
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Thursday, February 10, 2011
(Last Accepted: Thursday, February 10, 2011)

Entity: Imhotep Institute CHS
Address: 6201 N. 21st St.
Philadelphia, PA 19138-2597

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

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: 95 **Total Instructional Staff:** 19

Student/Teacher Ratio: 27.6 **Student Waiting List:** 630

Attendance Rate/Percentage: 91

Summary Data Part II

Enrollment: 527 Per Pupil Subsidy: 8,183.58 ReEd/17,788.75 SpEd

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	100
Hispanic:	0
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
96

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 95

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	166	166
Instructional Hours	0	0	0	0	0	1037.25	1037.25

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Imhotep Institute Charter High School (IICHS) 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 525 students in grades 9-12 in a recently built facility. Imhotep Institute CHS is a twilight school, starting later in the day, with partnerships with many community organizations and resources.

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.

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, which 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. Although we greatly improved our standing in mathematics on the 2009 PSSA, we dropped precipitously in reading, traditionally an area where we do well. It appears as though we improved our reading scores in the 2010 PSSA to make AYP. However, we are continually challenged to make consistent results in both areas for the two years needed to emerge from school improvement. In addition, we, as well as many other schools, found the new test results for science as a wake up call and have begun to place additional emphasis in this area as well.

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.

The committee revised the plan in the fall of 2009. The results of that revision are reflected in our most recent submissions.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Donnamaria Parker	IICHS	Administrator	CEO
Ed Tech Plan Admin	IICHS	Administrator	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
Quartey, Samuel	IICHS	Board Member	Board President
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.

Activity: All staff will be trained to use online resources

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman Start: 1/1/2009 \$66,000.00
Finish: Ongoing

Status: Not Started — Overdue

***Activity:* All workstations have Internet Access**

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman Start: 1/1/2009 \$72,000.00
Finish: Ongoing

Status: Not Started — Overdue

***Strategy:* Administration will make greater use of the Internet and student information systems to gather information and help with decision-making responsibilities**

Description: Use of Kaplan Achievement Planner to assess student progress and use data to prescribed interventions and activities. Use of web based resources and SIS to better address student needs and program modifications.

***Activity:* Access to networked computers, peripherals, and presentation tools**

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman Start: 1/1/2009 \$153,500.00
Finish: Ongoing

Status: Not Started — Overdue

***Strategy:* All staff will be trained to use the Student Information System**

Description: Continuing to grow into our SIS. We will begin to take attendance at the classroom level, and customize more reports to teacher and ITL needs.

Activity: Training

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$2,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: All students will use technology for learning and communication

Description: Add Goal Statement here..

Strategy: Students will have access to networked computers

Description:

Activity: Maintain Hardware

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$50,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Students will meet NETS-S standards

Description:

Activity: Access to Instructional Software

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman Start: 1/1/2009 \$129,000.00
Finish: Ongoing

Status: Not Started — Overdue

Activity: Access to Internet

Description: Access to Internet - costs included above

Person Responsible Timeline for Implementation Resources

Martin Friedman Start: 1/1/2009 \$10,800.00
Finish: Ongoing

Status: Not Started — Overdue

Activity: Access to Productivity Software

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman Start: 1/1/2009 \$90,000.00
Finish: Ongoing

Status: Not Started — Overdue

Goal: Find alternative educational placements for students with chronic problems

Description: Find alternative educational placements for students with chronic problems

Strategy: Compile a list of approved alternative educational placements

Description: Compile a list of approved alternative educational placements for students with chronic problems

Activity: Engage approved alternative educational placement schools to establish requirements for placement & program information

Description: Engage approved alternative educational placement schools to establish requirements for placement & program information

Person Responsible Timeline for Implementation Resources

Donnamaria Parker	Start: 10/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

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:

Activity: Early identification of student difficulty

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Maintain current grad rate of 100%

Description:

Activity: Credit recovery program

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

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.

Activity: Kaplan KME program liscensing, training, and support

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$30,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

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.

