



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for
Peninsula Preparatory Academy Charter
School
SCHOOL YEAR 2018-2019

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

| Peninsula Preparatory Academy Charter School | |
|---|--|
| DBN | 84Q170 |
| School Leader(s) | Karen W. Jones |
| Board Chair(s) | Betty Leon, Esq. |
| Charter Management Organization (if applicable) | N/A |
| Other Partner(s) | N/A |
| District(s) of Location | 27 |
| Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s) | (QAGE) 611 Beach 19 Street, Queens, NY 11691 Programs/Grades at Building: PreK-5 Facility Owner: Private |
| 2018-2019 Enrollment ¹ | 317 |
| 2018-2019 Grades Served | K-5 |
| Current Authorized Enrollment | 320 |
| Current Authorized Grade Span | K-5 |
| School Opened For Instruction | 2004-2005 |
| School Year of First Renewal | 2008-2009 |
| School Year of Second Renewal | 2011-2012 |
| School Year of Third Renewal | 2013-2014 |
| Current Charter Term ¹ | July 1, 2014 – June 30, 2019 |

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full term renewal for Peninsula Preparatory Academy Charter School (PPA).

| Recommendation | |
|---|---------|
| Proposed New Charter Term | 5 years |
| Proposed Authorized Grade Span for New Charter Term | K-5 |
| Proposed Authorized Enrollment for New Charter Term | 320 |

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school's full application plan is included below.

In the event that the charter receives a subsequent full-term renewal in the 18-19 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 320 students in grades K-5 in that future charter term, in alignment with the plan described below.

| Grade | Current School Year (2018-19) | Year 1 (2019-20) | Year 2 (2020-21) | Year 3 (2021-22) | Year 4 (2022-23) | Year 5 (2023-24) |
|--------------|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| K | 54 | 54 | 54 | 54 | 54 | 54 |
| 1 | 54 | 54 | 54 | 54 | 54 | 54 |
| 2 | 54 | 54 | 54 | 54 | 54 | 54 |
| 3 | 54 | 54 | 54 | 54 | 54 | 54 |
| 4 | 52 | 52 | 52 | 52 | 52 | 52 |
| 5 | 52 | 52 | 52 | 52 | 52 | 52 |
| TOTAL | 320 | 320 | 320 | 320 | 320 | 320 |

PPA will implement a preference for English Language Learners (ELLs) starting with the 2019-2020 lottery.

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

PPA received a five-year full term renewal in the 2013-2014 academic year with no conditions. The school did not receive any notices during the current charter term.

CHARTER SCHOOL BACKGROUND

PPA is an elementary school located in the Rockaway neighborhood of Queens. The school has a universal pre-kindergarten program. The school is located in private space in Community School District 27. The school is not co-located with any other schools or programs.²

² According to NYC DOE Location Code Generation and Management System.

The school is in its fourth charter term.

SCHOOL HIGHLIGHTS³

According to the school’s renewal application, “PPA engages students in the adventure of learning through engaging instructional techniques, including small-group work, project-based learning, and STEAM projects. This approach, paired with a rigorous, standards-aligned curriculum builds mastery and encourages students to have a lifelong love of learning.”

CURRENT SCHOOL LEADERSHIP TEAM⁴

| School Leader Name | Position | Years at School |
|---------------------------|--------------------------|------------------------|
| 1. Karen Jones | Principal | 4.0 |
| 2. Jason Pierre | Chief Operations Officer | 9.0 |
| 3. Angela Inforna | Director of Pre-K | 13.0 |
| 4. Camille Morris | Principal-in-Residence | 0.0 |

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2018 through October 1, 2018.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) 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. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, PPA has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

| Standards | Charter Term Outcomes ⁵ | Details |
|--|------------------------------------|--|
| Comparative Academic Performance | | |
| NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates | ● | 2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 1 |
| NYS ELA exam proficiency rates meet or exceed comparable Citywide rates | ● | 2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 1 |
| NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶ | ● | 2014-15: Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 1 |

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at

| Standards | Charter Term Outcomes⁵ | Details |
|---|--|--|
| NYS Math exam proficiency rates meet or exceed comparable CSD rates | ● | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 2 |
| NYS Math exam proficiency rates meet or exceed comparable Citywide rates | ● | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 2 |
| NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates | ● | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 2 |
| NYS Science exam proficiency rates meet or exceed comparable CSD rates | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 3 |
| NYS Science exam proficiency rates meet or exceed comparable Citywide rates | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 3 |
| NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates | N/A ⁷ | |
| NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates | N/A ⁸ | |

<https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

⁸ All Regents exam and graduation standards are applicable to charters serving grades 9-12 only.

| Standards | Charter Term Outcomes⁵ | Details |
|---|--|---|
| NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates | N/A | |
| NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Geometry Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Global History Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Global History Transition Regents exam pass rates meet or exceed Citywide rates | N/A | |
| U.S. History & Government Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Living Environment Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates | N/A | |
| Graduation rates meet or exceed Citywide rates ⁹ | N/A | |
| Academic Growth | | |
| NYS ELA exam proficiency rates increase | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: N/A¹⁰ See Figure 1 |

⁹ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

¹⁰ NYS Math and ELA assessments administered beginning with the 2017-18 school year were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

| Standards | Charter Term Outcomes⁵ | Details |
|--|--|--|
| NYS Math exam proficiency rates increase | ● | 2014-15: Not Met 2015-16: Not Met 2016-17: Met 2017-18: N/A See Figure 2 |
| NYS Comprehensive English Regents exam pass rates increase | N/A | |
| NYS English Language Arts Common Core Regents exam pass rates increase | N/A | |
| NYS Integrated Algebra Regents exam pass rates increase | N/A | |
| Geometry Regents exam pass rates increase | N/A | |
| Algebra 2/Trigonometry Regents exam pass rates increase | N/A | |
| Algebra I (Common Core) Regents exam pass rates increase | N/A | |
| Geometry (Common Core) Regents exam pass rates increase | N/A | |
| Algebra II (Common Core) Regents exam pass rates increase | N/A | |
| Global History Regents exam pass rates increase | N/A | |
| Global History Transition Regents exam pass rates increase | N/A | |
| U.S. History & Government Regents exam pass rates increase | N/A | |
| Living Environment Regents exam pass rates increase | N/A | |
| Physical Setting/Earth Science Regents exam pass rates increase | N/A | |
| Physical Setting/Chemistry Regents exam pass rates increase | N/A | |
| Physical Setting/Physics Regents exam pass rates increase | N/A | |
| Graduation rates increase | N/A | |
| Closing the Achievement Gap | | |
| NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates | ● | 2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 5 |

| Standards | Charter Term Outcomes ⁵ | Details |
|--|------------------------------------|--|
| NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates | ● | 2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 5 |
| NYS Math exam proficiency rates for ELLs meet or exceed CSD rates | ● | 2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 8 |
| NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates | ● | 2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 8 |
| NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates | ◐ | 2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 4 |
| NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates | ◐ | 2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 4 |
| NYS Math exam proficiency rates for SWD meet or exceed CSD rates | ○ | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 7 |

| Standards | Charter Term Outcomes⁵ | Details |
|---|--|--|
| NYS Math exam proficiency rates for SWD meet or exceed Citywide rates | ● | 2014-15: Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 7 |
| NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹¹ meet or exceed CSD rates | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 6 |
| NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 6 |
| NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates | ● | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 9 |
| NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates | ● | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 9 |
| NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |

¹¹ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

| Standards | Charter Term Outcomes⁵ | Details |
|--|--|----------------|
| Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Global History Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates | N/A | |
| NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Global History Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |

| Standards | Charter Term Outcomes⁵ | Details |
|--|--|----------------|
| Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates | N/A | |
| NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |

| Standards | Charter Term Outcomes ⁵ | Details |
|---|--|---------|
| Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates | N/A | |
| Graduation rates for ELLs meet or exceeds Citywide rates | N/A | |
| Graduation rates for SWD meet or exceeds Citywide rates | N/A | |
| Graduation rates for students eligible for FRPL meet or exceeds Citywide rates | N/A | |
| College & Career Readiness (for grades 9-12 only) | | |
| Postsecondary enrollment rates meet or exceed Citywide rates | N/A | |
| College & Career Preparatory Course Index meet or exceeds Citywide average | N/A | |
| College Readiness Index meet or exceeds Citywide average | N/A | |

