

July 25, 2007

VIA ELECTRONIC MAIL AND FEDERAL EXPRESS

Jeannemarie Hendershot
New York City Department of Education
Office of Charter Schools
52 Chambers Street, Room 405
New York, NY 10007

Re: 2006 – 2007 Annual Report for Peninsula Preparatory Academy Charter School

Dear Ms. Hendershot:

In response to your email dated June 22, 2007 and in accordance with Section 119.3 of the New York State Regulations of the Commissioner of Education and Section 2857(2) of the New York State Education Law, enclosed is the 2006 – 2007 annual report for Peninsula Preparatory Academy Charter School. The report includes the following:

Annual Report for Charter Schools

- Cover Page
- State Assessment Results Chart
- Other Standardized Assessment Results Charts
- Accountability Plan
- Accountability Plan Progress Report
- Report of Fiscal Performance
- Trustee Disclosure Forms
- School Calendar for 2006 – 2007
- School Calendar for 2007 – 2008
- Student & Teacher Attrition Data
- Statement of Building Compliance

Enclosed please find one original plus 8 copies of the annual report. An electronic copy of the entire report in PDF format has been sent to JHendershot@schools.nyc.gov. If you have any questions regarding the contents of this submission, contact me at (212) 786-7929.

Sincerely,



Cara Murray
Director of Operations

Enclosures

Cc: Judith Tyler, Principal
Senator Malcolm A. Smith, Chair, Board of Trustees
Dr. Lisa Long, NYSED

The State Education Department
The University of the State of New York

Office of School Improvement (Regional)
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2006 - 2007

Charter School Information and Cover Page

Name of Charter School Peninsula Preparatory Academy Charter School

Address 1110 Foam Place

Far Rockaway, NY 11691

Telephone (718) 471-7220 **Fax** (718) 471-7135

BEDS # 342700860869

District/CSD of Location New York City CSD 27

Charter Entity New York City Department of Education

Head of School (Contact Person) Judith Tyler
(print name)

E-mail address of contact person jtyler@victoryschools.com

President, Board of Trustees Malcolm A. Smith
(print name)

E-mail address and Phone Number of Board President masmith@senate.state.ny.us (718) 528-4190

State Assessment Results Charts

Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006 – 2007 Annual Report

Name of Charter School: Peninsula Preparatory Academy Charter School

Grades 3 – 8 State ELA Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6			
	L1	L2	L3	L4												
2006-07	3	13	30	2	4	18	22	3								
2005-06	5	20	20	0												

2007 - 48 Students- 3rd and 47 Students- 4th
2006- 45 Students- 3rd

New York State Scores by their designated assessment levels**
ATS Citywide Reading/Math Exam Report 2006-2007 (RSCE) – July 3, 2007

Grades 3 – 8 State Math Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6			
	L1	L2	L3	L4												
2006-07	0	10	28	11	4	12	29	2								
2005-06	2	11	31	0												

2007 - 49 Students- 3rd and 47 Students- 4th
2006- 44 Students- 3rd

New York State Scores by their designated assessment levels
**** ATS Citywide Reading/Math Exam Report 2006-2007 (RSCE) – July 3, 2007**

Other Standardized Assessment Results Charts

Student Assessment Data

2006-07

Name of Charter School: Peninsula Preparatory Academy Charter School

Subtest: Reading

Name of Test: Iowa Tests of Basic Skills

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
K	05/07					26	73 NPR		
1	05/07					51	40 NPR		
2	05/07					48	38 NPR		
3	05/07					48	41 NPR		
4	05/07					47	46 NPR		

*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

Student Assessment Data

2006-07

Name of Charter School: Peninsula Preparatory Academy Charter School

Name of Test: Iowa Tests of Basic Skills Subtest: Mathematics

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
K	05/07					52	37 NPR		
1	05/07					51	28 NPR		
2	05/07					50	31 NPR		
3	05/07					46	64 NPR		
4	05/07					44	46 NPR		

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Accountability Plan

Peninsula Preparatory Academy Charter School

ACCOUNTABILITY PLAN

**Source: the charter school application
amended November 2, 2004**

1. Mission Statement: Reiterate the overarching mission for your proposed charter school that reflects your educational philosophy and goals [Ed.L. § 2851(2)(a)]. This statement should not exceed three to five sentences in length.

V.1. The mission of the Peninsula Preparatory PPA Charter School (“PPA”) is to create a challenging learning environment that values high expectations and academic success for every child. The goal of PPA is to prepare students for entry to the best high schools in New York City. The school will emphasize core skills, literacy acquisition across the curriculum, prepare students for critical and high order thinking, employ standards-based and research-proven curriculum, and implement best educational practices. PPA will meet or exceed New York State Learning Standards, align student learning to those standards, and use a variety of assessments to measure student progress in skills and content learning. The school will support teachers with professional development opportunities aligned to the instructional program and will engage parents and the community as partners.

Quantitative Performance Indicators

PPA will meet all State learning standards pursuant to Part 100.2(p)(8)(ii) of the Commissioner’s Regulations. The student achievement goals for the school are the following:

The student achievement goals for the school will use as their basis the goal of proficiency for all students. Our performance will be measured through a variety of different assessment tools including criterion-referenced tests, nationally-norm referenced tests, and interim or unit progress assessments. These assessments facilitate all three key assessment techniques: longitudinal, or “value-added”; absolute; and comparative.

A key component in our performance measurement will be the attainment of Adequate Yearly Progress (“AYP”) in all State assessments as defined by the State Education Department in accordance with the No Child Left Behind Act (“NCLB”). We believe these requirements of AYP are in fact highly challenging as they require consistent progress toward the 100% proficiency goal. Our specific academic goals and indicators are the following:

Goal 1: All students will become proficient in reading and writing of the English language.

Measure 1: Each cohort of students will improve in reading skills by an average of 3 percentiles per year in national rank, according to the reading battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students in grades K-8.

Measure 2: The school will make Adequate Yearly Progress (“AYP”) in New York State ELA exams, as defined by the State Education Department in accordance with No Child Left Behind.

- (a) The school’s “Performance Index”¹ will be used to calculate AYP.
- (b) The grade 4 and 8 assessment will be used to calculate AYP in 2004-2005. Beginning in 2005-2006, assessments in grades 3 , 5, 6, 7, 8 will also be used.
- (c) AYP will be determined for disaggregated subgroups of students including major racial/ethnic groups (Asian, Black, Hispanic, Native American, and White), low-income, limited English proficient and special education students. A group must have a minimum of 30 continuously enrolled students who are required to participate in an assessment in order for the school or district to be held accountable for the group making AYP.
- (d) The school will ensure 95% participation in each exam, as defined by SED.
- (e) The school can make AYP in two ways as defined by SED:
 - (i) The school will meet or exceed the Annual Measurable Objective (“AMO”) threshold established yearly by SED²; or,

¹ The Performance Index measures the percentage of full-year *tested students* who scored at level 2 and above, *and the percentage* who scored at level 3 and above on the each of the elementary assessments in English language arts and mathematics. For example, a school in which all full-year students who were tested perform at or above Level 3 will have a Performance Index of 200. A school in which all full-year, tested students perform at Level 2 will have a Performance Index of 100, and a school in which all full-year, tested students perform at Level 1 will have a Performance Index of 0. The results for those ELL/LEP eligible to take approved alternative assessments who did not take the State assessment are included in the calculation of the English language arts Performance Index. Those students who meet the Part 154 performance standards are counted as performing at Level 2, while those who do not are counted as performing at Level 1. ELL/LEP students who take an approved alternative assessment instead of the Grade 4 English language arts assessment are not counted in calculating the percentage of students who scored at Level 3 and above.

² For the 2003-2004 school year, the Annual Measurable Objective Performance Index score on the 4th grade ELA is 123.

- (ii) The school will reduce the gap by 10% between the goal of a Performance Index of 200 and a group's prior year performance. This is known as the "Safe Harbor" provision.

Measure 3: A greater percentage of students enrolled in the school for two or more years will perform at or above level 3 on the New York State ELA assessments than will students at similar schools as defined by the New York State Department of Education (grade 4 assessment in Year 1, grades 3-5 thereafter).

