Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2011 - 2012

Name of School: Propel CS-East

Date of Local Chartering School Board/PDE Approval: June 16, 2010-Renewal

Length of Charter: 5 years **Opening Date:** August 22, 2005

Grade Level: K-8 **Hours of Operation:** 8:30AM to 3:30PM

Percentage of Certified Staff: 100% **Total Instructional Staff:** 25

Student/Teacher Ratio: 16:1 **Student Waiting List:** 556(as of July 1)

Attendance Rate/Percentage: 94%

Summary Data Part II

Enrollment: 394 (as of 6/14/2012) **Per Pupil Subsidy:** 12,747

Student Profile

American Indian/Alaskan Native:	2
Asian/Pacific Islander:	1
Black (Non-Hispanic):	146
Hispanic:	2
White (Non-Hispanic):	208
Multicultural:	35

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 66%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 60

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	N/A	190	190	190	N/A	190
Instructional Hours	0	N/A	1140	1140	1140	N/A	1140

SECTION I. EXECUTIVE SUMMARY

Educational Community

Propel Charter School — East has completed its seventh year. Propel East served 394 children from 10 different districts. The school implemented the programs described in the charter; children made substantial learning gains; and the school is organizationally and fiscally healthy. This report reviews the programs the school implemented, describes the children the school served, provides data on the learning that took place, and outlines the goals to be pursued in the coming year.

At year end 15% of the children at the school had an IEP. The student body was 53% white, 37% African American, 10% other. The poverty level was 66%

The school's mission is to develop academically accomplished young men and women who are poised, curious, and disciplined—upstanding individuals who will be effective members of a community. Propel graduates will be great readers, writers and problem solvers, knowledgeable, confident in themselves, and ready and eager to impact their communities; benefiting themselves, their neighborhoods and our region. The school is a dynamic place where teachers, families, students and community partners work together both in the pursuit of excellence and in the cultivation of curiosity, creativity and collaboration. The school encourages excellence through an intense focus on reading, writing, mathematics, social studies and science and through explicit attention to the creation of a caring, nurturing community that provides, in partnership with families, abundant individual support and encouragement. A set of belief statements drawn from the charter serves as touchstones for decision-making at the school.

Propel Charter School — East has put in place the unique and powerful program described in the charter. This program includes: 1) Full day Kindergarten and a longer school year and longer instructional day; 2) small class sizes and individual attention; 3) a 2 ½ hour literacy/humanities block; 4) a comprehensive Science Program; 5) a unique CreativeArts program; and 6) a powerful professional development program.

Implementing this program requires a very strong staff, and the school has that kind of staff. Sandra Gough served as the school's principal, and Dr. Carol Wooten, Superintendent, actively supported her and the remainder of the school staff. Michael Evans served as the Assistant Principal. This highly talented leadership team led a 100% certified staff of 25 teachers. They were assisted by 7 full time instructional aides. The school implemented a professional development program that included in classroom coaching, seminars, workshops at the school, as well as attendance at workshops presented by the AIU, PATTAN, PDE and others.

During the year, Propel continued to use a strong on-going assessment plan for monitoring progress at the school. The plan includes a set of targets based on multiple measures. Students showed growth on math and reading assessments (measured by the 4 Sight, DIBELS, Fountas and Pinnell, Corrective Reading, MAPs and Waterford). Students scored well on the PSSA, and attained AYP. Parents were very satisfied with the school, and student attendance was very good.

Mission

Our mission is to develop academically accomplished young men and women who are poised, curious and disciplined; upstanding individuals who will be effective members of a community. Propel graduates will be great readers, writers and problem solvers, knowledgeable, confident in themselves, ready and eager to impact their communities; benefiting themselves, their neighborhoods and our region.

Vision

We envision dynamic schools where teachers, families, students and community partners work together both in pursuit of excellence and in the cultivation of curiosity, creativity and collaboration. Propel schools encourages excellence through an intense focus on reading, writing, mathematics, history and science. We pay explicit attention to the creation of a caring, nurturing community that provides, in partnership with families, abundant individual support and encouragement.

Shared Values

We have core beliefs about Academics, Community and Personal Power that anchor our work and serve as touchstones, shaping key decisions in the life of our schools.

On Academics

Leading children to academic accomplishments is a central purpose of our school. We place supreme importance on the development of literacy because reading well is the foundation for further learning. We believe children are able to think deeply and that this intellectual engagement is central to academic accomplishment.

On Community

We believe in the power of a community to lift individuals, and that it is our job to prepare children to build and be part of such communities. We also believe it is our job to lead teachers, parents and community partners, through an open exchange of ideas, to share a sense of responsibility for the success of each child.

On Personal Power

We believe that every child is unique and personally powerful. Pursuing personal passions and participating in the arts, physical activities and community service promote both understanding of the world, and appreciation for individual differences. We see children as active participants in creating their futures and feel it is our job to constantly encourage children to explore and reflect, cultivating knowledge of self and a sense of personal efficacy and power.

