



Entry 1 School Information

Created: 06/22/2016

Last updated: 11/01/2016

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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

SUMMIT ACADEMY CS (NYC CHANCELLOR) 331500860953

b. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 15

d1. SCHOOL INFORMATION

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

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Natasha Campbell
Title	Executive Director

Emergency Phone Number (###-###-####) [REDACTED]

e. SCHOOL WEB ADDRESS (URL)

www.sacsny.org

f. DATE OF INITIAL CHARTER

01/2008

g. DATE FIRST OPENED FOR INSTRUCTION

09/2009

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

Summit Academy’s mission is to bridge the gap between aspirations and realities by preparing students in grades six through twelve to gain acceptance to, excel in and graduate from college. Summit Academy established the following three pillars of success: mastery of core subjects, character building, and community leadership.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description)

Variable 1

Pillar 1: Mastery of Core Subjects
To help scholars master the core subjects (math, ELA, science, and social studies) SACS has designed a longer school day so that scholars receive more exposure to these core subjects. We make every effort to provide scholars with the supports they need to reach mastery in core subjects. We believe that “mastery” goes beyond simply memorizing facts. Therefore, SACS integrates real-world experiential learning activities that foster the deep learning necessary for scholars to become “masters” of a subject. Mastery of core subjects is an essential

	factor that will prepare scholars for the required entrance exams for high school graduation, college acceptance, and for success in college itself.
Variable 2	<p>Pillar 2: Character Building</p> <p>Strength of character plays an integral part in the academic success of scholars. When scholars develop character traits such as responsibility, they will be better prepared for the rigor of college. As part of our mission, we integrate character building throughout our school. Evidence of this can be found in our advisory program, our morning meeting celebration of scholars who have exhibited any of the six core character traits, our Scholar of the Month program, character posters in our hallways, and the establishment of a Dean of Culture position. Our character building program is further detailed in Section 1d.</p>
Variable 3	<p>Pillar 3: Community Leadership</p> <p>One of the primary reasons for the founding of SACS was to create a school that would be rooted in the Red Hook community. As outlined in our charter, scholars at SACS are required to do 10 hours of community service each year. We facilitate a community relationship by engaging in community service projects that serve the Red Hook community and surrounding areas. By providing our scholars with opportunities to give back to their community, we empower scholars with the notion that they can make meaningful contributions to the world. We believe that community service work helps inspire scholars to strive toward college so that they can continue to make a strong contribution to help others. Please see Section 2b for further details of our community service program.</p>
Variable 4	(No response)
Variable 5	(No response)
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2016

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served

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

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

Page 2**l1. FACILITIES**

Does the school maintain or operate multiple sites?

No, just one site.

l2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	27 Huntington Street, Brooklyn, NY 11231	718-875- 1403	CSD 15	6-12	Yes	DOE space
Site 2						
Site 3						

l2a. Please provide the contact information for Site 1.

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

m1. Is the school or are the school sites co-located?

Yes

m2. 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 (primary site)	Not applicable	No		No		Yes
Site 2						
Site 3						

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n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

Samease Handshaw, Director of Operations

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

Responses Selected:

Yes

Signature, Head of Charter School

Handwritten signature of Natasha Campbell in black ink on a light gray background.

Signature, President of the Board of Trustees

Handwritten signature of Floyd Mitchell in black ink on a light gray background.

Date

2016/11/01

Thank you.



Entry 2 Link

Last updated: 07/18/2016

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1. NEW YORK STATE REPORT CARD

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

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

<https://data.nysed.gov/reportcard.php?instid=800000064232&year=2015&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&hsnoncompleters=1&38ELA=1&38MATH=1&48SCI=1&naep=1&cohort=1®ents=1&elemELA=1&elemMATH=1&elemSci=1&secondELA=1&secondMATH=1&unweighted=1&gradrate=1>



Entry 3 Progress

Created: 07/26/2016

Last updated: 10/26/2016

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PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2016. If the goals are based on student performance data that the school will not have access to before August 1, 2016 (e.g., the NYS Assessment results), explain this in the "2015-2016 Progress Toward Attainment of Goal" column. The information can be updated when available. Please complete and submit no later than November 1, 2016.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2015-16 Progress Toward 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
Academic Goal 1	Each year, Summit Academy will administer a nationally norm-referenced test of basic skills in English, such as the Terra Nova or Stanford 10, in September of their first year of enrollment and at the conclusion of each school year.	Terra Nova Common Core Assessment	This goal was met. Summit Academy administered the Terra Nova Common Core Assessment to all 6th and 8th grade scholars in September and May. All High School scholars completed the Terra Nova Multiple Assessments in September and May.	
				For the 2015-2016 academic year, there were a total

of 36 - 7th grade and 47 - 8th grade scholars who were enrolled at the school on BEDS day for two consecutive years.

Of the 36- 7th grade scholars, 20.6% performed at or above level 3 on the New York State ELA exam. Of the 47-8th grade scholars, 43.9% performed at our above Level 3 on the ELA New York exam.

In 2014-15, only 4.15 of our 7th and 8th grade scholars who had been enrolled at the school on BEDS day for at least two consecutive years performed at or above Level 3 on the New York State exam. In 2015-16, this same cohort of scholars improved their pass rate by 39.8% with 43.9% of scholars attaining a Level 3 or 4. We look forward to learning about our 8th grade scholars ELA Regents scores when they get to the 11th grade.

The interventions we will employ to increase scholar pass rates during the 2016-17 academic year include:

- Strategic weekly

Academic Goal 2

Each year, 75 percent of 7th-8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.

New York State ELA exam

This goal was not met. 33% of 7th-8th graders attained proficiency on the New York State ELA exam.

data meetings lead by Content Leads

- Partnership with ANet to assess scholars
- Implementation of Content PLC's where regular feedback and observations occur between peers and administration including Coaches and Leads
- Continued structured common planning times to allow for deeper and more meaningful vertical and horizontal collaboration
- More refined classroom management and relationship building with scholar and scholar families using our new and improved Behavioral Management System
- More in depth curriculum maps and unit plans created at the end of the year based upon reflection and data
- Implementation of NoTI - Novice Teacher Institute
- Improved lesson plans that included embedded chunking, checks for understanding and differentiated strategies as well as more rigorous, scholar-centered objectives that begin with "I"
- Renewed focus

				<p>on lesson that are culturally relevant and connect to the real world</p> <ul style="list-style-type: none"> • Use of intervention programs like Reading Plus to help scholars fill skill gaps • More informed groupings of scholars using performance data during Office Hours and Impact • Inclusion of texts that are at or above the expected complexity level for the grade/time of year • Employing more questions that are text specific and better reflect the standards • More opportunities for scholars to engage in independent and group work
Academic Goal 3	<p>For the 2010-11 through 2014-15 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.</p>	New York State ELA exam	This goal was met.	<p>The percentage of scholars who passed the Common Core ELA Regents exam increased from 79% of scholars passing to 83% of scholars passing, a four percent increase.</p>
				<p>Percent at Level 3 or 4 for Summit Academy/CSD 15</p> <p>6th Grade - 8.8% / 46.5%</p>

7th Grade - 20.6% / 52.8%

8th Grade - 43.9% - 47.6%

While our scores did not exceed the average performance of scholars tested in CSD 15, Summit Academy's ELA scores increased significantly in 7th and 8th grades. Specifically in 7th grade, our ELA score increased from 4.1% to 20.6%, a 16.5% increase. In 8th grade, our ELA score increased even more dramatically from 9.4% to 43.9% - a change of 34.5%.

If we look at how scholars did from grade to grade, the increase is even more dramatic. For example, only 4.1% of scholars who were in the 7th grade in 2014-2015, scored a 3 or 4 on the ELA Exam. By implementing strategic and targeted interventions with fidelity throughout the 2015-2016 academic year, the same cohort of scholars increased their pass rate to 43.9 - a 39.8% increase.

While our 7th and 8th grade scholars showed significant growth on the State

Academic Goal 4

Each year, the percent of students performing at or above Level 3 on the State ELA exam will, in the majority of grades, exceed the average performance of students tested in the same grades of its Community School District.

New York State ELA exam

This goal was not met. 33% of Summit students attained proficiency, while 50% of students in the district did the same.

ELA exam, we did not experience the same success for our 6th grade scholars. The number of scholars who received a 3 or 4 in 2014-2015 to 2015-2016 decreased from 13.3% to 8.8%.

While, we did not exceed CSD 15, our scholars are making gains! To continue the momentum and increase student performance, we will hone our current strategic and targeted interventions and add more interventions to better support our scholars. The interventions include:

- Strategic weekly data meetings lead by Content Leads
- Partnership with ANet to assess scholars
- Implementation of Content PLC's where regular feedback and observations occur between peers and administration including Coaches and Leads
- Continued structured common planning times to allow for deeper and more meaningful vertical and horizontal collaboration
- More refined classroom

management and relationship building with scholars and scholar families using our new and improved Behavioral Management System

- More in depth curriculum maps and unit plans created at the end of the year based upon reflection and data
- Implementation of NoTI - Novice Teacher Institute
- Improved lesson plans that included embedded chunking, checks for understanding and differentiated strategies as well as more rigorous, scholar-centered objectives that begin with "I"
- Renewed focus on culturally relevant lessons connect to the real world
- Use of intervention programs like Moby Max and Reading Plus to help scholars fill skill gaps
- More informed groupings of scholars using performance data during Office Hours and Impact
- Inclusion of texts that are at or above the expected complexity level for the grade/time of year

				<ul style="list-style-type: none"> • Employing text specific questions that are reflective of the standards • More opportunities for scholars to engage in independent and group work
Academic Goal 5	Each cohort of students will reduce by one-half the gap between percent passing the ELA Regents examination and the previous cohorts' passing rate on the ELA Regents examination.	New York State ELA Regents exam	<p>This goal was met.</p> <p>The percentage of scholars who passed the Common Core ELA Regents exam increased from 79% of scholars passing to 83% of scholars passing, a four percent increase.</p>	
Academic Goal 6	Each year, the percent of students performing at or above a score of 65 on the State English Regents exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of its Community School District.	New York State ELA Regents exam	<p>This goal was met.</p> <p>The average performance of Community School District 15 for the State English Regents exam is 70%. Our passing rate for last year exceeded the Community School District-15 pass rate by 13%.</p>	
Academic Goal 7	Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability	New York State ELA Regents exam	<p>This goal was met.</p> <p>All scholars graduating in June passed the ELA Regents examination by June of 2016.</p>	

	cohort from a group of similar schools.			
Academic Goal 8	Each year, the school's aggregate Performance Index on the State ELA exam will meet its Adequate Yearly Progress.	New York State aggregate performance index	Data is not yet available. Progress toward this goal cannot yet be measured as the NYS performance index has not yet been released.	

2. Do have more academic goals to add?

Yes

2015-16 Progress Toward 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
Academic Goal 9	Each year, Summit Academy will administer a nationally norm-referenced test of basic skills in Math, such as the Terra Nova or Stanford 10, in September of their first year of enrollment and at the conclusion of each school year.	Terra Nova Common Core Assessment	This goal was met. Summit Academy administered the Terra Nova Common Core Assessment to all 6th and 8th grade scholars in September and May. All High School scholars completed the Terra Nova Multiple Assessments in September and May as well.	
				For the 2015-2016, there were a total of 29 - 7th grade and 38 - 8th grade scholars who were enrolled at the school on BEDS day for two consecutive years.

Of the 29- 7th grade scholars, 20.6% performed at or above level 3 on the New York State Math exam. Of the 38 -8th grade scholars, 43.9% performed at our above Level 3 on the Math New York exam.

