

Summit Academy Schools

2017-2018 Annual Report

Summit Academy Community School-Warren

Principal's Message

Dear Friends,

This year we continued our work in team building as we only added 2 new faces to our staff. Having a veteran staff makes things much easier in terms of training and consistency. We combined lunch groups this year so all teachers were able to eat together to build comradery and lessen the perceived division between the primary and middle school classrooms. This, along with whole school breakfast, worked very well as we continued to function as a solid unit. Our breakfast time consisted of The Pledge of Allegiance and a morning message in which a new vocabulary word was introduced daily. All teachers were visible in the hallways greeting each student by name as recommended in the book *Teach Like Finland*. All of our primary student car riders enter the middle school hallway which allowed our middle school staff to begin forming relationships with these students through these morning greetings. This had a positive impact on elementary student/middle school teacher relationships

Many opportunities were provided for professional development. As indicated on teacher surveys, our staff enjoys and learns a great deal through book studies. This year we completed studies on *Toxic Charity*, *Thirty Million Words*, and *The Wild Card*. The first book examined how charity actually hurts our families and can create resentment and depression. It discussed that it is more valuable to give them the tools and skills they need to become self-sufficient. *Thirty Million Words* is a book grounded in research regarding the lack of vocabulary exposure for our students coming from impoverished homes. This book identifies the need for vocabulary rich environments to ensure student success as a way of closing the achievement gap. *The Wild Card* is a book based on the Ron Clark Reading Institute and is all about how to get the students excited for learning by turning classrooms into an experience. Our teachers embraced this by doing room transformations for the month of May. Students responded very enthusiastically as the teachers did an amazing job of building suspense for the big reveal. We will continue this practice next year and add another room transformation to our calendar!

We continue to be blessed with an amazing staff who comes to work every day to educate and improve the lives of our kids whatever the need may be. They continue to hone their craft and embrace learning opportunities so they may better serve our students. Building relationships still remains one of the most important things we do at Summit Academy Community School-Warren. We are proud of our efforts and fortunate to have the educators that we have that continue to work together to support our mission and vision.

Yours In Education,
Allison Glass, M.A.Ed.
Principal

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SCHOOL DATA / IRN #000305

AGE LEVELS SERVED: 5-15

HOURS OF INSTRUCTION: 7:30-2:05

SCHOOL TYPE: Community School

STUDENT POPULATION: 117

STUDENT DEMOGRAPHICS:

All of our students are considered "at-risk" of academic failure, due to the condition ADHD and /or Asperger's Disorder, which describes our target population.

SPECIFIC DEMOGRAPHIC INFO: (by percentage)

CAUCASIAN	67%
AFRICAN AMERICAN	14%
MIXED / OTHER	19%
MALE / FEMALE	66%/34%
LOW INCOME	YES 100%

STAFFING BY FUNCTION

ADMINISTRATIVE	6 (Sensei is on this team which makes 7 technically)
TEACHERS	17
TEACHER/INSTRUCTIONAL AIDES	2
SUPPORT STAFF	1 (Sensei)

ATTENDANCE RATE:

SCHOOL MISSION STATEMENT

Summit Academy Schools build hope, success, and well-being through advocacy and education for children with special needs.

BOARD MEMBERS

President: Amber Bodrick / Youngstown, OH 44515/ (330)770-5597
Vice President: Joseph Gagliano / Northfield, OH 44067 / (330)727-6091
Director: Nicole Forte/ Warren, OH 44484/ (330)856-4284
Director: Kendra Godiciu / Youngstown, OH 44515/ (330)766-1627
Director: Jordan Shaver/ Boardman, OH 44512/ (330)506-4283

