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# Pennsylvania Department of Education

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

## **Charter Annual Report** **Monday, November 10, 2008**

**Charter School:** Imhotep Institute CHS  
**Address:** 2101 W. Godfrey Ave  
Philadelphia, PA 19138-2597  
**Phone:**  
**Contact Name:**

## CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

### Charter School Annual Report Summary Data 2008 - 2009

**Name of School:** Imhotep Institute CHS

**Date of Local Chartering School Board/PDE Approval:** February 1998

**Length of Charter:** 5 **Opening Date:** September 1998

**Grade Level:** 9-12 **Hours of Operation:** 8:30A - 5:00P

**Percentage of Certified Staff:** 60 **Total Instructional Staff:** 36

**Student/ Teacher Ratio:** 16:1 **Student Waiting List:** 425

**Attendance Rate/Percentage:** 92

**Enrollment:** 525 **Per Pupil Subsidy:** 8,087.88 ReEd/17,658.17 SpEd

#### Student Profile

**American Indian/Alaskan Native:** 0  
**Asian/Pacific Islander:** 0  
**Black (Non-Hispanic):** 99.6  
**Hispanic:** .4  
**White (Non-Hispanic):** 0  
**Multicultural:** 0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 87

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 87

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
<b>Instructional Days</b>	0	0	0	0	0	172	172
<b>Instructional Hours</b>	0	0	0	0	0	1032.50	1032.50

## SECTION I. EXECUTIVE SUMMARY

### Organization Description

The Imhotep Institute Charter High School (IICHHS) is a Philadelphia charter school serving the West Oak Lane and greater Philadelphia community. The school opened in September 1998 with 200 students in grades 9-11. The school currently enrolls over 500 students in grades 9-12. Imhotep Institute CHS is a multi-site twilight school with partnerships with many community organizations and resources. Classes are held on the main campus, as well as community partners' sites.

Many students reside in some of the most economically depressed communities in Philadelphia. Within the neighborhood served, 20-30% of the families live at or below the poverty level, 15-45% are unemployed, 15-30% have female head of households, and 31-65% of the families are on welfare. Added to the disadvantage of living in poverty, many of these students live in high crime areas. The Imhotep Institute Charter High School located in Philadelphia's 35th Police District. Statistics from this police district indicate that this area has one of the highest incidences of murder, robbery, aggravated assault, and narcotics possession with intent to distribute charges in the city.

The philosophy of Imhotep Institute Charter High School embraces an African-Centered education program with emphasis in Mathematics, the Sciences, and Technology. The school uses a standard-driven constructivist approach to teaching and learning. The underlying philosophy is that a rigorous, integrative, constructivist curriculum, combined with the historical and cultural richness of our African heritage, will result in well rounded and productive citizens.

## **Core Purpose**

### **Mission**

Imhotep is an African-centered, science, mathematics, and technology learning center whose mission is to provide a standards driven, high-quality educational program for urban learners grounded in the African principles of Ma'at and Nguzo Saba. Imhotep aims to nurture life-long learners who are valuable members of the world community.

### **Vision**

Our vision is to have graduates of Imhotep Institute Charter HS become successful, lifelong learners and valuable members of the world community.

### **Shared Values**

Learning is...

- acquiring knowledge through the process of reasoning and thinking- continuous, inside and outside of the classroom
- lifelong
- challenging

Each student...

- has the ability to learn
- has unique strengths, abilities, and learning styles
- can be creative problem solvers and decision makers
- learns best when they see the relevance of the subject matter
- can make positive contributions

Effective teaching...

- establishes high expectations for behavior and academic achievement
- emphasizes basic values of honesty, dignity, responsibility, respect, and teamwork
- encourages active participation
- recognizes errors as learning opportunities
- offers each student opportunities to be successful
- nurtures a positive self-concept
- provides access to current technology, texts and materials that support the curriculum

Curriculum that makes a difference...

- delineates essential student learning
- defines the depth and breadth of instruction - what is required to be taught

- guides instructional decision-making
- focuses and connects instruction, both horizontally and vertically
- provides order, sequence, and definition for instruction
- provides connection to assessments of student learning

The effective learning environment...

