brooklyn to r cruit new families. • W posted advertisements in public transit	In 2018 19, our percentage of ELLs was 12% including form r ELLs and our district was 10% (not including the former Ells as they are not published). Going forward, we will put particular attention to ensur that information r ached local latino communities; all of our materials ar available in both Spanish and English and we have Spanish translators at all of our events.

	facilities and vehicles in targ ted neighborhoods in South Brooklyn. Also, we partner d with community based organizations, including Good Shepherd Services and the Police Athletic L ague, to deliver r cruitment materials and applications to their clientele."	
Student s with Disabilit ies	• W stated in our r cruitment materials that we serve all students, including students on IEPs and 504s. • W r cruited at elementary schools that serve students with special needs. W discussed our program with school staff and nsur d that they ar awar of our capacity to serve special education students. • W sent our Dir ctor of Special Education to student r cruitment events to speak dir ctly to families of students with disabilities."	In 2018 19, our percentage of SWD was 22% including form r SWDs and our district was 23% without the form r SWDs. Going forward, we will hold a r cruitment ramp up, during which volunteers, including curr nt families, students, and staff, canvass local neighborhoods to spr ad information about the school and its application process by handing out flyers, yard signs, and door hangers. All r cruitment efforts will tout special programs for SWD.

Retention Efforts T ward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Econom ically Disadva ntaged	W ensur that we minimize r quir d par nt fees (i.e. field trip fees and activity fees) and/or mak fees “pay as you can”. W also cr ate mor fundraising opportunities for families who cannot afford all of the xtracurricular activities offer d at SACS. W also communicate with par nts of struggling students so they ar r ceiving at least monthly progr ss updates for the second semester in person or on the phone. Some of the students who leave our program ar students who have been r tained in a grade level, and we believe we could get mor par ntal support for k ping the student at SACS if we incr ased the fr quency of oral communication with the par nt.	Our r tention rate for ED students was 84% between 2017 18 and 2018 19. Going forward, we will continue to ensur that we minimize r quir d par nt fees (i.e. field trip fees and activity fees) and/or mak fees “pay as you can”. W also cr ate mor fundraising opportunities for families who cannot afford all of the extracurricular activities offer d at SACS. W also communicate with par nts of struggling students so they ar r ceiving at least monthly progr ss updates for the second semester in person or on the phone.
English Langua ge Learn r s/Multili ngual Learn r	W ensur that students ar learning English to move out of LEP designation within 2 3 years and ar subsequently able to succeed academically. W ensur that in addition to LEP r quir ments, students ar r ceiving adequate academic support from classroom teachers such that they can succeed in the classroom. In the 2018 2019 school year, all teachers received professional development to learn strategies to support ELL in their classrooms. Training was on going and	Our r tention rate for ELLs was 91% between 2017 18 and 2018 19. Going forward, we will further develop programs to ensur that students ar r ceiving adequate academic support from classroom teachers such that they can succeed in the classroom. In addition SACS will invest in computer softwar that offers foundational instruction to ELL students. Individualized instruction on the computer coupled with targeted

s	facilitated by the ELL teachers and Learning Supports Director. The training also addr ssed how to engage ELL par nts in the process.	instruction improves ELL students' access to a quality education.
Student s with Disabilit ies	Summit Academy Charter School believes that all scholars deserve a quality education r gardless of their needs. Special Education and English Language Learn rs support at SACS is based upon an inclusion model; all general and special education scholars tak the same cor academic classes. W use the IEP (Special Education) and the scor r port on the NYSELAT (ELL) as well as other data points (observations, standardized testing scores) to determine how much of a scholar's day should be in the classroom versus completing independent or small group instruction. Special Education and ELL scholars ar supported in four strategic ways to enable them to better meet standards: (1) Classroom Support from Learning Strategists/Special Educators who work in our Integrated Co t aching Setting and collaborate with cor subject ar a teachers. (2) Special Education and ELL scholars r ceive additional out of class support from L arning Strategists. Scholars may have an amended schedule in which part of their day is spent working on targeted skills that ar distinct from their grade level peers. (3) Accommodations and modifications that need to be made which include differ ntiating instruction in an academic or environmental manner. (4) R lated Services (SETSS, Speech and Language Pathologist, Paraprofessionals, Counselors) ar the support staff that work with scholars to help them master not just content material but ssential, fundamental skills to aid in their overall learning.	Our r tention rate for SWD was 73% between 2017 18 and 2018 19. Going forward, we will mak a clear statement in all communications sent to families that all students ar encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs. During our school tours, flyering, and the charter school fair, Summit Academy staff will explain to potential par nts the systems we have in place to guarantee their child is going to r ceive the full services r quired by their IEPs. This includes (but is not limited to) learning specialists, outside providers for occupational therapy, in house counselors for therapy, and small group instruction.

