



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report for Summit Academy Charter School SCHOOL YEAR 2018-2019

NEW YORK CITY DEPARTMENT OF EDUCATION
Office of School Design and Charter Partnerships
100 Gold Street
Suite 3500
New York, NY 10038
Tel: 212-374-5419
CharterOversight@schools.nyc.gov
schools.nyc.gov/charters

CONTENTS

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION.....	2
PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS	6
PART 3: FINDINGS	9
APPENDIX A : SCHOOL OVERVIEW.....	40
APPENDIX B : SCHOOL VISIT	43
APPENDIX C : ACADEMIC PERFORMANCE	44
APPENDIX D : GRADE 3-8 PERFORMANCE LEVELS	45
APPENDIX E : REGENTS PERFORMANCE FOR SPECIAL POPULATIONS.....	47
APPENDIX F : CHARTER SCHOOL GOALS	55
APPENDIX G : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS	75
APPENDIX H : ADDITIONAL ACCOUNTABILITY DATA	78
SOURCES	79

This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

Summit Academy Charter School	
DBN	84K730
School Leader(s)	Cheryl Swift; Natasha Campbell
Board Chair(s)	Michael Bernard
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	15
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(K027) 27 Huntington Street, Brooklyn, NY 11231 Grades at Building: 6-12 Facility Owner: DOE
2018-2019 Enrollment ⁱ	324
2018-2019 Grades Served	6-12
Current Authorized Enrollment	350
Current Authorized Grade Span	6-12
School Opened For Instruction	2009-2010
School Year of First Renewal	2013-2014
School Year of Second Renewal	2016-2017
Current Charter Term ¹	July 1, 2017 – June 30, 2019

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full term for the restructured Summit Academy Charter School (SACS):

Recommendation	
Proposed New Charter Term	5 years
Proposed Authorized Grade Span for New Charter Term	6-12
Proposed Authorized Enrollment for New Charter Term	350

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school's full application plan is included below.

In the event that the charter receives a subsequent full-term renewal in the 23-24 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 350 students in grades 6-12 in that future charter term, in alignment with the plan described below.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
6	37	40	40	40	40	40
7	42	40	40	40	40	40
8	46	40	40	40	40	40
9	48	60	60	60	60	60
10	61	60	60	60	60	60
11	34	60	60	60	60	60
12	40	50	50	50	50	50
TOTAL	308	350	350	350	350	350

The SACS Board of Trustees and NYCDOE have agreed that restructuring the school for the next proposed charter term is the best path forward to support the students. Restructuring SACS will address ongoing academic concerns by requiring implementation of a new educational program and replacement of existing board members and leadership. It will also ensure that families in Red Hook, and particularly those enrolled in SACS, continue to have access to a community-based school, which is much needed as this community has few educational options. In February 2019, the NYCDOE solicited applicants to lead the restructuring process; the NYCDOE and SACS selected Center for Educational Innovation (CEI) to serve as the Educational Partner Organization (EPO). As the EPO, CEI will be responsible for developing and implementing a restructuring plan designed to ensure that during the next proposed charter term, academic outcomes at the school improve and meet or exceed all accountability standards required of NYCDOE Chancellor-authorized charter schools. The SACS Board of Trustees was deeply involved in the selection of CEI and agreed that their application was reflective of the needs and feedback of the community.

As part of the restructuring, and subject to Board of Regents approval, CEI will conduct a Principal recruitment process; the new Principal will assume the responsibilities of the current Principal and Executive Director, removing the top layer of management. New Board members will be added to the board starting in May 2019, and current members (apart from one to two existing board members to ensure organizational continuity) will resign effective June 30, 2019. New board members will be selected with an eye towards a connection to the Red Hook community, as well as key needs of the school community, including expertise in education, operations, law, human resources, youth development, health services and community-based organization. All current SACS staff will be afforded the opportunity to reapply for roles at the school. CEI will conduct an in-depth assessment of the academic program, school culture, enrollment, instructional data use & processes, and operations. Subsequently, CEI will conduct strategic planning for curriculum development, school culture development, professional development, assessments, and operations. In close partnership with the school staff, students, family members and community members, CEI and the newly restructured Board of Trustees will create a shared mission, vision, and values for the restructure and change process.

Based on the comprehensive needs assessment of the school, CEI may bring Project BOOST (Building Options and Opportunities for Students) to SACS to provide students with academic enrichment, cultural enrichment, basic skills development, academic guidance, and community service opportunities. CEI will also explore, based on the needs assessment, bringing a mastery-based approach to the SACS curriculum, as well as implementing the New York State Board of Regents benchmarks for Social and Emotional Learning through a personalized learning framework.

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

SACS received a two-year short-term renewal in the 2016-17 academic year with the following conditions:

Current Charter Conditions²	Met/Not Met To Date	Notes
1. By June 30th of each year of the next charter term, the school must maintain at least 60 days of cash on hand per the cash position standard.	Not Met	2017-18: Not Met See Figure 38
2. By October 31st of each year of the next charter term, the school must have an enrollment that is at least 85% of its current authorized enrollment per the projected revenues standard.	Met	2017-18: Met

² Conditions are evaluable through 2017-2018.

Current Charter Conditions²	Met/Not Met To Date	Notes
3. By June 30th of each year of the next charter term, the Board of Trustees must meet the minimum required number of times per N.Y. Educ. Law § 2851.	Not Met	2017-18: Not Met The board did not meet in August 2017 (the Finance committee did meet in August 2017). N.Y. Educ. Law § 2851 requires “monthly board of trustee meetings.”
4. By June 30th of each year of the next charter term, the Board of Trustees must consistently meet quorum as defined in the Board Bylaws.	Not Met	2017-18: Not Met Quorum was not met at the September 2017 and February 2018 meetings.

SACS was not placed on notice during the current charter term.

CHARTER SCHOOL BACKGROUND

SACS is a middle and high school located in the Red Hook neighborhood of Brooklyn. The school is located in a NYC DOE-operated building in Community School District 15. The school is co-located with the Red Hook Neighborhood School.³ The school is in its third charter term.

SCHOOL HIGHLIGHTS⁴

According to the school's renewal application, “SACS offers a well-rounded education that pairs an academically rigorous curriculum, enrichment opportunities like violin, STEM, and African Drumming, and support that goes above and beyond to help all scholars reach their full potential. We are proud to see evidence of our mission to prepare students for college in action: 135 of our SACS graduates are now attending college programs.”

CURRENT SCHOOL LEADERSHIP TEAM⁵

School Leader Name	Position	Years at School
1. Natasha Campbell	Executive Director	9.0
2. Cheryl Swift	Principal	3.0
3. Stephanie Douglas	Assistant Principal	<1.0
4. Iveliz Colon	Assistant Principal of Learning Supports	<1.0
5. Tameka Godbalt	Staff Developer	<1.0
6. Samease Handshaw	Director of Finance & Operations	9.0

³ According to NYC DOE Location Code Generation and Management System.

⁴ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁵ School Leadership Team information is from July 1, 2018 through October 1, 2018.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, SACS has partially demonstrated academic success.

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

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

SACS is evaluated only on outcomes from 2017-2018 (the last year in their current charter term in which a full set of data is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and to calculate growth.

Standards	Charter Term Outcomes ⁶	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	○	2017-18: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	○	2017-18: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁷	●	2017-18: Met See Figure 1
NYS Math exam proficiency rates meet or exceed comparable CSD rates	○	2017-18: Not Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	○	2017-18: Not Met See Figure 2

⁶ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁷ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁶	Details
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	●	2017-18: Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	○	2017-18: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	○	2017-18: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁸	N/A	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 4
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	○	2017-18: Not Met See Figure 5
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 6
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 8
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 10
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2017-18: Met See Figure 7
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	○	2017-18: Not Met See Figure 9
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	○	2017-18: Not Met See Figure 11
Global History Regents exam pass rates meet or exceed Citywide rates	○	2017-18: Not Met See Figure 16
Global History Transition Regents exam pass rates meet or exceed Citywide rates	○	2017-18: Not Met See Figure 17
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	●	2017-18: Met See Figure 18
Living Environment Regents exam pass rates meet or exceed Citywide rates	●	2017-18: Met See Figure 12

⁸ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes ⁶	Details
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	●	2017-18: Met See Figure 13
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	○	2017-18: Not Met See Figure 14
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	○	2017-18: Not Met See Figure 15
Graduation rates meet or exceed Citywide rates ⁹	●	2017-18: Met See Figure 19
Academic Growth		
NYS ELA exam proficiency rates increase	N/A	NYS Math and ELA assessments administered beginning with the 2017-18 school year were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.
NYS Math exam proficiency rates increase	N/A	
NYS Comprehensive English Regents exam pass rates increase	N/A	See Figure 4
NYS English Language Arts Common Core Regents exam pass rates increase	○	2017-18: Not Met See Figure 5
NYS Integrated Algebra Regents exam pass rates increase	N/A	See Figure 6
Geometry Regents exam pass rates increase	N/A	See Figure 8
Algebra 2/Trigonometry Regents exam pass rates increase	N/A	See Figure 10
Algebra I (Common Core) Regents exam pass rates increase	○	2017-18: Not Met See Figure 7
Geometry (Common Core) Regents exam pass rates increase	○	2017-18: Not Met See Figure 9
Algebra II (Common Core) Regents exam pass rates increase	●	2017-18: Met See Figure 11
Global History Regents exam pass rates increase	N/A ¹⁰	

⁹ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

¹⁰ NYSED did not administer this exam in June 2018 due to the change to the Global History Transition exam. As such, the 2017-18 results are not comparable to 2016-17. This standard is not applicable for 2017-18.

Standards	Charter Term Outcomes⁶	Details
Global History Transition Regents exam pass rates increase	N/A	See Figure 17
U.S. History & Government Regents exam pass rates increase	●	2017-18: Met See Figure 18
Living Environment Regents exam pass rates increase	●	2017-18: Met See Figure 12
Physical Setting/Earth Science Regents exam pass rates increase	●	2017-18: Met See Figure 13
Physical Setting/Chemistry Regents exam pass rates increase	○	2017-18: Not Met See Figure 14
Physical Setting/Physics Regents exam pass rates increase	●	2017-18: Met See Figure 15
Graduation rates increase	○	2017-18: Not Met See Figure 19
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	2017-18: Met See Figure 21
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	2017-18: Met See Figure 21
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	○	2017-18: Not Met See Figure 24
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	○	2017-18: Not Met See Figure 24
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	○	2017-18: Not Met See Figure 20
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	○	2017-18: Not Met See Figure 20
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	○	2017-18: Not Met See Figure 23
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	○	2017-18: Not Met See Figure 23

Standards	Charter Term Outcomes⁶	Details
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹¹ meet or exceed CSD rates	○	2017-18: Not Met See Figure 22
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 22
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	○	2017-18: Not Met See Figure 25
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 25
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 67
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 68
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 69
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 71
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 73
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 70
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 72
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 74
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 79
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 80
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 81
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 75
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 76
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 77
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 78

¹¹ For the purposes of state test evaluation, “students eligible for FRPL” comprises economically disadvantaged students as identified by NYSED.

Standards	Charter Term Outcomes ⁶	Details
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 52
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2017-18: Not Met See Figure 53
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 54
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 56
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 58
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2017-18: Not Met See Figure 55
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 57
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 59
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 64
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2017-18: Met See Figure 65
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2017-18: Not Met See Figure 66
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2017-18: Met See Figure 60
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2017-18: Met See Figure 61
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 62
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 63
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 82
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 83
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 84
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 86

Standards	Charter Term Outcomes ⁶	Details
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 88
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2017-18: Met See Figure 85
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 87
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 89
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 94
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 95
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2017-18: Met See Figure 96
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 90
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2017-18: Met See Figure 91
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 92
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met See Figure 93
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	See Figure 26
Graduation rates for SWD meet or exceeds Citywide rates	●	2017-18: Met See Figure 27
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates ¹²	N/A	
College & Career Readiness (for grades 9-12 only)		

¹² The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked "N/A" for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes⁶	Details
Postsecondary enrollment rates meet or exceed Citywide rates ¹³	●	2017-18: Met See Figure 28
College & Career Preparatory Course Index meet or exceeds Citywide average	○	2017-18: Not Met See Figure 29
College Readiness Index meet or exceeds Citywide average	○	2017-18: Not Met See Figure 30