Although our 7th grade scholars who have been enrolled at the school on BEDS day for at least two consecutive years did not meet the goal, the cohort experienced year to year performance growth. 27% of scholars passed the 2014-2105 ELA exam, but the same cohort of scholars improved their pass rate by 4.6% with 31.7% passing. In addition, 100% (15 scholars) of scholars who took the Algebra I Regents passed the exam.

Only 6.1% of our 8th grade scholars who have been enrolled at the school on BEDS day for at least two consecutive years performed at or above Level 3 on the New York State exam. However, 95% of 8th grade scholars who took

Academic Goal 10

Each year, 75 percent of 7th-8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.

NYS Math exam

This goal was not met as only 50% of all tested 7th-8th grade students attained proficiency.

the Algebra I exam passed the exam.

To better support our scholars who have been enrolled at the school on BEDS day for at least two consecutive years, we will implement the following strategies during 2016-17:

- Strategic weekly data meetings lead by Content Leads
- Partnership with ANet to assess scholars
- Implementation of Content PLC's where regular feedback and observations occur between peers and administration including Coaches and Leads
- Continued structured common planning times to allow for deeper and more meaningful vertical and horizontal collaboration
- More refined classroom management and relationship building with scholar and scholar families using our new and improved Behavioral Management System
- More in depth curriculum maps and unit plans created at the end of the year based upon reflection and data

- Implementation of NoTI – Novice Teacher Institute
- Improved lesson plans that included embedded chunking, checks for understanding and differentiated strategies as well as more rigorous, scholar-centered objectives that begin with “I”
- Renewed focus on lesson that are culturally relevant and connect to the real world
- Use of intervention programs like Moby Max to help scholars fill skill gaps
- More math talk and problem-based conversations among scholars and teachers
- Use of manipulatives to support complex thinking and problem-solving
- Inclusion of more project-based, real-world problem solving.

Our scholars made significant progress toward meeting the goal with 72% of scholars attaining proficiency on the Integrated Algebra Common Core Regents exam. This represents a 42% increase over the prior year and is evidence of school improvement efforts success.

Academic Goal 11

Each year, 75 percent of 9th–10th grade cohorts will pass the New York

NYS Geometry, Integrated Algebra and Algebra II

This goal was not met.

Some of our scholars also took the Common Core Geometry Regents exam with 23% of them attaining a passing score. This is a 16% increase over last year's performance.

Our Algebra II/Trigonometry Common Core pass rate was 44%. This is up from 6% last year and represents a 38% passing rate increase.

To meet our 75% goal, we will continue to implement the following strategies and interventions:

- Scheduling math lab courses for scholars who are struggling at the turn of the semester
- Math club
- More focused after-school Regents review sessions prior to the examination (mandated for scholars who are struggling)
- Strategic weekly data meetings lead by Content Leads
- Partnership with ANet to assess scholars
- Implementation of Content PLC's where regular feedback and observations occur

State Regents examinations in Math.

Regents exams

between peers and administration including Coaches and Leads

- Continued structured common planning times to allow for deeper and more meaningful vertical and horizontal collaboration
- More refined classroom management and relationship building with scholar and scholar families using our new and improved Behavioral Management System
- More in depth curriculum maps and unit plans created at the end of the year based upon reflection and data
- Implementation of NoTI - Novice Teacher Institute
- Improved lesson plans that included embedded chunking, checks for understanding and differentiated strategies as well as more rigorous, scholar-centered objectives that begin with "I"
- Renewed focus on lesson that are culturally relevant and connect to the real world
- Use of intervention programs like Moby Max to help scholars fill skill gaps

				<ul style="list-style-type: none"> • More math talk and problem-based conversations among scholars and teachers • Use of manipulatives to support complex thinking and problem-solving • Inclusion of more project-based, real-world problem solving.
Academic Goal 12	<p>For Years 2 through 5, grade-level cohorts of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. If the percentage of students scoring above proficiency in a grade-level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.</p>	NYS math exam	This goal was not met.	<p>Teachers will receive further coaching and targeted professional development. Scholars will be tasked with attending every Saturday Academy if they are performing below grade level in their Common Core Algebra or Common Core Geometry courses.</p>
Academic Goal 13	<p>Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of</p>	NYS math exam	This goal was met.	

	students tested in the same grades of its Community School District.			
Academic Goal 14	For the 2010-11 through 2014-15 school years, each cohort of students will reduce by one-half the gap between percent passing the Math Regents examination and the previous cohorts' passing rate on the Math Regents examination	NYS Geometry, Integrated Algebra and Algebra II exams	This goal was not met.	Staff will receive further coaching and targeted professional development. Scholars will be tasked with attending every Saturday Academy if they are performing below grade level in their CC Algebra or CC Geometry courses.
Academic Goal 15	Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	NYS Integrated Algebra, Geometry & Algebra II exams	This goal was met. 100% of scholars graduating in June 2016 passed a Math Regents prior to June 2016.	
Academic Goal 16	Each year, the school's aggregate Performance Index on the State Math exam will meet its Adequate Yearly Progress set forth in the State's No Child Left Behind (NCLB) accountability system.	NYS Performance Index	Data is not yet available. Progress toward this goal cannot yet be measured as the NYS performance index has not yet been released.	

3. Do have more academic goals to add?

Yes

2015-16 Progress Toward 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
Academic Goal 17	Each year, 75 percent of 9th-10th grade students who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.	NYS Living Environment and Earth Science Regents Exams	This goal was met. Of the 9th and 10th grade scholars who were enrolled at the school on BEDS day for at least two consecutive years, 78% passed the Living Environment exam. 64% of scholars also passed the Earth Science exam, a year over year increase of 12%.	
Academic Goal 18	Each year, the percent of students in the high school accountability cohort passing a Science Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	NYS Living Environment and Earth Science Regents exams	This goal was met. 100% of scholars graduating in June 2016 passed at least one Science Regents examination by the time they graduated.	
Academic Goal 19	Each year, the school's aggregate Performance Index on the State Science exam will meet its Adequate Yearly Progress set forth in the State's No Child Left Behind (NCLB) accountability system.	NYS Science exam	Data is not yet available. Progress toward this goal cannot yet be measured as the NYS performance index has not yet been released.	

<p>Academic Goal 20</p>	<p>Each year, 75 percent of 9th-10th grade students who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Social Studies examination.</p>	<p>NYS Regents US History & Governments, Living Environment and Global History & Geography exams</p>	<p>This goal was met with 78% of our scholars passing the US History and Government Regents exam.</p>	
				<p>The goal was met for the 9th grade cohort, but not for the 10th grade cohort. Unfortunately, only 57% of our 10th grade scholars who took the Global History and/or Geography Regents exams. passed the exam on their first attempt in June 2016. While we didn't meet the 75% goal, this performance represents an 11% scholar pass rate increase 11% increase over the prior year.</p> <p>After analyzing the test results, we will implement the following intervention strategies to improve the number of scholars who pass the exams:</p> <ul style="list-style-type: none"> • More targeted Saturday Academy instruction, • More frequent and strategic office hours sessions
	<p>Each year, 75</p>			

<p>Academic Goal 21</p>	<p>percent of 9th–10th grade cohorts will pass the New York State Regents examinations in Social Studies.</p>	<p>NYS Regents US History & Government and Global History & Geography exams</p>	<p>This goal was not met.</p>	<ul style="list-style-type: none"> • More education session for parents and scholars regarding the skills needed to prepare effectively • Increased writing instruction • Teach better time management so that all scholars complete the exam • Renewed focus on lesson that are culturally relevant and connect to the real world • Use of intervention programs like Reading Plus to help scholars fill skill gaps • More informed groupings of scholars using performance data during Office Hours and Impact • Inclusion of texts that are at or above the expected complexity level for the grade/time of year • Employing more questions that are text specific and better reflect the standards • More opportunities for scholars to engage in independent and group work
<p>Academic Goal 22</p>	<p>Each year, the percent of students in the high school accountability cohort passing a Social Studies Regents exam with a score of 65 or above by the end</p>	<p>NYS Regents US History & Governments, Living Environment</p>	<p>This goal was met. 100% of seniors graduating in 2016 passed at least one Social Studies</p>	

	of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	and Global History & Geography exams	Regents examination by the end of their fourth year.	
Academic Goal 23	Each year, the percent of students in the high school accountability cohort passing a Language other than English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	Spanish Comprehensive Exam	This goal was met. There is no longer a LOTE Regents exam. However, the equivalent is the LOTE Comprehensive examination. 100% of scholars taking the Spanish Comprehensive Examination passed the exam.	
Academic Goal 24	From years 2-4, the school will receive a "B" or higher on the Student Progress section of the NYCDOE Progress report.	NYCDOE Progress Report	This goal is no longer applicable.	
Academic Goal 25	Each year, the school will be deemed "In Good Standing."	NYS Report Card	No	We have been identified as a focus school.
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				

4. ORGANIZATIONAL GOALS

2015-16 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent.	Student Records	This goal was not met.	<p>Average daily attendance for the middle school was 92% and average daily attendance for the high school was 85% providing for an average daily attendance of 88% for the entire school.</p> <p>Transportation is challenging for scholars as the majority of them do not live close to the subway lines that can bring them to school. Often scholars must transfer between trains or buses two or more times to arrive to school. It should be noted that the highest rate of attendance was for our 6th grade scholars who are bused here. Their rate of attendance was 94%.</p> <p>To address this challenge and improve our attendance rate, we have employed the following strategies/intervention:</p> <ul style="list-style-type: none"> • Family communication regarding the 95%

				<p>attendance goal</p> <ul style="list-style-type: none"> • Improved school culture and relationships with scholars and their families • Expanded use of Grade Level Chairs beyond the middle school and into the high school. GLC's will create grade level goals and homeroom/advisory competitions to improve attendance • Perfect attendance celebrations at the scholars/classes/homerooms/advisories levels • Improved communication for chronically late/absent scholars including laws regarding attendance and strategies to support families • Addition of Social Services Specialists and counseling services • Operations to continue explore bus company options
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September, exclusive of students who have moved outside of	Student Records	This goal was not met.	To correct this in future years, we will communicate with families earlier to understand their needs, augment our program and request that they return to our school. In addition, throughout the school year, increased family communication

	New York City.			from school staff will allow for ongoing tracking of family satisfaction to ensure this goal is met.
Org Goal 3	Each year, Summit Academy will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Board Policies and Meetings	This goal was met.	
Org Goal 4	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	Student Records	This goal was not met.	We are working to update our enrollment targets to better reflect the community as well as address parent concerns about safety during drop off and pick up.
Org Goal 5	Each year, 100% of Summit Academy students will perform age appropriate service in the community for one hour per month.	School Records	This goal was not met as only 84% of students participated in one hour of community service per month.	Next year, school leadership will plan additional community service opportunities so that all students have access to these opportunities.

5. Do you have more organizational goals to add?

Yes

2015-16 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, 85% of visitors to Summit Academy, utilizing a common rubric, will indicate that students exhibit strong social skills, character or citizenship during their visit.	School Records	This goal was met.	
Org Goal 7	Each year, parents will express satisfaction with the school's program. The school will only have met this goal if 50% or more parents participate in the survey.	NYCDOE School Survey	This goal was met.	
Org Goal 8	Each year, teachers will express satisfaction with school leadership and professional development opportunities. The school will only have met this goal if 50% or more teachers participate in the survey.	NYCDOE School Survey	This goal was met.	
Org Goal 9	Each year, students will express satisfaction with the school. The school will only have met this goal if 50% or more of students enrolled participate in the survey.	NYCDOE School Survey	This goal was met.	
Org Goal 10				

Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2015-16 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Upon completion of Summit Academy's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Audit		
Financial Goal 2	Each year, Summit Academy will operate on a balanced budget and maintain a stable cash flow.	Monthly Financial Statements, Annual budgets and Projections.	The school did not operate a balanced budget.	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Last updated: 08/01/2016

Page 1

Financial Information

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

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2015-16 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:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	5862901
Line 2: Year End FTE student enrollment	325
Line 3: Divide Line 1 by Line 2	18052

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 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-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, 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 directly 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: Relevant Personnel Services Cost (Row)	361577
Line 2: Management and General Cost (Column)	162444
Line 3: Sum of Line 1 and Line 2	524022
Line 5: Divide Line 3 by the Year End FTE student enrollment	1613

Thank you.



