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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:** KIPP Academy Charter School  
**Address:** 2709 N Broad St  
4th Fl  
Philadelphia, PA 19132  
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**Contact Name:** Marc Mannella

## CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

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

**Name of School:** KIPP Academy Charter School

**Date of Local Chartering School Board/PDE Approval:** May 8, 2008

**Length of Charter:** 5 years    **Opening Date:** July 14, 2003

**Grade Level:** 5,6,7,8    **Hours of Operation:** 7:30am-5:00pm M-Th, 7:30am-3:30pm F

**Percentage of Certified Staff:** 84%    **Total Instructional Staff:** 21

**Student/ Teacher Ratio:** 15:1    **Student Waiting List:** 114

**Attendance Rate/Percentage:** 95.57%

**Enrollment:** 318    **Per Pupil Subsidy:** \$7,708.33

#### Student Profile

**American Indian/Alaskan Native:** 0.00%  
**Asian/Pacific Islander:** 0.00%  
**Black (Non-Hispanic):** 86.5%  
**Hispanic:** 13.2%  
**White (Non-Hispanic):** 0.3%  
**Multicultural:** 0.00%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 84%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 52

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
<b>Instructional Days</b>	0	0	0	0	182	0	182
<b>Instructional Hours</b>	0	0	0	0	1206:20	0	1206:20

## SECTION I. EXECUTIVE SUMMARY

### Organization Description

KIPP Philadelphia Charter School is a public charter school that opened in North Philadelphia in the summer of 2003. It is an academically rigorous, college preparatory middle school designed to promote high levels of achievement and leadership in its young people. KIPP Philadelphia Charter School students spend more time on task, attending school from 7:30am to 5:00pm during the week, for four hours on selected Saturdays and for three weeks during the summer. In total, KIPP Philadelphia Charter School students spend approximately 67% more time in class

than their peers in the School District of Philadelphia. All of these hours are focused on improving the academic, intellectual, and character skills of each student.

Going the extra mile is the norm at KIPP. Students get a glimpse of the year of hard work that lies ahead prior to school opening. Every KIPP student receives at least one home visit from the school's staff and/or the School Leader prior to the beginning of the school year. The mission, rules and procedures of KIPP Philadelphia Charter School are explained to the student and his/her parents or legal guardian. These personal visits breathe life into the school's value system and serve as the family's first example of staff dedication. Also in keeping with the KIPP philosophy of "No shortcuts and no excuses," all teachers are available to the students via cell phone until 9:30pm seven days per week so that students can ask questions, report expected tardiness or have an emergency contact.

KIPP Philadelphia Charter School does not pretend that there is anything magical about its model. KIPP has achieved unprecedented success without claims to innovative curriculum or cutting-edge teaching techniques based on new research. The curricular models we use are currently being used by thousands of schools across the nation. KIPP's approach is groundbreaking because it is so basic. Simply put, all staff members at KIPP Philadelphia Charter School make a commitment to do whatever it takes to ensure that all of its students graduate with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond.

## **Core Purpose**

### **Mission**

The mission of KIPP Philadelphia Charter School is to develop the character, knowledge and skills of our students so they will succeed in top-quality high schools, colleges, and the competitive world beyond.

### **Vision**

The founders of KIPP Philadelphia Charter School strongly believe that a college education is vital to gaining opportunities in life and being competitive in today's sophisticated workforce. Therefore, an immediate goal for the school is to send each and every graduate of KIPP Philadelphia Charter School to a high school that is capable of preparing him/her to enroll in and successfully graduate from college. Specifically, KIPP Philadelphia Charter School intend to place its graduating eighth grade students in top private schools, elite boarding institutions and successful public high schools so they may continue the rigorous and intense learning journey they will have started at KIPP.

## **Shared Values**

Every staff member, parent/guardian and student shares the following values:

1. **High Expectations.** KIPP Philadelphia Charter School has clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP Philadelphia Charter School choose to participate in the program. No one is assigned or forced to attend this school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

**3. More Time.** KIPP Philadelphia Charter School knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

**4. Power to Lead.** The principal of KIPP Philadelphia Charter School is an effective academic and organizational leader who understands that great schools require great School Leaders. He has control over his school budget and personnel. He is free to swiftly move dollars or make staffing changes, allowing him maximum effectiveness in helping students learn.

**5. Focus on Results.** KIPP Philadelphia Charter School relentlessly focuses on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.

### **Academic Standards**

First, we determined a sequence for the 5th, 6th, 7th and 8th grades, so we would know in general terms what we were teaching, and when we were teaching it. We then merged Pennsylvania's standards with the KIPP National Exit standards, using our sequence to guide us. This enabled us to create a set of KIPP Philadelphia Charter School standards that are aligned with both Pennsylvania's and KIPP's, and are also single grade specific, unlike Pennsylvania's. This way, we know exactly what should be taught each year, and we are still ensuring that all Pennsylvania standards are met by the appropriate time frame.

Teachers are given these KIPP Philadelphia Charter School standards at the beginning of the school year. They are also given a template for long-term plans, unit plans and lesson plans. Each long-term plan has teachers map out the sequence of their year, and roughly when they plan to cover each topic. Unit plans are more specific - in each unit plan teachers are expected to outline exactly what standards are being covered in the unit, and underneath each standard, they list what objectives they plan on teaching to ensure each student attains the standard. Teachers are also required to submit a lesson plan every day that clearly states what standard is being taught, and which objectives will be taught.

At KIPP Philadelphia, our philosophy can best be summarized with something we always remind our teachers: "At KIPP, we meet the students where they are and pull them up." We understand that the majority of our students are coming from struggling city schools, and as a result, come to us academically behind. It is our job to ensure every single student is at or above grade level by the time they leave us after the 8th grade. It is easiest to demonstrate this using our 5th grade math curriculum as an example. We begin the students' 5th grade math class by re-teaching some of the most basic math. These are topics that should have been taught years ago, but that through experience we know we can't assume students remember. We begin by re-teaching simple place value - tens, hundreds, thousands. We also re-teach simple addition, simple subtraction and the times tables. When we teach adding and subtracting fractions, which of course is a standard part of most any 5th grade math curriculum, we go back over the basics of fractions that students should have had in the 4th grade. It is this philosophy that truly enables us to ensure every child learns all of the material, and doesn't slip through the cracks.

