



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/06/2015

Last updated: 07/31/2015

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

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

SUMMIT ACADEMY CS (NYC CHANCELLOR) 331500860953

2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 15

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	27 Huntington Street Brooklyn, NY 11231	718-875-1403	718-875-1891	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2008-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

341

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

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

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

	Yes/No	Name of CMO/EMO
	No	

Page 2

11. FACILITIES

Will the School maintain or operate multiple sites?

	No, just one site.
--	--------------------

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	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	No	DOE space
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
--	------	------------	-----------------	---------------

School Leader	Natasha Campbell			
Operational Leader	Samease Handshaw			
Compliance Contact	Samease Handshaw			
Complaint Contact	Natasha Campbell			

13. Are the School sites co-located?

Yes

13a. 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	Yes	2016	No	Summit has received additional classrooms for serving the 12th grade during the 2015-16 year; no move is planned	Yes
Site 2						
Site 3						

Page 3

14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Samease Handshaw, Director of Operations

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature reads "Natasha Campbell" in a cursive, flowing script. The first name "Natasha" is written in a more compact, rounded style, while the last name "Campbell" is more elongated and features a large, prominent 'C'.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Frank Mitchell" in a cursive, flowing script. The first name "Frank" is written in a more compact, rounded style, while the last name "Mitchell" is more elongated and features a large, prominent 'M'.

Thank you.

 **Appendix A: Link to the New York State School Report Card**

Last updated: 07/07/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?instid=80000064232&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&hsnoncompleters=1&38ELA=1&38MATH=1&48SCI=1&naep=1&cr>



Appendix A: Progress Toward Goals

Created: 07/10/2015

Last updated: 10/22/2015

Page 1

Charter School Name:

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/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

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

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000064232>

2. APPENDIX A: 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, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of 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.	Stanford 10 Reading Comprehension Assessment	The goal was met. The test was administered in September and June.	

<p>Academic Goal 2</p>	<p>Each year, 75 percent of 7th – 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.</p>	<p>New York State ELA exam</p>	<p>This goal was not met.</p> <p>For the 2014-2015, there were a total of 43 - 7th and 41 - 8th graders who were enrolled at the school on Beds Day for two consecutive years.</p> <p>Of the 43 - 7th graders, 4% performed at or above level 3 on the New York State ELA examination. Of the 41 - 8th graders, 12% performed at or above Level 3 on the on the New York State ELA examination in 2014.</p>	<p>While our ELA scores in 6th grade increased by 2% in 2014-2015, our scores in 7th and 8th declined. As a result, we have implemented more strategic and targeted interventions to better support our scholars including:</p> <ul style="list-style-type: none"> o Improved differentiated lesson plan templates o Lesson plans with embedded chunking and check for understandings o More targeted, data-driven professional development including a New Teacher Institute for first year teachers o Better classroom management and relationship building with scholars and scholar families using No Nonsense Nurturing o Earlier and more strategic planning process and implementation among teachers and leaders including early test preparation o Structured common planning times to allow for more collaboration among content teams and across grade levels o Dedicated English Language Arts Instructional Coach who provides lesson plan feedback and regular observations o Improved relationship with ANet to better understand how to unpack standards for scholar mastery o Weekly data meetings
------------------------	---	--------------------------------	---	--

<p>Academic Goal 3</p>	<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>	<p>New York State ELA exam</p>	<p>From the 2010-2011 through 2014-2015 school years, grade level cohorts of scholars have not reduced the gap by one half..</p>	<p>While our ELA scores in 6th grade increased by 2% in 2014-2015, our scores in 7th and 8th declined. As a result, we have implemented more strategic and targeted interventions to better support our scholars including:</p> <ul style="list-style-type: none"> o Improved differentiated lesson plan templates o Lesson plans with embedded chunking and check for understandings o More targeted, data-driven professional development including a New Teacher Institute for first year teachers o Better classroom management and relationship building with scholars and scholar families using No Nonsense Nurturing o Earlier and more strategic planning process and implementation among teachers and leaders including early test preparation o Structured common planning times to allow for more collaboration among content teams and across grade levels o Dedicated English Language Arts Instructional Coach who provides lesson plan feedback and regular observations o Improved relationship with ANet to better understand how to unpack standards for scholar mastery o Weekly data meetings
------------------------	---	--------------------------------	--	--

<p>Academic Goal 4</p>	<p>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.</p>	<p>New York State ELA exam</p>	<p>This goal was not met.</p> <p>Percent at Level 3 or 4 for Summit Academy/CSD 15</p> <p>Grade 6 – 13% / 44%</p> <p>Grade 7 – 4% / 43%</p> <p>Grade 8 – 9% / 45%</p> <p>Average – 12% / 44%</p>	<p>While our ELA scores in 6th grade increased by 2% in 2014-2015, our scores in 7th and 8th declined. As a result, we have implemented more strategic and targeted interventions to better support our scholars including:</p> <ul style="list-style-type: none"> o Improved differentiated lesson plan templates o Lesson plans with embedded chunking and check for understandings o More targeted, data-driven professional development including a New Teacher Institute for first year teachers o Better classroom management and relationship building with scholars and scholar families using No Nonsense Nurturing o Earlier and more strategic planning process and implementation among teachers and leaders including early test preparation o Structured common planning times to allow for more collaboration among content teams and across grade levels o Dedicated English Language Arts Instructional Coach who provides lesson plan feedback and regular observations o Improved relationship with ANet to better understand how to unpack standards for scholar mastery o Weekly data meetings
<p>Academic Goal 5</p>	<p>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.</p>	<p>New York State ELA Regents exam</p>	<p>Progress toward this goal cannot be measured. The English Regents exam is only taken by 11th graders and in 2014-15 SACS enrolled its first 11th grade class. As a result, comparison data will not be available until 2015-16.</p>	

<p>Academic Goal 6</p>	<p>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.</p>	<p>New York state ELA Regents exam</p>	<p>This goal was met.</p> <p>For the 2014-2015 school year, we had our first group of scholars take the English Regents Common Core Exam and the Comprehensive English Regents Exam. In June 2015, 49 scholars took the Comprehensive English Regents Exam. Of the 49 scholars who took the exam, 82% performed at or above a score of 65. In August 2015, a total of six scholars took the Comprehensive English Regents Exam. Of the six scholars, five retook the exam and one took the exam for the first time. Of the five who retook the exam, 80% performed at or above a score of 65. The one who took it for the first time failed. In summary, of the fifty scholars who have taken the exam in June 2015 or August 2015, 88% of scholars performed at or above a score of 65.</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 cohort from a group of similar schools.	New York State ELA Regents exam	<p>This goal was met.</p> <p>The percent of scholars in the high school accountability cohort who passed the English Regents exam with a score of 65 or above by the</p> <p>In June 2015, 49 scholars took the Comprehensive English Regents Exam. Of the 49 scholars who took the exam, 82% performed at or above a score of 65. In August 2015, a total of six scholars took the Comprehensive English Regents Exam. Of the six scholars, five retook the exam and one took the exam for the first time. Of the five who retook the exam, 80% performed at or above a score of 65. The one who took it for the first time failed. In summary, of the fifty scholars who have taken the exam in June 2015 or August 2015, 88% of scholars performed at or above a score of 65.</p> <p>In June 2015, 46 scholars took the Common Core Regents Exam. Of the 46 scholars who took the exam, 80% performed at or above a score of 65.</p>	
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	Progress toward this goal cannot yet be measured as the state aggregate performance index has not yet been released.	