Goal 2: All students will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Measure 1: Each cohort of students will improve their math skills by an average of 3 percentiles per year in national rank, according to the math battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students in grades K-8. (The math battery includes computation and problem solving subtests.)

Measure 2: The school will make Adequate Yearly Progress ("AYP") in New York State math exams, as defined by the State Education Department in accordance with No Child Left Behind. The basis of calculating AYP will be as defined above in Goal 1.³

Measure 3: A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State mathematics assessments than will students at the similar schools as defined by the New York State Department of Education (grade 4 and 8 assessment in Year 1, grades 3-8 thereafter).

Goal 3: All students will demonstrate competency in the understanding and application of scientific reasoning.

Measure 1: The school will meet all State designated performance standards in science. For 2002-2003, the science standard is performance at or above 40% on the "State Designated Level" or growth over the prior year's results.

Measure 2: A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State science assessments than will students at similar schools as defined by the New York State Department of Education.

Measure 3: Sixty percent of the students enrolled at the school for two or more years will perform at or above grade level on an end of year criteria referenced science test developed by McGraw Hill administered to grades 2-8 each year.

³ For the 2003-2004 school year, the Annual Measurable Objective Performance Index score on the 4th grade Mathematics assessment is 136.

Goal 4: All students will demonstrate competency in the understanding and application of social, geographical, civic, and world issues.

Measure 1: The school will meet or exceed all State standards for public school performance on the New York State social studies assessment that may be established by the Commissioner of Education.

Measure 2: A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State social studies assessments than will students at similar schools as defined by the New York State Department of Education.

Measure 3: Sixty percent of the students enrolled at the school for two or more years will perform at or above grade level on an end of year criteria referenced social studies test developed by McGraw Hill administered to grades 3-8 each year.

Qualitative Performance Indicators

Goal 5: PPA will demonstrate strong organizational viability by maintaining strong parental support and commitment to the school.

Measure 1: In a yearly parent survey distributed to all parents, 70% of parents responding will report that the effectiveness of the school's academic program, communication and child's progress is "good" or "excellent" (on a scale of "excellent", "good", "satisfactory", "poor").

Measure 2: During the school year, PPA will maintain an enrollment level equal to or exceeding 90% capacity and a waiting list equal to or exceeding 10% of the school's population.

Measure 3: Each year, the average daily attendance rate of all PPA students will be 90% or better.

Accountability Plan Progress Report

**ACCOUNTABILITY PLAN
PROGRESS TOWARDS STATED
GOALS
2006-2007**

**PENINSULA PREPARATORY
ACADEMY CHARTER SCHOOL**



"Success Excels, One Child At A Time"

Peninsula Preparatory Academy Charter School

School

Peninsula Preparatory Academy
Charter School
1110 Foam Place
Far Rockaway, NY 11691
(718) 471-7220 – Phone
(718) 471-7135 - Fax

Management Partner

Victory Schools, Inc.
111 West 57th Street
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EXECUTIVE SUMMARY

2006-2007

Our major focus this past year (2006-2007) was to refine our instructional practices by implementing best practices throughout our core curriculum. A major concern was the development of a school wide systemic approach to address individual students' needs across the curriculum areas. It was a major thrust to provide learning environments conducive for small group instruction and at the same time expose students to a rigorous curriculum. At the same time, preparations were put in place for our third and fourth grade students to be successful on the array of New York State Examinations. It was important for us as a school community to utilize and interpret data accordingly to provide us with a roadmap for our instructional practices. Our third and fourth grade students participated in our Saturday academy program. During the spring, a PM academy was established for selective first through fourth grade students to provide additional academic support in the development of reading comprehension strategies.

During the school year, we continued the practices and initiatives established in the previous year. The pupil personnel committee met regularly and conducted case conferences to address the students' needs. Committee members participated in parent conferences and attended meetings at the district CSE. The students and staff developed our school rules and a school wide discipline plan aligned with the responsive classroom model was established. The student council planned two major community service projects that received recognition in the local newspaper, "The Wave."

A very effective new school wide initiative was our "communication" book for every student. Staff members and parents wrote important communications daily in the book. Anyone could ask the student to see their communication book. Another special initiative was the development of curriculum connection clubs. Students had the opportunity to select curriculum areas of their choice. Culminating events were conducted during our black history assembly and our annual family day celebration. We continued to focus providing authentic learning experiences (trips) for the students aligned with our thematic core units. Our third and fourth grade students visited Medieval Times for the first time and our second grade students visited Chinatown.

Our PTO played an instrumental role in supporting many of our school events. The parents coordinated our Day of Thanksgiving Banquet, provided financial support for our trips etc. and conducted two successful book fairs.

The staff demonstrated a strong commitment to participate in professional development activities. Teachers participated in an early morning book study conducted planning meetings and attended conferences in and out of the NYC area after regular school hours.

One of our major thrust for next year is to focus on progress monitoring our individual students in order to maximize their academic performance. We plan to incorporate more structured academic intervention programs for selective students. We will continue to develop our already established initiatives. It is also our goal to provide our students with rich authentic learning experiences. The future is bright for all students at Peninsula Preparatory Academy Charter School.



**Summary of Results
2006 - 2007**

Goal / Measure	Type	Description	Outcome
Goal 1	Academic	All Students at Peninsula Preparatory Academy Charter School will become proficient in reading and writing of the English language	Met 2 of 3 Goals
Goal 1, Measure 1	Absolute	Each cohort of students will improve in reading skills by an average of 3 percentiles per year in national rank, according to the reading battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students in grades K – 8.	Moving toward goal
Goal 1, Measure 2	Absolute	The school will make Adequate Yearly Progress (“AYP”) in New York State ELA exams, as defined by the State Education Department in accordance with No Child Left Behind.	Met goal
Goal 1, Measure 3	Comparative	A greater percentage of students enrolled in the school for two or more years will perform at or above Level 3 on the New York State ELA assessments than will students at similar schools as defined by the New York State Department of Education (grade 4 assessment in Year 1, grades 3-5 thereafter.)	Met goal
Goal 2	Academic	All students at Peninsula Preparatory Academy Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.	Met 1 of 3 Goals
Goal 2, Measure 1	Comparative	Each cohort of students will improve their math skills by an average of 3 percentiles per year in national rank, according to the math battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students in grades K-8. (The math battery includes computation and problem solving subtests.)	Moving toward goal
Goal 2, Measure 2	Absolute	The school will make Adequate Yearly Progress (“AYP”) in New York State math exams, as defined by the State Education Department in accordance with No Child Left Behind. The basis of calculating AYP will be as defined above in Goal 1.	Met goal

Progress Toward Goals



Goal 2, Measure 3	Comparative	A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State mathematics assessments than will students at the similar schools as defined by the New York State Department of Education (grade 4 and 8 assessment in Year 1, grades 3-8 thereafter).	Moving towards goal
Goal 3	Academic	All students will demonstrate competency in the understanding and application of scientific reasoning.	No Data Available
Goal 3, Measure 1	Absolute	The school will meet all State performance standards in science.	No data available
Goal 3, Measure 2	Comparative	A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State science assessments than will students at similar schools as defined by the New York State Department of Education.	No data available
Goal 4	Academic	All students will demonstrate competency in the understanding and application of social, geographical, civic, and world issues.	No Data Available
Goal 4, Measure 1	Absolute	The school will meet or exceed all State standards for public school performance on the New York State social studies assessment that may be established by the Commissioner of Education.	No data available
Goal 4, Measure 2	Comparative	A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State social studies assessments than will students at similar schools as defined by the New York State Department of Education.	No data available

Progress Toward Goals



Goal 1	Organizational	PPA will demonstrate strong organizational viability by maintaining strong parental support and commitment to the school.	Met 3 of 3 Goals
Goal 1, Measure 1	Absolute	In a yearly parent survey distributed to all parents, 70% of parents responding will report that the effectiveness of the school's academic program, communication and child's progress is "good" or "excellent" (on a scale of "excellent", "good", "satisfactory", "poor").	Met goal
Goal 1, Measure 2	Absolute	During the school year, PPACS will maintain an enrollment level equal to or exceeding 90% capacity and a waiting list equal to or exceeding 10% of the school's population.	Met goal
Goal 1, Measure 3	Absolute	Each year, the average daily attendance rate of all PPACS students will be 90% or better.	Met goal

A more complete discussion of the Academy's Accountability Goals and Measures follows:



Academic Assessment Goal 1:
All students at Peninsula Preparatory Academy Charter School will become proficient in reading and writing of the English language.

