



Charter School Renewal Report
Charter Schools Office
2011-2012

PENINSULA PREPARATORY ACADEMY
CHARTER SCHOOL
RENEWAL REPORT

DECEMBER 2011

Part 1: Executive Summary

School Overview and History:

Peninsula Preparatory Academy Charter School (PPA) is an elementary school serving approximately 346 students in grades K-5 in the 2011-12 school year. The school opened in 2004 with grades K-2, serving approximately 127 students. It was originally chartered to serve grades K-8 at scale, but its renewal was granted only for grades K-5. It is currently housed in private space in District 27 at 111-11 Rockaway Beach Boulevard. A short-term (3-year) charter renewal, with conditions, was granted in 2009-10 with the charter expiring on July 19, 2012. The conditions of the 2009-10 renewal are:

- 1) Ensure all board members undergo board development to better understand the roles and responsibilities of a charter school governing board;
- 2) Create a long term strategic plan with benchmarks and timelines for achieving these goals;
- 3) Diversify the skill sets of members serving on the school's board;
- 4) Create a plan to hold the school leader accountable for student progress and performance at the school, including increasing academic rigor;
- 5) Demonstrate how it plans to track the school's charter performance against the goals in the charter as they relate to services provided by the management organization;
- 6) Ensure that the percent of students making at least one year's progress in math increases from 45.7% to *at least* 61% of students by the end of the chartering period in the 2011-2012 academic year.

The school population comprises 73.1% Black, 20.2% Hispanic, 3.2% White, and 2.0% Asian students. 76.8% of students are designated as Title I. The student body includes 2.9% English language learners and 13.0% special education students.

The average attendance rate for the 2010-11 school year was 95.2%.

Boys account for 52.8% of the students enrolled and girls account for 47.2%.¹

The school earned a C on its progress report in 2010-11 and a C in 2009-10. The average attendance rate for the school year 2009 - 2010 was 93.8%.² The school is in good standing with state and federal accountability.³

Renewal Review Process Overview:

The NYC DOE Charter Schools Office (CSO) conducted a thorough review for this charter school's renewal. The review included: the two part Renewal Application, comprised of Part I: Retrospective Renewal Report and clarifications, and Part II: Prospective Renewal Report; comments and feedback from the renewal hearing held at the school on November 29, 2011; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the schools finance, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: November 17, 2011 and November 22, 2011

The following experts participated in the review of this school:

- Recy Benjamin Dunn, Executive Director, NYC DOE Charter Schools Office
- Sonya Hooks, Senior Director, NYC DOE Charter Schools Office
- Daree Lewis, Director of Oversight, NYC DOE Charter Schools Office
- Laurie Price, Director of Operations, NYC DOE Charter Schools Office

¹ Student Demographic data is inputted by school staff into the ATS enrollment database and summarized by NYC DOE staff.

² NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

³ New York State Education Department - www.nysed.gov

- Gretchen Tonnesen, Analyst, NYC DOE Charter Schools Office
- Bertram Wyman, Analyst, NYC DOE Charter Schools Office
- Lynette Aqueron, Senior School Improvement Specialist, NYC DOE, Division of Students with Disabilities and English Language Learners
- Dr. Eliju Feldman, Senior School Improvement Specialist, NYC DOE, Division of Students with Disabilities and English Language Learners

Renewal Recommendation:

The New York City Department of Education Charter Schools Office (NYC DOE CSO) recommends **non-renewal** of the charter for Peninsula Preparatory Academy Charter School (PPA) for the following reasons:

1. The first listed objective of charter schools, in accordance with the NY Charter Schools Act, is to improve student learning and achievement (Education Law Section 2850(2)(a)); PPA has not demonstrated that it is an academic success.
 - a. PPA failed to meet 5 out of 9 of its academic charter goal measures in its chartering term
 - i. 4 charter goal measures not met include metrics tied to State English Language Arts (ELA) and Math scores
 - 46.2% of PPA students were proficient in ELA v. 54.7% of students in District 27.
 - 60.2% of PPA students were proficient in Math vs. 64.4% of students in District 27.
 - ii. 1 charter goal measure also not met tied to receiving a B on the Student Progress Section of the Progress Report
 - PPA received a C
 - b. Prior to this charter term and consistently during this charter term, PPA received 4 consecutive C's on its DOE progress reports from 2008-2011.
 - c. Prior to this charter term and consistently during this charter term, PPA failed to demonstrate its ability to establish a system to gather assessment and evaluation data and use it to improve instructional effectiveness and student learning outcomes.
 - d. Prior to this charter term and consistently during this charter term, PPA failed to improve instruction so that high quality instruction was evident in all classes throughout the school.
2. In accordance to Education Law Section 2853(1)(f), the board of trustees of the charter school shall have final authority for policy and operational decisions of the school. PPA has not proven to be an effective and viable organization
 - a. Board of Trustee oversight and accountability has lacked demonstrated effectiveness to achieve the school's mission.
 - b. The Board of Trustees has lacked a systemic approach to reviewing and responding appropriately to student achievement data throughout the charter period.

Part 2: Findings

In January 2009, PPA was given a short-term renewal of three years; it was communicated that another short term renewal would not be granted. Since the last chartering cycle, PPA has made changes to the school's curriculum, leadership, culture and service providers. Despite the changes implemented and underway, the school has not been able to make the strides necessary for the NYC DOE Charter Schools Office to recommend renewal.

The NYC Department of Education Charter Schools Office conducts various accountability checkpoints throughout the course of a school's charter. The accountability checkpoints include, but are not limited to; annual site visits, pop-in visits, and attendance of board meetings. Over the course of PPA's three year charter, there was a common theme of concern raised, which included:

- Concern that classroom instruction lacked rigor
- Concern about school's ability to reach academic targets
- Concern about school's approach to gathering, generating and analyzing data

Historical Accountability Measures (full reports in Part 7)

October 2008: Last Renewal Visit

January 2009: Charter renewed 3 years with conditions (listed above)

June 2010: Annual Site Visit with feedback focused on the following points:

- Grade 2 students have not met the school goals in mathematics for 2010
 1. A closer evaluation of teaching strategies and classroom practices should be reviewed to ensure more rigor and differentiation on this grade level
- Grade 5 students are able to compose a five paragraph essay
 1. Strategies should be implemented to encourage and ensure that students prepare extended writing assignments to prepare them for middle and high school writing tasks
- Not all teachers utilize the sources available to promote higher order thinking skills
 1. Practices should be implemented to ensure that all teachers utilize the tools of questioning and differentiation
 2. The school should encourage intra-grade visitations for both teachers and students
 3. Have teachers visit each other to identify best practices
 4. Have students present and visit other classes to share projects, knowledge and learning strategies
 5. Establish a protocol so teachers can videotape their lessons, each other and discuss instructional strategies that are effective and those that should be abandoned
 6. Classroom libraries exist in all rooms
 7. Libraries should be upgraded to include a wide variety of material on all levels

June 2011: Annual Site Visit with feedback focused on the following points:

- The school is in its second year of a three year renewal period; extra effort to meet the terms of the conditions set during the last renewal period should be focused upon.
 1. Ensure all Board members undergo Board development to better understand the roles and responsibilities of a charter school governing board;
 2. Create a long term strategic plan with benchmarks and timelines for achieving these goals;
 3. Diversify the skill sets of members serving on the school's Board;
 4. Create a plan to hold the school leader accountable for student progress and performance at the school, including increasing academic rigor;

5. Demonstrate how it plans to track the school's charter performance against the goals in the charter as they relate to services provided by the management organization; and
 6. Ensure that the percent of students making at least one year's progress in math increases from 45.7% to *at least* 61% of students by the end of the chartering period in the 2011-2012 academic year.
- The school should continue to leverage the use of student performance data to accelerate student learning and outcomes.
 1. The school should create more opportunities for data collection aligned to Common Core Standards and New York State assessments.
 2. Leadership should ensure deep and targeted application by building analysis and instructional capacity of teachers.
 - Evidence of rigor varied widely across the classrooms during this visit.
 1. In some classrooms, students were engaged and teachers were facilitating standards-based lessons utilizing a range of instructional approaches. In others, however, students were not expected or supported to remain on task, pacing of instruction was slow, and teachers did not demonstrate the commitment to ensuring all students understood the concepts or mastered the skills being taught.
 2. Although the principal mentioned work she had done with teachers around Bloom's Taxonomy (knowledge vs. synthesis, etc.), teachers generally were not observed encouraging higher order thinking skills with students. Most questioning required students to recall information, versus checking for understanding. Teachers may need to observe leaders or peers applying strategies to more deeply push, stretch and extend student thinking.
 3. Teachers spoke enthusiastically about their students' growth and improvement in reading, based on Fountas and Pinnell, but progress towards grade level achievement goals was more challenging for them. Leaders need to instill a collective sense of instructional urgency amongst teachers, rooted in consistent expectations of academic performance that are aligned with administered internal and external assessments.
 - Evolve supports and time to ensure quality teacher planning.
 1. Teachers appreciated the professional development arranged this year, but leaders are encouraged to find a healthy balance between formal PD and collaborative and individual planning time for teachers. The principal noted she was looking for alternatives to arrange more coverage for teachers.
 2. Establish a system to monitor lesson plans, ensure their alignment to standards and objectives and provide feedback and guidance to teachers.