Activity: Kaplan KRE program liscensing, training, and support

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$30,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Integration of PSSA practice into the classroom

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

Activity: Online Subscriptions

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$7,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: PSSA practice

Description: Integration of PSSA practice into clasrrom

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Improve retention rate for new teachers

Description: Improve support and recognition to retain new appointments

Strategy: Mentor assignments

Description: assign all new teachers a mentor

Activity: Provide mentors to new facilitators

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

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

Activity: Provide regular contact with home

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

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:

Activity: Software Acquisition

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009 Finish: Ongoing	\$142,000.00
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Status: Not Started — Overdue

Goal: Recommend challenged students to the CSAP process

Description: Grade groups will recommend challenged students to the CSAP process

Strategy: Challenged students will be assessed to determine instructional levels in reading and math

Description: Challenged students will be assessed to determine instructional levels in reading and math

Activity: Each teacher will monitor the progress of each student in their grade group

Description: Each teacher will monitor the progress of each student in their grade group

Person Responsible Timeline for Implementation Resources

Donnamaria Parker	Start: 9/1/2006 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Instructional Team Leaders will screen students in reading and math

Description: Instructional Team Leaders will screen students in reading and math

Person Responsible Timeline for Implementation Resources

Joseph Foster	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: The CSAP Program will be implemented with consistency

Description: The CSAP Program will be implemented with consistency

Strategy: On-going PD & monitoring for staff

Description: On-going PD & monitoring for staff

Activity: A written update of each CSAP students' progress will be given to the principal monthly

Description: A written update of each CSAP students' progress will be given to the principal monthly

Person Responsible Timeline for Implementation Resources

Joseph Foster	Start: 10/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Students referred will be monitored by the CSAP Coordinator to ensure adherence of timelines & implementations of interventions

Description: Students referred will be monitored by the CSAP Coordinator to ensure adherence of timelines & implementations of interventions

Person Responsible Timeline for Implementation Resources

Joseph Foster	Start: 10/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

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:

Activity: Access to Internet

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$72,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Access to Networked Computers

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$90,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Print, Subscription, and other online resource and materials

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$47,500.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Support and Maintenance Agreements

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$209,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

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.

Activity: External Developers

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$135,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Hardware and Peripherals

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$105,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Software

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$175,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description: Add Goal Statement here..

Strategy: LAN Security

Description:

Activity: Firewall

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$39,001.00
	Finish: Ongoing	

Status: Not Started — Overdue**Strategy: Provide better telephone communications****Description:****Activity: PBX Support****Description:****Person Responsible Timeline for Implementation Resources**

Martin Friedman	Start: 1/1/2009	\$162,000.00
	Finish: Ongoing	

Status: Not Started — Overdue**Activity: Teachers will be trained in technology skills needed to enter needed information****Description:** Teachers will be trained in technology skills needed to enter information in their grade books, class activity pages, homework assignments, email, etc. to ensure parents have current information regarding their child's achievement

Person Responsible	Timeline for Implementation Resources	
Martin Friedman	Start: 10/1/2009 Finish: 5/30/2010	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

basic technology skills
 administration of electronic grade
 books development and
 management of online educational
 resources parent/home
 communication with technology

research related to effective
 home communication and
 parent
 engagement/involvement

*For classroom teachers,
 school counselors and
 education specialists:*

- Empowers educators to work effectively with parents and community partners.

*For school and district
 administrators, and other
 educators seeking leadership
 roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Geography

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning | <ul style="list-style-type: none"> • Participant survey • parent involvement (with EdLine access and email communication) |
|---|---|

- styles
- Lesson modeling with mentoring

Status: Not Started — Overdue

Strategy: Teachers will receive PD in areas that will improve student/parent communication through technology

Description: Teachers will receive PD in areas that will improve student/parent communication through technology

Activity: Teachers will be trained in technology skills needed to enter needed information

Description: Teachers will be trained in technology skills needed to enter information in their grade books, class activity pages, homework assignments, email, etc. to ensure parents have current information regarding their child's achievement

Person Responsible	Timeline for Implementation	Resources
Martin Friedman	Start: 10/1/2009 Finish: 5/30/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
basic technology skills administration of electronic grade books development and management of online educational resources parent/home communication with technology	research related to effective home communication and parent engagement/involvement	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners.</u> <p><i>For school and district administrators, and other educators seeking leadership</i></p>

roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Other educational specialists	<ul style="list-style-type: none">• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Mathematics• History• Career Education and Work• Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Creating lessons to meet varied student learning styles• Lesson modeling with mentoring | <ul style="list-style-type: none">• Participant survey• parent involvement (with EdLine access and email communication) |
|--|--|

Status: Not Started — Overdue

Activity: Teachers will give parents who do not have access to technology hard copies of online information upon request