Promising Principles and Powerful Practices

Propel Schools Promising Principles and Powerful Practices provide a structure and a common language to describe the work in our schools. They were developed, not as an initial foundation, but instead as a description of our schools. The Promising Principle are:

1. Agile Instruction: Each learner has distinct and changing needs. Teachers and teacher teams continually and flexibly adjust instruction to meet learner needs.

Powerful Practices:

1.1 Continuous use of data shapes and guides instruction.

1.2 Planning reflects varied learning styles.

1.3 Instructional methods vary with learning needs.

1.4 Technology is embedded in teaching and learning..

2. Embedded Support: Everyone in the organization is guided, nurtured, and encouraged. Everyone is a coach. Everyone is coached.

Powerful Practices

2.1 Coaching is structured at all levels.

2.2 Extensive support is provided to parents and families.

2.3 Teachers support students beyond the classroom.

3. Culture of Dignity: Relationships, built upon a fundamental appreciation for the unique experiences of each individual both in school and beyond, anchor the Propel community.

Powerful Practices

3.1 Expectations are clear, high and universal.

3.2 Success is built upon strengths.

3.3 Democratic norms are evident.

3.4 Consequences are restorative.

3.5 All voices are valued and acknowledged.

3.6 Family and community are assets.

3.7 Relationships are meaningful and valued.

4. Fully Valued Arts Program: Artistic expression and creativity are essential components of a complete education.

Powerful Practices

4.1 Teaching Artists in residence provide extended experiences.

4.2 Full-time Art and Music teachers integrate learning.

4.3 Arts Education is provided to every student, every day.

4.4 Culminating Celebrations of Learning highlight student accomplishments.

5. Vibrant Teaching Communities: Propel Schools are extraordinary places for educators to work. Continuous professional learning and growth are both expected and supported.

Powerful Practices

5.1 Recruitment and hiring process is rigorous.

5.2 Induction and mentoring programs strengthen new staff.

5.3 Professional Development is collaborative and systematic.

5.4 Collaboration and sharing of best practices is expected and supported.

6. Quest of Excellence: Good is never enough. Administrators, faculty, and staff are constantly striving to reach an ever-rising standard of excellence.

Powerful Practices

6.1 Success targets are explicit and always evolving.

6.2 Vision and culture are clear and reinforced.

6.3 Advisory Committee and Board of Trustees drive a research-based approach.

6.4 University and educational research partnerships are sought and sustained.

Academic Standards

Academic Standards

At Propel, we believe strongly in the need for clear expectations. These expectations define what Propel students should know and be able to do. They provide students and their families with clear goals for the hard, focused work that is an integral part of life at a Propel school.

What follows is a list of the major goals that anchor these clear expectations, brief descriptions of what we expect in terms of Academic learning, learning to be effective in a Community, and learning to be Personally Powerful. They emerge from our vision of schooling and are fully aligned with the **Pennsylvania State Academic Standards**. In addition Propel Schools has begun the transition to the **Pennsylvania Common Core Standards**, these new standards are being phased in according to the schedule provided by the Pennsylvania Department of Education. These standards provide a clear goal for students and constitute a promise to families enrolling children at a Propel school.

Students in Propel East's K-8 school program will:

Academics

Demonstrate excellence in core academic disciplines

a. Read and write well;

b. Listen skillfully and communicate clearly;

c. Show a meaningful understanding of mathematics—see relationships and patterns, compute fluently and apply skills and procedures to solve problems;

d. Show knowledge of historical events and an understanding of historical research, sources, chronology and interpretation;

e. Show knowledge of scientific principles and an ability to apply methods of scientific inquiry.

(**Demonstrations fully aligned with the PA Academic Content Standards — section 412 of 22Pa code)**

Community

Develop awareness, understanding, and appreciation of what it means to be part of a community

a. Work effectively with peers and others to achieve a goal;

b. Manage time and resources to meet commitments and obligations;

c. Understand the roles of a leader, a follower, and an individual in a group;

d. Understand and respect the differences within and among various communities and negotiate differences with others tactfully.

Personal Power

Develop a clear sense of purpose and path and pursue a personal passion

a. Set goals and reflect accurately on progress toward those goals;

b. Demonstrate self-discipline and work hard to achieve goals;

c. Recognize personal strengths and weaknesses;

d. Demonstrate curiosity about the world and an eagerness to learn and grow;

e. Appreciate many kinds of positive, personal expression (including the arts, music, language, sports, and hobbies);

f. Acquire expertise in and passion for at least one.