Entry 6a Audited Statements

Last updated: 11/01/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

Page 1

School Based Fiscal Contact Information

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

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Michelle Cain	[REDACTED]	[REDACTED]	6

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm
	Charter School Business Management	[REDACTED]	[REDACTED]	[REDACTED]	9

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and
- b. reports on internal controls over financial reporting and compliance

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/7117628->

SUMMIT ACADEMY CHARTER SCHOOL

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2016

(With Comparative Totals for 2015)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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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, 2016, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Summit Academy Charter School as of June 30, 2016, 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, 2015 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 27, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 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 25, 2016 on our consideration of Summit Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Summit Academy Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 25, 2016

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2016

(With Comparative Totals for 2015)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2016</u>	<u>2015</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 204,137	\$ 730,515
Cash in escrow	75,126	75,118
Grants and other receivables	89,113	132,326
Prepaid expenses	3,999	53,059
TOTAL CURRENT ASSETS	<u>372,375</u>	<u>991,018</u>
<u>PROPERTY AND EQUIPMENT, NET</u>	<u>396,680</u>	<u>390,761</u>
TOTAL ASSETS	<u>\$ 769,055</u>	<u>\$ 1,381,779</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and other current liabilities	\$ 198,841	\$ 102,653
Accrued payroll	332,663	273,279
Deferred lease liability	-	667
TOTAL CURRENT LIABILITIES	<u>531,504</u>	<u>376,599</u>
<u>NET ASSETS, unrestricted</u>	<u>237,551</u>	<u>1,005,180</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 769,055</u>	<u>\$ 1,381,779</u>

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

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	<u>Year ended June 30,</u>	
	<u>2016</u>	<u>2015</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 4,990,913	\$ 5,119,018
Government grants	273,606	218,302
Contributions	20,836	7,361
Other income	<u>7</u>	<u>20</u>
TOTAL OPERATING REVENUE AND SUPPORT	5,285,362	5,344,701
Expenses:		
Program services:		
Regular education	3,980,133	3,156,394
Special education	1,568,428	1,246,908
Management and general	501,121	547,821
Fundraising and special events	<u>3,309</u>	<u>7,267</u>
TOTAL EXPENSES	<u>6,052,991</u>	<u>4,958,390</u>
CHANGE IN NET ASSETS	(767,629)	386,311
Unrestricted net assets at beginning of year	<u>1,005,180</u>	<u>618,869</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 237,551</u>	<u>\$ 1,005,180</u>

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

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	Year Ended June 30,						2015	
	2016			2015				
	Program Services			Supporting Services				
Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total	Total	
Salaries	\$ 2,593,024	\$ 1,133,285	\$ 3,726,309	\$ 272,366	\$ -	\$ 272,366	\$ 3,998,675	\$ 3,196,071
Payroll taxes and employee benefits	594,299	259,740	854,039	62,424	-	62,424	916,463	683,832
Professional fees	25,720	5,317	31,037	98,603	799	99,402	130,439	141,583
Audit fees	-	-	-	27,033	-	27,033	27,033	22,721
Instructional supplies and materials	375,158	32,885	408,043	-	-	-	408,043	361,205
Office expense	42,369	18,517	60,886	4,450	-	4,450	65,336	73,566
Technology and communication	63,421	27,719	91,140	6,662	-	6,662	97,802	90,998
Insurance	17,188	7,512	24,700	1,805	-	1,805	26,505	26,609
Staff development	104,836	25,345	130,181	11,412	-	11,412	141,593	110,079
Marketing and staff/student recruiting	31,214	4,370	35,584	4,350	-	4,350	39,934	56,196
Postage, printing and copying	4,533	1,981	6,514	476	2,510	2,986	9,500	11,423
Student meals	6,071	1,227	7,298	-	-	-	7,298	3,896
Depreciation	109,869	48,018	157,887	11,540	-	11,540	169,427	158,213
Dues, fees and subscriptions	2,732	552	3,284	-	-	-	3,284	450
Events	9,699	1,960	11,659	-	-	-	11,659	20,202
Miscellaneous expense	-	-	-	-	-	-	-	1,346
	<u>\$ 3,980,133</u>	<u>\$ 1,568,428</u>	<u>\$ 5,548,561</u>	<u>\$ 501,121</u>	<u>\$ 3,309</u>	<u>\$ 504,430</u>	<u>\$ 6,052,991</u>	<u>\$ 4,958,390</u>

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

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	<u>Year ended June 30,</u>	
	<u>2016</u>	<u>2015</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ (767,629)	\$ 386,311
Adjustments to reconcile change in net assets to net cash (used for) provided from operating activities:		
Depreciation	169,427	158,213
Loss on disposal of property and equipment	-	1,346
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	43,213	21,260
Prepaid expenses	49,060	64,378
Accounts payable and other current liabilities	96,188	(21,822)
Accrued payroll	59,384	103,785
Deferred revenue	-	(49,593)
Deferred lease liability	(667)	(2,000)
NET CASH (USED FOR) PROVIDED FROM OPERATING ACTIVITIES	(351,024)	661,878
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(175,346)	(105,241)
Change in cash in escrow	(8)	(20)
NET CASH USED FOR INVESTING ACTIVITIES	(175,354)	(105,261)
NET (DECREASE) INCREASE IN CASH	(526,378)	556,617
Cash at beginning of year	730,515	173,898
CASH AT END OF YEAR	<u>\$ 204,137</u>	<u>\$ 730,515</u>

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

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016 AND 2015

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

The Charter School

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

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

Financial Statement presentation

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

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2016 or 2015.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2016 or 2015.

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

Revenue and support recognition

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

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

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016 AND 2015

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

Cont'd

Contributions

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

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

Cash

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

Cash in escrow

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

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2016 or 2015.

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.

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.

Contributed services

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

SUMMIT ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, Cont'd
JUNE 30, 2016 AND 2015

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

Marketing and recruiting costs

The Charter School expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$40,000 and \$56,000 for the years ended June 30, 2016 and 2015, 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, 2015

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, 2015, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 25, 2016, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: SCHOOL FACILITY

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

SUMMIT ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, Cont'd
JUNE 30, 2016 AND 2015

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30,	
	2016	2015
Furniture and fixtures	\$ 261,104	\$ 210,307
Computer and equipment	855,531	730,982
	1,116,635	941,289
Less accumulated depreciation	719,955	550,528
	\$ 396,680	\$ 390,761

NOTE D: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through July 2020. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2017	\$ 26,718
2018	18,468
2019	18,468
2020	15,168
	\$ 78,822

NOTE E: CONTINGENCY

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

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016 AND 2015

NOTE F: RETIREMENT PLAN

The Charter School sponsors a 401(k) retirement plan (the "Plan") for its employees. All employees of the Charter School are eligible to participate. Contributions made to the Plan are credited to each individual participant's account maintained under a group annuity contract issued by American Funds. The Charter School matches employee contributions up to 5% of gross pay. The Charter School's contribution does not become vested until its second year, when it becomes 50% vested and then is 100% vested after three years. During the years ended June 30, 2016 and 2015, the Charter School contributed approximately \$85,000 and \$50,000, respectively, to the Plan.

NOTE G: RELATED PARTY TRANSACTIONS

Friends of Summit, Inc., a not-for-profit organization under Section 501(c)(3) of the Code, was established to provide support to social, cultural and educational alternative programs for inner city youth, in Brooklyn, New York, and to sponsor new and the growth of existing programs for youth in Red Hook and South Brooklyn. An officer of Friends of Summit, Inc. is also an officer of the Charter School. Friends of Summit, Inc. assisted with the establishment of the Charter School and in obtaining its charter. No material transactions occurred between Friends of Summit, Inc. and Summit Academy Charter School for the years ended June 30, 2016 and 2015, respectively.

NOTE H: CONCENTRATIONS

At June 30, 2016 and 2015 approximately 100% and 95%, respectively, of grants and other receivables are due from New York State.

During the years ended June 30, 2016 and 2015, 94% and 96%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

NOTE I: RENEWAL PROCESS

The Charter School is currently in the process of renewing its charter as granted by the New York State Board of Regents. The Charter currently expires effective June 30, 2017. The renewal process includes review by New York City Department of Education (NYCDOE) of various operational and governance aspects, including fiscal health and internal controls, board governance, and academic performance. The Charter School has submitted its application for renewal and will be undergoing a site visit by NYCDOE during October 2016 as part of the renewal process. Upon review of the application and results of the site visit, NYCDOE will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time, management of the Charter School expects the charter to be renewed, however, NYCDOE's decision regarding renewal is not expected to be received until January 2017.

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, 2016, 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 25, 2016.

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 one instance of noncompliance which is required to be reported under *Government Auditing Standards* and is described in the accompanying schedule of findings and responses as item 2016-001.

Summit Academy Charter School's Response to Finding

Summit Academy Charter School's response to the finding identified in our audit is described in the accompanying schedule of findings and responses. Summit Academy Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

We noted other certain matters that we reported to management of Summit Academy Charter School in a separate letter dated October 25, 2016.

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, Barw & Co. LLP

Rochester, New York
October 25, 2016

SUMMIT ACADEMY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
YEAR ENDED JUNE 30, 2016

Finding 2016-001

Statement of condition

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

Criteria and effect of conditions

During our audit we noted the Board of Trustees met eight times over the course of the year ended June 30, 2016. Paragraph 2.12(b) of the Charter School's First Renewal Charter states the Board shall operate pursuant to their bylaws with regards to governance. Section 5.2 of the Charter School's bylaws state that in addition to the Annual Meeting, there shall be at least ten other regular meetings of the Board held each year.

Recommendation

We recommend the Charter School operate pursuant to its bylaws as stated in the First Renewal Charter. If the bylaws are unattainable for the Board then we recommend changing the amount of times the board is required to meet.

Management response

Summit Academy Charter School accepts the recommendation. In the event that the School must cancel a Board meeting due to unforeseen circumstances, we will make every attempt to reschedule as needed.



Entry 6b Additional Financial Docs

Created: 10/11/2016

Last updated: 10/20/2016

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Page 1

1. Management Letter

(No response)

Explanation for not uploading the Management Letter.

The letter is included in the audit document.

2. Form 990

(No response)

Explanation for not uploading the Form 990.

An extension has been requested until February 2017. As a result, this form is not yet available.

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit.

This is not applicable.

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report.

This is not applicable.

5. Evidence of Required Escrow Account

(No response)

Explanation for not uploading the Escrow evidence.

(No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan.

(No response)

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Summit Academy Charter School

PROJECTED BUDGET FOR 2016-2017

Assumptions

July 1, 2016 to June 30, 2017

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment
Total Paid Student Enrollment

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	4,122,804	1,179,889	-	47,028	625,319	5,975,040
Total Expenses	3,970,553	1,179,889	-	47,028	578,291	5,775,760
Net Income	152,251	0	-	(0)	47,028	199,280
Actual Student Enrollment	330	-	-	-	-	330
Total Paid Student Enrollment	-	-	-	-	-	-

CSI: This line should show how many students a school intends to be paid for.

For Example: If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students **CSI:** Enter in the Per Pupil Rate (PPR) for the Current Year (CY).