- is built on a partnership and shared responsibility among home, community, and school
- is safe
- contributes to the well-being and success of the community as a whole

### **Academic Standards**

Imhotep has research-based curricula that is aligned with the state academic standards. Curriculum, instruction and instructional materials provide all students access to a rigorous education program.

### **Strengths and Challenges**

Imhotep Institute Charter High School's strengths are many. The school provides a safe nurturing environment for both students and staff. Parents visit the school regularly and consult with teachers and administrators about student progress. The Imhotep faculty fosters a family-like atmosphere at the school. The school welcomes active caregivers and community participation in the educational lives of the students. The student population attendance rates are significantly higher than the neighborhood high schools. In each year of its operation, the percentage of students who withdrew or transferred decreased significantly. There is a concentrated effort to stress language arts and mathematics instruction and to nurture the student population towards personal and academic achievement.

The challenge is that many students come to the school with seriously deficient academic skills. Most of the students are well below grade level in reading and math. This greatly impacts all of the core areas. The need for improvement in these areas also impacts the manner in which students regard and perform on standardized tests, most often reflecting a higher level of achievement when less restrictive instruments are applied. PSSA results continue to show a challenge in the areas of reading and math.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

In January 2007, the Imhotep Institute Charter High School (IICHS) embarked on a one-year strategic planning process. The planning process involved staff, parents, board members and community stakeholders. The school has drafted a three-year strategic plan to accomplish its mission. The strategic plan will serve as the IICHS primary planning tool. The Strategic Planning Committee will use the plan to monitor the school's progress toward its goals, student achievement, response to environmental changes and new opportunities. The committee will update the Board of Trustees at Board meetings. A more comprehensive report will be submitted yearly. The strategic plan is a working document and will be continuously strengthened to accomplish the school's mission.

After the Strategic Planning Committee was developed, there were several process discussions. An Arcadia University graduate student majoring in non-profit organizational management was selected to facilitate this process. The strategic planning process consisted of a thorough review of all IICHS policies and procedures, handbooks, standardized test results, classroom observations, and the shadowing of various non-instructional staff members. A series of interviews were conducted with teachers, parents, board members, students and administrators. A survey was distributed to all stakeholders regarding perceptions about the school, degree of

satisfaction, and recommendations for improving programs, structures and strategies to raise levels of achievement. Four focus groups were held to generate a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis. The information was summarized and presented to the Board of Trustees, school administrators, teachers and parents for input. The Strategic Committee worked to finalize the three-year strategic plan. Implementation of the plan began in school year 2007-2008.

**Strategic Planning Committee**

Name	Affiliation	Membership Category	Appointed By
Donnamaria Parker	IICHS	Administrator	CEO
Gail Hawkins-Bush	IICHS	Board Member	CEO
George Hatten	IICHS	Administrator	CEO
John Holt	Informed Resources	Business Representative	CEO
Joseph Foster	IICHS	Administrator	CEO
Keith Blakney	IICHS	Special Education Representative	CEO
M. Christine Wiggins	IICHS	Administrator	Board of Trustees
Martin Friedman	IICHS	Administrator	CEO
Michelle Wilson	IICHS	Parent	CEO
Nicole Jones	Pathways	Community Representative	CEO
Peter Costa	Foundations	Business Representative	CEO
Tameka Bowman	IICHS	Secondary School Teacher	CEO

**Goals, Strategies and Activities**

**Goal: Administrators will gather and share current and timely information for decision-making at the school board, administration, school, and classroom levels**

*Description:* Add Goal Statement here..

**Strategy: Access to Internet**

*Description:* Provide online and web-based resources via the Internet. Use Internet resources to supplement and extend classroom materials and instruction.

*Activities:*

Activity	Description	
All staff will be trained to use online resources		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$66,000.00

**Goal: All students will use technology for learning and communication**

*Description:* Add Goal Statement here..

