
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report Tuesday, October 09, 2007

Charter School: Universal Institute CS
Address: 801 S 15th St
Philadelphia, PA 19146
Phone: (215) 732-7988
Contact Name: Johnny Walker

SECTION I. EXECUTIVE SUMMARY

Organization Description

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Universal Institute Charter School, (hereafter referred to as UICS) located in South Central Philadelphia, is an urban school with a population serving up to 675 students in grades K — 8. There are 31 grade-level teachers. UICS is a Title I eligible school. Approximately 85% of the students qualify for the free and reduced breakfast and lunch programs. The composition of our school constituency is 100% African American. The population attending the school is approximately 80%, low to moderate-income level, 19% middle-income. The percentage of students who come from single parent homes is 65%. Additionally, families with disabilities is 10% and families with children with chronic illness is 10%. The mission of the Universal Institute Charter School is to provide a School to Career academic program that emphasizes self-sufficiency, civic responsibility and problem solving through mathematics, language arts and the sciences. The educational program will utilize community resources within the Universal Institute's immediate neighborhood through a variety of before, during, and after school partnerships with families, business, social agencies, civic groups and community organizations to enhance the academic program and to support students and their families.

To accomplish this mission, the Universal Institute Charter School will be driven by:

- The adoption of the School District of Philadelphia's Core Curriculum;
- A maximum level of family, business, community and civic involvement in the academic program;
- An educational program in which high expectations and a performance driven approach that is emphasized through Project Based Learning as a school to career teaching and learning strategy;
- A focus on authentic, alternative assessment tied to real world experiences;
- On going and consistent staff training on current trends research driven instructional practices, unique ideas, and curriculum resources.

The aspects that make Universal Institute Charter School unique is to find innovative ways to provide a School -To - Career Academic Program that emphasizes self-sufficiency, civic responsibility and problem solving through Mathematics, Language Arts and the Sciences. The educational program utilizes community resources within the Universal Institute's immediate neighborhood through a variety of before, during, and after school partnerships with families, businesses, social agencies, civic groups and community.

- The School District of Philadelphia's Core Curriculum.
- A maximum level of family, business, community and civic involvement in the academic program.
- An educational program in which high expectations and a performance driven approach is emphasized through Project Based Learning as a school to career teaching and learning strategy.
- A focus on authentic, alternative assessment tied to real world experiences.
- There will be on-going and consistent staff training on current trends, research driven instructional practices, and unique ideas and curriculum resources.

A comprehensive assessment of the implementation needs of the Universal Institute Charter School site consists of several key activities, including:

- The creation and Communication of Vision, the development and dissemination of vision to all stakeholders, including staff, students, parents and community groups.
- The collection of needs and data and delineated planning tasks, including data on student characteristics and needs, staffing, resources and patterns, school improvement goals, school policies and school-wide practices, classroom teaching practices, district and school curricula and standards, physical facilities, school records, and program educator reports, as well as family involvement programs and policies.
- A discussion of the program development needs, including:Â alignment of instruction to curriculum, performance standards, implementation standards and requirements, identification of resources and supports.
- Needs identification among the school staff who will be responsible for establishing and maintaining a high degree of program implementation.

As a result of a review of our needs assessment, we have found the following areasÂ needing improvementÂ School-wide coordinated curriculum alignment process to adapt instruction in individual needs of all students.

- A school structure to support grade groups and leadership team;
- Communications that focus on the parent role in increasing student progress. Our current parent participation in workshops is improving.Â We hope to increase our participation and volunteerism rate to 40%.
- Community outreach collaborations to offer additional course content with advanced literature, mathematics, and science; entrepreneurship business formation, interscholastic academic competition, interscholastic athletics, music appreciation and instruction, expressive arts emphasizing dance and drama.Â To produce an overall enhancement of student self-confidence, self- sufficiency, and civic responsibility, as well as development of problem solving, teamwork and leadership skills.

With the infusion of our school improvement plan, our school expects to see significantÂ outcomes related to our school goal of reaching annual yearly progress.Â The mission of the Universal Institute Charter School is to provide a School to CareerÂ academic program that emphasizes self-efficiency, civic responsibility and problemÂ solving through mathematics, language arts and the sciences. The educational programÂ will utilize community resources within the Universal Institute's immediateÂ neighborhood through the variety of programs to support students and their families. Universal Institute Charter School uses the School to Career model of instruction,Â curriculum and assessment that prepares students for success in the world of work,Â further education, employment, entrepreneurship, and/or service to the community.