Strengths and Challenges

- ## Strengths and Challenges

Propel Charter School-East is using the School Improvement planning process to improve upon the areas identified as **Challenges** and to further strengthen the areas identified as **Strengths.** Stakeholders have participated in many ways in creating the plan, and multiple data sources were used to demonstrate results. These data sources include teacher records and observations, student feedback, parent and teacher surveys, the 4SIGHT, the PSSA, the MAP (NWEA) in grades K - 8, developmental reading assessments, and local assessments. Multiple data sources are further strengthened by an annual review of the curriculum by the Educational Advisory Committee which is comprised of well-known experts from higher education, educational research organizations, the cultural arts, and the manufacturing and technology sector.

The 2011-2012 school year ended with 394 students in grades K — 8. At the end of Year One **Strengths** and **Challenges** were identified. These areas continue to be used for school improvement planning.

Strengths: Growth in Student Achievement (Academic Achievement), Full implementation of Inclusion Model, Partnerships with Teacher Education Programs and Community Resources, Focus on Diversity Training for Faculty and Staff, movement into year two of implementing the

School-Wide Positive Behavior Support Program, and continued implementation of an award-winning fully integrated arts program.

Challenges: Moving all students to Proficient/Advanced on PSSA, Meeting the Needs of Adolescent Learners, Developing Differentiated Supervision Model for Teachers, and Meeting the Needs of the Whole Child (academic, physical, and emotional.)

The following Chart gives a more detailed description of the **Strengths** and the **Challenges**. They are broken down into **Relevant Information** (the 2011—2012 school year) and **Next School Year** (the 2012- 2013 school year).

Strengths

Student Achievement (Academics)

Relevant Information	93% of the teachers, 87% of the parents, and 84% of the students say that the school maintains high academic standards (end of year survey.) Data showing continuing growth and improvement in academics: 4Sight, MAP (NWEA) at all grades, SpellRead Reading Intervention Program, Dibels, DRA, F&P Benchmark Assessment, Continental Press Writing Assessment, TERC and Connected Math Mathematics Assessments, ASSET Science Assessments, and local assessments.
Next School Year	• Students will continue to make AYP and strive to increase PSSA RAMP scores by 10% • Students will increase their individual percentage, increasing both state and national percentile rankings based on the data sources listed above

Full Implementation of Inclusion

Relevant Information	Resource teachers and instructional aides were located in homeromes to facilitate co-teaching/planning model. Speech Teacher provided 50% of needed services (IEP's) by pushing into the regular education classroom, Resource and Regular Education Teachers co-planned and implemented lessons, Resource and Regular Education Teachers attended co-teaching workshops, and all Teachers participated in peer and external observations focused on inclusion models.

Next School Year	• Resource Teachers and Instructional Aides will be located in homerooms to facilitate the co-teaching/planning model • Teachers will increase the number of peer observations • Teachers will continue to participate in professional development focused on research-based inclusion practices

Strong Partnerships with Teacher Education Programs and Community Resources

Relevant Information	Propel East has established a strong partnership with The University of Pittsburgh to provide placements for student teachers and interns, as well as observations and other pre-service opportunities. Propel has worked closely with graduate students from Pitt and CMU, participating in various projects in educational research. Propel has established Cultural Arts Partnerships with Hip Hop On Lock and Stage Right. These organizations provide the Artists in Residence. Propel East continues a partnership with Growing Theater at CMU and a literature/theater connection with Prime Stage. Propel has established a strong partnership with the Children's Museum of Pittsburgh. Propel's art teacher presented at the National Art Education Association conference, Propel received the NAMM award for one of the Best Communities in America for Music Education. A partnership with AmeriCorps placed four members in the school as tutors and mentors. Propel's principal participates in the Principals Academy and in a PASA "Leadership for Teaching course". The superintendent participates in the Forum for Western PA Superintendents (University of Pittsburgh.) Partnerships with Barnes & Noble, Tickets for Kids, and the Turtle Creek Rotary have resulted in meaningful support for student programming.
Next School Year	• Additional Arts Partnerships will be established • Creative Arts Manager position will be strengthened • Artists in Residence will be fully assimilated into the school and its instructional program • PASA "Leadership for Teaching" course • Creative Arts Manager position will be strengthened and complete an Arts Leadership Program through the Arts Collabrative.

Focus on Diversity

Relevant Information	Staff uses resources from the Pennsylvania Human Relations Commission to teach students about diversity issues and to post diversity reminders in the classrooms and around the building. Guidance Counselors introduced additional materials and diversity training, as well as facilitating implementation of the Second Step Program and Bullying Prevention. They also provided programming at School Council meeting to educate parents about these programs. The School-Wide Positive Behavior Support moved forward with positive results.
Next School Year	• Continue with the follow-up steps begun this past year. • Fully implement a Positive School-Wide Behavior Plan to help create the consistent expectations and environment to support the celebration of diversity

Challenges

Getting All Students to Proficient or Advanced on PSSA's

Relevant Information	Despite focused efforts of intervention and tutoring for students struggling to be proficient, a small group did not perform on the PSSA's as predicted by the 4Sight and class performance. The goal for all students is 100% proficiency.
Next School Year	• We will study data from the 11 -12 school year to identify way to further boost performance through both intervention and acceleration. • We will close the gap for all subgroups.