**Strategy: Students will meet NETS-S standards**

*Description:*

*Activities:*

Activity	Description	
Access to Instructional Software		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$129,000.00

Activity	Description	
Access to Internet	Access to Internet - costs included above	
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$10,800.00

Activity	Description	
Access to Productivity Software		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$90,000.00

**Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

*Description:* Graduate rate will meet an 80% threshold and/or show growth.

**Strategy: Improve promotion rate for lower grades**

*Description:*

*Activities:*

Activity	Description	
Early identification of student difficulty		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$0.00

**Strategy: Maintain current grad rate of 100%**

*Description:*

*Activities:*

Activity	Description	
Credit recovery program		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$0.00

**Goal: Improve MATHEMATICS**

*Description:* Reduce below Proficient to 42.21%

**Strategy: Honor classes will receive additional support toward achieving a 3% increase in at proficient or above**

*Description:* Students may elect to take college level courses to improve math skills, will participate in 2 success academies for Saturday enrichment and/or a summer success academy.  
*Activities:*

Activity	Description	
Kaplan KME program liscensing, training, and support		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$30,000.00

**Goal: Improve READING proficiency**

*Description:* reduce below Proficient rate to 26.01%

**Strategy: Honor classes will receive additional support toward` achieving a 3% increase in proficiency or above**

*Description:* Students may elect to take college level courses to improve math skills, will participate in 2 success academies for Saturday enrichment and/or a summer success academy.  
*Activities:*

Activity	Description	
Kaplan KRE program liscensing, training, and support		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$30,000.00

**Strategy: Integration of PSSA practice into the classroom**

*Description:* Practice booklets, PSSA Academy participation, access to online resources (KRE/Study Island)  
*Activities:*

Activity	Description	
Online Subscriptions		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$7,500.00

**Goal: Improve retention rate for new teachers**

*Description:* Improve support and recognition to retain new appointments

**Strategy: Mentor assigments**

*Description:* assign all new teachers a mentor  
*Activities:*

Activity	Description	
Provide mentors to new facilitators		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$0.00

**Goal: Increase Parental Involvement**

*Description:* To increase the number of parents attending school sponsored activities, volunteer activities, and support for student achievement

**Strategy: Establish an administrative office**

*Description:* Establish an administrative office to promote parent/school collaboration and provide "space" for parents on campus

*Activities:*

Activity	Description	
Provide regular contact with home		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$0.00

**Goal: Institute school-based programs/projects that meet Imhotep criteria for innovation, cultural awareness, and academic excellence**

*Description:* Add Goal Statement here..

**Strategy: Evaluate and Purchase materials, program, and/or resources**

*Description:*

*Activities:*

Activity	Description	
Software Acquisition		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$142,000.00

**Goal: The school community will adopt and implement the National Technology Standards school-wide**

*Description:* Add Goal Statement here..

**Strategy: Conduct Professional Development and provide access to NETS resources**

*Description:*

*Activities:*

Activity	Description	
Print, Subscription, and other online resource and materials		
Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Ongoing	\$47,500.00

**Strategy: Conduct Professional Development to Integrate technology into the classroom**

*Description:* Training and PD to support teachers' use of digital resources and adopted eLearning software. How to use, how to leverage for student achievement, assessments, etc.

*Activities:*

Activity	Description

Hardware and Peripherals		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Martin Friedman	Ongoing	\$105,000.00

<b>Activity</b>	<b>Description</b>	
Software		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Martin Friedman	Ongoing	\$175,000.00

**Goal: Use of technology to improve communications between and among the educational community and interested partners**

*Description:* Add Goal Statement here..

**Strategy: Use website to support classroom and parent/teacher communications**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Local Instructional Support		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Martin Friedman	Ongoing	\$112,750.00

### Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

**Intermediate Unit designee met with and when meeting occurred:**

Amy Boyd, Regional Coordinator, Division of Federal Programs on Wednesday September 26, 2008 at 10:30A

### Statement of Quality Assurance - Attachment

- IICHHS\_Assurance\_Statement\_SIP2007-08

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

- What curriculum does your charter school utilize?

We are an African centered, science, math and technology focused institute. The Institute is culturally responsive and links to partnerships with many community organizations and resources.