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Core Purpose

Mission

The Mission of the Universal Institute Charter School is to provide a School to Career academic program that emphasizes self-efficiency, civic responsibility and problem solving through mathematics, language arts and the sciences. The educational program will utilize community resources within the Universal Institute's immediate neighborhood through the variety of agencies, civic groups and community organizations to enhance the academic program and to support students and their families.

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Vision

The vision of Universal Institute Charter School is to create a school, which rebuilds the community systems (infrastructure) in the Greater South Philadelphia area by developing and implementing a comprehensive and holistic approach to education and community development.Â

Shared Values

A.ÂÂ At Universal Companies, we are in the people business, the business of rebuilding people, families and communities within the African American urban communities.Â Our Mission is to create educational, cultural, and economics wealth within historically poor African American centers by tearing down the systemic and inter-related barriers that exist. -We call this the Universal Plan.

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B.ÂÂÂ The vision of Universal Companies is to create a community re-development model, which rebuilds the community systems (infrastructure) in Greater South Philadelphia area by developing and implementing a comprehensive and holistic approach to community development that addresses issues of real estate and economic development, small business creation, k-12 and adult education, social and supportive services, medical and health services, and technology.

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Academic Standards

1.Â READING ÂÂÂÂÂÂÂÂ

At least **60%** of all students will be **proficient** in Reading, as

measured by the annual State-wide PSSA assessments.

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2.Â MATHEMATICS

At least **50%** of all students will be **proficient** in Mathematics, as measured by the annual State-wide PSSA assessments.

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3.Â STUDENT PARTICIPATION IN STATE ASSESSMENTS

At least **95%** of eligible students will **participate** in required State wide assessments.

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4.Â *STUDENT ATTENDANCE*

Student attendance in school will improve continuously (to an average of at least **90% by 2014**).

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Strengths and Challenges

- ? Strengths
 - Small class size (ratio of 1 teacher per 23 students)
 - Differentiated instruction (heterogeneous grouping, gifted and remedial programs)
 - Extended school day
 - Extended school year
 - Before and After School Programs
 - Saturday Programs (Science, Art, and Test Sophistication)
 - Specialist Teachers (Music, Art, Technology, and Science)
 - Technology Labs

- ? Areas Needing Improvement
 - School Wide AYP Goal
 - Strengthen Parental InvolvementÂ
 - Strengthen Community Partnerships

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

A unique feature of UICS’s SIP is the data based staffed development component. This component includes basic training which provides the overview of the SIP, Individualized training for classroom implementation, and On-going technical support to teachers will be provided as well. This support includes assessment of the degree of program implementation, comprehensive feedback, planning and continuous professional development. An important component of the model includes a sophisticated communication and support system utilizing building resource facilitators, to support implementation efforts of classroom teachers.

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There will be a shift in current classroom practice from predominately teacher led, whole-class instruction to a combination of whole class, small group, and individualized instruction. Within our SIP there will be:

^

- ^ ^ ^ ^ Emphasis on the diagnostic-prescriptive process.
- ^ ^ ^ ^ High teacher expectations for student achievement.
- ^ ^ ^ ^ An organization structure that support a “true teaming process’ that includes the special, regular, and Title I educational instruction.
- ^ ^ ^ ^ A shift to increased student self-responsibility in learning and achievement.
- ^ ^ ^ ^ A variety of assessment techniques such as portfolio, performance based, and curriculum based, assessments as well as standardized testing aligned in accordance with high priority state and district standards.

^

An external partner will facilitate a training sequence for teachers (principals will receive a 3-day sequence) for initial implementation of SIP, with 8 to 10 additional days throughout the school year. We will commit the time necessary to achieve a high degrees of program implementation. Resource facilitators will be trained in coaching, communication collaboration, and coordination. In addition to the comprehensive professional development sequence, facilitators will hold continuing workshops, which are needs based, throughout the year to address the concerns of faculty staff, administration and parents.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Johnny Walker	Principal/CAO	Administrator	Board
Celestine Welcome	Vice Principal	Special Education Representative	Principal

Marqueena Harris	UICS	Elementary School Teacher	Principal
Renee Albritton	UICS	Ed Specialist - School Counselor	Principal
Patricia Mc Intyre	UICS	Middle School Teacher	Principal
Tina Mai	UICS	Parent	Board
Zenobia Shah	UICS	Community Representative	Principal

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 55% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

PSSA / TerraNova / Supera Mathematics Data

? PSSA — from 2003 to 2007 have shown a 55% reduction in below basic and a 20% gain in proficient and advanced, significant gain in district and state..

