



Summit Academy
SCHOOLS

ANNUAL REPORT 19-20

SUMMIT ACADEMY COMMUNITY SCHOOL - CINCINNATI



DIRECTOR'S MESSAGE

Dear Friends:

As we look back at this very eventful year, we can't help but recognize the amazing conclusion that our staff was able to create with new skills and excitement about the possibilities for future lessons, activities, and projects. We miss seeing our kiddos and our parents in our building, but we look at the new school year with excitement.

Our teachers have been working on restorative practices and how that looks in our building with students with special needs. A book study of "Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management" was held monthly and lead by our Dean of Students. Wonderful discussions were held, and strategies were shared with each other.

We were able to receive professional development from Donna Whyte and use common language throughout the building for students to "Do the Right Thing" and to focus on right place, right time, and hands to self. The wall of expectations was built and maintained by each adult in the building, letting students know that we all were united.

We had several family functions that promoted reading and math; a Beginning of the Year Celebration, Winter Wonderland, and Dr. Seuss Night. Students and families played games as well as took home books, games, and food activities.

Our sports adventures were outstanding this year. Our basketball team paired up with the Special Olympics, and our team headed north for finals and became district champions. We also started a flag football team, which unfortunately was unable to play due to the shutdown but will pick up when we return.

Our kiddos participated in clubs; cooking, sewing, yoga, board games, sports, library, and drama. We had six sewing machines, sewing tools, and fabric donated through Donors Choose and friends of Summit Academy. We teamed up with Cincinnati Children's Theater for our Drama Club. Our Drama Club students plan to perform "Once on This Island" in the fall, pending the pandemic status. Our little chefs learned to cook microwavable foods and create foods that do not require cooking.

Our Board Game Club members learned new games that (secretly) involved multi-step processing skills. Our clubs foster our Social Emotional Learning skills and create opportunities for multi-grade level cooperation and collaboration.

As we reflect on the successes of the year as well as our struggles, we look at all the experiences as learning opportunities. We have struggled and succeeded, laughed and cried, planned, and presented, and have become true partners in education with our families. We look forward to many more learning opportunities; come what may.

Sincerely,

Michelle Brunner

Principal



SCHOOL DATA

IRN #: 000306

AGE LEVELS SERVED: 5-15

HOURS OF INSTRUCTION: 7:50AM – 2:30PM

SCHOOL TYPE: Community School

STUDENT POPULATION: 80

ATTENDANCE RATE: 90.3%

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:

| | |
|----------------------------|-------|
| Caucasian | 32.1% |
| African American | 55.3% |
| Mixed/Other | 12.6% |
| Economically Disadvantaged | 100% |

SCHOOL MISSION STATEMENT: Summit Academy Schools build hope, success, and well-being through education and advocacy for Children with Special Needs.

BOARD MEMBERS:

| | |
|------------------|----------------|
| Jeffrey Anderson | President |
| Walter Henry | Vice President |
| Josephine Howard | |
| Cheryl Lee | |
| Thomas Hargis | |



SCHOOL STAFF:

| | | | |
|----------------------|--------------------|--------------------|---------------------|
| Sharon Jones | Principal | Khadine Kelly | Comm. Res. Coord. |
| Lisa Singleton | Admin. Asst. | Lauren Kraft | Instructional Coach |
| Carmen Art | Int. Spec. | Shaundra Lowery | Lunch Server |
| Sandy Blais | Lead Int. Spec. | Elizabeth Lankford | Teacher |
| Thomas Brown | Teacher | Christina McBride | Instructional Coach |
| Michelle Bruner | IEP Coordinator | Mark Shannon | Int. Spec. |
| Abyssinnia Covington | Instructional Aide | Susan Morris | Teacher |
| Charles Crownover | Sensei | Amy O'Shaughnessy | Instructional Aide |
| Kevin Davis | Custodian | Kyra Simmons | Dean of Students |
| Kelly Grannen | Int. Spec. | Amy Sperry | Int. Spec. |
| Tondra Grayson | Instructional Aide | Michael Starks | Teacher |
| Angela Hargrove | Lunch Server | Adrian Sullivan | Teacher |
| Eden Hearons | Instructional Aide | Jack White | Instructional Aide |
| Yolanda Houston | Behavior Spec. | Tricia Yater | Teacher |
| Laura Kallmeyer | Title I Teacher | | |

HIGHLIGHTS



Summit Academy Community School - Cincinnati students learned about descriptive language. Our third graders improved their reading skills and computer skills. The middle school basketball team won the School Age Division basketball tournament at the Special Olympics Ohio State Basketball Tournament in Bowling Green, Ohio.

We partnered with the local Delta Airlines office to provide gifts for every student during the Holiday season. The Student Council students came together to raise money, which, in turn, provided groceries for needy families during the pandemic shut down in March. In the same spirit, the entire student body participated in a penny wars competition to raise over \$200 for the Leukemia and Lymphoma Society. With the help of the Children's Theatre of Cincinnati, the Theatre Department began production of its first production, "Once on this Island." The department plans to create a new production of "Schoolhouse Rock!" for the 2020-2021 school year.



SPONSOR STATEMENT REGARDING COMPLIANCE

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for Summit Academy Community School - Cincinnati during the 2019-2020 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.

ACADEMIC 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.

Due to the COVID-19 pandemic, spring state testing was not performed for the 2019-2020 school year. This means the majority of the Local Report Card data for the school is not reported. This is also the case for the academic part of the contractual goals with the sponsor not being reportable.