¹³ The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

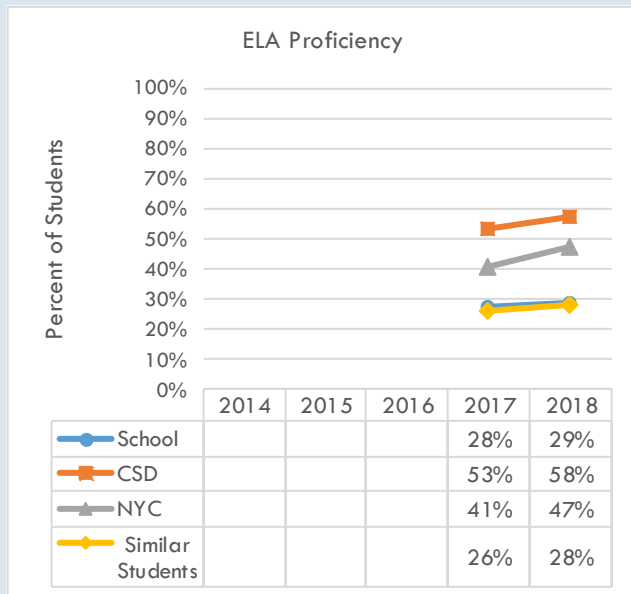


Figure 1

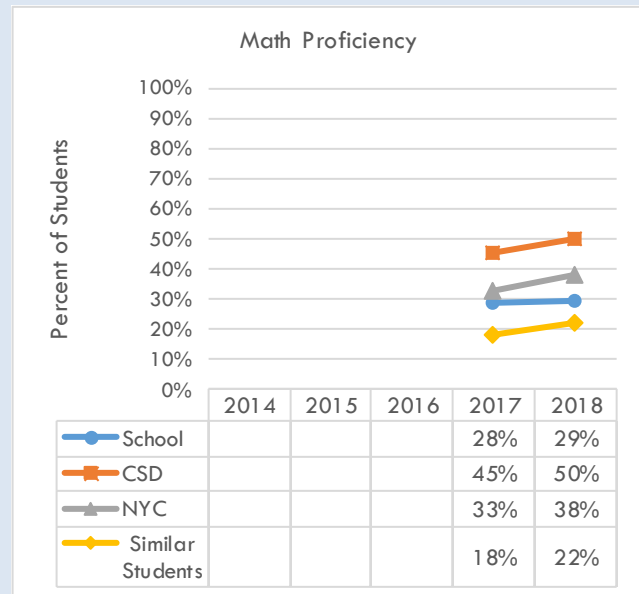


Figure 2

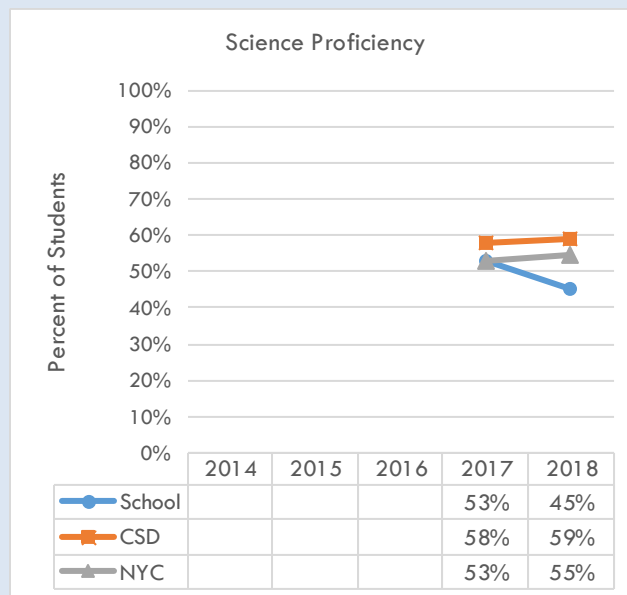


Figure 3

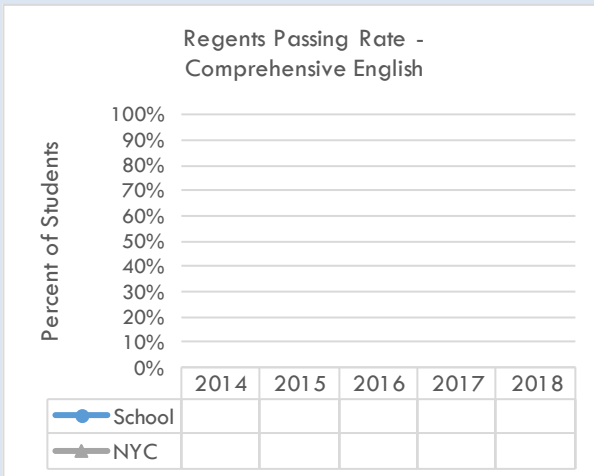


Figure 4

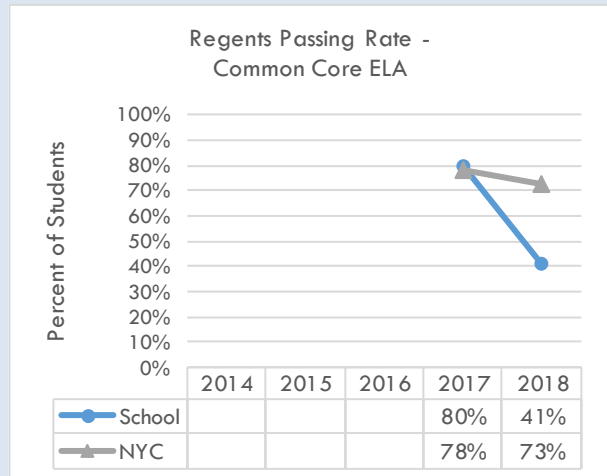


Figure 5

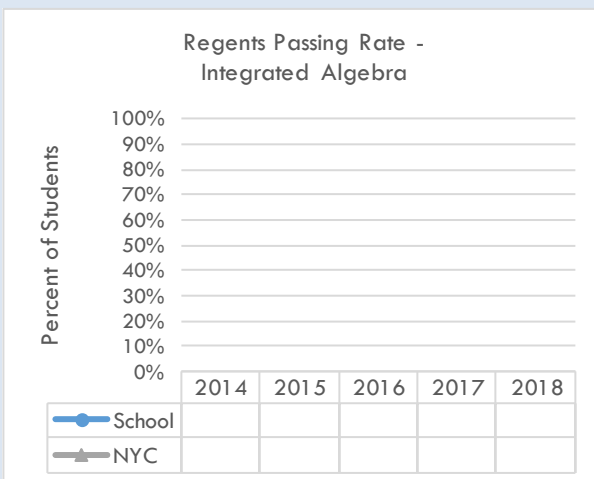


Figure 6

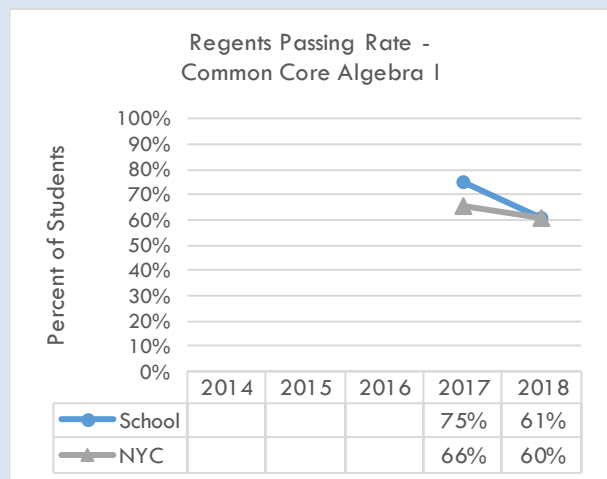


Figure 7

¹⁴ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

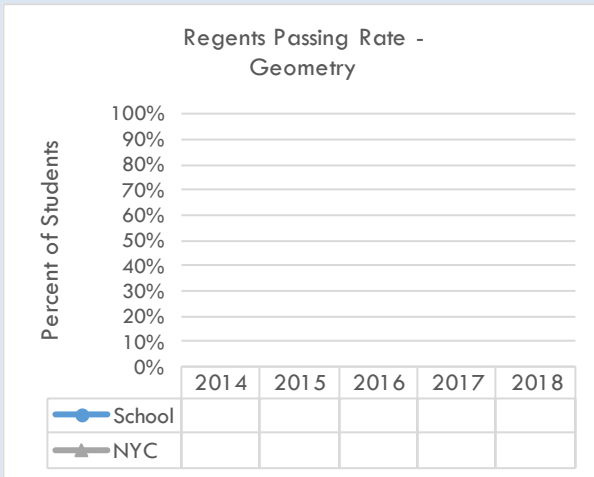


Figure 8

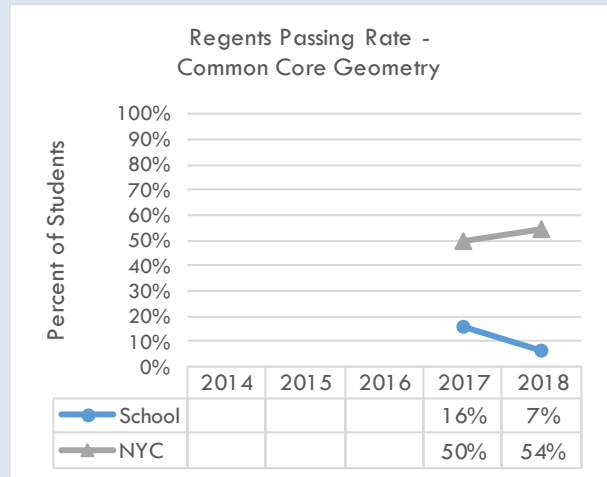


Figure 9

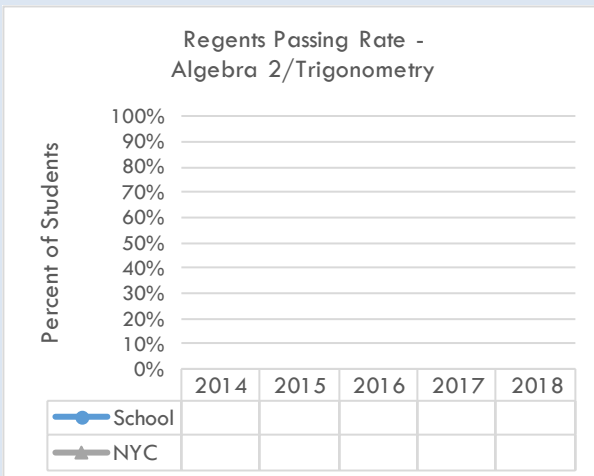


Figure 10

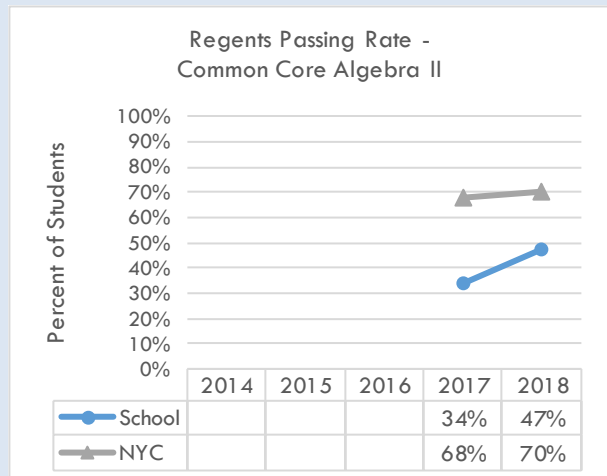


Figure 11

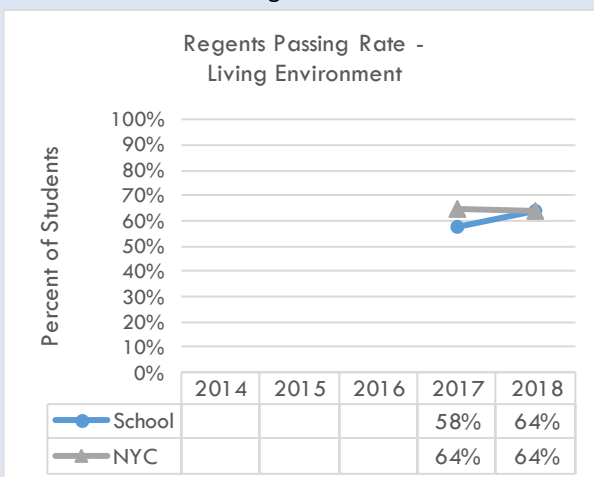


Figure 12

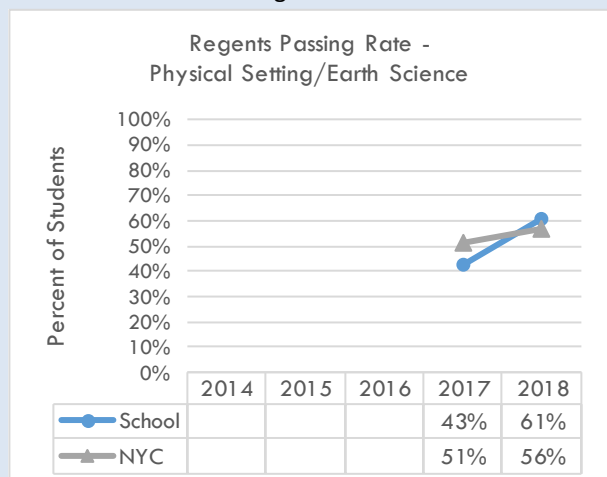


Figure 13

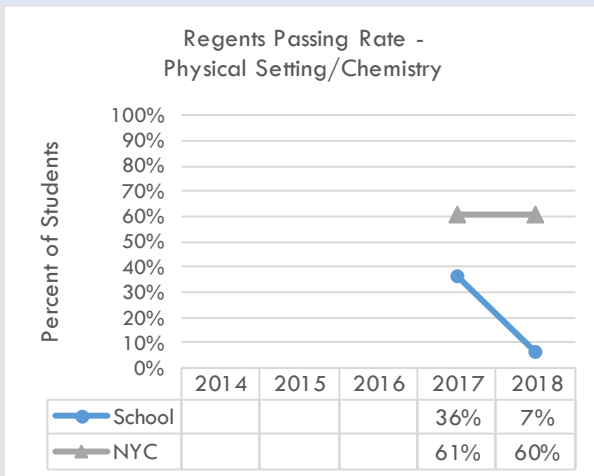


Figure 14

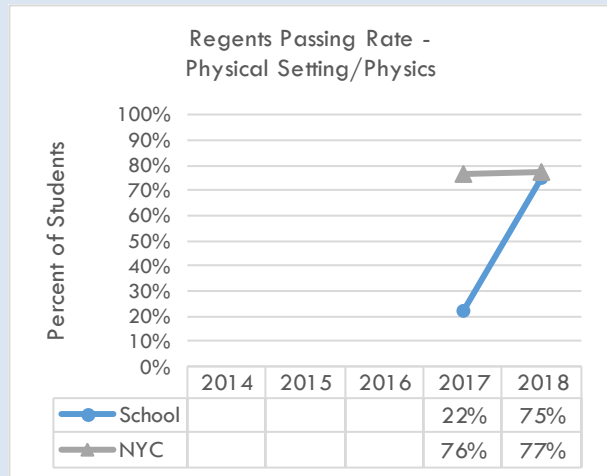


Figure 15

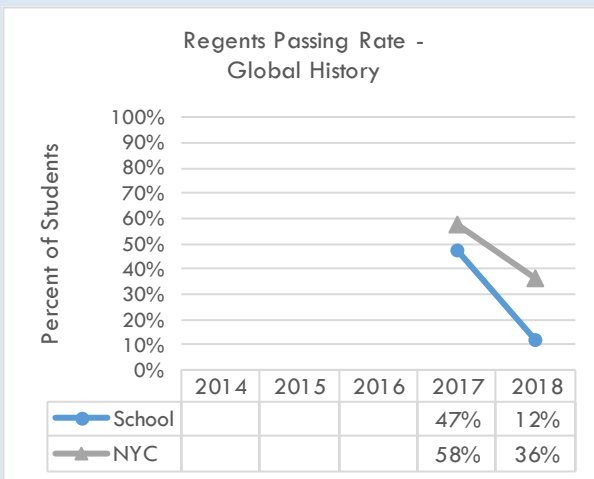


Figure 16

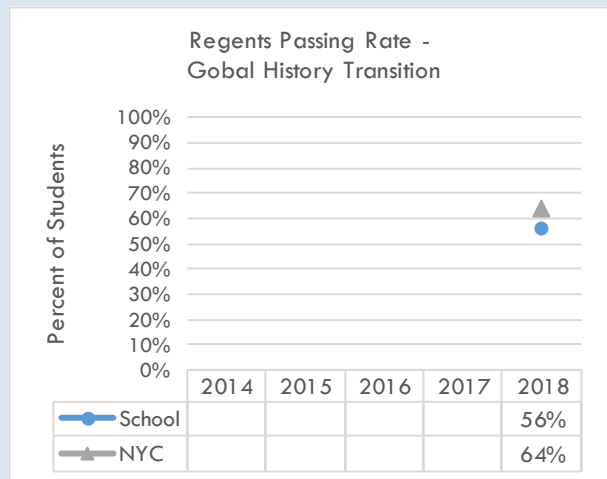


Figure 17

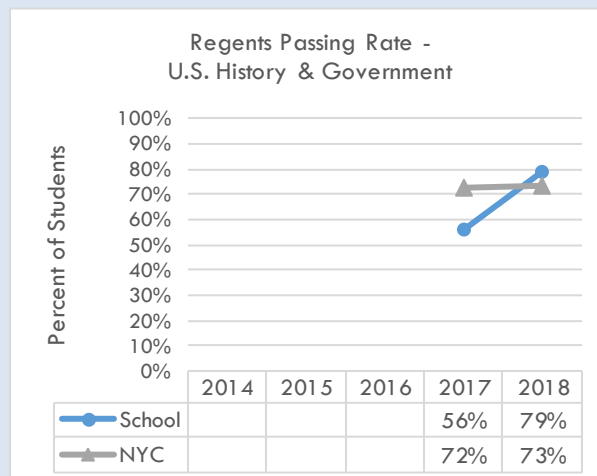


Figure 18

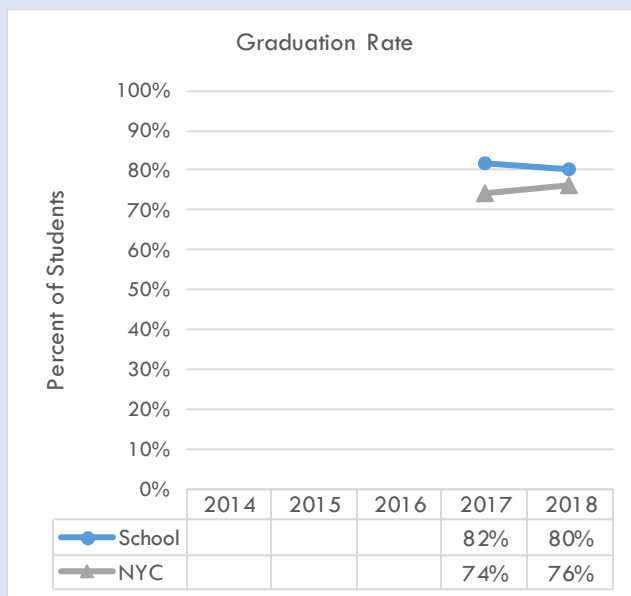


Figure 19

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADE 3-8 ENGLISH LANGUAGE ARTS^v