Description: Teachers will give parents who do not have access to technology hard copies of online information relating to their student(s) upon request

Person Responsible Timeline for Implementation Resources

Joseph Foster	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

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

Description:

Activity: Local Instructional Support

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$112,750.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Teachers will be trained in technology skills needed to enter needed information

Description: Teachers will be trained in technology skills needed to enter information in their grade books, class activity pages, homework assignments, email, etc. to ensure parents have current information regarding their child's achievement

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 10/1/2009	-
	Finish: 5/30/2010	

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

- School Entity

Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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basic technology skills
administration of electronic grade books development and management of online educational resources parent/home communication with technology

research related to effective home communication and parent engagement/involvement

For classroom teachers, school counselors and education specialists:

- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Geography

Follow-up Activities	Evaluation Methods
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- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring
- Participant survey
- parent involvement (with EdLine access and email communication)

Status: Not Started — Overdue

Activity: Teachers will give parents who do not have access to technology hard copies of online information upon request

Description: Teachers will give parents who do not have access to technology hard copies of online information relating to their student(s) upon request

Person Responsible Timeline for Implementation Resources

Joseph Foster	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Web Hosting

Description:

Person Responsible Timeline for Implementation Resources

Martin Friedman	Start: 1/1/2009	\$21,450.00
	Finish: Ongoing	

Status: Not Started — Overdue

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:

Statement of Quality Assurance - Attachments

- Assurance
- ICHS_Assurance_Statement_SIP_2009
- ICHS_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-imagining 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 who are not meeting with success have a personalized education plan (PEP) 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 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. We use 4Sight Benchmark Assessments. A Baseline Assessment is given at the beginning of the year, followed by three Benchmark Assessments throughout the year to document student growth. A Data Team meets regularly to review all of our data and identify those students who need additional resources and/or support to better their academic achievement.

Our formative assessment program helps the teacher identify the lesson plans that will provide differentiated instruction to their individual classes. Participants in weekly instructional team meetings discuss student development and plan alternate strategies for lack of

achievement. Instructional teams also meeting weekly with administration to review data and discuss instructional challenges.

We have recently reorganized our curricular offerings around an "academy" model, which also integrates our career and technology programs in Technology, Culinary Arts, and Health Sciences. Students select an academy of interest Each academy offers a rigorous development in the core areas with electives that offer development in their area of interest, technology, performing/visual arts, business, culinary arts, health sciences, etc..

- 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 principals into science, math, language arts, 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 AutoSkills Academy of Reading and Academy of Math computer software curriculum. The design of the AutoSkills 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 also have access to Study Island both in and out of school. 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

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

Study and test taking skills across content areas

Tutoring
Hands-on
Project-based learning

We are awaiting both a PD Approval Letter and an Induction Plan Letter from PDE.

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

The IMHOTEP Institute Charter High School requirements for graduation follow the criterion established under Chapter 4. Specific components for successful graduation are:

- Successfully Completes All Course Requirements
- Achieves Academic Standards As Demonstrated by:
 - a) Proficiency on the PSSA Exams; and/or
 - b) Proficiency on ICHS academic assessments
- Successfully Completes Senior Internship
- Successfully Completes Senior Graduation Project

Specifically, the graduation requirements are:

Core Courses:

4 credits in ENGLISH (*English 1, English 2, English 3, English 4*)

4 credits in MATH (*Algebra 1, Algebra 2, Geometry, Pre-Calculus*)

4 credits in SCIENCE (*Earth Science, Biology, Chemistry, Physics*)

3 credits in SOCIAL STUDIES (*African History, American History, World Cultures*)

2 credits in LANGUAGE (*Languages Offered: Arabic, Chinese, English, Tagalog [Filipino], French, German, Greek, Hebrew, Hindi, Irish, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese [Brazil], Russian, Spanish, Swahili, Swedish, Turkish, Vietnamese*)

2 credits in HEALTH/PE (*Health, Physical Education*)

Elective Courses:

3 credits in Electives (*Academy Electives and Skills Courses*)

Non- Course Credits

.5 credits for Senior Multidisciplinary Project

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	10	N/A
K. Blakney	1.00	Learning Support - F/T	IICHS	22	N/A
B. Winnick	1.00	Learning Support - F/T	IICHS	18	N/A
J. Segers	1.00	Learning Support - F/T	IICHS	28	N/A
N. Ford	1.00	Learning Support - F/T	IICHS	12	N/A
B. Pittre	1.00	Learning Support - F/T	IICHS	10	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

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Learning Linkage, Inc.	Speech Therapy	4
Catapult Services	Psychologist	3
Village Care Services	Occupational Therapy	2

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
4Sight Assessments	No	No	No	Yes	Yes	Yes	No
Study Island 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. 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 used 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 lineage 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 of 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. The results of the 2008 Pennsylvania System of State Assessment (PSSA) showed that Imhotep made AYP, meeting all 13 of our AYP targets. As we need to make AYP two years in a row in order to emerge from our Corrective Action status, we are listed as "Making Progress."