2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, 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.	Stanford 10 Math Comprehension test	This goal was met. The test was administered in September and June.	
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. For the 2014-2015, there were a total of 43 - 7th and 41 - 8th graders who were enrolled at the school on Beds Day for two consecutive years. Of the 43 - 7th graders, 27% performed at or above level 3 on the New York State ELA examination. Of the 41 - 8th graders, 6% performed at or above Level 3 on the on the New York State ELA examination in 2014.	Our 7th grade scholars increased their Regents score by 1%. Our 8th graders saw an 11% decline in their scores. o Improved differentiated lesson plan templates o Lesson plans with embedded chunking and check for understandings o More targeted, data-driven professional development including a New Teacher Institute for first year teachers o Better classroom management and relationship building with scholars and scholar families using No Nonsense Nurturing o Earlier and more strategic planning process and implementation among teachers and leaders including early test preparation o Structured common planning times to allow for more collaboration among content teams and across grade levels o Dedicated Math Instructional Coach who provides lesson plan feedback and regular observations o Improved relationship with ANet to better understand how to unpack standards for scholar mastery o Infusion of manipulatives
Academic Goal 11	Each year, 75 percent of 9th – 10th grade cohorts will pass the New York State Regents examinations in Math.	NYS Geometry, Integrated Algebra and Algebra II Regents exams	This goal was not met. In 2014-15, 83% of students passed either the Geometry, Integrated Algebra or Algebra II/Geometry Regents exam, however less than 75% of students in the 9th and 10th grade cohorts passed.	Next year, Summit will provide remedial courses to its 9th and 10th grade students to increase performance on the math Regents. In addition, the school will provide targeted professional development to teachers to support their work with students.

<p>Academic Goal 12</p>	<p>For Years 2 through 5, grade-level cohorts of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. If the percentage of students scoring above proficiency in a grade-level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.</p>	<p>NYS math exam</p>	<p>This goal was not met. This goal was met for the 8th grade cohort, but not for cohorts in other grades.</p>	<p>Our 7th grade scholars increased their Regents score by 1%. Our 8th graders saw an 11% decline in their scores.</p> <ul style="list-style-type: none"> o Improved differentiated lesson plan templates o Lesson plans with embedded chunking and check for understandings o More targeted, data-driven professional development including a New Teacher Institute for first year teachers o Better classroom management and relationship building with scholars and scholar families using No Nonsense Nurturing o Earlier and more strategic planning process and implementation among teachers and leaders including early test preparation o Structured common planning times to allow for more collaboration among content teams and across grade levels o Dedicated Math Instructional Coach who provides lesson plan feedback and regular observations o Improved relationship with ANet to better understand how to unpack standards for scholar mastery o Infusion of manipulatives <p>Next year, Summit will provide remedial courses to its 9th and 10th grade students to increase performance on the math Regents. In addition, the school will provide targeted professional development to teachers to support their work with students.</p>
-------------------------	---	----------------------	--	--

Academic Goal 13	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of its Community School District.	NYS math exam	This goal was not met. 35% of NYC CSD15 students in the 7th & 8th grade attained a Level 3 or 4.	<p>Our 7th grade scholars increased their Regents score by 1%. Our 8th graders saw an 11% decline in their scores.</p> <ul style="list-style-type: none"> o Improved differentiated lesson plan templates o Lesson plans with embedded chunking and check for understandings o More targeted, data-driven professional development including a New Teacher Institute for first year teachers o Better classroom management and relationship building with scholars and scholar families using No Nonsense Nurturing o Earlier and more strategic planning process and implementation among teachers and leaders including early test preparation o Structured common planning times to allow for more collaboration among content teams and across grade levels o Dedicated Math Instructional Coach who provides lesson plan feedback and regular observations o Improved relationship with ANet to better understand how to unpack standards for scholar mastery o Infusion of manipulatives
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.	The school intends to provide remediation in math to all students next year in addition to targeted professional development to increase teacher capacity.
Academic Goal 15	Each year, the percent of students in the high school accountability cohort passing an Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	NYS Integrated Algebra, Geometry & Algebra II exams	Progress toward this goal cannot yet be measured. Summit Academy will not enroll 12th grade students until the 2015-16 school year.	

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	Progress toward this goal cannot yet be measured as the NYS performance index not yet been released.	
------------------	---	-----------------------	--	--

2a2. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-15 Progress Toward Attainment of Goal - Met, Partially Met, 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	Our scholars in 9th and 10th grade do not take an exam that is scored on a 1-4 scale. They take Regents exams; scholars on both grade levels take multiple exams including: chemistry, earth science, living environment. Based on Regents performance and passing rates, this goal was not met.	In an effort to improve the pass rate, we have added a separate lab period for each class so that the five traditional classes per week can be designated to instruction.

<p>Academic Goal 18</p>	<p>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.</p>	<p>NYS Living Environment and Earth Science Regents Exams</p>	<p>This goal was met.</p> <p>Living Environments</p> <p>In June 2015, 61 scholars took the Living Environments Regents Exam. Of the 61 scholars, 44% performed at or above a score of 65. In August 2015, six scholars took the exam. Of the six, five scholars retook the exam and all performed below a score of 65. One scholar to the exam for the first time and performed at or above a score of 65.</p> <p>Overall for June 2015 and August 2015, a total of 62 scholars took the Living Environments Regents Exam and 73% performed at or above a score of 65.</p> <p>Earth Science</p> <p>In June 2015, 54 scholars took the Earth Science Regents Exam. Of the 54 scholars, 52% performed at or above a score of 65. In August 2015, ten scholars took the exam. Of the ten, nine scholars retook the exam. Two of the nine and performed at or above a score of 65. One scholar to the exam for the first time and performed below 65.</p> <p>Overall for June 2015 and August 2015, a total of 55 scholars took the Earth Science Regents Exam and 73% performed at or above a score of 65.</p> <p>Chemistry</p> <p>In June 2015, 15 scholars took the Chemistry Regents Exam. Of the 15 scholars, 22% performed at or above a score of 65.</p>	
<p>Academic Goal 19</p>	<p>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.</p>	<p>NYS Science exam</p>	<p>Progress toward this goal cannot yet be measured as the NYS performance index not yet been released.</p>	

Academic Goal 20	Each year, 75 percent of 9th – 10th grade students who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Social Studies examination.	NYS Regents US History & Governments, Living Environment and Global History & Geography exams	This goal was not met. Only 46% of 10th graders who took the Global History & Geography Regents exam achieved proficiency.	To support students with meeting this goal, several scholars are currently enrolled in a summer class for Global History and will retake the exam in August. In addition, during the school year, Summit will provide remediation during Study Hall for students, as well as offer a credit recover course and provide mandatory Regents review sessions in June.
Academic Goal 21	Each year, 75 percent of 9th – 10th grade cohorts will pass the New York State Regents examinations in Social Studies.	NYS Regents US History & Government and Global History & Geography exams	This goal was not met. 46% of students who took the US History & Government Regents exam passed.	To support students with meeting this goal, several scholars are currently enrolled in a summer class for Global History and will retake the exam in August. In addition, during the school year, Summit will provide remediation during Study Hall for students, as well as offer a credit recover course and provide mandatory Regents review sessions in June.
Academic Goal 22	Each year, the percent of students in the high school accountability cohort passing a Social Studies Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools.	NYS Regents US History & Governments, Living Environment and Global History & Geography exams	Progress toward this goal cannot yet be measured. Summit Academy will not enroll 12th grade students until the 2015-16 school 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.	NYS Spanish LOTE Regents exam	Progress toward this goal cannot yet be measured. Summit Academy will not enroll 12th grade students until the 2015-16 school year. Thus far, 100% of students have passed the LOTE Regents exam. Summit Academy can compare its performance to other schools in 2015-16.	
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 since the structure of the NYCDOE Progress Report has changed to no longer include letter grades.	
Academic Goal 25	Each year, the school will be deemed "In Good Standing."	NYS Report Card	This data is not yet available.	
Academic Goal 26				
Academic Goal 27				

Academic Goal 28				
Academic Goal 29				
Academic Goal 30				

Page 2

2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	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. Daily student attendance averaged 91%.	Transportation is a challenge for students since the majority of them do not live close to the subway lines that can bring them to the school. Often students must transfer between trains or buses two or more times to arrive at school. To address this challenge, Summit will continue parent communication and home visits. The school will also contract with the bus company to provide a direct bus to the school from a nearby major transportation hub that all students can easily reach.
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September, exclusive of students who have moved outside of New York City.	Student Records	This goal was not met. Only 93% of students returned to the school the following September.	Summit has made plans to provide additional transportation options to help make accessing the school easier for students and families.
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 has been 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 met.	
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 met. 100% of students participated in the school arranged community service project with a local senior citizen center. Next year students will tutor local public school students.	