Meeting the Needs of Adolescent Learners

Relevant Information	Middle School staff received consensus building training to strengthen their team work. Second Step was implemented school-wide to strengthen empathy and problem-solving skills, and to be pro-active in preventing cyber-bullying in the middle school. The guidance counselor also implemented career education in 7th and 8th grades.
Next School Year	• Add a service learning, project-based component for grades 7 and 8

	• Provide ongoing training and observation opportunities for middle school staff • Continue to expand the career education and bullying programs.

Developing An Effective Differentiated Supervision Model

Relevant Information	During this past school year, a differentiated supervision model was introduced at Propel East. It requires significant change from the former model. It will be an important process to make the shift complete and the supervision most effective.
Next School Year	• Continue to move forward in the process by using staff input and deepening the conversation with other Propel principals • Purchase software for collecting useful data from walk-throughs • Share data with the superintendent, other Propel principles

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Propel strongly believes in developing annual performance goals based on the mission, vision and beliefs of the school. During the 2011-12 school year, Propel continued to utilize a comprehensive framework of performance indicators developed during the 2004-2005 school year. The indicators cover the broad domains of:

A. Student performance;
B. Stakeholder satisfaction;
C. School Culture; and
D. Cultural Experiences

The Propel Schools' trustees reviewed and approved the 2011-2012 indicators. The indicators are used to report the school's performance and track longitudinal data.

In order to present a comprehensive view of the performance, multiple indicators are sometimes given around a particular indicator. For example, for math proficiency, included is the required AYP goal. But because this goal only pertains to grade 3 and up, we also included is a proficiency measure based on the NWEA MAPs, a test used with all students. This allows the presentation of a more comprehensive measure of performance, but also generates information that is useful for internal planning and instructional improvement.

Note that for the core areas of math and reading, the goals are not just for proficiency but for growth. The schools beliefs revolve around the importance of multiple indicators for success, not just at the percentage of students who reach a benchmark, but at the percentage of students who are improving their skills each year regardless of the starting point.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bartlett, Randall	Propel CS	Administrator	Carol Wooten CAO
Darryl Robinson	Propel CS	Administrator	Jeremy Resnick
Dr. Carol Wooten	Propel CS	Administrator	Board of Trustees
Evans, Michael	Propel CS-East	Administrator	Dr. Carol Wooten
Mandi Davis	Propel CS	Special Education Representative	Carol Wooten
Sandra Grassel	Propel CS	Administrator	Carol Wooten

Goals, Strategies and Activities

Goal: Operate a successful school in accordance with the charter

Description: Provide a comprehensive framework of performance indicators to track and report school performance(see attached Annual Meaurable Goals chart in required documents under data tab)

Strategy: Create a postive school climate

Description: Assure a safe, secure and nurturing environment where all students can learn to their maximum potential

Activity: Collect relevant data based on annual measurable goals

Description: Measures of student attendance, parent involvement, school safety, academic rigor, caring environment and student behavior

Person Responsible Timeline for Implementation Resources

Carol Wooten	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Strategy: Improve student academic performance

Description: Deliver a rigorous instructional progam to enhance student achievement

Activity: Collect relevant data based on annual measurable goals

Description: Measures of student academic proficiency and growth

Person Responsible	Timeline for Implementation	Resources
Carol Wooten	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

Strategy: Provide cultural experiences for students

Description: Engage external partners to provide daily cultural experiences for all students

Activity: Collect relevant data based on annual measurable goals

Description: Measures of external partner engagement and number of hours per student provided in arts related activities

Person Responsible	Timeline for Implementation	Resources
Carol Wooten	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

Strategy: Provide stakeholder satisfaction

Description: A positive affect among all stakeholders

Activity: Collect relevant data based on annual measurable goals

Description: Measures of family and faculty satisfaction, re-enrollment and waiting list

Person Responsible	Timeline for Implementation	Resources
Carol Wooten	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional Program

The school's program is an innovative combination of proven practices. They are described below.

Structure

The school is small (394 students in grades K — 8). Class sizes are small (maximum of 20 in K-4, 25 in 5-6). There is more time for instruction because the school day is longer (6 hours of instruction daily) and the school year is longer (190 days). We also offer a full-day Kindergarten. Our teachers work 220 days each year, an increase which allows for extensive professional development. This is in addition to the in-classroom coaching and workshops that occur before and after school.

Continuous Assessment to Meet Individual Needs

The heart of high performance and continuous improvement is the regular and persistent review of data and results. Our frequent assessments identify where intervention, support, and enrichment must guide instruction. We assess through: Kindergarten Readiness; the DIBELS Reading Assessment — at least 3 times a year; the DRA — annually for everyone in the primary grades, and more frequently for students not at grade level; PSSA — Grades 3 - 8; MAP (NWEA)_ Assessment at all grades, and an ongoing reading leveling based on the 100 Book Challenge program. Most importantly, we make decisions throughout the school year based on this assessment data. For example, during this past year, we moved children up a grade level

and had children in multi-grade experiences. We also use flexible grouping in both literacy and math to ensure that children are receiving instruction that is at the appropriate level. Tutoring sessions are scheduled throughout the day, after school, and in the summer program.