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

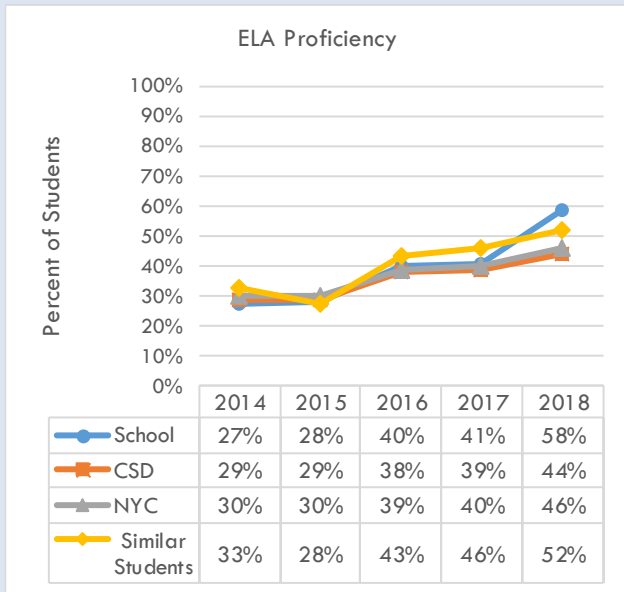


Figure 1

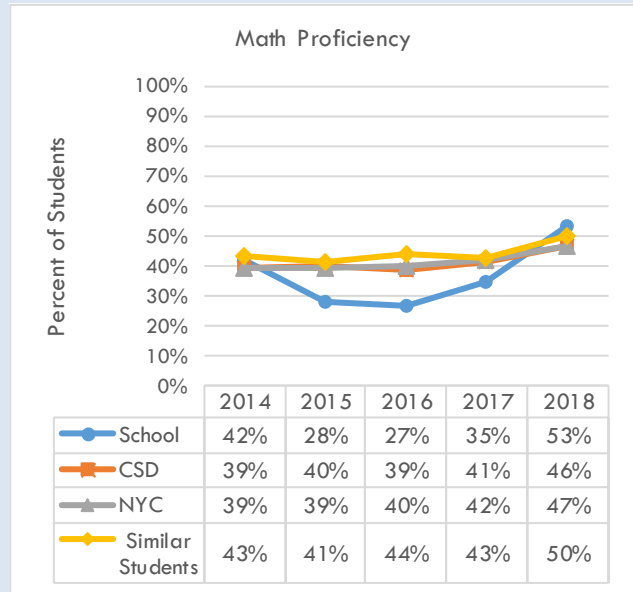


Figure 2

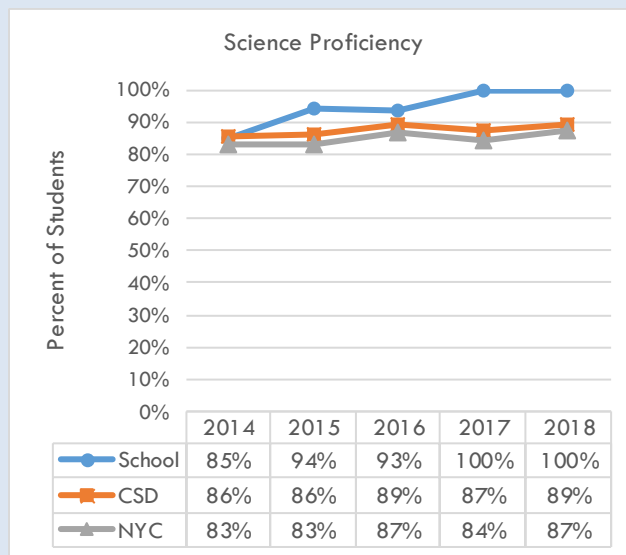


Figure 3

CLOSING THE ACHIEVEMENT GAP

GRADE 3-8 ENGLISH LANGUAGE ARTS^{12, iii}

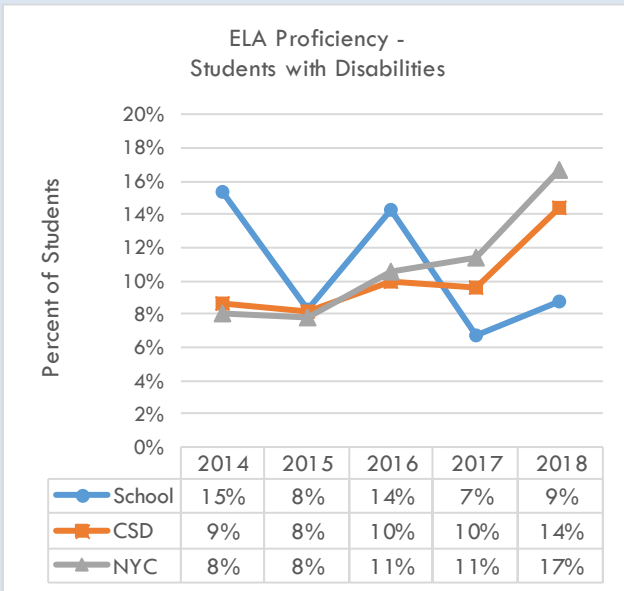


Figure 4

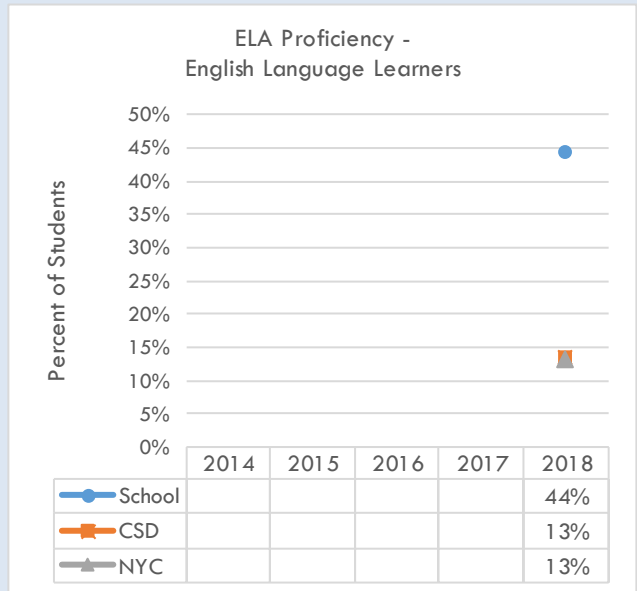


Figure 5

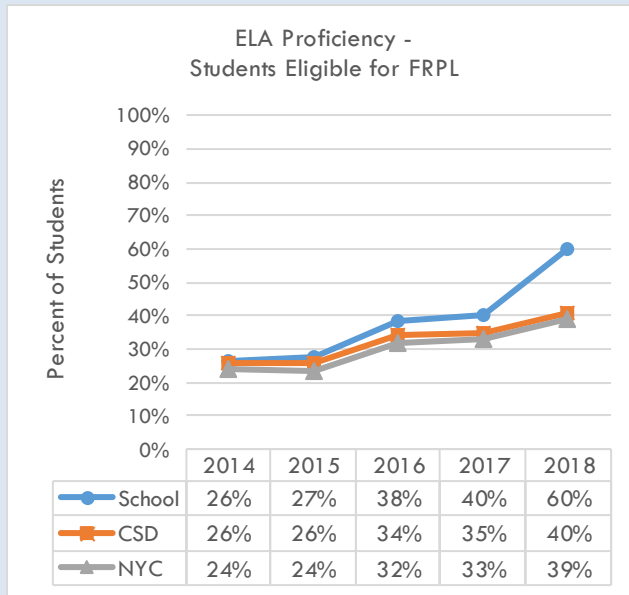


Figure 6

¹² If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

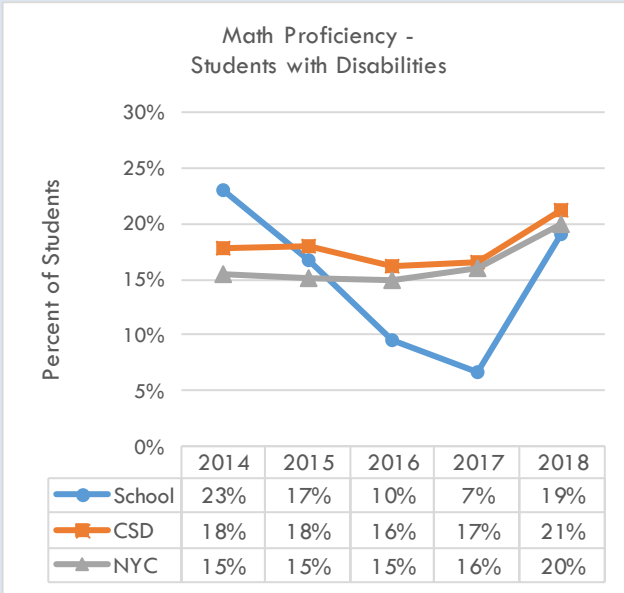


Figure 7

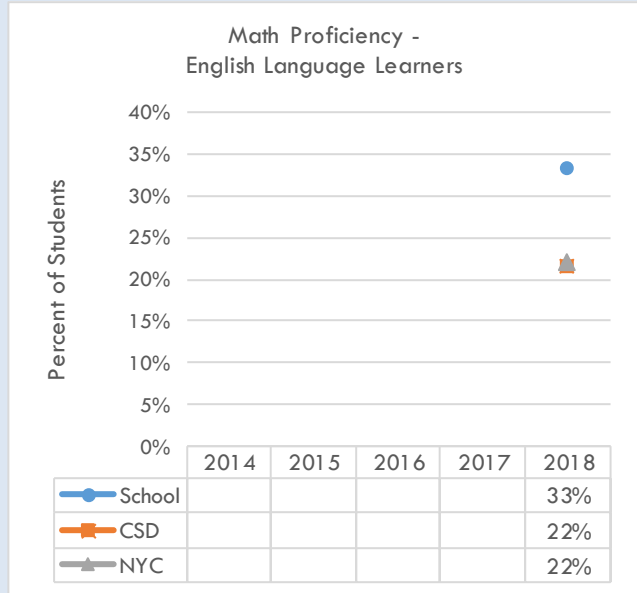


Figure 8

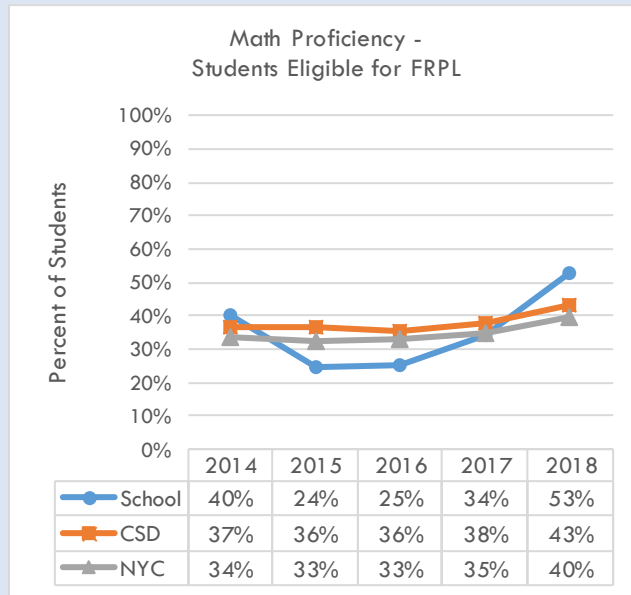


Figure 9

¹³ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, PPA has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹⁴

| Board Member Name | Position | Committee(s) | Years on Board |
|---------------------------|-----------------------|---------------------|-----------------------|
| 1. Betty Leon | Board Chairperson | Academic | 14.0 |
| 2. Doretha McFadden | Vice Chair | Academic | 7.0 |
| 3. Kevin Alexander | Board Treasurer | Finance | 7.0 |
| 4. Jacqueline Burton Waal | Board Secretary | Academic | 14.0 |
| 5. Brandon Jefferies | Trustee | Finance | 7.0 |
| 6. Malik Sanders | Trustee | Academic | 7.0 |
| 7. Patricia Woods | Trustee | Academic | 7.0 |
| 8. Constance Blackman | Parent Representative | Finance | 0.0 |

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

ACADEMIC RIGOR

PPA provides rigorous, scientifically proven, standards-based educational programs with an emphasis on core skills in literacy (ELA), math, science, and social studies.

ENGAGING INSTRUCTIONAL TECHNIQUES

Teachers will use a variety of instructional approaches, such as project-based learning and STEAM projects to engage students in the adventure of learning.

¹⁴ Board of Trustees as of October 1, 2018.

A RANGE OF ASSESSMENTS

PPA uses a range of assessments to measure on-going student progress in skills and content learning.

ROBUST PROFESSIONAL DEVELOPMENT

PPA equips instructional staff members with ongoing professional development in the pedagogy of these standard aligned programs.

EXTENDED DAY

PPA offers an extended school day (8 a.m. to 4 p.m.).

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^v

In the 2014-15 school year, no leadership staff left the school; 3 or 14% of instructional staff left the school.

In the 2015-16 school year, 1 or 33% of leadership staff left the school; 3 or 14% of instructional staff left the school.

In the 2016-17 school year, no leadership staff left the school; 2 or 6% of instructional staff left the school.

In the 2017-18 school year, no leadership staff left the school; 2 or 5% of instructional staff left the school.

GOVERNANCE

In 2014-15, the Board had 6 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The board met 9 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum at all of the meetings that took place in 2014-15.

In 2015-16, the Board had 8 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The board met 10 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 9 times out of the 10 meetings that took place in 2015-16.

In 2016-17, the Board had 8 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The board met 10 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 8 times out of the 10 meetings that took place in 2016-17.

In 2017-18, the Board had 8 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The board met 10 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 8 times out of the 10 meetings that took place in 2017-18.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on December 4, 2018. Two hundred eighty-one individuals attended the hearing. Thirty-one comments were made in support and none were made in opposition to the proposed charter renewal. Comments in support focused on the quality of education PPA provides and PPA's ability to successfully prepare young people for rigorous high school opportunities.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

| Standards | Charter Term Outcomes ¹⁵ | Details |
|--|-------------------------------------|--|
| Supportive Environment | | |
| Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration. | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |
| School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer | ◐ | 2014-15: Not Met Contacting the authorizer is not listed as part of the grievance procedures. 2015-16: Met 2016-17: Met 2017-18: Not Met Contacting the authorizer is not listed as part of the grievance procedures. |
| Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁶ | ◐ | 2014-15: Not Met 2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 10 |

¹⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁶ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

| Standards | Charter Term Outcomes¹⁵ | Details |
|---|---|--|
| Student attendance rate meets or exceeds CSD average | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 11 |
| Student attendance rate meets or exceeds Citywide average | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 11 |
| Improved student retention rate over prior year | ◐ | 2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 12 |
| Decreased student suspension rate over prior year ¹⁷ | ◐ | 2014-15: Not Met 2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 27 and Figure 28 |
| Operational Stability | | |
| School meets all DOE deadlines, including annual reporting requirements | ◐ | 2014-15: Not Met The school has missed deadlines for reporting requirements. 2015-16: Not Met The school has missed deadlines for reporting requirements. 2016-17: Met 2017-18: Met |
| School has documented teacher evaluation procedures | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |

¹⁷ To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

| Standards | Charter Term Outcomes¹⁵ | Details |
|---|---|--|
| School has documented professional development opportunities | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |
| School has a formal process for evaluating progress against charter school goals | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |
| Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |
| Board has developed a succession plan for board and school leadership | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |
| Board has access to legal counsel | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |

| Standards | Charter Term Outcomes ¹⁵ | Details |
|--|-------------------------------------|--|
| Board held the required number of meetings per the charter law | ○ | <p>2014-15: Not Met</p> <p>The board did not meet in July 2014, August 2014, and September 2014. N.Y. Educ. Law § 2851 requires “monthly board of trustee meetings.”</p> <p>2015-16: Not Met</p> <p>The board did not meet in July 2015 and August 2015. N.Y. Educ. Law § 2851 requires “monthly board of trustee meetings.”</p> <p>2016-17: Not Met</p> <p>The board did not meet in July 2016 and August 2016. N.Y. Educ. Law § 2851 requires “monthly board of trustee meetings.”</p> <p>2017-18: Not Met</p> <p>The board did not meet in July 2017 and August 2017. N.Y. Educ. Law § 2851 requires “monthly board of trustee meetings.”</p> |
| Board meetings consistently meet quorum | ◐ | <p>2014-15: Met</p> <p>2015-16: Not Met</p> <p>The board did not have quorum at the November 2015 board meeting.</p> <p>2016-17: Not Met</p> <p>The board did not have quorum at the January 2017 and May 2017 board meetings.</p> <p>2017-18: Not Met</p> <p>The board did not have quorum at the December 2017 and April 2018 board meetings.</p> |

Compliance

| Standards | Charter Term Outcomes ¹⁵ | Details |
|--|-------------------------------------|---|
| School's ELL enrollment meets or exceeds CSD rate | ○ | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 15 |
| School's ELL retention meets or exceeds CSD rate | ◐ | 2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 16 |
| School's SWD enrollment meets or exceeds CSD rate | ○ | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 13 |
| School's SWD retention meets or exceeds CSD rate | ◐ | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Not Met See Figure 14 |
| School's FRPL enrollment meets or exceeds CSD rate | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 17 |
| School's FRPL retention meets or exceeds CSD rate | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 18 |

| Standards | Charter Term Outcomes ¹⁵ | Details |
|---|-------------------------------------|---|
| <p>School has written rules and procedures for student discipline (“discipline policy”), which includes guidelines for suspension and expulsion. The discipline policy is consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs</p> | <p>●</p> | <p>2014-15: Not Met The school’s discipline policy is not consistent with due process and with state and federal laws governing the placement of SWD.</p> <p>2015-16: Not Met The school’s discipline policy is not consistent with due process and with state and federal laws governing the placement of SWD.</p> <p>2016-17: Not Met The school’s discipline policy is not consistent with due process and with state and federal laws governing the placement of SWD.</p> <p>2017-18: Met</p> |
| <p>School has followed all applicable lottery and enrollment laws and regulations</p> | <p>●</p> | <p>2014-15: Met 2015-16: Not Met 2016-17: Met 2017-18: Not Met</p> <p>The application deadline was earlier than the first day of April.</p> |
| <p>School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable</p> | <p>●</p> | <p>2014-15: Met 2015-16: Not Met The school did not submit required facility documents.</p> <p>2016-17: Met 2017-18: Met</p> |
| <p>School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)¹⁸</p> | <p>●</p> | <p>2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met</p> |

¹⁸ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

| Standards | Charter Term Outcomes¹⁵ | Details |
|---|---|---|
| School is in compliance with employee fingerprinting requirements | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |
| School has an appropriate safety plan | ◐ | 2014-15: Met 2015-16: Not Met The school did not submit a safety plan for the 2015-16 school year 2016-17: Met 2017-18: Met |
| School has appropriate insurance documentation | ◐ | 2014-15: Met 2015-16: Not Met The school did not submit required insurance documents for the 2015-16 school year. 2016-17: Met 2017-18: Met |
| School is in good standing with the Department of Health | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |
| School has submitted its Annual Report to NYSED and posted it online | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |
| School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL) | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |

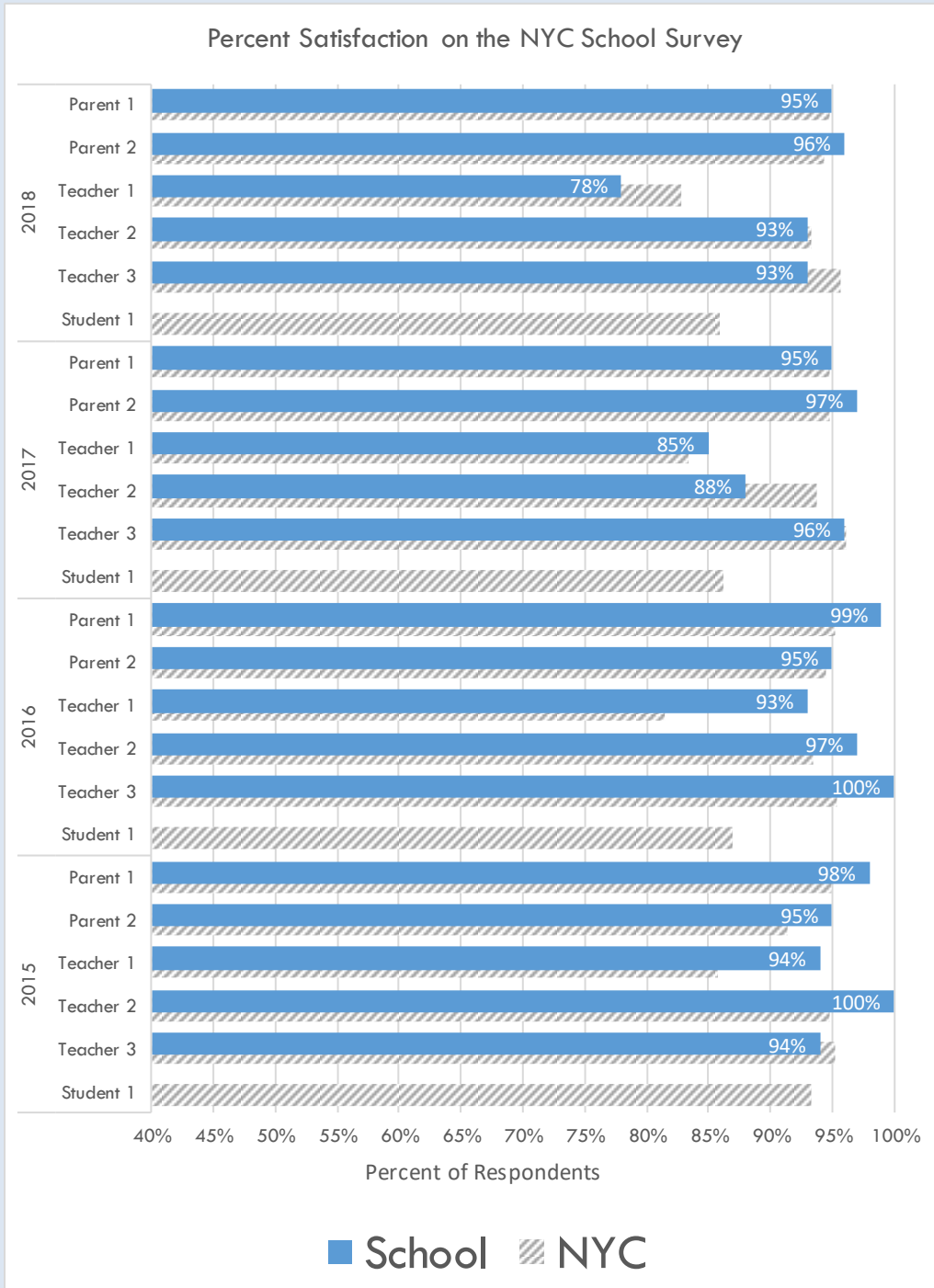


Figure 10

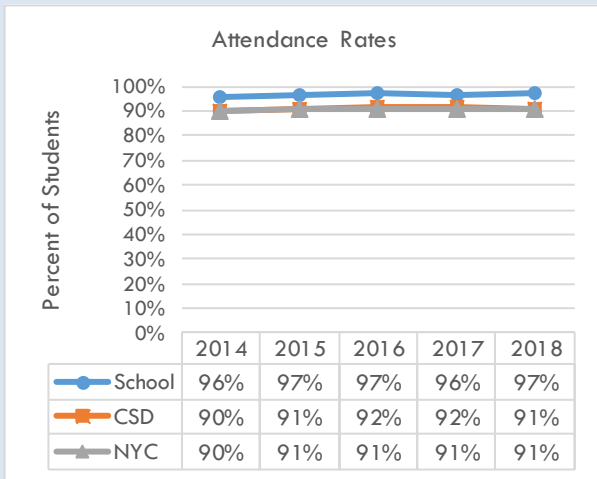


Figure 11

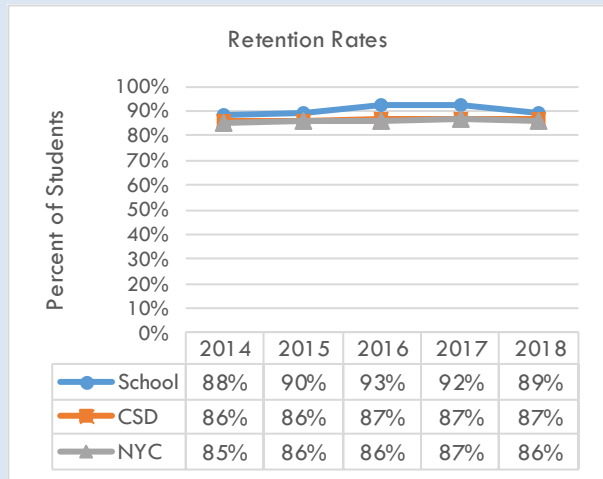


Figure 12

¹⁹ A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

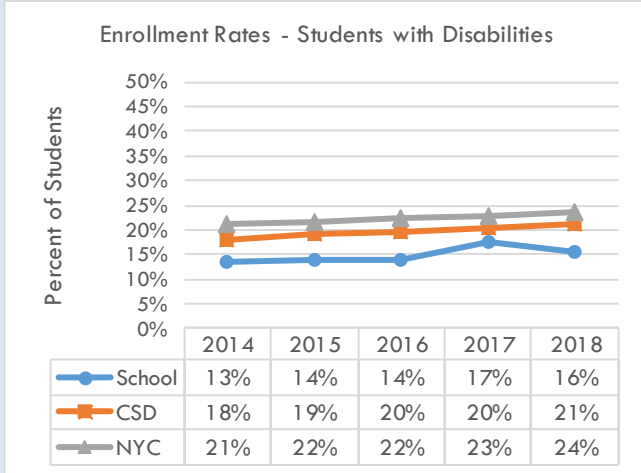


Figure 13

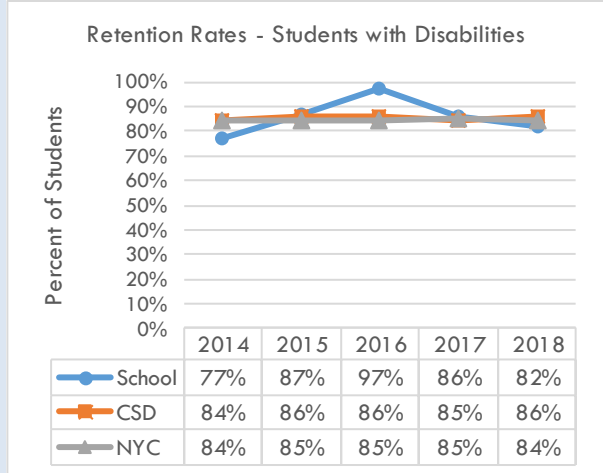


Figure 14

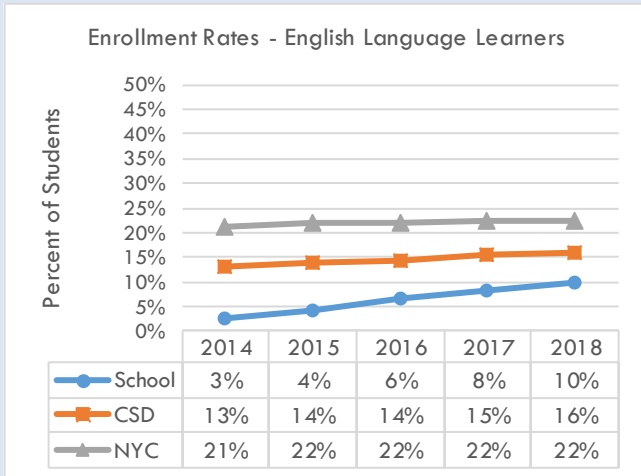


Figure 15

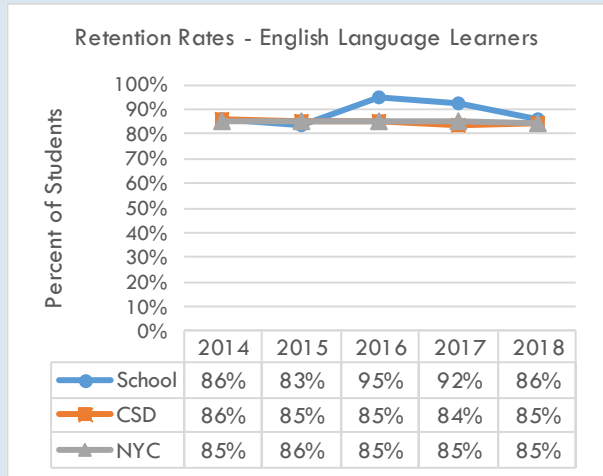


Figure 16

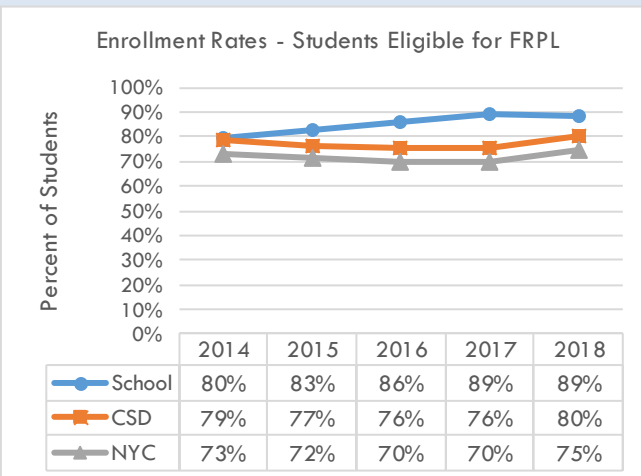


Figure 17

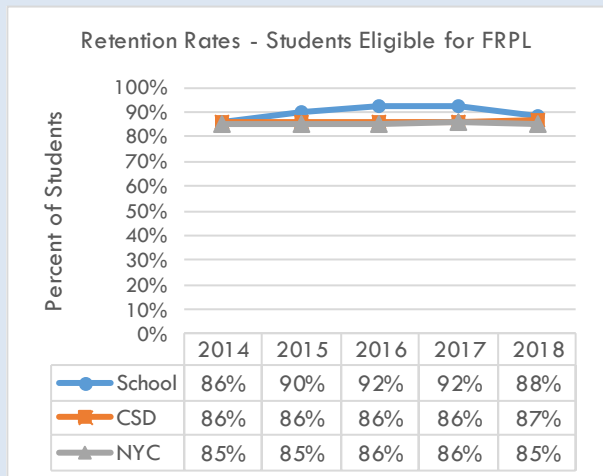


Figure 18

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school’s renewal, PPA has demonstrated financial viability.

For detailed information on the school’s progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP’s findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

An independent audit performed for fiscal year 2016 (FY16) showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

The school has \$75,445 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

| Standards | Charter Term Outcomes ²⁰ | Details |
|---|-------------------------------------|---|
| Short-term Financial Viability | | |
| Cash position – school has at least 60 days of cash on hand to cover operating expenses | ○ | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 19 |
| Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months | ◐ | 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 20 |

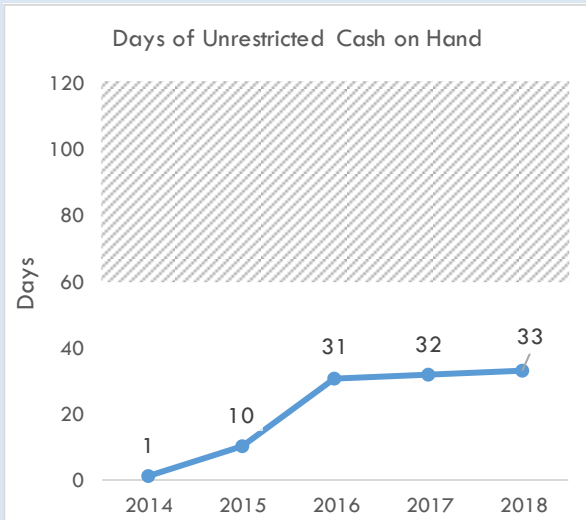