August 2011: Meeting with Board of Trustees with feedback focused on the following:

- Concern about PPA's progress report grade
- Concern about PPA's ability to increase student achievement
- Concern about PPA's leadership bench
 - Assistant Principal had recently resigned at time of meeting

November 2011: Renewal Visit

What the school was doing well at time of visit

- School's operations appeared to be stable and efficient.
 - Teachers reported that operations team was very responsive when they requested supplies and materials needed for their classrooms.
- Communication between school administration, staff and students appeared to be strong.

- School leader has open-door policy.
- Actions taken include responding to questions/concerns posed by staff immediately, providing Internet access to staff, distributing classroom keys to teachers.
- Teachers reported feeling supported and well-resourced.
- Feedback from leadership, both from observations and lesson plans is meaningful.
- Teachers reported that current staff is highly motivated and collaborative.
- Teachers express buy-in to the school mission and stated they are proud to serve their unique population.
- Student support is strong at the school; co-teaching model provides opportunity for small group instruction and academic intervention.
- School leadership provides consistent feedback and regular opportunities for professional development support.
 - Principal visits classrooms almost daily to provide feedback to teachers
 - Teachers collaborate weekly on lesson planning, using data from data warehouse
 - Teachers reported being able to email their staff developer at Teacher's College for support with ELA curriculum
- Behavior and academic expectations are consistent and foster a strong culture at the school.
 - There is a focus on teaching students a love of learning.
- The school has a warm supportive environment for teachers and students.
 - The students seem happy and eager, and the culture is full of joy.
 - Students reported feeling excited about reading and learning.
 - Students also reported feeling cared for and safe.
 - Student rules and expectations are consistent across the school
- There is a commitment to student learning observed in classrooms and in discussions with school leadership and staff.
- There was an expressed sense of urgency among the teaching staff, with teachers working hard toward student outcomes. Some teachers reported working with students before school.
- The school is located in a beautiful, well maintained facility.

Areas of improvement at time of visit:

- The use of data to inform instruction is still in the beginning stages.
- The data warehouse is in initial stages, and currently lacks any actionable data that a teacher could use on a day-to-day basis. The school does not have a more robust data-feedback system to help educators make the best inferences.
 - Teachers expressed a desire for increased professional development regarding data analysis.
- School has made solid choices for curriculum, but the school is still in the process of developing rigorous instruction.
 - Co-teaching is not fully developed to better meet needs of all students.
 - A lack of focus on higher-order thinking in the classroom. There were many fill-in-the-blank and leading questions asked.
 - Overall rigor was lacking.
 - In some classrooms, pacing and transitions were slow.
 - Some students questioned were unable to identify the point of the lesson or the directives they were supposed to follow.
- Vertical alignment of standards and goals is not clear.
 - School uses ITBS in K-2 and its own assessments in grades 3-5. School staff didn't seem clear on how these align to help students meet goals.
 - Teachers reported working closely with teachers on grade, but didn't work much with other grade levels to align work.
 - Teachers did report that the data warehouse is helping identify year-to-year gaps in knowledge for students.
- The school serves 13.0% (45 of 346) special education students which is slightly less than the district average of 13.7%. (CTT students are included in this number)

- Little evidence of focus on reading instruction was observed at time of visit.
 - Very few incidences of guided-reading observed.
- Only data on reading reported was Running Records
- In special education classroom visits, there was little peer-to-peer collaboration.
- General education classes were observed to be superior to CTT classrooms at time of visit.
- Discrepancies in systems to support SPED students were identified.
 - There was not sufficient support structure for SPED coordinator. Compliance, professional development and student support is too much for one person.
 - Lack of in-house coaching to further develop SPED classrooms

Part 3: Charter School Goals

The Peninsula Preparatory Charter School has not sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals.

Academic Goals Summary			
	Measure	Met in First Year (2009-10)?	Met in Second Year (2010-11)?
Goal 1			
1	<u>Measure A</u>	NO	NO
2	<u>Measure B</u>	PARTIAL	NO
3	<u>Measure C</u>	N/A	NO
Goal 2			
4	<u>Measure A</u>	NO	NO
5	<u>Measure B</u>	NO	PARTIAL
6	<u>Measure C</u>	N/A	PARTIAL
Goal 3			
7	<u>Measure A</u>	YES	YES
Goal 4			
8	<u>Measure A</u>	YES	YES
9	<u>Measure B</u>	YES	NO

Academic Goals Detail																																	
	Measure	Met in First Year (2009-10)?	Met in Second Year (2010-11)?																														
Goal 1: All students at the school will become proficient in reading and writing of the English language.																																	
1	Measure A: Each year, 75% of students in each assessed grade who have been continuously enrolled at the school for at least two consecutive calendar years will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.	NO Grade 3: No Grade 4: No Grade 5: No <table border="1"> <thead> <tr> <th></th> <th><u>2010 ELA L3+%</u></th> </tr> </thead> <tbody> <tr> <td>Grade 3*</td> <td>33%</td> </tr> <tr> <td>Grade 4*</td> <td>52%</td> </tr> <tr> <td>Grade 5*</td> <td>35%</td> </tr> </tbody> </table> <i>*Students in 2nd year or beyond</i>		<u>2010 ELA L3+%</u>	Grade 3*	33%	Grade 4*	52%	Grade 5*	35%	NO Grade 3: No Grade 4: No Grade 5: No <table border="1"> <thead> <tr> <th></th> <th><u>2011 ELA L3+%</u></th> </tr> </thead> <tbody> <tr> <td>Grade 3*</td> <td>47%</td> </tr> <tr> <td>Grade 4*</td> <td>44%</td> </tr> <tr> <td>Grade 5*</td> <td>49%</td> </tr> </tbody> </table> <i>*Students in 2nd year or beyond</i>		<u>2011 ELA L3+%</u>	Grade 3*	47%	Grade 4*	44%	Grade 5*	49%														
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<p>3 <u>Measure C:</u> Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75% at or above Level 3 on the State ELA Assessment. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance on the next administration.</p>	<p>N/A</p>	<p>NO Grade 4: No Grade 5: No</p> <table border="1"> <thead> <tr> <th></th> <th>2010 ELA L3+%</th> <th>2011 ELA L3+%</th> </tr> </thead> <tbody> <tr> <td>2011 Grade 4 cohort</td> <td>43%</td> <td>47%</td> </tr> <tr> <td>2011 Grade 5 cohort</td> <td>50%</td> <td>44%</td> </tr> </tbody> </table>		2010 ELA L3+%	2011 ELA L3+%	2011 Grade 4 cohort	43%	47%	2011 Grade 5 cohort	50%	44%
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Goal 2: All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