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

Yes

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	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. Almost 70% of parents responded to the survey and more than 80% of respondents expressed satisfaction with the school in multiple areas.	
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	Upon completion of Summit Academy's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Audit	This goal has been met.	
Org Goal 11	Each year, Summit Academy will operate on a balanced budget and maintain a stable cash flow.	Monthly Financial Statements, Annual budgets and Projections	This goal was met.	
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/30/2015

Last updated: 07/31/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	4890159
Line 2: Year End Per Pupil Count	329
Line 3: Divide Line 1 by Line 2	14885

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	279026
Line 2: Management and General Cost (Column)	201756
Line 3: Sum of Line 1 and Line 2	480782
Line 4: Year End Per Pupil Count	329
Line 5: Divide Line 3 by the Year End Per Pupil Count	1463

Thank you.

Unaudited Financial Statements

Summit Academy Charter School is authorized by the New York City Department of Education. As a result, the school does not need to submit unauthorized financial statements at this time. The school will submit audited financial statements for the 2014-15 fiscal year by the November 1, 2015 deadline.

SUMMIT ACADEMY CHARTER SCHOOL

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2015

(With Comparative Totals for 2014)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

CONTENTS

<u>AUDITED FINANCIAL STATEMENTS</u>	<u>PAGE</u>
Independent Auditor's Report	3
Statement of Financial Position	5
Statement of Activities and Changes in Net Assets	6
Statement of Functional Expenses	7
Statement of Cash Flows	8
Notes to Financial Statements	9
 <u>REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS</u>	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	16
Schedule of Findings and Responses	18

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, 2015, 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, 2015, 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, 2014 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 21, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 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 27, 2015 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 27, 2015

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2015

(With Comparative Totals for 2014)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2015</u>	<u>2014</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 730,515	\$ 173,898
Cash in escrow	75,118	75,098
Grants and other receivables	132,326	153,586
Prepaid expenses	<u>53,059</u>	<u>117,437</u>
TOTAL CURRENT ASSETS	991,018	520,019
 <u>PROPERTY AND EQUIPMENT, NET</u>		
	<u>390,761</u>	<u>445,079</u>
TOTAL ASSETS	<u>\$ 1,381,779</u>	<u>\$ 965,098</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and other current liabilities	\$ 102,653	\$ 124,475
Accrued payroll	273,279	169,494
Deferred revenue	-	49,593
Deferred lease liability	<u>667</u>	<u>2,667</u>
TOTAL CURRENT LIABILITIES	376,599	346,229
 <u>NET ASSETS, unrestricted</u>		
	<u>1,005,180</u>	<u>618,869</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,381,779</u>	<u>\$ 965,098</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, 2015
(With Comparative Totals for 2014)

	Year ended June 30,	
	<u>2015</u>	<u>2014</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 5,119,018	\$ 4,541,253
Government grants	218,302	252,892
Contributions	7,361	15,828
Other income	<u>20</u>	<u>34</u>
TOTAL OPERATING REVENUE AND SUPPORT	5,344,701	4,810,007
Expenses:		
Program services:		
Regular education	3,156,394	2,921,010
Special education	1,246,908	1,537,823
Management and general	547,821	672,077
Fundraising and special events	<u>7,267</u>	<u>52,395</u>
TOTAL EXPENSES	<u>4,958,390</u>	<u>5,183,305</u>
CHANGE IN NET ASSETS	386,311	(373,298)
Unrestricted net assets at beginning of year	<u>618,869</u>	<u>992,167</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 1,005,180</u>	<u>\$ 618,869</u>

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

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

	Year Ended June 30,						2014	
	2015			2014				
	Program Services			Supporting Services				
Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total	Total	
Salaries	\$ 2,026,245	\$ 888,366	\$ 2,914,611	\$ 281,460	\$ -	\$ 281,460	\$ 3,196,071	\$ 2,980,874
Payroll taxes and employee benefits	433,536	190,075	623,611	60,221	-	60,221	683,832	605,141
Professional fees	32,170	6,775	38,945	101,243	1,395	102,638	141,583	365,151
Audit fees	-	-	-	22,721	-	22,721	22,721	17,746
Instructional supplies and materials	327,867	33,338	361,205	-	-	-	361,205	353,104
Office expense	46,719	20,459	67,178	6,388	-	6,388	73,566	90,642
Technology and communication	57,691	25,293	82,984	8,014	-	8,014	90,998	90,721
Insurance	16,870	7,396	24,266	2,343	-	2,343	26,609	22,752
Staff development	51,951	12,893	64,844	45,235	-	45,235	110,079	225,631
Marketing and staff/student recruiting	39,335	12,804	52,139	4,057	-	4,057	56,196	72,025
Postage, printing and copying	3,857	1,691	5,548	536	5,339	5,875	11,423	12,281
Student meals	3,273	623	3,896	-	-	-	3,896	4,893
Depreciation	100,304	43,976	144,280	13,933	-	13,933	158,213	136,750
Dues, fees and subscriptions	54	72	126	324	-	324	450	1,026
Events	16,522	3,147	19,669	-	533	533	20,202	18,194
Miscellaneous expense	-	-	-	1,346	-	1,346	1,346	-
Bad debt expense	-	-	-	-	-	-	-	26,300
Loss on abandoned construction	-	-	-	-	-	-	-	160,074
	<u>\$ 3,156,394</u>	<u>\$ 1,246,908</u>	<u>\$ 4,403,302</u>	<u>\$ 547,821</u>	<u>\$ 7,267</u>	<u>\$ 555,088</u>	<u>\$ 4,958,390</u>	<u>\$ 5,183,305</u>

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

SUMMIT ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

	<u>Year ended June 30,</u>	
	<u>2015</u>	<u>2014</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 386,311	\$ (373,298)
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation	158,213	136,750
Loss on abandoned construction	-	160,074
Loss on disposal of property and equipment	1,346	-
Bad debt expense	-	26,300
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	21,260	200,644
Prepaid expenses	64,378	(63,195)
Accounts payable and other current liabilities	(21,822)	4,938
Accrued payroll	103,785	(61,725)
Deferred revenue	(49,593)	49,593
Deferred lease liability	(2,000)	(2,000)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	661,878	78,081
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(105,241)	(69,379)
Change in cash in escrow	(20)	(33)
NET CASH USED FOR INVESTING ACTIVITIES	(105,261)	(69,412)
NET INCREASE IN CASH	556,617	8,669
Cash at beginning of year	173,898	165,229
CASH AT END OF YEAR	<u>\$ 730,515</u>	<u>\$ 173,898</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
<u>NON-CASH OPERATING AND INVESTING ACTIVITIES</u>		
Transfer of prepaid expenses to property and equipment	<u>\$ -</u>	<u>\$ 224,500</u>

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

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

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, 2015 or 2014.

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, 2015 or 2014.

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, 2015 AND 2014

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, 2015 or 2014.

Property and equipment

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

Deferred revenue

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

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2015 AND 2014

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

Cont'd

Tax exempt status

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

The Charter School files Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2015, the Charter School is no longer subject to U.S. federal examinations by tax authorities for the years ended before June 30, 2012. Tax returns for the years ended June 30, 2012 through June 30, 2015 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Contributed services

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

Marketing and recruiting costs

The Charter School expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$56,000 and \$72,000 for the years ended June 30, 2015 and 2014, 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, 2014

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, 2014, from which the summarized information was derived.