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SCHOOL STAFF

Allison Glass	Principal
Lynn Bickford	Secretary
Diana Napolitan	Instructional Coach
Ashley Evans	Compliance Coordinator
Lisa Ihnat	IEP Coordinator
Laura Sylvester	Behavior Specialist
Amanda Testa	K/1 Grade Teacher
Chynna Cowan	instructional Assistant
Tiffany Knight	2/3 Grade Teacher
Kayla Schieb	2/3 Intervention Specialist
Jennifer Mastell	3 rd Grade Teacher
Kathryn Asimakopoulos	3 rd Grade Intervention Specialist
Laurie Coy	4/5 Grade Math/Science/Social Studies Teacher
Cynthia Bodnar	4/5 Grade Math/ Science/Social Studies Intervention Specialist
Amber DeSantis	4/5 Language Arts Intervention Specialist
Sara Lewis	4/5 Language Arts Intervention Specialist
Mary Tsimouris	5/6/7 Math Teacher
Craig Sommers	5/6/7 Language Arts Intervention Specialist
Tiffany Allen	5/6/7 Language Arts Intervention Specialist
Emily Cunningham	5/6/7 Science/Social Studies Teacher
Ricky George	5/6/7 Instructional Assistant
Heather Trowbridge	K-7 Music Teacher/Intervention Specialist
Jennifer Costarell	Martial Arts Instructor
Michelle Rogers	Custodian/Lunch Server

SCHOOL HIGHLIGHTS

The 2017-18 school year was very successful in many regards. We provided staff, students, and families many opportunities to build relationships and create lasting memories. In addition to providing a great academic experience, our school was also able to offer: Halloween/Literacy Night, Parent Teacher Conferences, Whole School Thanksgiving Family Feast, Craft Saturdays, Dances, Music Programs, Martial Arts Board Breakathon and Inner School Tournaments, African Drum Assembly, Carnival Day, Lip Sync Battle, Winter Fun Day, Warren Fire Department visit, Math Night, Christmas Caroling at White Oaks Nursing Home, Read Across America Week, Bully Prevention Week, Energy Conservation Assembly, Jungle Terry Assembly, and many more. Fundraising helps make all of these fun events possible.

As part of our Pilot School status with Whole Brain Teaching, this year we formed a Glorious Kindness League. This group of students met weekly and came up with ideas in which kindness could be spread. We competed against other schools from across the globe to earn points for showing kindness in our school, at home, and in our community. The students that joined this made cards for students that were in the hospital, loaded food for donation to the Warren City Mission, made cards for the

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teachers, completed Artwork to brighten up our hallways, as well as kept the culture of the school positive with kind gestures and words of encouragement for students and staff alike.

This year. We had our first productive group of Super Parents. This group met monthly to discuss upcoming events and how they could support our mission. Some of our parents completed the needed FBI/BCI checks so they could volunteer during our fun days. Our core group consists of about 6 parents and we have high hopes to expand this group so we can offer more opportunities to our students as well as bridge the gap between school and home. This year was a successful first year and we have many plans for more involvement next year.



Room Transformations *The Wild Card*



Room Transformations *The Wild Card*



Prosecutor Stanley Elkins- Read Across America



Literacy Night Trick or Treating



Summit Academy
SCHOOLS

Learning Without Limits

2106 Arbor Ave, SE | Warren, Ohio 44184 | 330-369-4233 | summitacademies.org

**SUMMIT ACADEMY COMMUNITY SCHOOL - WARREN
TRUMBULL COUNTY**

**Selected Financial Information
For the Fiscal Years Ended June 30, 2018 and 2017
(Unaudited)**

	<u>2018</u>	<u>2017</u>
Operating Revenues:		
State Foundation	\$ 1,974,465	\$ 1,940,657
State and Federal Grants	361,277	503,350
Medicaid Revenue	28,827	142,214
Private Donations	-	-
Classroom Materials and Supplies	5,265	5,876
Food Service	-	-
Other Revenue	489	5,423
Interest on Investment	0	0
Total Operating Revenues	<u>2,370,323</u>	<u>2,597,520</u>
Operating Expenses:		
Management Fee Expense	2,370,203	2,840,223
Staffing Expenses	0	0
Other Expenses	120	120
Total Operating Expenses	<u>2,370,323</u>	<u>2,840,343</u>
Net Profit (Loss)	<u>\$ -</u>	<u>\$ (242,823)</u>
Net Assets:		
Total Assets	1,311,232	1,311,232
Total Liabilities	<u>4,139,259</u>	<u>4,139,259</u>
Total Net Assets	<u>\$ (2,828,027)</u>	<u>\$ (2,828,027)</u>

* The Ohio Auditor of State audited the financial statements of the school as of, and for the year ended, June 30, 2017. The Auditor's report dated February 14, 2018 indicated that the financial statements were fairly presented in conformity with accounting principles generally accepted in the United States of America. The report is available at the Auditor's website or through Summit Academy Management. The audit as of, and for the year ended, June 30, 2018 is in process. Due to the implementation of GASB 68, the school shows a negative Net Asset amount for fiscal year end. As fo the date of the annual report, the GAAP financial statements have not been prepared, therefore, total assets and liabilities remain the same as the prior year.