<p>4 <u>Measure A:</u> Each year, 75% of students in each assessed grade who have been continuously enrolled at the school for at least two consecutive calendar years will perform at or above Level 3 on the New York State Mathematics examination.</p>	<p>NO Grade 3: No Grade 4: No Grade 5: No</p> <table border="1"> <thead> <tr> <th></th> <th>2010 Math L3+%</th> </tr> </thead> <tbody> <tr> <td>Grade 3*</td> <td>31%</td> </tr> <tr> <td>Grade 4*</td> <td>63%</td> </tr> <tr> <td>Grade 5*</td> <td>48%</td> </tr> </tbody> </table> <p><i>*Students in 2nd year or beyond</i></p>		2010 Math L3+%	Grade 3*	31%	Grade 4*	63%	Grade 5*	48%	<p>NO Grade 3: No Grade 4: No Grade 5: No</p> <table border="1"> <thead> <tr> <th></th> <th>2010 Math L3+%</th> </tr> </thead> <tbody> <tr> <td>Grade 3*</td> <td>62%</td> </tr> <tr> <td>Grade 4*</td> <td>71%</td> </tr> <tr> <td>Grade 5*</td> <td>62%</td> </tr> </tbody> </table> <p><i>*Students in 2nd year or beyond</i></p>		2010 Math L3+%	Grade 3*	62%	Grade 4*	71%	Grade 5*	62%
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<p>5 <u>Measure B:</u> Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the State Mathematics exam will be greater than the percentage of students in the local school district in the same grade who perform at or above a Level 3.</p>	<p>NO Grade 3: No Grade 4: No Grade 5: No</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2010 Math L3+%</th> </tr> <tr> <th></th> <th>PPA*</th> <th>CSD 27</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>31%</td> <td>58%</td> </tr> <tr> <td>Grade 4</td> <td>63%</td> <td>63%</td> </tr> <tr> <td>Grade 5</td> <td>48%</td> <td>64%</td> </tr> </tbody> </table> <p><i>*Students in 2nd year or beyond</i></p>		2010 Math L3+%			PPA*	CSD 27	Grade 3	31%	58%	Grade 4	63%	63%	Grade 5	48%	64%	<p>PARTIAL Grade 3: Yes Grade 4: Yes Grade 5: No</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2011 Math L3+%</th> </tr> <tr> <th></th> <th>PPA*</th> <th>CSD 27</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>62%</td> <td>56%</td> </tr> <tr> <td>Grade 4</td> <td>71%</td> <td>68%</td> </tr> <tr> <td>Grade 5</td> <td>62%</td> <td>69%</td> </tr> </tbody> </table> <p><i>*Students in 2nd year or beyond</i></p>		2011 Math L3+%			PPA*	CSD 27	Grade 3	62%	56%	Grade 4	71%	68%	Grade 5	62%	69%
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Goal 3: All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

<p>7 <u>Measure A:</u> Each year, 75% of students in each assessed grade who are in at least their second year of continuous enrollment at the school will perform at or above Level 3 on the New York State Science Assessment.</p>	<p>YES</p> <table border="1"> <thead> <tr> <th></th> <th>2010 Science L3+%</th> </tr> </thead> <tbody> <tr> <td>Grade 4*</td> <td>97%</td> </tr> </tbody> </table> <p><i>*Students in 2nd year or beyond</i></p>		2010 Science L3+%	Grade 4*	97%	<p>YES</p> <table border="1"> <thead> <tr> <th></th> <th>2011 Science L3+%</th> </tr> </thead> <tbody> <tr> <td>Grade 4*</td> <td>91%</td> </tr> </tbody> </table> <p><i>*Students in 2nd year or beyond</i></p>		2011 Science L3+%	Grade 4*	91%
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Goal 4: The school will demonstrate academic success by making adequate yearly progress as required by federal, state and local accountability requirements.

8	<p><u>Measure A</u>: Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”</p>	<p>YES</p> <table border="1" data-bbox="623 222 1011 317"> <tr> <td></td> <td><u>2010 Federal Accountability</u></td> </tr> <tr> <td>PPA</td> <td>In Good Standing</td> </tr> </table>		<u>2010 Federal Accountability</u>	PPA	In Good Standing	<p>YES</p> <table border="1" data-bbox="1040 222 1445 317"> <tr> <td></td> <td><u>2011 Federal Accountability</u></td> </tr> <tr> <td>PPA</td> <td>In Good Standing</td> </tr> </table>		<u>2011 Federal Accountability</u>	PPA	In Good Standing
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9	<p><u>Measure B</u>: The school will receive a ‘B’ or higher on the Student Progress section of the NYCDOE Progress Report.</p>	<p>YES</p> <table border="1" data-bbox="623 426 1011 520"> <tr> <td></td> <td><u>2010 Student Progress grade</u></td> </tr> <tr> <td>PPA</td> <td>B</td> </tr> </table>		<u>2010 Student Progress grade</u>	PPA	B	<p>NO</p> <table border="1" data-bbox="1040 426 1445 520"> <tr> <td></td> <td><u>2011 Student Progress grade</u></td> </tr> <tr> <td>PPA</td> <td>C</td> </tr> </table>		<u>2011 Student Progress grade</u>	PPA	C
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Part 4: Charter School Performance Data

The Peninsula Preparatory Academy Charter School has not met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below tables of student achievement data.

These tables present the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 27 and New York City.

Percent of Students Performing at or Above Grade Level – Whole School⁴

ELA				
	2008	2009	2010	2011
PPA	65.7%	65.1%	42.1%	46.2%
CSD 27*	68.0%	75.9%	50.1%	54.7%
NYC*	63.5%	71.0%	46.1%	49.4%

Math				
	2008	2009	2010	2011
PPA	82.0%	89.7%	46.1%	60.2%
CSD 27*	86.4%	90.0%	61.7%	64.4%
NYC*	82.0%	87.3%	57.4%	60.0%

*PPA, CSD 27, and NYC percentages represent Grades 3-5 only for all years presented.

Percent of Students Performing at or Above Grade Level – By Grade

3rd Grade

ELA				
	2008	2009	2010	2011
PPA	61.1%	64.6%	36.0%	44.8%
CSD 27	65.8%	73.7%	51.2%	53.2%
NYC	59.9%	69.4%	46.5%	48.1%

Math				
	2008	2009	2010	2011
PPA	90.4%	95.7%	32.0%	52.5%
CSD 27	90.1%	92.8%	58.3%	56.2%
NYC	87.2%	91.4%	54.3%	54.8%

⁴ Charter school, district and city test results taken from NYSED testing data: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

4th Grade

ELA				
	2008	2009	2010	2011
PPA	73.9%	51.0%	52.9%	52.5%
CSD 27	65.2%	75.7%	49.1%	55.4%
NYC	61.3%	68.9%	45.6%	51.0%

Math				
	2008	2009	2010	2011
PPA	89.1%	80.4%	60.8%	71.7%
CSD 27	83.8%	88.9%	62.7%	68.5%
NYC	79.6%	84.9%	58.4%	62.3%

5th Grade

ELA				
	2008	2009	2010	2011
PPA	62.8%	80.9%	37.3%	41.1%
CSD 27	73.3%	78.1%	49.9%	55.6%
NYC	69.2%	74.7%	46.2%	49.0%

Math				
	2008	2009	2010	2011
PPA	63.4%	93.6%	45.1%	56.1%
CSD 27	85.2%	88.4%	64.3%	68.6%
NYC	79.2%	85.5%	59.7%	62.9%

Student Attendance Rate⁵

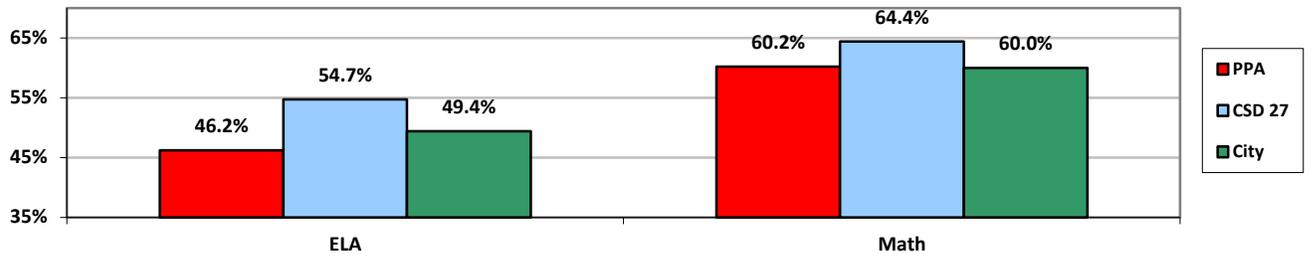
Student Attendance Rate	2007-2008	2008-2009	2009-2010	2010-2011
PPA	92%	92.7%	94%	95.4%

Historical Progress Report Results

Year	Student Progress	Student Performance	School Environment	Overall Grade	Overall Score
2011	C	C	B	C	39.2
2010	B	D	B	C	39.3
2009	C	B	B	C	51.0
2008	C	B	B	C	40.1

⁵ Attendance rate taken from charter school annual reports.