For Example: If this application is being submitted in 2009-10 for a school opening in 2011-12, enter in the 2009-10 PPR for that district in the cells below. If a higher PPR is assumed indicate that % increase in the ASSUMPTION column. Refer to the State Aid website for the tuition rates. <https://stateaid.nysed.gov/charter/>

CY Per Pupil Rate

Per Pupil Revenue	\$14,027.00
District of Location	
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Per Pupil Revenue	3,743,604	-	-	-	625,319	5,480,812
District of Location	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
Total	3,743,604	-	-	-	625,319	5,480,812

REVENUE

REVENUES FROM STATE SOURCES

Special Education Revenue	-	-	-	-	-	-
Grants	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	3,743,604	1,111,889	-	-	625,319	5,480,812

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	40,000	-	-	-	40,000
Title I	150,000	-	-	-	-	150,000
Title Funding - Other	-	8,000	-	-	-	8,000
School Food Service (Free Lunch)	-	-	-	-	-	-
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other Federal Revenue	-	20,000	-	-	-	20,000
TOTAL REVENUE FROM FEDERAL SOURCES	150,000	68,000	-	-	-	218,000

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising	202,972	-	-	47,028	-	250,000
Erate Reimbursement	-	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developm.)	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	26,228	-	-	-	-	26,228
Other Local Revenue	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	229,200	-	-	47,028	-	276,228

TOTAL REVENUE

TOTAL REVENUE	4,122,804	1,179,889	-	47,028	625,319	5,975,040
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	1.00	A	-	-	-	-
Instructional Management	3.00	B	-	-	-	-
Deans, Directors & Coordinators	7.00	C	-	-	-	-
CFO / Director of Finance	1.00	D	-	-	-	-
Operation / Business Manager	-	E	-	-	-	-
Administrative Staff	1.00	F	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	13		-	-	-	-

Executive Director	-	-	-	47,028	78,380	156,760
Two AP & Principal	-	-	-	-	-	369,500
Dean, Instructional Coach, College Coordinator, Athletic Director	-	-	-	-	-	468,290
Director of Finance and Operations	-	-	-	-	266,497	296,108
Parent Liason	-	-	-	-	16,362	54,540
TOTAL ADMINISTRATIVE STAFF	13		-	47,028	361,239	1,345,198

List exact titles and staff FTE's (Full time equivalent)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	20.99	G	-	-	-	-
Teachers - SPED	8.00	H	-	-	-	-
Substitute Teachers	-	I	-	-	-	-
Teaching Assistants	-	J	-	-	-	-
Specialty Teachers	4.00	K	-	-	-	-
Aides	-	L	-	-	-	-
Therapists & Counselors	3.00	M	-	-	-	-
Other	-	N	-	-	-	-
TOTAL INSTRUCTIONAL	35		-	-	-	-

Core Subject Teachers	-	-	-	-	-	1,442,023
SPED Teachers	-	-	-	-	-	555,300
Cym, Art, Language, Music	-	-	-	-	-	248,862
Two social workers and one school psych planned	-	-	-	-	-	220,676
Bonuses and stipends	-	-	-	-	-	60,000
TOTAL INSTRUCTIONAL	35		-	-	-	2,526,861

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-

Cafeteria	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

SUBTOTAL PERSONNEL SERVICE COSTS	48	2,638,967	824,826	47,028	361,239	3,872,059
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	38	-	762	-	251	3,000
Fringe / Employee Benefits	39	-	198,140	-	65,267	779,773
Retirement / Pension	40	-	18,803	-	6,194	74,000
Other	-	-	217,706	-	71,712	856,773
TOTAL PAYROLL TAXES AND BENEFITS	-	-	1,042,531	47,028	432,951	4,728,832

Health and Dental	-	-	762	-	251	3,000
Social Security	-	-	198,140	-	65,267	779,773
Medicare	-	-	18,803	-	6,194	74,000
Unemployment	-	-	217,706	-	71,712	856,773
Other	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	1,042,531	47,028	432,951	4,728,832

CONTRACTED SERVICES

Accounting / Audit	29	-	-	-	25,000	25,000
Legal	30	-	-	-	10,000	10,000
Management Company Fee	31	-	-	-	-	-
Nurse Services	32	-	-	-	-	-
Food Service / School Lunch	33	-	-	-	-	-
Payroll Services	34	-	-	-	7,000	7,000
Special Ed Services	35	-	-	-	-	-
Titement Services (i.e. Title I)	36	-	-	-	-	-
Other Purchased / Professional / Consulting	37	-	-	-	76,000	94,000
TOTAL CONTRACTED SERVICES	-	25,000	-	-	118,000	161,000

Development	-	-	-	-	-	-
Conferences	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-
Consultants	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	25,000	-	-	76,000	94,000

SCHOOL OPERATIONS

Board Expenses	1	-	-	-	-	9,500
Classroom / Teaching Supplies & Materials	2	-	3,300	-	-	30,000
Special Ed Supplies & Materials	3	-	-	-	-	-
Textbooks / Workbooks	4	-	-	-	-	26,228
Supplies & Materials other	5	-	3,300	-	-	30,000
Equipment / Furniture	6	-	3,721	-	4,520	54,000
Telephone	7	-	3,049	-	1,004	12,000
Technology	8	-	4,140	-	7,952	95,000
Student Testing & Assessment	9	-	3,300	-	-	30,000
Field Trips	10	-	-	-	-	30,000
Transportation (student)	11	-	-	-	-	25,000
Student Services - other	12	-	9,305	-	-	175,500
Office Expense	13	-	13,976	-	4,604	55,000
Staff Development	14	-	6,875	-	6,875	55,000
Staff Recruitment	15	-	1,650	-	-	15,000
Student Recruitment / Marketing	16	-	37,500	12,500	-	50,000
School Meals / Lunch	17	-	7,000	-	-	7,000
Travel (Staff)	18	-	-	-	-	42
Fundraising	19	-	-	-	-	8,200
Other	20	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	3,243	24,996	-	-	707,928

Development	-	-	-	-	-	-
Conferences	-	-	-	-	-	-
Curriculum	-	-	-	-	-	-
Instructional	-	-	-	-	-	-
Hardware	-	-	-	-	-	-
Software	-	-	-	-	-	-
Internet	-	-	-	-	-	-
Wiring	-	-	-	-	-	-
Evolution	-	-	-	-	-	-
Conferences	-	-	-	-	-	-
Misc. Fees (i.e. Licensing)	-	-	-	-	-	-
Dues & Membership	-	-	-	-	-	-
All Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	3,243	24,996	-	-	707,928

FACILITY OPERATION & MAINTENANCE

Insurance	21	-	7,115	-	2,344	28,000
Janitorial	22	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	7,115	-	2,344	28,000

Health and Dental	-	-	7,115	-	2,344	28,000
Social Security	-	-	-	-	-	-
Medicare	-	-	-	-	-	-
Unemployment	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	7,115	-	2,344	28,000

General insurance

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Natasha Campbell

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):
Summit Academy Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes **No**

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

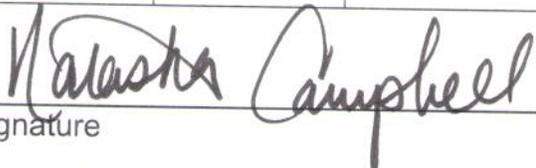
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

		None.	
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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
			None.	


7/15/16
 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.

Business Telephone:  _____
 Business Address: _____
 E-mail Address: _____
 Home Telephone: _____
 Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Nestor D. Dominguez

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Summit Academy Charter School

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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.				


Date 7/29/16

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.

Business Telephone: _____
 Business Address: _____
 E-mail Address: _____
 Home Telephone: _____
 Home Address: _____





Entry 9 BOT Table

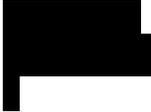
Created: 07/18/2016

Last updated: 10/26/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Floyd Mitchell	[REDACTED]	Chair/Board President		Yes	Community Development	He has served five years on the board. The most recent term expired 6/30/16.
2	Michael Bernard	[REDACTED]	Treasurer		Yes	Organizational Development	He has served two years on the board. The term expired on 6/30/16.
3	John Bailin	[REDACTED]	Trustee/Member		Yes	Education	He has served a two year term. The current term expires on 6/30/17.
4	Nestor Dominguez	[REDACTED]	Trustee/Member		Yes	Finance	He has served one year. The term

							expires 6/30/18.
5	Natasha Campbell		Trustee/Member		No	Summit Academy	She is serving in her third two year term.
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

7

3. Total Number of Members Joining the Board 2015-16 School Year

1

4. Total Number of Members Departing the Board during the 2015-16 School Year

3

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

13

6. Number of Board Meetings Conducted in the 2015-16 School Year

8

7. Number of Board Meetings Scheduled for the 2016-17 School Year

10

Thank you.



Summit Academy Charter School

Minutes

Board Meeting

Date and Time

Tuesday September 22, 2015 at 7:00 PM

Location

27 Huntington Street

Board Members Present

A. Carter, E. Moore, F. Mitchell, G. Stanislaus (remote), J. Bailin, M. Bernard

Board Members Absent

A. Carbone

Guests Present

Andrew Way, Chad Bascombw, Cheryl Swift, Essence Caleb, I. Louis, N. Campbell

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

I. Louis called a meeting of the board of trustees of Summit Academy Charter School to order on Tuesday Sep 22, 2015 @ 7:11 PM at 27 Huntington Street.

C. Approve Minutes

J. Bailin made a motion to approve minutes from the Board Meeting on 06-16-15.

E. Moore seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Governance

A.Meeting Attendance

B.Review of proposed meeting dates for fiscal year (concrete & tentative)

Review of dates and updated meeting dates are as follows: -October 27; - November 17; -December 8; -January 12; -Feb. 9, March, 9; -April 12; -May 17; - June 14. Meeting Dates in Feb.- June to be reevaluated at Dec. meeting.

C.Board Assessment Tool

-M.Bernard introduced alternative assessment tool and proposes for board to utilize it to assess prospective members and the productivity of current members.
-F.Mitchell and M. Bernard to meet to create overview and sample of newly proposed assessment tool structure. -

D.Board Member Role & Committee Elections

Office and committee positions for the 2015-2016 fiscal year as follows: Office Positions 2015-2016: President --> F. Mitchell Vice Chair --> M. Bernard Treasurer --> M. Bernard Secretary --> A. Carter; Committee Roles: Academic Excellence --> J. Bailin Governance --> G. Moore Finance --> M. Bernard CEO Evaluation --> F. Mitchell Development --> A. Carter

E.Board Retreat

-Holding a board strategy and goal setting meeting will be beneficial to the success of this fiscal/academic year. -Reconstruct meeting to a strategic planning meeting. -I. Louis to distribute Doodle poll of prospective dates to host board retreat.

F.Board Recruitment Event Recap

F. Mitchell is in correspondence with two candidates that attended event who are interested in learning more about SACS. F. Mitchell to fully engage candidates. F. Mitchell to send board candidate resumes after he commences further conversation with candidates.

III. Academic Excellence

A.Committee Update

No discussion. C. Swift to provide full report.