Students are exposed to a world-view experience that relates to all people, cultures, and tradition from the context of their reality, which will enhance their self-esteem, positive self-imaging and higher standard of educational excellence. The curriculum is grounded in the Afrikan principles of Ma'at and Nguzo Saba.

- Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Both the academic and non-academic goals of IMHOTEP Institute Charter High School are consistent with Philadelphia subject curriculum. The emphasis on reading, writing, mathematics, school-to-work, problem solving, and technology across the curriculum, reflects alignment of the IMHOTEP program with the standards and objectives of the Philadelphia School District and Pennsylvania Department of Education.

- How is the curriculum organized to meet the developmental and academic needs of students?

The IMHOTEP Institute Charter High School requires that students have a personalized education plan developed by student, teacher, and parent. Testing and evaluation procedures are in place in order to determine the needs of each student and readiness to move through the curriculum.

We give each student the Kaplan Baseline Test to determine their reading and mathematics levels. Our evaluation procedures determine the needs of the student and their readiness to move through the curriculum. We then organize the School District of Philadelphia curriculum into 9 week chunks of manageable material, which coincide with the Benchmarks Test I, II, and III. The Kaplan Baseline Test is given at the end of the year to document student growth.

The Kaplan Achievement Planner Program helps the teacher identify the lesson plans that will provide differentiated instruction to their individual classes. Our weekly instructional team meetings discuss student development and plan alternate strategies for lack of achievement

- How does the charter school promote in-depth and inquiry-based teaching and learning?

The curriculum employs culturally sensitive, culturally inclusive, and standards driven materials. Only primary sources are used and instruction is geared toward multiple intelligences research. Educational scholars assist the staff in the process of integrating MA'AT, the Nguzo Saba, and science, math and technology within a constructivist teaching and learning environment. A collaborative planning approach is implemented throughout the professional staff to emphasize shared instructional responsibility and a holistic view of each child's strengths and needs.

- What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

A variety of teaching methods and techniques are utilized to engage students and move them to their age/grade appropriate level. Instructional strategies include extensive mentoring provided by staff, parents, and community members, as well as tutoring. The instructional focus emphasizes the acquisition of the skills, information, and knowledge necessary for students to interact successfully with and be productive in the world in which they live. Instruction is standards-driven, using the constructivist approach. To support basic language and math skills, IMHOTEP students are provided with Kaplan Advantage Program computer software curriculum,

Achieve Now. The design of Kaplan Advantage Program helps to provide the scaffolding necessary to help students build and expand upon developing mental models, and learn valuable content independently and at increasingly faster rates. Students participate in mandatory “clubs” geared to improve literacy skills, in addition to being enrolled in the JAAMA Empowerment Program where students learn to think strategically, inclusively, and collaboratively.

- What types of teaching strategies are used to actively engage students in the learning process?

Large Group Instruction	Tutoring
Small Group Instruction	Thematic Units
Multi-disciplinary Teams	Computer Assisted Instruction
Peer Teaching	Remedial Skills Instruction
Multiple Intelligences Teaching	Portfolios
Constructivist Teaching	Authentic Assessments
Self-paced instruction	Small Learning Units
Reading strategies across the curriculum areas	Study and test taking skills across content areas

NOTE: “Ma’at represents reality in all its manifestations both spiritual and material. It is the divine force that encompasses and embraces everything that is alive and exists. As an ethical system, Ma’at is often discussed as seven cardinal virtues (truth, justice, righteousness, harmony, balance, reciprocity, and order),” KumbaWorks, Inc., “Ma’at and Nguzo Saba,” <http://kuumbaworks.org> (2004)

“The Nguzo Saba are seven principles: Umoja, Unity; Kujichagulia, Self-determination; Ujima, Cooperative Work and Responsibility; Ujamaa, Collective Economics; Nia, Purpose; Kuumba, Creativity; and Imani, Faith,” (Ibid)

## Rigorous Instructional Program - Attachments

- Induction Plan Letter
- PD Plan Letter

## English Language Learners

We have no ELL students. Attached is our ELL Plan.