Goal 1, Measure 1:
Each cohort of students will improve in reading skills by an average of 3 percentiles per year in national rank, according to the reading battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students in grades K-8

Outcome: "MOVING TOWARD GOAL"

a) METHOD

ALL STUDENTS ARE TESTED WITH THE READING BATTERY OF THE IOWA TEST OF BASIC SKILLS EVERY MAY. STUDENT COHORTS ARE COMPARED TO ASSESS ACADEMIC PERFORMANCE. ONLY NEW STUDENTS ARE TESTED IN THE FALL.

b) RESULTS

	ITBS Reading Results					
	2004 - 2005 Cohort		2005 - 2006 Cohort		2006-2007 Cohort	
	Sept 2004	May 2005	May 2005	May 2006	May 2006	May 2007
Mean NCE	37.5	42.2	54.9	38.7	47.1	43.8
N	58	58	86	86	129	129
NCE Gain	4.7 (Grades 1 - 2)		-16.1 (Grades 1 - 3)		-3.4 (Grades 1-4)	

c) EVALUATION

PPACS exhibited positive improvement in its first school year 2004-2005; In 2005 - 2006 the Grade 3 cohort showed a positive gain of 1.5 NCE's. The Grade 2 cohort declined in reading by -5.0 NCE's and the Grade 1 cohort results reflect a significant decline of -37.7 NCE's thereby causing our overall 2005 - 2006 Grades 1 through 3 cohort results to reflect a -16.1 decline. For Grade K, no data is available (because a reading assessment is not appropriate for incoming kindergarten students in the fall).

ITBS Reading Results Excluding First Grade Scores		
2006-2007 Cohort		
	May 2006	May 2007
Mean NCE	39.9	43.9
N	88	88
NCE Gain	4.0 (Grades 2-4)	



Progress Toward Goals

Based on the testing results, PPA must focus on refining implementation of our reading curriculum and engaged more structured differentiated instructional activities to address and monitor the individual needs of the students. Significant improvement was achieved in grades 2 to 4. However, the first grade results reflected a serious deficit in reading. For next year, it is necessary to structure our ELA program to address the needs of the first grades students going into second grade. It is also important to for us to take a proactive role to address our overall instructional program for first grade to prevent a repetition of such poor test results.

GOAL 1, MEASURE 2:
The school will make Adequate Yearly Progress (“AYP”) in New York State ELA exams, as defined by the State Education Department in accordance with No Child Left Behind.

Outcome: MET GOAL

New York State determined that our school made adequate yearly progress in accordance to the more recent PPA school report card (2005-2006).

GOAL 1, MEASURE 3:
A greater percentage of students enrolled in the school for two or more years will perform at or above Level 3 on the New York State ELA assessments than will students at similar schools as defined by the New York State Department of Education (grade 4 assessments in Year 1, grades 3-5 thereafter).

Outcome: MET GOAL

2006-07

Name of Charter School: Peninsula Preparatory Academy Charter School

Name of Test: New York State ELA Examination

Grade	# Students Assessed in Grade	Qualitative Level and Percent Attaining*
3 rd	47	Level 4-4% Level 3-60% Level 2-30% Level 1-6%
4 th	50*	Level 4-6% Level 3-42% Level 2-44% Level 1-8%

* 51 students were tested; however, PPA was not able to obtain the score for one student from either ATS or nySTART.

In 2007, on the New York State ELA assessments, our students met our goal 1 measure 3 in the third grade and moving closer to the goal for the fourth grade. 64% of the third grade students performed on level 3 or better and 48% of the fourth grade students performed on level 3 or better.

As depicted in the chart below, all PPA students enrolled two or more years exceeded the level 3 and 4 ELA performance percentages within the local school district 27.



ELA COMPARISON RESULTS OF PPA STUDENTS AND COMMUNITY DISTRICT 27

Grade	Population	% at Level 3 or 4	Number Tested
2006-2007			
3-4 Aggregate	PPACS Students Enrolled 2+ Years	62.9%	35
	CSD 27 All Students	60.4%	6942
3	PPACS Students Enrolled 2+ Years	66.7%	18
	CSD 27 All Students	61.4%	3534
4	PPACS Students Enrolled 2+ Years	58.8%	17
	CSD 27 All Students	59.3%	3408

GOAL 1 - ADDITIONAL EVIDENCE

All of our internal assessments are broken down by 4 levels. The numerical representation of each level is depicted in our chart. Our passing level is at level 2 or better (70% +). The different levels are approximations of those for the NYS standardized test. We are able to monitor the progress of our students in terms of movement from one level to another.

In comparison to the fall 2005 ELA levels, our students showed a positive shift in their performance, especially a drop in level-one and level-two students and an increase in the other levels.

In comparison to the fall 2007 ELA levels, our students did show a positive shift in level one performance. However, there was not significant movement in the other levels.

**English Language Arts
Scott Foresman End-of-Year Benchmark Test
Spring 2005-2006**

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	42	3	5	6	28
First	44	8	6	10	20
Second	38	15	6	8	9
Third	41	16	10	11	4

**English Language Arts
Scott Foresman End-of-Year Benchmark Test**



Fall, 2005

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	47	7	10	29	1
First	50	11	12	16	11
Second	47	21	7	14	5
Third	42	20	14	4	4

**English Language Arts
Scott Foresman End-of-Year Benchmark Test
Spring, 2007**

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	52	12	20	13	7
First	43	7	8	10	18
Second	48	18	15	11	4
Third	41	16	11	9	5
Fourth	42	30	7	5	0
Total	226	83	61	48	34

**English Language Arts
Scott Foresman Benchmark Test
Fall, 2006**

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	49	10	27	12	0
First	42	11	19	16	6
Second	49	30	10	8	1
Third	50	22	14	11	3
Fourth	55	32	16	7	0
Total	245	105	86	54	10

Academic Assessment Goal 2:

All students at Peninsula Preparatory Academy Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

GOAL 2, MEASURE 1:

Each cohort of students will improve their math skills by an average of 3 percentiles per year in national rank, according to the math battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students in grades K-8. (The math battery includes computation and problem solving subtests.)

Outcome: "MOVING TOWARD GOAL"

Progress Toward Goals



Peninsula Preparatory Academy
Charter School

a) **METHOD: EVERY STUDENT IS GIVEN THE ITBS TEST EACH SPRING. ONLY NEW ADMITTED STUDENTS ARE GIVEN THE ITBS EXAMINATION IN THE FALL.**

b) **RESULTS**

		ITBS Math Results					
		2004 - 2005 Cohort		2005 - 2006 Cohort		2006 - 2007 Cohort	
		Sept 2004	May 2005	May 2005	May 2006	May 2006	May 2007
Mean NCE	32.3	45.5	49.1	37.1	41.9	44.5	
N	94	94	83	83	124	124	
NCE Gain	13.2 (Grades K - 2)		-12.0 (Grades 1 - 3)		+2.6 (Grades 1-4)		



Progress Toward Goals

c) EVALUATION

In 2004 – 2005, the cohort made gains, however the 2005 – 2006 cohort did not improve their national rank due to poor performance by the first grade. The mean NCE for these 34 first grade students fell 31 NCE's from 64 to 33. In contrast, grades 2 and 3 showed an increase in mean NCE.

In 2006-2007, the cohort made gains but the first grade performed poorly. However, the first grade results reflected a serious deficit in math. For next year, it is necessary to structure our math program to address the needs of the first grades students going into second grade. It is also important to for us to take a proactive role to address our overall instructional program for first grade to prevent a repetition of such poor test results.