Developmentally, the most important feature of our school design is the quality of the instruction that we provide. There are many educational theories and practices proven to be effective in the classroom environment. We do not subscribe to one approach. We believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. KIPP Philadelphia Charter School implements proven methodologies that have led to success in existing KIPP academies. The implementation of all these methods enables us to meet the needs of all of our students' diverse learning styles. These methodologies include:

direct instruction; one-on-one teacher instruction; peer tutoring; computer activities; educational and motivational field lessons; physical instruction such as raps, songs, chants and dances; phonics instruction; and project-based learning.

**Strengths and Challenges**

Next year we are going to focus on keeping the momentum with our 6th, 7th and 8th graders, and reaching even greater heights with our incoming 5th graders. If we continue to teach our students in a high-quality way, our test scores will continue to increase as well. We feel very good about our year, but we also know that, as Jim Collins, author of *Good to Great* says, "Good is the enemy of great." Being good isn't good enough. We will continue to strive forward to make our goals for our students a reality.

**SECTION II. STRATEGIC IMPROVEMENT PLANNING**

**Strategic Planning Process**

N/A - KIPP Philadelphia Charter School has made AYP the past two years in a row.

**Strategic Planning Committee**

Name	Affiliation	Membership Category	Appointed By
Lauren Taiclet	Director of Technology	Ed Specialist - Instructional Technology	Marc Mannella
Marc Mannella	CEO	Administrator	Marc Mannella
Mary Jo Mathis	Director of Operations	Administrator	Marc Mannella

**Goals, Strategies and Activities**

**Goal: Charter Performance Indicator 1**

*Description:* Each year, the average score earned by KPCS students on the 5th and 8th grade PSSA reading test, 6th grade writing test, and 5th and 8th grade math tests, will be higher than the state average, and at least 50 points higher than the average score of same-grade students in the School District of Philadelphia.

**Strategy: More Time on Task**

*Description:* All students are given a 2-hour block of both reading and math daily.

Students are grouped by ability level in the afternoons to provide extra help in reading and math to students who need it.

Students who need extra help in math will participate in peer tutoring at lunch or the afterschool Math Stars Program.

All students are able to call their teachers at home for homework help until 9:30pm if they need it.

*Activities:*

Activity	Description
Maintain Classroom Technology Infrastructure to Support Differentiation in Afternoon Ability-Level Groups	For the last 45-50 instructional minutes of the day, students are split into ability-level groups for reading "Literacy Labs" and math "Numeracy Labs." During these sessions, the student-teacher ratio is reduced to provide more instructional support for students who are struggling in either math or reading. To further support students' growth in these areas, teachers make use of classroom computers to differentiate instruction during these times. Computer activities done during this time include but are not limited to use of Study Island for

	PSSA preparation, use of an Internet browser to research topics for content-based projects, and use of the Microsoft Office applications to support students as they develop project presentation skills. The classroom computer infrastructure (2-4 computers per classroom with Internet access and MS Office suite) must be maintained by doing the following: 1) provision of on-site software and hardware support by the Director of Technology and 2) maintenance of the licensing agreements for Study Island and Microsoft Office.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lauren Taiclet	Ongoing	\$8,541.82

<b>Activity</b>	<b>Description</b>	
Maintain Math Stars Technology Infrastructure	During the after school Math Stars program, students boost their math skills by completing lessons and playing games on the web-based Study Island program. Students in grades 5-8 work in the Computer Lab during the designated Math Stars time. To support the use of Study Island, the Computer Lab infrastructure must be maintained. This maintenance has two components: 1. provide in-house hardware and software support by funding the presence of a Director of Technology for the school and 2. maintain the licensing agreement with Study Island by budgeting for the appropriate amount of funds in the school budget each year (apprx. \$4500 for 08-09).	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lauren Taiclet	Ongoing	\$9,000.00

**Goal: Charter Performance Indicator 2**

*Description:* Each year, the average percentile ranking of KPCS students on the TerraNova reading, math, science and social studies tests in all grade levels will be higher than the average percentile ranking on the TerraNova reading, math, science and social studies test of students in the district.

**Strategy: More Time on Task**

*Description:* All students are given a 2-hour block of both reading and math daily. All students are given a 50-minute block each daily of social studies and science. All reading, math, science and social studies curricula include intensive test-preparation. All students are able to call their teachers at home for homework help until 9:30pm if they need it.  
*Activities:*

<b>Activity</b>	<b>Description</b>	
6th-grade computer class	Sixth-grade students will have 3 hours of computer instruction each week during which students will develop typing skills, Microsoft Office skills, and web browsing skills.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lauren Taiclet	Ongoing	\$733.44

Activity	Description	
More class time in Computer Lab as needed	Science, math, social studies, reading, and writing teachers will schedule additional class time in the Lab for 6th-, 7th-, and 8th-graders as needed to complete instructional projects, including writing projects in the 6th grade, science fair projects in the 7th and 8th grades, and English Language Arts research projects in the 7th grade.	
Person Responsible	Timeline for Implementation	Resources
Lauren Taiclet	Ongoing	\$2,000.00

**Goal: Charter Performance Indicator 3**

*Description:* Students will improve at least 1.5 grade levels in reading and math year 1, with at least 85% of all students at or above grade level in grade 5, 90% at or above grade level in grade 6, 95% at or above grade level in grade 7, and 100% at or above grade level at the end of grade 8.

**Strategy: More Time on Task**

*Description:* All students are given a 2-hour block of both reading and math daily. Students are grouped by ability level in the afternoons to provide extra help in reading and math to students who need it. Students who need extra help in math will participate in peer tutoring at lunch or the afterschool Math Stars Program. All students are able to call their teachers at home for homework help until 9:30pm if they need it.