## English Language Learners - Attachment

- ELL Plan

## Graduation Requirements

Describe (where applicable) how the charter school's curriculum and instruction practices are being offered to prepare students to meet high school graduation requirements, as set forth by the school Board of Trustees. Reference Chapter 4 under Section 4.24 of 22 Pa. Code (relating to high school graduation requirements). See web page [http://www.pde.state.pa.us/stateboard\\_ed/cwp/view.asp?a](http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a) , select “Regulations” to see Chapter 4 under Section 4.24 of 22 Pa. Code.

The IMHOTEP Institute Charter High School requirements for graduation follow the criterion established under Chapter 4



**Special Education**

Students found exceptional receive the least restrictive special education placement or services. Special education teachers work collaboratively with regular education teachers to effectively provide services and allow for needed accommodation. The school's research-based curricula aligns with the Pennsylvania content standards. The curricula is organized as dictated by the Individualized Educational Program (IEP) to meet the developmental and academic needs of each special needs student. To actively engage students in the learning process, teachers provide opportunities for cooperative learning, peer coaching, project-based learning, thematic learning, and hands-on learning.

**Special Education - Attachment**

- Special Education Policies & Procedures

**Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
A. Matthews	1.00	Learning Support - F/T	IICHS	31	N/A
S. Johnson	1.00	Learning Support - F/T	IICHS	30	N/A
K. Blakney	1.00	Learning Support - F/T	IICHS	36	N/A
B. Winnick	1.00	Learning Support - F/T	IICHS	22	N/A

**Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	N/A

**Special Education Program Profile - Chart III**

Title	Location	FTE
Special Ed Admin Asst	IICHS	1.00
Chief of Staff	IICHS	.50
Paraprofessional	IICHS	1.00

**Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
The Learning Center, Inc.	Speech Therapy	6
V. Richardson	Psychologist	3
U. Johnson	Psychologist	3
N-PsyT	Psychologist	3

**SECTION IV. ACCOUNTABILITY**

**Student Assessment - Primary**

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

**Student Assessment - Secondary**

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

**Student Assessment**

The general data analysis yielded little that was unknown about the areas of weakness demonstrated by our student population in standardized tests and general classroom performance/achievement. The Terra Nova tests given to our 9th and 10th grades in 2003 match similar 2004 PSSA test results for the same population. At that time, those students were 5% below basic in reading and 3% in mathematics according to the 10th grade Stanford Diagnostics test, which the school uses to determine instructional grade levels. Concentrated efforts to stress language arts and mathematics instruction and to nurture the student population toward personal and academic achievement seemed to be on target and successful.

The results of the 2005 PSSA scores showed a precipitous drop back just above 2003 levels. The poor performance within Mathematics was underscored by the 11% of our students who failed to respond to open-ended tasks in mathematics, compared to 4% for the State. Additionally, only 11% of our students received the highest scores of 3 or 4 in this section, compared to State results of 37% - less than one-third the State average. That 77% of our students fell at basic or below in reading is reflected in the writing portion of the PSSA where 33% were writing at proficient or above in the Writing component with elements of focus, organization, and use of conventions being the greatest challenge. The PSSA disaggregated data shows that levels of performance do not seem to vary between subpopulations within the school with the exception of special education, where 94% scored below basic in Reading and 69% in Math.

A concentrated effort to restructure, reorganize, and revise policy, developing better linkage between the components, a higher level of accountability, and an alignment of goals, practice, and assessment began in the Spring 2006. Identification and acquisition of promising instructional materials and resources round out the effort and afford alternative means to assist in meeting our goals. The results of those efforts paid off, as we were able to meet AYP with the 2006 PSSA results.

Although previous standardized tests revealed rather dismal results in most areas tested, those results also revealed that our students express themselves well in the area of informational writing, with a school average of 25.9, practically rivaling the State average of 29.1 of a possible 40 points. They also seem to exhibit the ability to develop strong writing content, although somewhat remiss in organization and mechanics. Our students appear to have a grasp of basic arithmetic operations but seem to have difficulty applying these skills to more advanced operations.