²⁰ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

| Standards | Charter Term Outcomes²⁰ | Details |
|---|---|---|
| Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 21 |
| Debt management – school is meeting all current debt obligations | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met |
| Long-term Financial Sustainability²¹ | | |
| Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses) | ◐ | 2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 22 |
| Aggregated three-year total margin – school operates at a surplus over three-year period | ● | 2014-15: N/A 2015-16: N/A 2016-17: Met 2017-18: Met See Figure 23 |
| Debt to assets ratio less than 1.0 | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 24 |
| Aggregate assets to liabilities ratio greater than 1.0 | ● | 2014-15: N/A 2015-16: N/A 2016-17: Met 2017-18: Met See Figure 25 |

²¹ Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2016-2017 and 2017-2018 are applicable.

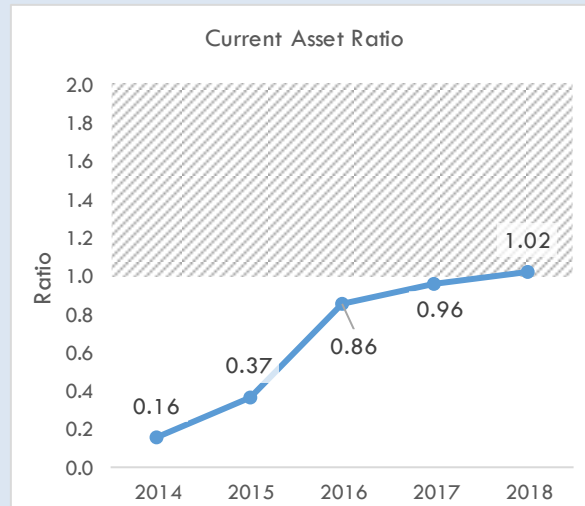
| Standards | Charter Term Outcomes ²⁰ | Details |
|---|---|--|
| One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive) | ● | 2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 23 |
| Multi-year cash flow – positive cash flow over previous three fiscal years | ● | 2014-15: N/A 2015-16: N/A 2016-17: Met 2017-18: Met See Figure 23 |

SHORT-TERM FINANCIAL VIABILITY^{viii}



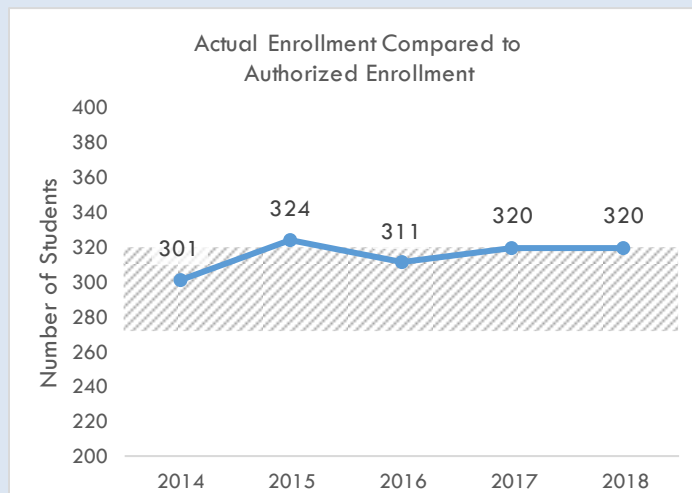
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 19