2011 ELA and Math Results: %L3+ (Grades 3-5) for PPA vs. CSD 27 vs. City



Part 5: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.⁶

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.⁷

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.⁸ As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.⁹

⁶ See § 2850 of the Charter Schools Act of 1998.

⁷ See §§ 2851(4) and 2852 of the Act.

⁸ See generally §§ 2851(3) and 2851(4).

⁹ § 2852(5)

B. NYCDOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹⁰

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Office of Charter Schools of the NYCDOE ("NYCDOE-CSO").

The NYCDOE-CSO then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYCDOE-CSO reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

¹⁰ The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Part 6: Framing Questions and Key Benchmarks

I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter Schools Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress

An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:

1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

Benchmark 2: Rigorous Instructional Program Strong School Environment

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
 - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
 - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
 - Academic expectations that adults in the school clearly and consistently communicate to students
 - Classroom lessons with clear goals aligned with the curriculum
 - Classroom practices that reflect competent instructional strategies
 - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
 - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students
- A School Environment that Promotes Successful Teaching and Learning that includes:
 - An environment where students and staff feel safe and secure
 - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
 - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
 - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
 - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
 - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement
 - A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Benchmark 3: Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
 - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
 - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
 - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
 - Meaningful opportunities for staff and parents to become involved in school governance
 - Avenues of communication from the board of trustees to other members of the school community and vice-versa
 - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
 - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
 - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
 - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
 - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
 - A conflict of interest policy and code of ethics that are followed consistently
 - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
 - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

Benchmark 5: Sound Financial Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
 - A long range financial plan that guides school operations
 - Realistic budgets that are monitored and adjusted when appropriate
 - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
 - Internal controls and procedures that are followed consistently and that result in prudent resource management
 - Capacity to correct any deficiencies or audit findings
 - Financial records that are kept according to GAAP
 - Adequate financial resources to ensure stable operations
 - Processes that maintain and successfully manage the school's cash flow
 - Non-variable income streams that support critical financial needs

Benchmark 6: Parent and Student Satisfaction

A school that is a viable organization has the following characteristics:

Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

Benchmark 7: Sufficient Facilities and Physical Conditions

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

Benchmark 8: Sufficient Reporting

A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
 - Annual reports and financial reports submitted completely and by deadline
 - Responses to DOE's or SED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

Benchmark 9: Appropriate Admissions Policy

A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
 - Opportunities for all interested parents to submit a complete application for enrollment
 - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

Benchmark 10: Compliance with All Applicable Laws and Regulations

A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
 - Applicable health laws and regulations
 - Title I regulations
 - IDEA regulations to meet the needs of special education students

Part 7: NYC DOE School Progress Reports

Please see the attached progress reports for this school.



Progress Report 2010-11

Peninsula Preparatory Academy Charter School	
PRINCIPAL:	Ericka K. Wala
DBN:	84Q170
ENROLLMENT:	346
SCHOOL TYPE:	Elementary
PEER INDEX:	51.94
<small>(see p. 6 for more details on peer index)</small>	

OVERALL GRADE C

OVERALL SCORE 39.2
out of 100

PERCENTILE RANK 36

This school's overall score is greater than or equal to that of 36 percent of Elementary schools.

Overall Grades - Elementary		
GRADE	SCORE RANGE	% of Schools
A	56.7 or higher	25% of schools
B	40.6 - 56.6	35% of schools
C	25.7 - 40.5	30% of schools
D	18.3 - 25.6	7% of schools
F	18.2 or lower	3% of schools

For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.

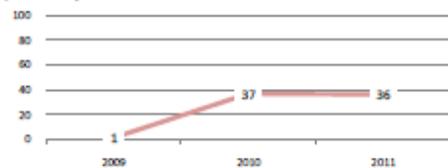
Overview

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. Strong Progress Report results are the basis for monetary rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see schools.nyc.gov/community/planning/Support+and+Intervention.htm.

CATEGORY	SCORE	GRADE	DESCRIPTION
Student Progress	23.5 out of 60	C	Student Progress measures how much individual students improved on state tests in English and Math between 2010 and 2011, compared to other students who started at the same level.
Student Performance	8.2 out of 25	C	Student Performance measures student results on the 2011 state tests in English and Math.
School Environment	7.5 out of 15	B	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
Closing the Achievement Gap	0.0 (15 max)		Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide.
Overall Score	39.2 out of 100	C	The overall grade is based on the total of all scores above, including additional credit for closing the achievement gap. Category scores may not add up to total score because of rounding.

Performance over time

Percentile rank of this school's overall Progress Report score for the past three years:



The Progress Report is a one-year snapshot of a school's performance. The Progress Report methodology has evolved over time, in response to school and community feedback, changes in state policy, and higher standards. In 2009-10, New York State raised the cutoff for proficiency on English and Math tests, and the Progress Report introduced growth percentiles. For a description of methodology changes, visit schools.nyc.gov/ProgressReport.

Other accountability measures

These measures are separate from the Progress Report, and are an important part of school accountability in New York City and State.

Quality Review

The school's most recent Quality Review Score:



The Quality Review is an observational evaluation conducted by an experienced educator, focused on how well a school is organized to educate its students.

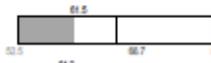
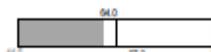
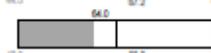
State Accountability

The school's current status:



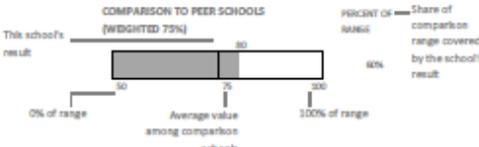
This status is determined by the New York State Department of Education under the No Child Left Behind Act.

GRADE	C	GRADE	SCORE RANGE	Student Progress represents 60% of the total score. The grade is based on growth percentiles, a measure of how much individual students improved on state tests in English and Math between 2010 and 2011, compared to other students who started at the same level. The section evaluates growth percentiles for all students, and students in the school's lowest third. An explanation of growth percentiles is at the end of this report.
		A	34.0 or higher	
B	24.3 - 33.9			
C	15.4 - 24.2			
D	10.9 - 15.3			
F	10.8 or lower			
SCORE	23.5			
	(out of 60)			

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
English							
Median Adjusted Growth Percentile (n=110)	61.5		42.0%		27.8%	15	5.77
Median Adjusted Growth Percentile for School's Lowest Third (n=42)	64.0		35.1%		21.6%	15	4.76
Mathematics							
Median Adjusted Growth Percentile (n=110)	64.0		45.1%		43.0%	15	6.80
Median Adjusted Growth Percentile for School's Lowest Third (n=37)	64.0		41.9%		38.6%	15	6.16
TOTAL POINTS						60	23.49

How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA: $(\text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$

EXAMPLE: $(60\% \times 0.75 + 80\% \times 0.25) \times 15 = 9.75$

GRADE	C	GRADE	SCORE RANGE	Student Performance represents 25% of the total score. The Student Performance grade is based on results on the 2011 state tests in English and Math. The section evaluates the percent of students who reach or exceed proficiency (Level 3 and 4), and the average proficiency rating of students.
		A	14.1 or higher	
B	10.1 - 14.0			
C	5.8 - 10.0			
D	1.6 - 5.7			
F	1.5 or lower			
SCORE	8.2			
	(out of 25)			

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
English							
Percentage of students at level 3 or 4 (n=179)	45.8%		29.7%		33.9%	6.25	1.92
Average Student Proficiency (n=179)	2.86		28.9%		35.3%	6.25	1.91
Mathematics							
Percentage of students at level 3 or 4 (n=182)	59.9%		37.6%		41.7%	6.25	2.41
Average Student Proficiency (n=182)	3.15		29.7%		33.3%	6.25	1.91
TOTAL POINTS						25	8.15

How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.