*Activities:*

Activity	Description	
Maintain Math Stars technology infrastructure	During the after school Math Stars program, students boost their math skills by completing lessons and playing games on the web-based Study Island program. Students in grades 5-8 work in the Computer Lab during the designated Math Stars time. To support the use of Study Island, the Computer Lab infrastructure must be maintained. This maintenance has two components: 1. provide in-house hardware and software support by funding the presence of a Director of Technology for the school and 2. maintain the licensing agreement with Study Island by budgeting for the appropriate amount of funds in the school budget each year (apprx. \$4500 for 08-09).	
Person Responsible	Timeline for Implementation	Resources
Lauren Taiclet	Ongoing	\$500.00

**Goal: Charter Performance Indicator 4**

*Description:* By the end of grade 5, 95% of students will be able to identify and compose a grammatically correct sentence. By the end of grade 6, 95% of students will be able to compose a grammatically correct paragraph. By the end of grade 7, 95% of students will be able to compose a grammatically correct three-paragraph essay. By the end of grade 8, 95% of students will be able to compose a grammatically correct essay longer than three paragraphs.

**Strategy: More Time on Task**

*Description:* Students in the 5th and 6th grades are allotted a daily 50-minute period for writing. In all grades, reading and writing is mandated across the curriculum, specifically in reading, social studies and science.

*Activities:*

Activity	Description	
Maintain Computer Lab infrastructure to support Writing and ELA instruction	Students will use the Computer Lab at key instructional times as determined by Writing and ELA teachers to develop their on-screen writing skills and support/encourage growth of their writing skills.	
Person Responsible	Timeline for Implementation	Resources
Lauren Taiclet	Ongoing	\$7,000.00

**Goal: Charter Performance Indicator 5**

*Description:* Every 8th grader will write a well-organized lab report, demonstrating that he/she has successfully: a) formed a hypothesis about a scientific question, b) designed a scientific experiment to test the hypothesis, c) conducted the experiment, d) gathered, organized, and analyzed data, and e) drawn appropriate conclusions.

**Strategy: More Time on Task**

*Description:* The science curriculum in grades 5, 6, 7 and 8 is based on the Scientific Method. Science classes have a great deal of inquiry-based learning opportunities, hands-on lessons and labs.

*Activities:*

Activity	Description	
Annual Science Fair	Each year, students in the 6th, 7th and 8th grades are required to plan, create and execute a science project. Each student designs their experiment based on a chosen hypothesis. They are required to write a lab report using the Scientific Method and they must also create a presentation board to be displayed in the multi-purpose room. Outside judges are invited from the community to rate the projects on a given rubric to decide the grade-level winners.	
Person Responsible	Timeline for Implementation	Resources
Marc Mannella	Start:5/7/2008 Finish: 5/9/2008	\$0.00

Activity	Description	
Use MS Office applications to develop science fair presentations	Students will use Microsoft Office applications, including Microsoft Word, Excel and PowerPoint, to develop presentation materials for the science fair project	
Person Responsible	Timeline for Implementation	Resources
Lauren Taiclet	Ongoing	\$500.00

Activity	Description
Use the Internet to research science fair topics	Students will use the school's Computer Lab and the classroom computers to do Internet-based research for science fair projects. For this activity to be realized, the following must occur: 1) provision of hardware and software support for existing technology resources and 2) provision of professional development for teaching staff.

Person Responsible	Timeline for Implementation	Resources
Lauren Taiclet	Ongoing	\$0.00

**Goal: Charter Performance Indicator 6**

*Description:* Yearly average attendance rate for the student body will be at or above 92%.

**Strategy: Strong Communication Between Home and School**

*Description:* Parent phone calls will be made for absent students who do not notify the school. Warning letters will be sent home to parents of students with more than 10, 20, and 25 absences. The Parent/Student Handbook contains a policy stating that 30 or more absences result in the student repeating the grade.

Positive incentives and rewards provide motivation for student attendance.

*Activities:*

Activity	Description	
Provide Parents and Students Online Access to Grades	Parents and students can obtain access online to grade information using the PowerSchool parent/student interface.	
Person Responsible	Timeline for Implementation	Resources
Lauren Taiclet	Ongoing	\$2,741.46

**Goal: Charter Performance Indicator 7**

*Description:* For each day that school is in session, an average of 90% of students will complete and turn in all homework assignments.

**Strategy: Creating Student Buy-In**

*Description:* Daily homework percentages will be posted in the school's hallways. Percentages will be posted by homeroom to create inter-homeroom competitions for best homework percentage.

Individuals will be rewarded for weekly perfect homework.

*Activities:*

Activity	Description	
Computer Lab Choice Time	Seventh and eighth graders who have completed all of their homework and who have a record of excellent behavior will have the opportunity to have "choice time" in the Computer Lab periodically during lunch time.	
Person Responsible	Timeline for Implementation	Resources
Lauren Taiclet	Ongoing	\$0.00

**Goal: Charter Performance Indicator 8**

*Description:* 100% of 8th graders will attain acceptance into college preparatory high schools.

**Strategy: Student Preparation**

*Description:* Our rigorous curriculum and high expectations provide students with the opportunity to attain an excellent preparatory education in middle school. By the time they are in 8th grade, KIPP Philadelphia Charter School students will be completing 9th grade Algebra 1 and a 9th grade reading curriculum. Special high school preparation activities will also help us reach this

goal.

*Activities:*

Activity	Description	
High School Preparation Class	Beginning at the end of 7th grade, all students will be enrolled in KIPP Philadelphia Charter School's High School Prep Class. All students will be instructed on the proper way to fill out an application, the different choices of high schools that exist for them, cultural awareness, essay writing, applying for financial aid, interviewing skills and school visits.	
Person Responsible	Timeline for Implementation	Resources
Marc Mannella	Ongoing	\$0.00

Activity	Description	
SSAT Preparation Class	Beginning during the summer of their 7th grade year, students will participate in SSAT prep classes. These classes will teach test-taking skills specific to the SSAT they will take before applying to high school. Higher scores on this exam will ensure an excellent, college-prep placement.	
Person Responsible	Timeline for Implementation	Resources
Marc Mannella	Ongoing	\$0.00

Activity	Description	
Use of Lab and Classroom Computers for High School Application Process	Students will use computers in the Computer Lab and in the classrooms to research potential high schools online and to word process high school application essays.	
Person Responsible	Timeline for Implementation	Resources
Lauren Taiclet	Ongoing	\$0.00

**Goal: MATHEMATICS**

*Description:* At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: More Time on Task**

*Description:* All students are given a 2-hour block of math daily.