Unique 2 to 2.5 Hour Literacy Block

The school uses a developmental, phonics based reading program to build decoding, fluency and comprehension skills. Our students use the highly recommended (NCTE) Open Court Series along with genre studies, and reading-based projects which are compatible with our Balanced Literacy Program. We are also implementing the Waterford Reading Program, a nationally recognized and award-winning program for primary students. Students in grades K-8 have two to two and a half hours of literacy each day. Reading time is comprised of Phonics and Word Studies and immersion into authentic literature. We use the 100 Book Challenge program to put Leveled Libraries in each classroom (a new and well-researched movement in Reading Instruction) so that we can meet the individual needs of our children. Success Maker software is used in both literacy and math. Our Literacy time is broken into: Read Alouds, Shared Reading, Guided Reading, Independent Reading, Literature Circles, Genre Studies, Contemporary Literature, and the Propel-Wide Writing Program.

Strong Math Program

Propel uses a mathematics program that develops the student's ability to use, represent, and explain mathematical concepts — one that emphasizes computational fluency, conceptual understanding and problem solving. Investigations in Data, Number and Space (the TERC program is used for grades K — 5; Connected Math 6-8) The selection was based upon recommendations from the National Council of Teachers of Mathematics and the National Science Foundation. They are very compatible with the other in-depth, inquiry-based programs used in Literacy, Science and Social Studies. Our children also use Every Day Counts to analyze data, see patterns, explore math relationships, and communicate using math terms. Success Maker software was used to further supplement the mathematics program.

Core Studies for In Depth Learning

Propel students engage in a series of core studies of six weeks in duration. These are intensive, in-depth investigations drawn from the disciplines of social studies and science. Each core study also includes field trips, trade books, investigation, and research. Social Studies Alive is the social studies program for students in grades K — 4. History Alive is the program for grades 5- 8. All grades participate in a World Cultures Study the last six weeks of school. This study ends in a culminating event, a World Cultures Fair which is open to family, friends, and the community.

The science component of these studies incorporates the inquiry-based ASSET Science, which is used throughout Allegheny and surrounding counties. Examples of topics are the Kindergarten study of Trees, the first and second grade study of Changes, the third and fourth grade study of Rocks and Minerals, and the middle level study of Populations and Ecosystems amd Catastrophic Events. Teacher-written modules on Earth Science and Health are also implemented throughout the year. Students complete experiments, study concepts, and read literature relevant to each topic. All Propel East students participate in the annual Science Olympiad. Middle level students participated in the mobile science lab project in partnership with the University of Pittsburgh.

The Core Studies have a unique program at the end of each six -week study; a culminating event that is tied to our Celebration of Learning (see below) takes place. Culminating events give students an opportunity to showcase their work and learning in social studies and science at a well-attended parent/community event.

Children can pursue interests that emerge during these Core Studies by participating in after school clubs. For example, we had an after-school Science Club taught by a teacher with extensive experience in science and ecology. Children also had a hands-on math club where they played math games and engaged in various math competitions. Students receive further enrichment through participation in Odyssey of the Mind and the Science Olympiad.

Celebrations of Learning and Our Enrichment Modules

Six times a year, a Celebration of Learning showcases student work and accomplishment in both the Creative Arts module and the science or social studies unit just completed. The Creative Arts module supplements and supports the ongoing use of creative expression in the classroom and replaces traditional “specials.” Residencies of local artists support the work of the Enrichment coordinator. This year, we have completed modules with local artisans - Civic Light Opera, Stage Right, Broadway and Beyond, Studio J Dance, and instrumental music. A module is a six week, every day, hour long study under the instruction and guidance of the Visiting Artists.

Strong Teacher Selection, An Uncommon Professional Development Program

We are able to accomplish these activities through outstanding faculty and staff. Our teachers are certified and highly qualified; most of our teachers have either a graduate degree or are in graduate school. The interview process is rigorous. Candidates must present a lesson, complete a collaborative project, critique a lesson, complete a writing sample, and have a personal interview. Teachers are observed frequently by both administrators and supported by the school’s Literacy and Math Coaches. The superintendent has had experience in Curriculum and Instruction in three local districts, and has been a high school, middle school and elementary principal. She left a superintendent’s position to come to Propel, and continues to participate in the Western Pennsylvania Forum for Superintendents. She brings an extensive knowledge base to the academic program in the school. She works closely with the Director of Curriculum, Instruction, and Assessment. The Assistant Superintendent was a K-8 principal and is currently enrolled in a doctoral program.

