



Office of School Design and Charter Partnerships  
2014-2015

**PENINSULA PREPARATORY ACADEMY CHARTER SCHOOL**  
**ANNUAL COMPREHENSIVE REVIEW REPORT**

**2014 – 2015 SCHOOL YEAR**

## Part 1: School Overview

### Charter Authorization Profile

Peninsula Preparatory Academy Charter School	
Authorized Grades	Grades K-5
Authorized Enrollment	320
School Opened For Instruction	2004-2005
Charter Term Expiration Date	June 30, 2019
Last Renewal Term Type	Full Term (5 years)

### School Information for the 2014-2015 School Year

Peninsula Preparatory Academy Charter School	
Board Chair(s)	Betty Leon, Esq.
School Leader(s)	Karen Jones
District(s) of Location	NYC Community School District 27
Borough(s) of Location	Queens
Physical Address(es)	611 Beach 19th Street, Queens, NY 11691
Facility Owner(s)	Private
School Type	Elementary School
Grades Served 2014-2015	Grades K-5
Enrollment in 2014-2015*	323
Charter Universal Pre-Kindergarten Program	No

\* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 1-5
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	300
Number of Students Accepted via the Charter Lottery	70
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

\* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.  
 \*\* Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Charter School Business Management
Services Provided	Accounting Support
Services Fee	\$60,000 per year

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Increased Professional Development	Teachers receive critical, research-based professional development twice a month, four hours per month.
Rigorous Standards-Based Curriculum	The school uses Common Core Learning Standards based programs in reading, mathematics, writing, and science.
Embedded Special Education (SPED) Teachers in Each Grade Level	The school allows Special Education teachers to focus on a specific grade/age of students to ensure strategic interventions are occurring in each classroom.
Provision of Six-week Rotation for Academic Intervention Services	The school provides Academic Intervention Services (AIS) for the lowest-performing students without Individualized Education Programs (IEPs), in six-week rotations to focus on specific skills and to provide support for a larger numbers of students.
Increased Use of Technology in Major Subject Areas	The school provides students with opportunities to use technology, both low and high, to complete assignments. The school also uses technology for the creation and tracking of data.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	54	2
Grade 1	55	2
Grade 2	52	2
Grade 3	54	2
Grade 4	54	2
Grade 5	54	2
Total Enrollment	323	12

\* Enrollment data as of October 1, 2014.

## Part 2: Annual Review Process Overview

### Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

### Essential Questions

#### ***Is the school an academic success?***

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results;  
New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

#### ***Is the school a fiscally sound, viable organization?***

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.<sup>1</sup>

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

#### ***Is the school compliant with its charter and all applicable law and regulations?***

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

---

<sup>1</sup> Please refer to the following website for more information:  
[http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance\\*20framework&c=82](http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82)

## Part 3: Summary of Findings

### Essential Question 1: Is the school an academic success?

#### Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
<b>Peninsula Preparatory Academy Charter School</b>	<b>21.3%</b>	<b>27.2%</b>
CSD 27	28.7%	28.7%
Difference from CSD 27 *	-7.4	-1.5
NYC	28.0%	29.8%
Difference from NYC *	-6.7	-2.6
New York State **	31.1%	30.6%
Difference from New York State	-9.8	-3.4
% Proficient in Mathematics		
	2012-2013	2013-2014
<b>Peninsula Preparatory Academy Charter School</b>	<b>37.6%</b>	<b>41.7%</b>
CSD 27	32.5%	39.4%
Difference from CSD 27 *	5.1	2.3
NYC	32.7%	39.1%
Difference from NYC *	4.9	2.6
New York State **	31.1%	36.2%
Difference from New York State	6.5	5.5

\* All comparisons to either the CSD or NYC take into account only grades the school itself served.

\*\* New York State proficiency rates were taken from data.nysed.gov.