Students who need extra help participate in peer tutoring in math at lunch.

All students are able to call their teachers at home for homework help until 9:30pm if they need it.

*Activities:*

Activity	Description
Maintain Math Stars Technology Infrastructure	During the after school Math Stars program, students boost their math skills by completing lessons and playing games on the web-based Study Island program. Students in grades 5-8 work in the Computer Lab during the designated Math Stars time. To support the use of Study Island, the Computer Lab infrastructure must be maintained. This maintenance has two

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	components: 1. provide in-house hardware and software support by funding the presence of a Director of Technology for the school and 2. maintain the licensing agreement with Study Island by budgeting for the appropriate amount of funds in the school budget each year (apprx. \$4500 for 08-09).	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lauren Taiclet	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Math Stars Program	Students and staff stay after school from 5:00pm to 6:00pm to practice PA math standards on an internet-based program called Study Island. Not only does this program allow students to practice their grade-appropriate math skills, but it provides them with PSSA test-preparation.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Marc Mannella	Start:9/4/2007 Finish: 6/6/2008	\$0.00

**Goal: READING**

*Description:* At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

**Strategy: More Time on Task**

*Description:* All students are given a 2-hour block of reading daily.

Students are grouped by ability level in the afternoons to provide extra help in reading to students who need it.

All students are able to call their teachers at home for homework help until 9:30pm if they need it.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Guided Reading Pull-Out	During the regular school day, teachers who have an extra planning period will use this time to conduct small-group guided reading circles with students who need support in their reading strategies and comprehension. These students will be pulled out of enrichment classes, such as Computers or PE.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Marc Mannella	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Literacy Lab	From 4:00pm to 5:00pm, students are grouped by reading ability. During this time, students are instructed in phonemic awareness/phonics or guided reading, depending on the skills they lack. Students who are on or above grade-level in reading (as determined by their lexile level in the Scholastic Reading Inventory) may participate in staff-run clubs during this time.	
<b>Person</b>	<b>Timeline for Implementation</b>	<b>Resources</b>

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<b>Responsible</b>		
Marc Mannella	Start:9/4/2007 Finish: 6/13/2008	\$0.00

<b>Activity</b>	<b>Description</b>	
Maintain Classroom Technology Infrastructure to Support Differentiation in Literacy Labs	Computer activities done during this time include but are not limited to use of Study Island for PSSA preparation, use of an Internet browser to research topics for content-based projects, and use of the Microsoft Office applications to support students as they develop project presentation skills. The classroom computer infrastructure (2-4 computers per classroom with Internet access and MS Office suite) must be maintained by doing the following: 1) provision of on-site software and hardware support by the Director of Technology and 2) maintenance of the licensing agreements for Study Island and Microsoft Office.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lauren Taiclet	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Reading Stars Program	Students, staff and adult volunteers stay after school from 5:00pm to 6:00pm to improve the phonics skills of struggling readers, using a one-on-one, scripted program called Reading Stars.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Marc Mannella	Start:9/4/2007 Finish: 6/6/2008	\$0.00

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

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

**Strategy: Strong Communication Between Home and School**

*Description:* Parent phone calls will be made for absent students who do not notify the school.

Warning letters will be sent home to the parents of students with more than 10, 20 and 25 absences.

The Parent/Student Handbook contains an attendance policy stating that 30 or more absences results in the student repeating the grade.

Positive incentives and rewards for perfect attendance provide motivation for student attendance, as well.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Use of PowerSchool to monitor attendance and support parent-teacher communication	Teachers and administrative staff will access information about students' attendance via the PowerSchool interface. Teachers will also use the interface to access contact information for parents and families of students.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>

Lauren Taiclet	Ongoing	\$26,860.83
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**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

**Strategy: Strong Communication Between Home and School**

*Description:* Parent meetings and bulletins will stress the importance of being present and on time on test days.

Teachers will go to students' homes to test there if the student is medically unable to come to school.

Test schedule will allow for make-up testing for students who must miss a day during the testing window.

*Activities:*

Activity	Description	
Maintain technology infrastructure to facilitate family-school communication	School technology infrastructure, including administrative staff computers and copy machines, will be maintained in order to facilitate timely production of key communication tools, such as the weekly parent bulletin.	
Person Responsible	Timeline for Implementation	Resources
Lauren Taiclet	Ongoing	\$953.97

**Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

First, we determined a sequence for the 5th, 6th, 7th and 8th grades, so we would know in general terms what we were teaching, and when we were teaching it. We then merged Pennsylvania's standards with the KIPP National Exit standards, using our sequence to guide us. This enabled us to create a set of KIPP Philadelphia Charter School standards that are aligned with both Pennsylvania's and KIPP's, and are also single grade specific, unlike Pennsylvania's. This way, we know exactly what should be taught each year, and we are still ensuring that all Pennsylvania standards are met by the appropriate time frame.

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### **Rigorous Instructional Program - Attachments**

- Teacher Induction Approval Letter
- Professional Education Plan Approval Letter

### **English Language Learners**

## **KPCS Vision Statement: English Language Learners**



Students at KIPP Philadelphia Charter School with limited proficiency in English ("English Language Learners," or "ELLs") will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. KIPP Philadelphia Charter School ensures that ELL students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation in the school by all members of the KIPP Philadelphia Charter School community.

#### English Immersion Program

KIPP Philadelphia Charter School will educate ELL students following a model of English language immersion. Such models recently have garnered significant public attention, particularly in light of studies showing that traditional bilingual classes have not been as effective. Even many former advocates of bilingual teaching have become converts to English immersion models; Ken Noonan of the California Association of Bilingual Educators said of the recent ban on bilingual classes in California and the subsequent improvement in Spanish-speaking students' English and math test scores: "I thought it would hurt the kids. The exact reverse occurred." ("How New York Can Fix Bilingual Ed," New York Daily

News, September 24, 2000).