We see that intensive development in these areas, including the use our student learning systems, had allowed measurable progress in the 2006 PSSA. In comparison to our 2005 results, we had a 28.9% reduction in the percentage of students who scored below basic in Math and a 27% reduction in the percentage of students who scored below basic in Reading. There is still much room for improvement. While slightly over 49% of our students scored below basic in Reading, almost 66% of our students are below basic in Math. Of note, however, is that 96% of these students were just under the Basic cut-off. On August 20, 2006 Imhotep was recognized by the Philadelphia Inquirer as one of the ten most-improved Philadelphia area schools in 11th

grade math.

However, 2007 PSSA results reflected a rather rocky year for the school. A fire devastated the network closet precipitating a series of unfortunate events, from loss of equipment, delivery delays, failure of equipment, repurchasing equipment, etc. as well as the loss of our C & I administrator and testing administrator as the PSSA was about to begin. All of these unavoidable circumstances contributed to a loss of student instructional time with these systems and our ability to adhere to a plan built upon the availability of these systems. We did go to "Plan B" the use of back up materials, etc. but, even so, scrambling to do so as the semester was in progress and the inability to replace key personnel, certainly took its toll. PSSA results tumbled to 2005 levels. We met only 10 of the 13 target areas, failing mostly in math.

### **Student Assessment - Attachment**

- Including Aggregate Scores from Local Test Data

### **Teacher Evaluation**

a.) List the main features of the school's teacher evaluation plan.

- Teachers are evaluated through an extensive peer review and coaching model
- Teachers are encouraged to use peer coaching for assistance and support
- A four-point rubric is used to establish a basis for individual teacher reflection
- The administrative staff completes final evaluations. Evaluations are based on an extensive narrative

b.) List entities/individuals who are responsible for teacher and staff evaluation. The Chief of Staff was responsible for non-instructional staff evaluation.

The Principal/CAO was responsible for teacher and staff evaluation.

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

The Principal attended the following conferences, participating in sessions that addressed special education and instructional techniques:

- Nat'l Assoc. of Black School Educators (NABSE)
- Nat'l Assoc. of Secondary School Principals (NASSP)
- PA Coalition of Charter Schools (PCCS)

The Chief of Staff attended the following conferences, participating in sessions that addressed special education and instructional techniques:

- PaTTAN Special Ed workshops (several)
- PDE Special Ed Conference
- School District of Phila (SDP) Special Ed workshops (several)
- Nat'l Assoc. of Black School Educators (NABSE)
- Nat'l Assoc. of Secondary School Principals (NASSP)
- PA Coalition of Charter Schools (PCCS)

Administrators also attended PA Coalition of Charter School Conference and National Alliance of Black School Educators Conference

### **Teacher Evaluation - Attachment**

- Employee Evaluation Form

## **SECTION V. GOVERNANCE REQUIREMENTS**

**Leadership Changes**

The only leadership changes during the 2007-08 school year was that Robert Dixon resigned from the Board due to his work schedule.

**Board of Trustees**

Name of Trustee	Office (if any)
S. Quartey	President
S. Larry	vice president
B. Jones	secretary
W. Robinson	treasurer
R. Dixon	
M. Reid Firlow	secretary
M. Sullivan-Ongoza	
G. Hawkins-Busch	
E. Hardaway	

**Professional Development (Governance)**

The Board attended the PA Coalition of Charter School Conference which had specific programs for Board members. Also, the Board met with an attorney and a financial representative to review parameters of non-profit educational institutions with regard to Sunshine Laws and the Public Officials Act. There also was a session on Financial disclosures.

**Coordination of the Governance and Management of the School**

A set of principles establishing a common perspective on the Board’s roles and responsibilities was developed. All Board members are accountable for adhering to these roles and responsibilities. Board members are present in the school on a regular basis and participate in all school activities.

Board Meetings were held at the school every 2nd Thursday @ 7:00P.

**Coordination of the Governance and Management of the School - Attachment**

- Board Mtg Schedule 2007-08

**Community and Parent Engagement**

The students are encouraged to participate in community activities. ICHS students held a Voter Registration Drive at one of the neighborhood malls and at a school event. Using their research on the presidential candidates, the students developed information packets to distribute to the community.