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2015 AND 2014

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

Cont'd

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 27, 2015, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: SCHOOL FACILITY

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

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2015</u>	<u>2014</u>
Furniture and fixtures	\$ 210,307	\$ 192,338
Computer and equipment	<u>730,982</u>	<u>661,641</u>
	941,289	853,979
Less accumulated depreciation	<u>550,528</u>	<u>408,900</u>
	<u>\$ 390,761</u>	<u>\$ 445,079</u>

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2015 AND 2014

NOTE D: OPERATING LEASES

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

<u>Year ending June 30,</u>	<u>Amount</u>
2016	21,876
2017	<u>8,250</u>
	<u>\$ 30,126</u>

The Charter School entered into a lease agreement during 2011 for the usage of certain land and building. The Charter School terminated the lease during July 2012 as the construction of the new building was not performed as planned by the landlord and the Charter School was unable to use the property for the intended use. During the year ended June 30, 2014, the Charter School received a refund of \$219,091 in prepaid rent and security deposits relating to the above mentioned lease. In addition, it was determined during the year that the relevant assets remaining in construction in progress could not be utilized by the Charter School and were disposed of resulting in a loss of \$160,074 which is included in loss on abandoned construction on the statement of functional expenses for the year ended June 30, 2014.

NOTE E: CONTINGENCY

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

NOTE F: RETIREMENT PLAN

The Charter School sponsors a 401(k) retirement plan (the "Plan") for its employees. All employees of the Charter School are eligible to participate. Contributions made to the Plan are credited to each individual participant's account maintained under a group annuity contract issued by American Funds. The Charter School matches employee contributions up to 5% of gross pay. The Charter School's contribution does not become vested until its second year, when it becomes 50% vested and then is 100% vested after three years. During the years ended June 30, 2015 and 2014, the Charter School contributed approximately \$50,000 and \$30,000, respectively, to the Plan.

SUMMIT ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2015 AND 2014

NOTE G: RELATED PARTY TRANSACTIONS

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

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

NOTE H: CONCENTRATIONS

At June 30, 2015 and 2014 approximately 95% and 97%, respectively, of grants and other receivables are due from New York State.

During the years ended June 30, 2015 and 2014, 96% and 94%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

SUMMIT ACADEMY CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

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

Board of Trustees
Summit Academy Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Summit Academy Charter School, which comprise the statement of financial position as of June 30, 2015, 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 27, 2015.

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 2015-001.

Summit Academy Charter School's Response to Findings

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 27, 2015.

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 27, 2015

SUMMIT ACADEMY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
YEAR ENDED JUNE 30, 2015

Finding 2015-001

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 seven times over the course of the year ended June 30, 2015. 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.

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.

SUMMIT ACADEMY CHARTER SCHOOL

REPORT TO THE AUDIT/FINANCE COMMITTEE

JUNE 30, 2015



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 27, 2015

The Audit/Finance Committee
Summit Academy Charter School

We have audited the financial statements of Summit Academy Charter School as of and for the year ended June 30, 2015, and have issued our report thereon dated October 27, 2015. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated June 18, 2015, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

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

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

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

Planned Scope and Timing of the Audit

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

Compliance with All Ethics Requirements Regarding Independence

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

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Summit Academy Charter School is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2015. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

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

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

Financial Statement Disclosures

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

Identified or Suspected Fraud

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

Significant Difficulties Encountered during the Audit

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

Uncorrected and Corrected Misstatements

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

Disagreements with Management

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

Representations Requested from Management

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

Management's Consultations with Other Accountants

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

Other Significant Matters, Findings or Issues

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

* * * * *

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

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

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

SUMMIT ACADEMY CHARTER SCHOOL

ADVISORY COMMENT LETTER

JUNE 30, 2015



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 27, 2015

To the Board of Trustees
Summit Academy Charter School

In planning and performing our audit of the financial statements of Summit Academy Charter School as of and for the year ended June 30, 2015, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

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

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

- 1 -

During the course of our audit of the financial statements of Summit Academy Charter School as of June 30, 2015 and for the year then ended, we observed the Charter School's significant accounting policies and procedures and certain business, financial and administrative practices. As a result of our observations, we suggest you consider the following comments which we do not consider to be significant deficiencies or material weaknesses:

Board Oversight

During our audit we noted the Board of Trustees met seven times over the course of the year ended June 30, 2015. 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 of the Board of Trustees, there shall be at least ten other regular meetings of the Board held each year.

In addition, we noted minutes of the meetings of the Finance Committee were maintained during the year, but were not distributed to the appropriate personnel in a timely manner. As of audit fieldwork, these minutes had not been distributed to management; however, they were subsequently distributed.

Recommendation

We recommend the Charter School operate pursuant to its bylaws as stated in the First Renewal Charter by holding regularly scheduled Board meetings as well as maintain and distribute all Board and Committee minutes on a timely basis. This will provide for a more effective oversight process to ensure the Charter School stays on track towards achieving its academic and financial goals.

Title Funding Filings

During our audit, we noted the Charter School filed a budget for a governmental grant based on estimated expenses. The grant reimburses expenses based on an approved percentage of the actual amount incurred. While the total difference was ultimately insignificant, the Charter School submitted for reimbursement, based on the approved budget rather than the percentage of actual costs.

Recommendation

We recommend the Charter School's grant funding reimbursement filings are based on actual expenses incurred.

Status of matters included in our letter as of June 30, 2014, dated October 21, 2014

Purchase Approvals

We noted during our 2014 audit that one contract entered into during the year exceeding \$25,000 did not receive the approval of the Treasurer as none of the individual payments on the contract exceeded \$25,000.

Recommendation

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

Status at June 30, 2015

During our 2015 audit, we tested one disbursement exceeding \$25,000 noting proper approvals were obtained.

Expense reports

We noted during our 2011 audit that five expense reports for the Executive Director selected for testing were not approved by a Board Trustee.

Recommendation

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

Management's response

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

Status at June 30, 2012

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

Status at June 30, 2013

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

Status at June 30, 2014

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

Status at June 30, 2015

During our 2015 audit, we noted there were no expense reports submitted by the Executive Director during the year. However, the Executive Director is in possession of the Charter School's only debit card. Our testing indicated there were no approval signatures from the Treasurer on the credit/debit card purchase authorization forms. Seeing as debit card purchases are made by the Executive Director, the Treasurer should be approving these expenditures. In addition, the February debit card statement was unavailable for our review during fieldwork. We recommend the Charter School adhere to its Financial Policies and Procedures Manual by having the Director of Finance and Operations agree all debit/credit card purchase support to the statement and initial the statement to indicate their review. The statement should then be sent to the Treasurer, who should review and sign off on the statement.

Bids and quotes

During our 2011 audit, we reviewed the Summit Academy Charter School Financial Policies and Procedures Manual (FPPM) to gain an understanding of the controls in place at the Charter School. The FPPM requires competitive bidding procedures for purchases exceeding \$15,000 in the aggregate. Certain exceptions from these procedures are allowed as documented in the FPPM. Our testing of certain invoices found that in all cases bids were not obtained as the purchase fell into one of the allowed exceptions. However, we noted no written evidence of the allowable exception is maintained with the purchase.

Recommendation

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

Management's response

Management is in agreement and has implemented this recommendation.

Status at June 30, 2012

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

Status at June 30, 2013

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

Status at June 30, 2014

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

Status at June 30, 2015

During our 2015 audit, we tested one purchase exceeding \$15,000. Based on discussions with management, no competitive bids were obtained as the Charter School has used the vendor in the past. We continue to recommend the Charter School obtain competitive bids for all purchases exceeding \$15,000 or document the reason competitive bidding is not required for the purchase.

