

ANNUAL PERFORMANCE REPORT

Summit Academy Secondary School – 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
000303	4 Years	07/01/2024	06/30/2028	8-12
Address	2800 Shady Run Rd. Youngstown, OH 44502			
Contact	Phone: (234) 228-8235		Fax: (234) 228-8239	
Website	https://summitacademies.org/youngstown-secondary/			
Leadership	Natasha Walski, Principal; Sarah Singletary, Data Coach; Jessica Schell, IEP Coordinator; Mark Johnson, Dean of Students; Michael Neilson, Admn Asst			
Governing Authority	Eric Jones, President; Amber Broderick, 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	42	31	K	
Male	58	42	1	
Race/Ethnicity	%	#	2	
American Indian/Alaskan Native	0	0	3	
Asian/Pacific Islander	0	0	4	
Black, Non-Hispanic	32	23	5	
Hispanic	5	4	6	
Multiracial	7	5	7	
White, Non-Hispanic	56	41	8	15
Historically Underserved	%	#	9	15
Economically Disadvantaged	97	71	10	15
English Learner	0	0	11	14
Migrant	0	0	12	14
Students with Disabilities	82	60	Total	73

School Academic/Non-Academic Performance

Traditional Ohio State School Report Card	2024-2025	2025-2026			
Overall Rating	Falls Below Standard	Approaches Standard			
Achievement Component	Falls Below Standard	Falls Below Standard			
Performance Index	Falls Below Standard	Falls Below Standard			
Chronic Absenteeism	Falls Below Standard	Meets Standard			
Progress Component	Falls Below Standard	Meets Standard			
Gap Closing Component	Falls Below Standard	Approaches Standard			
Gifted Performance Indicator	N/A	N/A			
Graduation Component	Falls Below Standard	Falls Below Standard			
4-Year Graduation Rate	Falls Below Standard	Falls Below Standard			
5-Year Graduation Rate	Falls Below Standard	Falls Below Standard			
Early Literacy Component	N/A	N/A			
Proficiency in 3rd Grade	N/A	N/A			
Promotion to 4 th Grade	N/A	N/A			
Improving K-3 Literacy	N/A	N/A			
College, Career, Workforce & Military Readiness	Meets Standard	Meets Standard			
PBIS	Meets Standard	Meets Standard			
PI vs Similar School #1 & #2	N/A	Falls Below Standard			
PI vs Similar School #2	N/A	N/A			
School Academic Achievement Targets and Metrics	2024-2025	2025-2026			
Nationally-Normed Assessment Achievement K-8 Reading	Falls Below Standard	Falls Below Standard			
Nationally-Normed Assessment Achievement K-8 Math	Falls Below Standard	Approaches Standard			
9-12 EOC Algebra I	Falls Below Standard	Falls Below Standard			
9-12 EOC Biology	N/A	Falls Below Standard			
9-12 EOC ELA II	Falls Below Standard	Falls Below Standard			
9-12 EOC Geometry	N/A	Falls Below Standard			
9-12 EOC American US History	N/A	Approaches Standard			
9-12 EOC American US Government	N/A	Falls Below Standard			
9-12 Credit Earning Rate	Meets Standard	Exceeds Standard			
School Academic Growth Targets and Metrics	2024-2025	2025-2026			
Nationally-Normed Assessment Growth K-12 Reading	Approaches Standard	Meets Standard			
Nationally-Normed Assessment Growth K-12 Math	Approaches Standard	Meets Standard			
Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP	N/A	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	2024-2025	2025-2026			
Ratio Assets to Liabilities	Falls Below Standard	Falls Below Standard			
Unrestricted Days Cash	Falls Below Standard	Falls Below Standard			
Current Year Enrollment Variance	Falls Below Standard	Approaches Standard			
Total Expense Variance	Falls Below Standard	Exceeds Standard			
Sponsor Financial Reporting	Exceeds Standard	Exceeds Standard			
Audit Findings	Falls Below Standard	Falls Below Standard			
School Governance Performance Targets and Metrics	2024-2025	2025-2026			
Board Engagement	Meets Standard	Meets Standard			
Required # of Reg. Board Meetings	Meets Standard	Meets Standard			
Required # of Board Members	Meets Standard	Meets Standard			
Proper Meeting Notice	Meets Standard	Meets Standard			
Required Board Member Training	Meets Standard	Meets Standard			
Board Member Attendance	Exceeds Standard	Exceeds Standard			
Compliance/Organizational & Operational Performance Targets and Metrics	2024-2025	2025-2026			
On-Time Records Submissions	Meets Standard	Exceeds Standard			
Accuracy of Records Submissions	Exceeds Standard	Exceeds Standard			
Five-Year Forecast Submission	Meets Standard	Meets Standard			
Annual Budget	Meets Standard	Meets Standard			
Annual Report	Meets Standard	Meets Standard			
Emergency Management Plan	Meets Standard	Meets Standard			
Out of School Suspension K-3	N/A	N/A			
Out of School Suspension 4-7	N/A	N/A			
Out of School Suspension 8-12	Falls Below Standard	Falls Below Standard			
Mission Specific	N/A	Approaches Standard			

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

School Compliance Summary	
Special Education	<p>The ESC of Lake Erie West conducts a special education review using the IDEA Monitoring Record Review Guide. Summit Academy Secondary School - Youngstown compliance rate is 86%.</p> <p>Summit Academy Secondary School – Youngstown did not receive a documentation review.</p>
Legal	Summit Academy Secondary School – 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 Secondary School – Youngstown was placed on an Academic Corrective Action Plan during the 2025-2026 school year.

School Performance Summary	
Areas of Strength	<p>During the 2025–2026 school year, Summit Academy Secondary School – Youngstown maintained strong staff retention and a positive school culture. Nearly all staff members committed to returning for the 2026–2027 school year, reflecting a collaborative work environment and strong investment in the school community. Leadership fostered open communication, teamwork, and professional support, contributing to high staff morale and organizational stability.</p> <p>The school also expanded opportunities to recognize student achievement, leadership, growth, and attendance through awards ceremonies, senior recognitions, and school-wide celebrations. Increased student engagement and school connections were evident through expanded student leadership opportunities, monthly activities, prom, field days, and other community-building events that promoted positive relationships and school pride.</p> <p>Academically, students demonstrated positive growth on Renaissance Star Reading and Math assessments during the 2025–2026 school year. Both content areas showed increased percentages of students meeting or exceeding expected growth benchmarks compared to the previous year. The school will continue to reinforce the use of assessment data, progress monitoring, and instructional planning to further support student achievement and academic growth.</p> <p>In the area of special education, Summit Academy Secondary School - 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.</p>

School Performance Summary	
Areas for Improvement	<p>Instructional consistency and organizational effectiveness are priorities for continued growth. Efforts will focus on strengthening a shared instructional vision, clarifying expectations for teaching and learning, and enhancing systems that support attendance, student services, and academic accountability. These initiatives are intended to create greater consistency across the school while maximizing instructional opportunities and improving student outcomes.</p> <p>Instructional alignment and PBIS implementation will also be targeted priorities. Efforts will focus on strengthening alignment between curriculum, instruction, assessment, and priority standards through the continued development of pacing guides, curriculum maps, and consistent instructional expectations. In addition, the school will continue refining PBIS practices to promote consistent behavioral expectations, positive school culture, and increased student engagement. Clearly defined professional development and staff support will help ensure consistent implementation of both instructional and behavioral practices throughout the school.</p> <p>In the area of special education, an area of growth for Summit Academy Secondary School – 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.</p>
Prospects for Renewal	Probable