Based on the data provided, we must continue to implement or enhanced the following:

- Implementation of our math curriculum and more structured differentiated instructional activities to address the individual needs of the students.
- More comprehensive mathematics instruction using research-based approaches and enhanced supplemental work in problem solving strategies using hands-on materials.
- Continued integration of mathematics and science into other content areas.
- Extended professional development in mathematics instruction.

ITBS Math Results Excluding First Grade Scores		
2006-2007 Cohort		
	May 2006	May 2007
Mean NCE	39.3	47.9
N	82	82
NCE Gain	+8.6 (Grades 2-4)	



GOAL 2, MEASURE 2:

The school will make Adequate Yearly Progress (“AYP”) in New York State math exams, as defined by the State Education Department in accordance with No Child Left Behind. The basis of calculating AYP will be as defined above in Goal 1.

Outcome: MET GOAL

New York State determined that PPA made adequate yearly progress in accordance to the most recent PPA school report card (2005-2006).

GOAL 2, MEASURE 3:

A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State mathematics assessments than will students at the similar schools as defined by the New York State Department of Education (grade 4 and 8 assessment in Year 1, grades 3-8 thereafter).

Outcome: “MOVING TOWARD GOAL”

2006-07

Name of Charter School: Peninsula Preparatory Academy Charter School

Name of Test: __New York State Math Examination

Grade	# Students Assessed in Grade	Qualitative Level and Percent Attaining*
3 rd	49	Level 4-21% Level 3-57% Level 2-21% Level 1-0%
4 th	47 make-ups	Level 4-2% Level 3-63% Level 2-24% Level 1-11%



According to our informal initial analysis, of the DOE students' math performance on the New York State mathematics assessments, our students came close to meeting our goal 2 measure 3 for third grade. 79% of the third grade students performed on level 3 or better.

As depicted in the chart below, all PPA students enrolled two or more years did not exceed the level 3 and 4 math performance percentages within the local school district 27.

MATH COMPARISON RESULTS OF PPA STUDENTS AND COMMUNITY DISTRICT 27

Grade	Population	% at Level 3 or 4	Number Tested
2006-2007			
3-4 Aggregate	PPACS Students Enrolled 2+ Years	68.4%	38
	CSD 27 All Students	83.1%	6993
3	PPACS Students Enrolled 2+ Years	80.0%	20
	CSD 27 All Students	85.8%	3555
4	PPACS Students Enrolled 2+ Years	55.6%	18
	CSD 27 All Students	80.3%	3438



GOAL 2, OTHER MEASURES AND EVIDENCE:

End of Year Assessment in Everyday Math

	2004-2005	
	Class A	Class B
K - % Pass	100%	88%
N Tested	25	24
1 - % Pass	100%	27%
N Tested	19	24
2 - % Pass	100%	61%
N Tested	18	18
3- % Pass	N/A	N/A
N Tested		

Spring 2005-2006

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	51	6	9	12	24
First	48	20	9	8	11
Second	46	27	3	10	6
Third	43	22	6	11	4

Fall 2005

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	48	8	16	22	2
First	51	17	9	9	16
Second	45	20	4	6	15
Third	48	14	16	12	6

Spring 2007

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	52	9	21	16	6
First	45	17	8	12	8
Second	45	4	9	21	11
Third	45	16	13	10	6
Fourth	44	24	10	5	5
Total	231	70	61	64	36



Fall 2006

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	46	13	12	16	5
First	46	14	10	11	16
Second	49	24	10	11	4
Third	47	18	12	14	3
Fourth	46	25	5	10	6
Total	231	94	49	62	34

All of our assessment results are broken down into 4 levels. The numerical representation of each level is depicted in our chart. Our passing level is at a level 2 or better (70% +). The different levels are approximations of those of the NYS standardized test.

In 2005-2006, our students' performance was conflicting in the area of mathematics. While kindergarten showed significant growth in students achieving a level 4, the other grades showed little to no movement within the levels. The performance level of the students validate that our mathematics program must be refined to reinforce differentiated instructional activities to build individual students areas of weakness. All aspects of the "Everyday Math" program will be implemented with special emphasis on math exploration activities. Students will also receive additional support of small group instruction by the Title I teacher. Other support will be available in our Saturday Academy program as well as targeted period during our schedule. Teachers will receive enhanced professional development in best practices regarding mathematics instruction.

In 2006-2007, our students; performance continued to have conflicting results in significant growth of students achieving level 3 and level 4. Little or no consistent, significant growth was shown. We must continue to follow and intensify our structured math program.

Many of our students are in need of development of basic math skills such as mastering the basic number facts and the multiplication tables. There will be different school wide initiatives to focus on specific areas of math such as a multiplication day in which all school stakeholders will support the efforts of mastering a particular table. Students will also engage in projects such as measuring the dimensions of the hall way, cafeteria, and class etc. Students will participate in a math club, and incorporate math within the other content areas.

The teaching staff will engage in professional development activities that focused on the development of effective teaching strategies in mathematics. Writing will also be an important component of our math program.



Academic Assessment Goal 3:

All students will demonstrate competency in the understanding and application of scientific reasoning.

GOAL 3, MEASURE 1:

The school will meet all State performance standards in science.

Outcome: "NO DATA AVAILABLE"

Because the Academy consisted of grades K – 2 in its first year and K-3 in 2005-2006, **The NYS Science test results for our fourth grade is not available at this time.**

GOAL 3, MEASURE 2:

A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State science assessments than will students at similar schools as defined by the New York State Department of Education.

Outcome: "NO DATA AVAILABLE YET"

The NYS Science test results for our fourth grade is not available at this time.

GOAL 3, OTHER MEASURES AND EVIDENCE:

PPACS will continue to engage students by providing high quality science instruction with confidence that students will meet or exceed performance levels for mastery of the multiple-choice test component of the State science assessment.

End of Year Assessment with McGraw Hill's Science Series

Grade	Number of Students Tested		Percentage Pass	
	2004-2005			
Kindergarten*	25 ^(A)	24 ^(B)	100% ^(A)	96% ^(B)
First	19 ^(A)	24 ^(B)	83% ^(A)	92% ^(B)
Second	18 ^(A)	18 ^(B)	94% ^(A)	59% ^(B)
Third	N/A	N/A	N/A	N/A

Science Assessments 2005-2006

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	49	22	3	8	16
First	50	10	9	13	18
Second	44	19	6	15	4
Third	44	25	9	7	3



Science Assessments 2006-2007

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	54	9	7	4	34
First	50	8	9	16	17
Second	47	9	3	19	16
Third	43	11	17	11	4
Fourth	42	20	6	3	13

All of our assessment results are broken down into 4 levels. The numerical representation of each level is depicted in our chart. Our passing level is at level 2 or better (70% +). The different levels are approximations of those for the NYS standardized test.

Although the students were exposed to various units of scientific exploration, our fourth grade students especially experienced difficulty in achieving a high level of performance on the written examinations. It is clear that all of our students need to build stamina for taking various content based tests and remain focused. Next year, one of our major focuses will be on the development of reading comprehension strategies in the areas of informational text as well as scientific exploration.

Academic Assessment Goal 4:

All students will demonstrate competency in the understanding and application of social, geographical, civic, and world issues.

GOAL 4, MEASURE 1:

The school will meet or exceed all State standards for public school performance on the New York State social studies assessment that maybe be established by the Commissioner of Education.

Outcome: "NO DATA AVAILABLE"

Because the Academy consisted of grades K – 4 in its second year, no data was available in 2006-2007. Our first fifth grade class is taking the NYS social studies examination in November, 2007.

GOAL 4, MEASURE 2:

A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State social studies assessments than will students at similar schools as defined by the New York State Department of Education.

Outcome: "NO DATA AVAILABLE"

Because the Academy consisted of grades K – 4 in its second year, no data was available in 2006-2007. Our first fifth grade class is taking the NYS social studies examination in November, 2007.



GOAL 4, OTHER MEASURES AND EVIDENCE:

The premise of Core Knowledge is that children learn new information by building on a base of previous knowledge. Core organizes key content over a series of grades to assure that all children acquire this knowledge in a highly motivating, project-based yet rigorous course aimed at closing the achievement gap.

