

**Peninsula Preparatory
Academy
Charter School**

2007~2008

ANNUAL REPORT

Board of Trustees

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Jacqueline Burton

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Betty Leon, Esq.

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~

Gregory Meeks, Advisory

Principal

Judith Tyler

July, 2008

July 29, 2008

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, New York 10007

Re: 2007 – 2008 Annual Report for Peninsula Preparatory Academy

Dear Ms. Hendershot:

In response to your memorandum dated June 4, 2008 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 2007 – 2008 annual report for the Peninsula Preparatory Academy Charter School. The report includes the following:

Annual Report for Charter Schools

- Cover Page
- Student Assessment Data
- Other Standardized Assessment Results Charts
- Accountability Plan
- Progress Toward Goal Attainment
- Value-Added Two-Year Cohort Analysis
- Student & Teacher Attrition Data
- Report of Fiscal Performance
- Trustee Disclosure Forms
- School Calendar for 2007-2008
- School Calendar for 2008-2009
- Statement of Building Compliance
- Statement of Assurances

Enclosed please find one original plus 7 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) 786-7928.

Sincerely,



Mark-Anthony Williams
Operations Manager

Enclosures

Cc: Judith Tyler, Principal
Jeany Persaud, Interim Chair, Board of Trustees
Dr. Lisa Long, NYSED

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

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2007 - 2008

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 Yonkers City School District

Charter Entity New York City Department of Education

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

E-mail address of contact person jt Tyler@victoryschools.com

President, Board of Trustees Jeany Persaud
(print name)

E-mail address and Phone Number of Board President jpersaud64@aol.com / 718-978-6952

**Other Student Assessment Data
2007-08**

Name of Charter School: Peninsula Preparatory Academy Charter School

Population: All Students

Name of Test: Iowa Test of Basic Skills (ITBS)

Subtest: Reading

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	5/15/2008	52				51	66.2		
1	5/15/2008	54				49	39.6		
2	5/15/2008	53				50	46.5		
3	5/15/2008	54				53	45.5		
4	5/15/2008	46				44	49.9		
5	5/15/2008	41				40	47.4		

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**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."

2007-08

Name of Charter School: Peninsula Preparatory Academy Charter School

Population: All Students

Name of Test: Iowa Test of Basic Skills (ITBS)

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	5/15/2008	52				52	49.5		
1	5/15/2008	54				51	43.1		
2	5/15/2008	53				46	39.8		
3	5/15/2008	54				54	46.7		
4	5/15/2008	46				44	59.7		
5	5/15/2008	41				40	53.4		

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**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"

**Peninsula Preparatory Academy
Charter School**

ACCOUNTABILITY PLAN

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.

**Progress Toward Goals
2007-08**

Charter School Name: Peninsula Preparatory Academy Charter School

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
Goal 1: All students at PPACS 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.	A decrease of -1.5 NCE's.	Iowa Test of Basic Skills (ITBS)	No	The incorporation of a new first grade teacher resulted in lower test scores for the first grade students. The school will use additional interventions for these particular students as they enter into second grade. PPA focused on refining implementation of the reading curriculum and engaging more structured differentiated instructional activities to address and monitor the individual needs of the students. PPA also focused on professional development of teachers with respect to understanding data. It was necessary to structure the ELA program to address the needs of the first grade students going into second grade. Additionally, the school took a proactive role to address the overall instructional program for first grade to prevent a repetition of poor test results. Additional staff support and services were provided by the Title I reading teacher and special education teacher. See attached data tables.
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 NCLB.	Data Not Available	New York State ELA Exams	Data Not Available	The State AYP determinations have not been released yet.