Score Calculation Example

FORMULA: $(\text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$

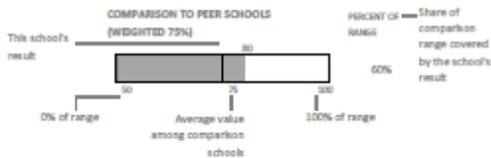
EXAMPLE: $(60\% \times 0.75 + 80\% \times 0.25) \times 6.25 = 4.06$

GRADE	B	GRADE	SCORE RANGE	School Environment represents 15% of the total score. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication, and engagement.
		A	8.5 or higher	
		B	6.0 - 8.4	
		C	3.8 - 5.9	
		D	2.7 - 3.7	
SCORE	7.5	F	2.6 or lower	
	(out of 15)			

	THE SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
School Survey Results							
Academic Expectations	7.9		40.9%		40.0%	2.5	1.02
Communication	7.2		38.5%		42.3%	2.5	0.99
Engagement	7.3		42.3%		38.5%	2.5	1.03
Safety and Respect	8.0		35.0%		40.9%	2.5	0.91
Attendance Rate	95.2%		71.7%		71.1%	5	3.58
TOTAL POINTS						15	7.53

How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	(PERCENT OF PEER RANGE x 0.75 + PERCENT OF CITY RANGE x 0.25) x POINTS POSSIBLE = POINTS EARNED
EXAMPLE	(60% x 0.75 + 80% x 0.25) x 2.5 = 1.63

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns full additional credit when its results are in the top 20% of schools citywide. It earns half credit when its results are in the top 40%. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Elementary, middle, and K-8 schools are eligible for points on 15 additional credit metrics, each of which is worth up to 1 point. (In the table below, "." indicates that a school has fewer than 15 eligible students in a category.)

CATEGORY	THIS SCHOOL'S RESULTS	TOP 20% CUTOFF	TOP 40% CUTOFF	POINTS EARNED
Percent at level 3 or 4				
English				
Self-Contained (n=1)	.	12.0%	6.5%	.
CTT (n=3)	.	33.3%	22.6%	.
SETSS (n=13)	.	35.3%	22.7%	.
Mathematics				
Self-Contained (n=1)	.	29.4%	16.7%	.
CTT (n=3)	.	56.8%	42.4%	.
SETSS (n=13)	.	60.0%	41.7%	.
Percent at 75th Growth Percentile or Higher				
English				
English Language Learners (n=2)	.	48.5%	42.7%	.
Lowest Third Citywide (n=41)	36.6%	54.3%	47.4%	.
Self-Contained/CTT/SETSS (n=9)	.	57.1%	50.0%	.
Black and Hispanic Males in Lowest Third Citywide (n=18)	33.3%	52.9%	46.8%	.
Mathematics				
English Language Learners (n=2)	.	55.0%	44.0%	.
Lowest Third Citywide (n=44)	34.1%	52.9%	43.0%	.
Self-Contained/CTT/SETSS (n=9)	.	52.8%	44.3%	.
Black and Hispanic Males in Lowest Third Citywide (n=20)	40.0%	50.0%	40.7%	.
Movement of students with disabilities to less restrictive environments (n=5)	.	0.28	0.20	.
			TOTAL POINTS	0.0

PEER INDEX CALCULATION

The Peer Index is used to sort schools on the basis of demographics. A higher Peer Index indicates a higher need population. The Peer Index operates on a 1-100 scale and is calculated using the following formula:

FORMULA $(\% \text{ eligible for free lunch} \times 30) + (\% \text{ students with disabilities} \times 30) + (\% \text{ Black/Hispanic} \times 30) + (\% \text{ English language learners} \times 10) = \text{PEER INDEX}$

FOR THIS SCHOOL $(65.9\% \times 30) + (12.1\% \times 30) + (94.2\% \times 30) + (2.6\% \times 10) = 51.94$

PEER GROUP FOR: Peninsula Preparatory Academy Charter School

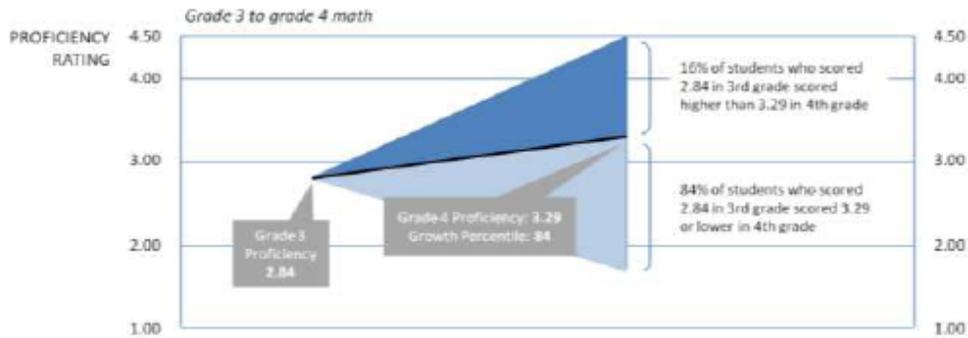
Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the peer index. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

DBN	SCHOOL	PEER INDEX	% FREE LUNCH	% IEP	% BLACK or HISPANIC	% ELL
15K130	P.S. 130 The Parkside	49.88	94.2%	17.8%	50.7%	10.8%
06M368	Hamilton Heights School	50.08	63.7%	8.1%	85.4%	29.1%
29Q132	P.S. 132 Ralph Bunche	50.12	56.5%	11.7%	98.1%	2.4%
84K702	Community Partnership Charter	50.23	56.0%	13.3%	98.2%	0.0%
31R022	P.S. 022 Graniteville	50.31	72.5%	20.2%	72.3%	8.1%
22K119	P.S. 119 Amersfort	50.38	64.2%	11.6%	88.8%	9.9%
29Q015	P.S. 015 Jackie Robinson	50.44	63.4%	13.4%	91.1%	0.8%
10X056	P.S. 056 Norwood Heights	50.49	81.3%	12.4%	67.3%	21.8%
11X121	P.S. 121 Throop	50.52	63.6%	11.9%	91.3%	4.9%
84M320	Manhattan Charter School	50.57	64.4%	14.4%	89.8%	0.0%
11X096	P.S. 096 Richard Rodgers	50.84	70.5%	14.1%	81.4%	10.2%
14K250	P.S. 250 George H. Lindsey	50.97	66.1%	11.2%	87.6%	14.8%
30Q017	P.S. 017 Henry David Thoreau	51.05	77.4%	17.0%	64.8%	32.9%
27Q060	P.S. 060 Woodhaven	51.21	74.9%	12.6%	77.9%	15.9%
84K317	Leadership Prep Bedford Stuyvesant Charter School	51.25	61.0%	9.5%	99.8%	1.8%
30Q151	P.S. 151 Mary D. Carter	51.27	75.4%	20.0%	68.4%	21.3%
84K652	Brooklyn Ascend Charter School	51.35	65.7%	7.2%	97.9%	0.9%
06M366	Washington Heights Academy	51.39	65.1%	10.2%	86.4%	28.8%
11X178	P.S. 178 - Dr. Selman Waksman	51.82	53.1%	23.3%	94.8%	4.7%
84K701	Brooklyn Charter School	51.89	59.0%	14.0%	100.0%	0.0%
84Q170	Peninsula Preparatory Academy Charter School	51.94	65.9%	12.1%	94.2%	2.6%
30Q212	P.S. 212	51.98	71.8%	15.1%	79.4%	20.7%
22K134	P.S. K134	52.01	92.9%	15.6%	60.1%	14.3%
22K139	P.S. 139 Alexine A. Fenty	52.05	79.1%	12.5%	73.3%	25.7%
15K038	P.S. 038 The Pacific	52.11	66.7%	21.9%	81.4%	10.8%
84X718	Bronx Charter School for Better Learning	52.21	62.5%	12.1%	99.2%	0.8%
18K115	P.S. 115 Daniel Mucatel School	52.45	70.9%	8.2%	93.8%	5.7%
11X160	P.S. 160 Walt Disney	52.49	41.2%	36.1%	95.8%	5.8%
22K198	P.S. 198 Brooklyn	52.51	66.3%	12.0%	95.3%	4.4%
29Q036	P.S. 036 Saint Albans School	52.62	59.3%	17.5%	97.8%	2.2%
27Q066	P.S. 066 Jacqueline Kennedy Onassis	52.67	74.5%	16.6%	75.1%	28.1%
19K346	P.S. 346 Abe Stark	52.72	67.7%	14.0%	93.4%	1.9%
27Q254	P.S. 254	52.73	80.0%	15.2%	75.8%	14.3%
20K164	P.S. 164 Caesar Rodney	53.11	86.6%	24.0%	57.9%	25.7%
15K131	P.S. 131 Brooklyn	53.24	88.3%	11.8%	62.1%	43.8%
28Q082	P.S. 082 Hammond	53.30	89.2%	13.3%	64.7%	31.4%
84M351	Harlem Success Academy 1 Charter School	53.32	64.2%	14.9%	96.7%	5.9%
84M705	Amber Charter School	53.38	71.8%	7.7%	96.7%	5.1%
29Q201	P.S. 201 The Discovery School for Inquiry and Research	53.38	78.5%	22.0%	74.4%	9.1%
31R019	P.S. 019 The Curtis School	53.45	74.2%	19.3%	79.3%	16.1%
84K740	Brooklyn Scholars Charter School	53.45	77.1%	6.4%	94.4%	0.8%
	PEER GROUP AVERAGES	51.74	70.0%	14.9%	83.5%	12.4%