**Student improvement on the state tests compared to other students**

<b>Median Adjusted Growth Percentile - English Language Arts</b>		
	<b>2012-2013</b>	<b>2013-2014</b>
<b>Peninsula Preparatory Academy Charter School – All Students</b>	<b>54.0%</b>	<b>59.5%</b>
Peer Percent of Range - All Students	33.1%	42.9%
City Percent of Range- All Students	19.9%	37.0%
<b>Peninsula Preparatory Academy Charter School – School's Lowest Third</b>	<b>82.0%</b>	<b>74.0%</b>
Peer Percent of Range - School's Lowest Third	82.5%	58.2%
City Percent of Range - School's Lowest Third	68.6%	49.7%
<b>Median Adjusted Growth Percentile - Mathematics</b>		
	<b>2012-2013</b>	<b>2013-2014</b>
<b>Peninsula Preparatory Academy Charter School – All Students</b>	<b>75.0%</b>	<b>51.0%</b>
Peer Percent of Range - All Students	81.7%	30.6%
City Percent of Range- All Students	78.5%	26.1%
<b>Peninsula Preparatory Academy Charter School – School's Lowest Third</b>	<b>83.0%</b>	<b>61.0%</b>
Peer Percent of Range - School's Lowest Third	73.1%	33.7%
City Percent of Range - School's Lowest Third	73.2%	23.0%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

**Closing the Achievement Gap**

<b>Percent in the 75th Growth Percentile - English Language Arts</b>		
	<b>2012-2013</b>	<b>2013-2014</b>
Students with Disabilities *	57.1%	42.1%
English Language Learner Students	-	-
Students in the Lowest Third Citywide	59.4%	50.0%
<b>Percent in the 75th Growth Percentile - Mathematics</b>		
	<b>2012-2013</b>	<b>2013-2014</b>
Students with Disabilities *	78.6%	21.1%
English Language Learner Students	-	-
Students in the Lowest Third Citywide	70.6%	28.0%

\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

**Progress Towards Attainment of Academic Goals in 2013-2014<sup>2</sup>**

<b>Academic Goals</b>	
<b>Charter Goals</b>	<b>2013-2014</b>
1. Each year, the school will earn a score of B or better in the "Performance" section of the NYC DOE Progress Report.	N/A
2. Each year, the school will show progress towards achieving 75% of third through fifth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS ELA Exam.	<b>Not Met</b>
3. Each year, the school will show progress towards achieving 75% of third through fifth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS Math Exam.	<b>Not Met</b>
4. Each year, the school will show progress towards achieving 75% of fourth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS Science Exam.	<b>Met</b>
5. Each year, the school will earn a score of B or better in the "Progress" section of the NYC DOE Progress Report.	N/A
6. Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam (baseline) and 75% at or above Level 3 on the current year's NYS ELA Exam. If the percentage of students scoring at or above proficient in a grade level cohort exceeded 75% on the previous year's NYS ELA Exam, the school is expected to demonstrate some growth (above 75%) in the current year.	<b>Not Met</b>
7. Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS Math Exam (baseline) and 75% at or above Level 3 on the current year's NYS Math Exam. If the percentage of students scoring at or above proficient in a grade level cohort exceeded 75% on the previous year's NYS Math Exam, the school is expected to demonstrate some growth (above 75%) in the current year.	<b>Not Met</b>
8. Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	<b>Not Met</b>
9. Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	<b>Partially Met</b>
10. Each year, the school will have an average daily student attendance rate of at least 95%.	<b>Not Met</b>

<sup>2</sup> Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

## Self-Reported Responsive Education Program & Learning Environment<sup>3</sup>

### Curriculum Changes and/or Adjustments

- The school made the following changes for the 2014-2015 school year:
  - Adapted its Interactive Science curriculum to increase students' performance levels related to inquiry and investigation;
  - Implemented more robust specialty programs, including Music, Art, Physical Education, Library/Literacy-Focused, and Technology;
  - Implemented English Language Learner (ELL) services; and
  - Implemented Academic Intervention Services (AIS) to provide targeted and goal specific intervention.

### Interim Assessments

- Assessments used at the school include the following:
  - SuperKids Unit Assessment for students in grades kindergarten through two;
  - Go MATH Embedded Assessments for students in grades kindergarten through five;
  - Interactive Science Embedded Chapter Assessments;
  - Social Studies Teacher Created Assessments; and
  - NY Ready, Reading and Math Unit Assessments.

### Approach to Data-Driven Instruction

- The school uses a Data Specialist in its organizational structure who reports the results of teachers' input of performance data to the Principal and the Assistant Principal on a weekly basis. Student work is also analyzed to provide teachers an opportunity to make adjustments in pacing and/or planning in order to differentiate lessons.

### Philosophy on Special Education and English Language Learner Service Provision

- To support special education (SPED) students, the school's organizational chart includes a SPED teacher embedded within each grade level to ensure specialized support and differentiation for students with disabilities. This model was created to provide SPED students with as much teacher-expertise as possible.
- The 2014-2015 school year was the school's first year with an English Language Learner (ELL) program. The ELL teacher is supported through the charter center and other ELL trainings. The SPED teacher has also visited ELL programs in other school settings.