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
<p>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).</p>	<p>61.2% of PPA students were performing at or above level 3 on the New York State ELA assessments, while 68% of students at other schools in the district were performing at or above level 3 on the New York State ELA assessments</p>	<p>New York State ELA Assessments</p>	<p>No Data Available. The NYSED did not define similar schools</p>	<p>The NYSED did not define similar school. In comparison to District 27, students that have been at PPACS for two or more years performed better than the district schools in 2006-2007, but did not perform as well in 2007-2008. However, relative to Peer Horizon schools and with respect to the percentage of students making one year of progress, in 2006-2007, PPACS students performed better than 92% of the schools in the city defined similar schools. See attached data tables.</p>
<p>Goal 2: All students will demonstrate competency in the understanding and application of mathematics computation and problem solving.</p>				
<p>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.)</p>	<p>An increase of +0.5 NCE's</p>	<p>Iowa Test of Basic Skills (ITBS)</p>	<p>The school met this measure in some but not all years</p>	<p>See attached data tables.</p>
<p>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</p>	<p>Data Not Available</p>	<p>New York State Math Exams</p>	<p>Data Not Available</p>	<p>The State AYP determinations have not been released yet.</p>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
<p>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).</p>	<p>82.6% of PPA students were performing at or above level 3 on the New York State mathematics assessments, while 86.4% of students at other schools in the district were performing at or above level 3 on the New York State mathematics assessments.</p>	<p>New York State Mathematics Assessments</p>	<p>No Data Available. The NYSED did not define similar school</p>	<p>The NYSED has not defined similar schools. In 2006-2007, the school demonstrated a 68% proficiency versus the district 83%. In 2007-2008, the school demonstrated a 83% proficiency versus the district 86%. There has been a decrease in the difference this past year. Although some grades exceeded the district schools, the school encountered a challenge with the fifth grade. However, the fifth grade has made progress towards district performance. There was an increase in five percentage points in level 3s and level 4s from last year. Of the students enrolled for two or more years in 2007-2008, 20% progressed from a level 1 to a level 2 and 10% progressed from level 2 to level 3. None of the fifth grade students declined in performance level and others maintained performance levels. Grades three and four either exceeded or met the district performance. The school implemented school wide initiatives to focus on specific areas of math such as multiplication day in which all school stakeholders will support the efforts of mastering a particular table. Students participated in a math club and incorporated math within other content areas. Teachers engaged in professional development activities that focused on the development of effective teaching strategies in mathematics. Writing was also incorporated into the math program. Students needed to develop basic math skills such as mastering the basic number facts and the multiplication tables. See attached data tables.</p>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
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.	2007-2008 Data Not Yet Available	State Designated Science Standards	Data Not Available	2006-2007 The school performed at 87.5% proficiency.
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.	No Data Available. NYSED did not define similar school.	New York State Science Assessments	No Data Available. NYSED did not define similar school.	This is the school's performance as no district comparison results are available. 2007-2008 Not Yet Available.
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.	50% of the students enrolled at the school for two or more years were performing at or above grade level.	End of year criteria referenced science test developed by McGraw Hill	No	The instructional pacing calendar is going to be adapted to incorporate intensive review of science concepts addressed on the test. The actual tests will be administered no later than the first week of June.
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.	2006-2007 No fifth grade class. 2007-2008 89% scored at proficiency levels 3 and 4.	New York State Social Studies Assessment	Yes	

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
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.	No Data Available. NYSED did not define similar school	New York State Social Studies Assessment	No Data Available. NYSED did not define similar school	2006-2007 No fifth grade class. 2007-2008 85% proficiency at levels 3 and 4.
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/Core Knowledge Curriculum administered to grades 3-8 each year.	52.5% of the students enrolled at the school for two or more years were performing at or above grade level.	End of year criteria referenced social studies test developed by McGraw Hill/Core Knowledge Curriculum	No	The instructional pacing calendar is going to be adapted to incorporate intensive review of social studies concepts addressed on the test. The actual tests will be administered no later than the first week of June.
Goal 5: PPACS 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").	Of the 285 responses received, 91.5% (261) reported that the effectiveness of the school's academic program is good or excellent. 91.5% (261) reported that the communication between school and home is good or excellent. 86.3% (246) reported their child's progress as good or excellent.	Satisfaction Surveys	Yes	

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
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.	The school maintained an enrollment level of 99% and a waiting list of 12%.	Monthly Admission/Discharge Rosters	Yes	
Measure 3: Each year, the average daily attendance rate of all PPACS students will be 90% or better.	The average daily attendance rate for 2007-2008 was 92%.	Daily Attendance Records	Yes	

The following ELA and MATH data charts are necessary components in illustrating your school's annual progress and thus, are **not optional**.