Intensive Use of Technology

At Propel we value the use of technology in assessing students, maintaining an extensive student data base, and using existing and emerging technologies such as digitizers, hand held devices, and Ipods as tools for enhancing classroom instruction and student learning. Parents have secure web access to their children's grades and attendance. We currently have mobile laptop labs, PC's in each classroom, and two state-of-the-art PC's in Grades Kindergarten through Two (There are laptops in the special education resource room and the gifted resource room which are equipped with grade appropriate reading and math software. There is a also a computer lab that accommodates a class of students. Smart Boards and document cameras are in every classroom and the Director of Technology is a Keystone Integrator. He is in the classrooms daily and presents at local and state technology conferences. Distance learning equipment is in each Propel School and is used both internally and externally throughout the year.

Mission Driven School Anchored in Research on Best Practice

Our school is a dynamic place where teachers, families, students and community partners work together. The academic achievement of our children is the central focus. We encourage excellence through an intense focus on reading, writing, mathematics, science and social studies. The curriculum follows the PA State Standards (SAS and the Curriculum Framework) and the Literacy Program is also aligned with the New Standards. We are research-based. Our senior instructional staff has completed five years of training with the University of Pittsburgh's Learning Research and Development Center at the Institute for Learning. Frequent and sometimes daily workshops on the Principles of Learning are a part of life at the school. Teachers receive ongoing training in Clear Expectations and Accountable Talk. We pay close attention to the research on how children learn and the key elements of highly successful schools. Our Executive Director and Superintendent have visited outstanding public schools locally, regionally, nationally, and internationally.

Rigorous Instructional Program - Attachments

- Rigorous Instructional Programs
- Propel Schools Mentoring Program 2011-2012

English Language Learners

The school has had no English Language Learners enroll. In the event that a child does enroll an ELL, our plan is to contract with AIU 3 which has an ESL department which both conducts evaluations and provides ongoing services. A copy of the report cover page from the LEP System submissions of ELL data to PDE Bureau of Teaching and Learning Support is attached.

English Language Learners - Attachments

- Propel Schools' ESL Plan
- ELL State Report - East

Graduation Requirements

Propel East only serves students in grades K-8 therefore graduation requirements are not applicable.

Special Education

All Special Education policies and procedures for Propel Charter School East are attached.

Propel arranged to meet the needs of those children requiring specialized instruction through a combination of its own staff, contracted staff, and alternative placements.

Special Education - Attachment

- Special Education Annual Notice and Report

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1	Learning Support	Propel - East	4	K12
Teacher B	1	Learning Support	Propel - East	7	34
Teacher C	1	Learning Support	Propel - East	12	56
Teacher E	1	Learning Support	Propel - East	6	78
Teacher D	1	Life Skills	Propel - East	4	4-8

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Crossroads Speech and Hearing, Inc.	.5	Speech and Language Support	Propel - East	24	K-8

Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional A	Propel - East	1
Paraprofessional B	Propel - East	1
Paraprofessional C	Propel - East	1
Paraprofessional D	Propel - East	1
Paraprofessional E	Propel - East	1
Paraprofessional F	Propel - East	1
Paraprofessional G	Propel - East	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Propel CS - Homestead	Special Education Director	.12
Propel CS - Homestead	School Psychologist	.12
Crossroads Speech and Hearing, Inc.	Occupational Therapy	.15
Crossroads Speech and Hearing, Inc.	Physical Therapy	.05

Propel CS - Homestead	Psychological Counseling	.10
Crossroads Speech and Hearing, Inc.	Speech and Language Support	.50
Propel CS - Homestead	Special Education Coach	.10
Propel CS - Homestead	SWPBS Coordinator	.20

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	**K**	**1**	**2**	**3**	**4**	**5**
4-Sight	No	No	No	Yes	Yes	Yes
Fountas and Pinnell Benchmark Assessment System	Yes	Yes	Yes	Yes	Yes	Yes
DIBLES	Yes	Yes	Yes	No	No	No
PASA	No	No	No	Yes	Yes	Yes
PSSA	No	No	No	Yes	Yes	Yes
NWEA MAPs	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
4-Sight	Yes	Yes	Yes	No	No	No	No
Fountas and Pinnell Benchmark Assessment System	Yes	Yes	Yes	No	No	No	No
PASA	Yes	Yes	Yes	No	No	No	No
PSSA	Yes	Yes	Yes	No	No	No	No
NWEA MAPs	Yes	Yes	Yes	No	No	No	No

Student Assessment

Data are used both to provide external accountability and to improve the school program. Teachers pay particular attention to data from DIBELS (given 3 times at the primary level), the Fountas and Pinnell Benchmark Assessment System (given multiple times), Waterford Early Reading Program (growth measured on an ongoing basis), the NWEA Measures of Academic Progress (an adaptive normed assessment in reading and mathematics) and the Corrective Reading Program (for intermediate students far behind). A standardized individual academic plan was completed for each student this year and used by teachers when planning instruction and conferencing with coaches. The 4-Sight assessment was used for the first time during 06-07 to benchmark students progress in meeting state math and reading standards.