Community members are invited to school events. Many community members participate in the school’s adult school program, Communiversity. The community church provides space for school programs. Community and senior citizen groups utilize school facilities and computer lab.

To further community engagement, local politicians were given opportunities to visit their young constituents during the school day and to tour the new building.

Monthly parent meetings are held along with special workshops to keep parents informed and involved. Parents participant on various school committees-Strategic Planning Committee, Fund Raising Committee, etc. Board of Trustee members participate in community and parent

engagement activities. They meet with the parents at the beginning of each school year.

A representative from the Board of Trustees participates in all community and parent engagement activities.

The community church provides space for school programs. Community and senior citizens groups utilize school facilities and computer lab.

Board members meet with parents at the beginning of each school year and attend school and community functions.

Community members are invited to many school events and participate in the schools adult Communiversities. A culturally sensitive program of arts, recreation, and enrichment activities designed for the community.

With the approval of the Board of Trustees there were 6 parent workshops scheduled between September 2007 and May 2008.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

The planned fund raising activities included a two-year capital campaign, with Strategic Advancement Services and the Campaign Steering Committee of Imhotep to raise funding for the new high school. Established a National Advisory Board and a National Advisory Council for Imhotep.

The school held a gala to celebrate its tenth anniversary. Early spring, the school held several student musical performances at a local theater. Both events were well attended and supported by the school family, community and stakeholders. Next year's school fund raiser is titled 'Dance for the Cure'.

### **Fiscal Solvency Policies**

A fund balance has been created since the school opened its doors and each year this amount grows. The fund balance was created so the school had a buffer in the event of unforeseen circumstances such as repair of damages to the building, and so payrolls could be met in the event federal funds or local funds had a delay.

### **Accounting System**

The schools chart of accounts mirrors that of the state chart of accounts. GAAP account is followed for accrual based accounts.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

Citrin Cooperman & Company is the schools Audit firm for the 2007-2008 year. The date of last audit was published on February 2008. Opinion was that the audit ended in conformity with

accounting principles generally accepted in the United States of America. In a sample of 40 employees, three did not have the required clearances in criminal history and child abuse.

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

- Audit 2006-07

### **Citations and follow-up actions for any State Audit Report**

The school is entering its Tenth year of operation and has not been audited by the State Comptrollers Office

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Proposed New Address: 6201 N. 21st Street, Philadelphia, PA 19138

Imhotep is completing a state of the art \$10 million dollar facility constructed on a 3.5-acre parcel on the corner of 21st and Godfrey Avenue directly across the street from the current location. It will dramatically increase our classroom and office space. There will be twenty-three classrooms, a science and computer laboratory, specialized reading and art rooms. The additional facilities will be a library, media production room, gymnasium, cafeteria, indoor track, and an outdoor amphitheatre.

The school has been slated to be complete by September 2008 and will accommodate 700 students. Imhotep has been in its current location since the start of its charter in 1999. We have received overwhelming community and parental support for the new proposed facility and believe it is in the best interest of the students and community to remain in the East Germantown corridor of Philadelphia. The School District of Philadelphia Charter School Office has already inspected and submitted its recommendation of approving the proposed site.

### **Future Facility Plans and Other Capital Needs**

We anticipate capital needs necessary to outfit a new facility.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

The school has received a current Use and Occupancy Certificate from the Department of Licenses and Inspection in the City of Philadelphia. Fire Drills are held every month and a date log is maintained in the main school office. The School Nurse is responsible for the update of student immunization and health records and locked facilities to secure them.

The Wellness Policy developed by Imhotep is in draft and will include input from students, parent, teachers, administrators, and members of the Board of Trustees. The Wellness Policy will be aligned with the Pennsylvania State Department's Academic Standards for Health, Safety and Physical Education. In addition, the Wellness Policy will parallel the policy adopted by the School District of Philadelphia. Imhotep's policy will be modified specifically to meet the needs of its students. The policy will follow the guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools. The Policy will follow the procedures in the PDE's Local Wellness Policy Checklist

1. Assessment of the school environment.

2. Capture current "best practice" in the new policy
3. Use the Pennsylvania Schools Association Model
4. Have the Policy adopted by the Board of Trustees
5. Identify the lead responsibility for the Policy
6. Include goals
7. The policy will follow the guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools.