? Terra Nova — from 2002 to 2007 students have increased from 9% to 56% in the “At/Above national average” and decreased from 64% to 23% in the bottom quartile category.

? PSSA & Terra Nova — 65% of our students are at the proficient and advanced achievement levels

School / District Mathematics Formative Assessments or Curriculum-based Assessments

? Benchmarks — 65% of our students scored 60% of the items correct

Other Student Data

? Student Attendance — 90% average over 5 years

? The number of CSAP referrals average about 5% of our students’ population.

? Average Mobility rate is 18%

2. Identify Most Significant Weaknesses

M8-A Numbers and Operations — Demonstrate and understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

? M8.B Measurement — Apply appropriate techniques, tools and formulas to determine measurements.

? M8.D Algebraic Concepts — represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.

? M8.E Data Analysis and Probability — Understand and/or apply basic concepts or probability or outcomes.

3. Prioritize Weaknesse

â€¢ M8.D Algebraic Concepts — represents and /or analyze mathematical situations using m\ numbers, symbols, words, tables, and/or graphs.

? M8.E Data Analysis and Probability — Understand and/or apply basic concepts of probability or outcomes.

? M8.B Measurement — Apply appropriate techniques, tools and formulas to determine measurements.

? M8.A Numbers and Operations — Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

Strategy: vocabulary and basic comprehension

Description: Meet daily to analyze vocabulary and basic comprehension skills

Activities:

Activity	Description	
demonstrate understanding of numbers		
Person Responsible	Timeline for Implementation	Resources
Jacqueline Saaba	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

PSSA / TerraNova / Supera Reading Data

? PSSA — an average of 20 percentage points gain over the past four years — Significant Gains in profieient.

? Terra Nova — an average of 60% of students have achieved at or above the national averages in 2007 . 21%

School / District Reading Formative Assessments or Curriculum-based Assessment

? Benchmarks — 65% of students scored an average of 60% of the items correct.(2007)

? Harcourt Brace — student’s reading level suffers when reading non fiction text (2007)

? Writing Test — 60% of tested students scored proficient on State Wide Test (2007)

Other Student Data

? Student Attendance — 90% average over 6years

? The numbers of CSAP referrals average about 7% of our student population.

? Average Mobility rate is 18%

2. Identify Most Significant Weaknesses

â€¢ 1.1 Learning to Read Independently — Comprehension and Reading Skill — understanding nonfiction text.

? 1.3 Reading, Analyzing and Interpreting Literature — Interpretation and Analysis of Fiction and Nonfiction Text — Describe and interpret components within and across texts.

? 1.3 Reading, Analyzing and Interpreting Literature — Interpretation and Analysis of Fiction and Nonfiction Text — Identify and Analyze how the author uses literary devices to convey meaning.

3. Prioritize Weaknesses

â€¢ 1.3 Reading, Analyzing and Interpreting Literature — Interpretation and Analysis of Fiction and Nonfiction Text — Identify and Analyze how the author uses literary devices to convey meaning.

? 1.1 Learning to Read Independently - Comprehension and Reading Skills — understanding nonfiction text.

Strategy: Learn to read independently

Description:

Activities:

Activity	Description	
Comprehension and Reading skill		
Person Responsible	Timeline for Implementation	Resources
Jacqueline Saaba	Start: N/A	\$0.00

	Finish: N/A	
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Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Step 1: DATA

("Where are we now?")

Use the Guiding Questions, the summary of highlights of your analyses of student data and your reflection on the effectiveness of current educational practices to isolate the "root causes" 1 of the current status.

1. "Root causes" are those issues that if corrected or eliminated will result in success. On the other hand, correcting or eliminating "contributing causes" will not in itself, result in success.

? Student Attendance — 94% average over 5 years

? Average Mobility rate is 18%

Absences and tardiness are significant impediments to our students' instructional program and their achievement levels. In addition they are usually indicative of poor study habits and weak organization skills. As frustrating as the issue is, we will continue to pursue improved attendance and timeliness.