### Professional Development Opportunities

- The school hosted a number of professional development opportunities in August 2014 that included topics such as 'How to Establish and Maintain Positive Classroom and Student Culture'; 'How to Maintain Engagement and Support', and 'SPED and AIS Services: What It Is and How To Implement'.
- In the first three months of eth 2014-2015 school year the school hosted four other professional development sessions on Acheive3000, SuperKids, and successful parent-teacher conferences.

### Teacher Evaluation

- Teachers are continuously evaluated through both formal and informal observations. The Danielson Framework is used in both areas. Formal observations take place through a scheduled visit, while informal observations are on-going. Additionally, walk-throughs are conducted sporadically and all leaders intervene when necessary and keep teachers on track with their lesson implementation and professional growth goals.

---

<sup>3</sup> Self-reported information from school-submitted ACR self-evaluation form on May 18, 2015.

#### Differentiated Instruction

- Differentiation occurs through collaborative planning, review of student data and classwork, embedded SPED personnel, and small-group work. AIS teachers also support differentiation and regular collaboration with the classroom teacher.

#### Adjustments based on 2013-2014 Data

- The school principal reported that the 2014-2015 school year was her first year with Peninsula Preparatory Academy Charter School. She further noted the following: "I had to review data, interview returning staff, and make highly effective plans, through collaboration with specific personnel, for the new school year and its approach to teaching and learning. Plans were made according to the results of that information. Data was a hugely missing part of the process here. This data collection and usage has been highly effective and relevant to the improvement in the performance areas of our school."

#### Learning Environment

- The school has made every effort to keep students in the school and working purposefully in their classrooms. The school has also created a culture of celebration and recognition that is not over the top and has meaning behind the reward. Teachers have also received regular encouragement and support to improve in both areas. The school believes that this is an essential component to increase performance and learning for students.

**Essential Question 2: Is the school a fiscally sound, viable organization?**

**Governance Structure & Organizational Design**

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Principal	Karen Jones	1
2. Chief Operations Officer	Jason Pierre	7
3. Assistant Principal	Ligoria Berkely Cummins	1

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Betty Leon	<b>Board Chair</b> – <i>Academic</i>	Yes
2. Doretha Mc Fadden	<b>Vice Chair</b> – <i>Academic</i>	Yes
3. Kevin Alexander	<b>Treasurer</b> – <i>Finance</i>	Yes
4. Jacqueline Burton-Waal	<b>Secretary</b> – <i>Academic</i>	Yes
5. Sylvester Okonkwo	<i>Finance</i>	Yes
6. Michelle Burchette	<b>Parent Representative</b> – <i>Academic</i>	Yes
7. Patrica Woods	<i>Academic</i>	Yes
8. Brandon Jefferies	<i>Finance</i>	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Academic	Yes	Yes
2. Finance	Yes	Yes

## School Climate & Community Engagement

Peninsula Preparatory Academy Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	8.0%
Instructional Staff Turnover (School Year 2014-2015)**	11.4%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	4
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> <li>If Yes, how many times did it meet?</li> </ul>	10
<ul style="list-style-type: none"> <li>If Yes, how many parents attended these meetings?</li> </ul>	120
Average Daily Attendance Rate (School Year 2013-2014)***	94.4%

\* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

\*\* Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

\*\*\* Attendance was taken from ATS.

## NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Peninsula Preparatory Academy Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	-	-
	Most students at my school treat each other with respect.	-	-	-
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	-	-
Parents	I feel satisfied with the education my child has received this year.	96%	97%	95%
	My child's school makes it easy for parents to attend meetings.	98%	96%	94%
	I feel satisfied with the response I get when I contact my child's school.	98%	97%	95%
Teachers	Order and discipline are maintained at my school.	96%	88%	80%
	The principal at my school communicates a clear vision for our school.	83%	81%	88%
	School leaders place a high priority on the quality of teaching.	91%	94%	92%
	I would recommend my school to parents.	87%	94%	81%

\* Students in grades kindergarten through five do not participate in the NYC School Survey.