B.Academic Achievement Presentation by Principal Swift

-SACS platinum staff consists of 61 individuals: HS 35%, MS 24%, instructional leadership 20%, operations 16%. -Staffing needs are as follows: learning supports coordinator, French teacher, Spanish teacher, HS learning supports -ELA x2, Learning Supports for HS Social studies and Math, Learning Supports for MS Math and Science. SACS is not in compliance with our SPED department. We need to move forward with plan to hire the above mentioned learning supports teachers. - SACS has a required CTT setting: 36 scholars are currently in CTT setting however, SACS cannot charge for SPED services. - Enrollment is down due to a number of issues. One being the commute and recent incidents of violence that occurred earlier this year. -Discussion surrounding marketing efforts for scholar recruitment. - ELA State assessment date overview of 2013-2014 academic year and 2014-2015 academic year (data attached). - Math state assessment data overview (data attached)
SACS has introduced new & improved initiatives to make for more efficient and seamless communication among staff and scholars. However, there are areas of

growth that need tending to such as but not limited to further board engagement, relationship building with surrounding and co-located schools, improved scholar recruitment, facilities, etc. - With this said, SACS has also made significant strides: 2 scholars have made it to second round in Posse Scholarship, SACS first HS graduation is scheduled for June 22, SACS has been accepted to the P.S. Athletic League Assoc. and received NCAA clearance.

IV. Finance Committee

A. Review of 2015-2016 Budget

Enrollment numbers have decreased and the budget has thus been subject to changed and leaves SACS with a deficit. - Fundraising goal for board and SACS needs to be determined so that an aggressive plan can be enacted to remedy deficit. - F. Mitchell proposes for board to vote on budget at Oct. 27 meeting.

V. Development

A. Development Update

Treasurer, M. Bernard to drive board giving with the assistance of committee. - Fundraising event ideas to be fleshed out further at board retreat. A. Carter to present four fundraising initiatives and ideas at next meeting.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:20 PM.

Respectfully Submitted,
I. Louis

Summit Academy Charter School

Minutes

Board Meeting

Date and Time

Tuesday October 27, 2015 at 7:00 PM

Location

27 Huntington Street

Board Members Present

A. Carter, F. Mitchell, J. Bailin, M. Bernard

Board Members Absent

Guests Present

A. Way, C. Bascomb, C. Swift, I. Louis, N. Campbell

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

F. Mitchell called a meeting of the board of trustees of Summit Academy Charter School to order on Tuesday Oct 27, 2015 @ 7:14 PM at 27 Huntington Street.

C. Approve Minutes

J. Bailin made a motion to approve minutes from the Board Meeting on 09-22-15.

M. Bernard seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Governance

A. Formal Acceptance of Board Member Resignation

G. Stanislaus & G. Moore are stepping down from the board due to personal and time conflicts. F. Mitchell will forward resignation letters to SACS in the coming week. Board must remember to excluded resigned individuals from all board related correspondence and communication.

M. Bernard made a motion to accept G. Moore & G. Stanislaus' resignation from SACS board.

J. Bailin seconded the motion.

The board **VOTED** unanimously to approve the motion.

B.Board Recruitment

Discussion surrounding the candidacy of N. Dominguez and his visit to SACS. Board is in need of adding members however, without abandoning the current process for the sake of numbers. Board will move forward with final stage and schedule an interview with N. Dominguez. M. Bernard to reach out to prospective candidates, M. Lawson and J. Howard to schedule time to visit SACS and conduct initial meeting. F. Mitchell proposed adding an advisory committee to assist and council but not interfere with voting. Board assessment tool has been crafted and proposed by M. Bernard. Tool is composed of four main categories: Leadership Roles, Board Composition, Governance Effectiveness, Fundraising. The following will be a short term assessment tool for the board to utilize in the meantime to grow and build board. M. Bernard will distribute tool to board so that each member may make additions and corrections if necessary.

C.Board Recruitment Continued

Discussion surrounding making N. Campbell a voting member of board. Such change will be on a trial basis and at the board's digression. Voting power of CEO can be revoked when the board determine's they no longer need assistance. M. Bernard made a motion to make N. Campbell voting member of board. J. Bailin seconded the motion. The board **VOTED** unanimously to approve the motion.

III. Academic Excellence

A.Academic Excellence Committee Leadership

J. Bailin expressed difficulty to lead and meet with academic committee on regular basis. Academic committee to meet to discuss changes and steps to move forward (committee members: J. Bailin, C. Swift, N. Campbell).

B.Academic Achievement Presentation by Principal Swift

SACS has hired a Learning Supports Coordinator who will start on Nov. 4th. - Spanish candidate is on deck and is currently in hiring process. -SACS has a new vacancy teaching vacancy: the 8th grade science teacher had to leave SACS for personal reasons. SACS is looking to transition Mr. Russo to the full-time science role as opposed to him functioning as both a math and science teacher. - SACS still needs more learning supports staff members. - SACS has enrolled seven (7) new scholars as of 10/27/15. - Average Daily Attendance for September was at over 80% for the entire school and close to 95% for both 6th and 12th grades. - Curriculum and Instruction: CT3 - Real time teacher coaching works around the No-Nonsense Nurturing and was implemented. -Additionally, goal setting by grade has been implemented and each teacher has proposed as well as set grades they believe each scholar will earn at the end of course.

C.Academic Achievement Presentation by Principal Swift continued

Master Connects has been implemented and provides a community of teachers that SACS instructors will be able to connect with and share lesson plans, classroom assignments, etc. Such a tool will add to the efficiency and time management of SACS teachers. -SACS elected lead teachers by subject to make for more specific and structured instruction. -Discussion surrounding important November dates (see attached). -C. Swift then outlined some key areas of need and growth some of which include the addition of a PA system, fostering better relationship with neighboring schools and more board involvement (see attached). C. Swift to reach out to board with steps made by SACS to mitigate risk on litigation against school re:communication during emergency situations.

Discussion surrounding upcoming SACS events. I.Louis to distribute event dates via email.

IV. Finance Committee

A.Review of 2015-2016 Budget

No budget review. Item will be discussed at November meeting.

B.Audit Review

Discussion surrounding improved financial standing. M. Bernard recommends that the board amend current bylaws that require ED to request permission to make purchases. Recommendation is to implement daily spending limit and if ED/SACS needs to surpass limit then they must seek approval from finance committee. - Audit report outlines that SACS surplus is at \$730,515 for the 2015-2016 year. SACS received one red flag on the audit report regarding board meeting numbers for 2014-2015 fiscal year as they did not meet requirements. Discussion surrounding remedying this matter via active board engagement and recruitment.

V. CEO Evaluation

A.Committee Update

ED has agreed to proposed contract that was distributed.

VI. Development

A.Development Update

Discussion of scholar community engagement and partnerships with organizations such as but not limited to The Lowline and Farmigo. - Further discussion surrounding the development office's fundraising efforts. Thus far, six proposals were sent out in September & October to various foundations two of which SACS was denied funding. - Board Cultivation & Revitalization efforts: prospect of commencing Principal for a Day program to give members opportunity to visit school during academic day. J.Bailin to send I. Louis prospective participation dates. -Review of Board giving to date.

VII. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:43 PM.

Respectfully Submitted,
I. Louis

Summit Academy Charter School

Minutes

Board Meeting

Date and Time

Tuesday November 17, 2015 at 7:00 PM

Location

27 Huntington Street, Brooklyn, NY 11231

Board Members Present

A. Carter, F. Mitchell, J. Bailin, M. Bernard

Board Members Absent

Guests Present

I. Louis, N. Campbell, N. Dominguez

I. Opening Items

A.Record Attendance and Guests

B.Call the Meeting to Order

F. Mitchell called a meeting of the board of trustees of Summit Academy Charter School to order on Tuesday Nov 17, 2015 @ 7:06 PM at 27 Huntington Street, Brooklyn, NY 11231.

C.Approve Minutes

II. Governance

A.Board Recruitment

B.N. Dominguez Interview & Vote

F. Mitchell commenced the introduction of the board members to candidate, N. Dominguez. Candidate then introduced himself and expressed his desire to assist with the Development and Academic Committees as they align with his personal and professional interests. He then relayed his extensive experience in the financial industry as well as the experience he possess with boards as he functioned as the President of a co-op building for several years. Board then commenced executive session where they discussed N. Dominguez's candidcay. M. Bernard made a motion to accept N. Dominguez onto SACS board. J. Bailin seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Academic Excellence

A. Academic Achievement Presentation by Principal Swift

C. Swift commenced her report by announcing that nine high school scholars received admission to college/university when they attended the HBCU college fair. At this time, 27 scholars have been accepted into college and some have received scholarships. -She then went on to relay that instructionally, SACS is still in need of a science teacher however, the administrative team is working diligently to find a replacement. C. Swift then began a discussion surrounding compensating teachers for substituting on science classes. The concensus was that this might prove to be difficult with decreased enrollment numbers. Curriculum and Instruction: SACS held its first Test Prep Rally with the Harlem Magic for the Interim Assessments that took place the first week of November. She then added that Master Connects (instructional/data tool) is proving to be extremely beneficial for SACS teachers and academic coaches. She furthered that her instructional team plans to use the data produced by Master Connects to guide Saturday Academy. -Such data has exposed that 6th and 8th graders have been making major gains in ELA. -C. Swift is to create ANET accounts for board members to review data.

B. Academic Achievement Presentation Continued

C. Swift discussed SACS' areas of growth which include: establishing a better relationship with P.S. 676 (C. Swift to invite members to meeting with building council that is to take place next week); SACS would thrive with improved facilities; a quote is being drafted for P.A. system. She then concluded by sharing the following Novemver highlights: Successful FAC meeting with 26 parents in attendance; Summit Picks Up (school-wide community service) which will occur each quarter; Parent/Scholar Liaison has moved under the supervision of the C. Swift. -Councilman Menchaca office- PD on participatory budgeting

IV. CEO Evaluation

A. Committee Update

No comment

V. Finance Committee

A. Review of 2015-2016 Budget

Finance committee score card has been finalized.

VI. Development

A. Development Update

I. Louis presented committee update outlining the following: SACS in process of completing DYCD Cornerstone grant (deadline: 11/19/15); Preliminary participatory budgeting proposal was submitted with Councilman Menchaca's office for Aquaponics program. Communications: SACS social media presence and following has grown and continues to do so.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
F. Mitchell



Summit Academy Charter School

Minutes

Board Meeting

Date and Time

Tuesday December 15, 2015 at 7:00 PM

Location

27 Huntington Street, Brooklyn, NY 11231

Board Members Present

A. Carter, F. Mitchell, J. Bailin, M. Bernard, N. Campbell (remote), N. Dominguez

Board Members Absent

Guests Present

C. Bascombe, C. Swift, I. Louis

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

F. Mitchell called a meeting of the board of trustees of Summit Academy Charter School to order on Tuesday Dec 15, 2015 @ 7:10 PM at 27 Huntington Street, Brooklyn, NY 11231.

C. Approve Minutes

M. Bernard made a motion to approve minutes from the Board Meeting on 11-17-15.

J. Bailin seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Development

A.Review of Fundraising Plan Summary

I. Louis commenced discussion around prospective funding sources as outlined in the 2015-2016 Fundraising Plan Summary. With regard to individual donors the board came to a consensus that they would all supply the Development office with a list of potential "friends of Summit" that would be added to quarterly mailings and/or e-mailings. I. Louis is to reach out to each member to schedule time to discuss potential "friends of Summit" in their personal/professional networks as well as discuss their giving commitment for fiscal year. Development office distributed list of grants that are being targeted based on the programmatic needs. I. Louis outlined the three (3) fundraisers for this fiscal year. Board proposed to combine two of the three fundraisers to avoid overwhelming SACS' network. Members committed to selling a minimum of 24 tickets to their networks to attend combined event. Engaging corporations is an initiative that will be tackled with the assistance of N. Dominguez who will assist in the preparations of a pitchbook for SACS. I. Louis to send M. Bernard school fact sheet and other material that is distributed to prospective corporate sponsors. I. Louis and N. Dominguez to create timeline to complete pitchbook and approach prospective corporate sponsors. I. Louis to collect all relevant data to be incorporated in pitchbook. I. Louis to provide update at next board meeting. Elected official discretionary funds proposal has been drafted and submitted for the review of participatory budgeting panel.