Directions: Please compare the percent of students in the two-year cohort who scored at Levels 3 & 4 to the percent of those same students who scored proficient the previous year. Please submit only data from students who have been tested in two successive years at your school. For an example, please refer to the Annual Reporting Guidelines 2007-2008 document.

ELA - TWO-YEAR COHORT				
Grade (2007-08)	Number of Students in Two-year cohort*	Percent at Levels 3 and 4		
		2007 (cohort's results from previous year)	2008 (cohort results from current year)	Change
4	37	70.3%	75.7%	5%
5	32	46.9%	56.3%	9%
6	N/A	N/A	N/A	#VALUE!
7	N/A	N/A	N/A	#VALUE!
8	N/A	N/A	N/A	#VALUE!

MATH - TWO-YEAR COHORT				
Grade (2007-08)	Number of Students in Two-year cohort*	Percent at Levels 3 and 4		
		2007 (cohort's results from previous year)	2008 (cohort results from current year)	Change
4	37	89.2%	91.9%	3%
5	31	61.3%	61.3%	0%
6	XX	XX	XX	#VALUE!
7	XX	XX	XX	#VALUE!
8	XX	XX	XX	#VALUE!

GENERAL		# or %
Year-End Enrollment		299
2007-08 Attendance Rate		92.0%
Parent Satisfaction		91.6%
Staff Satisfaction		71.3%
DEMOGRAPHIC		%
% Free and Reduced Lunch		82.6%
% Special Education		8.0%
% ELL		0.0%

Please enter the following data respective to your school's year-end demographics. Although the data is available in ATS, our office trusts that you know your school on a more current status than reflected online. Please check your current data with ATS and update where incongruous.

**Charter School Student Attrition Rates
2007-08**

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	28	24	28
Number of students leaving for more restrictive special education setting	2	1	1
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	47	46	37
Number leaving for other reasons (undetermined)	0	0	0
Total number of students leaving.	77	71	66
Highest Number Enrolled <i>(July 1 – June 30)</i>	306	262	**205
Total Percent Attrition	25%	27%	32%

**Charter School Teacher Attrition Rates
2007-08**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	12	10	8
Number of Special Area Teachers	6	4	1
Total Number of Teachers	18	14	9
Total Number of Teachers Leaving	2	1	1
Total Percent Attrition	11%	7%	11%

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/08

Charter School Code:

Charter School Name: Peninsula Preparatory Academy	
Contact Person: Paul J. Augello, Jr.	Phone: (212) 786-7913

REVENUES

A. STATE SOURCES
 B. FEDERAL SOURCES
 C. PUBLIC SCHOOL DISTRICTS
 1. BASIC OPERATING REVENUES
 2. STATE AID-PUPILS WITH DISABILITIES
 3. FED. AID-PUPILS WITH DISABILITIES
 4. OTHER REV FROM PUB SCH DISTRICTS
 D. ALL OTHER REVENUES
 E. TOTAL REVENUES FROM ALL SOURCES

S. ENROLLMENT
 T. EXPENDITURES PER PUPIL

\$ 572,418
 147,167
 3,276,940
 9,059
 24,451
 198,563
\$ 4,228,598

297
11,332

(R/S)

EXPENDITURES

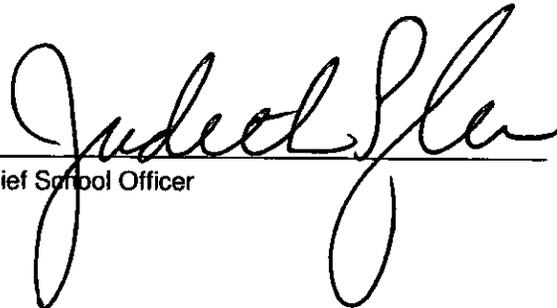
	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	\$ 365,257	\$ 157,106	\$ 522,363
G. INSTRUCTIONAL SUPERVISION	1,131,671	182,690	1,314,361
H. ALL OTHER INSTRUCTION			-
I. PUPIL SERVICES	12,364		12,364
J. PUPILS WITH DISABILITIES	64,138		64,138
K. TRANSPORTATION			-
L. COMMUNITY SERVICE			-
M. OPERATION & MAINTENANCE	72,967	\$ 793,880	866,847
N. EMPLOYEE BENEFITS			362,552
O. DEBT SERVICE			-
P. SCHOOL LUNCH			150,637
Q. CAPITAL EXPENSE			72,351
R. GRAND TOTAL EXPENDITURES		<u>\$</u>	<u>3,365,613</u>