Root causes:

Ineffective communication among parents, students, and staff.

Ineffective and inconsistent implementation of rules and procedures among parents, students, and staff. Step 2: DESIGN

("Where do we want to go next?")

Based on the most important "root causes" identified in Step 1, identify the 'vital few' (2 to 4) research-based or promising strategies you will implement. Emphasize strategies that enhance instructional practices and build capacity of teachers, staff & administration.

? Regular Public Address announcement emphasizing the importance of attendance and lateness.

? Phone contacts and home visits by our Community Liaison.

? Ongoing updates of the student's data base addresses & phone numbers.

? A school calendar/newsletter will be sent home monthly. Attendance will be emphasized.

? Universal Companies support with parents contacts and truancy cases.

? Teacher phone calls and conferences as well as report card conferences.

? Regular parent contacts by the Universal Institute Charter School Parent Association.

? Student conferences with school counselor.

What needs to Be Done?

Specific Actions to Improve Educational Practices

Regular Public Address announcements emphasizing the importance of attendance.

Daily use of the automatic dialer to inform parents of absences.

Phone contacts and home visits by our Counselor

Ongoing updates of the student's data base addresses & phone numbers.

A school calendar — newsletter will be sent home monthly. Attendance will be emphasized. By
When?

Start/End Dates

Daily

Daily

As needed

Daily

Monthly By Whom?

Persons Involved ('+' denotes lead person)

Principal, Vice Principal, Organization Chair

Principal, Vice Principal, Technology teacher

Counselor

Teachers and secretaries

Principal, Vice Principal, Organization Chairperson With What?
Resources Required & Funding Source(s)

Title I Evidence of Effectiveness? How will we know our educational practices are working?

Record keeping log of dates and time of PA announcements.

Transcripts and dates of recorded messages

Log of all contacts, phone, home visits and school conferences.

Daily Attendance sheets

Retain copies of school Calendars/Newsletters.

Strategy: Celebrate Success Assemblies

Description:

Activities:

Activity	Description	
Awards for high achieving students		
Person Responsible	Timeline for Implementation	Resources
Jacqueline Saaba	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: PSSA test preparation

Description:

Activities:

Activity	Description	
Princeton Review and enhancement program		
Person Responsible	Timeline for Implementation	Resources
Jacqueline Saaba	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Universal Institute Charter School demonstrates that “at risk” minority children can succeed and achieve academically if provided with the proper educational environment. Our research indicates that a comprehensive educational program can reduce the rate of school failure, and increase chances for success.

The Core Curriculum was selected as the overarching Universal Institute Charter School instructional approach for teaching and learning. Other strategies included: Cooperative Learning Strategies, Computer Assisted Instruction, The Constructivist Approach, the Discovery Method, Service Learning and Team Building.

The Universal Institute Charter School curriculum decisions were based upon high expectations for student success; a solid foundation in language arts, mathematics, social studies, science and the arts; guidelines outlined by the Commonwealth of Pennsylvania and The School District of Philadelphia.

All staff participated in extensive staff development as well as, became proficient at assessment through the use of curriculum embedded tests, local and state tests, and teacher — made tests.

A rigorous instructional program of the Universal Institute Charter School will continue to be driven by:

- The School District of Philadelphia’s Core Curriculum.
- A maximum level of family, business, community and civic involvement in the academic program.
- An educational program in which high expectations and a performance driven approach is emphasized through Project Based Learning as a school to career teaching and learning strategy.
- A focus on authentic, alternative assessment tied to real world experiences
- On- going and consistent staff training on current trends, research driven instructional practices, and unique ideas and curriculum resources.
- A school-wide organizational structure that supports a teaming process involving coordination and collaboration among school staff to achieve program coherence and shared responsibility for the learning success of every student.
- An integrated assessment-instruction process that provides an individualized learning plan for each student and includes multiple approaches (e.g., the use of whole-class and small small-group instruction, one-on-one tutoring) based on an ongoing analysis of student needs, resources and expediency.
- An instructional-learning management program that focuses on the development of student self-responsibility for behaviors and learning process.
- A data-based staff development program that provides ongoing professional development and technical assistance tailored specifically to the needs of individual staff and program planning and implementation requirements to achieve a high degree of implementation.
- A family and community involvement program to enhance communication connections to achieve schooling success of every student.
- A school-linked, comprehensive, coordinated health and human services delivery component that focuses on achieving and sustaining the wellness and learning success of every student.