III. Academic Excellence

A.Academic Excellence

C. Swift announced that scholar college acceptances are still rising as 29 scholars have been accepted to at least one college and/or university. She went on to discuss SACS' current staffing needs and the instructional teams' efforts to work around needs. Scholar attendance has risen from November. She continued by addressing the following areas of growth for SACS: Improve scholar recruitment efforts; better relationship with P.S. 676; and C. Swift expressed need to commence discussion surrounding teaching invitations for 2016-2017 academic year. Board expressed concern regarding the delivery of offer letters prior to state assessment prep. C. Swift to create timeline for execution and delivery of offer letters.

IV. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:17 PM.

Respectfully Submitted,

F. Mitchell

F. Mitchell made a motion to adjourn the meeting.

M. Bernard seconded the motion.

The board **VOTED** unanimously to approve the motion.



Summit Academy Charter School

Minutes

Board Meeting

Date and Time

Tuesday January 12, 2016 at 7:00 PM

Location

27 Huntington Street Brooklyn, NY 11231

27 Huntington Street
Brooklyn, NY 11231

Board Members Present

F. Mitchell, J. Bailin, M. Bernard, N. Campbell, N. Dominguez

Board Members Absent

Guests Present

C. Basbombe, C. Swift (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

F. Mitchell called a meeting of the board of trustees of Summit Academy Charter School to order on Tuesday Jan 12, 2016 @ 7:05 PM at 27 Huntington Street Brooklyn, NY 11231.

C. Approve Minutes

M. Bernard made a motion to approve minutes from the Board Meeting on 12-15-15.

J. Bailin seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Development

A.Pitch Book Update

- Discussion about creating PowerPoint pages for each of the highlights of the school
- Nestor sent Isabelle samples to model pages. Natasha will get from Isabelle.
- Most difficult part is gathering and exploring quantitative success of scholars.
- Must convey that SACS is an operating entity that is a work in progress.
Using scores and story to point out specific strategies to improve scores.
- Paint as well as utilize the story of college admission and graduation as a big highlight.
- Prospective corporations and foundations: Robin Hood Foundation, Citi Bank
- Up-date fact sheet.
- A sample of the pitch book should be ready for the next meeting.
- Next Steps: At the next board meeting, we present plan of action
- What sets Summit apart: "must" talking points.

B.Recruitment of replacement and additional Board members.

III. Governance

A.Health Concerns at SACS

- Ms. Swift became ill after leaving work on Jan. 4, 2016. She went to the doctor and on Jan. 6th and was diagnosed with viral meningitis.
- Once she shared the diagnosis with Ms. Campbell, Ms. Campbell asked the custodians to do a courtesy cleaning. The information was inappropriately shared by a custodian with a teacher from PS 676.
- DeAnna Thompson from PS 676 called a host of DOE offices; Paul Byrne from DOE contacted Ms. Campbell.
- After discussing with DOE and DOH, Ms. Campbell contacted Bureau of Communicable Diseases.
- Back lash occurred because Ms. Campbell did not share such information with PS 676 personnel.
- N. Campbell to share with board DOE meeting dates.

B.Recruitment of Board Members

- Conduct a board assessment. Need diversity in expertise, skill, gender, etc.
- Using external avenues to identify new board members.
- Floyd will do a SWAT analysis on the board
- Michael will devise a plan for recruitment efforts (long term and short term)
- School to send fact sheet to board members for review and annotations
- Up-date board net and other sites for that purpose.

C.Resignation of Ashley Carter

J. Bailin made a motion to Accept the resignation of Ashley Carter.
N. Dominguez seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Finance

A.Committee Update

- Trying to make offers to staff sooner than later
- Michael to adjust timeline for budgeting so the board can begin working on new budgets

V. Academic Excellence

A.Principal's Report

Please see Powerpoint attached

B.Relationship with P.S. 676

- Ms. Thompson has made it more challenging to co-locate in the building.
- PS 676 staff is threatening and harassing SACS personnel.
- PS 676 principal finds fault with everything SACS does. We feel unwelcomed and unwanted in the building.

VI. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:35 PM.

Respectfully Submitted,
N. Campbell



Summit Academy Charter School

Minutes

Board Meeting

Date and Time

Wednesday February 24, 2016 at 7:00 PM

Location

27 Huntington Street Brooklyn, NY 11231

Board Members Present

J. Bailin, M. Bernard, N. Campbell, N. Dominguez

Board Members Absent

F. Mitchell

Guests Present

Bond, I. Louis

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Bernard called a meeting of the board of trustees of Summit Academy Charter School to order on Wednesday Feb 24, 2016 @ 7:01 PM at 27 Huntington Street Brooklyn, NY 11231.

C. Approve Minutes

M. Bernard made a motion to approve minutes.
N. Dominguez seconded the motion.
The motion unanimously did not carry.

D. Finance

- Enrollment has dropped yet again
 - 316 scholars enrolled at SACS
 - Some scholars are leaving due to graduation concerns
 - Several scholar families are moving
- What SACS is doing to mitigate the burden surrounding the decrease in enrollment?
- Finance committee to meet next week to discuss enrollment concerns with K. Morton
- Recruiting season is December to March
 - Vendor has been experiencing technical difficulties
 - Our recruitment info should go out this week
 - Constant contact emails

Offer letters

- ?C. Swift and N. Campbell to meet on Mon

Budget

College Tours

thinking of collapsing the grade tours if the amount of scholars do not cover the cost of the trip itself

Have we thought about what the budget is going to look like next year in terms of what programs will stay and which ones will go.

- Looking to capitalize out human capital without impacting our current programmatic set-up
- Looking to programs that are cost effective and via systems such as FAMUS

Fundraising

- Leadership team has met to discuss the Local Heroes event

II. Development

A.Pitch Book

- circulate a copy mid-month to the board to have they review and provide input.
- Making the book accessible to all that review it.
- Board will receive electronic copy of the Fact Sheet
 - Add components pertaining to curriculum that makes the school stand out such as the AP program.
-

III. Governance

A.SWAT Analysis

B.Recruitment Plan

- SACS was invited to join the League of Professional Women.
 - Might be a great avenue to recruit potential board members
- What is the protocol for recruiting board members?

- Potential board candidate-Parent of 11th grade scholar
 - N. Campbell is to reach out to the board re: updates in vetting parent
- Local Heroes of Red Hook Banquet (DEVELOPMENT)
 - SACS to call with M. Bernard with potential dates to host at the Temple
 - Entitled "I AM SUMMIT Rally"
 - Board members to sell tables for the event and market event in timely manner.
- Board to compose a list of questions and a criteria by which to recruit board members
 - N. Campbell to share with board rubric for hiring teachers and other staff that can be edited by the board
 - M. Bernard to send board guideline for recruiting (doc from BOT)
-

C.Academic Excellence

Relationship with P.S. 676

- Maxine Payne, Senior Vice President of Shared Space for the DOE attended meeting at SACS to discuss relationship between school.
 - She will sit in on Building Council Meetings
- Planning a partnership with 676 to do Reading initiative (SACS scholars will read to their scholars)
- P.S. will also be partnering with SACS on SACS Picks It Up

Staffing Updates

- Spanish Teacher -Phil Grant, PE & Health Teacher
- 6th & 8th grade Math - Tyler Tate
- Learning Supports - HS - Andrea Tate (Social Studies and Science)

Scholar Enrollment

- Went up by two scholars and is at 328 as of Feb.

Attendance

- See attached

Curriculum & Instructional Overview

- Introduced Moby Max to MS (Math foundational skills, number fluency and grade level work)
- Implemented writing focus for all subjects
- Interim assessment and midterms
- Formal observations will continue.

Areas of Need and Growth

- Teacher offers- by end of February 2016
- improved scholar recruitment efforts
- PA system phones
 - Need to get two more phones in Principal Office and Main Office
- Scholar recruitment
 - send out flyers to 1100 families
 - Sports program have grown tremendously
 - Girls B-Ball are ranked 90

- Athletics Department keeps all of sports related info up to date
- Theatre Department
 - Has grown tremendously
- Verbal recommendations will go a long way
- March 5th Recruiting Day
 - Falls on the same day as the FAC and such parents that regularly attend will represent SACS at the recruitment fair
 - READ ACross america - partnership with PS 676 and SACS where scholars will be reading to 676 students
- Parent Teacher Conference
-

IV. Closing Items

A.Adjourn Meeting

M. Bernard made a motion to adjourn the meeting.

J. Bailin seconded the motion.

The motion unanimously did not carry.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:20 PM.

Respectfully Submitted,

I. Louis



Summit Academy Charter School

Minutes

Board Meeting

Date and Time

Wednesday April 20, 2016 at 7:00 PM

Location

27 Huntington Street

Board Members Present

F. Mitchell, J. Bailin, N. Campbell, N. Dominguez

Board Members Absent

M. Bernard

Guests Present

C. Swift (remote)

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

N. Campbell called a meeting of the board of trustees of Summit Academy Charter School to order on Wednesday Apr 20, 2016 @ 7:15 PM at 27 Huntington Street.

C. Approve Minutes

Changes to minutes

- Page 1: Approve minutes- indicates that motion did not carry. The motion did carry.
- Enrollment number conflict. True enrollment at 316.

- Page 3: Curriculum & instruction overview- number fluency, not umber.
- Adjournment: Indicates motion did not carry. It did.

J. Bailin made a motion to approve minutes from the Board Meeting on 02-24-16.
 N. Dominguez seconded the motion.
 The board **VOTED** unanimously to approve the motion.

II. Academic Excellence

A.School Report (February & March)

- Please see attached slide presentation.

III. Development

A.Pitch Book

- Soften language around public education on slide 3.
- More context around Red Hook (history) on slide 5.
- Adjust Red Hook average median household income to Summit average median income. Information can be captured by free and reduced lunch eligibility.
- Online feedback to be sent to Nestor for more revised version at next board meeting.
- Scholarship money awarded to individual students? Possibly average? on page 10

B.Local Heroes Banquet

IV. Finance

A.Review of 2015 - 2016 Budget Year to Date

- Summit will have a deficit of over \$500,000 at year end. At the beginning of the year the school had 390 scholars registered. After the shooting across the street over 40 families declined their seats and then throughout the year scholars left. Admin opted not to layoff staff.
- The surplus cash from 2014-2015 has help the school to maintain operational costs.
- We will not be able to give bonuses until December if at all.

B.2016 - 2017 Budget Planning

- The finance committee has begun meeting to flesh out a preliminary budget. Planning is around 325 - 350 scholars.
- Need to decrease number of teaching staff and restructure to propose a balanced budget.
- Mrs. Swift will work with Ms. Campbell and Ms. Handshaw to propose appropriate instructional team.

V. Governance

A.SWAT Analysis

- Tabled until next meeting.

B.Board Recruitment Plan

- Tabled until next meeting.

VI. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:40 PM.

Respectfully Submitted,
N. Campbell



Summit Academy Charter School

Minutes

Board Meeting

Date and Time

Monday June 6, 2016 at 7:00 PM

Location

27 Huntington Street

Board Members Present

F. Mitchell, J. Bailin, M. Bernard, N. Campbell, N. Dominguez

Board Members Absent**Guests Present**

C. Swift, Chad Bascombe

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

F. Mitchell called a meeting of the board of trustees of Summit Academy Charter School to order on Monday Jun 6, 2016 @ 7:05 PM at 27 Huntington Street.

C. Approve Minutes

M. Bernard made a motion to approve minutes.

N. Dominguez seconded the motion.

The motion did not carry.

II. Academic Excellence**A. School Report (February & March)**

- See Principal's report.

III. Development

A.Pitch Book

- Pitch book is about 90% ready for distribution.
- SACS team has completed data around performance.
- Focus on graduation & college matriculation rate.
- Board will begin to come up with pipeline for pitch book distribution.