* * * * *

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

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

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

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

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 accomodate 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 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							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.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	4,608,129	1,278,353	-	-	516,189	6,402,671	
Total Expenses	4,497,784	1,278,353	-	-	516,189	6,292,326	
Net Income	110,345	0	-	-	0	110,345	
Actual Student Enrollment	355	45					
Total Paid Student Enrollment	400	45				445	400 total pupils of which 45 are projected to be SPED
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$13,877.00						
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
	4,426,337	1,240,353	-	-	516,189	6,182,879	
Special Education Revenue	-	-	-	-	-	-	
Grants							
Stimulus	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	4,426,337	1,240,353	-	-	516,189	6,182,879	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	10,000	-	-	-	10,000	Conservative estimate
Title I	150,000	-	-	-	-	150,000	Based on prior years
Title Funding - Other	-	8,000	-	-	-	8,000	Based on prior years
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	20,000	-	-	-	20,000	ERATE reimbursement
TOTAL REVENUE FROM FEDERAL SOURCES	150,000	38,000	-	-	-	188,000	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	
Interest Income, Earnings on Investments,	-	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	31,792	-	-	-	-	31,792	NYSTL
Other Local Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	31,792	-	-	-	-	31,792	
TOTAL REVENUE	4,608,129	1,278,353	-	-	516,189	6,402,671	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	22,947	7,649	-	122,386	152,982	Executive Director
Instructional Management	3.00	264,330	32,670	-	-	297,000	Two AP and one Principal
Deans, Directors & Coordinators	8.00	472,086	58,348	-	-	530,434	Includes Deans, Athletics Director, SPED coordinator
CFO / Director of Finance	1.00	10,500	-	-	94,500	105,000	Director of Finance and Operations
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	4.00	101,850	40,740	-	61,110	203,700	School Manager, Paren Liaison, Exec Asst. Admin Asst.
TOTAL ADMINISTRATIVE STAFF	17	874,714	139,407	-	277,996	1,289,116	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	27.00	1,483,457	183,349	-	-	1,666,806	Core subject teachers
Teachers - SPED	9.00	-	548,232	-	-	548,232	SPED teachers
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	

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

Summit Academy Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							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.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	4,608,129	1,278,353	-	-	516,189	6,402,671	
Total Expenses	4,497,784	1,278,353	-	-	516,189	6,292,326	
Net Income	110,345	0	-	-	0	110,345	
Actual Student Enrollment	355	45				-	
Total Paid Student Enrollment	400	45				445	400 total pupils of which 45 are projected to be SPED
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Specialty Teachers	6.00	369,840	-	-	-	369,840	Gym, Art, Languages, Music
Aides	3.00	15,700	39,250	-	23,550	78,500	
Therapists & Counselors	3.00	222,490	-	-	-	222,490	Two social workers and one school psych planned
Other	-	116,000	-	-	-	116,000	Bonuses and stipends
TOTAL INSTRUCTIONAL	48	2,207,487	770,831	-	23,550	3,001,868	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	65	3,079,201	910,238	-	301,546	4,290,984	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	1,987	762	-	251	3,000	
Fringe / Employee Benefits	-	458,123	175,791	-	57,905	691,820	
Retirement / Pension	-	49,003	18,803	-	6,194	74,000	
TOTAL PAYROLL TAXES AND BENEFITS	-	509,113	195,357	-	64,350	768,820	
TOTAL PERSONNEL SERVICE COSTS	-	3,588,314	1,105,595	-	365,896	5,059,804	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	25,000	25,000	
Legal	-	-	-	-	5,000	5,000	
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	-	-	-	5,000	5,000	
Special Ed Services	-	50,000	-	-	-	50,000	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	26,000	-	-	79,000	105,000	TFA, Contracted Subs, Financial Services, Compliance
TOTAL CONTRACTED SERVICES	-	26,000	50,000	-	114,000	190,000	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	7,500	7,500	
Classroom / Teaching Supplies & Materials	-	31,150	3,850	-	-	35,000	
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	-	31,792	-	-	-	31,792	
Supplies & Materials other	-	62,300	7,700	-	-	70,000	
Equipment / Furniture	-	35,759	13,721	-	4,520	54,000	Copier lease and furniture
Telephone	-	6,622	2,541	-	837	10,000	
Technology	-	43,771	16,796	-	5,533	66,100	Tech contract and supplies
Student Testing & Assessment	-	80,100	9,900	-	-	90,000	
Field Trips	-	70,000	-	-	-	70,000	College tours
Transportation (student)	-	25,000	-	-	-	25,000	Early school start transportation prior to bussing
Student Services - other	-	173,995	21,505	-	-	195,500	Uniforms/athletics, graduation, student enrichment
Office Expense	-	46,308	17,769	-	5,853	69,930	
Staff Development	-	40,000	10,000	-	10,000	60,000	
Staff Recruitment	-	22,250	2,750	-	-	25,000	
Student Recruitment / Marketing	-	30,000	10,000	-	-	40,000	
School Meals / Lunch	-	5,000	-	-	-	5,000	
Travel (Staff)	-	331	127	-	42	500	
Fundraising	-	-	-	-	-	-	

Summit Academy Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							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.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	4,608,129	1,278,353	-	-	516,189	6,402,671	
Total Expenses	4,497,784	1,278,353	-	-	516,189	6,292,326	
Net Income	110,345	0	-	-	0	110,345	
Actual Student Enrollment	355	45					
Total Paid Student Enrollment	400	45				445	400 total pupils of which 45 are projected to be SPED
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	8,200	-	-	-	-	8,200	Dues and subscriptions and bank fees
TOTAL SCHOOL OPERATIONS	712,578	116,660	-	-	34,284	863,522	
FACILITY OPERATION & MAINTENANCE							
Insurance	15,893	6,098	-	-	2,009	24,000	General insurance
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	5,000	-	-	-	-	5,000	
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	20,893	6,098	-	-	2,009	29,000	
DEPRECIATION & AMORTIZATION	150,000	-	-	-	-	150,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	4,497,784	1,278,353	-	-	516,189	6,292,326	
NET INCOME	110,345	0	-	-	0	110,345	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	355	45	400				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	355	45	400				
REVENUE PER PUPIL	12,981	28,408	-				
EXPENSES PER PUPIL	12,670	28,408	-				



Audited Financial Statement Checklist

Last updated: 10/30/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

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

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

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

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 10/30/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/07/2015

Last updated: 07/31/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Eugene Moore		Trustee/Member	Yes	Community Development	Served 2.5 two year terms; expiration date 6/30/16
2	John Bailin		Trustee/Member	Yes	Education	Served 1 two year term; next term expires on 6/30/17
3	Floyd Mitchell		Chair/Board President	Yes	Business Management	Served 2.5 two year terms; term expires 6/30/16
4	Gregory Stanislaus		Vice Chair/Vice President	Yes	Education	Served 1.5 two year terms; term expires 6/30/16
5	Natasha Campbell		Trustee/Member	No	Summit Academy	Served 2 terms
6	Ashley Carter		Trustee/Member	No	Law	Served .5 of a two year term; expires on 6/30/16
7	Michael Bernard		Trustee/Member	Yes	Organizational Development	Served .5 of a two year term; expires on 6/30/16
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

2

3. Total Number of Members Departing the Board during the 2014-15 school year

1

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

13

5. How many times did the Board meet during the 2014-15 school year?

7

6. How many times will the Board meet during the 2015-16 school year?

10

Thank you.

Minutes

Summit Academy Charter School

Board Meeting

Saturday Sep 13, 2014 @ 8:00 AM at Summit Academy Charter School

Board Members Present

A. Carbone, F. Mitchell, G. Stanislaus, J. Bailin, R. Brissett

Board Members Absent

E. Moore

Guests Present

I. Louis, N. Campbell, Rictoria Brothers , Tim Vetter

I. Opening Items

Call the Meeting to Order

A. Carbone called a meeting of the board of trustees of Summit Academy Charter School to order on Saturday Sep 13, 2014 @ 8:48 AM at Summit Academy Charter School .