### Program Services and Assessment

As part of the enrollment process, all parents or guardians enrolling their student in KIPP Philadelphia Charter School will be required to complete a Home Language Survey (HLS). The HLS will be offered to the parent or guardian in the language that he or she speaks so as to ensure accuracy of reporting. Any student whose HLS indicates that there is a language other than English spoken at home or that the student first learned a language other than English will be screened in August and September for English proficiency. KIPP Philadelphia Charter School currently uses the W-APT as its primary screening instrument. Additionally, students' records from previous schools will be examined to determine whether they have already been identified as an ELL and what level of proficiency they have attained.

In accordance with KIPP's philosophies of no excuses and more time on task, all ELL students will be expected to become proficient in the English language at a rapid pace. KIPP Philadelphia Charter School believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. ELL students will receive the same academic content as those students who are native English speakers. All instruction will be in English, however, the level of English used for instruction - both oral and written -- will be modified appropriately for each ELL student as necessary. Additionally, for those ELLs requiring additional assistance, pull-out services will be offered by an ESL-trained staff member during non-core subject areas. Due to KIPP Philadelphia Charter School's extended day instruction, there is ample time that can be used for this additional intensive English language instruction without compromising the school's philosophy of dedicating more time to core subjects. Finally, all teachers who instruct the ELL students will receive professional development on communicating with ELL students and in techniques for detecting whether a student has English language deficiencies. The ESL teacher at KIPP Philadelphia Charter School will assist the core subject teachers in modifying any content as appropriate.

ELL students' progress will be tracked annually using the state of Pennsylvania's ELL assessment, the ACCESS test. The ACCESS, administered in April of each school year, assesses ELL students' English language proficiency in the areas of listening, speaking, reading and writing across the content areas. Once a student has attained a Level Five score in all four sub-sections of the test, he or she will no longer be designated as an ELL learner and will be exited from services; however, KIPP Philadelphia Charter School will continue to monitor that student's progress to ensure continued success in English-language instruction.

KIPP Philadelphia Charter School will provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency. KIPP Philadelphia Charter School will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. KIPP Philadelphia Charter School will hire at least one full-time teacher who is certified in English as a Second Language instruction and speaks the foreign language that is most common among its students, which is currently Spanish.

### **English Language Learners - Attachment**

- ELL Report Submission

### **Graduation Requirements**

Not Applicable

### **Special Education**

As stated in our mission, we at KIPP Philadelphia Charter School share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes the idea that both students with disabilities and those identified as mentally gifted will be challenged and rewarded through their education here at KIPP. To the maximum extent allowed by each student’s individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act of 2004, KIPP Philadelphia Charter School educates all our students in the least restrictive environment. All students in our special education program are included in regular education classrooms for all academic and extra-curricular classes. Through differentiated instruction and push-in support, the students are able to access the general education curriculum to the best of their abilities. In addition, depending on a child’s need, they also receive supplemental support through small group instruction in a resource room setting.

**Special Education - Attachment**

- Special Education Policy and Procedures

**Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Katherine Tipson	1.00	Learning Support	KIPP Philadelphia Charter School	16	8th grade and speech only IEPs
Natasha Schibanoff	1.00	Learning Support	KIPP Philadelphia Charter School	16	6th grade
Amy Anderson	1.00	Learning Support	KIPP Philadelphia Charter School	12	7th grade
Jessica Bass	1.00	Learning Support	KIPP Philadelphia Charter School	11	5th grade
Laurie McKittrick	1.00	Learning Support	KIPP Philadelphia Charter School	11	5th grade

**Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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**Special Education Program Profile - Chart III**

Title	Location	FTE
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**Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source, Inc.	School Psychologist	12 hrs./month for initial evals.

Therapy Source, Inc.	Speech Therapist	16 hrs./month
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**SECTION IV. ACCOUNTABILITY**

**Student Assessment - Primary**

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	Yes
PASA	No	No	No	No	No	No
TerraNova	No	No	No	No	No	Yes

**Student Assessment - Secondary**

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

**Student Assessment**

This past school year proved to be an informative and transformational year for KIPP Philadelphia Charter School and its academic progress. As our school has grown to scale and has now had two cohorts of students go through our school from start to finish, we have made incredible gains and progress, while recognizing that we still have an incredible amount of work and teaching to do. On the PSSA test that our students took in the spring of 2008 we had some incredible, promising results, and other results that indicate areas for growth. Our new fifth graders had the best math scores for that grade with 73% scoring proficient or advanced. They also improved on just 18% proficiency from the previous cohort to 30% proficiency in reading. Our sixth graders progressed dramatically from that 18% proficiency to 41% proficiency in reading. Unfortunately, they digressed in math to just 41% after scoring 51% proficiency the previous year. As a result, we are altering our math instruction and curriculum for that grade. Our seventh graders made great progress in reading from 57% proficiency to 72% proficiency while the result of having three math teachers meant that our math scores declined from 68% to 51%. Lastly, we are so very proud of our promoting group of eighth graders. When they began with us in fifth grade just 32% of them were proficient in math and 35% in reading. On their final test with us 68% were proficient in math and 76% were proficient in reading. As these scores demonstrate, our teachers have done a remarkable job making significant gains in our children’s educational development. These scores also indicate that we have much progress still to make. We are not instructionally strong enough as a school even though we are proud of our results. Our major driving focus for the coming year will be to build on our successes, address our weaknesses, and become a school of instructional excellence.

In addition to the criterion-referenced PSSA test, we also administer the norm-referenced TerraNova test. For all new students coming in to our school, we administer a baseline for our incoming students in the fall. When the District moved to a fall window for all TerraNova testing last year, we used this administration to serve as the baseline test for our 5th graders. The attached table summarizes the growth our students have demonstrated from the baseline test in their first fall with us. All scores are in National Percentile Rankings (NPR).

The NPR score is a way of measuring where a student falls compared to the rest of the country. The national average NPR is 50. If all students were to make exactly one year of progress after one year of instruction, then their NPR scores would remain exactly the same and the NPR scores from the pre-test and post-test would be equal. As you can see from these charts, which have been set up to follow the progress of each specific cohort of students to properly measure

the growth of those students, our students have averaged substantially more than a normal year's growth in the space between tests, in almost every subject.