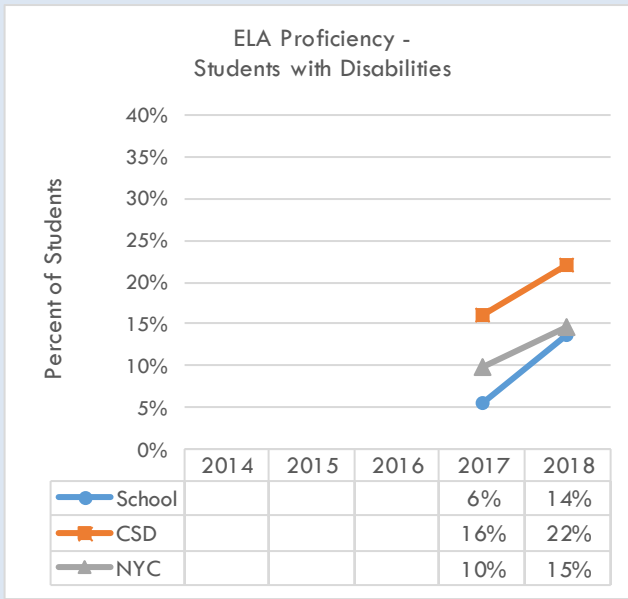


Figure 20

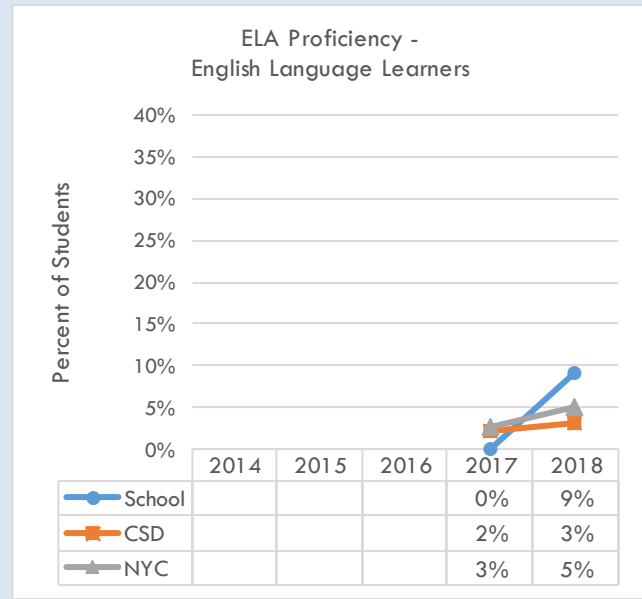


Figure 21

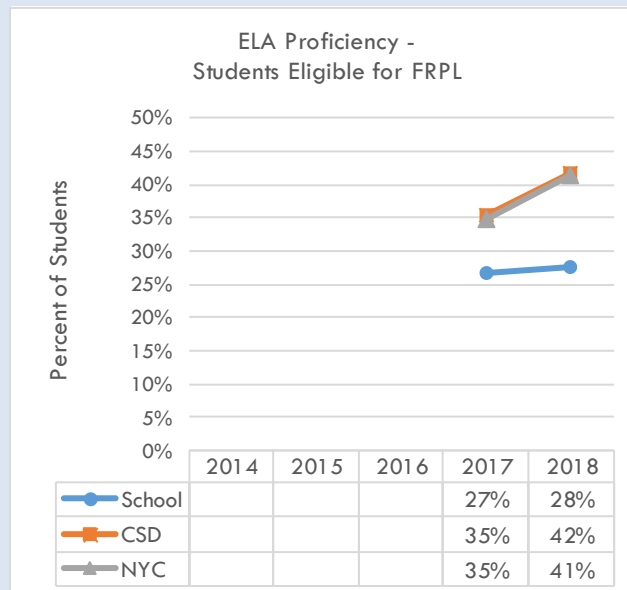


Figure 22

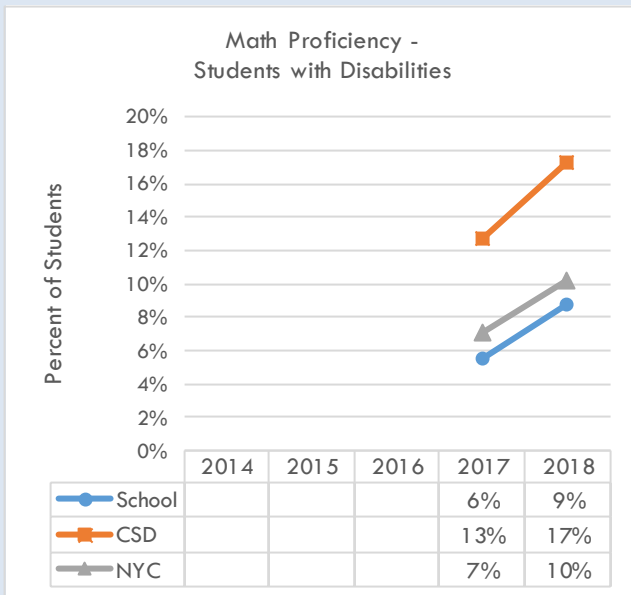


Figure 23

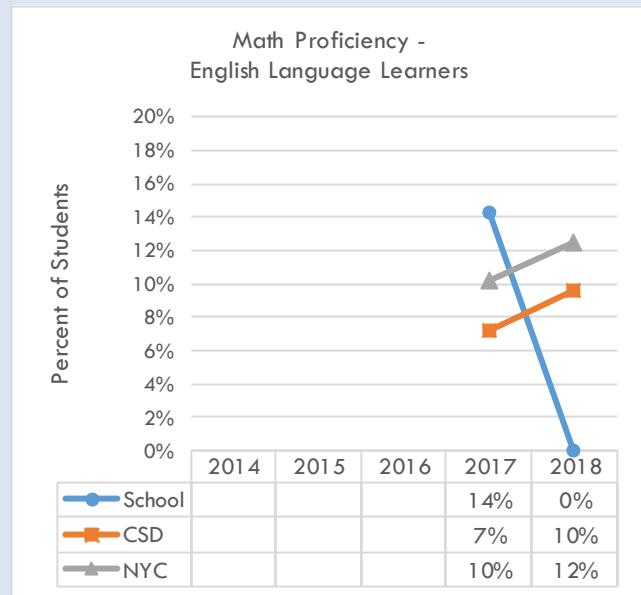


Figure 24

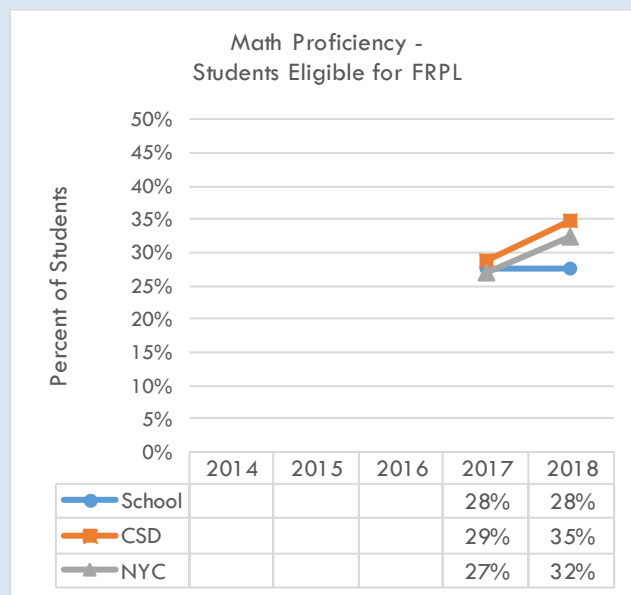


Figure 25

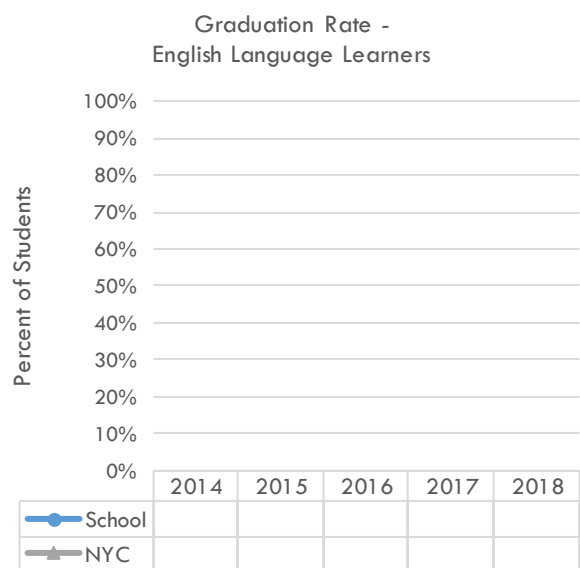


Figure 26

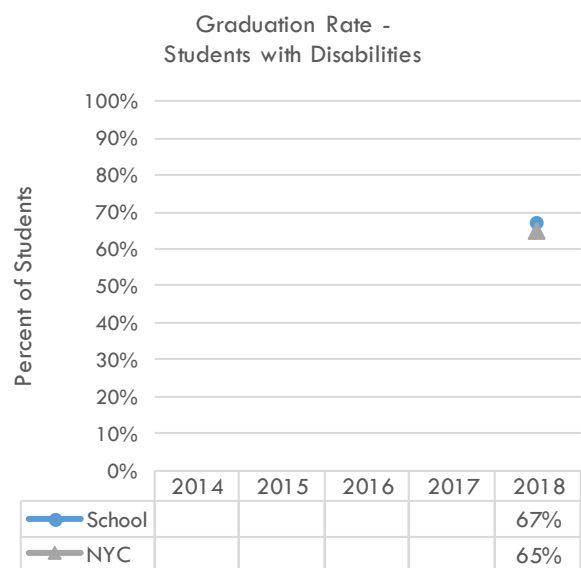


Figure 27

¹⁵ If applicable, results in cases when five or fewer students graduate are not displayed in this section's figures.

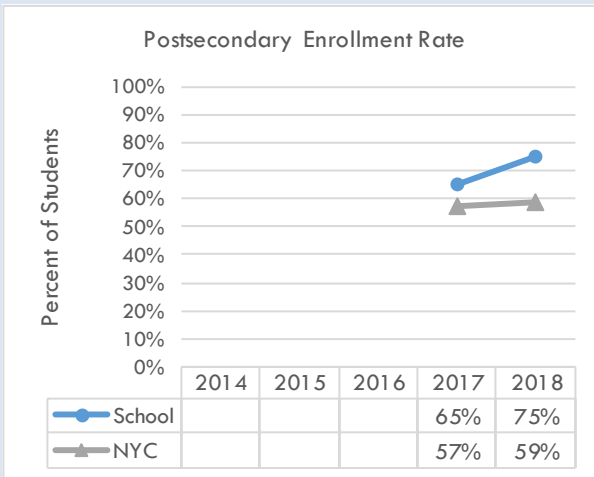


Figure 28

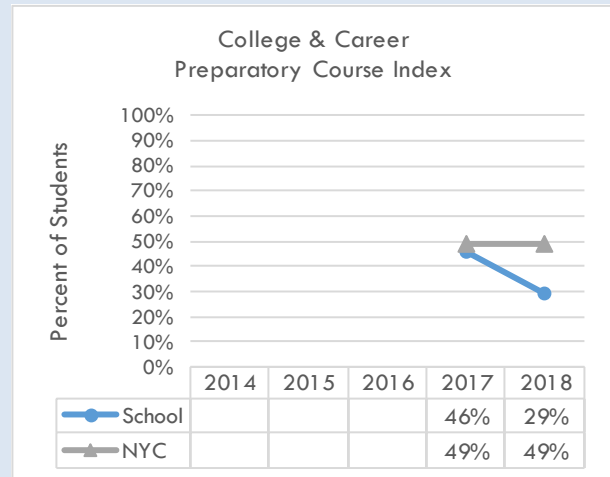


Figure 29

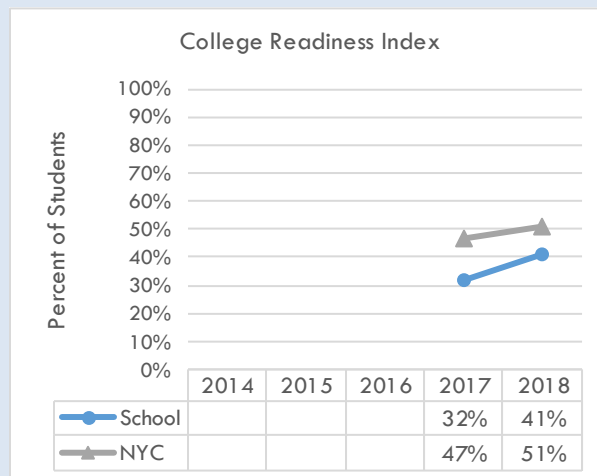


Figure 30

¹⁶ For complete definitions of these metrics, see the resources available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>

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

At the time of this school's renewal, SACS has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

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

For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹⁷

Board Member Name	Position	Committee(s)	Years on Board
1. Michael Bernard	Chair	Finance	4
2. Yvette Holder	Vice Chair	Development	2
3. Nestor Dominguez	Treasurer	Finance	1
4. Floyd Mitchell	Secretary	Academic Achievement	5
5. Raymond Gurani	Trustee	Development	2
6. Meta Washington	Trustee	Academic Achievement	1
7. Richard Watson	Trustee	Academic Achievement	1
8. John Bailin	Trustee	Academic Achievement	6

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

COLLEGE FOCUS

Scholars receive college prep course work and college exposure as early as 6th grade. They learn about college expectations from current college students/recent graduates. Teachers incorporate real world connections into lessons that require critical thinking, reading, writing and problem solving skills. Homerooms/Advisories are also named after colleges/universities and scholars are identified in groups by these higher academic institutions. In addition, scholars visit campuses all over the United States to see and experience first-hand college life. Throughout our building, it is evident that college is the goal. We are proud that 93% of our first two classes of graduates were accepted to college.

¹⁷ Board of Trustees as of October 1, 2018.

DATA DRIVEN INSTRUCTION

Data helps us reflect on our practice to provide engaging, impactful instruction. We use Do Nows, Exit Tickets, regular checks for understanding, classwork, discussions, projects, homework, quizzes, tests and interim assessments to group scholars, modify instruction, reteach and differentiate. Teachers meet weekly and we hold at least one data day each quarter to discuss scholar progress. We leverage Mastery Connect to help us understand and manage scholar mastery of standards.

MORE TIME ON TASK/ENGAGED TIME

Research has shown that the more engaged scholars are, the higher they achieve. To that end, we implement No Nonsense Nurturing strategies to develop better relationships with scholars, improve classroom management, and increase time on task. To increase learning time, we have an extended school year and offer Saturday Academy. We also have amended our daily school schedule to include more classroom time in core content classes: ELA, Math, Social Studies and Science including double blocks of Math and ELA in the middle school. Our goal is to maximize scholar time on task and ensure scholars practice both stamina and pacing while decreasing teacher burn out by running more efficiently with little to no interruptions in learning.

STRONG SCHOOL/HOME PARTNERSHIP

Before the school year begins, teachers call and visit scholar families. This visit allows for parents to hear about our mission, vision and expectations and for teachers to learn more about the scholar. Parents also attend our Meet & Greet, Parent Teacher Conferences and receive regular calls to learn about classroom expectations and scholar progress. Parents stay involved through our Family Achievement Council which meets every month to offer workshops. Parents also volunteer their time to support in our school whether it be via teacher invitation for parents to offer their expertise on a particular content subject, chaperoning on a school trip or supporting with some of our school wide celebratory events.

CHARACTER DEVELOPMENT PROGRAM

Summit Academy builds strong character through internalizing the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, citizenship. We do this via several vehicles including: cooperative and service learning, literature, role play/drama, story-telling, the study of heroes and world leaders, direct instruction, sports, and other methods of stimulating ethical consciousness, commitment and competence to make sound choices. We also utilize our advisory program to support in building strong character. Our teaching staff serve as advisors to smaller groups of children (8-15) and during built in periods weekly engage in discourse with their advisees involving structured lessons and personal choices that affect their character development.

EMPHASIS ON COMMUNITY LEADERSHIP

Character cannot be fully developed through classroom learning alone, so we provide opportunities to learn from the world beyond our campus. Scholar community service is non-curriculum-based and recognized by and/or arranged through the school or through independent relationships that families have with organizations within the city. Community service is mandatory; it includes explicit learning objectives and reflection or critical analysis activities. It may also include additional activities that take place on or off of school grounds depending on the grade.

STRATEGIES TO CLOSE THE ACHIEVEMENT GAP

We use research-based, proven strategies to help close the achievement gap for our scholars, which they include the following: 1. Evidence-based instruction and interventions to support scholars who are struggling or not making consistent progress. 2. Rigorous curriculum, lesson plans and instruction. 3. Increased instructional time and supplemental instruction, 4. Frequent progress monitoring, 5. Targeted, purposeful professional development, and 6. Increased family involvement.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^{ix}

In the 2017-18 school year, 6 or 42% of leadership staff left the school; 9 or 25% of instructional staff left the school; and no non-instructional staff left the school.

GOVERNANCE

In 2017-18, the Board had 8 members; this was within the minimum to maximum range of 7 to 13 members stated in the bylaws. The 2017-18 calendar listed 12 Board meetings. The Board met 13 times (twice in October 2017 and twice in June 2017), but did not meet in August 2017, which did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 11 out of the 13 meetings that took place in 2017-18.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on October 16, 2018. Thirty-seven individuals attended the hearing. Seventeen comments were made in support and no comments were made in opposition to the proposed charter renewal. Comments in support focused on the encouragement and love the students receive, even though the students are not necessarily performing well academically. Comments in support also focused on a sense of family at the school.

On April 9, 2019, the NYC DOE held a public hearing about the proposed revisions requested for the restructured renewal for Summit Academy Charter School. Fifty-one individuals attended the hearing. No comments were made in support and fifteen comments were made in opposition to the proposed charter revision. Comments opposed focused on the desire to see staff and leadership remain with the school and not have to re-apply for roles.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

SACS is evaluated only on outcomes from 2017-2018 (the last year in their current charter term in which a full set of data is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and to calculate growth.

Standards	Charter Term Outcomes ¹⁸	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2017-18: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	2017-18: Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁹	○	2017-18: Not Met See Figure 31
Student attendance rate meets or exceeds CSD average	○	2017-18: Not Met See Figure 32
Student attendance rate meets or exceeds Citywide average	○	2017-18: Not Met See Figure 32
Improved student retention rate over prior year	●	2017-18: Met See Figure 33
Decreased student suspension rate over prior year ²⁰	○	2017-18: Not Met See Figure 47 and Figure 48
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	○	2017-18: Not Met School missed 4 out of 26 submission deadlines.
School has documented teacher evaluation procedures	●	2017-18: Met
School has documented professional development opportunities	●	2017-18: Met
School has a formal process for evaluating progress against charter school goals	●	2017-18: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2017-18: Met
Board has developed a succession plan for board and school leadership	●	2017-18: Met

¹⁸ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁹ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

²⁰ To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

Standards	Charter Term Outcomes ¹⁸	Details
Board has access to legal counsel	●	2017-18: Met
Board held the required number of meetings per the charter law	○	2017-18: Not Met The board did not meet in August 2017. N.Y. Educ. Law § 2851 requires “monthly board of trustee meetings.”
Board meetings consistently meet quorum	○	2017-18: Not Met Quorum was not met at the September 2017 and February 2018 meetings.
Compliance		
School’s ELL enrollment meets or exceeds CSD rate	○	2017-18: Not Met See Figure 36
School’s ELL retention meets or exceeds CSD rate	●	2017-18: Met See Figure 37
School’s SWD enrollment meets or exceeds CSD rate	○	2017-18: Not Met See Figure 34
School’s SWD retention meets or exceeds CSD rate	○	2017-18: Not Met See Figure 35
School’s FRPL enrollment meets or exceeds CSD rate	●	2017-18: Met See Figure 38
School’s FRPL retention meets or exceeds CSD rate	○	2017-18: Not Met See Figure 39
School has written rules and procedures for student discipline (“discipline policy”), which includes guidelines for suspension and expulsion. The discipline policy is consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	2017-18: Met
School has followed all applicable lottery and enrollment laws and regulations	●	2017-18: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	N/A	Standard not applicable to charters located in DOE-operated buildings.