Entry 11 Classroom Teacher and Administrator Attrition

Created: 08/01/2019 • Last updated: 11/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition T bles

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition T ble

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FT of Classroom Teachers on 6/3019
	33.1	1	1		33.1

2. Administrator Position Attrition T ble

	FT Administrative Positions on 6/30/18	FT Administrators Departed 7/1/18 6/30/19	FT Administrators Filling Vacant Positions 7/1/18 6/30/19	FT Administrators Added in New Positions 7/1/18 6/30/19	FT Administrative Positions on 6/30/19
	22	0	0	0	22

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional det il to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter schoo

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

Entry 12 Uncertified Teachers

Created: 08/01/2019 • Last updated: 11/01/2019

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column ap lies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be ounted only once.

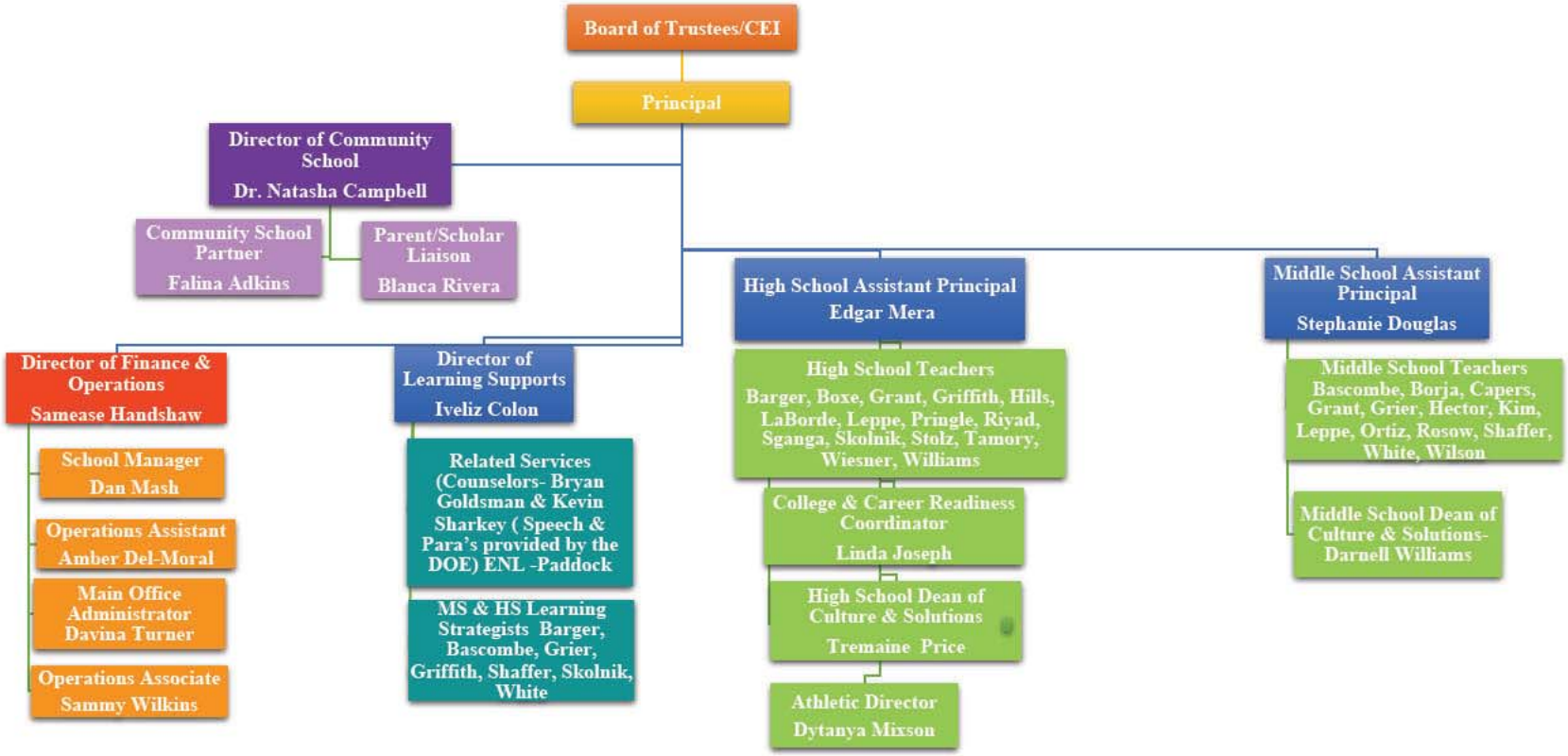
	FTE Count
1. Total FTE count of uncertified teachers (6 3 19)	17
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience 6 30 19)	12
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 3 19)	1
4. FTE count of uncertified teachers with two years of Teach for America experience (6 3 19)	1
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience 6 30 19)	2
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 3 19)	3

