

ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Cincinnati

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school authorizer, ESCLEW has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020–21 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2021–22 school year.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000306	4 Years	07/01/2024	06/30/2028	K-8
Address	1660 Sternblock Ln. Cincinnati, OH 45237			
Contact	Phone: (513) 321-0561		Fax: (513) 321-0795	
Website	https://summitacademies.org/cincinnati-community/			
Leadership	Erwin Mcintosh, Principal			
Governing Authority	Josephine Howard, Walter Henry, Anita Miller-Henderson and Cherish Edwards			
Mission Statement	The mission of Summit Academy schools is to build hope, success, leadership, and well-being through education and advocacy for children with special needs.			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	38	25	K	7
Male	62	40	1	6
Race/Ethnicity	%	#	2	4
American Indian/Alaskan Native	0	0	3	6
Asian/Pacific Islander	0	0	4	6
Black, Non-Hispanic	58.5	38	5	7
Hispanic	8	5	6	13
Multiracial	15	10	7	8
White, Non-Hispanic	18.5	12	8	8
Historically Underserved	%	#	9	
Economically Disadvantaged	100	65	10	
English Learner	0	0	11	
Migrant	0	0	12	
Students with Disabilities	55.38	36	Total	
				65

<i>School Academic/Non-Academic Performance</i>					
Traditional Ohio State School Report Card	2024-2025				
Overall Rating	Approaches Standard				
Achievement Component	Falls Below Standard				
Performance Index	Falls Below Standard				
Chronic Absenteeism	Falls Below Standard				
Progress Component	Meets Standard				
Gap Closing Component	Falls Below Standard				
Gifted Performance Indicator	N/A				
Graduation Component	N/A				
4-Year Graduation Rate	N/A				
5-Year Graduation Rate	N/A				
Early Literacy Component	N/A				
Proficiency in 3rd Grade	N/A				
Promotion to 4 th Grade	N/A				
Improving K-3 Literacy	N/A				
College, Career, Workforce & Military Readiness	N/A				
PBIS	Meets Standard				
PI vs Similar School #1	N/A				
PI vs Similar School #2	N/A				
School Academic Achievement Targets and Metrics	2024-2025				
Nationally-Normed Assessment Achievement K-8 Reading	Falls Below Standard				
Nationally-Normed Assessment Achievement K-8 Math	Falls Below Standard				
9-12 EOC Algebra I	N/A				
9-12 EOC Biology	N/A				
9-12 EOC ELA II	N/A				
9-12 EOC Geometry	N/A				
9-12 EOC American US History	N/A				
9-12 EOC American US Government	N/A				
9-12 Credit Earning Rate	N/A				
School Academic Growth Targets and Metrics	2024-2025				
Nationally-Normed Assessment Growth K-12 Reading	Approaches Standard				
Nationally-Normed Assessment Growth K-12 Math	Falls Below Standard				
Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP	N/A				
<i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i>					

School Academic / Non-Academic Performance

School Fiscal Performance Targets and Metrics	2024-2025				
Ratio Assets to Liabilities	Falls Below Standard				
Unrestricted Days Cash	Falls Below Standard				
Current Year Enrollment Variance	Falls Below Standard				
Total Expense Variance	Exceeds Standard				
Sponsor Financial Reporting	Exceeds Standard				
Audit Findings	Falls Below Standard				
School Governance Performance Targets and Metrics	2024-2025				
Board Engagement	Approaches Standard				
Required # of Reg. Board Meetings	Meets Standard				
Required # of Board Members	Falls Below Standard				
Proper Meeting Notice	Meets Standard				
Required Board Member Training	Meets Standard				
Board Member Attendance	Meets Standard				
Compliance/Organizational & Operational Performance Targets and Metrics	2024-2025				
On-Time Records Submissions	Meets Standard				
Accuracy of Records Submissions	Exceeds Standard				
Five-Year Forecast Submission	Meets Standard				
Annual Budget	Meets Standard				
Annual Report	Meets Standard				
Emergency Management Plan	Meets Standard				
Out of School Suspension K-3	Exceeds Standard				
Out of School Suspension 4-8	Meets Standard				
Out of School Suspension 9-12	N/A				
Mission Specific	N/A				
<i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i>					