End of Year Assessment with Core Knowledge History and Geography

Grade	2004-2005			
	Number of Students Tested		Percentage Pass	
K	25 ^(A)	24 ^(B)	100% ^(A)	91% ^(B)
1	19 ^(A)	24 ^(B)	93% ^(A)	88% ^(B)
2	18 ^(A)	18 ^(B)	81% ^(A)	67% ^(B)
3	N/A	N/A	N/A	N/A

**End of Year Assessment with Core Knowledge History and Geography
2005 – 2006**

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	n/a				
First	46	11	10	14	11
Second	43	21	7	9	6
Third	45	12	11	13	9

**End of Year Assessment with Core Knowledge History and Geography
2006-2007**

Grade	Students Tested	Level 1 Below-69	Level 2 70-79	Level 3 80-89	Level 4 90-100
Kindergarten	42	1	11	19	11
First	43	10	5	6	22
Second	47	20	5	16	6
Third	48	10	20	11	7
Fourth	45	24	10	5	6

All of our assessment results are broken down into 4 levels. The numerical representation of each level is depicted in our chart. Our passing level is at a level 2 or better (70% +). The different levels are approximations of those for the NYS standardized test.

Although the students were exposed to various units of exploration and cumulating projects within Core Knowledge, they experience difficulty in achieving a high level of performance on the written examinations. The evidence is clear that our students need to build stamina for taking various content based tests and remain focused.



The students need to develop reading comprehension strategies to read non-fiction materials. They have difficulty reading for a purpose.

Next year, one of our major focuses will be on the development of reading comprehension strategies in the areas of non-fiction as well as integrating the different content areas around a specific topic/project. Writing will be a major focus in our instructional program next year.

Organizational Viability Goal 1:

PPA will demonstrate strong organizational viability by maintaining strong parental support and commitment to the school.

GOAL 1, MEASURE 1:

In a yearly parent survey distributed to all parents, 70% of parents responding will report that the effectiveness of the school's academic program, communication and child's progress is "good" or "excellent" (on a scale of "excellent", "good", "satisfactory", "poor").

Outcome: "MET GOAL"

a) METHOD

Parents are viewed as a vital member of the Peninsula Preparatory Academy Charter School family. We are quite aware that parents provide the crucial link to the academic success of their children as well as the success of our school. Parents are encouraged to be an active participant in all facets of the school community. The PTO under the leadership of Ms. Foster, PTO president, conducted monthly meetings throughout the year. The principal and board representatives attended these meetings as well.

During the course of the year, the parents provided support in various ways. We had a core of volunteer parents who assisted inside the classrooms as well as at various school functions and trips. Our parents assisted with providing a Thanksgiving Day festival for the all of the students and conducted a bake sale at our Black History Extravaganza. The parent played an instrumental role in the coordination and support of our annual Family Day Celebration and kindergarten moving up celebration.

This year the parents coordinated and supervised a week long "Book Fair" in which all of the teachers' wish list of books was fulfilled. The book fair was very successful and the parents plan to make it an annual event. In the spring, 2006, PTO representatives conducted a physical review of our instructional program by observing our daily routine from 7:30 AM to 4:00 PM. and visiting individual classrooms.

On a regular basis, the principal and other staff members were available to conduct parent conferences either before and/or after regular school hours. The parents were welcomed to address any of their concerns with the staff.



Progress Toward Goals

Each day the principal recorded on a large chart board a motivational quote and important school information at the main entrance for parents, students, staff and visitors.

In 2006-2007, under the leadership of Ms. T. Dos Santos, PTO president, the PTO continued to have monthly meetings and two successful book fairs. The PTO supported many of the school functions and trips. The previous year's events were continued as a PPA tradition. Monthly meetings were conducted. The principal and PTO president met regularly to coordinate activities and support each other. PPA continued the initiatives put in place last year i.e. parent conferences, daily motivational quotes etc.

Along with our continued PTO projects, next year we will present a series of workshops for parents on basic parenting skills, parents as partners in education and on special content areas i.e. ELA testing, the NYS standards etc. The PTO meetings will be conducted at different times during the course of the year to encourage more participation. During the early part of the school year, the principal and the board of trustees will conduct a school wide meeting for the parents as part of our annual open house activity.

b) RESULTS

Parent Survey Results

Question Language: "In looking at the school's overall academic program, I believe that the academic program is (choose one of the responses)"	% Response		
	Number		
	SY 2004 - 2005 # Distributed: 128 # Returned: 75	SY 2005 - 2006 # Distributed: 195 # Returned: 118	SY 2006 - 2007 # Distributed: 251 # Returned: 222
Excellent	49.3%	53%	52%
	37	63	131
Good	42.6%	41%	37%
	32	48	93
Poor	4%	2%	2%
	3	2	5
Very Poor	1.3%	0%	2%
	1	0	5

c) EVALUATION

In 2005-2006, approximately 61% of our parents responded to the survey and **over 90%** of those responding did so positively.

In 2006-2007, approximately 89% of our parents responded to the survey in a positive rating of good or excellent.



GOAL 1, MEASURE 2:
During the school year, PPACS will maintain an enrollment level equal to or exceeding 90% capacity and a waiting list equal to or exceeding 10% of the school's population.

Outcome: "MET GOAL"

a) METHOD

In 2005-2006, PPACS maintained an enrollment of 100% of its budgeted capacity. Active and consistent recruitment of students was conducted throughout the school year. Parents were assured that their children would not be affected by the middle school population. In fact, we established an initiative to have a core of middle school seniors volunteer at PPA. We continue to experience difficulties in servicing parents from the mainland (South East Queens area) due to lack of transportation (bussing) provided by the NYCDOE Department of Transportation. NYCDOE Transportation limitations (distance requirements especially for third grade students) caused additional problems for our current students and recruitment of new students. Many parents must make private arrangements in order for their children to attend our school.

The same initiatives were followed in 2006-2007. We continue to have difficulties in servicing parents from the mainland.

b) RESULTS STUDENT ENROLLMENT WAS MAINTAINED AT 250 CHILDREN FOR THE ENTIRE SCHOOL YEAR.

**Charter School Student Attrition Rates
2006-07**

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdgn.	# Enrolled	X	X	54	46	52	52	52	53	52	51	52	52	516
	#Leaving	X	X	8	1	1	0	1	1	2	0	0	0	14
	% Attrition	X	X	15%	2%	2%	0	2%	2%	4%	0	0	0	3%
1 st	# Enrolled	X	X	54	53	51	50	50	49	50	52	52	51	512
	#Leaving	X	X	4	3	1	0	2	1	0	0	1	0	12
	% Attrition	X	X	7%	6%	2%	0	4%	2%	0	0	2%	0	2%
2 nd	# Enrolled	X	X	54	51	51	51	51	51	51	51	51	51	513
	#Leaving	X	X	9	1	0	0	1	3	1	0	1	0	16
	% Attrition	X	X	17%	2%	0	0	2%	6%	2%	0	2%	0	3%
3 rd	# Enrolled	X	X	50	50	50	48	48	47	47	48	48	49	485
	#Leaving	X	X	5	1	2	0	1	1	0	0	0	0	10
	% Attrition	X	X	10%	2%	4%	0	2%	2%	0	0	0	0	2%
4 th	# Enrolled	X	X	47	45	47	50	51	59	46	48	48	47	478
	#Leaving	X	X	7	3	0	1	3	3	0	0	1	0	18
	% Attrition	X	X	15%	7%	0	2%	6%	6%	0	0	2%	0	4%

TOTALS = 2,504 students enrolled
70 students left
14% attrition

Goal 1 Measure 3 – 4th grade has the highest attrition rate. Students left mainly this due to the family relocation to another area. In some cases, the siblings in the lower grades also had to leave. This grade is the lowest enrolled grade, which when averaged gives the highest attrition. Parents are also skeptical of moving their children when they are in a testing grade. In January/February, the DOE changed the bus routes which also impacted our parents withdrawing their children.