\*\* This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Peninsula Preparatory Academy Charter School	-	-
	NYC	-	-
Parents	Peninsula Preparatory Academy Charter School	100%	100%
	NYC	54%	53%
Teachers	Peninsula Preparatory Academy Charter School	92%	77%
	NYC	83%	81%

\* Students in grades kindergarten through five do not participate in the NYC School Survey.

## Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
<b>Cash Position</b>	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	13 days	Weak
<b>Liabilities</b>	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	0.00	Weak
<b>Projected Revenues</b>	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.98	Strong
<b>Debt Management</b>	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
<b>Total Margin</b>	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.02	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.07	Strong
<b>Ratios</b>	Debt to Asset Ratio	Ratio should be less than 1.00	0.56	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	0.64	Weak
<b>Cash Flow</b>	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$(144,735)	Weak
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$(674,993)	Weak

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

**Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?**

**Board Compliance**

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	8
Number of Board Members Required per the Bylaws	10
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	1
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	2
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number of Meetings Required per Bylaws**	6 / 10

\* All data presented above is as of April 1, 2015.

\*\* Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

**School Compliance**

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification <sup>4</sup>	Yes
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record <sup>5</sup>	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED (2013-2014)	Yes
Financial Audit Posted (2013-2014)	Yes

<sup>4</sup> The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

<sup>5</sup> The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
31	1	3.2%	26 <sup>6</sup>	83.8%	0	0.0%

## Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	No
Removing students (i.e., suspending)	Yes	No
Procedures for expelling students	No	NA
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	No	NA
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	No	NA
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	No	NA
Specifically addresses student discipline policy for students with disabilities	No	NA
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 18 (6%) Out of School Suspensions: 6 (2%)	

## Enrollment and Retention Targets<sup>7</sup>

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

<sup>6</sup> Peninsula Preparatory Academy Charter School provided a list of 31 instructional staff members employed at the school as part of its ACR self-evaluation form on May 18, 2015. However, the school failed to provide information as requested regarding the qualification status of these teachers. Upon further discussions, the school submitted a second instructional staff roster with teacher qualification status on June 17, 2015. The roster submitted on June 17, 2015 only included information for 26 teachers, all of which were considered highly qualified.

<sup>7</sup> State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Peninsula Preparatory Academy Charter School served:
  - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
  - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
  - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Peninsula Preparatory Academy Charter School retained:
  - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
  - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
  - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

#### Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	<b>Peninsula Preparatory Academy Charter School</b>	<b>90.3%</b>	<b>90.1%</b>
	Effective Target	85.8%	86.0%
	Difference from Effective Target	+4.5	+4.1
Students with Disabilities (SWD)	<b>Peninsula Preparatory Academy Charter School</b>	<b>17.6%</b>	<b>13.9%</b>
	Effective Target	12.6%	12.8%
	Difference from Effective Target	+5.0	+1.1
English Language Learners (ELL)	<b>Peninsula Preparatory Academy Charter School</b>	<b>2.8%</b>	<b>4.6%</b>
	Effective Target	11.6%	11.8%
	Difference from Effective Target	-8.8	-7.2

### Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	<b>Peninsula Preparatory Academy Charter School</b>	<b>87.0%</b>	<b>N/A</b>
	Effective Target	82.5%	-
	Difference from Effective Target	+4.5	-
Students with Disabilities (SWD)	<b>Peninsula Preparatory Academy Charter School</b>	<b>78.4%</b>	<b>N/A</b>
	Effective Target	74.3%	-
	Difference from Effective Target	+4.1	-
English Language Learners (ELL)	<b>Peninsula Preparatory Academy Charter School</b>	<b>87.5%</b>	<b>N/A</b>
	Effective Target	59.1%	-
	Difference from Effective Target	+28.4	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-5	K-5
Enrollment	289	323
CSD(s)	27	27

#### **Essential Question 4: What are the school's plans for the next charter term?**

As reported by the school's leadership, the following is noted:

- Peninsula Preparatory Academy Charter School plans apply to the NYC DOE to expand to middle school. The school plans to start this expansion to start by adding a sixth grade class in 2016-2017, with an additional grade each academic year until 2018-2019, when the school expects to serve students in kindergarten through grade eight.

*Please note that the school's identification of future plans as presented above does not construe application by the school or approval by the NYC DOE of any associated revision. The information presented above is for informational purposes only; it reflects proposed, not approved, future plans of the school. A formal non-material or material charter revision request would need to be submitted as appropriate, consistent with the NYC DOE's timelines and requirements, as the charter authorizing entity.*