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 20



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 21

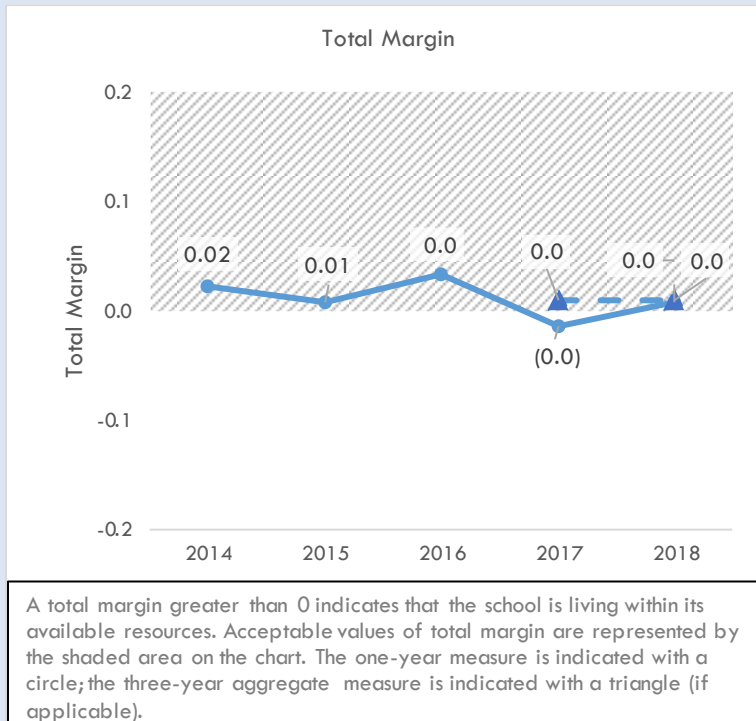


Figure 22

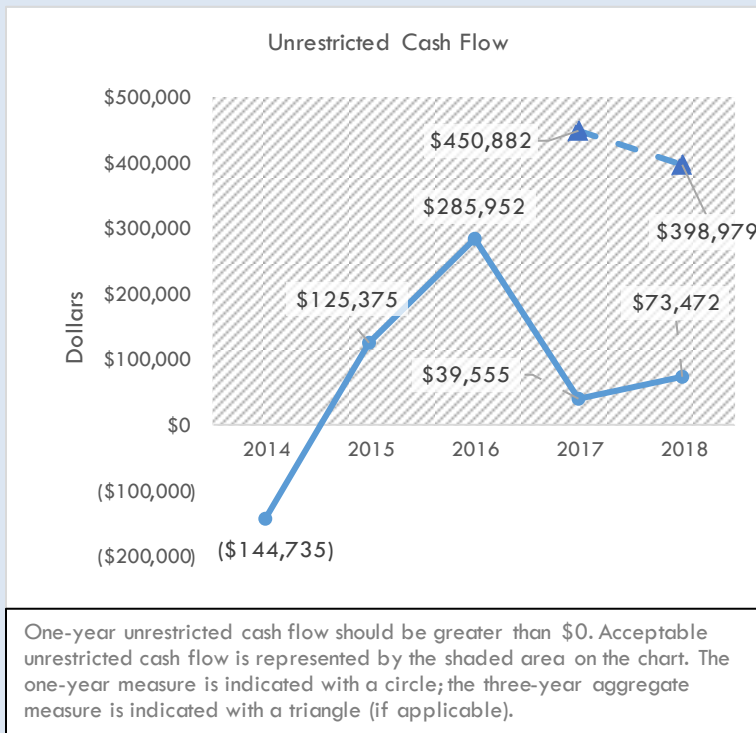
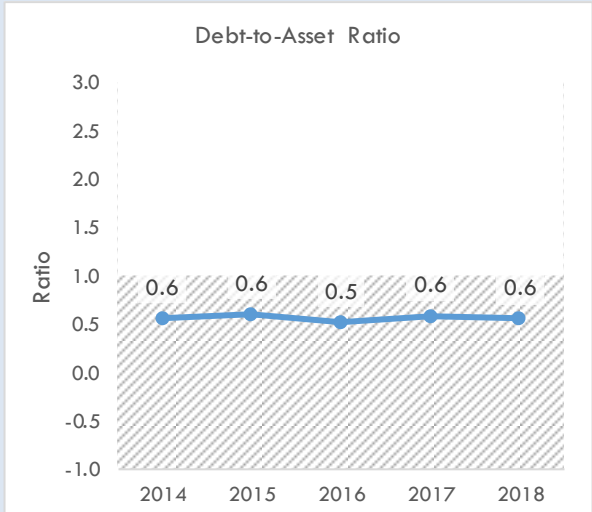
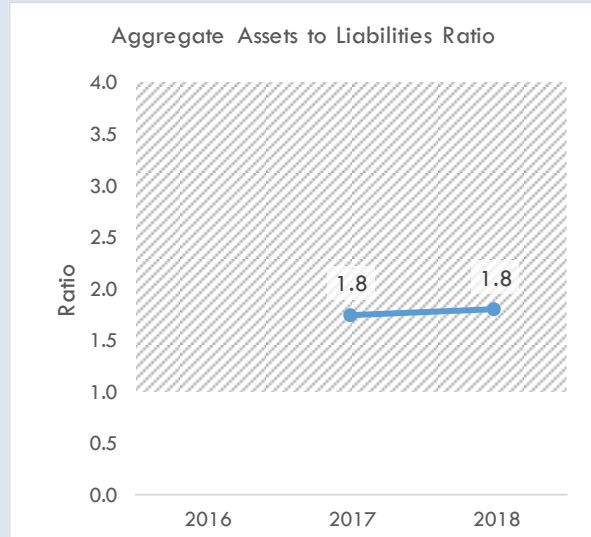


Figure 23



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.

Figure 24



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.

Figure 25

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

| Programming, Admissions, and Lottery | |
|---|---------------------|
| Number of Instructional Days | 183 |
| Pre-Kindergarten Program | Yes |
| Afterschool Program and/or Other Activities | Yes |
| Summer Academic Program | No |
| Saturday Instruction | No |
| Sections per Grade | 2 |
| Primary Entry Grade(s) | Kindergarten |
| Additional Grade(s) for which Student Applications are Accepted | Grades 1-5 |
| Does School Enroll New Students Mid-Year? | Yes |
| Number of Applicants for Admission (School Year 2018-2019) | 774 |
| Number of Students Accepted via the Lottery (School Year 2018-2019) | 54 |
| Lottery Preferences | |
| Attends a Failing School | No |
| Does Not Speak English at Home | No |
| Receives SNAP or TANF Benefits | No |
| Eligible for Free or Reduced-Price Lunch | No |
| Has IEP and/or Receives Special Education Services | No |
| Homeless or Living in Shelter or Temporary Residence | No |
| Lives in New York City Housing Authority Housing | No |
| Unaccompanied Youth | No |
| Children of Employees of the Charter School or CMO | No |

CURRENT STUDENT DEMOGRAPHICS*

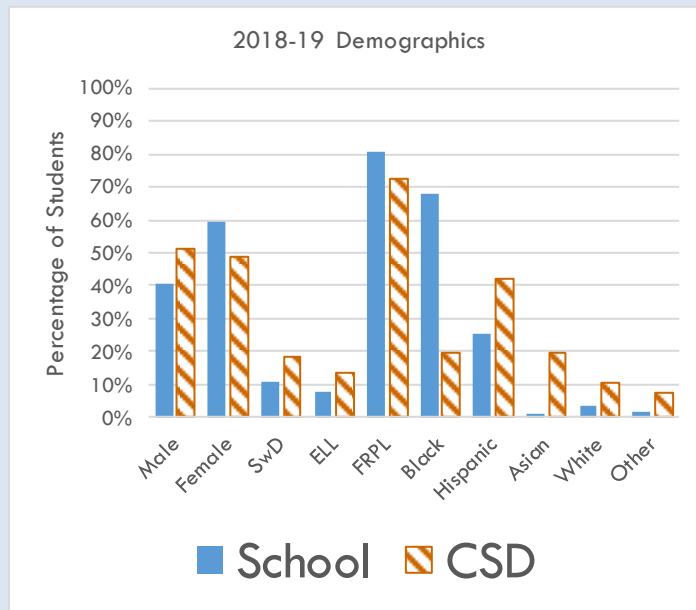


Figure 26

SUSPENSION AND EXPULSION RATES^{xi}

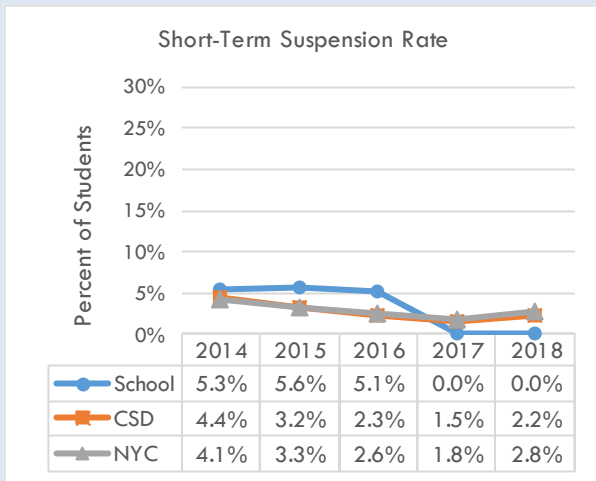


Figure 27

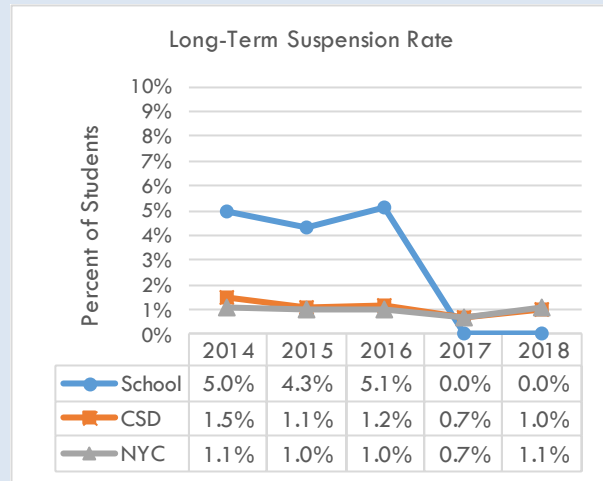


Figure 28

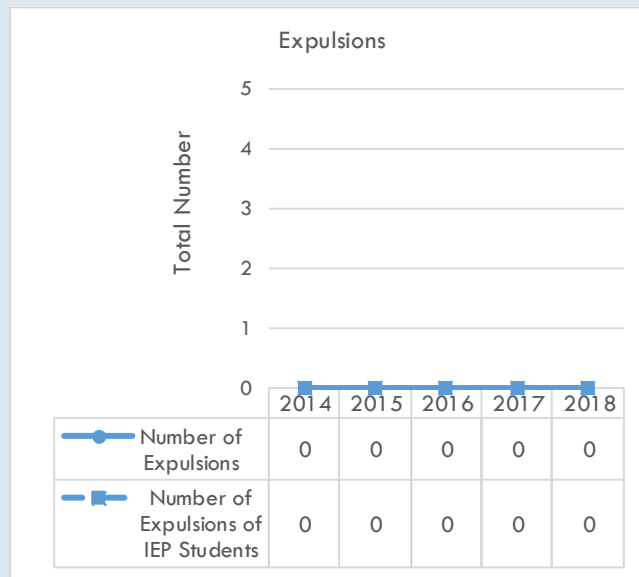


Figure 29

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited PPA on December 4, 2018 and December 5, 2018. The school leadership team identified what CAAT members would see in classrooms based on the school's key design elements and unique school culture. The CAAT team provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of student engagement; CAAT saw evidence of this.
- Evidence of small-group instruction; CAAT saw evidence of this.
- Evidence of STEAM Activities in grades K-2; CAAT did not observe this.
- Evidence of Project-Based Learning in grades 3-5; CAAT did not observe this.
- Evidence of enthusiastic teachers communicating the importance of what students are learning; CAAT saw mixed evidence of this.
- Evidence of anchor charts supporting student learning; CAAT saw evidence of this.
- Evidence of authentic literature that supports the topic being discussed; CAAT saw evidence of this.
- Evidence of students taking notes and taking direction; CAAT did not observe this.
- Evidence of students being treated with respect; CAAT saw evidence of this.
- Evidence of students being kind to one another; CAAT did not observe this.
- Evidence of student collaboration; CAAT saw evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xii}