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

| | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------|-----------|-----------|-----------|
| Overall School Grade | F | F | NR |

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.

| Achievement | 2017-2018 | 2018-2019 | 2019-2020 |
|-------------------------|-----------|-----------|-----------|
| Component Grade | F | F | NR |
| Performance Index (Pts) | 44.6, F | 45.6, F | NR |
| Indicators Met (%) | 0%, F | 0%, F | NR |



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 | 2017-2018 | 2018-2019 | 2019-2020 |
|--------------------------------|-----------|-----------|-----------|
| Component Grade | D | F | NR |
| Value Added - Overall | F | F | NR |
| VA - Gifted | NR | NR | NR |
| VA - Lowest 20% in Achievement | D | F | NR |
| Students with Disabilities | D | F | NR |

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 | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------|-----------|-----------|
| Component Grade | F | F | NR |
| Annual Measurable Objectives (%) | NC | 37.3 | NR |

Graduation

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in 4 or 5 years.

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 | 2017-2018 | 2018-2019 | 2019-2020 |
|-------------------------------|-----------|-----------|-----------|
| Component Grade | NR | F | NR |
| Improving K-3 At-Risk Readers | NC | 6.1 | NR |

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 | 2019-2020 Goal | Results |
|-------------------------------------|---|-----------------|---------|
| A.1 – Chronic Absenteeism | Chronic Absenteeism rate | 64% | 36.7% |
| A.2 - Performance Index | Performance index points | 48.5 out of 120 | NR |
| A.3 – Indicators Met | Total number of proficiency level indicators met and 1 targeted grade or content area | 0 out of 9; 0% | NR |
| A.4 - Progress | Overall letter grade, overall percentage, growth percentage for 1 measure | SWD: -0.90, F | NR |
| A.5 – Gap Closing | Component Score, 1 Targeted Area | SWD: 41.7 | NR |
| A.6 - Graduation Rate | Overall component grade, Overall component percentage | NA | NR |
| A.7 – Improving at-risk K-3 Readers | Component Grade, Percentage of students moving from not on-track to on-track. | F, 15% | NR |
| A.8 - Prepared for Success | Component grade and percentage of students participating across all six measured areas. | NA | NR |



| | | | |
|---|---|---|--------------------------------|
| A.9 – Other Academic Measure | Renaissance Star assessment data | Early Literacy: 28% Basic Reading: 21% Basic Math: 27% Basic | NR |
| A.10 – Other Academic Measure-Specific Subgroup | Renaissance Star assessment specific subgroup data | STAR Reading SWD: 43% STAR Math SWD: 45% | NR |
| A.11 – Comparative Goal | 2 Similar schools comparable LRC data | SACS-C will perform higher or equal to Southwest Ohio Preparatory Academy in Performance Index. SACS-C will perform higher than or equal to Winton Preparatory Academy in Performance Index. | NR |
| NA.1 - Mission Specific Goal | Mission specific performance measures and targets | Parent involvement in parent teacher student conferences will be 25%. | |
| NA. 2 - Parent Satisfaction | Feedback from parents/caregivers | 92% | |
| NA.3 - Governing Board Performance | The ability of the members and/or combined entity in increasing the efficiency and/or effectiveness of the board. | 2 activities attended by a board member | |
| NA.4 - Organizational/Operational | On-Time and Accuracy Percentages of compliance | ON-TIME % - 97 ACCURACY % - 99 | ON-TIME % - ACCURACY % - |
| NA.5 – Financial Performance | Audits, debt reduction, or the submission of accurate and on-time financials into Epicenter | Clean yearly audit | Audit is currently in progress |



| | | | | | |
|---------------------------------|--|------|-----|------|--|
| NA.6 - Financial Sustainability | Student Enrollment and Unrestricted Cash Reserve Balance | 89 | | | |
| NA.7 – Student Discipline | Decreasing the number of out-of-school suspensions | K-3 | 40 | K-3 | |
| | | 4-8 | 100 | 4-8 | |
| | | 9-12 | NA | 9-12 | |

Overall Performance

Not rated for the 2019-2020 school year.



**SUMMIT ACADEMY COMMUNITY SCHOOL - CINCINNATI
HAMILTON COUNTY, OHIO**

Selected Financial Information
For the Fiscal Years Ended June 30, 2020 and 2019
(Unaudited)*

| | <u>2020</u> | <u>2019</u> |
|----------------------------------|-----------------------|-----------------------|
| Operating Revenues: | | |
| State Foundation | \$ 1,469,801 | \$ 1,680,731 |
| State and Federal Grants | 515,388 | 522,210 |
| Medicaid Revenue | 23,393 | 176,917 |
| Private Donations | - | - |
| Classroom Materials and Supplies | 4,300 | 5,664 |
| Food Service | 48,337 | - |
| Other Revenue | 19,285 | 6,362 |
| Interest on Investment | 0 | 0 |
| Total Operating Revenues | <u>2,080,504</u> | <u>2,391,884</u> |
| Operating Expenses: | | |
| Management Fee Expense | 2,037,894 | 2,051,703 |
| Staffing Expenses | 0 | 77 |
| Other Expenses | - | - |
| Total Operating Expenses | <u>2,037,894</u> | <u>2,051,780</u> |
| Net Profit (Loss) | <u>\$ 42,610</u> | <u>\$ 340,104</u> |
| Net Assets: | | |
| Total Assets | 1,058,750 | 1,058,750 |
| Total Liabilities | <u>3,474,962</u> | <u>3,474,962</u> |
| Total Net Assets | <u>\$ (2,416,212)</u> | <u>\$ (2,416,212)</u> |

* The Ohio Auditor of State audited the financial statements of the school as of, and for the year ended, June 30, 2019. The Auditor's report dated February 5, 2020 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, 2020 is in process. Due to the implementation of GASB 68, the school shows a negative Net Asset amount for fiscal year end. As of 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.