Charter School Teacher Attrition Rates
2006-07

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Enrolled	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
1 st	# Enrolled	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
2 nd	# Enrolled	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	1	0	0	0	0	0	0	0	0	1
	% Attrition	0	0	0	50	0	0	0	0	0	0	0	0	.05
3 rd	# Enrolled	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
4 th	# Enrolled	0	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
Specialty Teachers	# Enrolled	1	4	4	4	4	4	4	4	4	4	4	4	45
	#Leaving	1	0	0	0	0	0	0	0	0	0	0	0	1
	% Attrition	100	0	0	0	0	0	0	0	0	0	0	0	.03

Specialty teacher relocated to another area. Second teacher resigned to take another position in different field.

c) EVALUATION

Despite the encountered difficulties, we have met the requirement for our waiting list. Our waiting list is equal to 18% of the school's population. It is our intention to continue to actively expand our recruitment practices to establish an extensive waiting list for next year.

In 2006-2007 we met the basic requirements for our waiting list as required (25 students). Our waiting list averaged around 22 + students. We will continue to actively expand our recruitment practices to establish an extensive waiting list.



GOAL 1, MEASURE 3:

Each year, the average daily attendance rate of all PPACS students will be 90% or better.

Outcome: "MET GOAL"

a) METHOD

On the whole, student attendance was good and the parents were supportive of importance of their children attending regularly. An area in need of improvement is punctuality. We instituted several incentives for students to be on time.

A pattern of absence and/or lateness was addressed by the classroom teacher, the administrative assistant and the principal. The principal as well as other staff members greeted the children on a daily basis and asked the children and/or parents directly why they were late and encouraged them to do better next time.

The administrative assistant monitored any patterns of absences and/or lateness of individual students and by classes through the ATS system by creating daily attendance reports. Teachers were provided with official ATS attendance reports and the information is recorded on student report cards and progress reports.

In addition, during 2006-2007 school year, the pupil personnel committee played a proactive role in addressing student attendance problems.

b) RESULTS

**Peninsula Preparatory Academy Monthly Attendance
SY 2004-2005**

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
91%	91%	91%	85%	85%	92%	90%	94%	93%	85%

SY 2005-2006

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
95%	93%	91%	84%	91%	88%	90%	90%	90%	82%

SY 2006-2007

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
94%	94%	91%	91%	91%	89%	92%	94%	92%	84%

c) EVALUATION

During the 2006-2007 school year, our goal of 90% or better daily attendance rate was achieved for eight months. For the month of February, the students' attendance rate declined due to the New York City transportation restructuring of school bus stops. Many parents did not send their children to school because the school bus arrived too early in the morning, or their bus stop was eliminated. Eventually, after several letters and telephone calls, pick up times were rescheduled and bus stops restored. In June, the kindergarten attendance dropped after the kindergarten stepping up ceremony.



FURTHER EVIDENCE SUMMARY STATEMENT

After our initial assessments of students in the fall of 2005, it was determined that an intensive academic intervention program needed to be established to address the special needs of our students. It was also apparent that we had to place into action, the various components of the Victory instructional model i.e. everyday math, core knowledge, science, and the reading program (Scott Foresman).

Our first challenge was to obtain the necessary resources to successfully implement the instructional program and build up the classroom libraries. Secondly, we had to change the behavioral climate/tone of the school. We obtained a part-time guidance counselor to address the social/emotional needs of our students.

During the 2006-2007 school year, we supplied classrooms with classroom libraries and other instructional resources. The school behavioral climate/tone drastically changed to create a positive learning environment.

The established pupil personnel committee to case studied individual students both academically and socially. The committee suggested invention strategies for the student and made the necessary referrals for the best academic environment. They conducted parent conferences along with the principal.

Our data analysis placed students within four levels aligned with the NYS and NYC standards. The instructional focus was to move students to the next level. Our Title One staff and special education teacher utilized a pull-out and push-in model for targeted students especially students designated as functioning on level one and low level two. The students' progress and our instructional strategies utilized were reviewed at different intervals during the year (after benchmark tests, progress reports etc.) by the staff during grade level conferences. Next year, we refine our small group (AIS) periods for all of the grades.

In addition, the third grade had two designated periods for AIS in which all support staff members were involved to provide differentiated instruction in preparation for the NYS examinations. Next year, we will expand the program for the fourth and fifth grade.....

Students in need of additional support were targeted to participate in our Saturday Program. Our ELA academy started in November 2005 and ended at the end of January. The Math academy began in January 2006 and ended in March.

Next year, we plan on starting our Saturday Academy and/or PM academy in early October, 2007 to focus on content areas being tested by NYS. Our data indicates that many of our students are in need of remediation in both areas. Our Saturday and/or PM program will incorporate a structured skill-based program and development of test-taking strategies. Our PM academy will be extended to the early grades in the spring, 2008 as additional academic support. It is also our goal to have a summer school program.

Our regular structured program will be enhanced by focusing on providing small group instruction activities to support the individual needs of the students. There will be one full time Title One teacher supported by two special education teachers focused on designated grade levels, kindergarten to second grade and third to fifth grade. It is our plan to implement the DIBELS early childhood assessment program in order to progress monitor individual students and address the needs of our younger students.



PROFESSIONAL DEVELOPMENT

Professional Development (PD) plays a vital role within our school's charter. It is an intricate part of supporting teachers with strong content and effective process. Our PD has a definitive plan which focuses on improving teacher's effectiveness within the classroom to achieve the goal of improving all students' learning. It is vital for PPA to function as a learning community for all stakeholders. Based on our needs assessment (student data analysis, teachers', principal's and feedback from Victory's professional development staff, our school has developed a comprehensive professional development plan.

The 2006-2007 professional development plans continues to build/refine and reinforce best practices in order to achieve academic success for all of our students. In 2007-2008, our professional development plans will continue to follow the previous' year plan with addition focuses on using data to individually progress monitoring students and utilizing technology as a teaching tool. The plan incorporates building a collaborative, supportive, positive learning community with high expectations for all i.e. students, parents and staff members.

- Implementation of effective behavior management strategies that emphasize establishing a positive, safe learning environment and empower students to make appropriate choices.
 - Implementation of responsive classroom model- morning meetings etc.
 - Integration of technology within the curriculum area
 - Interpretation/understanding of data to drive instruction- Knowledgeable of standardized testing i.e. the NYS examinations, IOWA etc.
 - Incorporation of cooperative learning groups within the curriculum areas
 - Implementation of differentiated instructional strategies i.e. learning centers
 - Establish daily questioning techniques to foster critical thinking skills of our students within all of the areas of the curriculum
 - Establish parents as partners to support academic goals
 - Incorporation of the Arts into the curriculum
 - Establish a writing program to encourage/improve the writing performance for every student across the curriculum
 - Evaluation of student work-incorporation of standards/rubrics
 - Implementation of all components of our curriculum-Understanding the big picture
 - Time Management - making it all fit/ action plans
 - Self Reflection Practices- personal identification of areas in need of growth
 - Effective planning and preparation i.e. unit planning, lesson plans, action plans etc.
 - Implementation of book studies program
- Additional 2007-2008
- Establish vertical grade levels cohort planning sessions i.e. k-1, 2-3, 4-5 etc.
 - Implementation of the Dibels progress monitoring program
 - Effective use of "smart boards" in the classroom



Progress Toward Goals

The program at PPA is structured to incorporate the various components of our professional development plan. The programming is set to conduct grade level common planning meetings, lunch and learn sessions, interclass visitations and book studies. There are opportunities for all teachers to meet, teacher and teacher assistants to conference/plan and for teacher to meet across the grade levels. In addition, monthly staff meetings afford the opportunity for additional professional development as well as scheduled all day professional development days.

During the month of August, 2007, the teachers participate in a 10 day pre-service professional development program prior to the students' arrival. The program is designed to provide intensive training in specific content areas related to our curriculum and address appropriate pedagogy/methodology to implement best practices.

Teachers have the opportunity to communicate/plan within and across grade levels. As a school community, we are able to assess where our current status and develop a roadmap to obtain our school's charter's goals.