School Performance

Every September, the Department of Education releases the “Local Report Card” for each school and district in Ohio. The Local Report Card measures how well students performed as measured by the state’s performance standards. In addition, the School is also evaluated on school specific goals that are contained in the School’s contract with its Sponsor.

Summit Academy schools’ population is approximately 80% students with disabilities. There is a very wide distribution of skills within this identified subgroup. Two points to keep in mind as one analyzes this data is the small size of each of our groups of students being tested and the skewing effect of students in any group that are exceptionally high or low functioning.

Local Report Card Performance (State Standards)

The School’s performance reflected on the Local Report Card (State Standards) includes the following components: Overall School Grade; Achievement; Progress; Gap Closing; Graduation Rate; Improving At-Risk K-3 Readers; and, Prepared for Success. An analysis of the school performance for each component follows.

Overall School Grade

	2016-2017	2017-2018
Overall School Grade	NR	D

The State began reporting an overall school grade beginning with the 2017-2018 school year.

Achievement

The Achievement component represents the number of students who passed the state’s proficiency tests and how the students performed on the tests. The Achievement Component is comprised of two measures; Performance Index and Indicators Met. The Performance Index measures the test results of every student. The Indicators Met measures the percent of students who have passed state tests. Tests are reported for each student if a grade in subject. The state standard is for a school to achieve an 80% passage rate.

<u>Achievement</u>	2016-2017	2017-2018
Component Grade	F	F
Performance Index (Pts)	57.7, F	59.9, D
Indicators Met (%)	0%, F	0%, F

The 2017-2018 school year saw a slight improvement in Performance Index of 2.2 points with no gain in Indicators Met.

Progress

The Progress component looks closely at the growth that all students are making based on their past performances and end-of-course exams. A rating of “C” indicates that students generally achieved a full-year of growth during the prior school year. Ratings of A or B indicate students achieved more than a full-year of growth and ratings of D or F indicate students did not achieve a full-year of growth during the prior school year.

Progress	2016-2017	2017-2018
Component Grade	A	B
Value Added - Overall	A	B
VA - Gifted	NR	NR
VA - Lowest 20% in Achievement	A	B
Students with Disabilities	A	C

The School’s performance fell slightly in the 2017-2018 school year.

Gap Closing

The Gap Closing component shows how well school are meeting performance expectations for the most vulnerable populations of students in English language arts, math and graduation.

Gap Closing	2016-2017	2017-2018
Component Grade	F	F
Annual Measurable Objectives (%)	5.2	48.2

While the Gap Closing component grade remained the same, there was a large jump in performance on the Annual Measurable Objectives.

Graduation

This component is not measured in this school as there are no students in the affected grade band.

Improving K-3 At-Risk Readers

This component measures looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

Improving K-3 At-Risk Readers	2016-2017	2017-2018
Component Grade	B	NR
Improving K-3 At-Risk Readers	54.2	NC

The School did not have enough data on the local report card to be rated on this component for the 2017-2018 school year.

Prepared for Success

This component is not measured in this school as there are no students in the affected grade band.

Contractual Performance Goals

The following chart shows how the School performed according to the goals stated in the School's contract with its sponsor.