Standards	Charter Term Outcomes¹⁸	Details
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) ²¹	●	2017-18: Met
School is in compliance with employee fingerprinting requirements	●	2017-18: Met
School has an appropriate safety plan	●	2017-18: Met
School has appropriate insurance documentation	●	2017-18: Met
School is in good standing with the Department of Health	●	2017-18: Met
School has submitted its Annual Report to NYSED and posted it online	●	2017-18: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2017-18: Met

²¹ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

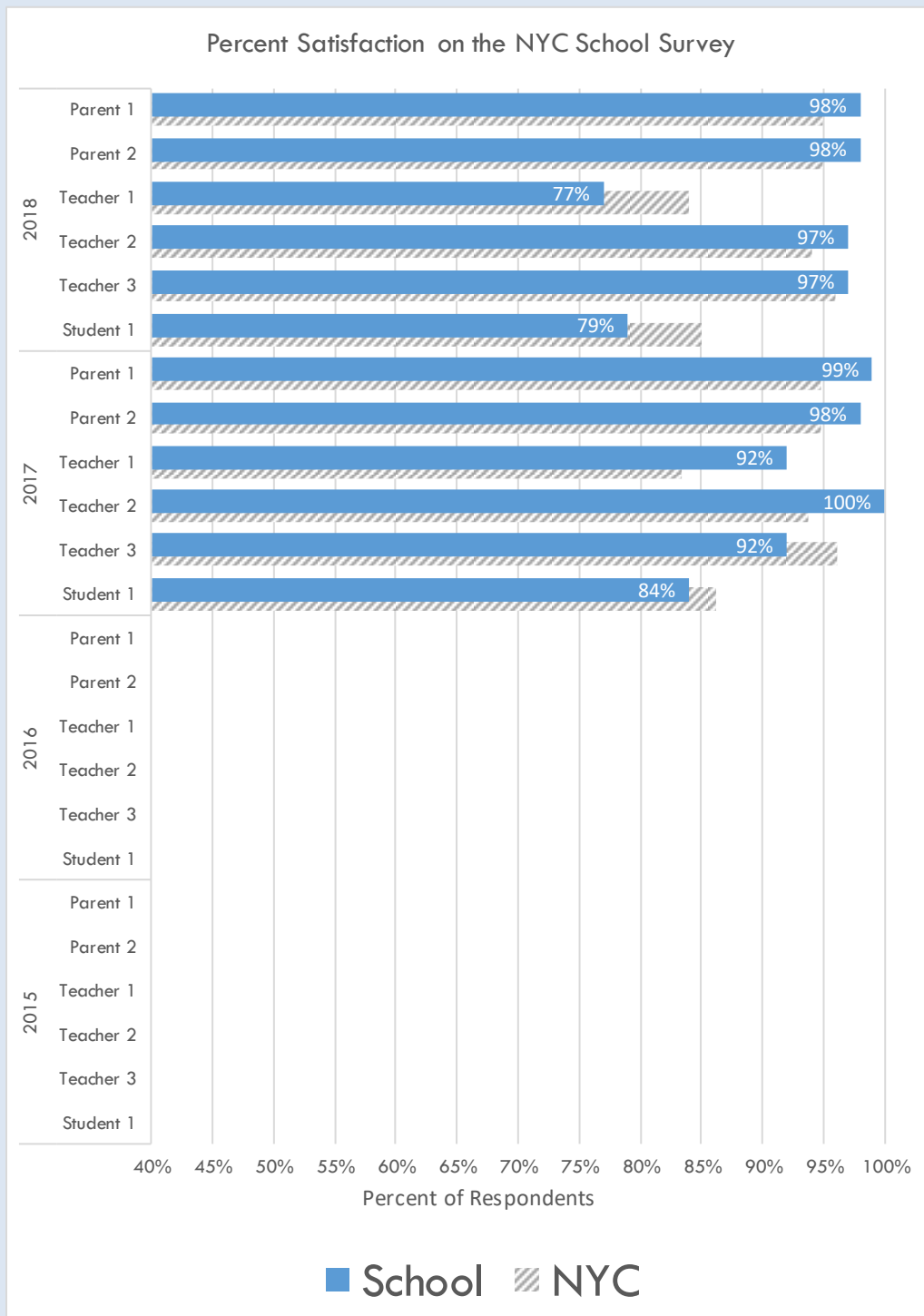


Figure 31

ATTENDANCE, ENROLLMENT²² AND RETENTION^{xi}

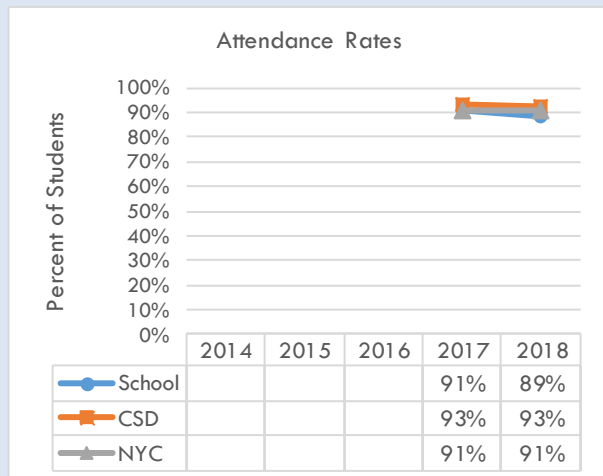


Figure 32

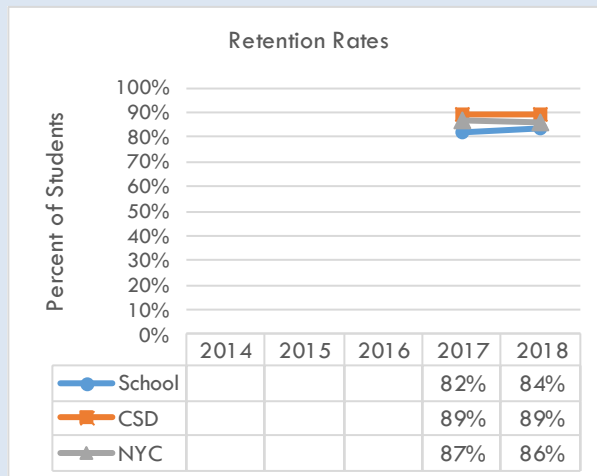


Figure 33

²² A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

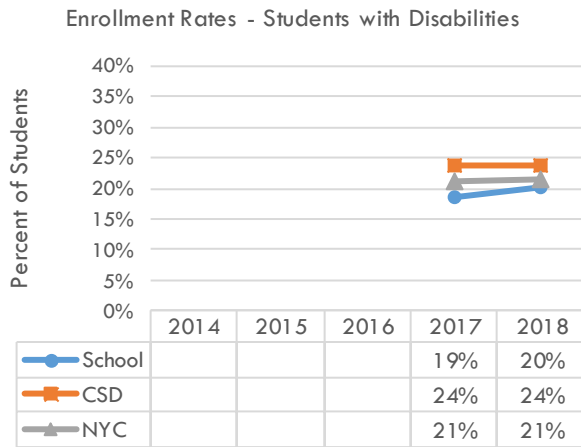


Figure 34

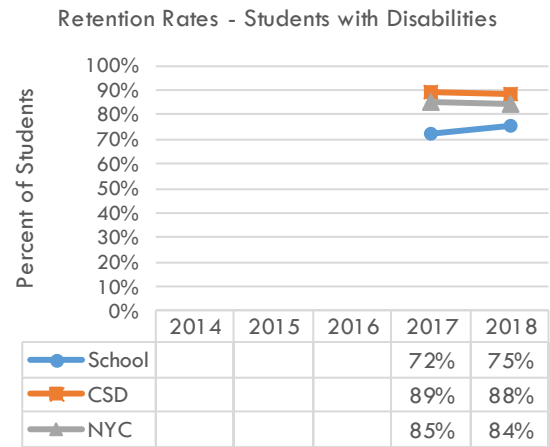


Figure 35

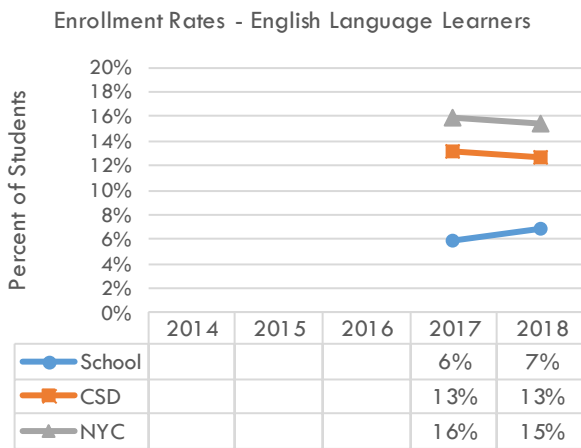


Figure 36

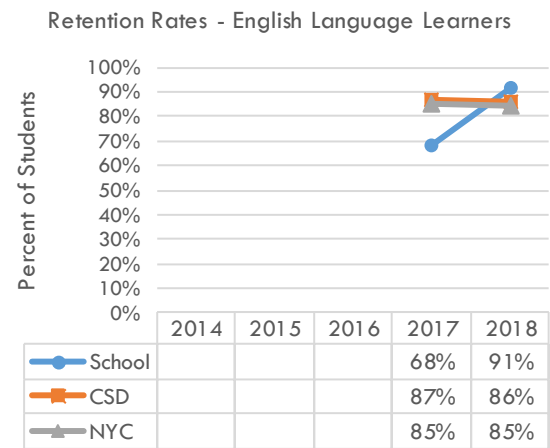


Figure 37

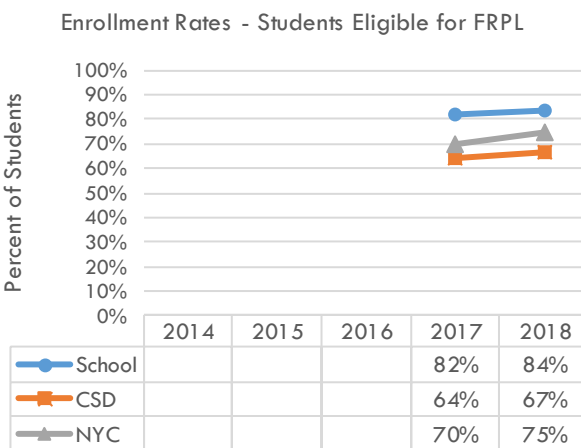


Figure 38

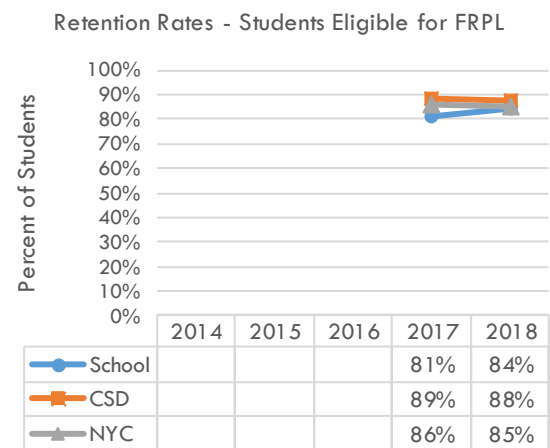


Figure 39

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, SACS has demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2018 (FY18) showed no material findings. The independent auditor provided the following update from a finding in fiscal year 2017 (FY17):

Summit Academy Charter School held ten board meetings in addition to its annual meeting during the fiscal year ended June 30, 2018. This is pursuant with the Charter School's bylaws as required by the Charter School's First Renewal Charter.

This is not in alignment with the requirement to meet monthly as per the Charter Schools Act. In addition, Section 5.2 of SACS's current board bylaws require that the board hold 12 regular meetings each year in addition to its annual meeting.

The school has a partnership with Charter School Business Management.

The school has \$75,141 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

SACS is evaluated only on outcomes from 2017-2018 (the last year in their current charter term in which a full set of data is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and to calculate growth.

Standards	Charter Term Outcomes ²³	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	○	2017-18: Not Met See Figure 40

²³ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

Standards	Charter Term Outcomes²³	Details
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2017-18: Met See Figure 41
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2017-18: Met See Figure 42
Debt management – school is meeting all current debt obligations	●	2017-18: Met
Long-term Financial Sustainability		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	●	2017-18: Met See Figure 43
Aggregated three-year total margin – school operates at a surplus over three-year period	N/A	Standard applicable to schools with at least three evaluable years of their charter terms. SACS has one evaluable year.
Debt to assets ratio less than 1.0	●	2017-18: Met See Figure 45
Aggregate assets to liabilities ratio greater than 1.0	N/A	Standard applicable to schools with at least three evaluable years of their charter terms. SACS has one evaluable year.
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	●	2017-18: Met See Figure 44
Multi-year cash flow – positive cash flow over previous three fiscal years	N/A	Standard applicable to schools with at least three evaluable years of their charter terms. SACS has one evaluable year.

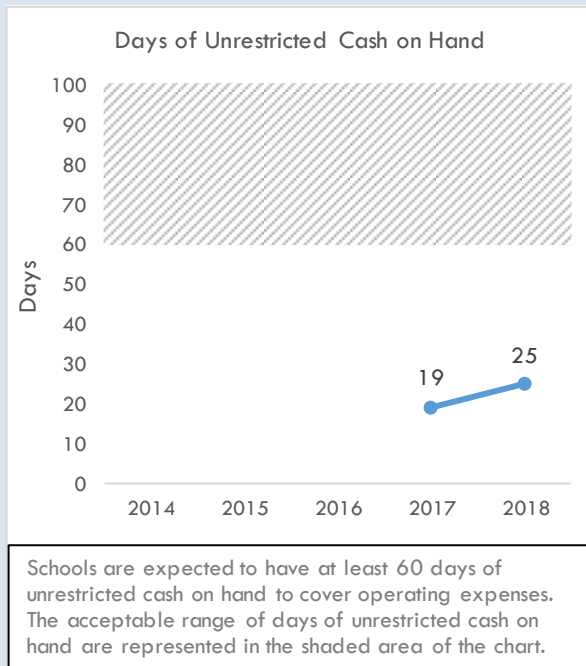


Figure 40

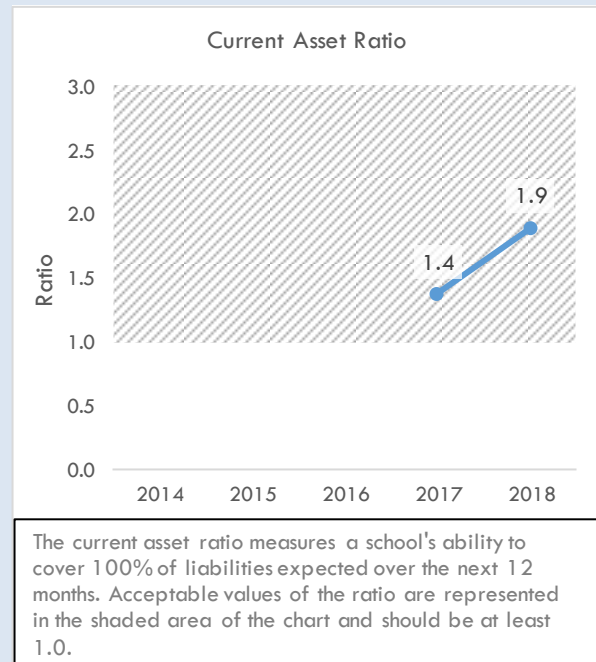


Figure 41

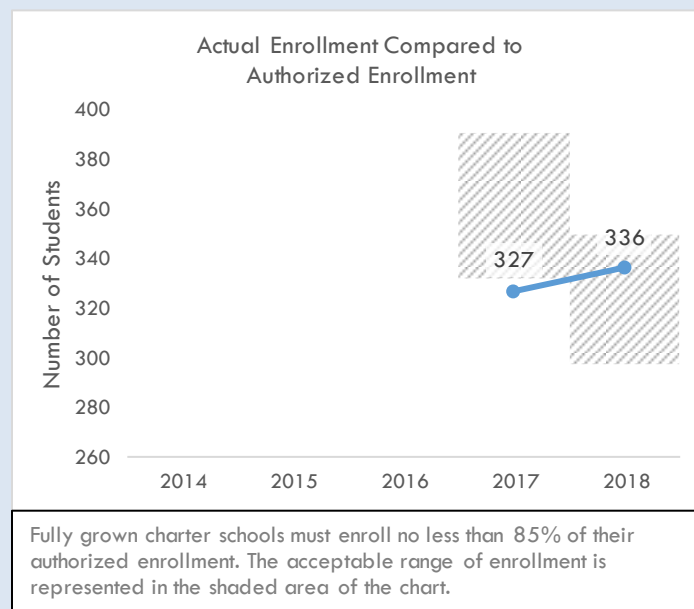


Figure 42

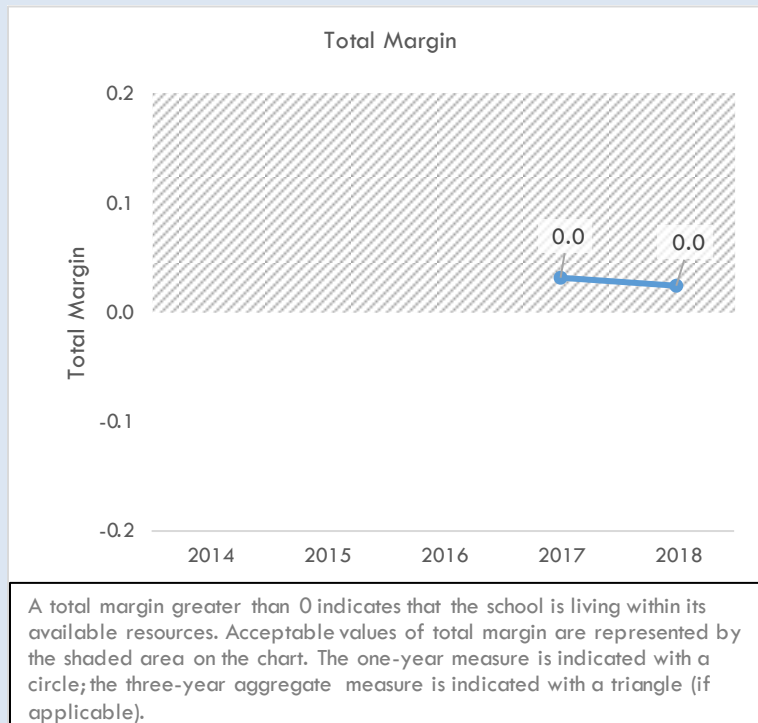


Figure 43

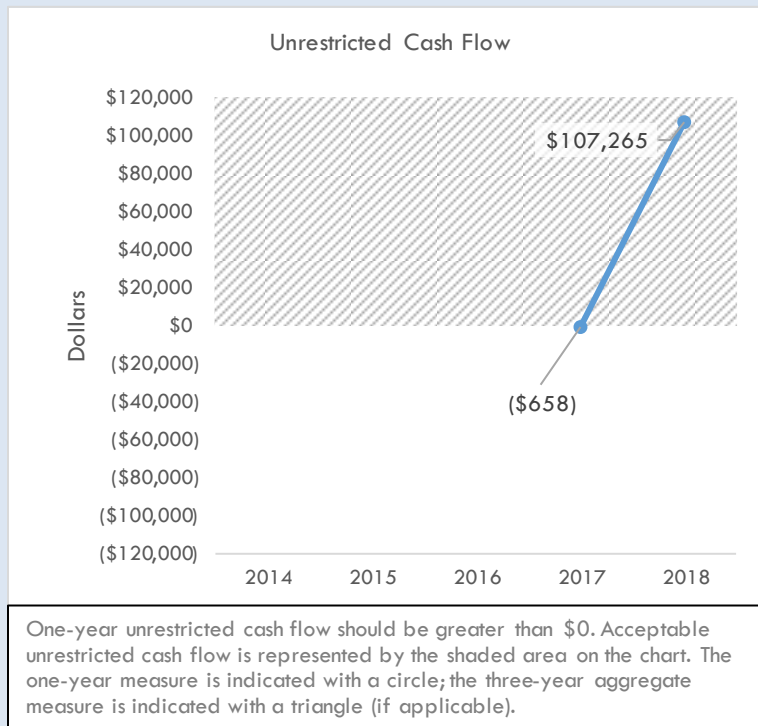


Figure 44

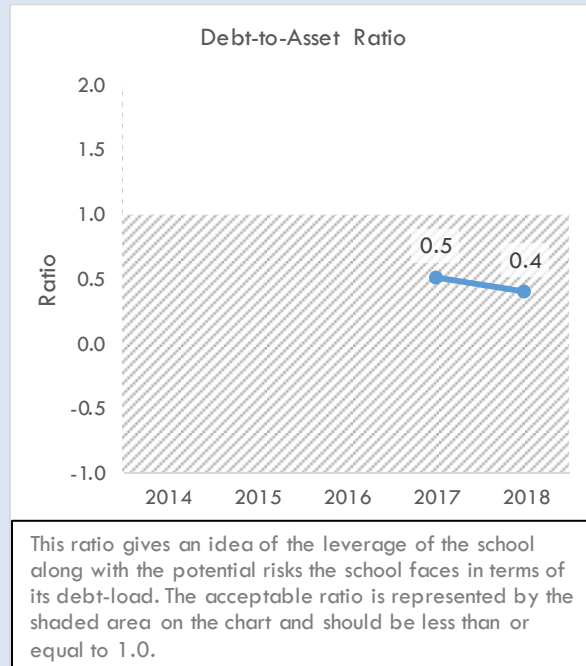


Figure 45

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data and has not been reviewed for accuracy or completeness.