**Accountability Plan Progress
Report Attachment:**

Value Added Cohort Analysis

Percent at Levels 3 and 4					
Subject	Grade (in 2006- 2007)	Number of Students in Cohort	2006	2007	Change
			(cohort's results from previous year)	(cohort results from current year)	
ELA	4	31	48.39%	41.94%	-6.45%
Math	4	27	70.37%	55.56%	-14.81%

Report of Fiscal Performance

Trustee Disclosure Forms

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Tonyia DosSantos
Name of Charter School Peninsula Preparatory Academy
Home Address 2204 Collier Avenue Apt 2D Far Rockaway NY 11691
Business Address 9028 Van Wyck Expwy Jamaica NY 11418
Daytime Phone (718) 791-8907
E-Mail Address tadinnyc@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Parent Representative

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p style="font-size: 2em; font-family: cursive;">NONE</p> <hr style="border: 0.5px solid black; margin: 10px 0;"/>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<p>NONE</p>			

Roneya Q. Santo
Signature

7/13/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Malcolm A. Smith
Name of Charter School Pennacosta Prep
Home Address 112-20 178 PL
Business Address 205-19 Linden Blvd
Daytime Phone 718-528-4290
E-Mail Address MASmith@santa.state.ny.us

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair

2. Is the trustee an employee of the School? ___ Yes No

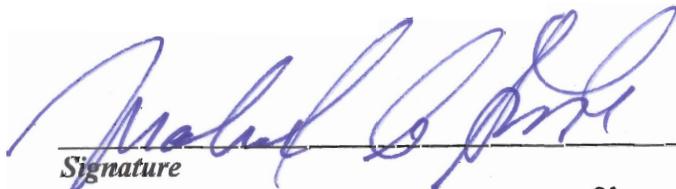
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N	/ A		



Signature

7. 2. 7

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Madelaine Hassell

Name of Charter School Peninsula Preparatory Academy

Home Address 120-32 201 Place, Saint Albans, NY 11412

Business Address 57-12 94 Street, Elmhurst, NY 11373

Daytime Phone 718 760-1083

E-Mail Address madhas @juno.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):
Recording Secretary

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<h1>NONE</h1>			

Madeline Hassell
Signature

07/03/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Jeany Persaud

Name of Charter School _____

Home Address 222-18 131 Ave Laurelton NY 11413

Business Address _____

Daytime Phone 718-978-6952

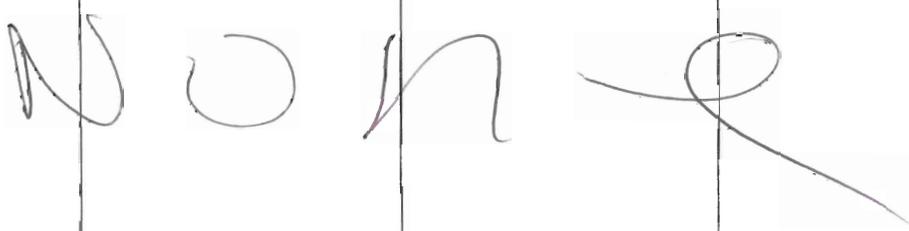
E-Mail Address JPersaud64@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Member

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

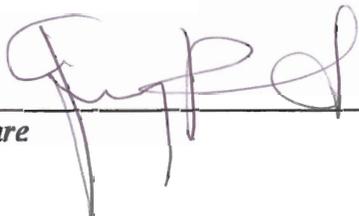
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	none		e

Signature



Date

7/2/07

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Rosalind O'Neal
Name of Charter School Peninsula Preparatory Academy
Home Address 130-41 235th St, Laurelton, NY 11422
Business Address _____
Daytime Phone 718-949-6733
E-Mail Address rozcco@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):
Vice Chair
member of Academic Committee

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<i>None</i>		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<i>None</i>			

Pauline O'Neal

Signature

July 5, 2007

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) BETTY A. LEON
Name of Charter School PENINSULA PREPARATORY ACADEMY (PPA)
Home Address 23-28 CAMP RD, FAR ROCKAWAY, NY 11691
Business Address 23-28 CAMP RD. FAR ROCKAWAY, NY 11691
Daytime Phone 718-868-4632
E-Mail Address balvuw@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

_____ NA _____

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N	O	N	E

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N	O	N	E

Betty L. Chen

 Signature

6/28/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

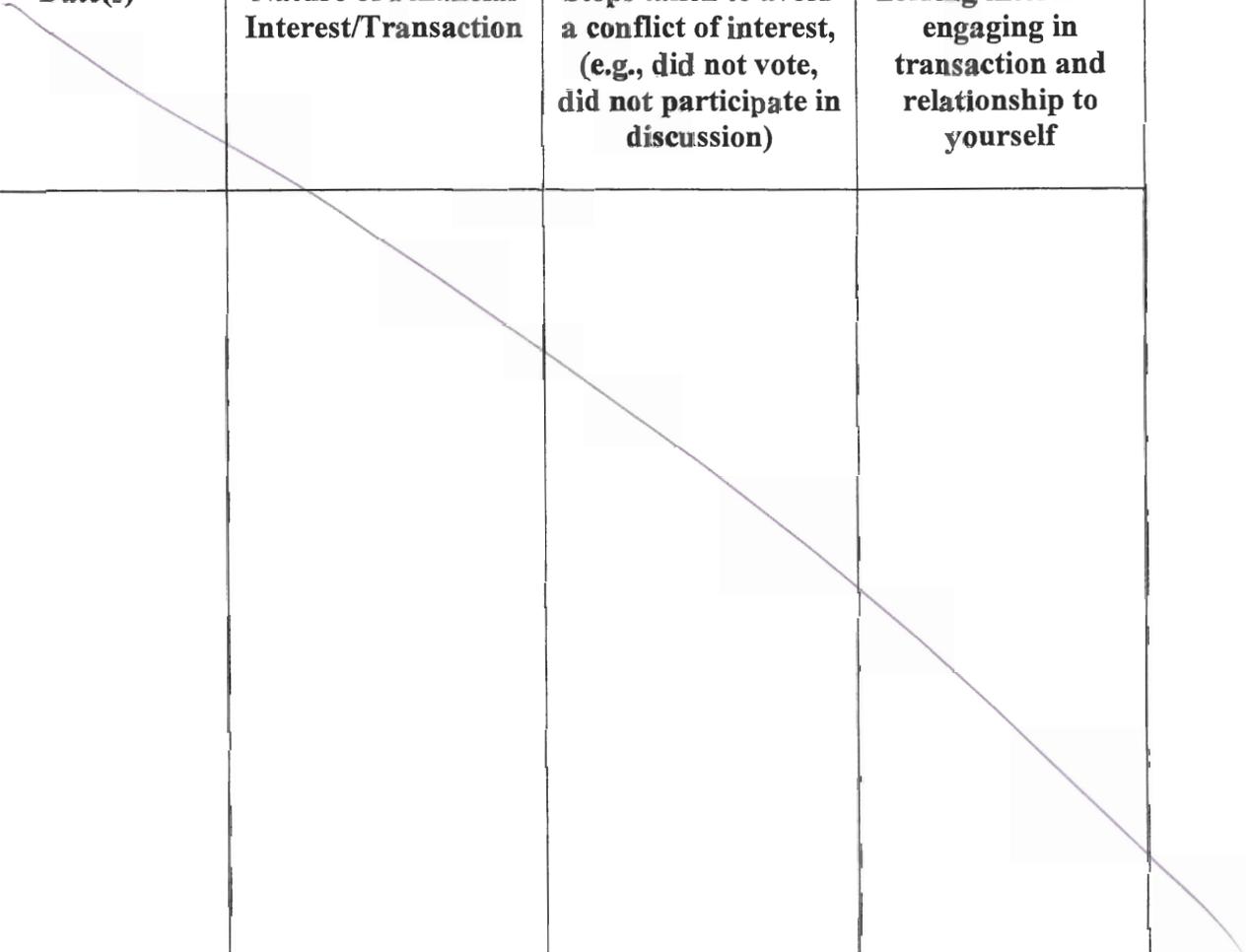
Name (print) Jacqueline Burton
Name of Charter School PPA
Home Address 163-19 130 Ave #10E
Business Address 2707 Albemarle Rd.
Daytime Phone 718 693-3023
E-Mail Address burtonjackiej@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): New Board member

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			

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Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Jacqueline Buntan

Signature

6/28/07

Date

School Calendar for 2006-2007
Academic Year

PENINSULA PREPARATORY ACADEMY

2006-2007 School Year

School Hours: 8:00 a.m. – 4:00 p.m.
(Breakfast available 7:30 a.m.)