The Progress Report for elementary and middle schools focuses on students' growth to proficiency and beyond, regardless of their starting point. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles.

1 GROWTH PERCENTILES

A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. For example, a student with a growth percentile of 84 earned a score on this year's test that was the same or higher than 84 percent of the students in the City who had the same score as he did last year.



2 ADJUSTED GROWTH PERCENTILES

To evaluate a school on its students' growth percentiles, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics, and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

CATEGORY	ADJUSTMENT
Special Education Self-contained	+0.25
Special Education CTT	+0.15
Special Education SETSS	+0.10
Title I Free Lunch	+0.01 per 10% of students eligible

Note: special education program for purposes of adjustments is based on the most restrictive setting of students over the last four school years.

3 MEDIAN ADJUSTED GROWTH PERCENTILES

The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.



Progress Report Grade

C

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 39.3
- This school did better than 37% of all Elementary schools citywide.

This Progress Report is for:

SCHOOL	Peninsula Preparatory Academy Charter School (84Q170)
SCHOOL LEADER	Ericka K. Wala
ENROLLMENT	300
SCHOOL TYPE	ELEMENTARY
PEER INDEX	48.79

Category	Calculated Score	Category Grade
School Environment	8.6 out of 15	B
Student Performance	3.7 out of 25	D
Student Progress	27.0 out of 60	B
Additional Credit	0.0 (15 max)	
Overall Score	39.3 out of 100	C

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 29.1 - 40.6 receive a letter grade of C
- 38% of schools earned a C in 2009-10

Elementary Table – Overall Grades

Grade	Score range	City summary
A	58.5 or higher	25.2% of schools
B	40.7 - 58.4	34.8% of schools
C	29.1 - 40.6	38% of schools
D	19.1 - 29.0	3.7% of schools
F	19.0 or lower	0.3% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures median student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Quality Review Score
This school has not received a Quality Review.

State Accountability Status

Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		Percent at Proficiency
-		Self-Contained (ELA)
-		CTT (ELA)
-		SETSS (ELA)
-		Self-Contained (Math)
-		CTT (Math)
-		SETSS (Math)
		Percent at 75th Growth Percentile or Higher
-		English Language Learners (ELA)
	39.0%	Lowest Third Citywide (ELA)
-		Self-Contained/CTT/SETSS (ELA)
-		English Language Learners (Math)
	34.0%	Lowest Third Citywide (Math)
-		Self-Contained/CTT/SETSS (Math)

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-3 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school's percentage of students with disabilities.

The peer schools for Peninsula Preparatory Academy Charter School are:

DBN	School Name	DBN	School Name
272000	P.S. 000 Woodhaven	01M019	P.S. 019 Asher Levy
84K053	Excellence Charter School of Bedford Stuyvesant	04M804	Central Park East II
31R022	P.S. 022 Grantville	27Q155	P.S. 155
21K253	P.S. 253	10X056	P.S. 056 Nonwood Heights
27Q090	P.S. 090 Horace Mann	15K094	P.S. 094 The Henry Longfellow
84X378	Carl C. Icahn Bronx North Charter School	29Q132	P.S. 132 Ralph Bunche
05M318	Thurgood Marshall Academy Lower School	84X718	Bronx Charter School for Better Learning
11X037	P.S. 037 Bronx	15K133	P.S. 130 The Parkside
03M075	P.S. 075 Emily Dickinson	02M051	P.S. 051 Elias Howe
11X106	P.S. 106 Parkchester	84K320	Manhattan Charter School
24Q199	P.S. 199 Maurice A. Fitzgerald	19K159	P.S. 159 Isaac Pitkin
13K020	P.S. 020 Clinton Hill	29Q037	Cynthia Jenkins School
11X153	P.S. 153 Hellen Keller	02M198	P.S. 198 Isador E. Ida Straus
84K517	Leadership Prep Charter School	09M068	Hamilton Heights School
25Q299	P.S. Q299	84K702	Community Partnership Charter
19K214	P.S. 214 Michael Friedsam	30Q217	P.S. 017 Henry David Thoreau
15K295	P.S. 295	11X121	P.S. 121 Throop
30Q186	P.S. 186 Henry Gradstein	84K701	Brooklyn Charter School
08X119	P.S. 119	02M033	P.S. 033 Chelsea Prep
22K119	P.S. 119 Amersfort	14K250	P.S. 250 George H. Lindsay
84Q170	Peninsula Preparatory Academy Charter School		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/Tools/report/default.htm>, or send us an email at pr_support@schools.nyc.gov

Results by Category

SCHOOL Peninsula Preparatory Academy Charter School (84Q170)
SCHOOL LEADER Ericka K. Wala

ELEMENTARY

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
8.6 out of 15

B

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
8.4	65.0%	7.1	9.1	66.7%	7.0	9.1	8.0	66.7%	8.1	8.7	
8.0	66.7%	6.4	8.8	73.1%	6.1	8.7	7.8	58.3%	6.4	8.8	
7.8	58.3%	6.4	8.8	63.6%	7.1	9.3	8.5	58.8%	7.5	9.2	
8.5	58.8%	7.5	9.2	52.0%	8.9%	97.4%	93.8%	42.9%	91.7%	96.6%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
3.7 out of 25

D

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
41.0%	22.0%	25.7%	94.4%	28.3%	18.6%	99.9%	149				
2.94	25.0%	2.62	3.90	32.8%	2.44	3.66	149				
45.6%	-5.6%	48.6%	100.0%	-2.3%	46.8%	100.0%	140				
2.87	11.4%	2.71	4.11	16.2%	2.62	4.27	140				

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
27 out of 60

B

English Language Arts

Median Growth Percentile

Median Growth Percentile for School's Lowest Third

Mathematics

Median Growth Percentile

Median Growth Percentile for School's Lowest Third

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
68.5	59.3%	44.2	89.2	50.2%	62.1	84.8	96				
72.0	58.7%	47.7	89.1	45.6%	55.0	91.1	33				
62.0	42.7%	43.0	87.5	39.0%	44.3	89.7	65				
55.5	28.2%	43.0	87.4	19.0%	47.5	89.7	34				

Progress Report
Grade

C

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Cs and Ds, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 51
- This score places the School in the 1 percentile of all Elementary schools Citywide—i.e., 1 percent of those schools scored lower than this school

This Progress Report is for:

SCHOOL	Peninsula Preparatory Academy Charter School (84Q118)
SCHOOL LEADER	Judith Tyler
ENROLLMENT	302
SCHOOL TYPE	ELEMENTARY
PEER INDEX	48.43

Category	Calculated Score	Category Grade
School Environment	8.1 out of 15	B
Student Performance	14.4 out of 25	B
Student Progress	28.6 out of 60	C
Additional Credit	0.0 (15 max)	
Overall Score	51.0 out of 100	C

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 43.0-53.9 receive a letter grade of C
- 1% of schools earned a C in 2008-09

Elementary Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	87.2% of schools
B	54.0-67.9	10.8% of schools
C	43.0-53.9	1.4% of schools
D	33.0-42.9	0.3% of schools
F	0-32.9	0.3% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2008-09.