Propel East met AYP targeted indicators. The MAPs data showed a continuation of strong achievement in both math and reading. The Balanced Literacy Program also provides ongoing assessments of student work in language arts, including the Propel Schools Writing Program. The TERC Mathematics Program (*Investigations in Data, Number and Space*) provides ongoing assessments in mathematics, and the ASSET Science Program provides assessments through tests and lab reports. Teachers design written, performance and portfolio assessments in social studies.

Teachers and the Literacy and Math Coach use classroom and individual student observations on a regular basis. Parents are surveyed about their satisfaction with their child's progress, and student work is displayed daily in the school and through the culminating events and exhibitions that take place every six weeks.

Teachers have broken down the state standards into benchmarks for grades K-8. Students are grouped and regrouped (flexible grouping) throughout each trimester based upon their skill level with specific reading and mathematics benchmarks. Group and individual learning centers have been created for students at all skill levels.

Multiple strategies are in place to make certain that students who are at risk of failure and those not making reasonable progress are provided opportunities to help them succeed. Propel East has a robust RTII system in place to support students. Students not succeeding are provided with a multi-tiered system of interventions and in-school instruction support. In addition after-school tutoring in reading and math is provided and there is an after-school homework club. This is in addition to the two and half-hours of Literacy Block each day. The evidence demonstrating that these strategies are effective can be found in the data included in this report.

Student Assessment - Attachment

- Propel East Annual Measurable Goals 2011-2012

Teacher Evaluation

Teacher Evaluation

Research shows that the only factor that consistently impacts students' learning is the teacher. Propel's system for evaluation (and for professional development) takes teachers from where they are to where they want to be. The Teacher Evaluation Plan is built around (1) **Reflection - narrowing the focus to specific objectives, discussing instructional skills and strategies, and an in-depth discussion of the PDE evaluation form.** This occurs in the pre-conference for each evaluation — one each trimester. **(2) Data Collection - establishing ways the observation/evaluation will reflect on those teaching skills that are mutually understood and agreed upon, and those made known to the teacher at the pre-conference.** At the post-conference the observer/evaluator describes what occurred during the lesson in terms of these skills and shares the written evaluation, checklist scored by a rubric, the Teacher Performance Evaluation Form and the evaluation form provided by PDE.

Teachers are observed formally two times per year. Administrators are in each classroom daily taking multiple snapshots of teaching and learning and providing regular feedback to teachers. All administrators teach lessons throughout the year, modeling strategies and creating reference points for supervision and evaluation.

The PDE Form 426 is also used for teacher evaluation two times during the school year.

The administrators are responsible for teacher, coach, and staff (instructional aides and AmeriCorps Members) evaluations. The Literacy Coach is responsible for supervision and evaluation of the Literacy Program. The Math Coach is responsible for supervision and evaluation of the Math Program. The individuals who evaluate teachers and staff are: Dr. Carol Wooten, superintendent (PA certified superintendent); Tina Chekan, Assistant Superintendent; and Sandra Gough, Principal (PA certified).

Propel East and all Propel Schools have an expansive Professional Development Program. They work 220 days a year, and have 10 days of PD at the start of the school year, 10 days of In-Service during the school year, 5 days of PD at the end of the school year, and are responsible for 5 individual days of PD during the time between school years. Teachers are provided in-house training by the highly skilled literacy and math coaches, administrators, and the Coordinator of Pupil Services. Teachers, coaches, and administrators attend conferences and workshops at local colleges and universities, PATTAN, the AIU, PDE, and at state and national conferences such as the NCTM conferences. Many teachers are enrolled in graduate level courses, and all teachers are trained in the ASSET Science model. The Landmark Association is a partner in writing and literacy instruction.

The superintendent has received five years of training from the University of Pittsburgh's Learning Research and Development Center. The instructional techniques that are embedded in the mission of propel come from LRDC's Institute for Learning's "Principles of Learning." She is also in the Forum for Western PA Superintendents, where she receives ongoing professional development. Principals participate in the Principals Academy and the Advanced Leadership Academy through the University of Pittsburgh. The AIU, PATTAN, and the Annual School Law Symposium at the University of Pittsburgh provide training and workshops in the area of Special Education. This is in addition to local experts who present seminars on differentiated instruction and full inclusion. The Coordinator of Pupil Services is currently enrolled in a doctoral program in special education at the University of Pittsburgh and holds a master's degree in special education from Duquesne University.

The approval letter from PDE for the Induction Plan and Professional Education Plan (October 10, 2006) is attached.

Teacher Evaluation - Attachments

- Teacher Evaluation
- Teacher Performance Review 2009

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees was reduced to 9 members for the 2011-2012 school year. Pat Kenny remained as President, and Michael Anselmo became Vice President of the board in June 2012.