As you read in the Executive Summary, there is no magic to what we are doing at KIPP Philadelphia Charter School. What our students are proving is that through long hours of hard work, they can improve their test scores and their achievement at rates that outperform their peers across the city. The main strategies that we would attribute these gains to are our belief that there are no shortcuts to academic success, and there are no excuses. We provide our teachers with the resources they need, the professional development required to grow, and constant observational feedback and support.

These test scores have an impact on the internal goals we set as a staff every year. As you saw, the goals in our charter are very focused on standardized test scores, and while we have not met all of those goals we know we are on our way. We will sit down as a staff in the fall with the data from both the TerraNova and the PSSA, and we will refine the goals that we set 5 and 1/2 years ago when we wrote our charter. At KIPP we know that standardized test scores are not the end-all, be-all to assessment, but we also know they are very important. We will continue to focus primarily on our standardized test scores as we prepare our students for high school entrance exams, and the SATs. The world they are entering is full of standardized tests, so we need to be sure we are preparing them as well as we possibly can for it.

All incoming students are given baseline diagnostic testing in the summer months in reading and math. These tests help us better understand the specific deficits with which students come to us. Students who are significantly below grade level are closely monitored and assessed to determine whether they are a candidate for a special education evaluation. In most cases, however, students who come to us on terribly low grade levels are simply students who have not been taught well enough. Our expert teaching staff is able to differentiate instruction and tailor it to the specific needs and learning styles of even the lowest reading or math student.

An integral part of the KIPP model, that has been proven successful across the country, is the "more time" component. Students meet in small groups every day from 4:00pm-5:00pm that are divided homogenously, giving our students an hour of structured learning at their own ability level. Select students also participate in pull-out groups during their non-core subjects, after school tutoring programs (Reading and Math Stars, the Basecamp program), and have opportunities to receive extra help during Saturday School. Another important strategy that we employ is to have honest and open conversations with students and parents about their deficits. A student who comes to us on a Kindergarten reading level can progress three grade levels in one year, a Herculean effort to be sure, but still not be ready for our 6th grade. Telling a parent and student this in September makes conversations in June much easier to understand.

## **Student Assessment - Attachment**

- Student Achievement Data 0708

## **Teacher Evaluation**

Formal Evaluation: All full-time and instructional staff will receive a formal mid-year and end-of-year evaluation of their performance in the following areas by KIPP Philadelphia's School Leader or Dean of Instruction: 1) progress towards individual goals, 2) job responsibilities, and 3) adherence to school values.

Informal Evaluation: Instructional staff will receive informal feedback once a month from the school's School Leader and Dean of Instruction.

Individuals who are responsible for teacher and staff evaluations:

Marc Mannella, CEO  
Eric Leslie, School Leader

Aaron Bass, Dean of the Upper School

**Training for Evaluators:**

All KIPP School Leaders benefit from a year-long experience as a "Fisher Fellow." This training, coordinated by the KIPP Foundation, provides School Leaders with intensive training in many areas, including teacher evaluation and special education. Additionally, all KIPP School Leaders assemble twice yearly, once in the winter and once in the summer, to participate in professional development activities and seminars, share best practices and grow professionally. The above named individuals are also in the process of attaining their administrative certificates. In addition, KIPP teachers and staff are evaluated during year 3 and year 5 by an outside organization, hired by KIPP Foundation to measure the school's data, teaching and systems and procedures against nationally determined benchmarks.

**Teacher Evaluation - Attachment**

- Teacher Evaluation

**SECTION V. GOVERNANCE REQUIREMENTS**

**Leadership Changes**

The 2007-2008 school year saw a leadership change at the Board level. Rodney Morrison, the President of the Board of Trustees, had to resign his President position due to increasing demands on his time from his employer Lehman Brothers. Rodney is a member of our founding coalition, and served as Vice-President before serving as President. We are grateful that he has been able to remain on the Board.

In his stead Jay Gilbert, one of the Co-Founders of AND1, and currently serves as the Co-Founder B-Lab and B-Holdings, has ascended to Board President. He has been a member of our Board since 2005, and we are confident his leadership experience from both the business and non-profit worlds will enable him to lead our Board with great success. Jay is serving out the rest of Rodney's one-year term on an interim basis, and Rodney's permanent successor will be chosen at the August Board Meeting, when the board elects its officers as usual.

**Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Erin Corbett	none
Omowale Crenshaw	none
Sanjeev Midha	none
Sheila Easley	none
Sara Gallagher	Vice President
Jay Gilbert	President
Carmen Maldonado	none
Rodney Morrison	none
John Mullen	none
Stephanie Rogers	none
Mike Wang	none

Mike Schaedle	Secretary
Jennifer Miles	none

**Professional Development (Governance)**

For the past 5 years, we have sent a representative from our Board to the annual KIPP School Summit, where in the School Board strand our Board Members have received training on governance issues including the Sunshine Law. We have also benefited from having a local Board retreat, where we hired an outside consultant to work with our Board to improve its overall efficiency and functionality.

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

Coordination is handled through the School Leader, Marc Mannella. Mr. Mannella attends all committee meetings and Board meetings in order to present updates on the daily operations in the school. This is done so that both the school administration and the Board of Trustees are constantly informed on each group's most recent activity.

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

- Board of Trustees Meeting Schedule 08-09

**Community and Parent Engagement**

In order to stay in compliance with the Sunshine Act, all of our Board meeting dates are published in the local newspaper. They are also published in the Parent/Student Handbook to make parents aware of the meetings. Two of our Board members are parents of KIPP students and they have taken on the responsibility of creating a KIPP Parent Association. The KPA meets regularly and sets its own agenda. Items discussed often include critiques of and suggestions for the school's policies.

We have an active Community Outreach Committee that works to involve community organizations, businesses, and individuals, as well as new parents, in supporting the endeavors of our school.

KPCS also conducts mid- and end-year parent surveys which include space for open-ended feedback. This data is presented to the Board of Trustees.

Additionally, we host several events throughout the year that involve parent and community volunteers, including school field trips, parent and student luncheons and out-of-state field lessons. Several parents attended four week-long field lessons to the American Southeast in June 2008, to the American Southwest in June 2008, to Puerto Rico in June 2008 and to Washington, DC in June 2008. We also hosted our second annual "Take Your Parent to School Day," in which over 100 parents participated.