COMPLETED FORM SHOULD BE RETURNED
 NO LATER THAN AUGUST 1, 2008 TO:
 PUBLIC SCHOOL CHOICE PROGRAMS

State Education Department
 Room 462 - Education Building Annex
 Albany, New York 12234

Signature: _____

Chief School Officer



Date: _____

July 24, 2008

PENINSULA PREPARATORY ACADEMY

2007-2008 School Year

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 Hashanah – 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
Thurs	Nov 15	Open School Afternoon/Evening
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
Friday	March 21	Good Friday – School Closed
Tuesday	April 17	Open School Afternoon/Evening
Mon-Fri	April 21-25	Spring Recess
Monday	May 26	Memorial Day – School Closed
Thursday	June 5	Staff Development Day – [Students Not in Attendance]
Tuesday	June 24	Last Day of School for Students
Friday	June 27	Last Day of School for Staff

Total school days that students are in session 183

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

PENINSULA PREPARATORY ACADEMY CHARTER SCHOOL

2008-2009 School Year

Monday	August 18	Pre-Service Professional Development Begin - All Teachers Report
Monday	September 1	Labor Day
Wednesday	September 3	School Begins - Students Report
Tues-Wed	Sept. 30-Oct. 1	Rosh Hashonah - School Closed
Wednesday	October 9	Yom Kippur - School Closed
Monday	October 13	Columbus Day - School Closed
Tuesday	November 4	Election Day [Students are not in Attendance]
Tuesday	November 11	Veteran's Day - School Closed
Thursday	Nov. 13	Open School Evenings Report Card Distribution
Thurs-Fri	Nov. 27-28	Thanksgiving Recess
Wed-Fri	Dec. 24-Jan 2	Winter Recess [including Christmas and New Year's Day]
Monday	January 5	School Reopens
Monday	January 19	Dr. Martin Luther King, Jr. Day [School Closed]
Thursday	January 22	Report Card Distribution
Mon-Fri	Feb 16-20	Mid-winter Recess [including Washington's Birthday] - School Closed
Tues-Wed	Mar. 10-11	Open School Evenings
Friday	March 21	Good Friday - School Closed
Thurs	April 2	Open School Evenings Report Card Distribution
Thurs-Fri	April 9-17	Spring Recess
Monday	May 25	Memorial Day - School Closed
Thursday	June 4	Staff Development Day - [Students Not in Attendance]
Thursday	June 25	Report Card Distribution
Friday	June 26	Last Day of School for Students
Monday	June 29	Last Day of School for Staff
Monday	July 13	Last Day of School for Administrative Staff

Total school days that students are in session: 183

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

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 2007-2008.

The school was scheduled to move into modular facilities during the 2007-2008 school year, however, due to a delay in obtaining the Certificate of Occupancy, the school postponed the move until the 2008-2009 school year to ensure a smooth transition to the new site.

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

Judith Tyler
Signature and Date

Michelle E. Grosvenor
Notary Public Signature and Seal

MICHELLE E. GROSVENOR
NOTARY PUBLIC, STATE OF NEW YORK
No. 01GR6134537
QUALIFIED IN KINGS COUNTY
MY COMMISSION EXPIRES OCT. 3, 2009

Jean y Persaud
Print Name, President, Board of Trustees

Jean y Persaud 7/29/08
Signature and Date

Michelle E. Grosvenor
Notary Public, Signature and Seal

MICHELLE E. GROSVENOR
NOTARY PUBLIC, STATE OF NEW YORK
No. 01GR6134537
QUALIFIED IN KINGS COUNTY
MY COMMISSION EXPIRES OCT. 3, 2009