FTE Count of All Uncertified Teachers as of 6/30/19 17

FTE Count of All Certified Teachers as of 6/30/19 29

Thank you.

SUMMIT ACADEMY CHARTER SCHOOL
2019-2020 Organizational Chart



Summit Academy Charter School

2019-2020

August 19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 20						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 20						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 20						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School Closed

Parent-Teacher Conference (12:00 PM Dismissal)

Middle School Saturday Academy *(Family Achievement Council meets the first Saturday of each month @ 9AM & the following Thursday at 7*

High School Saturday Academy *(Family Achievement Council meets the first Saturday of each month @ 9AM & the following Thursday at 7PM*

Middle School & High School Saturday Academy

Early Dismissal - 12:00 PM (Middle School and High School have early dismissal on Fridays at 1:30PM)

End of Quarter

Dates in red indicate assessment dates.

IMPORTANT DATES	
Aug 19	MS - Orientation for all grades
Aug 20	HS - Orientation for 9th grade scholars
Aug 21	HS - Orientation for 10th and 11th grade scholars
Aug 22	All school parent meet and greet
Aug 23	HS - Orientation for 12th grade scholars
Aug 26	1st day of class (Middle School)
Sept 2	Labor Day (School Closed)
Sept 5	1st Day of Class (High School)
Sept 27	HS - Summit Slam
Sept 28	Health Fair (12pm - 5pm)
Sept 30-Oct 1	Rosh Hashanah (School Closed)
Oct 9	Yom Kippur (School Closed)
Oct 14	Indigenous People's Day (School Closed)
Oct 16	PSAT (10th Grade)
Nov 5	Election Day (School Closed)
Nov 8	End of 1st Quarter
Nov 11	Veteran's Day (School Closed)
Nov 14	Q1 Parent-Teacher Conference
Nov 27	Talent Show
Nov 27	Thankful Feast (12:00 PM Dismissal)
Nov 28-29	Thanksgiving Break (School Closed)
Dec 23	Holiday Fest (12:00pm Dismissal)
Dec 14-Jan 1	Winter Recess (School Closed)
Jan 2	First Day Back from Winter Recess
Jan 20	Dr. Martin Luther King Jr. Day (School Closed)
Jan 22-24	Regents Week
Jan 24	End of 2nd Quarter
Jan 27	No school for HS/Early Dismissal for MS

IMPORTANT DATES (cont'd)	
Jan 28	Spring Term Begins
Jan 30	Q2 Parent-Teacher Conference
Feb 17-21	Mid-Winter Recess (School Closed)
Mar 26	Family College Night
Mar 25-27	State ELA Assessment (MS)
Apr 3	End of Quarter 3
Apr 8	Q3 Parent-Teacher Conference
Apr 10-17	Spring Recess (School Closed)
Apr 13-May 15	NYSESLAT Speaking
Apr 21-23	State Math Assessment (MS)
May 4-15	NYSESLAT - Listening, Reading, Writing
May 4-15	AP Exams
May 15	Career Day
May 18-22	Senior Week
May 20-21	The Lion King Play
May 22	College Signing Day
May 18-June 1	8th Grade State Science Exam
May 25	Memorial Day (School Closed)
May 26-30	HS Senior Trip
June 2	US History and Government Regents (New Framework)
June 3	HS Prom
June 4	School Closed
June 5	MS Field Day
June 12	MS Senior Trip; End of Q4 (HS Last Day)
June 17-25	HS Regents
June 16	MS Awards Ceremony
June 18	MS Prom
June 23	MS Stepping Up Ceremony (12pm Dismissal)
June 25	HS Graduation

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