Performance Area	Measure	2017-2018 Goal	Results
A.1 - Achievement Indicators	Percentage and total number of proficiency level indicators met.	2 of 13, 15.4%	0 of 12, 0%
A.2 - Performance Index	Performance index points	61.8	59.9
A.3 - Progress	Value-Added progress score including subgroups.	Overall Group - A Lowest 20% Group - A Students with Disabilities - A	Component Grade - B Overall Group - B Lowest 20% Group - A Students with Disabilities - C
A.4 - Gap Closing	Annual Measurable Objectives (AMOs) percentages, including subgroup and subject.	ELA – All Students - 32.2 ELA – ED - 42.1 ELA – White - 39 ELA – Black - 25.7 ELA – SWD - 38.8 Math – All Students – 32.9 Math – ED - 21.8 Math – White - 54.2 Math – Black - 12.8 Math – SWD - 18.5 Graduation – All Students - NA Graduation – ED - NA Graduation – White - NA Graduation – Black - NA Graduation – SWD - NA	Component Grade - F AMO % - 48.2 ELA – All Students - 66.1 ELA – ED - 66.1 ELA – White - 65.2 ELA – Black - NC ELA – SWD - 63.6 Math – All Students – 51.3 Math – ED - 21.8 Math – White - NA Math – Black - NC Math – SWD - 50.5 Graduation – All Students - NA Graduation – ED - NA Graduation – White - NA Graduation – Black - NA Graduation – SWD - NA
A.5 - K-3 Literacy Improvement	Percentage of students moving from not on-track to on-track.	6.2%%	-11.1%%

A.6 - Graduation Rate	Four- and five-year graduation rates	NA	NA
A.07 - Prepared for Success	Component grade and percentage of students participating across all six measured areas.	NA	NA
A.8 - Other Academic Measure	Using AIMSweb RCBM fall and spring benchmarking data, students will increase the average words read correctly per minute by 34 words	students will increase the average words read correctly per minute by 34 words	Average gain = 29.10 wrc/min
NA.1 - Mission Specific Goal	The students will be actively engaged in learning activities 94% of the time.	students will be actively engaged in learning activities 94% of the time	100%
NA.1 - Attendance	The attendance percentage as reported on the local report card	93%	89.7%
NA. 3 - Parent Satisfaction	Parents will respond favorably % of the time on yearly surveys.	95%	96%

NA.4 - Governing Board Performance	Annually all board members will participate in at least four educational opportunities, two state-mandated topics and two others at board meetings provided by SAM or ESCLEW personnel.	Four Educational Opportunities	Met
NA.5 - Financial Performance and Sustainability	Financial sustainability will be measured through state audit report findings.	The School will receive a clean audit by the Auditor of State.	The School received a clean audit.

Overall Performance

The School saw very positive gains in Gap Closing AMO percent and a slight increase in Performance Index. The school expects to continue to make improvements during the 2018-2019 school year.

Ohio School Report Cards



School Grade

Summit Academy Community School- Warren

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. **A**

new indicator measures chronic absenteeism. Performance Index **50.0%** Indicators Met **0.0%**

D
F



Component Grade

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added **Overall Gifted**
Lowest 20% in Achievement Students with Disabilities

B
NR
B
C



Component Grade

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in

English language arts, math, graduation and English language proficiency. Annual Measurable Objectives **48.2%**

F



Component Grade

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years. Graduation Rates **0.0% of students graduated in 4 years** **0.0% of students graduated in 5 years**

NR
NR



Component Grade

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

Improving At-Risk K-3 Readers **-11.1%**

NR



Component Grade

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

NR



Component Grade

Ohio School Report Cards

F Achievement

Component
Grade

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the school's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

D 50.0%

59.9 of a possible 120.0

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

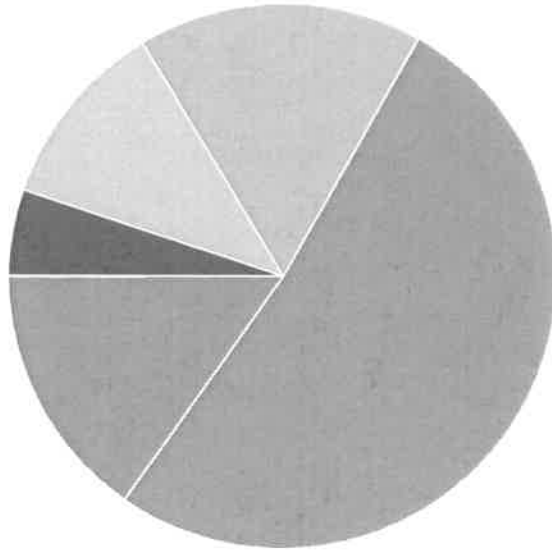
F 0.0%

0 out of 12

Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus	0	X 1.3	= 0
Advanced	5.1	X 1.2	= 6.1
Accelerated	11.2	X 1.1	= 12.3
Proficient	16.8	X 1.0	= 16.8
Basic	15.3	X 0.6	= 9.2