GRADE-LEVEL PROFICIENCY IN ELA

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Peninsula Prep Charter School | | | | | |
| Grade 3 | 31% | 31% | 51% | 56% | 71% |
| Grade 4 | 21% | 30% | 33% | 42% | 67% |
| Grade 5 | 29% | 24% | 36% | 23% | 37% |
| Grade 6 | | | | | |
| Grade 7 | | | | | |
| Grade 8 | | | | | |
| DIFFERENCE FROM CSD | | | | | |
| Grade 3 | 2% | 3% | 12% | 14% | 22% |
| Grade 4 | -10% | 1% | -9% | 2% | 19% |
| Grade 5 | 3% | -6% | 2% | -10% | 0% |
| Grade 6 | | | | | |
| Grade 7 | | | | | |
| Grade 8 | | | | | |

GRADE-LEVEL PROFICIENCY IN MATH

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Peninsula Prep Charter School | | | | | |
| Grade 3 | 46% | 20% | 30% | 46% | 73% |
| Grade 4 | 29% | 44% | 14% | 39% | 56% |
| Grade 5 | 49% | 22% | 38% | 17% | 30% |
| Grade 6 | | | | | |
| Grade 7 | | | | | |
| Grade 8 | | | | | |
| DIFFERENCE FROM CSD | | | | | |
| Grade 3 | 8% | -17% | -8% | -1% | 21% |
| Grade 4 | -12% | 2% | -28% | 1% | 8% |
| Grade 5 | 10% | -18% | 1% | -21% | -9% |
| Grade 6 | | | | | |
| Grade 7 | | | | | |
| Grade 8 | | | | | |

ENGLISH/LANGUAGE ARTS

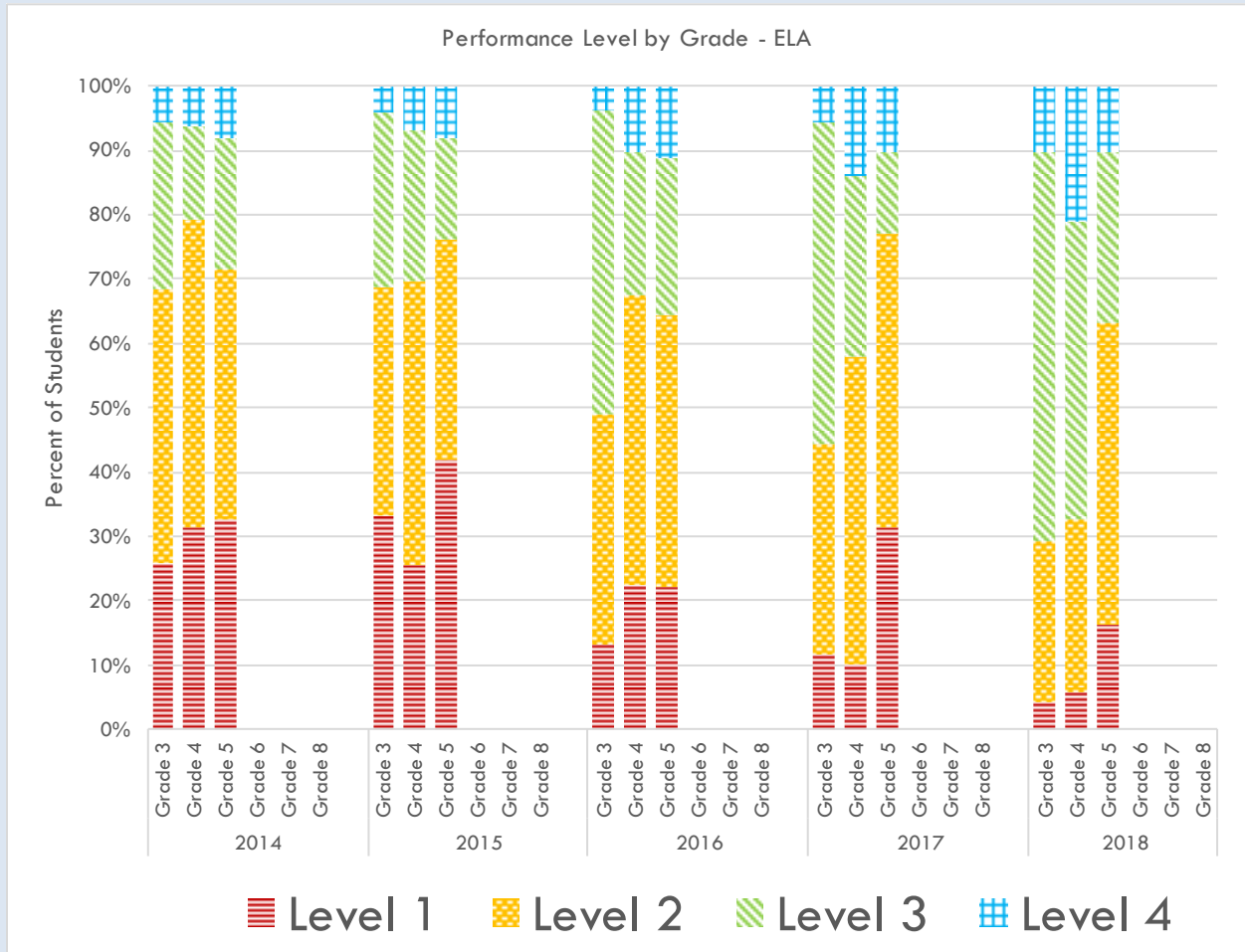


Figure 30

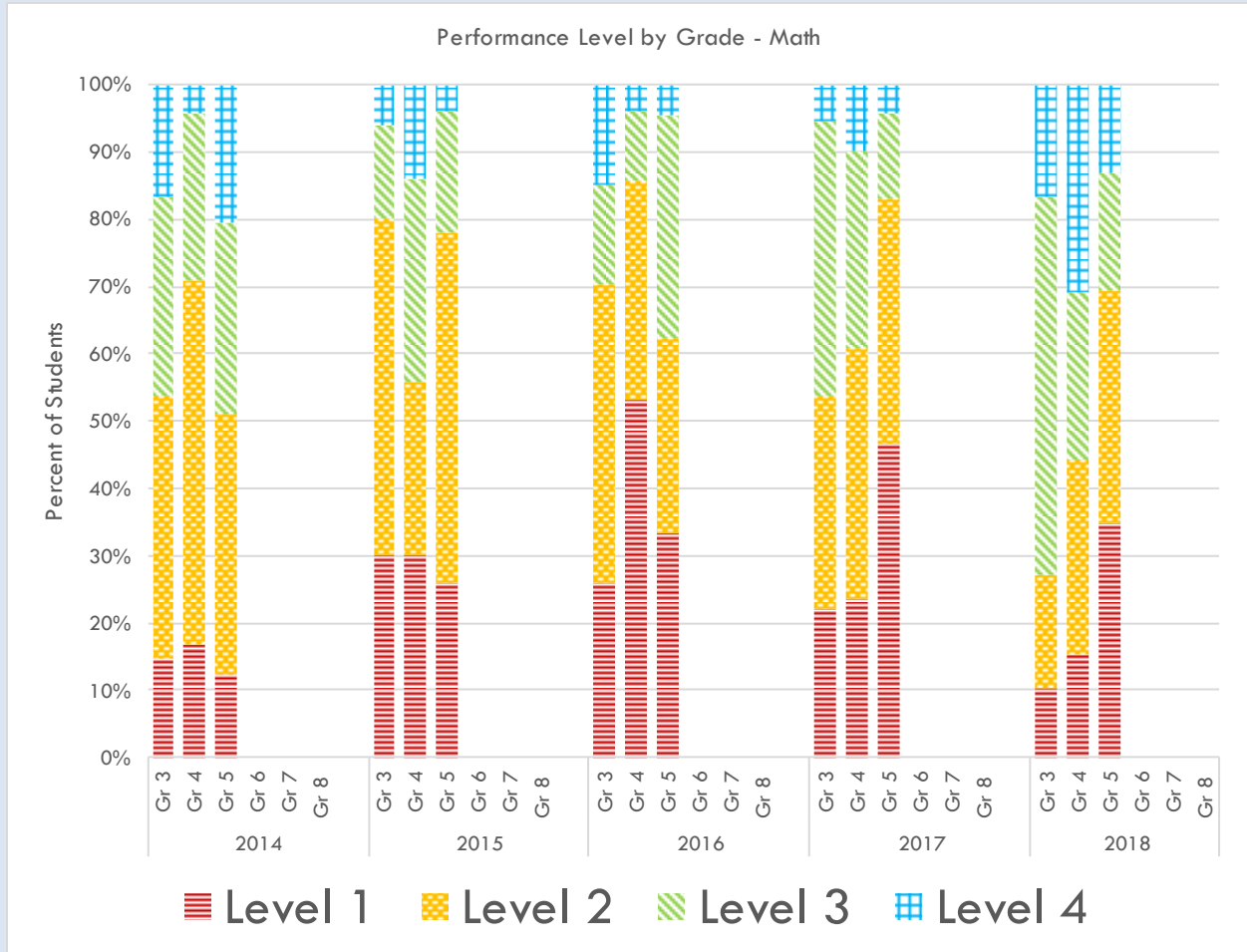


Figure 31

APPENDIX E: REGENTS PERFORMANCE FOR SPECIAL POPULATIONS

Appendix applicable for charters serving high school grades.