Monday	August 21	Pre-Service Professional Development Begins – All Teachers Report
Monday	September 4	Labor Day
Tuesday	September 5	School Begins
Monday	October 2	Yom Kippur
Monday	October 9	Columbus Day
Tuesday	November 7	Election Day (Students are not in attendance)
Wednesday	Nov. 15	Open School Day/Evenings (1/2 day) 1pm-4pm/5pm-7pm
Thurs-Fri	Nov. 23-24	Thanksgiving Recess
Mon-Mon	Dec. 25-Jan. 1	Winter Recess (including Christmas and New Year's Day)
Monday	January 15	Dr. Martin Luther King, Jr. Day
Mon-Fri	Feb. 19-23	Midwinter Recess (including Washington's Birthday)
Wednesday	Mar. 21	Open School Day/Evenings (1/2 day) 1pm-4pm/5pm-7pm
Mon-Tues	Apr 2-10	Spring Recess (including Passover and Good Friday)
Monday	May 28	Memorial Day
Thursday	June 7	Anniversary Day (Brooklyn & Queens) Professional Development
Wednesday	June 13	Clerical 1/2 Day (tentative)
Friday	June 22	Last Day of School (1/2 day of school)
Mon-Tues	June 25-26	Staff Reports

Total school days that students are in session for Brooklyn & Queens: 183

Please Note: Any day that the NYC School District closes schools, we will be closed.

School Calendar for 2007-2008
Academic Year

PENINSULA PREPARATORY ACADEMY CHARTER SCHOOL

2007-2008 School Year

School Hours: 8:00 a.m. – 4:00 p.m.
(Breakfast available at 7:30 a.m.)

Monday	August 20	Pre-Service Professional Development Begins – All Teachers Report
Monday	September 3	Labor Day
Tuesday	September 4	School Begins
Thurs-Fri	Sept 13-14	Rosh Hashonah – School Closed
Monday	October 8	Columbus Day – School Closed
Tuesday	November 6	Election Day [Students are not in Attendance]
Friday	November 12	Veteran's Day – School Closed
Tues-Wed	Nov 13-14	Open School Evenings
Thurs-Fri	Nov 22-23	Thanksgiving Recess
Mon-Tues	Dec 24-Jan 1	Winter Recess (including Christmas and New Year's Day)
Wednesday	January 2	School Reopens
Monday	January 21	Dr. Martin Luther King, Jr. Day-School Closed
Mon-Fri	Feb 18-22	Mid-winter Recess (including Washington's Birthday) – School Closed
Tues-Wed	March 11-12	Open School Evenings
Friday	March 21	Good Friday – School Closed
Mon-Fri	April 21-25	Spring Recess
Monday	May 26	Memorial Day – School Closed
Thursday	June 5	Staff Development Day – [Students Not in Attendance]
Thursday	June 26	Last Day of School for Students
Friday	June 27	Last Day of School for Staff

Total school days that students are in session for Manhattan, Bronx, SI: 180

Please Note: Any day that the NYC School District closes schools, we will be closed.

Student and Teacher Attrition Data

**Charter School Student Attrition Rates
2006-2007**

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Enrolled	X	X	54	46	52	52	52	53	52	51	52	52	516
	#Leaving	X	X	8	1	1	0	1	1	2	0	0	0	14
	% Attrition	X	X	15%	2%	2%	0	2%	2%	4%	0	0	0	3%
1st	# Enrolled	X	X	54	53	51	50	50	49	50	52	52	51	512
	#Leaving	X	X	4	3	1	0	2	1	0	0	1	0	12
	% Attrition	X	X	7%	6%	2%	0	4%	2%	0	0	2%	0	2%
2nd	# Enrolled	X	X	54	51	51	51	51	51	51	51	51	51	513
	#Leaving	X	X	9	1	0	0	1	3	1	0	1	0	16
	% Attrition	X	X	17%	2%	0	0	2%	6%	2%	0	2%	0	3%
3rd	# Enrolled	X	X	50	50	50	48	48	47	47	48	48	49	485
	#Leaving	X	X	5	1	2	0	1	1	0	0	0	0	10
	% Attrition	X	X	10%	2%	4%	0	2%	2%	0	0	0	0	2%
4th	# Enrolled	X	X	47	45	47	50	51	59	46	48	48	47	478
	#Leaving	X	X	7	3	0	1	3	3	0	0	1	0	18
	% Attrition	X	X	15%	7%	0	2%	6%	6%	0	0	2%	0	4%
5th	# Enrolled	X	X	X	X	X	X	X	X	X	X	X	X	X
	#Leaving	X	X	X	X	X	X	X	X	X	X	X	X	X
	% Attrition	X	X	X	X	X	X	X	X	X	X	X	X	X
6th	# Enrolled	X	X	X	X	X	X	X	X	X	X	X	X	X
	#Leaving	X	X	X	X	X	X	X	X	X	X	X	X	X
	% Attrition	X	X	X	X	X	X	X	X	X	X	X	X	X

TOTALS = 2,504 students enrolled
70 students left
14% attrition

Goal 1 Measure 3 – 4th grade has the highest attrition rate. Students left mainly this due to the family relocation to another area. In some cases, the siblings in the lower grades also had to leave. This grade is the lowest enrolled grade, which when averaged gives the highest attrition. Parents are also skeptical of moving their children when they are in a testing grade. In January/February, the DOE changed the bus routes which also impacted our parents withdrawing their children.

PENINSULA PREPARATORY ACADEMY CHARTER SCHOOL

**Charter School Teacher Attrition Rates
2006-2007**

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Enrolled	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
1st	# Enrolled	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd	# Enrolled	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	1	0	0	0	0	0	0	0	0	1
	% Attrition	0	0	0	50	0	0	0	0	0	0	0	0	.05
3rd	# Enrolled	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
4th	# Enrolled	0	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
Specialty Teachers	# Enrolled	1	4	4	4	4	4	4	4	4	4	4	4	45
	#Leaving	1	0	0	0	0	0	0	0	0	0	0	0	1
	% Attrition	100	0	0	0	0	0	0	0	0	0	0	0	.03

Specialty teacher relocated to another area.

Second teacher resigned to take another position in different field.

**Statement of Changes to School's
Educational Program and
Organizational Structure**

Peninsula Preparatory Academy Charter School

***Statement of Modifications to the School's Educational Program
and Governance Structure***

There are no changes at this time.

Statement of Assurances

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Judith Tyler

Print Name, Head of Charter School



Signature and Date



Notary Public Signature and Seal

EWAN D. ANDERSON
Notary Public, State of New York
No. 41-4988065
Qualified in Queens County
Commission Expires November 4, 2010

Malcolm A. Smith

Print Name, President, Board of Trustees



Signature and Date



Notary Public, Signature and Seal

EWAN D. ANDERSON
Notary Public, State of New York
No. 41-4988065
Qualified in Queens County
Commission Expires November 4, 2010

Statement of Building Compliance

PENINSULA PREPARATORY ACADEMY CHARTER SCHOOL

Statement of Building Compliance

Peninsula Preparatory Academy Charter School holds a Facility Shared Use Agreement with the New York City Department of Education to operate within the space designated at M.S. 53. This agreement remained in full force and effect throughout school year 2006 – 2007.

Due to increased enrollment in accordance with the school's charter, PPA will move to modular facilities next year, while a new permanent facility is constructed. The lease agreement and certificate of occupancy, including all necessary approvals to operate the school onsite, will be in full force and effect in advance of the students' arrival in September 2007.