State Accountability Status

Based on its 2008-09 performance, this school is:

In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
-	-	English Language Arts
-	-	English Language Learners
-	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
27.8%	-	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
-	-	Mathematics
-	-	English Language Learners
-	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
9.5%	-	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Peninsula Preparatory Academy Charter School are:

DBN	School Name	DBN	School Name
300054	P.S. 054 Hillside	19K385	P.S. 295
14K132	P.S. 132 The Conesyle School	27Q155	P.S. 155
30Q186	P.S. 186 Henry Gradstein	06Q119	P.S. 119
27Q080	P.S. 080 Woodhew	12K003	P.S. 003 The Bedford Village
84Q255	Bronx Charter School for Excellence	19Q038	P.S. 038 The Pacific
13K030	P.S. 030 Clinton Hill	27Q087	P.S. 087 Forest Park
30Q086	P.S. 086	30Q017	P.S. 017 Henry David Thoreau
30Q050	P.S. 050 Telford Levan Elementary School	08Q090	P.S. 090 George Meany
27Q096	P.S. 096	10Q051	P.S. 051 Bronx New School
29Q035	P.S. 035 Nathaniel Woodhull	27Q086	P.S. 086 Jacqueline Kennedy Onassis
19K130	P.S. 130 The Parkside	29Q015	P.S. 015 Jackie Robinson
84Q239	Achievement First Balthasar Charter School	01M019	P.S. 019 Asher Levy
02M051	P.S. 051 Elias Howe	13K011	P.S. 011 Punks J. Selan
08K036	Hamilton Heights School	22K245	P.S. 245
19K279	P.S. 279 Herman Schreiber	84K702	Graetz-Walker Charter School
14K250	P.S. 250 George H. Lindsay	11K105	P.S. 105 San Abraham Bernstein
21K253	P.S. 253	84K702	Community Partnership Charter
22K119	P.S. 119 Annetta	30Q151	P.S. 151 Mary D. Carter
18K214	P.S. 214 Michael Friedman	11K121	P.S. 121 Thron
27Q254	P.S. 254	22K158	P.S. 158 Akshina A. Farby

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Results by Category

SCHOOL Peninsula Preparatory Academy Charter School
SCHOOL LEADER Judith Tyler

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (50%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 16% of the Overall Score

This Year's Score: 8.1 out of 16

B

		Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					Number of students
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
Survey Scores (10 points)													
Academic Expectations:		7.5	46.4%					46.2%					89
Communication:		7.2	57.1%					57.7%					83
Engagement:		7.1	60.6%					59.4%					84
Safety and Respect:		7.6	40.7%					44.8%					84
Attendance (5 points)		93.6%	58.2%					60.7%					96.9%

Student Performance

Comprises 26% of the Overall Score

This Year's Score: 14.4 out of 25

B

		Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					Number of students
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
English Language Arts													
Percentage of Students at Proficiency (Level 3 or 4):		63.7%	52.1%					55.2%					145
Median Student Proficiency (1.00-4.50):		3.08	41.7%					48.5%					145
Mathematics													
Percentage of Students at Proficiency (Level 3 or 4):		91.7%	80.7%					82.3%					144
Median Student Proficiency (1.00-4.50):		3.51	52.3%					52.7%					144

Student Progress

Comprises 60% of the Overall Score

This Year's Score: 28.5 out of 80

C

		Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					Number of students
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
English Language Arts													
Percentage of Students Making at Least 1 Year of Progress:		54.2%	39.7%					33.9%					145
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress:		77.1%	49.9%					48.4%					35
Average Change in Student Proficiency for Level 1 and Level 2 Students:		0.30	49.2%					41.2%					52
Average Change in Student Proficiency for Level 3 and Level 4 Students:		(0.08)	44.1%					46.7%					94
Mathematics													
Percentage of Students Making at Least 1 Year of Progress:		60.9%	50.2%					48.6%					145
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress:		50.4%	34.6%					30.9%					32
Average Change in Student Proficiency for Level 1 and Level 2 Students:		0.25	35.8%					35.8%					24
Average Change in Student Proficiency for Level 3 and Level 4 Students:		0.02	63.9%					67.6%					121

Part 7: Historic Accountability Reports



Charter School Annual Site Visit Report
Charter Schools Office
2010-2011

PENINSULA PREP CHARTER SCHOOL ANNUAL SITE VISIT REPORT

JULY 2011

CHARTER SCHOOLS OFFICE
52 Chambers Street, New York, NY 10007

Part 1: Executive Summary

School Overview and History:

Peninsula Preparatory Academy (PPA) Charter School is an elementary school serving approximately 338 students from kindergarten through grade five in the 2010-2011 school year.¹ It is currently housed in privately leased space at 111-11 Rockaway Boulevard in Rockaway Park, Queens in District 27.²

The school population comprises 85% Black, 12% Hispanic, 3% White, 0% American Indian/Alaska native and 1% Asian students. 84% of students are designated as Title I,³ compared to 70.1% in the district.⁴ The student body includes 2.7% English language learners (ELL) and 11.8% special education students (SPED),⁵ compared to district averages of 10.1% designated as ELL and 13.7% receiving SPED services.⁶

The school is in its 7th year of operation and was granted a 3-year renewal, with conditions, in 2008. For the 2009-2010 school year, PPA earned a Progress Report grade of C.⁷ The average attendance rate for the 2010-2011 school year was 95.65%.⁸

Annual Review Process Overview:

The NYC DOE Charter Schools Office conducts an annual site visit of New York City Department of Education authorized charter schools in order to assess three primary questions: is the school an academic success; is the school a viable organization; and is the school in compliance with applicable laws and regulations. The visits are conducted by representatives of the New York City Department of Education Charter Schools Office and last the duration of one school day. The annual site visit begins with a meeting with the principal and school leadership team. Subsequently, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security.

The following experts participated in the review of this school:

- Sonya Hooks, Senior Director, NYC DOE Charter Schools Office
- Karen Drezner, Consultant

¹ NYC DOE ATS system

² NYC DOE Location Code Generating System database

³ Self-reported by school

⁴ Demographic Data drawn from NYC DOE ATS System on June 30, 2011

⁵ Self-reported by school

⁶ NYC DOE ATS system; data pulled on June 30, 2011

⁷ NYC DOE School Progress Report

⁸ Self-reported by school on May 13, 2011

Part 2: Findings

Areas of Strength

- The school's efforts to stabilize instruction are evident.
 - Leadership has an eye on increasing rigor and is working to align curriculum tools to instructional approach.
 - Readers and writers workshop support and training is being provided by Teachers College, and the implementation of the workshop model was demonstrated in classrooms.
 - Teachers are using Foundations and Word Work materials.
 - An AUSSIE consultant also supports teachers at the school.
 - Varied instructional methods, such as independent, pair and group work were observed during the visit.
 - Teachers are planning in grade level teams weekly.
 - Professional Learning Communities have been rolled out during Monday afternoon meeting times.
- The supports to address the needs of at-risk students have been put in place.
 - Special education services are provided push-in and pull-out.
 - There is an Academic Intervention Specialist on staff to support at-risk students.
 - Cluster teachers also contribute to intervention efforts.
 - For grades 3-5:
 - Afterschool intervention occurred on Tuesdays and Thursdays, November through May for 90 students at Level 2.
 - Saturday academy was geared towards 90 Level 1 and Level 3 students, and was rolled out January through May.
- Foundational systems to support the collection and use of data have been developed.
 - Leaders created PPA baseline, interim and end of year assessments
 - Teachers are administering Fountas & Pinnell running records.
 - The school uses the Iowa Test of Basic Skills as a nationally-normed test.
 - In September, teachers created REBS plans (based on item analysis, mapped to January) and groups based on information gleaned from assessments.
- Parents are engaged.
 - Leaders and teachers described an active PTO, which has Board meetings twice a month and general meetings, which are well attended, on the first Tuesday of each month. Student award ceremonies are scheduled in conjunction with PTO meetings.
 - The school sends home "PPA Pride" newsletters and calendars routinely.
 - A "High Stakes" workshop series provided guidance around working with students at home.
- The environment is suitable for learning.
 - The school is leasing an entire school building, a former parochial school, which is quite large and well maintained.
 - Rooms are print and resource-rich, with supportive visual anchors available for students.
 - For the most part, exemplar work was posted, often with teacher comments, some with rubrics.

