ANNUAL PERFORMANCE REPORT

Summit Academy – Youngstown

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.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000623	5 Years	07/01/2025	06/30/2030	K-7
Address	144 N. Schenley Ave. Youngstown, OH 44509			
Contact	Phone: (330) 259-0421		Fax: (330) 259-0424	
Website	https://summitacademies.org/youngstown-elementary/			
Leadership	Rebecca Ellis, Principal; Michael Prendergast, Dean of Students; Christa Vlosich, Admn Asst; Dawn Puryear, School Culture Coordinator; Gina McAllister, IEP Coord; Nichole Doerzbacher, IEP Coord; Nicole McGrath, Math Coach; Brienne Prendergast, ELA Coach; Vilmary Kausits, BIS			
Governing Authority	Eric Jones, President; Amber Boderick, Vice President; Joe Gagliano, Nicole Forte, Kendra Godiciu			
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	48	61	K	15
Male	52	67	1	9
Race/Ethnicity	%	#	2	13
American Indian/Alaskan Native	0.7	1	3	15
Asian/Pacific Islander	0	0	4	20
Black, Non-Hispanic	41	52	5	19
Hispanic	11	14	6	17
Multiracial	12.3	16	7	20
White, Non-Hispanic	35	45	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	128	10	
English Learner	2	2	11	
Migrant	0	0	12	
Students with Disabilities	66	84	Total	128

School Academic/Non-Academic Performance

Traditional Ohio State School Report Card	**2025-2026**				
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	Falls Below Standard				
Proficiency in 3rd Grade	Falls Below Standard				
Promotion to 4th Grade	Falls Below Standard				
Improving K-3 Literacy	Falls Below Standard				
College, Career, Workforce & Military Readiness	N/A				
PBIS	Meets Standard				
PI vs Similar School #1 & #2	Falls Below Standard				
PI vs Similar School #2	N/A				
School Academic Achievement Targets and Metrics	**2025-2026**				
Nationally-Normed Assessment Achievement K-8 Reading	Approaches 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	**2025-2026**				
Nationally-Normed Assessment Growth K-12 Reading	Approaches Standard				
Nationally-Normed Assessment Growth K-12 Math	Approaches Standard				
Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP	Meets Standard				

School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard

School Academic/Non-Academic Performance

School Fiscal Performance Targets and Metrics	**2025-2026**				
Ratio Assets to Liabilities	Falls Below Standard				
Unrestricted Days Cash	Falls Below Standard				
Current Year Enrollment Variance	Exceeds Standard				
Debt Management	N/A				
Total Expense Variance	Approaches Standard				
Sponsor Financial Reporting	Exceeds Standard				
Audit Findings	Falls Below Standard				
Enrollment Sustainment	N/A				
Sustainability	N/A				
School Governance Performance Targets and Metrics	**2025-2026**				
Board Engagement	Meets Standard				
Required # of Reg. Board Meetings	Meets Standard				
Required # of Board Members	Meets Standard				
Proper Meeting Notice	Meets Standard				
Required Board Member Training	Meets Standard				
Board Member Attendance	Exceeds Standard				
Compliance/Organizational & Operational Performance Targets and Metrics	**2025-2026**				
On-Time Records Submissions	Exceeds 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	Exceeds Standard				

School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard

School Compliance Summary	
Special Education	The ESC of Lake Erie West conducts a special education review using the IDEA Monitoring Record Review Guide. Summit Academy - Youngstown compliance rate is 90%. The ESC of Lake Erie West confirms IEP implementation through a documentation verification review. Summit Academy - Youngstown had 93 % of their documentation verified.
Legal	Summit Academy – Youngstown was in compliance with all applicable state and federal laws, rules, and regulations for the 2025–2026 school year.
Corrective Action Plan (CAP)	Summit Academy – Youngstown was not placed on corrective action during the 2025-2026 school year.

School Performance Summary	
Areas of Strength	During the 2025–2026 school year, Summit Academy – Youngstown continued to demonstrate strong implementation of its Multi-Tiered System of Supports (MTSS/RTI), utilizing clearly defined intervention processes to identify and address student needs. Staff regularly analyzed academic and behavioral data to provide timely, targeted support, contributing to improved student outcomes. Assessment practices remained a priority, with benchmark and progress-monitoring measures, including Renaissance Star and standards-based assessments, informing instructional planning and intervention efforts throughout the year. The school further strengthened instructional quality through ongoing coaching and mentoring initiatives. Educators received individualized feedback, instructional modeling, and collaborative support designed to enhance classroom practices and promote consistency across grade levels. These professional learning opportunities fostered continuous improvement and reinforced a culture focused on student achievement and effective teaching practices. A positive organizational climate remained a notable asset at Summit Academy – Youngstown. Strong staff retention reflected a supportive work environment characterized by collaboration, professional growth, and a shared commitment to student success. Additionally, the continued implementation of Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom practices contributed to a welcoming learning environment, improved student conduct, and stronger relationships throughout the school community. In the area of special education, Summit Academy - Youngstown demonstrates strong compliance and effective practice in supporting students through a comprehensive special education process. The educational agency proactively implemented interventions for students performing below grade-level standards, and the evaluation team ensured that all areas related to the suspected disability were thoroughly assessed, with clear summaries of assessment results documented in the ETR. The IEPs include well-developed Present Levels of Academic Achievement and Functional Performance that clearly address identified student needs, along with annual goals that are stated in measurable terms. Instructional data are consistently collected for each measurable annual goal, and there is clear alignment between the progress data reported and the measurement methods outlined in the goal statements. Additionally, the school uses data to inform timely IEP revisions when student needs or abilities change and clearly explains the extent to which students participate with nondisabled peers in the general education setting.

School Performance Summary	
Areas for Improvement	Family engagement is an important area for continued development. While communication systems are well established, efforts will focus on expanding meaningful partnerships with families through increased participation opportunities, enhanced two-way communication, and additional resources that support learning beyond the classroom. The school also remains focused on reducing chronic absenteeism. Future efforts will emphasize proactive attendance interventions, collaboration with families to address barriers to regular attendance, and strategic transition planning to maintain enrollment stability. Clear communication and continuity of support will help minimize disruptions and promote ongoing student success during this period of change. In the area of special education, an area of growth for Summit Academy - Youngstown is strengthening the documentation within the ETR by clearly articulating the rationale for the eligibility determination decision. Providing a concise justification that connects evaluation data, team discussion, and eligibility criteria will further enhance clarity and shared understanding among team members. This added detail will support transparency in decision-making and ensure that the record clearly reflects how conclusions were reached. With this refinement, the ETR will more fully demonstrate the team's thoughtful and data-driven approach to eligibility decisions.
Prospects for Renewal	Probable