Rigorous Instructional Program - Attachments

- professional education approval
- induction plan approval letter

English Language Learners

ELL Learners are pulled out for individual instruction for 45 minute periods daily. The WIDA English Language Proficiency Test is used to measure progress.

Graduation Requirements

UICS follows the same guidelines as the School District of Philadelphia.

Special Education

Components of Universal Institute Charter Achievement plan includes teachers' informal anecdotal observations that are recorded during center time, small group instruction and oral presentations. Portfolios that include test and writing samples are maintain throughout the year and shared with parents during conferences.

Special Education - Attachment

- Special Education Instruction

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kennard Kendrick	1.00	Learning Support	UICS Main Bldg	12	Pull out students
Katie Labenberg	1.00	Learning Support	UICS Annex II	14	Pull out students
Jamie Tibbits	1.00	Learning Support	UICS Annex I	12	Pull out students

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Premier Health Systems, Inc.	1.00	Evaluation	Universal Institute Charter School	38	Scheduled appts

Special Education Program Profile - Chart III

Title	Location	FTE
Speech Therapist	Universal Institute Charter School annex II building	.50

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Premeir Health Systems	School Psychologist	varies

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Terra Nova	No	Yes	Yes	No	No	No
PSSA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No

Student Assessment

Attached PSSA Data file includes information requested.

Student Assessment - Attachment

- PSSA Data 07

Teacher Evaluation

The main features of the school's evaluation plan is that we schedule formal visits and informal observations of each teacher throughout the school year. Areas of focus will be on classroom management techniques, guided reading strategies and grouping format. Before formal observations take place, teacher will have lessons modeled for them. Pre and Post conferences will take place with each formal observation. The written feedback will be an evaluation form that focuses on Personality, Preparation, Technique and Pupil Reaction.

The Principal/CAO and Assistant Principal are responsible for staff evaluations

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No changes in leadership have occurred during the past year.

Board of Trustees

Name of Trustee	Office (if any)
Robert Archie	
Sultan Ahmad	
Joseph Crumbley	
Kenneth Gamble	Founder

Randy Hampton	
Ronad Heigler	
Andrew Hohns	
Steven Sanderws	
Melonease Shaw	
Shahied Dawan	Chair
Molefi Asante	
Christopher Booth Jr.	
Jay Clifford	
Ed Covington	
Faatimah Gamble	Co-Founder
Derrick Gant	
Renee Hill-Islam	
Carolyn Holmes	
Frank McClellan Esq	
Sonia Sanchez	
Abdur RahimIslam	President & CEO
Donna Allie	
Chris Bravacos	
Barbara Daniel Cox	
Michael Abdul Rashied	
Ms. Victoria Wilson	COO

Professional Development (Governance)

During the course of the year, Administration has attended state and local school district workshops and seminars focusing on current trends in Reading, Math, Science and Writing. Workshops also included School to Career and Health and Wellness partnerships. A particular area of focus this year was Differentiated Instruction for of meeting the needs of Regular Education and Special Education students.

Coordination of the Governance and Management of the School

Each member was orientated upon induction on the Board of Trustees and given a workshop on the Pennsylvania Sunshine Act.

The Board of Trustees works in conjunction with our Educational Management Office to ensure that Universal Institute Charter School provides the optimal educational experience for all enrolled students.

UICS Board Meetings schedule and are held at 1415 Catherine Street, Philadelphia, PA 19146 in the Multipurpose Room

Tuesday September 26, 2006 @6:00pm

Tuesday December 19, 2006, @ 6:00pm
Tuesday March 27, 2007 @ 6:00pm
Tuesday June 19, 2007 @6:00pm

Community and Parent Engagement

The UICS Board is structured so that it can formally commit to a structure that will spread the responsibilities of oversight over the entire board.Â

The committees include:

Excutive - overse the activities of the entire board

Capital Planning - undertake all of the planning needed to make our facilities the highest quality

Fund Development - develop and implement strategies to raise funds needed for current operations

Education - interface with school administration on all select aspects of operations and increase

Parent participation

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

None

Fiscal Solvency Policies

Universal Institute Charter School contracts out to an Independent Auditing Agency who reviews our fiscal records annually.Â The school also has fiscal policy procedures that has been established and reviewed by our Chief Financial Officer on a daily basis to check for solvency concerns or issues.