Approve Minutes

Meeting Potential and Prospective Board Member, Ashley Carter

A. Carbone made a motion to vote Ashley on the board.

G. Stanislaus seconded the motion.

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

II. Academic Excellence

Committee Update

Report on Grades Presented by Assistant Principals, Mr. Vetter and Ms. Brothers

MS- Ms. Brothers presented ELA & Math instructor and plans to address results HS- Mr. Vetter presented regents scores and plans to address results.

III. CEO Support And Eval

Update

E. Moore left early. Was not present.

Principal Search Committee

-Discussed the formation of the Principal Search committee and the proposed process. Committee will consist of board members and Summit teachers and staff.

IV. Finance

Committee Update

At this time, there was no new business.

V. Governance

Committee Update

Discussion surrounding board member pipeline and board "friend" raiser. F. Mitchell then reviewed our proposed process for vetting and recruiting new members.

VI. Development

New Board Member Solicitation

Draft of sample media package presented. Media package will be presented to all interested and prospective board members.

VII. Closing Items

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 09:25 am.

Respectfully Submitted,
A. Carbone

Minutes

Summit Academy Charter School

Finance Committee Meeting

Tuesday Oct 7, 2014 @ 5:00 PM at Conference call -

Board Members Present

F. Mitchell (remote), R. Brissett (remote)

Board Members Absent

E. Moore (remote)

Guests Present

K. Morton (remote), N. Campbell (remote)

I. Opening Items

Approve Minutes

System attached wrong committee minutes. Therefore no minutes were review / approved.

Call the Meeting to Order

R. Brissett called a meeting of the Finance committee of Summit Academy Charter School to order on Tuesday Oct 7, 2014 @ 5:33 PM at Conference call -.

II. Finance

Committee Schedule

1. Reviewed the committee meeting schedule. 2. Confirmed the Budgeting Schedule 3. confirmed the document amendment process 4. Reviewed previous year audit schedule - The audit documents are behind schedule and due to delays with DOE, the committee is unable to review the audit findings.

F. Mitchell made a motion to motion to adopt the agenda.

N. Campbell seconded the motion.

The committee **VOTED** to approve the motion.

Score Card Review

Review the Year end scorecard. See the score card for details.

2015 Score Card

Reviewed 2015 scorecard and finalized KPIs. Robert to clean up report and present at next committee meeting.

III. Closing Items

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 07:00 pm.

Respectfully Submitted,

F. Mitchell

Minutes

Summit Academy Charter School

Board Meeting

Tuesday Oct 14, 2014 @ 7:00 PM at Summit Academy Charter School: 27 Huntington Street Brooklyn

Board Members Present

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

Board Members Absent

A. Carbone, E. Moore, G. Stanislaus

Guests Present

I. Louis, N. Campbell

I. Opening Items

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 14, 2014 @ 7:15 PM at Summit Academy Charter School: 27 Huntington Street Brooklyn.

Approve Minutes

R. Brissett made a motion to approve minutes at next board meeting on November 18th.

J. Bailin seconded the motion.

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

Meeting Potential and Prospective Board Member, Michael Bernard

J. Bailin made a motion to Vote on membership.

A. Carter seconded the motion.

The board **VOTED** unanimously to approve the motion. Period of debate: J. Bailin, A. Carter, R. Brissett, F. Mitchell.

II. Academic Excellence

Committee Update

-Review of progress made re: Principal Search Committee by J. Bailin. -Committee has met once and suggests that committee allot more time to conduct search. Possibly moving deadline to hire Principal by March or April of 2015.

Time Frame Recommend for Principal Search

A. Carbone made a motion to present revised timeline for Principal search by Nov. 18th board meeting.

R. Brissett seconded the motion.

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

Approve Minutes

R. Brissett made a motion to approve minutes at next meeting on November 18th.

A. Carter seconded the motion.

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

III. CEO Support And Eval

Update

Meeting went into executive session.

Update

• N. Campbell presented proposed reporting dashboards to mark as well as present Summit stats to board. • Some aspects were asked to be amended by the Nov. 18th board meeting. • N. Campbell presented internal happenings of Summit Academy Charter School • Athletics Director working to boost college admissions • Presented challenges: HS is growing and limited space and HS behavior.

IV. Finance

Committee Update

• R. Brissett reviewed year-end report of 2014 • R. Brissett provided comparative review of per pupil spending • Commenced discussion surrounding current budget and preparation. • Budget prep for 2014-2015 • No actions need to be made to incorporating the budget • FFP Review: approval process has been completed and will supply amended version at Nov. board meeting.

Approve Minutes

V. Development

Committee Update

• I. Louis presented development action plan to get foundational and corporate giving underway for this fiscal/academic year. Also, outlined grants requests that have been made to date. • Board Member Giving and Donor contacts: Members agreed to submit board pledge forms by COB Friday, October 17, 2014.

Overview of Strategic Plan

• Reviewed fiscal/academic special event and campaign calendar. • Will upload discussed dates on to the Board on Track platform.

VI. Closing Items

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 09:00 pm.

Respectfully Submitted,
A. Carbone

Minutes

Summit Academy Charter School

Board Meeting

Tuesday Nov 18, 2014 @ 7:00 PM at SACS: 27 Huntington Street Brooklyn, NY 11213

Board Members Present

A. Carbone, A. Carter, E. Moore, F. Mitchell, J. Bailin, M. Bernard

Board Members Absent

G. Stanislaus, R. Brissett

Guests Present

I. Louis, N. Campbell

I. Opening Items

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 18, 2014 @ 7:11 PM at SACS: 27 Huntington Street Brooklyn, NY 11213.

Approve Minutes

A. Carbone made a motion to approve minutes from the Board Meeting on 09-13-14.

E. Moore seconded the motion.

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

Approve minutes from 10-14-14

E. Moore made a motion to approve minutes.

M. Bernard seconded the motion.

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

II. Academic Excellence

Committee Update

Principal search committee update: - Relayed discussion from committee meeting to the board re: soliciting outside assistance from a principle search firm. - Open discussion surrounding the prospect of hiring head hunting firm. - Floyd proposes to have Principal search committee check in with board more frequently to include entire board on the process and updates. -Committee to provide update by Feb.1 re: progress. -Next committee meeting will take place November 19th, 2014. -Report by Bailin re: performance of Assistance Principals. Bailin and Stanislaus received academic performance dashboard and will report at Dec. meeting in depth re:updates (report submitted for informational purposes only).

III. CEO Support And Eval

Update

-Summation of reporting from last board meeting discussion regarding ED bonus and ED contract.

IV. Finance

Committee Update

-Audit material distributed for individual review. - Audit illustrates SACS clean audit for 2014.

Renewing Board on Track Membership

Discussion material surrounding utilizing Board on Track for another year.

E. Moore made a motion to utilize Board on Track for another year.

A. Carbone seconded the motion.
The board **VOTED** to approve the motion.

V. Governance

Committee Update

-Floyd relayed that he has been vetting prospective candidates to join the board. One individual in particular is a woman in education that might prove to be a good fit. -Reiterates importance of recruiting board members.

VI. Development

Committee Update

E. Moore left early.

-SACS community events for month of November will consist of the Thankful Feast at our facility the 26th. Will be working with partners, Network of Hope. -Principal for a Day program commenced November 18th. M. Bernard participated in program and shared his experience with the board. -Cultivation Events: A.Carter reported prospective date 1/10/15 to host a board membership event at a Brooklyn venue which is TBA -School Communication/Database: Direct mailing for the holiday season will be ready for distribution Nov. 26th before the Thanksgiving break. Furthermore, the development office will continue to gather contacts at all SACS events. Lastly, Dev. Office has extended deadline to submit board pledge forms to the 25th of November. I. Louis will redistribute pledge forms via email.

Overview of Capital Campaign

-Fundraising events for I AM SUMMIT campaign: Community Karaoke Night has been rescheduled to take place 1/10/15 at the Brooklyn Masonic Temple. All other events are to be executed as outlined in the Brooklyn Masonic Temple.

VII. Closing Items

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 08:40 pm.