Programming, Admissions, and Lottery	
Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	3
Primary Entry Grade(s)	6-7
Additional Grade(s) for which Student Applications are Accepted	8-12
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	386
Number of Students Accepted via the Lottery (School Year 2018-2019)	166
Lottery Preferences	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	No

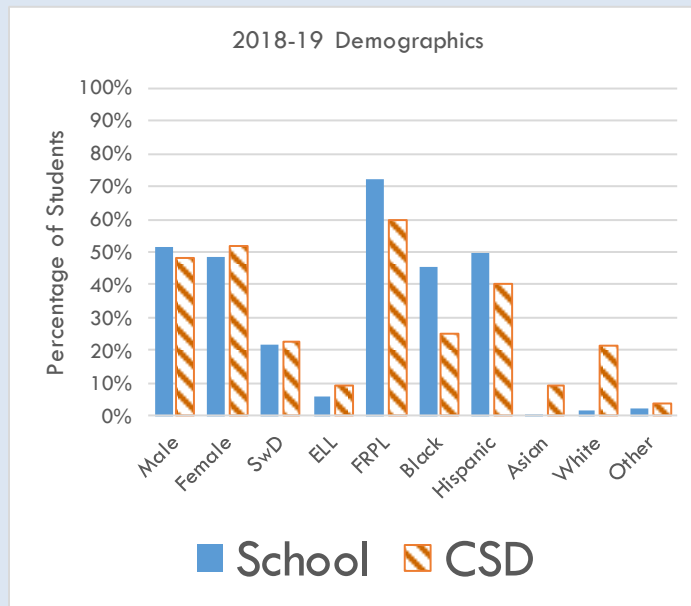


Figure 46

SUSPENSION AND EXPULSION RATES^{xv}

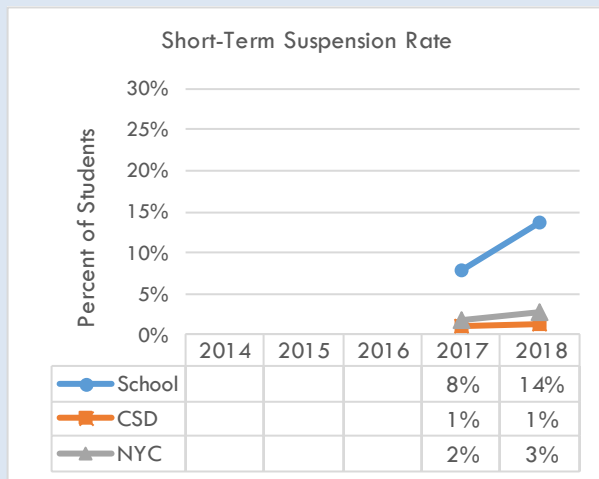


Figure 47

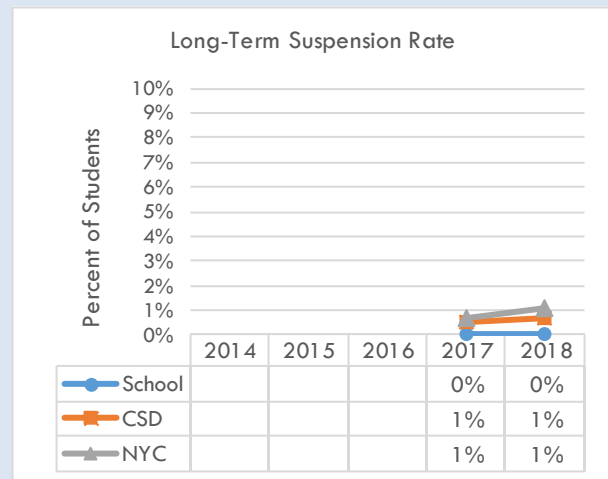


Figure 48

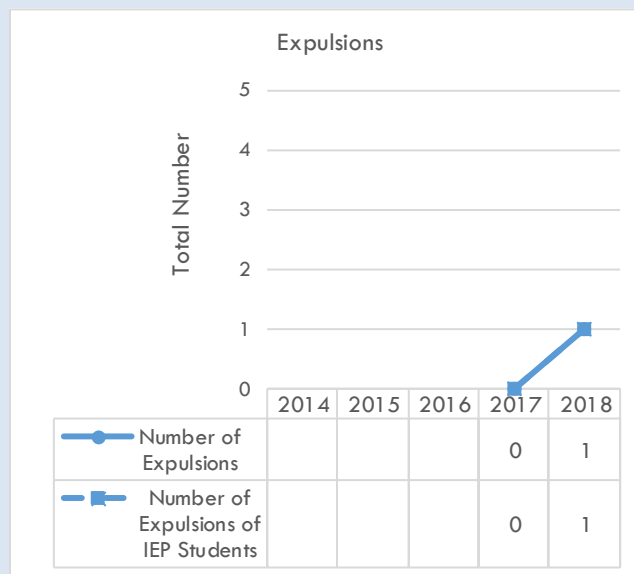


Figure 49

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited SACS on October 16, 2018 and October 17, 2018. The school leadership team identified what CAAT members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of teachers meeting and greeting scholars either at the door or inside the classroom as they enter; CAAT saw evidence of this.
- Evidence that scholars will enter the classroom and immediately begin the entry procedures; CAAT did not observe this.
- Evidence of a WBC (whiteboard configuration) that includes: the date, the objective for the class period, the Do Now assignment, the agenda for the class, and the assigned homework from class; CAAT saw evidence of this.
- Evidence of exemplary scholar work on display (in and outside of the classroom); CAAT saw mixed evidence of this.
- Evidence of anchor charts, content-specific posters, and a data board; CAAT saw evidence of this.
- Evidence of scholars engaged in independent and/or group activities; CAAT saw evidence of this.
- Evidence of scholars reading, listening, writing and discussing in ELA classes; CAAT saw evidence of this.
- Evidence of scholars taking notes and watching the instructor model the skill of the day in Math classes; CAAT did not observe this.
- Evidence of higher order thinking and applications in math classes; CAAT did not see evidence of this.
- Evidence that most classes will devote a portion of class time to allow both the instructor and scholars to work through some example problems together prior to sending scholars off on their own to work on the new skill of the day; CAAT saw evidence of this.
- Evidence that some classes end their class period with an exit ticket, a short evaluation assessing the level of mastery scholars can display; CAAT saw mixed evidence of this. When an exit ticket was executed, it did not always reliably capture student mastery data.
- Evidence of differentiation in the form of varied grouping, diverse materials, assignments and technology integration; CAAT saw mixed evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xvi}

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Summit Academy Charter School					
Grade 3					
Grade 4					
Grade 5					
Grade 6				6%	28%
Grade 7				32%	26%
Grade 8				42%	32%
DIFFERENCE FROM CSD					
Grade 3					
Grade 4					
Grade 5					
Grade 6				-39%	-32%
Grade 7				-25%	-30%
Grade 8				-16%	-25%

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Summit Academy Charter School					
Grade 3					
Grade 4					
Grade 5					
Grade 6				19%	17%
Grade 7				26%	36%
Grade 8				39%	35%
DIFFERENCE FROM CSD					
Grade 3					
Grade 4					
Grade 5					
Grade 6				-32%	-38%
Grade 7				-27%	-19%
Grade 8				17%	6%