B.Local Heroes Banquet

- SACS would like to change the format of Local Heroes Banquet and create a program that can bring revenue to the school.

C.Marketing

- Nestor has reached out to a contact to do discounted or pro bono marketing work for SACS.
- Natasha is meeting with a rep. who has done marketing work for several large record labels and music artists.
- SACS will allocate at least \$20,000 for publicity/marketing firm.

IV. Finance

A.Review of 2015 - 2016 Budget Year to Date

- SACS will not give bonuses this year based on deficit.
- We will revisit bonuses for returning staff in December once all academic data is recorded and if the school is fiscally sound.

B.2016 - 2017 Budget Planning

- Low enrollment has moved school to decrease cost of living increases.
- Dream budget has a large staff that is deemed necessary to make academic gains.
- Natasha will circulate current budget for 2016 - 2017 and dream budget so that board can determine the necessary fundraising goals.
- SACS has found a niche in fundraising for STEM and the Arts. We will focus our efforts in those areas to bring revenue to support programs.
- Board and school leadership plans to meet in mid/end of June to compromise on dream and actual budget.
- Natasha will schedule gotomeeting.

V. Governance

A.SWAT Analysis

- Floyd distributed an analysis to focus board recruitment efforts.

B.Board Recruitment Plan

- Board will begin to send resumes for potential candidates based on areas of need.
- Goal is to bring in at least three new board members over the summer months.

VI. Closing Items

A Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:46 PM.

Respectfully Submitted,
F. Mitchell



Natasha A. Campbell
Founder
Executive Director

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

In 2015-16, Summit Academy Charter School (SACS) continued to make good faith efforts to attract and retain students with disabilities (SWDs), English language learners (ELLs), and students eligible for the free and reduced-price lunch program (FRPL).

2015-16	Enrolled	Enrollment Target
SWD	14.1%	17.3%
ELL	3.87%	11.4%
FRPL	76.0%	78.7%

Recruitment efforts to target all student populations eligible to attend SACS during the 2015-16 academic year included direct mail advertising to the seven zip codes surrounding the school: 11231, 11217, 11215, 11232, 11238 and 11201. These ads included a description of the school and its program to serve SWDs and ELLs as well as an invitation to apply and visit the school.

To specifically inform families that speak a language other than English of the school's program, SACS also conducted a direct mail campaign to the zip code 11220, where a large population of Spanish speaking immigrants reside. These flyers were distributed in Spanish and English to reach all families. The school also held three information sessions within this and other zip codes at trusted cultural centers such as the Sunset and Red Hook Libraries and local elementary schools. These sessions in addition to open-house events were held during the day and the evenings to accommodate working families and included translators to ensure each family could fully engage with the school. In addition, the school's bilingual staff visited Spanish speaking communities to distribute school materials and engage with families. These staff also attended all recruitment events including open-houses and presentations at cultural centers.

Additional general recruitment strategies included attendance at school fairs, the distribution of fliers throughout the surrounding community, radio announcements on Clear Channel stations broadcast throughout Brooklyn and bus advertisements. The neighborhoods surrounding the school comprise a large population of families living below the poverty line as determined by eligibility for FRPL. In addition to the efforts above, SACS also conducted outreach to local elementary schools and programs serving a high population of students eligible for FRPL. Through these efforts, several local elementary schools serve as a feeder school to SACS by encouraging their graduates to apply. These feeder partnerships include P.S. 676, P.S. 301, P.S. 503, P.S. 15 and Good Shepherd.



SUMMIT ACADEMY CHARTER SCHOOL

Natasha A. Campbell
Founder
Executive Director

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

SACS plans to employ the above efforts during 2016-17 to recruit for the 2017-18 academic year. Once enrolled, SACS utilizes all available resources to provide a high quality education that meets the needs of all students eligible for FRPL, ELLs and SWDs.

SACS believes that all scholars deserve a quality education regardless of their needs. Special Education and ELL support at SACS is based upon an inclusion model; all general and special education scholars take the same core academic classes. SACS uses the Individualized Education Plan for SWDs and the score report on the NYSESLAT for ELLs as well as other data points (observations, standardized testing scores) to determine how much of a scholar's day is devoted to whole group, independent or small group instruction. SWDs and ELLs are supported in four strategic ways to enable them to meet standards:

- (1) Classroom Support from Learning Strategists and/or Special Educators through the Integrated Co-teaching setting that includes collaboration with core subject area teachers.
- (2) SWDs and ELLs receive additional out-of-class support from Learning Strategists. Scholars may have an amended schedule in which part of their day is spent working on targeted skills that are distinct from their grade level peers in individual/group clusters.
- (3) Accommodations and modifications in the classroom including differentiated instruction in an academic or environmental manner.
- (4) Related Services from the special education support staff such as speech pathologists and paraprofessionals who work with students to help them master not only content but also essential, fundamental skills to aid in their overall learning and life.

In addition, throughout the year for all learners, teachers receive support to differentiate content, process and instruction based on student readiness, interest and learning style. The content coach and learning supports coordinate provide teachers with differentiation strategies through lesson plan review and informal feedback following classroom observations. Teachers also receive weekly guidance reviewing differentiation strategies and how to best use them. For more intense differentiation services, certain scholars are identified (through classroom grades, observations, diagnostic scores, and midterm testing) and placed on academic support that includes Response to Intervention Services (MS) and Academic Support Plans (HS).

Response to Intervention (RTI) and Academic Support (AS) is our multi-tiered approach to the early identification and support of scholars with learning and behavior needs. The process begins with high-quality instruction and universal screening of all scholars in the general education classroom which includes assessing data obtained by standardized diagnostic exams that all scholars are required to take in September, F&P results and classroom observations. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning and/or ability to meet the behavioral expectations of the school. Progress is closely monitored, reviewed and discussed on a bi-weekly basis to assess effectiveness and student growth. Educational decisions about the intensity and duration of interventions are based on individual scholar response to their interventions. Scholars who are unable to make progress toward the goals on their RTI or AS plan after the highest intensity plan has

"Bridging the GAP ... Reaching New HEIGHTS"



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Natasha A. Campbell
Founder
Executive Director

been created and implemented may be recommended for more intensive services which may include an evaluation for special education services.

The middle school and high school use a daily class period called IMPACT and Study Hall, respectively, to provide scholars with common core standards or skills-based remediation. The MS and the HS also use the following times/strategies to support academic and behavioral remediation efforts; Breakfast Learners, Lunch Learners, In-class remediation, Office Hours (After-school tutoring) and Saturday Academy, Learning Strategists support, Teacher/Dean Check-in, Advisory, Parent Support and trackers, etc.

The results of the above retention efforts will become clear during the start of the 2016-17 academic year. 2014-15 academic year retention efforts resulted in 17.3% of SWD's returning to the school for 2015-16, along with 2.24% of ELLs and 86% of students eligible for FRPL.

"Bridging the GAP ... Reaching New HEIGHTS"

SUMMIT ACADEMY CHARTER SCHOOL.

OPEN HOUSE SCHEDULE

Summit Academy Charter School cordially invites you to attend an Open House for 2015-2016 academic year on the following mornings and evenings:

Morning Sessions: 7:30 AM – 9:30 AM

November 17, 2015 December 8, 2015

January 12, 2016 February 9, 2016

March 15, 2016

Evening Sessions: 6:00 PM – 7:30 PM

November 17, 2015 December 8, 2015

January 12, 2016 February 9, 2016

March 15, 2016

At each Open House, you will have an opportunity to tour the school and meet with Summit Academy faculty, administrators and current scholars.

Summit Academy Charter School

27 Huntington Street

Brooklyn, NY 11231

(718) 875-1403 www.sacsny.org





SUMMIT ACADEMY CHARTER SCHOOL

Nuestra Misión

La Academia Summit cierra la brecha entre las aspiraciones y la realidad mediante la preparación académica del sexto grado hasta el cuarto grado para lograr la aceptación de, superar y graduarse de la universidad mediante el uso de tres pilares del éxito: el dominio de las materias básicas, la formación del carácter y liderazgo comunitario. Al involucrar a los académicos con un plan de estudio académicamente riguroso en preparación para la universidad y apoyarlos en una comunidad centrada en un alto rendimiento académico y una fuerte formación del carácter, la Academia Summit prepara a nuestros jóvenes para participar de manera significativa en la economía y ampliar sus opciones y oportunidades.

Nuestra escuela ofrece

- * Enfoque de preparación para el colegio
- * Un año escolar extendido y el día escolar extendido
- * Más tiempo en asignaciones
- * La enseñanza diferenciada, basada en datos
- * La educación del carácter
- * Clubes y actividades extraescolares,
- * Programa deportivo
- * Fuerte asociación hogar-escuela
- * Seminarios y talleres para padres
- * Giras universitarias a partir de sexto grado



¿Qué significa para usted la Academia Summit?

La Academia Summit es una metáfora para el éxito. La cumbre es la parte superior, el pico y es la meta de cada estudiante en la escuela. Este es el objetivo de nuestros estudiantes. Ya sea en el mundo académico, las artes, la social dentro de la comunidad, queremos que cada niño esté en la cima superior de su juego. No importa que niño y no importa lo que sus respectivos "brecha" en la vida pueda ser, la Academia Summit

está diseñada para ayudar a cada estudiante a superar el obstáculo que les impide darse cuenta de su potencial. Nuestro plan de estudios se ha establecido para satisfacer las diversas necesidades que creemos que nuestros niños de hoy se enfrentan. Esperamos poder hacer frente a estos desafíos directamente y ser una pieza clave en la vida de la próxima generación según comienzan a forjar su camino.



Aplicar para el año escolar 2016-2017 en www.sacsny.org o llame al 718 875-1403 para más información.

"Yo soy la suma de mis elecciones y hoy elijo hacerlo lo mejor posible y darle mi todo animar a mi grandeza ya que mañana el mundo va a recoger la cosecha de mis regalos"



He recomendado la Academia Summit a muchas familias y amigos. Yo creo en todo lo que la escuela representa. Cuatro familias que tienen hijos que comienzan en septiembre son las familias que están de acuerdo con las cosas que he les he dicho. Ellos creen que dentro de las escuelas públicas regulares niños se pierden porque hay muchos niños. Además, creemos que los maestros tratan a los niños que usan ropa de lujo mejor que los niños que no pueden comprar la ropa más cara. En la Academia Summit todo el mundo lleva lo mismo y nadie se considera mejor o peor, por lo que llevan puesto. Eso es muy importante para los niños porque no se sienten avergonzados de que tienen puesto. Los niños se sienten seguros porque saben que cuando llegan a la escuela se les trata con respeto y los maestros les escuchan. También le he recomendado la escuela a una familia que matriculó a su hija en la Academia Summit y siempre me dice lo feliz que está que ella está aquí. Mis niños tienen tarea todos los días y creemos que los mantiene ocupados y están aprendiendo mucho. Voy a ayudar con lo que pueda para ayudar a la escuela, porque mi familia está muy feliz aquí.

Gregorio Del Rosario, padre de un escolar en el sexto y noveno grado

La Academia Summit ha sido una experiencia positiva para mi hija y para mí. Ella se va a graduar del octavo grado y va a continuar para la escuela superior en la Academia Summit. La Academia Summit ha hecho que mi hija aprecie la escuela y el valor de una educación de calidad. En la Academia Summit los estudiantes trabajan duro. Se les mantienen a un alto nivel por el personal de platino. Lo que más me gusta es que el personal realmente se preocupa por los estudiantes. Mi hija respeta a todos en su escuela y le encanta estar allí. Ella participa en deportes, servicios comunitarios e incluso experiencias culturales. La Academia Summit es una escuela privada y gratuita aquí en Brooklyn. Me siento orgullosa de ser un pariente de la Academia.