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments**

- Wellness Plan
- Nurse Reimbursement 2006-07

### **Current School Insurance Coverage Policies and Programs**

Personal Choice; Keystone Health Plan; Worker's Compensation; General Liability; Corporate Officers Errors and Omissions and contents insurance, wage continuation, life insurance, short & long term disability.

### **Current School Insurance Coverage Policies and Programs - Attachment**

- Insurance Coverage

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

Sixty percent of the staff of IMHOTEP Institute Charter High School is certified. Staff turnover has been minimal. Those teachers who have left IMHOTEP have done so in order to return to school or to pursue other career opportunities. Many of the non-certified staff are on the verge of receiving their certifications.

#### Retention and Turnover Data

Number of Teachers 2007-2008: 30

Returning from 2006-2007: 21

Stayed the Entire Year 2007-2008: 28

### **Quality of Teaching and Other Staff - Attachments**

- PDE-414
- Personnel Report

### **Student Enrollment**

Parents complete registration documents and are required to present birth certificates, immunization documentation and current report cards and grade information. IEP's are required of students receiving special education services.

Students returned to school for the 2007-2008 school year for the following reasons: small class setting, individual instructional support, tutoring, school schedule, and African centered mission. Students who did not return moved with their families to new residences that were not within the neighborhood. Others had a desire to return to their neighborhood public school.

Students transferred to the following:

Bartram HS

Ben Franklin HS  
Germantown HS  
M. L. King HS  
Fels HS  
Gratz HS  
Northeast HS  
Onley HS  
Overbrook HS  
New Media CHS  
Hope CHS  
Math, Civics & Science CHS  
Communication Tech CHS  
Delaware Valley CHS  
Job Corp  
Youth Build  
High Schools in Other States

### **Student Enrollment - Attachment**

- 2007-08 Enrollment

### **Transportation**

Through the School District of Philadelphia, SEPTA provides a free TransPass to each student that lives 1.5 miles or more from the school. The School District of Philadelphia will provide transportation for Special Education students who can not take public transportation as indicated on their IEP.

### **Food Service Program**

While Imhotep did not participate in the NSLP we do plan to do so in the coming 2008-09 school year. Instead, the school contracts with a food vendor, Nothing But Flavor, who follows the nutritional standards for PA schools.

### **Student Conduct**

Imhotep Institute Charter High School's daily practices are aligned with Chapter 12 of the Public School Code. The due process procedures are consistent with Chapter 12. Students may not engage in any conduct, or encourage any other person to engage in conduct, that jeopardizes the health, safety or welfare of any member of the school community, or in any conduct that disrupts or undermines the basic educational mission of the school. The school's Ma'atic Development Program works to equip students with skills to address barriers that may hinder their achievement.

23 students were involved in 29 incidents with 29 suspension incidents and 0 students expelled.

### **Student Conduct - Attachments**

- Employee Evaluation Form
- School Safety Report 2007-08

**ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2008**

The Imhotep Institute CHS 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**  
**2008 - 2009 Annual Report for Pennsylvania Charter Schools**

\_\_\_\_\_  
**Date**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** M. Christine Wiggins

**Title** Mrs.

**Phone** 215-438-4140

**Fax** 215-438-4160

**E-mail** cwiggins@imhotepcharter.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** Samuel Quartey

**Title** Dr.

**Phone** 215-438-4140

**Fax** 215-438-4160

**E-mail** squartey@imhotepcharter.org

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** Donnamaria Parker

**Title** Mrs.

**Phone** 215-438-4140

**Fax** 215-438-4160

**E-mail** dparker@imhotepcharter.org

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*Signature of the Special Education Contact Person and Date*

**Signature Page**

**Signature Page - Attachment**

- signature page