Respectfully Submitted,
A. Carbone

Minutes

Summit Academy Charter School

Board Meeting

Tuesday Apr 21, 2015 @ 7:00 PM at SACS: 27 Huntington Street Brooklyn, NY 11213

Board Members Present

A. Carter, E. Moore, F. Mitchell, G. Stanislaus, J. Bailin, R. Brissett

Board Members Absent

A. Carbone, M. Bernard

Guests Present

I. Louis, N. Campbell

I. Opening Items

Call the Meeting to Order

F. Mitchell called a meeting of the board of trustees of Summit Academy Charter School to order on Tuesday Apr 21, 2015 @ 7:22 PM at SACS: 27 Huntington Street Brooklyn, NY 11213.

Approve Minutes

E. Moore made a motion to approve minutes from the Board Meeting on 02-10-15.

G. Stanislaus seconded the motion.

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

II. School Support

ED Report

-Interim Assessment Data: 41% proficiency in math however this data typically does not align with state assessment. -SACS outscored other network schools -April 22, 2015 commences math assessment so there is currently no data for those assessments. -Open positions are at 2% and is largely due to administration's inability to find suitable teachers for next year. -Attendance: Failed to make our 95% attendance rate mark. SACS attendance is at 85%. HS attendance is the main contributor. SACS is taking a number of avenues to combat this problem via mailing attendance and absent letters home to parents. -Teacher: There are a select few of teachers (6 to be exact) that will not be invited back next year. At this time, SACS is waiting until after state testing to distribute offer letters so that SACS does not distract teachers before testing and negatively affect scholars. -Prospect of conducting a satisfaction survey and/or a function hosted by the board for faculty and staff.

ED Report Continued

SACS has an extensive wait list for next year and has hit the 400 enrollment mark. SACS has accepted 410 prospective scholars in the event enrollment numbers drop due to scholar departure prior to or during the academic year.

A. Carter arrived late.

III. Finance

Committee Update

Review/ Vote on Budget

R. Brissett made a motion to Move forward with current draft of budget.

E. Moore seconded the motion.

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

IV. Academic Excellence

Committee Update

Principal Search committee: -Committee met to review new candidate resumes. Committee has agreed to move of two candidates to the next stage. Next steps consist of Ms. Campbell coordinating with candidates to meet committee for interview. -Committee also reviewed the principal super week candidate Massey and Borenstein participated in. Committee decided to have Massey provide updated resume for further review and recommended to discontinue the vetting process with Borenstein. -Committee then continued discussion surrounding utilizing the services of a head hunting firm.

V. Governance

Committee Update

Floyd received resume from a potential board member position. This individual has a background in business development and organizational fundraising. -Floyd will reach out and see where they stand regarding visiting the school.

Board Member Attendance Requirements

-SACS board has a 10 meeting board meeting obligation for every fiscal year in order to make quorum. -Calling on the board to determine if they can make the board meeting for the rest of the fiscal year. If board member cannot then they should consider stepping down.

Board Action to enforce Attendance Policy (including formal acceptance of board member resignation)

VI. Closing Items

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 09:00 pm.

Respectfully Submitted,
I. Louis

Minutes

Summit Academy Charter School

Board Meeting

Tuesday May 19, 2015 @ 7:00 PM at SACS: 27 Huntington Street Brooklyn, NY 11213

Board Members Present

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

Board Members Absent

E. Moore, R. Brissett

Guests Present

Andrew Way, I. Louis, N. Campbell

I. Opening Items

Call the Meeting to Order

F. Mitchell called a meeting of the board of trustees of Summit Academy Charter School to order on Tuesday May 19, 2015 @ 7:20 PM at SACS: 27 Huntington Street Brooklyn, NY 11213.

Approve Minutes

J. Bailin made a motion to approve minutes from the Board Meeting on 04-21-15.

M. Bernard seconded the motion.

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

II. School Support

ED Report

-At this time, we have 6 teachers that are not returning next year. This number reflects teachers that were invited and those that were not. Teachers are not returning for the following reasons: money and differing views in educational philosophy. We need to draft a plan as to how to SACS is aiming to have replacement teacher hired by August 1, 2015. -Local Heroes of Red Hook was a success and a great evening. -Past month Advance Placement Exams have been administered and completed for this academic year. -At this time we are waiting for results to come in. -Career Day was successful and scholars were happy to participate. -Barnes & Noble Book Fair was success and went well. -React to Film had their third annual award dinner and two teachers received the Excellence in Teaching Award and the HS AP received the Excellence in Leadership Award.

ED Report Continued

-Upcoming events: Relay for Life: soliciting board members to create teams. Little Shop of Horrors is the end of school play and we are soliciting members to come and spectate -MS promotion in doubt numbers to be present at next board meeting.

III. Governance

Committee Update

Combined Governance and Development Report: -How do we make SACS a more attractive school? We must host a major fundraiser. An event that is going to make an impact. But first conducting smaller individual fundraisers and lead into a larger fundraiser. The smaller ones focusing on building relations as well as funds. -Floyd delivering his individual fundraiser: Plans to host event at his home where he invites 25-30 people from his personal network. Targeting the following: Why education is a cause for he is passionate about? So starting with a broad focus and then zeroing in and discussing SACS more specifically. Further ideas include asking invitees to

give their service and money. They will be given service chips that can be cashed in for their participation in Career Day or Relay for Life, etc. Secondly, it would be money: with three tiers of donation. Plan small event and big event in tandem. At this time the board needs to commit to this idea.

G. Stanislaus made a motion to Adopt a fundraising plan that encompasses three fundraising events: board recruitment event, individualized fundraisers and major fundraising event to be executed within the next fiscal year.

M. Bernard seconded the motion.

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

End of year Teacher Survey/ Meet & Greet

-Mitchell suggest that board or mainly the Academic committee commence an “academic review” of SACS. Outlining the following: partnerships, Saturday Academy’s, etc. to determine if there are gaps and places for improvement for next year. -Might not be able to conduct such a review because state assessments do not come back until June however, N. Campbell invited members to join and participate in the SACS Task Force. -End of the year survey: Campbell possess this information and will send to F. Mitchell -Proposed Meet and Greet: N. Campbell believes that only the staff that is returning will participate. J. Bailin proposed to have Meet and Greet with teachers that are leaving and returning. F. Mitchell recommends that board have a town hall/touch base at the end of the year that excludes management and to also to have a Meet and Greet at the top of the year. -A. Way (SACS Academic Coach) volunteered to communicate with the board to set this in motion.

F. Mitchell made a motion to Board to host a teacher town hall at end of year.

A. Carter seconded the motion.

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

IV. Development

Committee Update

Development committee to reestablish planning surrounding board recruitment event. I. Louis to distribute Doodle poll to gage board availabilities.

V. Finance

Committee Update

Committee member not present.

VI. Academic Excellence

Committee Update

-Principal Search Committee was scheduled to interview prospective candidate however, they took another job offer. Committee was to meet today but meeting was canceled. -What is the plan to move forward in the event committee has not come to a conclusion/ has not found a principal? Campbell to bring suggestion to the next meeting.

VII. CEO Support And Eval

Update

Committee member not present.

VIII. Closing Items

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 08:46 pm.

Respectfully Submitted,
I. Louis

Minutes

Summit Academy Charter School

Board Meeting

Tuesday Jun 16, 2015 @ 7:00 PM at SACS: 27 Huntington Street

Board Members Present

A. Carter, E. Moore, F. Mitchell, G. Stanislaus, M. Bernard

Board Members Absent

A. Carbone, J. Bailin, R. Brissett

Guests Present

I. Louis

I. Opening Items

Call the Meeting to Order

I. Louis called a meeting of the board of trustees of Summit Academy Charter School to order on Tuesday Jun 16, 2015 @ 7:04 PM at SACS: 27 Huntington Street .