Areas of Growth

- The school is in its second year of a three year renewal period; extra effort to meet the terms of the conditions set during the last renewal period should be focused upon.
 - Ensure all Board members undergo Board development to better understand the roles and responsibilities of a charter school governing Board;
 - Create a long term strategic plan with benchmarks and timelines for achieving these goals;
 - Diversify the skill sets of members serving on the school's Board;
 - Create a plan to hold the school leader accountable for student progress and performance at the school, including increasing academic rigor;
 - Demonstrate how it plans to track the school's charter performance against the goals in the charter as they relate to services provided by the management organization; and
 - Ensure that the percent of students making at least one year's progress in math increases from 45.7% to at least 61% of students by the end of the chartering period in the 2011-2012 academic year.
- The school should continue to leverage the use of student performance data to accelerate student learning and outcomes.
 - The school should create more opportunities for data collection aligned to Common Core Standards and New York State assessments.
 - Leadership should ensure deep and targeted application by building analysis and instructional capacity of teachers.
- Evidence of rigor varied widely across the classrooms during this visit.
 - In some classrooms, students were engaged and teachers were facilitating standards-based lessons utilizing a range of instructional approaches. In others, however, students were not expected or supported to remain on task, pacing of instruction was slow, and teachers did not demonstrate the commitment to ensuring all students understood the concepts or mastered the skills being taught.
 - Although the principal mentioned work she had done with teachers around Bloom's Taxonomy (knowledge vs. synthesis, etc.), teachers generally were not observed encouraging higher order thinking skills with students. Most questioning required students to recall information, versus checking for understanding. Teachers may need to observe leaders or peers applying strategies to more deeply push, stretch and extend student thinking.
 - Teachers spoke enthusiastically about their students' growth and improvement in reading, based on Fountas and Pinnell, but progress towards grade level achievement goals was more challenging for them. Leaders need to instill a collective sense of instructional urgency amongst teachers, rooted in consistent expectations of academic performance that are aligned with administered internal and external assessments.
- Evolve supports and time to ensure quality teacher planning.
 - Teachers appreciated the professional development arranged this year, but leaders are encouraged to find a healthy balance between formal PD and collaborative and individual planning time for teachers. The principal noted she was looking for alternatives to arrange more coverage for teachers.
 - Establish a system to monitor lesson plans, ensure their alignment to standards and objectives and provide feedback and guidance to teachers.



Charter School Annual Site Visit Report
Charter Schools Office
2009-2010

PENINSULA PREPARATORY ACADEMY
CHARTER SCHOOL
ANNUAL SITE VISIT REPORT

JUNE 2010

CHARTER SCHOOL OFFICE
52 Chambers Street, New York, NY 10007

Part 1: Executive Summary

School Overview and History:

Peninsula Preparatory Academy Charter School is an elementary school serving approximately 300 students from kindergarten through grade 5 in the 2009-2010 school year.¹ The school opened in 2004 with kindergarten and grade 1 and has no further growth plans.² It is currently housed in a private facility in District 27.³

The school population comprises 82% Black, 11% Hispanic, 2% White, and 2% Asian students. 80% of students are designated at Title I.⁴ The student body includes 1% English language learners and 7% special education students. Boys account for 49% of the students enrolled and girls account for 51%.⁵

The school earned a C on its progress report in 2009 and a C in 2008. The average attendance rate for the school year 2008 - 2009 was 94%.⁶ The school is in good standing with state and federal accountability.⁷

Annual Review Process Overview:

The NYC DOE Charter Schools Office conducts an annual site visit of New York City Department of Education authorized charter schools in order to assess three primary questions: is the school an academic success; is the school a viable organization; and is the school in compliance with applicable laws and regulations. The visits are conducted by representatives of the New York City Department of Education Charter School Office Accountability Team and last the duration of one school day. The annual site visit begins with a meeting with the principal and school leadership team. Subsequently, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security.

The following experts participated in the review of this school:

- Robert Galli, Education Consultant
- Aamir Raza, Charter School Office

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ Demographic Data drawn from NYC DOE ATS System; Title I percentage from 2008 NY State Report Cards

⁵ Student Demographic data is inputted by school staff into the ATS enrollment database and summarized by NYC DOE staff.

⁶ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

⁷ New York State Education Department - www.nysed.gov

Part 2: Findings

What the school does well

- The school has engaged in a process of teaching and learning that inspires social and academic success. Expectations of students are:
 - to become proficient in reading and writing of the English language
 - to demonstrate competency in the understanding application of mathematical computations and problem solving
 - to demonstrate competency in the understanding and application of scientific reasoning
 - to demonstrate competency in the understanding and application of social, geographical, civic and world studies
 - demonstrate academic success by making adequate yearly progress as required by federal, state and local accountability requirements
- The school measures student progress by utilizing absolute, comparative and value-added statistical analyses.
- The school has established organizational and administrative responsibilities and tasks
 - A comprehensive calendar is published and distributed to all members of the school-community (academic, marking periods, report cards, Board of Trustees, testing, PTO meetings)
 - Procedures to address school concerns are in place: ladder of referral, communication, chain of command
 - Professional accountability is clear and concise with regard to staff attendance, dress code, school regulations and routines, arrival and dismissal, visitors, supplies, emergencies, health and safety
- Teacher expectations and instruction are given a high priority to promote achievement
 - Staff evaluations consist of pre and post conferences, formal and informal observations, walk-through's, collection of data, conferences, and professional growth plans when necessary.
 - All teachers are expected to plan effectively utilizing curriculum guides, data, teaching points, differentiation and student assessment practices.
 - Teachers are provided with *Lo-Prep and Hi-Prep* resource suggestions in order to reach all students
 - Questioning classifications are used to enhance delivery of instruction and support student cognition (knowledge, comprehension, application, analysis, synthesis and evaluation).
- Classroom instruction is indicative of teacher professionalism and concern for student success
 - Classrooms are print rich as evidenced by a variety of teacher/student resource charts and work
 - A variety of instructional teaching methods was observed, i.e.-whole class, small group and individualized attention
 - Workshop model is used to assist teachers with classroom and time management
 - Scaffolding is used to continually reinforce previous skills learned and introduce new ones
 - Writing is a central focus as evidenced by the topical calendar of genre for all grades: K- 2 (personal narrative, persuasive reviews, poetry, authors as mentors), 3 – 5 (personal essay, writing about reading, realistic fiction, memoirs)

What the school needs to improve

- A closer evaluation of teaching strategies and classroom practices should be reviewed to ensure more rigor and differentiation on this grade level
- Strategies should be implemented to encourage and ensure that students prepare extended writing assignments to prepare them for middle and high school writing tasks
- Not all teachers utilize the sources available to promote higher order thinking skills
 - Practices should be implemented to ensure that all teachers utilize the tools of questioning and differentiation
- The school should encourage intra grade visitations for both teachers and students
 - Have teachers visit each other to identify best practices
 - Have students present and visit other classes to share projects, knowledge and learning strategies
 - Establish a protocol so teachers can videotape their lessons, each other and discuss instructional strategies that are effective and those that should be abandoned
- Classroom libraries exist in all rooms
 - Libraries should be upgraded to include a wide variety of material on all levels