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-18 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as part of a holistic evaluation of the school.

To see the school's full 2017-18 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

| Goal Type | Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | 2017-2018 Goal Met or Not Met | If Not Met, Describe Efforts School Will Take |
|-----------------|--|--|-------------------------------|---|
| Academic Goal 1 | Each year, the school will show progress towards achieving 75% proficiency in ELA, in third through fifth grade. Students who have been enrolled at the school on BEDS day for at least two consecutive years should be performing at or above Level 3 on the NYS ELA Exam at the end of the 2015-2016. | NYS ELA Exam Students in at least their second year at PPA demonstrated increased proficiency in all grades: 2017 to 2018 Gr.3) 57% to 70% Gr.4) 42% to 67% Gr.5) 20% to 37% Overall) 40% to 56% | Met | |
| Academic Goal 2 | Each year, the school will show progress towards achieving 75% proficiency in Mathematics, in third through fifth grade. Students who have been enrolled at the school on BEDS day for at least two consecutive years should be performing at or above Level 3 on the NYS Math Exam at the end of 2015-2016. | NYS Math Exam Students in at least their second year at PPA demonstrated increased proficiency in all grades: 2017 to 2018 Gr.3) 47% to 70% Gr.4) 40% to 56% Gr.5) 14% to 30% Overall) 34% to 52% | Met | |

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|-----------------|--|--|---------|---|
| Academic Goal 3 | Each year, the school will show progress towards achieving 75% proficiency in Science, in Fourth grade. Students who have been enrolled at the school on BEDS day for at least two consecutive years should be performing at or above Level 3 on the NYS Science Exam at the end of the 2015-2016. | NYS Science 4 Exam 100% of students in at least their second year at PPA achieved proficiency on the exam for the second straight year. | Met | |
| Academic Goal 4 | Each year, grade level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam (baseline) and 75% at or above Level 3 on the current year's NYS ELA Exam. If the percentage of students scoring at or above proficient in a grade level cohort exceeded 75% on the previous year's NYS ELA Exam, the school is expected to demonstrate some growth (above 75%) in the current year. | NYS ELA Exam in 2017 and 2018 Proficiency of students who took the exam both years: Grade 3:4 54%:66% Grade 4:5 45%:37.5% | Not Met | As the growth on the 2018 state exams indicate, PPA's core programs are working. Therefore, the focus going forward will be on sustaining and increasing academic proficiency. One key strategy for 2018-19 will be an increased use of small group instruction. Students will work in groups of 4-5, which will be supported by the ELA and math intervention teams. PPA's consistent growth in academic proficiency, as described in the previous section, is the result of an academic program that includes a variety of methods for maintaining high expectations for all students and continuously increasing rigor. These include an extended school day, an emphasis on differentiated instruction, and a focus on keeping students engaged and invested in their own progress. |

| | | | | |
|-----------------|---|---|---------|--|
| Academic Goal 5 | Each year, grade level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS Math Exam (baseline) and 75% at or above Level 3 on the current year's NYS Math Exam. If the percentage of students scoring at or above proficient in a grade level cohort exceeded 75% on the previous year's NYS Math Exam, the school is expected to demonstrate some growth (above 75%) in the current year. | NYS Math Exam in 2017 and 2018 Proficiency of students who took the exam both years: Grade 3:4 44% : 56% Grade 4:5 44% : 30% | Not Met | In math, PPA will increase small group use of manipulatives and collaboration to enhance understanding. Each member of the Intervention Team will focus on a specific skill set in stations: ● Station 2 allows for the student to practice the 1 skill; ● Station 1 will focus on introducing a specific skill; ● Station 3 uses another teacher to review the skill from the day before. To frame the use of engaging activities in the classroom, grades UPK4 thru grade 2 will use a "STEAM" (Science, Technology, Engineering, Arts, Math) approach, which provides hands on experimentation and activities with a duration of one to two days, where the primary "lens for " the project can be one topic or a combination of 2 or more. |
| Academic Goal 6 | Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. | NYS ELA Exam PPA / #27 3) 71% / 49% 4) 67% / 48% 5) 37% / 37% All) 58% / 44% | Met | |

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|-----------------|--|---|-----|--|
| Academic Goal 7 | Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. | NYS Math Exam PPA / #27 3) 73% / 52% 4) 56% / 48% 5) 30% / 40% All) 53% / 46% | Met | |
| Org Goal 1 | Faculty and Staff attendance rate will be 95% or more. | School Records | Met | |
| Org Goal 2 | Effectively using RTI as a proven method to identify students who require support in reading and mathematics by using strategic intervention methods. | School Records of Program | Met | |
| Org Goal 3 | By placing a Special Education teacher in each grade level, there is an expert in place who will support identified students, helping them to meet the goals of their IEPs. They will also work collaboratively with the general education teacher to establish appropriate accommodations and modifications of curricula for identified students. | School Records of Program | Met | |

| | | | | |
|------------------|--|--|-----|--|
| Org Goal 4 | To engage 75% of parents in active participation in school activities, parent meetings, and volunteering in the building. | Review of Attendance at Events. At least 75% of parents attend an event throughout the year. | Met | |
| Org Goal 5 | Providing high quality Professional Development to faculty in order to improve instructional practices. The Sessions should be deemed effective 85% of the time. | Data Unavailable Survey Not Conducted | | |
| Org Goal 6 | The School works to increase its community presence in order to increase "requests to enroll" by 30% and retention of students from year to year to 90%. | 92% Retention Rate | Met | |
| Financial Goal 1 | Cash position school has at least 60 days of cash on hand to cover operating expenses | Outsource Firm CSBM states the school currently has at least 60 days of cash on hand as of Nov. 1, 2018. | Met | |
| Financial Goal 2 | Projected revenues actual enrollment should be within 15% of projected (budgeted) enrollment | Enrollment Records | Met | |
| Financial Goal 3 | Debt management school is meeting all current debt obligations | Financial records | Met | |

| | | | | |
|------------------|---|-------------------|-----|--|
| Financial Goal 4 | Total margin school operated at a surplus during the previous fiscal year (more total revenues than expenses) | Financial records | Met | |
| Financial Goal 5 | Aggregated three year total margin school operates at a surplus over three year period | Financial records | Met | |

APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

RECRUITMENT EFFORTS

ECONOMICALLY DISADVANTAGED

1. Solicitations were posted in all NYCHA buildings located in District 27
2. PPA partnered with public assistance agencies to host open houses for prospective parents.
3. PPA partnered with day care centers serving low income families.

PPA will continue to work with local agencies and build partnerships with organizations in district 27 that assist families that are economically disadvantaged.

ENGLISH LANGUAGE LEARNERS

1. All recruitment materials were printed in English and Spanish
2. PPA's ELL teacher hosted workshops for prospective parents
3. Free translation services were offered to prospective parents
4. PPA's application form was translated into numerous different languages which were available online.

PPA will continue to utilize our on staff ELL teacher to help with recruitment efforts. All social media posts will now be in various languages.

STUDENTS WITH DISABILITIES

PPA has a working relationship with Far Rockaway's premier centers for students with disabilities. Our Special education staff also host numerous workshops during our recruitment period for parents of students with disabilities.

Peninsula will continue to utilize the expertise of its SPED team and host a number of public workshops targeting parents of students with disabilities. Our parents of students with disabilities will also host workshops.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

PPA will remain a Title 1 School

1. All title one series will be school wide
2. All activities that require payment will be subsidized
3. All students will have the opportunity to receive uniform vouchers

PPA has partnered with a local agency to assist parents with employment, housing and education. All parents will be eligible for all the services provide by this local organization.

PPA will continue to provide vouchers for uniforms and school supplies.

All economically disadvantaged students will not be charged for school activities.

ENGLISH LANGUAGE LEARNERS

Parents were able to receive all school information in their first language along with free translation services.

All parents of ELL students also had the opportunity to share different cultures with the rest of the school body.

All staff members assisted with ELL students.

ELL staff will continue to work with students and parents.

All school documents will continue to be available in the parents' first language.

STUDENTS WITH DISABILITIES

Parent workshops were very essential to educating our parents on their rights and the resources available to them.

Constant progress reports were shared with parents.

PPA SPED staff will continue to work with parents and students on understanding the process and best practices.

Parents of students with disabilities will host workshops to help with the stigma associated with SPED services.

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

ⁱⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{iv} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^v Calculations based on data reported by the school in its renewal data collection form.

^{vi} Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{vii} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{viii} Annual school audit

^{ix} Annual school audit

^x Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xi} School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

^{xiii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>