**SECTION VI. FINANCIAL RESPONSIBILITIES**

**Major fund-raising activities**

This year, we were able to maintain relationships with AND 1, Susan and Michael Dell Foundation the Miles Family Fund and SAP America, Inc. and Hamilton Family Foundation for a large portion of our fund-raising. We were also able to cultivate a wonderful relationship with the Eckerd Family Foundation, Atlantic Philanthropies and Charter School Growth Fund. Similar to last year, a less significant portion of our

donations also came through individual donations within our quarterly newsletter, separate solicitation mailings and fundraising events.

### **Fiscal Solvency Policies**

In order to maintain fiscal solvency, KIPP Philadelphia Charter School reviews all incoming expenses at the school's public board meetings on a monthly basis. Cash flow is projected on a monthly basis for the fiscal year. If we see an area that needs adjustment, it is modified immediately by implementing action items to reduce spending.

### **Accounting System**

Currently, and for the past five years of existence, we use Quickbooks, integrated with Pennsylvania's Chart of Accounts. Michael Whisman, a CPA formerly of LarsonAllen and now in business with Anthony Repice, CPA, implemented our accounting system. These two men have a great deal of experience working with Charter Schools in Philadelphia, and Michael specifically works with over 20 schools throughout the city. We use the required PA State Chart of Accounts for PA Public Schools verbatim, so there is no need to integrate a foreign system. Michael reconciles our account monthly, and helps us to produce all reports to the Board of Trustees, the School District of Philadelphia and the Pennsylvania Department of Education. GAAP are followed at all times.

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

- Preliminary Statements of Revenues, Expenditures & Fund Balances
- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

The school's audits are performed by LarsonAllen, LLP. The date of our last audit was held during the week of September 11, 2007, for FY 2006-2007. In the opinion of the auditor they found only one matter involving the internal controls over financial reporting and its operation that it considered to be a material weaknesses. In their report, they stated: "During the performance of our audit engagement procedures, we noted management had not adjusted all account balances to reflect their appropriate year-end balance. This is a necessary step in ensuring that financial statements are fairly stated. The unrecorded amount was, in our judgment, material to the financial statements. Management subsequently recorded the amount. Since the school's control policies and procedures did not prevent or detect a material misstatement of the financial statements, we concluded there is a material weakness in the school's control policies and procedures required to be reported under professional standards." They recommended that the school work to adjust all account balances to reflect appropriate year-end balances before the year end external audit. The school will evaluate the material audit adjustments for 2007 and will attempt to eliminate as many as possible for 2008.

We will be audited for FY 2007-2008 in the coming weeks and therefore, we will not be able to submit that information within this Annual Report. The report will be submitted as soon as the audit process has concluded.

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

- Audit for Year Ending 6/30/2007

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

The auditors made several recommendations:

1. Employee Clearances: 5 Summer employees' files did not include the required criminal history background or child abuse history clearances. Since this report, all employee files have been reviewed and all missing clearances have been added.
2. Audit Committee: The auditors recommended that we create an audit committee through our Board of Trustees that would be intrinsically involved in the independent audit of the financial statements. Our Board has recently created several standing committees and the audit committee will be one.
6. Sarbanes-Oxley Act: The auditors recommend that we develop procedures for handling employee complaints and a policy for document destruction. We are in the process of adding these procedures to our employee handbook with the help of our accountants and lawyer.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

This year, we have had no new facility or fixture acquisitions. We currently rent our space from Philadelphia Suburban Development Corporation, and have for the past 4 years. This year, due to a private grant we received, we were able to convert our playlot into a basketball court, complete with painted lines and four basketball posts with removable nets. We put up a lockable fence around the playlot to keep it private and clean for our students' use. We also added new exercise equipment to our exercise room, including a treadmill, a Cybex Multistation and mirrors for the walls.

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

In June of 2004 we entered into a 5-year lease with an out clause after the fourth if our charter is not renewed for a second term. We plan to remain in this facility for the length of our charter. An important condition to the lease was the fact that while this facility will be large enough for us to grow to our full capacity without having to move again, our landlord allowed us to provision in the lease that we grow into the space at a rate of 7,500 sq. ft./year, making the building financially possible for us. While the mailing address is on Broad Street, we have an entrance on Park Street (a small street between Broad and 13th), that enables us to safely load and unload our buses at our morning opening and evening dismissal. Finally, the building is completely up to ADA specifications allowing us to uphold our mandate that we serve all students who enroll. As of right now, we have no plans for future expansion or the acquisition of a new facility.

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

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

We have continued to do an exceptional job complying with health and safety requirements. All four fire alarms and fire extinguishers are tested regularly by our landlords, PSDC. We also have proper documentation of all fire drills provided to us by the District fire safety inspector. Three years ago we entered into a contract with Tonya Harris and the Mid-Atlantic Consortium of Charter Schools to provide school nurse services for our school. Tonya's group has completely maintained all health and immunization records, and ensured students received the necessary physicals, eye exams, dental exams, etc. Her group is also responsible for submitting the Request for Reimbursement and Report of School Health Services.

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

- Proof of Submission
- Wellness Policy
- Request for Reimbursement of School Health Services

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

General Liability, D&O, Umbrella and Worker's Compensation - The Hartford  
Employee Health Benefits - Keystone Blue Cross HMO  
Employee Dental Benefits - United Concordia Flex  
Employee Retirement - PSERS

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

- Certificate of Liability Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

We had 36 people on staff this past year, including 22 full-time teachers and one part-time teacher, an Office Manager, a Director of Operations, a Director of Development, a school Social Worker, an Assistant School Leader, a School Leader, two Deans, a Director of High School Placement, a KIPP to College Counselor, a Director of Special Projects and a Director of Strategic Planning. Four employees from the previous year did not return for the 2007-2008 school year, one due to moving out of state, two due to participation in KIPP Foundation's Fisher Fellowship and the other one due to family obligations. We hired several new staff members to assist in our goals for growth in the coming years. In general KIPP Philadelphia Charter School has a high teacher retention rate. This is due to the clearly outlined job responsibilities at the hiring stage, a support administrative environment and a strong team culture throughout the school.