	Third Grade
English Language Arts	42.9% 
Mathematics	38.1% 
	Fourth Grade
English Language Arts	43.8% 
Mathematics	18.8% 
	Fifth Grade

Achievement Level	Pct of Students	Points for this Level	Points Received
Limited	51.5	X 0.3 =	15.5
Untested	0	X 0.0 =	0.0
			59.9



- Advanced Plus
- Limited
- Advanced
- Basic
- Accelerated
- Untested
- Proficient

English Language Arts	38.9%	⊗
Mathematics	16.7%	⊗
Science	50.0%	⊗
Sixth Grade		
English Language Arts	38.9%	⊗
Mathematics	27.8%	⊗
Seventh Grade		
English Language Arts	18.8%	⊗
Mathematics	25.0%	⊗
Non-Test Indicators		
Gifted Indicator		NC
Chronic Absenteeism	42.6%	⊗
Third Grade		▼

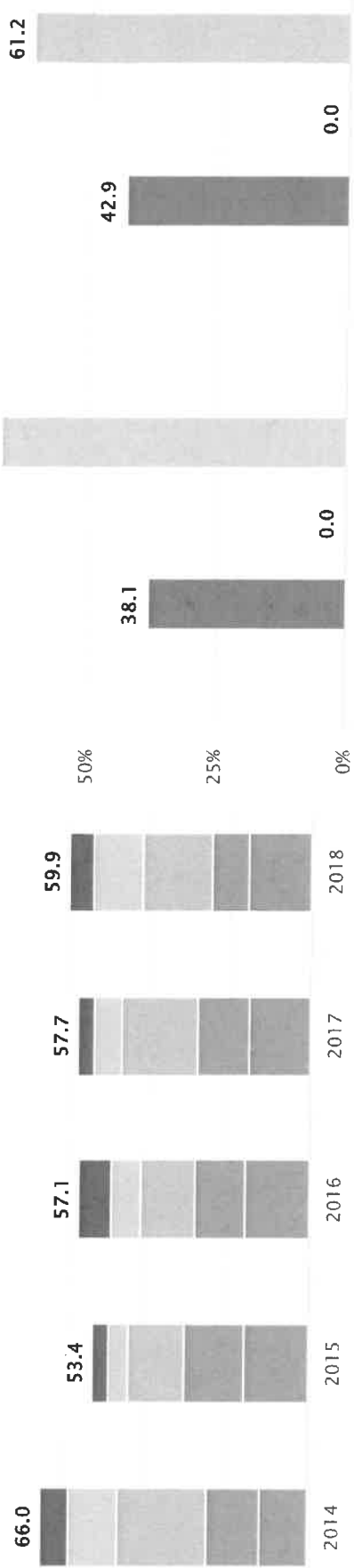
100%

75%

50%

25%

0%

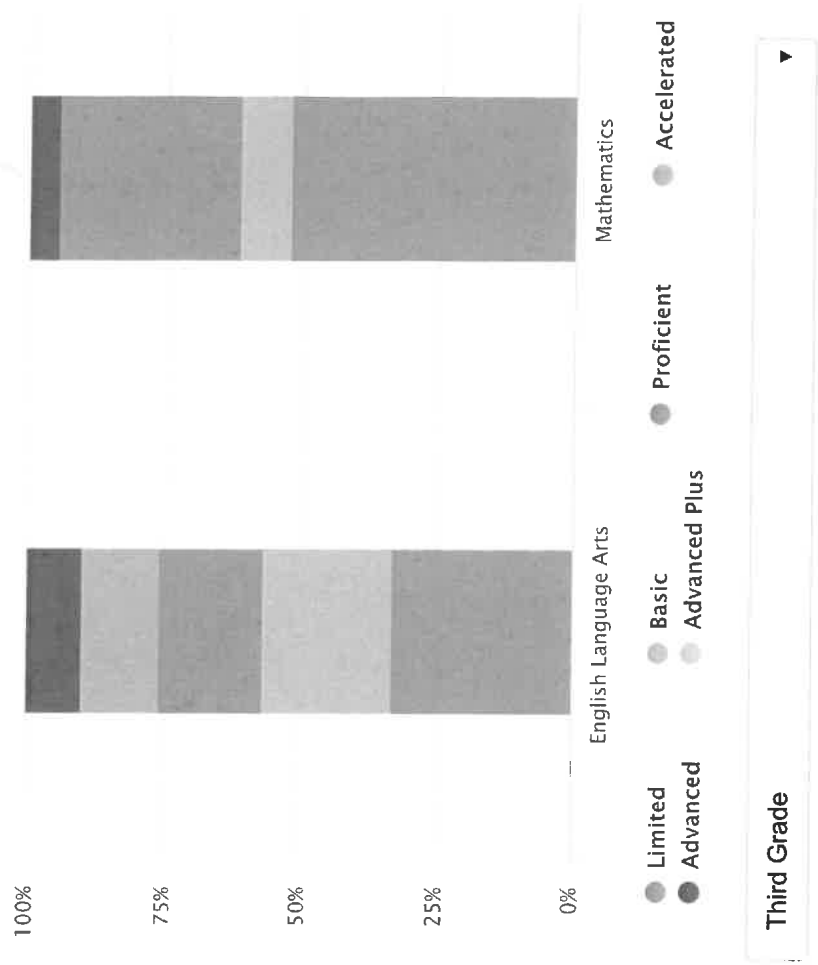


- Limited
- Advanced
- Basic
- Proficient
- Accelerated
- School
- District
- State

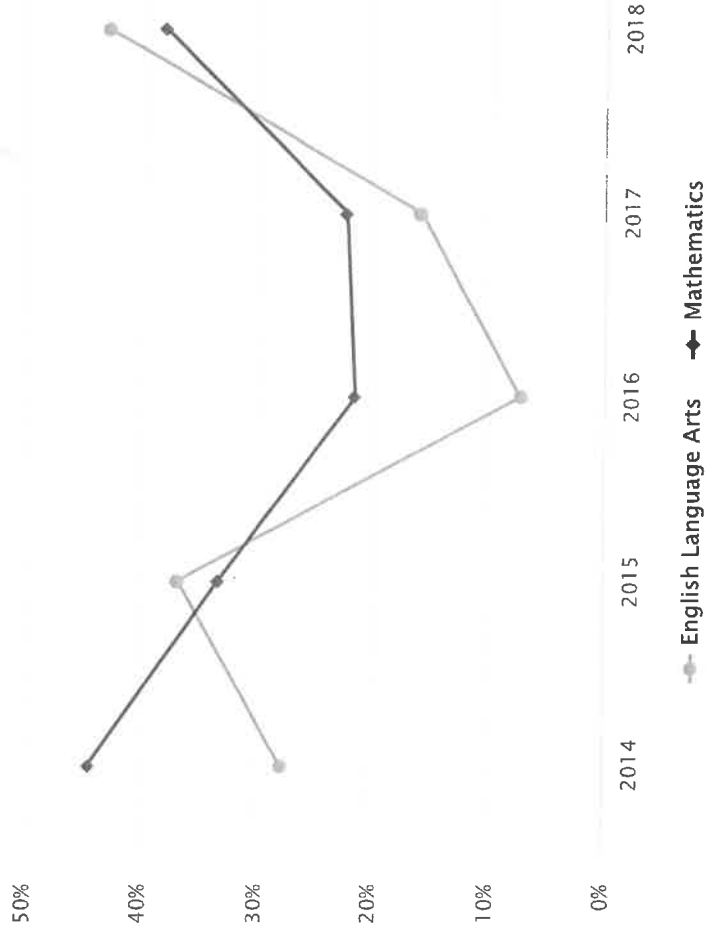
This chart compares the school to its district and to the state as a whole for each test.

Third Grade

School Report Cards



Third Grade



Grade Key

- A** = 90.0 - 100.0%
- B** = 80.0 - 89.9%
- C** = 70.0 - 79.9%
- D** = 50.0 - 69.9%
- F** = 0.0 - 49.9%

Ohio School Report Cards

B Progress

Component Grade

The Progress component looks closely at the growth that all students are making based on their past performances.