Our 2008 PSSA results show that students met the state's academic achievement targets in mathematics and reading. Of the 6 Academic Performance targets, 3 in math and 3 in reading, we met AYP for all 6.

Through a method known as, a Confidence Interval, Imhotep made AYP in math with 53.1% scoring Proficient, an improvement from the previous year of 42.5% but still below the target of 56% for math proficiency.

Although we perform well in reading, there was improvement in this area too. Results show that 71.1% of our students are Proficient in this area, a change from last year of 33.9%. Of note is that we exceeded the state target of 63% proficiency.

We met AYP for Graduation and in Participation as well.

During the 2008-09 SY, we continued to use the Kaplan Achievement Planner as our assessment tool. Unfortunately, this product was discontinued as of June 30, 2009. We have since substituted the 4Sight Assessments for Kaplan and added Study Island assessments to our slate of tools.

We met only ten of the needed 13 AYP targets on our 2009 PSSA, placing us back into Corrective Action I status. Of the 6 Academic Performance targets, 3 in math and 3 in reading, we only met AYP on 3. Our testing participation was excellent. Of the 6 Participation targets, 3 in math and 3 in reading, we met AYP on all 6. We also met AYP for our Graduation target.

Quite disappointingly, we did not meet the state's academic achievement targets in reading, traditionally our strong area. In 2008, 71.1% of our students scored Proficient, however, in 2009, that number tumbled to 33.9% well below the state target of 63%. We did very much better in mathematics than in previous years scoring 80.9% Proficient, a great jump from last year's 53.1% and well above the state target of 56%.

If we were allowed to apply a 2-year average under the Pennsylvania Performance Index (PPI), as was available in past years, we would have met AYP in this area. Unfortunately, the PPI was pulled from the Pennsylvania Department of Education's growth model at the last minute by the US Department of Education, affecting, not only our ability to achieve AYP, but many other charter schools and non-charter schools across the state.

Preliminary results for our 2010 PSSA indicates that we made AYP. The raw data showed that 70% of the students scored Proficient or above in math and 74% of them scored at Proficient or above in reading. We await the release of AYP shortly to confirm this data and the other indicators of AYP.

Student Assessment - Attachments

- Data Analysis 2009-10
- 2008-09 Data Analysis
- 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. The Principal/CAO holds a PA administrative certificate.

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 instructional techniques:

- Nat'l Institute for School Leadership
- Career and Technical Education Conference

- Regional Technology Conference

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)

Teacher Evaluation - Attachment

- Employee Evaluation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No changes.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
S. Quartey	President
S. Larry	vice president
B. Jones	secretary
M. Sullivan-Ongoza	
G. Hawkins-Busch	
E. Hardaway	
W. Ballou	
I. Jenkins	
B. Shields	

Professional Development (Governance)

This year, the Board had a session on the Andrew Sparks report entitled "Finding Their Own Way: The Work of Charter School Boards in a Complex Accountability Environment."

Board members had a session of financial procedures provided by Foundations, Inc.

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 - Attachments

- Board Meeting Dates 2010-11
- Board Meeting Dates 2009-10
- 2008-09 Board Meeting Dates
- Board Mtg Schedule 2007-08

Community and Parent Engagement

Students must complete 60 hours of community service prior to graduation.

Community members are invited to all school events. Community, sorority, and senior citizen groups utilize school facilities, exercise rooms, and computer labs. Imhotep furthers community engagement by inviting local politicians visit their young constituents during the school day and to tour the 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.

A representative of the Board of Trustees participates in community and parent engagement activities. They meet with the parents at the beginning of each school year.

With the approval of the Board of Trustees, eight parent workshops were conducted between September 2009 and May 2010.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Imhotep still engages in the "Dollars for Scholars" program to accumulate scholarship funds.

Candy sales were conducted to support our various sports teams including Pine River Snacks and Clara's Gourmet.