Accounting System

Quickbooks Solutions Enterprise version 5.0

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenue,Expenditures and Fund Balances

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Joyce Miller & Associates, P.C. Certified Public Accountants

P.O. Box 679

Glenside, PA 19038-0679

No citations or follow up actions were necessary.

copy of 2005-2006 school year attached.

Citations and follow-up actions for any State Audit Report

None

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

Universal Institute Charter School's students are housed in 3 buildings located on the Universal Companies Campus. Age appropriate furniture and fixtures are purchased with funds provided for in the budget. Computer, Technology and Science equipment are also purchased with school funds.

Future Facility Plans and Other Capital Needs

A request has been made to the School Reform Commission to modify the Charter to include a High School (9-12). At present the Board is exploring other Real Estate opportunities to prepare for the expansion.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Universal Institute Charter School is preparing to meet the new deadlines for the Wellness Policy requirements by partnering with local and national nutrition agencies to provide educational programs that increase our students' awareness of making healthy food choices. Programs and services will include:

- Nutrition Educators in the Classroom
- Standardized Curriculum —Based Lesson Plans for Teachers
- Monthly Activity Calendar
- Health Fairs
- Nutrition Advisory Councils
- Assembly Programs
- Incentive Programs
- Home & School Meetings
- Parent Workshops
- Training for Classroom Teachers, Nurses, Coaches, and Administration
- Gardening Programs
- Summer Camp
- Newletters
- Health and Physical Education Class
- Structured Physical Activities in Fairmont Park
- Students are instructed to choose food items from the posted food pyramid posted in school lunchroom

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment

- uics health submission

Current School Insurance Coverage Policies and Programs

Attached PDF file

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Attached forms

Student Enrollment

Numbr of students who completed school year = 620.
505 students completed school year who were enrolled previous year.
A total of 115 students left the school the previous year including graduates.

Student numbers decrease in middle school due to competetion of neighboring charter middle school - high school in neighborhood.

Student Enrollment - Attachment

- UICS lottery and enrollment process

Transportation

The School District of Philadelphia provides transportation to students who are in first through sixth. UICS provides school tokens for purchase to students who are not eligible to ride the school bus.

Food Service Program

Universal Institute Charter School's food service program is provided by the School District of Philadelphia. At the beginning of the school year parents are given applications to fill out for determination of the Free and Reduced Lunch (FRL) program.

Student Conduct

Universal Institute Charter School has a zero tolerance policy for inappropriate behavior. We have a Counselor and Dean of Discipline to support students, teachers, and parents. The school recognizes that exclusion from the education program of the school, whether by in-school suspension or expulsion is a severe sanction that can be imposed upon a student. However, no such reprimand can or will be imposed without due process:

This process includes all of the following:

Investigation by school administration

Parent notification by the administration, or his/her designee

Pre-conference with all parties of the administration

Rendering of a school based decision which may be appealed through parental complaint outlined above

Post conference with school administration

Total of 81 suspensions incidents involving 56 students No expulsions

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Universal Institute CS

Date of Local Chartering School Board/PDE Approval: 1999

Length of Charter: 5 years **Opening Date:** 2000

Grade Level: K - 8 **Hours of Operation:** 8:30am - 3:15pm

Percentage of Certified Staff: 75% **Total Instructional Staff:** 39

Student/ Teacher Ratio: 22:1 **Student Waiting List:** 75

Attendance Rate/Percentage: 95%

Enrollment: 620 **Per Pupil Subsidy:** 7101

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 99%

Hispanic: 0

White (Non-Hispanic): 0

Multicultural: 1%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 77%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 38

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	180	180	180	0	180
Instructional Hours	0	0	1080	1080	1080	0	1080

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Universal Institute CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name John Walker

Title Principal

Phone 215 888 2559

Fax 215 732 8066

E-mail jwalker@universalcompanies.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name Rahim Islam

Title President

Phone 215 732 7988

Fax 215 732 8066

E-mail rislam@universalcompanies.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Celestine Welcome

Title Vice Principal

Phone 215 732 2876

Fax 215 732 8066

E-mail cwelcome@universalcompanies.org

Signature of the Special Education Contact Person and Date