ENGLISH/LANGUAGE ARTS

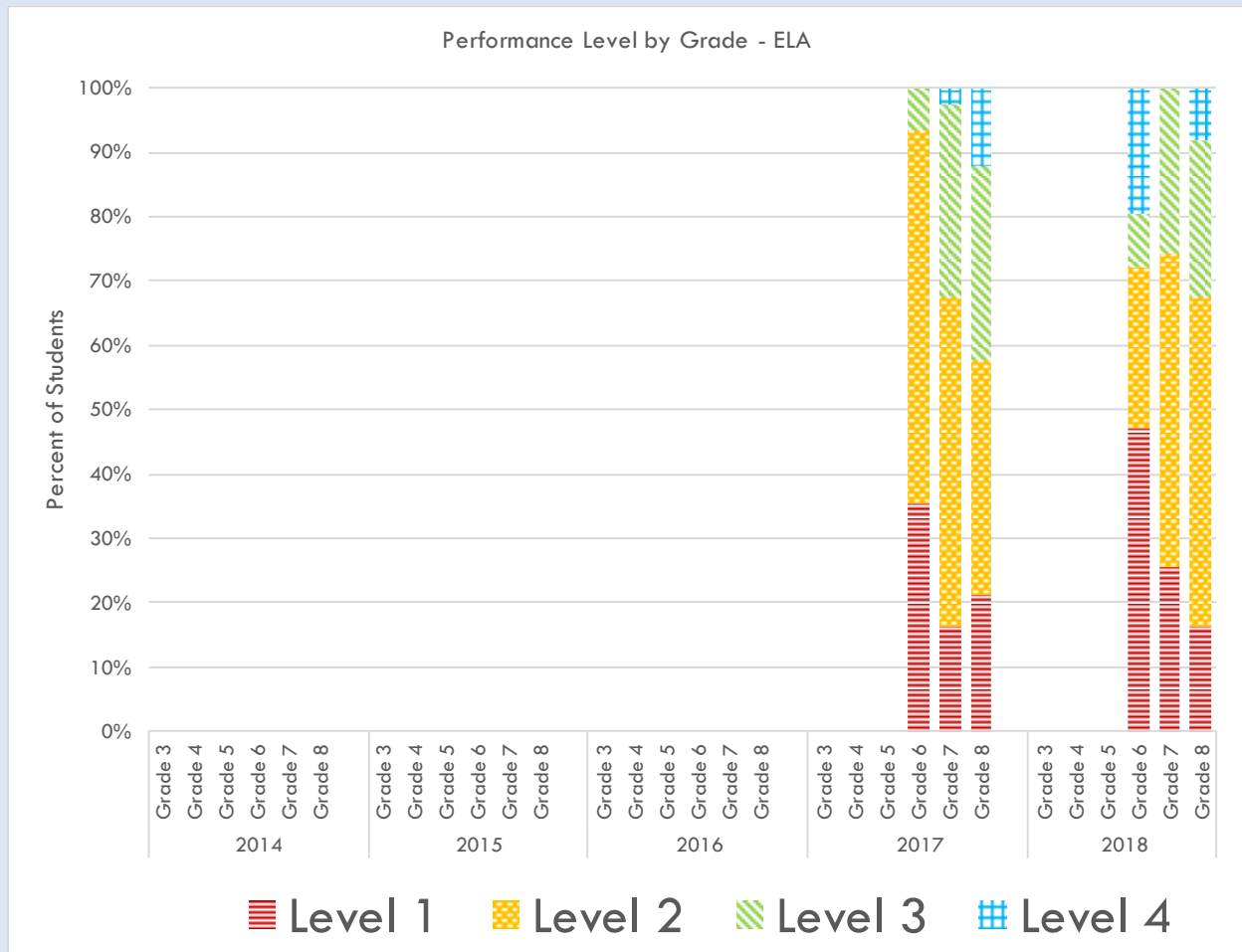


Figure 50

MATH

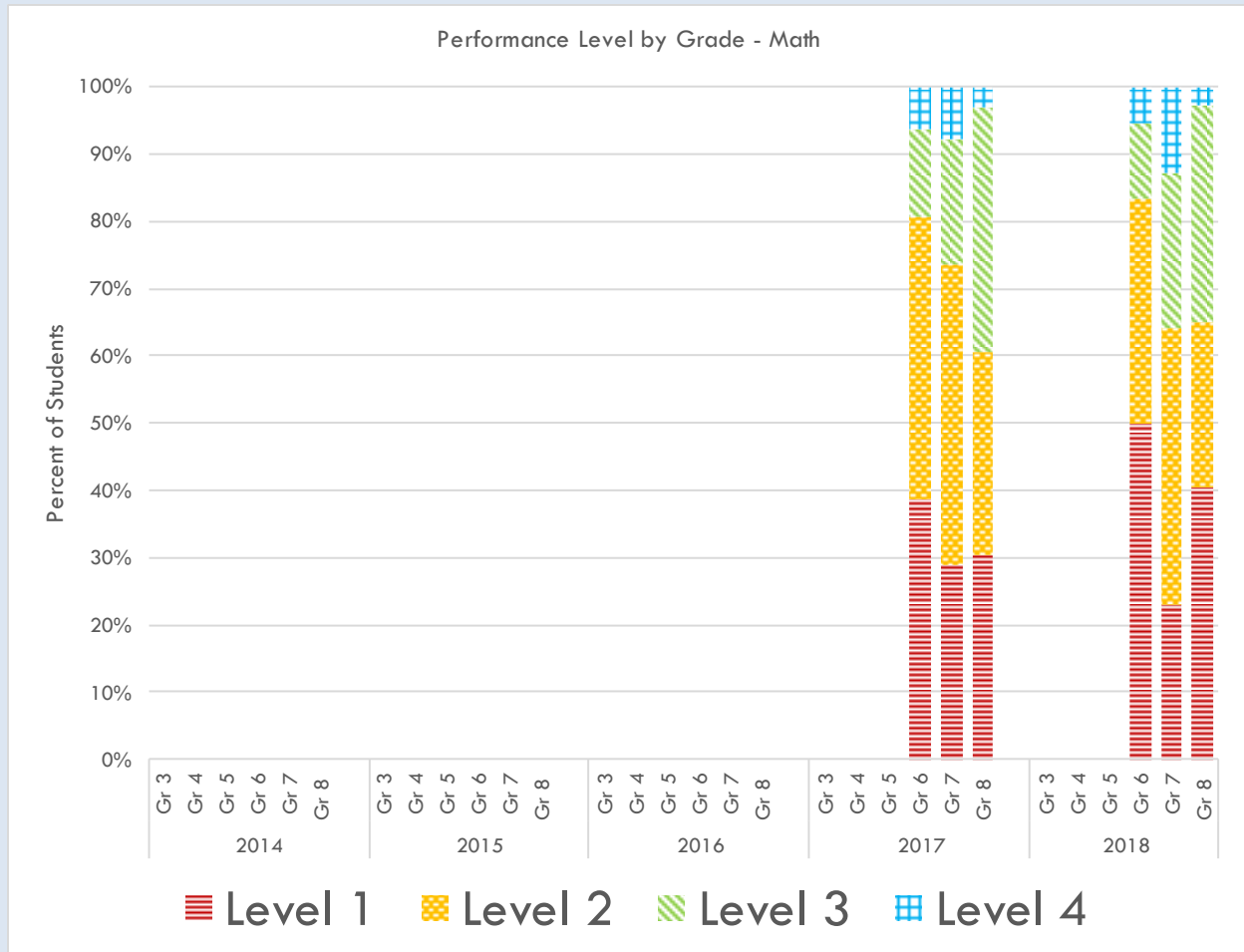


Figure 51



Figure 52



Figure 53



Figure 54



Figure 55

²⁴ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

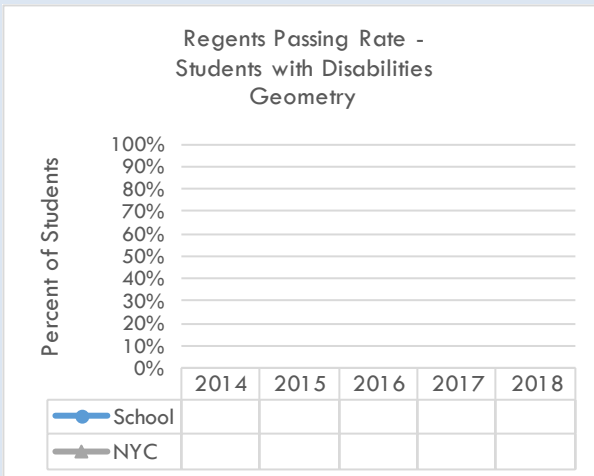


Figure 56

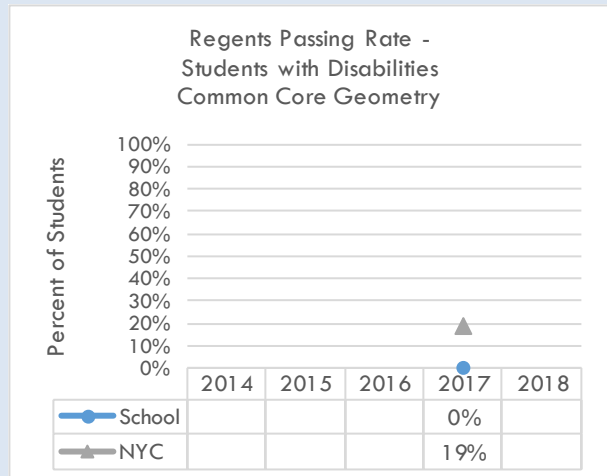


Figure 57

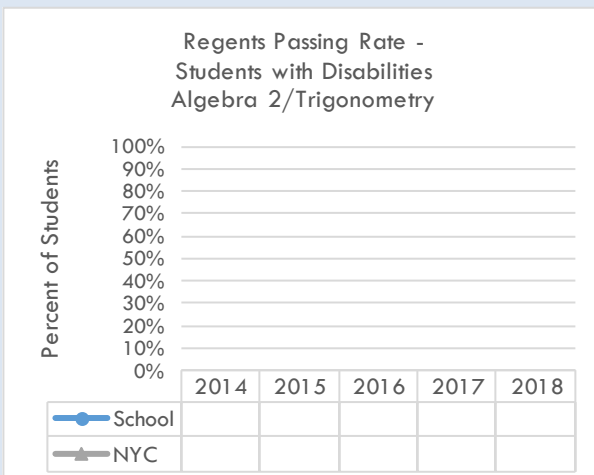


Figure 58

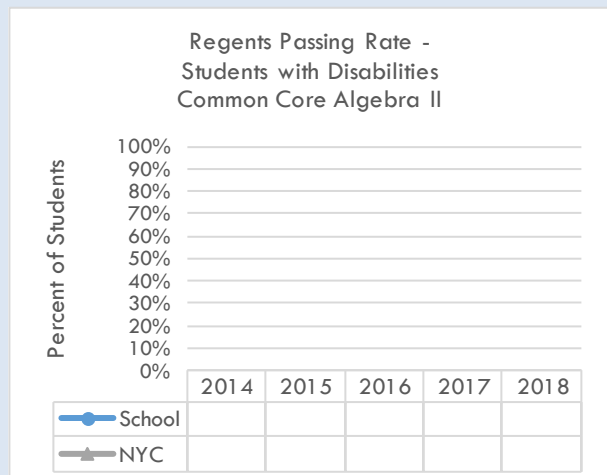


Figure 59

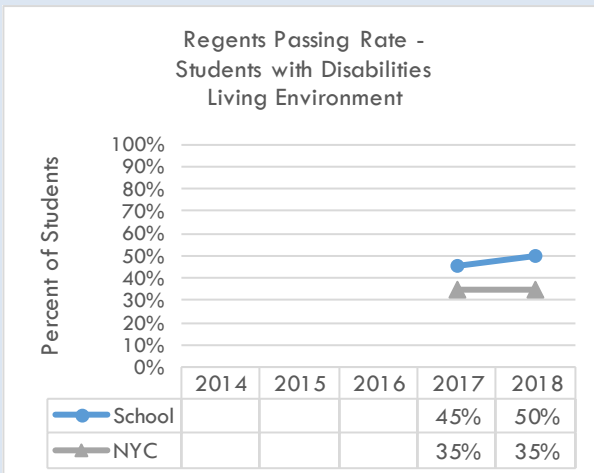


Figure 60

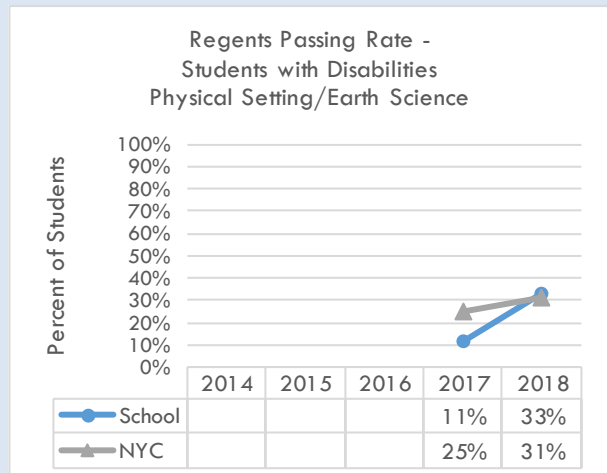


Figure 61

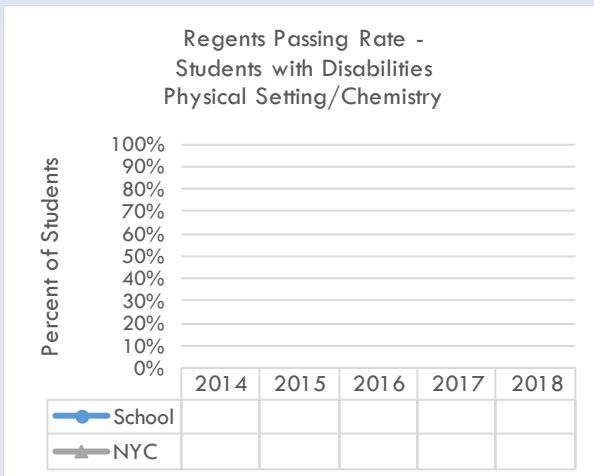


Figure 62

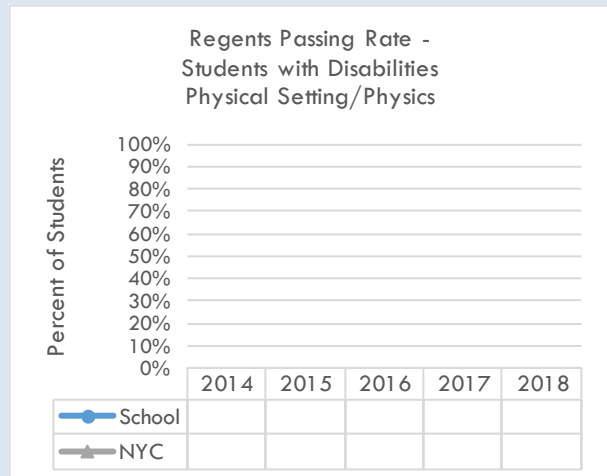


Figure 63

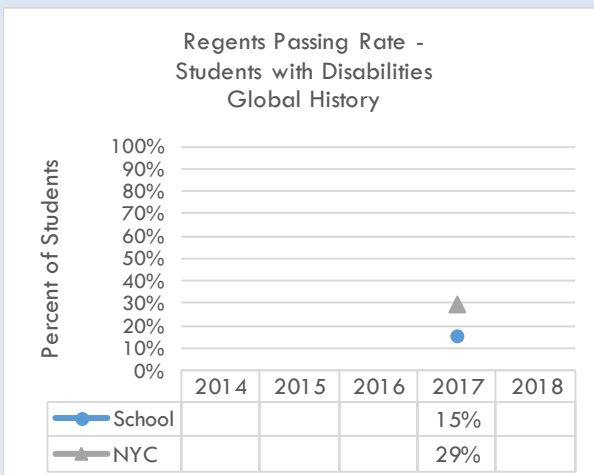


Figure 64

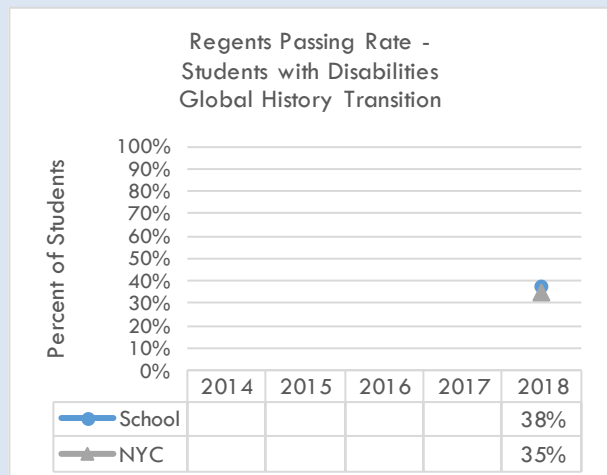


Figure 65

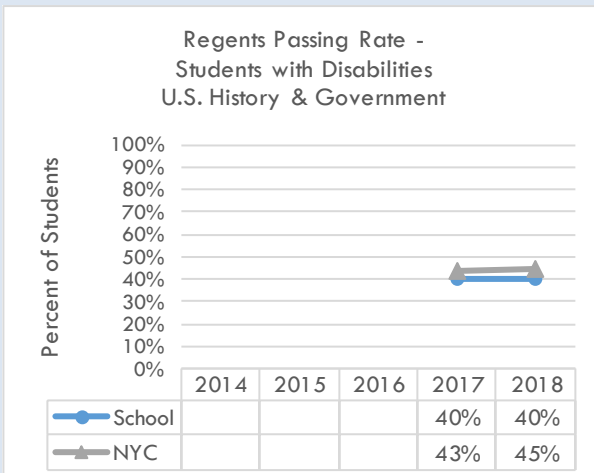


Figure 66

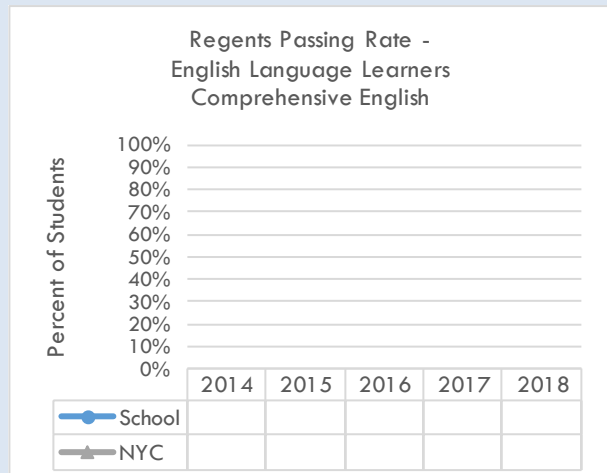


Figure 67

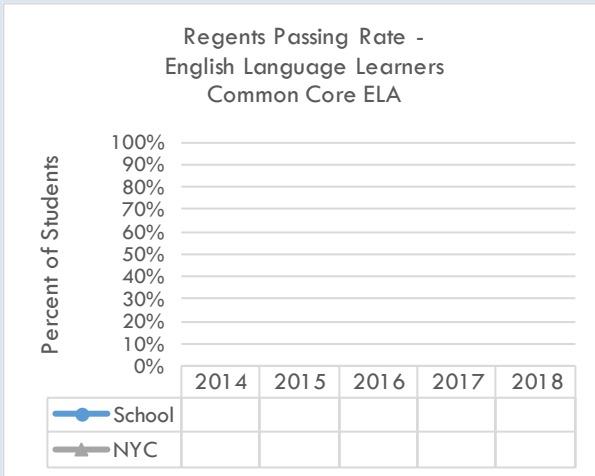


Figure 68

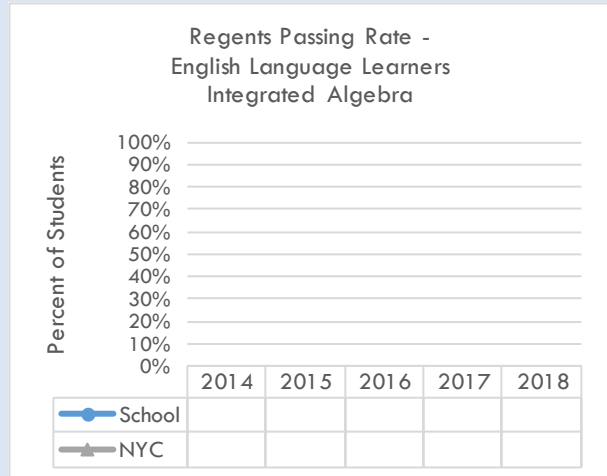


Figure 69

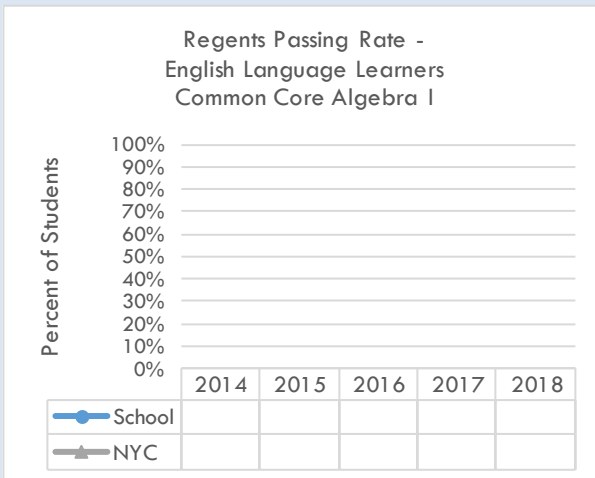


Figure 70

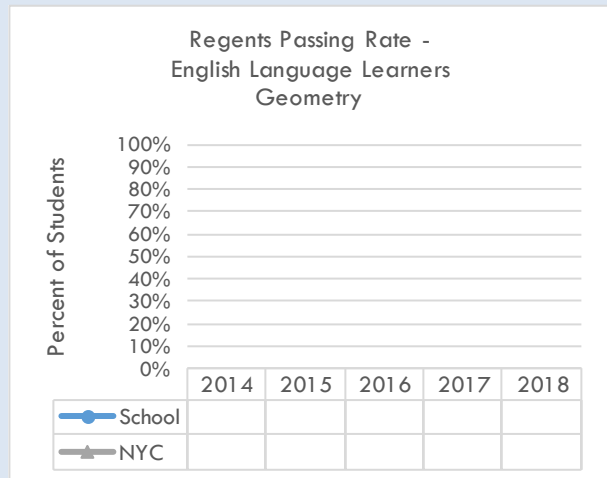


Figure 71

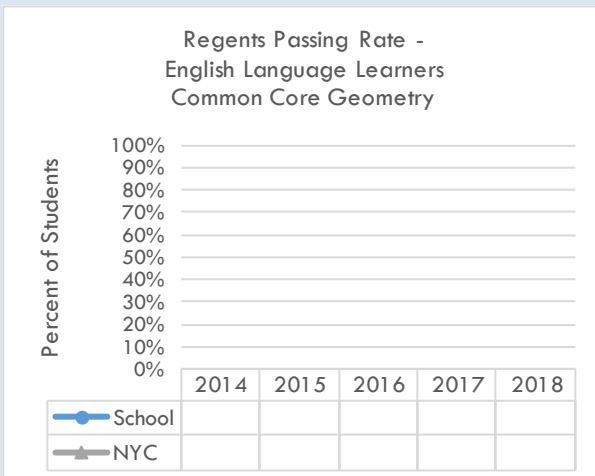


Figure 72

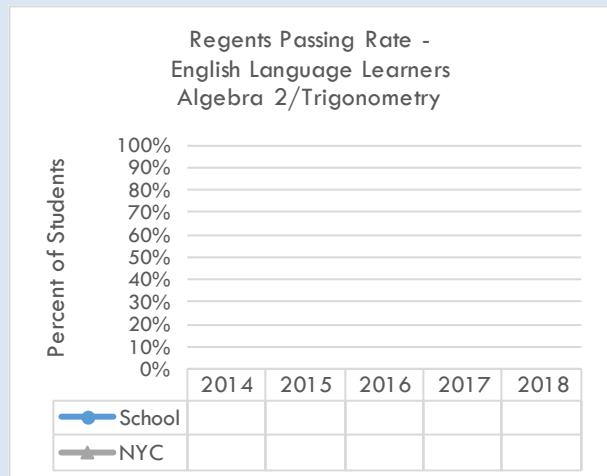


Figure 73

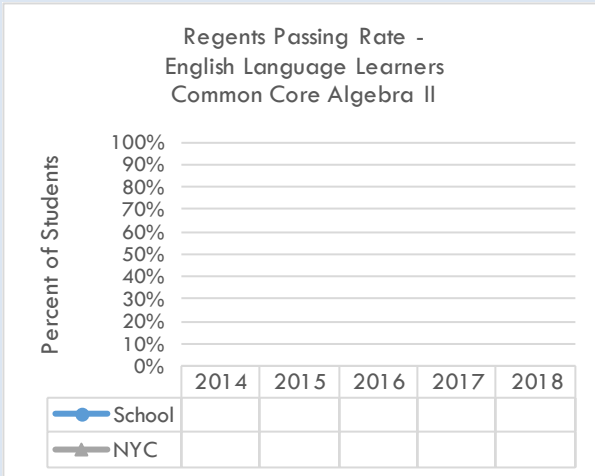


Figure 74

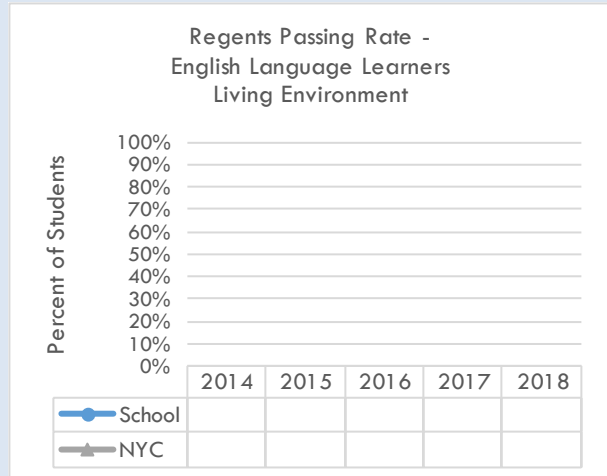