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

- PDE 414

### **Student Enrollment**

Student Admissions: In accordance with federal laws, no student will be denied admission to KIPP Philadelphia Charter School based on race, ethnicity, national origin, gender, or disability. New students will be admitted each year into fifth grade without regard to prior measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Enrollment Period and Admissions Lottery: Formal recruitment of incoming students begins each March for the following school year. For year one, the recruitment period began on April 21, 2003 due to the charter application process timeline. In March, KIPP Philadelphia Charter School staff advertises open registration. At that time, interested families meet with KIPP staff and review the expectations of the school. Interested families may submit applications beginning March 1 until March 30, at which point students will be accepted. For year one, applications were accepted from April 15, 2003 to May 15, 2003. If the number of applicants to the KIPP Philadelphia Charter School exceeds capacity, a random selection process conducted by an individual unaffiliated with KIPP Foundation or the school will be used to assign spaces. This lottery will be held during the first couple weeks of April of each year. For year one, the lottery would have been held on May 19, 2003.

First preference is given to returning students, who will automatically be assigned a space within the school. This was not applicable in the school's first year of operation. The next preference will be given to siblings of students already enrolled in KIPP Philadelphia Charter School. This likewise did not apply to the school's first year of operation. For definition purposes, "siblings" are two or more children that are related either by 1)birth, by means of the same father or mother, or by 2)legal adoption. The third preference for admission is for students of KIPP Philadelphia employees, and the fourth is for students who reside within the Philadelphia city limits.

In the event that a lottery process is necessary to determine enrollment, names will continue to be drawn until after all available spaces have been filled in order to form a priority-ranked enrollment waiting list. This waiting list will be the only official, legal document identifying the names of students that have submitted applications to KIPP Philadelphia Charter School. If openings arise in the student body, students will be contacted off the list in the order that they were placed upon it, until all spaces that the school wishes to fill are filled.

Trends in Enrollment: For the 2007-2008 school year, 91 new students were initially enrolled in the school. 12 students were retained in the 5th grade, which brought the total number of 5th graders to 91. During the year, 10 students withdrew from the 5th grade and 5 students were enrolled from the waitlist into the 5th grade. We ended the year with 86 5th graders. 82 6th graders started the year with us and 6 students dropped, but we added 6 new students from the waitlist, ending the year with 82 6th graders. We began the year with 93 7th graders. 7 students withdrew during the year, which put us at 87 7th graders. Finally, we began the year with 56 8th graders and ended with 55 because one student withdrew midyear.

Of the 310 students who completed the school year at KPCS, 309 are currently enrolled to return in September. Of the 24 students who left KIPP Philadelphia Charter School during the 2007-2008 school year, all withdrew voluntarily.

KIPP is a very structured environment with very high expectations for student discipline and achievement. Our attrition rates are lowering each year and this is a testament to our growing ability to prepare our students' families for the hard work that goes into a college preparatory middle school education. Conducting home visits, parent informational sessions, and strong school-home communication facilitates a stronger relationship between the school and home.

### **Student Enrollment - Attachment**

- Student Enrollment Policies and Procedures

### **Transportation**

We currently contract with the School District of Philadelphia for our student transportation. Yellow buses pick up all students who live more than 1.5 miles away from the school, or who live in areas where they should not be forced to walk because they would have to cross dangerous intersections. If any of our students were confined to a wheel chair, they would be transported to and from school on a different bus that would be equipped with a lift.

Our transportation system currently runs relatively smoothly during the school year. We occasionally have issues with students missing buses, and buses arriving early or late, but not significant issues. This year, we were able to improve our transportation system by convincing the District to provide transportation to our students during our 3-week summer program. However, we also have a mandatory Saturday School program for which we currently require our parents to provide transportation to their children. If the law is interpreted the way we believe that it should be, the District should help us accommodate our students' transportation needs on Saturdays just as they do on school days in the summer and during the regular school year.

### **Food Service Program**

KIPP Philadelphia Charter School currently contracts with the School District of Philadelphia for our food services. We have coolers and food warmers on site that enable District employees to store and prepare our breakfast, lunch, and afternoon snack. We, of course, participate in the Free and Reduced lunch program, which the District manages for us. This year we became a universal provider site due to the fact that approximately 84% of our students qualify for free and reduced lunch. We plan to continue our partnership with District food services in the future.

### **Student Conduct**

Most of the school's Code of Conduct is similar in scope and strategies to the Codes in other KIPP schools. Many elements of the State of Pennsylvania's Public School Code can be found in our Code of Conduct. We fully expect to, and are prepared for, enrolling students that will exhibit behavior problems that can disrupt the school's learning environment. It is essential that the school staff be able to eliminate the bad behavior habits that many students will bring to the school on the first day and replace those with positive ones. Additionally, we of course comply with all facets of Act 26, the Pennsylvania Safe Schools Act. Fortunately, the fact that we employ a school-wide discipline program eliminates many of the very extreme behavioral problems seen in most Philadelphia Public Schools.

At KIPP Philadelphia Charter School, we do not believe suspensions are a particularly effective way to modify a student's behavior. Therefore, they are used sparingly. Last year, 25 students were involved in 31 suspensions. No students were expelled during the 2007-2008 school year.

### **Student Conduct - Attachment**

- Student Code of Conduct

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

**School Year: 2008**

The KIPP Academy Charter School 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** Marc Mannella

**Title** CEO and School Leader

**Phone** 215-227-1728

**Fax** 215-827-5942

**E-mail** mmannella@kippphiladelphia.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** Jay Coen Gilbert

**Title** Board President

**Phone** 215-227-1728

**Fax** 215-827-5942

**E-mail** jcoengilbert@comcast.com

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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** Katherine Tipson

**Title** Special Education Coordinator

**Phone** 215-227-1728

**Fax** 215-827-5942

**E-mail** ktipson@kippphiladelphia.org

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*Signature of the Special Education Contact Person and Date*

**Signature Page**

**Signature Page - Attachment**

- Signature Page