For more detailed data on Progress and Value-Added, click here. (<https://ohiova.sas.com/fw.html?yU=000305&yV=000305>)

B

Overall

This measures the progress for all students in math, ELA, and science using tests in grades 4-8 and some end-of-course exams.

NR

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, and/or superior cognitive ability.

B

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

C

Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress				
	English Language Arts	Mathematics	Science	English Language Arts	All Tests
All Grades					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					

Test Grade	Progress				
	English I	English II	Algebra I	Geometry I	Mathematics II
High School					

What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

Students made more progress than expected - significant evidence

Students made more progress than expected - moderate evidence

Students made progress similar to the statewide expectation - evidence

Students made less progress than expected - moderate evidence

Students made less progress than expected - significant evidence

Value Added data is not available

Ohio School Report Cards

F

Gap Closing

Component
Grade

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

Annual Measurable Objectives

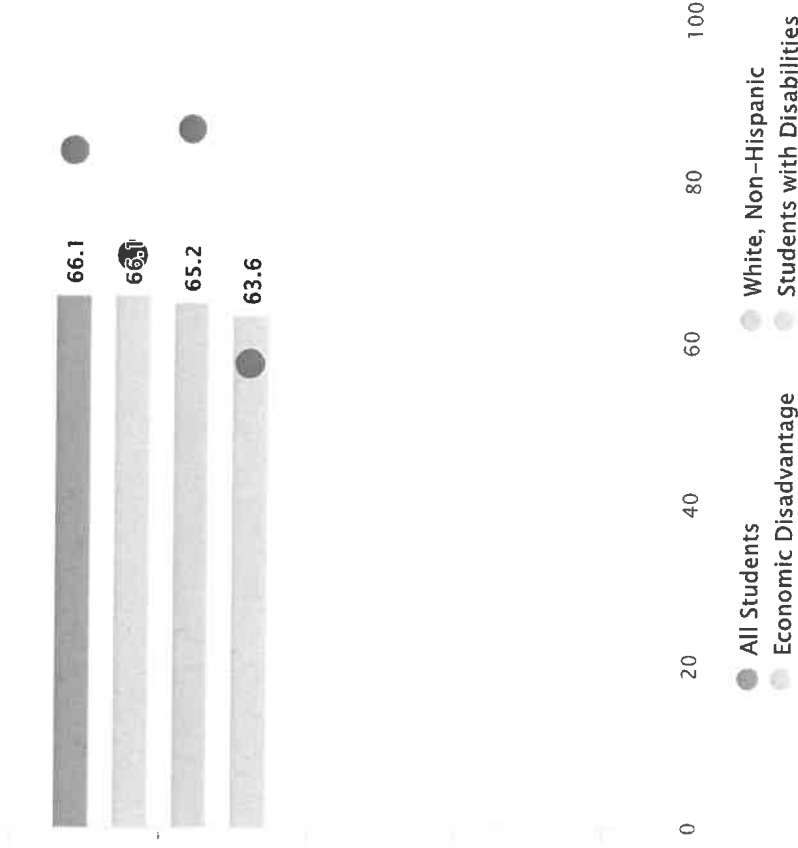
Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.

F 48.2%

Grade Key

- A** = 90.0 - 100.0%
- B** = 80.0 - 89.9%
- C** = 70.0 - 79.9%
- D** = 60.0 - 69.9%
- F** = 0.0 - 59.9%

Performance Index by Subgroup



The English Learner AMO is Not Rated because there are not enough students to evaluate.

Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 25 students are not rated and do not appear on the graphs.

Ohio School Report Cards



Graduation Rate

Component
Grade

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

This school has not been assigned a Graduation Rate because there were not enough students to evaluate.

Ohio School Report Cards



Improving At-Risk K-3 Readers

Component
Grade

This component looks at how successful the school is at improving at-risk K-3 readers.

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for ***Summit Academy Community School - Warren (000305)*** during the 2017-2018 school year. ESCLEW monitored the school's academic and fiscal performance, as well as organization and operation of the school, and determined that the school was overall compliant.