"A Week of the Arts" showcased student talents and added fund to our Performing Arts program.

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.

Students and staff participated in Obama Calendar to raise monies and supplies for Haiti earthquake victims.

These events were well attending and supported by the school, the school family, the community, and stakeholders.

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

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Annual Report Imhotep 2009-2010
- 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 2008-2009 year. The date the audit was published was August 25, 2010 Opinion was that the audit ended in conformity with accounting principles generally accepted in the United States of America.

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

- Audit 2008-09
- Preliminary Statements of Revenues, Expenditures & Fund Balances
- 2008 Audit

Citations and follow-up actions for any State Audit Report

The school is entering its Twelfth 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

Imhotep has completed 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 our past location. The facility has dramatically increased our classroom and office space. There are twenty-three classrooms, a science laboratory, three computer laboratories, 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 opened in January of 2009 and can accommodate 700 students. We have received overwhelming community and parental support for the new facility, believing it was in the best interest of the students and community to remain in the East Germantown corridor of Philadelphia.

During the past year, we added additional furniture, 4 portable computer carts, 10 interactive whiteboards, and

For the coming year, we plan to refine HVAC system shortfalls; add self contained, climate controlled equipment racks for our servers and switches; new bell and clock systems; and a new public address system.

Future Facility Plans and Other Capital Needs

We are currently in a new facility but will continue to need have capital needs for improvements and expansions

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 includes input from students, parent, teachers, administrators, and members of the Board of Trustees. The Wellness Policy is aligned with the Pennsylvania State Department's Academic Standards for Health, Safety and Physical Education. In addition, the Wellness Policy parallels the policy adopted by the School District of Philadelphia. Imhotep's policy has been modified specifically to meet the needs of its students. The policy follows the guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools. The Policy follows 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

- Nurse Reimbursement 2009-10
- Nurse Reimbursement Report 2008-09
- ICHS School Wellness Plan

- Nurse Reimbursement 2007-08

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 - Attachments

- Certificate of Liability 2009-10
- Certificate of Liability 2008-09

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Sixty-eight percent of the staff of IMHOTEP Institute Charter High School is certified. Staff turnover has been minimal. Another twenty percent are HQT but not certified. Most teachers who have left IMHOTEP have done so in order to return to school or to pursue other career opportunities. Some of the non-certified staff are on the verge of receiving their certifications.

Retention and Turnover Data

Number of Teachers 2009-2010: 23

Returning from 2008-2009: 19

Stayed the Entire Year 2009-2010: 27

Quality of Teaching and Other Staff - Attachments

- PDE-414 2008-09
- HQT ACS 2009-10
- LEA Staff Profile ACS
- Course Enrollment ACS
- HQT ACS
- Personnel Report
- PDE-414
- PDE-414 2009-10

Student Enrollment

Parents complete registration documents and are required to present birth certificates, social security cards, immunization documentation and current report cards and grade information. IEPs, evaluation reports, NOREPs, parent permission for evaluations, etc. are required of students receiving special education services.

Students are selected via a lottery system when the number of applicants exceeds the number of available slots. Acceptance is done publicly by using a random number generator to do the selections.

Students returned to school for the 2009-2010 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.

For the 2010-11 school year, 404 students have returned.

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

2008-09 Student Enrollment

	Initially Enrolled	# Dropped	# Added	Transferred Out
9	165	0	12	25
10	138	0	20	15
11	128	0	0	19
12	105	0	1	3

Student Enrollment - Attachment

- Student Enrollment 2009-10

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

Beginning with the 2008-09 SY, Imhotep now participates in the NSLP. We offer breakfast and lunch to students in accordance to the NSLP guidelines. Our current food service is the Primos Grille.

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.

There were 91 incidences involving 84 students where a detention or a suspension was the result. There were no arrests or expulsions.

Student Conduct - Attachments

- Student Code of Conduct
- Preliminary Safety Report 2009-10
- School Safety Report 2008-09
- School Safety Report 2007-08

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Imhotep Institute CHS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: M. Christine Wiggins **Title:** Ms.
Phone: 215-438-4140 **Fax:** 215-438-4160
E-mail: mamachris@imhotepcharter.org

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

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Carol Etlin **Title:** Ms.
Phone: 215-438-4140 **Fax:** 215-438-4160
E-mail: cetlin@imhotepcharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Annual Report Signature Page
- Signature Page