Approve Minutes

E. Moore made a motion to approve minutes from the Board Meeting on 05-28-14.

A. Carter seconded the motion.

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

II. School Support

ED Report

-SACS received its preliminary data for ELA however, SACS will not get the final stats until July 4th.

Department of Education Sight Visit

DOE Sight Visit: -Visited by the DOE and they noted that scholars were engaged and teachers were working diligently and effectively. However, they noted that our special education department needs more support. We do not have the SPED support needed for SACS to be successful in that regard. -DOE specified that we need (3) three ELL teachers for next year to be in compliance. -N.Campbell to send DOE report to the board for their review.

-SACS must adjust budget for next year to reflect the addition of 3 ELL teachers. -DOE also specified that SACS must have a principal by September.

Dept. Of Ed. Sight Visit Continued

-DOE also specified that SACS must put in a material change by November 1 to the State Education Department. SACS needs to move away from organically created material since the majority of the SACS teachers are not seasoned. Moving forward SACS must use scripted curriculum as opposed to having teachers create curriculums.

-N.Campbell to write proposal for the board approval re: material change. -Final DOE report will be given to SACS in September. -Board needs to have all resumes on file. -As well as the conflict of interest. -Expected cost will not be great since we already have the material This year that material was not used with fidelity but by choice. -At this time we are changing the charter to state that said academic tool is to be used as the primary tool. -SACS is in the process of recruiting new teachers and is doing well. All HS teachers have been hired except for (1) one Social Studies and MS is need of (3) three teacher. August third is the deadline.

III. Finance

Committee Update

Member not present. R. Brissett will be stepping down from the board after his term so F.Mitchell will fulfill all

Finance committee responsibilities in the meantime.

IV. Academic Excellence

Committee Update

Principal Search Committee Update

-In John's absence Floyd addressed John's concern that the most recent principal candidate C.Swift has a business which SACS has patronized. -Discussion surrounding the proposed conflict of interest regarding C.Swift potentially working for SACS. -Next Steps: C. Swift to provide updated resume to Principal Search committee. Then to have C. Swift meet with the Board for a formal interview. -I. Louis to schedule time for Principal candidate to meet with the Board. -N.Campbell to send board Principal Search Rubric packet. -N.Campbell to circle back with the committee and gage if they have a recommendation for her to meet with the board for an interview. -Board to vet initial questions re: candidate via the principal search committee.

V. Governance

Committee Update

Board Recruitment: -A. Carter has two individuals that she is interested in inviting to meet the board. F. Mitchell to meet with the prospective candidates to gage their eligibility. Teacher Town Hall : Planning potential gathering with A. Way, Academic Coach at SACS. Hosting the event as a means to show the school community that the board is in-tuned with the concerns and going ons at SACS. Also, a great time for the board to gain data points and feedback from the staff so that the board has better understanding. Teacher Town Hall will be an invite only event where managerial staff will not be present / invited. Preliminary date: Availability is next Wednesday and Thursday I. Louis to send out Doodle with prospective dates and times. I. Louis and F. Mitchell to reach out two weeks prior to monthly board meeting to ensure that members are available.

VI. Development

Committee Update

I. Louis to create an Indeed or an Idealist also to cold call businesses and research board recruitment fairs for member recruitment Add the July 20th date for Board Recruitment to the calendar. I. Louis to send Doodle for candidate meeting and board teacher meeting.

VII. Closing Items

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 08:40 pm.

Respectfully Submitted,
A. Carbone



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 *Appendix H: Enrollment and Retention Efforts*

In 2014-15, 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).

2014-15	Enrolled	Enrollment Target	Retained	Retention Target
SWD	18.3%	17.3%	86.0%	76.0%
ELL	3.8%	11.4%	100.0%	66.2%
FRPL	77.0%	78.7%	86.0%	82.0%

Based on these efforts, SACS has exceeded retention targets for all groups and exceeded the enrollment target for SWDs while making significant progress toward meeting the enrollment target for ELLs and students eligible for FRPL.

Recruitment efforts to target all student populations eligible to attend SACS during the 2014-15 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

“Bridging the GAP ... Reaching New HEIGHTS”



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.

SACS plans to employ the above efforts during 2015-16 to recruit for the 2016-17 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



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

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 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.

"Bridging the GAP ... Reaching New HEIGHTS"



Appendix I: Teacher and Administrator Attrition

Last updated: 07/10/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	32	4	1

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	8	0	0

Thank you



Appendix J: Uncertified Teachers

Last updated: 07/10/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

Note Definition of FTE:

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

How many **UNCERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

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

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	1
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
FTE count of uncertified teachers who do not fit into any of the four statutory categories	0
Total	1.0

How many **CERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

35

Thank you.



Mission & Key Design Elements

Mission

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

Key Design Elements

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.

Pillar 2: Character Building

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.

Pillar 3: Community Leadership

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.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/caa37bcf98c996b168>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Michael	Bernard

2. *Your Home Address:

2. *Your Home Address: Street Address	<input type="text"/>
2. *Your Home Address: City/State	<input type="text"/>
2. *Your Home Address: Zip	<input type="text"/>

3. *Your Business Address

3. *Your Business Address Street Address	<input type="text"/>
3. *Your Business Address City/State	<input type="text"/>
3. *Your Business Address Zip	<input type="text"/>

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

SUMMIT ACADEMY CS (NYC CHANCELLOR) 331500860953

8. Select all positions you have held on the Board:

(check all that apply)

- Vice Chair/Vice President

- Treasurer

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

No

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

No

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

No

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

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Sunday, October 25, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/fbaca80e25079de403>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Bailin

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

SUMMIT ACADEMY CS (NYC CHANCELLOR) 331500860953

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

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

No

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

No

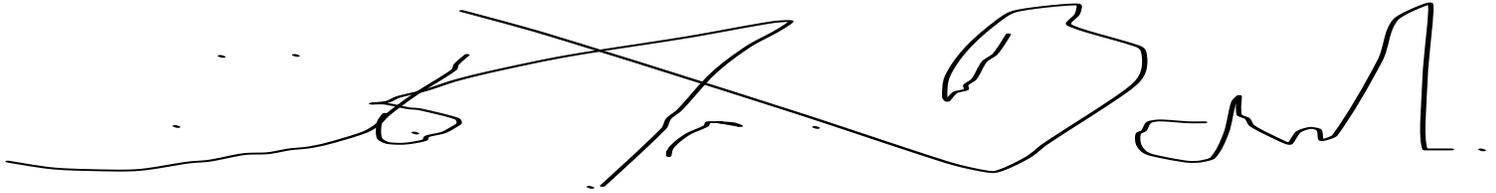
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, written across the page.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 30, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/c2135d6bf93cdc520c>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Floyd	Mitchell

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

SUMMIT ACADEMY CS (NYC CHANCELLOR) 331500860953

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

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

No

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

No

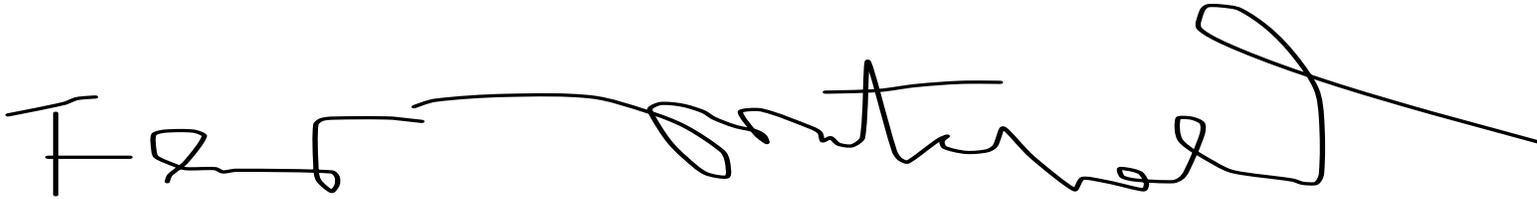
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "F. J. [unclear]". The signature is written in a cursive style with a large loop at the end.

Thank you.