Figure 75

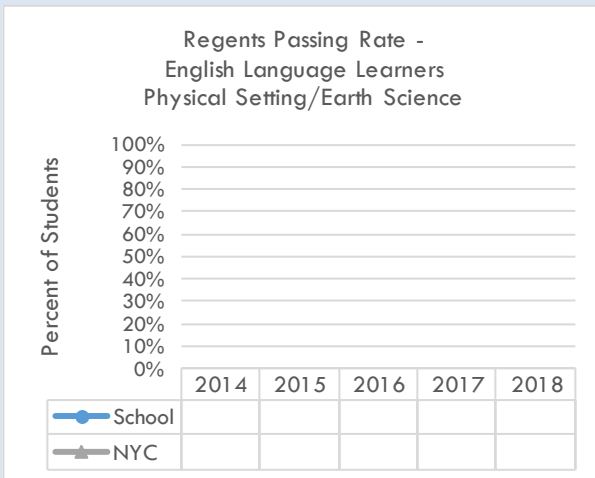


Figure 76

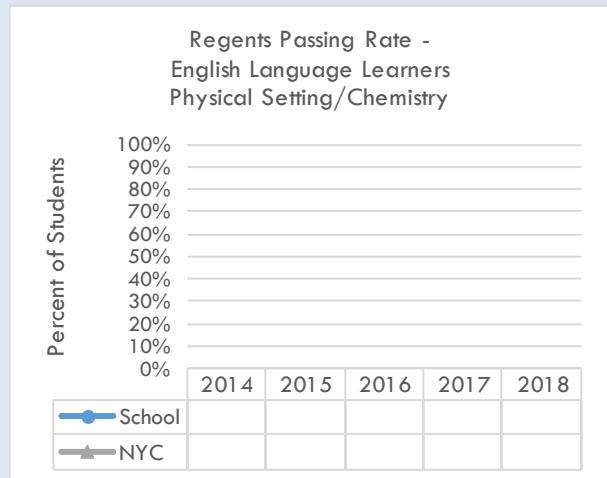


Figure 77

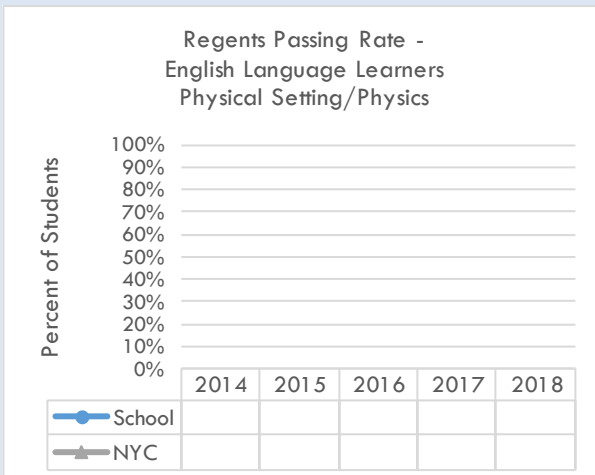


Figure 78

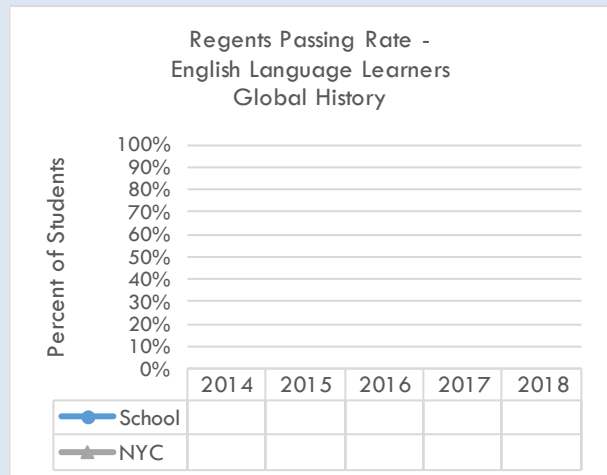


Figure 79

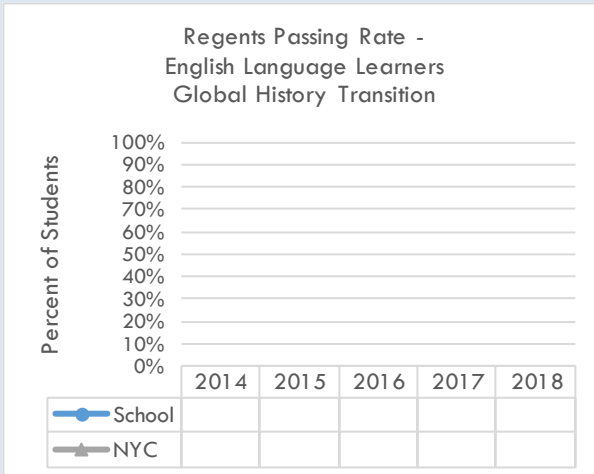


Figure 80

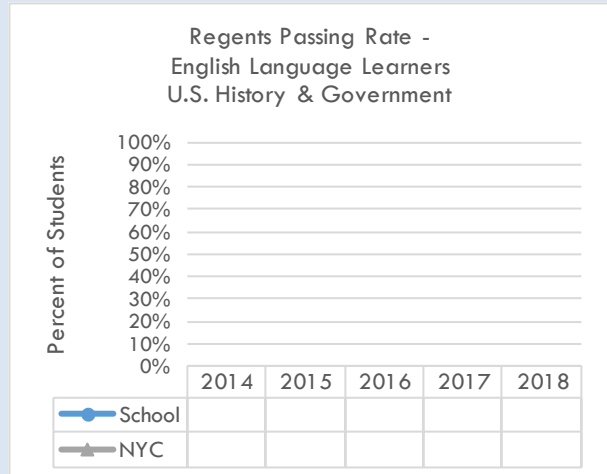


Figure 81

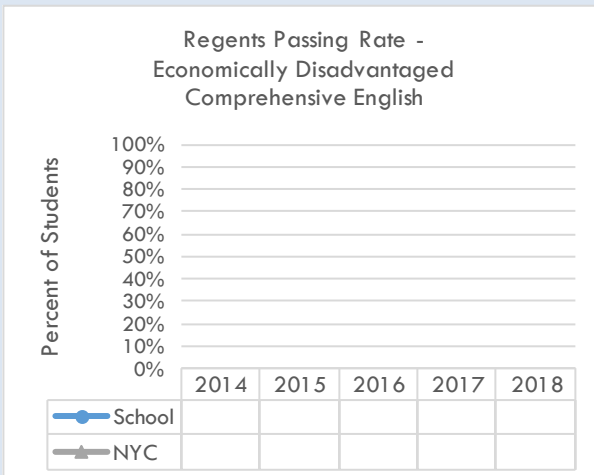


Figure 82

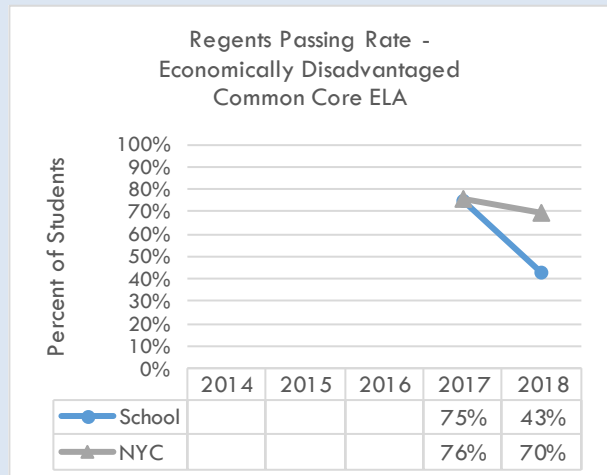


Figure 83

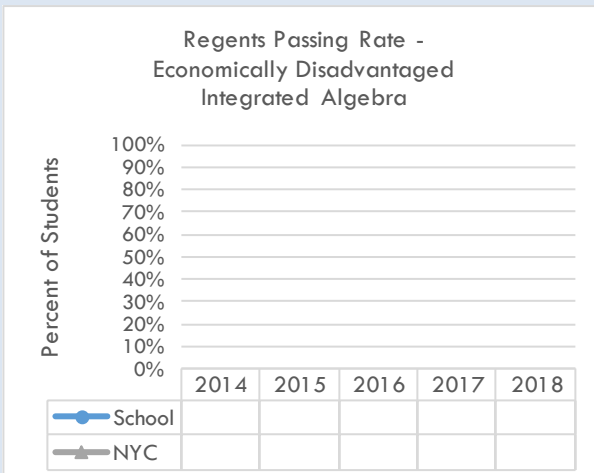


Figure 84

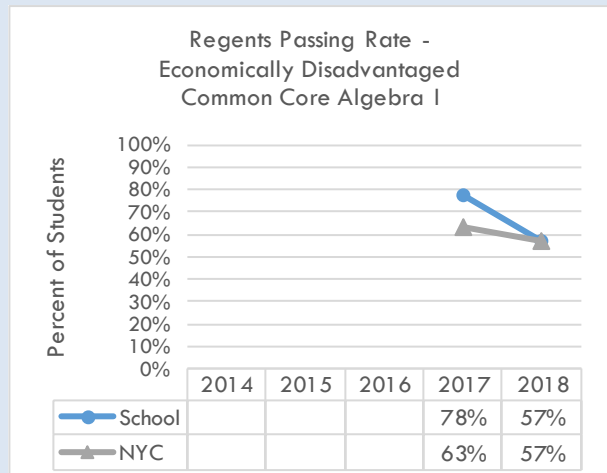


Figure 85

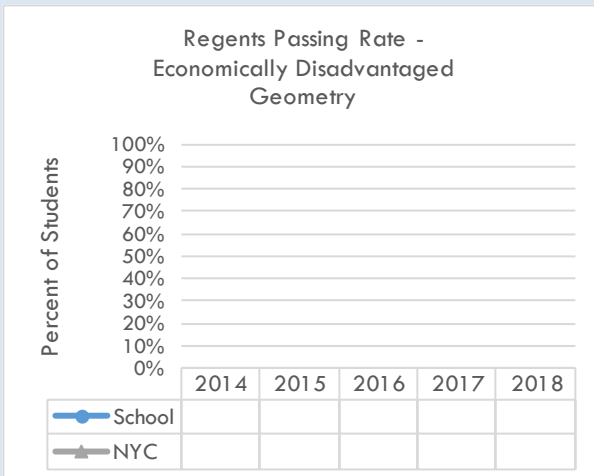


Figure 86

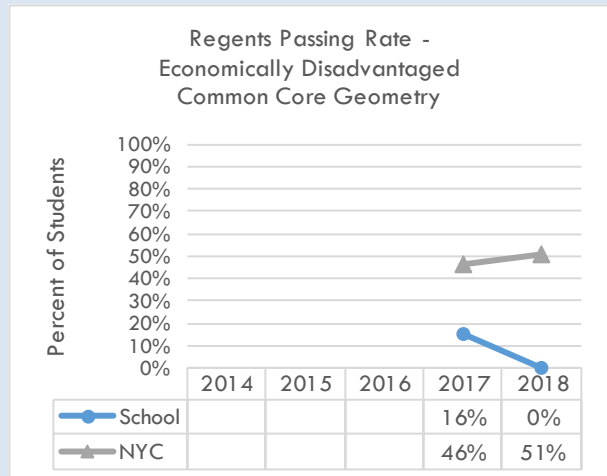


Figure 87

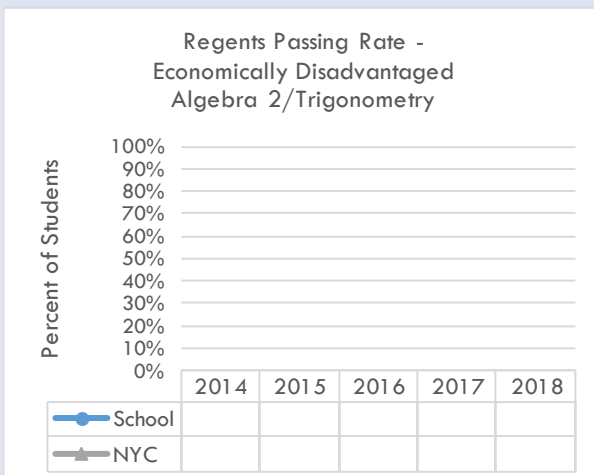


Figure 88

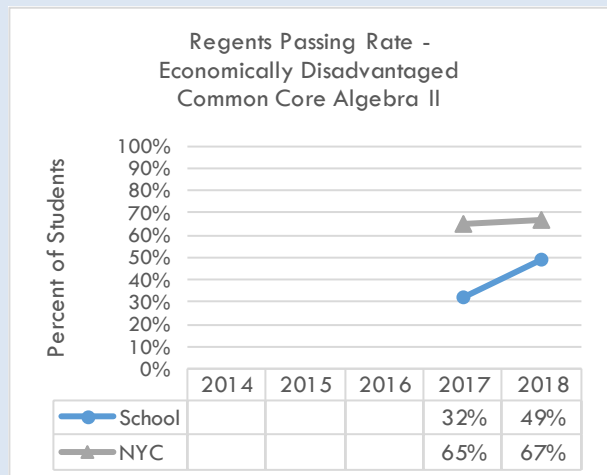


Figure 89

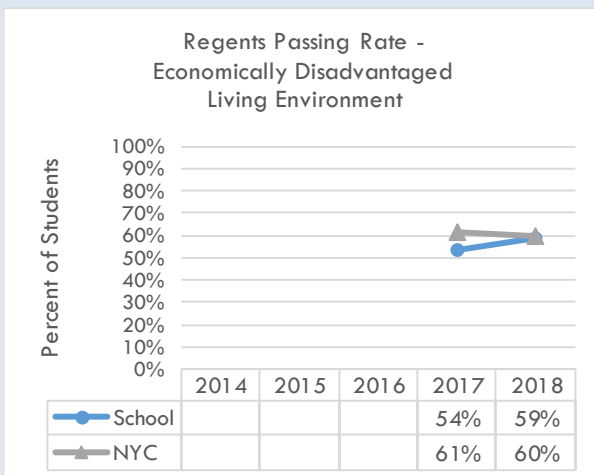


Figure 90

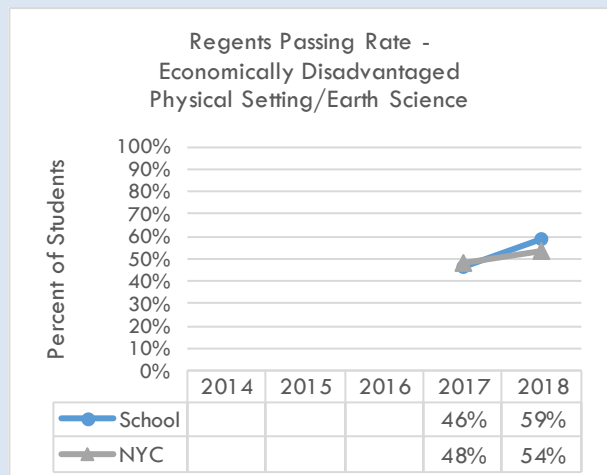


Figure 91

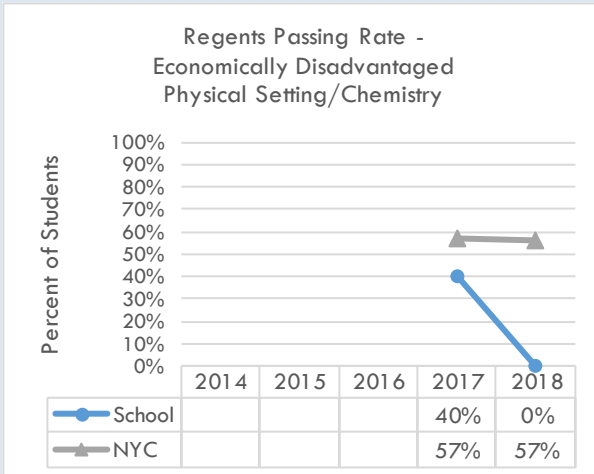


Figure 92

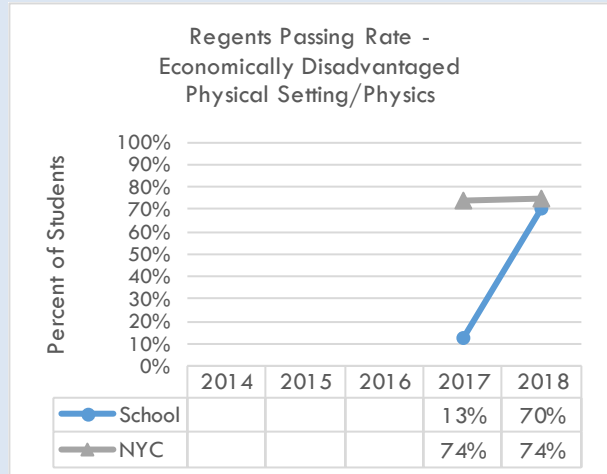


Figure 93

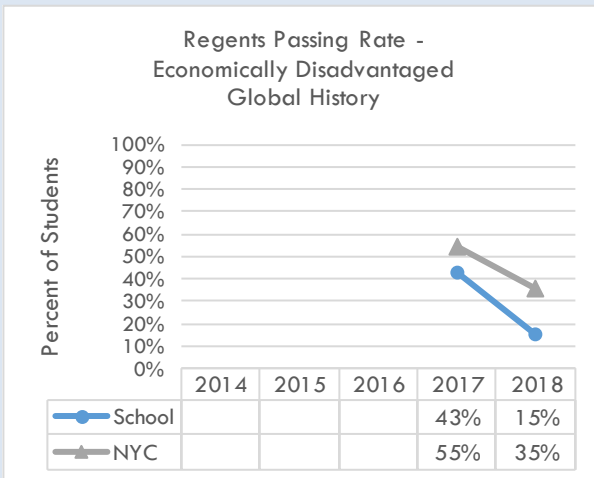


Figure 94

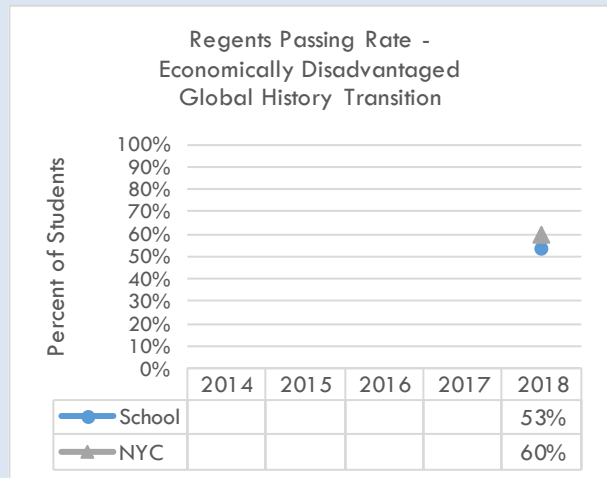


Figure 95

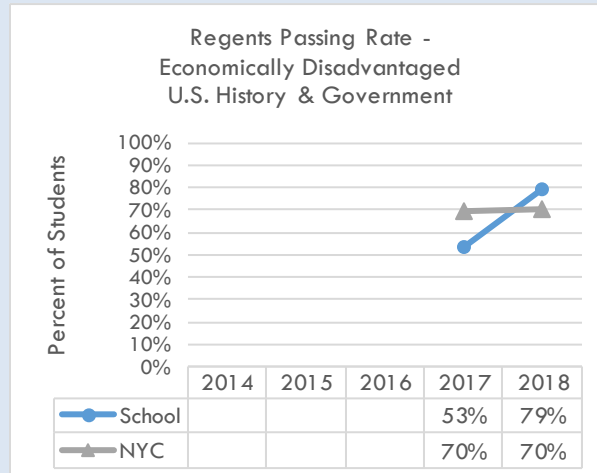


Figure 96

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-18 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as part of a holistic evaluation of the school.