Aisha Millinton, padre de un escolar en el 8th grado

¿PORQUE NOSOTROS?



Nuestro Programa

Academia Summit fue creada para ofrecer una matrícula gratis y una alternativa secundaria a para los estudiantes del distrito escolar, dirigido específicamente a los barrios de Red Hook, Carroll Gardens, Cobble Hill, Boerum Hill, Park Slope, Sunset Park y Windsor Terrace. La Academia Summit ofrece un programa muy riguroso preparatorio para la universidad con el apoyo de una cultura escolar estructurada. La Academia Summit mantiene altas expectativas y un enfoque sin excusas para asegurar que todos los estudiantes estén preparados para entrar, tener éxito y graduarse de las universidades más competitivas.

El objetivo de la Academia Summit es proporcionar una educación de preparación para la universidad a partir del sexto grado.

Al final del año escolar en la Academia Summit estudiantes de cuarto año demostrarán habilidades, conocimientos, contenidos y rasgos de carácter que serán vitales a medida que vayan creciendo para que sean independientes de por vida.

Quiero compartir con ustedes mi agradecimiento y las razón por lo cual escogí a la Academia Summit para la educación de mi hija.

Yo había aplicado a muchas escuelas en el área metropolitana. Algunos me mantuvieron al tanto de la situación actual y algunos no lo hicieron. Lo que hizo que la Academia Summit se destacara entre todos los demás fue el nivel impecable y elevado de profesionalismo que he experimentado.

El alto nivel de educación de la Academia Summit ha superado absolutamente mis expectativas y más. El sistema de recompensa que implementan hace que sus estudiantes quieran esforzarse más, aunque se sientan abrumados! Desde el momento que llegan los estudiantes a la escuela están en modo de enlace universidad y este objetivo es constantemente presente en todo lo que los estudiosos hacen.

Desde el momento en que recibí la llamada que Gabriella fue aceptada en la academia, tuve contacto continuo con la Sra. Handshaw, así como los demás personales que me dieron una gran cantidad de información sobre todo lo que un nuevo padre / afiliado deben saber, desde el uniforme hasta los eventos académicos. Me sentí como en familia a partir de ese mismo momento!

Desde que la escuela comenzó y finalmente llegué a conocer al personal, por primera vez me sentí como en familia, era como estar en contacto con amigos de toda la vida!

Yo recomiendo altamente la Academia Summit para cualquier persona que quiera que sus estudiantes se esfuercen más y se llenen de orgullo por su éxito!

Kewa Disla, sexto grado Padres



To learn more about SACS

- ~ Visit our website: www.sacsny.org or our Facebook page: <https://www.facebook.com/Summit-Academy-Charter-School>
- ~ Email us at info@summitacademycharterschool.org
- ~ Call us at (718) 875-1403



SUMMIT ACADEMY CHARTER SCHOOL



OUR MISSION

Summit Academy Charter School bridges the gap between aspirations and realities by preparing 6th through 12th 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.

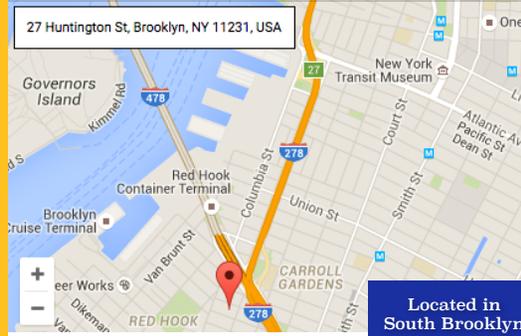
OUR VISION

Summit Academy develops academic excellence, instills character, and cultivates leadership. Our academic program and college preparatory curriculum are structured to accomplish two goals: (1) student acquisition and mastery of basic literacy, numeracy, and writing skills and (2) student application of basic skills to synthesize, analyze, apply, and make inferences about content that is more challenging and complex.

OUR IMPACT

"I AM SUMMIT because I like to exceed my expectations. I like to go above and beyond my limits. I set high standards for myself in terms of academic achievement. I am Summit because I dream of going to college with a full scholarship because I am a Summit scholar."

Henry Perez, 12th Grader
Quinnipiac University



Located in South Brooklyn

SACS 2015 - 2016 Fun Facts

- ~ **Cheryl Swift** became the Principal of Summit Academy Charter School.
- ~ **Middle School state assessment** scores improved by 25% in Mathematics & 50% in ELA.
- ~ **100%** of the first HS senior class graduated.
- ~ **95%** of the Class of 2016 has been accepted to college!

Intrinsic didacticism in and out of the classroom



ENROLL NOW!

Visit sacsny.org and click the Enroll link in the bottom left corner.



Mastery of Core Subjects
Character Building
Community Leadership

ENROLL NOW!



Entry 12 Teacher and Administrator Attrition

Created: 07/26/2016

Last updated: 08/11/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	33	13	13	7	43

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	15	3	4	3	19

Thank you



Entry 13 Uncertified Teachers

Created: 07/26/2016

Last updated: 08/11/2016

Page 1

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 applies to a particular teacher, please select one column for the FTE count.

Staff Qualifications (June 30, 2016)

Note: Columns should sum to the FTE count of Teachers on June 30, 2016, and each teacher should be in only one column.

1. Total FTE Count of Uncertified Teachers (6-30-16)	22
2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-16)	26
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-16)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-16)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-16)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-16)	0

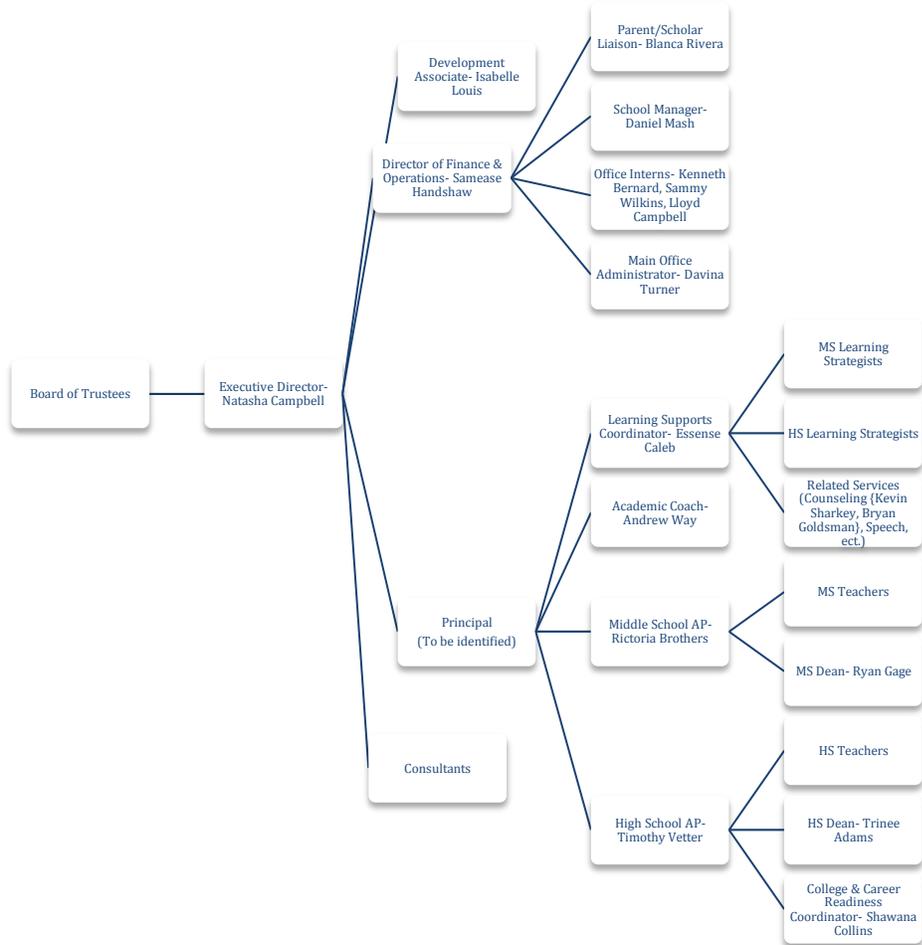
Thank you.



SUMMIT ACADEMY CHARTER SCHOOL

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

Natasha A. Campbell
 Founder
 Executive Director





Summit Academy Charter School

2016-2017

August 16						
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 16						
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 16						
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) Note: Family Meet & Greet is regular dismissal.

Middle School Saturday Academy (*Family Achievement Council meets the first Saturday of each month*)

High School Saturday Academy (*Family Achievement Council meets the first Saturday of each month*)

Middle School & High School Saturday Academy

Early Dismissal - 12:00 PM

Note: Middle School and High School have early dismissal on Fridays at 1:30PM

Dates in red indicate assessment dates.

November 16						
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 16						
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 17						
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 17						
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				

March 17						
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 17						
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 17						
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 17						
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 17						
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					

- Aug 24 MS - Orientation for 6th grade scholars only
- Aug 26 MS - Orientation for 7th & 8th grade scholars
- Aug 29 MS - 6th-8th grade scholar orientation
- Aug 30 HS Student Orientation - 9th Grade
- Aug 31 HS Student Orientation - 10th Grade
- Sept 1 HS Student Orientation - 11th Grade
- Sept 2 HS Student Orientation - 12th Grade
- Sept 5 Labor Day (School Closed)
- Sept 8 HS - First Day of Classes
- Sept 10 Community Health Fair
- Sept 12 Eid al-Adha (School Closed)
- Sept 15 Meet & Greet
- Sept 30 MS Back to School Dance/ HS Hangout
- Oct 3-4 Rosh Hashanah (School Closed)
- Oct 10 Columbus/Indigenous People's Day (School Closed)
- Oct 12 Yom Kippur (School Closed)
- Nov 4 End of 1st Quarter
- Nov 8 Election Day (School Closed)
- Nov 10 Q1 Parent-Teacher Conference
- Nov 11 Veteran's Day (School Closed)
- Nov 23 Thankful Feast (12:00 PM Dismissal)
- Nov 24-25 Thanksgiving Break (School Closed)
- Dec 23 Holiday Feast (12:00 PM Dismissal)
- Dec 26-Jan 2 Winter Recess (School Closed)
- Jan 3 First Day Back from Winter Recess
- Jan 16 Dr. Martin Luther King Jr. Day (School Closed)
- Jan 24-27 Regents Week

IMPORTANT DATES

IMPORTANT DATES (cont'd)

- Jan 27 End of 2nd Quarter
- Jan 31 Spring Term Begins - HS
- Feb 2 Q2 Parent-Teacher Conference
- Feb 18-24 Cultural Trip
- Feb 20-24 Mid-Winter Recess (School Closed)
- Mar 29 Family College Night
- March 28-30 State ELA Assessment (MS)
- Apr 10-April 18 Spring Recess (School Closed)
- April 21 End of 3rd Quarter
- April 27 Q3 Parent-Teacher Conference
- May 1-12 AP Exams
- May 2-4 State Math Assessment (MS)
- May 12 Career Day
- May 17-19 HS Senior Trip
- May 22-26 Senior Week
- May 24-June 5 8th Grade Science Assessment (MS)
- May 29 Memorial Day (School Closed)
- June 8 Brooklyn Day (No School)
- June 9 HS Prom
- June 9 End of 4th Quarter; Last day - High School
- June 12 Clerical Day (No School for Scholars)
- June 14-22 HS Regents
- June 16 8th Grade Prom
- June 21 8th Grade Trip
- June 23 HS Graduation
- June 27 MS Field Day
- June 28 8th Grade - Stepping Up Ceremony
- June 29 Last Day - Middle School

Updated 8/17/16