School Compliance Summary	
Special Education	Due to a strong past performance and overall compliance with special education requirements during the 2023–24 school year, Summit Academy Community School - Cincinnati was granted a one-year exemption from the formal file review and documentation verification process. Instead, several check-ins were conducted throughout the 2024–25 school year to monitor ongoing compliance and offer support.
Legal	Summit Academy Community School – Cincinnati was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year.
Corrective Action Plan (CAP)	Summit Academy Community School – Cincinnati was not placed on corrective action during the 2024–25 school year.

School Performance Summary	
Areas of Strength	The school demonstrated strength in building a positive culture despite experiencing significant staff turnover. By working collaboratively, staff created a supportive environment that fostered teamwork, stability, and a renewed sense of community within the building. In the area of special education, according to the check-ins conducted over the course of the school year, the school continues to provide compliant services despite significant staffing changes and challenges. There are no issues with documentation or IEP/ETR timelines. The special education team and administration are working collaboratively to maintain compliance, and Intervention Specialists have developed plans to make up compensatory minutes caused by staff shortages. The team has remained communicative and responsive, demonstrating a commitment to student needs during a difficult year.
Areas for Improvement	While the school has made strides in fostering a positive culture, continued focus on staff retention and professional development is needed to maintain stability and further strengthen collaborative practices that support student success. In the area of special education, accommodations are not consistently being documented beyond state or district testing. This was addressed during the January 2025 check-in, and documentation guidance was shared with staff. Additionally, one Intervention Specialist is currently not meeting SDI minute requirements; however, the administration and special education team are actively addressing this issue.
Prospects for Renewal	Probable

Previous Academic Performance

Achievement	
Performance Index	
2022-2023	NOT MET
Achievement Component	
2022-2023	NOT MET
Chronic Absenteeism	
2022-2023	MET
Progress	
2022-2023	NOT MET
Gifted Performance Index	
2022-2023	N/A
Graduation Rate	
Graduation Component	
2022-2023	N/A
4-Yr. Graduation Rate	
2022-2023	N/A
5-Yr. Graduation Rate	
2022-2023	N/A
Gap Closing	
Gap Closing Component	
2022-2023	NOT MET
Positive Behavior Intervention and Supports	
2022-2023	MET

Early Literacy	
Early Literacy Component	
2022-2023	N/A
Proficiency in 3 rd Grade Reading	
2022-2023	N/A
Promotion to Fourth Grade	
2022-2023	N/A
Improving K-3 Literacy	
2022-2023	N/A
Comparative Schools Data	
Similar School #1	
2022-2023	NOT MET
Similar School #2	
2022-2023	N/A
Other Academic Measures	
Subgroup	
2022-2023	N/A
Reading	
2022-2023	MET
Math	
2022-2023	MET
Improving K-3 Literacy	
2022-2023	MET

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Not Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	N/A
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A

2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Met
Nationally Normed Assessment - Math	
2021-2022	Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	N/A
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	N/A
2020-2021	Not Met
2019-2020	N/A
2018-2019	N/A

Previous Non-Academic Performance

Mission Specific	
2022-2023	MET
Parent Satisfaction	
2022-2023	MET
Student Discipline	
Grades K-3	
2022-2023	MET
Grades 4-8	
2022-2023	MET
Grades 9-12	
2022-2023	N/A

Governing Board Performance	
2022-2023	MET
Organizational & Operational	
On-Time Rate	
2022-2023	EXCEEDS
Accuracy Percentage	
2022-2023	EXCEEDS
Financial Performance	
2022-2023	MET
Financial Sustainability	
2022-2023	MET

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Parent Satisfaction	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	Met
Student Discipline	
Grades K-3	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 9-12	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	Not Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A