To see the school's full 2017-18 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located. (Relevant for schools serving grades 3-8)	NYS ELA Exam Summit Grades 6-8 = 29% District #15 6-8 = 58%	Not Met	<p>The following section describes key improvements initiated in 2017-18 that will continue in 2018-19 to target ELA and math proficiency.</p> <p>Strategies to Target ELA and Math Proficiency</p> <p>To improve ELA and math proficiency in 2017-18, SACS deepened the use of targeted interventions and added additional interventions to continue supporting our scholars.</p> <p>Structurally, the improvements included the introduction of double-blocked ELA and math periods at the middle school level, which began in January 2018.</p> <p>The improvements made in 2017-18 also included a focus on teacher planning. In 2017-18, SACS updated the required lesson plan template that includes embedded chunking, checks for understanding and differentiated strategies as well as more rigorous, 3-part, scholar-centered objectives that begin with "I can." Teachers are required to submit lesson plans using the template to the Principal every</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>Wednesday. To reflect the demands of the New York State Learning Standards (NYSLS), teachers and leaders collaborated to create “CEIAC (Claim, Evidence, Interpretation, Analysis, Conclusion),” a schoolwide system for students to make strong claims and cite text evidence.</p> <p>This strategy is used in all ELA classes and Humanities classes. Scholars learn to annotate texts to “have a conversation with the author” which aids in scholars in monitoring their own understanding.</p> <p>Using scholar data and teacher feedback, SACS has incorporated more vocabulary instruction as well as include more deliberate and thoughtful higher order questions to check for understanding.</p> <p>Moreover, teachers are tasked with considering anticipated misconceptions and misunderstandings and developing a strategy to support scholars in building their knowledge.</p> <p>Please see the attached “Sample Lesson Plan” for an example of an 8th grade lesson that incorporates the lesson enhancements.</p> <p>SACs also identified that some students did not have intrinsic motivation to strive for academic proficiency. SACS tackled this challenge by asking teachers to include more connections to the real world, as well as use culturally-relevant texts to engage</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>students, and include some texts that are at or above the expected complexity level for the grade/time of year to challenge students. This has helped increase student participation and engagement and we anticipate that it will have a long-term impact on academic achievement. Moreover, all staff were asked to participate in a book study of the book, <i>Mindsets</i> by Dr. Carol Dweck. During the Summer Institute, staff explored ways to support scholars in becoming more growth-minded oriented. Scholars received an article over the summer entitled, "You Can Grow Intelligence" and used this during a workshop to discuss the science of getting smart and how to harness the power of "yet" by using data to get better, smarter, and stronger as scholars.</p> <p>In the classroom, teachers were required to devote more time for scholars to engage in independent and group work (spending more time reading, re-reading, writing, revising, discussing and providing peer feedback). Scholars participate in jigsaw activities, literacy circles and reciprocal teaching through this instructional method. In math this time is used to include more math talk and problem-based conversations among scholars and teachers and in all subjects it is used to include more project-based, real-world problem solving. In addition,</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>the staff used College Prep and Foundational time to support scholars in developing important academic skills like time management, test-taking strategies, stress- reducing techniques and organizational skills.</p> <p>Outside of the classroom, SACS offers Office Hours where scholars work in small groups or one-to-one with their teachers. Together they review content and skills that scholars have not mastered. Each content area offers Office Hours on specific, scheduled days of the week. Based upon the academic performance of a scholar, a scholar may be mandated to attend Office Hours until his or her grade surpasses a specific academic goal. Any scholar may choose to attend Office Hours for any class whenever he or she sees fit. To make Office Hours even more impactful, teachers used data to strategically group scholars to provide more targeted support. Finally, recognizing the critical role that families play in academic achievement, SACS increased the frequency of parent workshops on academic topics such as Parenting Styles and Decision Making, Children Need Families, Listening and Responding to Children, Communicating with Teachers, Fostering Self-esteem, Encouraging Emotional Growth, Coping with Daily Stress & Frustrations and Resolving Conflicts.</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 2	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New York City. (Relevant for schools serving grades 3-8)	NYS ELA Exam Results Summit Grades 6-8 = 29% NYC 6-8 = 47%	Not Met	Please refer to the details above for SACS' strategies for improvement in ELA and math in 2018-19.
Academic Goal 3	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the Community School District (CSD). (Relevant for schools serving grades 3-8) examination must exceed such percentage for the Community School District (CSD). (Relevant for schools serving grades 3-8)	NYS Math Exam Results Summit Grades 6-8 = 29% District #15 6-8 = 50%	Not Met	Please refer to the details above for SACS' strategies for improvement in ELA and math in 2018-19.
Academic Goal 4	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for New York City. (Relevant for schools serving grades 3-8)	NYS Math Exam Summit Grades 6-8 = 29% NYC 6-8 = 38%	Not Met	Please refer to the details above for SACS' strategies for improvement in ELA and math in 2018-19.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 5	For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted.	59% of all students achieved a 75 on an English Regents exam	Not Met	For the 2018-19 school year, we are excited that Achievement Network will offer Interim Assessments for grades 9-11. Since 2015-2016, all grades have four Interim Assessments to better gauge scholar mastery of content. For the 2018-2019 school year, more teachers are using time on Fridays to assess scholar mastery. This data is then used to adjust lessons to better support scholars.
Academic Goal 6	For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English	18% of all students achieved a 75 on a math Regents	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	regents exams taken during the time they were actively enrolled at the school will be counted.			
Academic Goal 7	For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years.	33% of SWD achieved a 75 on an English Regents	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 8	For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort	11% of SWD achieved a 75 on a math Regents	Not Met	
Academic Goal 9	For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort.	N/A - no ELLs in 2014 Cohort		

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 10	For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	N/A - no ELLs in 2014 Cohort		
Academic Goal 11	For each year of the school's renewal charter term, at least 75% of students qualified for the free or reduced price lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort.	57% of ED students achieved a 75 on an English Regents	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 12	For each year of the school's renewal charter term, at least 75% of students qualified for the free or reduced price lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	19% of ED students achieved a 75 on a math Regents	Not Met	
Academic Goal 13	Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	Overall, ELA Proficiency Rates went from 28% in 2017 to 29% in 2018	Met	
Academic Goal 14	Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	Overall, Math Proficiency Rates went from 28% in 2017 to 29% in 2018	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 15	In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Based on Annual Outcomes in the L2RPT, 80% in 2016-17 to 41% in 2017-18	Not Met	
Academic Goal 16	In each year of the charter term, the school will demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Based on Annual Outcomes in the L2RPT, 75% in 2016-17 to 61% in 2017-18	Not Met	
Academic Goal 17	In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Based on Annual Outcomes in the L2RPT, 16% in 2016-17 to 7% in 2017-18	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 18	In each year of the charter term, the school will demonstrate increased pass rates on either the Algebra II/Trigonometry or Common Core Algebra II Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Based on Annual Outcomes in the L2RPT, 34% in 2016-17 to 47% in 2017-18	Met	
Academic Goal 19	In each year of the charter term, the school will demonstrate increased pass rates on either the Global History or US History and Government Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Based on Annual Outcomes in the L2RPT, 47% in 2016-17 to 12% in 2017-18, but 56% passed Transition Exam. In US History it went from 56% to 79%	Met	
Academic Goal 20	In each year of the charter term, the school will demonstrate increased pass rates on at least one science Regents exam. Goal will be applicable if six or more students take the same science Regents exam in each year of the charter term, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Based on Annual Outcomes in the L2RPT, Summit pass rates increased on three Science Regents. Liv Environment 58% to 64% Earth Science 43% to 61% Physics 22% to 75% Passed	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 21	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	Grade 6-8 ELLs 10% in 2016-17 and 32% in 2017-18 in ELA Proficiency.	Met	
Academic Goal 22	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	Grade 6-8 SWDs achieved 6% in 2016-17 and 17% in 2017-18 in ELA Proficiency.	Met	
Academic Goal 23	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	Grade 6-8 EDs 27% in 2016-17 and 28% in 2017-18 in 2017-18 in ELA Proficiency.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 24	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	Grade 6-8 ELLs 20% in 2016-17 to 27% in 2017-18 in math proficiency.	Met	
Academic Goal 25	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	Grade 6-8 SWDs 6% in 2016-17 to 13% in 2017-18 in math proficiency.	Met	
Academic Goal 26	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	Grade 6-8 EDs 28% in 2016-17 and 28% in 2017-18 in Math Proficiency.	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 27	For each year of the next charter term, the school's 4-year graduation rate as of August each year as reported by NYSED will be at or above the citywide averages.	Summit 2014 Cohort 4 Year Graduation Rate = 82% NYC 2013 Cohort in 2017=71% NYC 2018 Unavailable		
Academic Goal 28	For each year of the next charter term, the school's 4-year graduation rate as of August each year for English language learners as reported by NYSED will be at or above the citywide averages.	Summit's 2014 Grad Cohort had no ELLs		
Academic Goal 29	For each year of the next charter term, the school's 4-year graduation rate as of August each year for students with disabilities as reported by NYSED will be at or above the citywide averages.	Summit SWD= 44.44% NYC SWD 2017=44% NYC 2018 Unavailable		
Academic Goal 30	For each year of the next charter term, the school's 4-year graduation rate as of August each year for students eligible for free or reduced price lunch as reported by NYSED will be at or above the citywide averages. (Applicable if the city begins reporting on this)	Summit ED= 59.52% NYC ED 2017=72% NYC 2018 Unavailable		

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 31	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 1st year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	The NYC DOE School Quality Report has not been posted at the time of this submission.		
Academic Goal 32	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 2nd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	The NYC DOE School Quality Report has not been posted at the time of this submission.		
Academic Goal 33	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 3rd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	The NYC DOE School Quality Report has not been posted at the time of this submission.		
Org Goal 1	Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	District Data not Publicly Available; Summit Attendance Rate = 87%		

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 2	Each year, the percentage of students enrolled in ATS on 10/31 of a given school year that are enrolled in ATS on 10/31 the following school year will exceed the rate of the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	District Data not Publicly Available; Summit Retention Rate = 82%		
Org Goal 3	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.	Summit 10% BEDS ELL vs Board of Regents Calculated Enrollment Rate Target of 9% ELL	Met	
Org Goal 4	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	Summit 21.51% BEDS SWD vs Board of Regents Calculated Enrollment Rate of 20.30% SWD	Met	
Org Goal 5	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	Summit 83.43% BEDS ED vs Board of Regents Calculated Enrollment Rate of 71.30% ED	Met	
Org Goal 6	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	Summit 72.73% BEDS ELL vs Board of Regents Calculated Retention Rate Target of 89.80% ELL	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 7	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	Summit 96.67% BEDS SWD vs Board of Regents Calculated Retention Rate Target of 87.90% SWD	Met	
Org Goal 8	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	Summit 80.91% BEDS ED vs Board of Regents Calculated Retention Rate of 88% ED	Not Met	
Org Goal 9	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.	71% of Parents Took NYCDOE School Survey		

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 10	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of staff participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.	86% of the staff took NYCDOE School Survey		
Org Goal 11	In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher. (Relevant for schools serving grades 6-12 only)	81% of students took NYCDOE School Survey		

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	Official Audit Report Submitted with no findings	Met	
Financial Goal 2	Each year, the school will operate on a balanced budget. A budget will be considered “balanced” if revenues equal or exceed expenditures.	Official Financial Statements reflect a balanced budget in 2017-18.	Met	
Financial Goal 3	Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS. (This goal applies only to schools that are no longer “growing” grades within the current charter term.)	Ending enrollment = 339	Met	

APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

- We will disseminate application materials to local elementary facilities, YMCAs, and Good Shepherd Programs.
- In order to recruit more reduced price- lunch qualifying families, we will visit local community centers and form relationships with those centers so that we can distribute applications to the parents with the limited financial means.
- Staff members will visit Tenant Officers so that we hopefully post promotional materials and leave applications at those centers.

ENGLISH LANGUAGE LEARNERS

- We will produce applications and promotional materials in Spanish, and other prevalent languages.
- We will place advertisements in languages other than English in local newspapers or in community newsletters.
- We will send representatives from the school who speak Spanish to community organizations and to well-travelled areas within communities with high rates of non- native English speakers to distribute materials in multiple languages. We will also canvass neighborhoods in South Brooklyn, and participate in the Charter School Fair.
- We will send Spanish-speaking recruiters door-to-door to housing developments in South Brooklyn to recruit new families.
- We will post advertisements in public transit facilities and vehicles in targeted neighborhoods in South Brooklyn.
- Also, we will partner with community based organizations, including Good Shepherd Services and the Police Athletic League, to deliver recruitment materials and applications to their clientele.

STUDENTS WITH DISABILITIES

- We will explicitly state in our recruitment materials that we serve all students, including students on IEPs and 504s.
- We will recruit at elementary schools that serve students with special needs. We will discuss our program with school staff and ensure that they are aware of our capacity to serve special education students.
- We will send our Director of Special Education to student recruitment events to speak directly to families of students with disabilities.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

- We will ensure that we minimize required parent fees (i.e. field trip fees and activity fees) and/or make fees “pay as you can”. We will also create more fundraising opportunities for families who cannot afford all of the extracurricular activities offered at SACS.

ENGLISH LANGUAGE LEARNERS

- Ensure that students are learning English fast enough to move out of LEP designation within 2-3 years and are subsequently able to succeed academically. Ensure that in addition to LEP requirements, students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom.

STUDENTS WITH DISABILITIES

- Ensure that special education students are achieving at a level that is significantly higher than special education students across the state. Ensure that in addition to IEP specifications, special education students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom.

ADDITIONAL EFFORTS

The school also provided the following efforts in the renewal application:

- Direct mail advertising that mentions special needs
- Direct mail advertising in languages other than English
- All school brochures, mailings and application mention that the school accommodates scholars with disabilities, English language learners and participates in the free and reduced lunch program
- A Google language translator dropdown on the school website
- School information session(s) held in trusted cultural centers in the community to attract more families who speak a language other than English
- Advertising materials distributed in the primary languages other than English spoken in the area
- With notice, translators made available for families at school events, such as parent-teacher conferences

- Open house, school fairs, fliers, radio announcement (bcat, NY1, bravo, lifetime, OWN, telemundo) and others.
- Outreach to specialized feeder schools and programs
- Other advertising (e.g. radio, TV, flyer) in languages other than English
- Outreach by multilingual staff
- Outreach to immigrant communities
- Advertising and school materials are translated in Spanish
- Meal program was covered at school open house, on application and during tours
- Support is offered to assist families in completing all necessary paperwork to ensure eligible scholars participate in the lunch program
- Recruitment throughout neighborhoods surrounding the school and in the local district

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

ⁱⁱⁱ School report card at data.nysed.gov.

^{iv} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^v State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{vi} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{vii} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^{viii} School Quality Reports and School Progress Reports available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{ix} Calculations based on data reported by the school in its renewal data collection form.

^xData from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{xi} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{xii} Annual school audit

^{xiii} Annual school audit

^{xiv} Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xv} School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use

their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xvi} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

^{xvii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>

^{xviii} Data.nysed.gov

Accessibility Report

Filename: 2020-quick-reference-guide-for-survey-coordinators_ADA.pdf

Report created by: [Enter personal and organization information through the Preferences > Identity dialog.]

Organization:

Summary

The checker found no problems in this document.

- Needs manual check: 2
- Passed manually: 0
- Failed manually: 0
- Skipped: 1
- Passed: 29
- Failed: 0