In September of 2011 Superintendent Dr. Carol Wooten replaced Jeremy Resnick as the Chief Executive Officer for Propel Charter Schools.

Sandra Gough continued as the school's principal.

Board of Trustees

Name of Trustee	Office (if any)
William Axtman	Vice-President
Thomas Canfield	Treasurer
Bernard Carter	N/A
Tom Joseph	N/A
Kathleen McCauley	N/A
Sean Moran	N/A
Ronald Porter	N/A
Mark DeSantis	N/A
Kristin Hughes	N/A
Wendy Smith	Secretary
Stewart Barmen	N/A
Donald Elliott	N/A
Patrick Kenny	President
Suzannah Maduro	N/A
Kiron Skinner	N/A
Michael Anselmo	N/A
Gretchen Generett	N/A

Professional Development (Governance)

The trustees have many years of experience serving on governing board of non-profits. The board has retained the firm of Strassburger, McKenna, Gutnick and Gefsky as legal counsel. Counsel has advised the Board of what it means to serve as a public official—including the requirements of the Sunshine Law. Counsel is present at each voting meeting.

Coordination of the Governance and Management of the School

The Board of Trustees exercises its governance responsibilities and empowers the school administration to manage the school. The board meets periodically where it reviews the school's current financial position, student results as they become available, and future plans for the school; the board also approves hires and departures and contracts and leases as necessary. The board is involved in developing an annual budget, evaluating the executive

director, creating a long range plan for the school, and supporting fundraising efforts. The Board has a finance committee, a nominating committee, an advancement committee, an executive committee, and various ad hoc committees from time to time. Directors serve four year terms, and officers (President, Vice President, Secretary and Treasurer) are elected in June.

Coordination of the Governance and Management of the School - Attachment

- Propel East Meetings of Board of Trustees 2011-2012

Community and Parent Engagement

Community and Parent Engagement

The Board of Trustees is very supportive of all events and activities that occur at Propel East. Propel Schools has instituted a parent tracker to document the attendance of parents throughout the school year. This becomes part of the student's profile on the student management system. The Board of Trustees has supported community and parent engagement in school activities by providing adequate funding in the budget and often by their own attendance at school events and performances. Propel East has offered Literacy and Math Nights for parents of children at all grade levels K — 8 several times throughout the school year. Community members are also welcome. These nights include a meal and training on how to assist children in academic achievement activities. They receive materials to take home to use in working with their children. Parents play an active role in Odyssey of the Mind and the Science Olympiad.

Propel East has an orientation meeting for all parents at the beginning of the school year and two Open House/Conference meetings during the year. Propel East is unique in its cultural arts program that is strongly supported by the Board of Trustees. This school won the Charles Gray Award (2010-2011 school year) for their outstanding arts program. Their program provides Artists in Residence all day every day for six weeks at a time (this is in addition to the school's music and art teachers.) At the end of each six week artist module there is a Celebration of Learning which includes a student performance and exhibitions of academic content work and music and art work from that six week period. Artist groups include Civic Light Opera and Studio J, along with local photographers, dancers, and musicians. Parents, family and community members attend events every six weeks.

Community members and parents also participate in a School Council that meets every six weeks to discuss school activities. There is always a discussion of ways to expand opportunities for their engagement. This could involve volunteering for book fairs, literacy and math tutoring and programs, facilitating extra curricular activities, or speaking in the classroom, etc.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school did not undertake major fundraising during the previous year. It does not expect to undertake major fundraising in the next fiscal year.

Fiscal Solvency Policies

The school incorporates a comprehensive budget process that encourages the participation of all levels of management. The involvement of all management in the budget process helps to identify any possible shortfalls and allows for corrections during the process. The school also strives to start the school year with an available fund balance.

The school also has a monthly and quarterly financial reporting process that provides senior management with the current financial information.

Accounting System

The school uses the CSIU Technology group accounting system for all budgeting, accounting and reporting. The accounting system is fully integrated with the Pennsylvania State Chart of Accounts and Generally Accepted Accounting Principles.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenue Expenditures & Fund Balance June 2012

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

The school’s audit firm is Hosack, Specht, Muetzel & Wood LLP. The last audit was June 30, 2011 and a clean opinion was issued by the auditor. The 2011-2012 school year audit is scheduled to be completed during September 2012.

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

- Auditor's Annual Report June 2012

Citations and follow-up actions for any State Audit Report

The school did not receive a state a audit in the current year. A state audit was completed last year and the final report has not been received.

SECTION VII. FACILITY RESPONSIBILITIES

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

The School continued to operate in leased space at 1611 Monroeville Avenue, Turtle Creek Pa. The school replaces furnishing and equipment as necessary.

Future Facility Plans and Other Capital Needs

The building is suitable as a long term home for the school. The school has a long term lease for its use. The school will continue to purchase equipment and furnishings needed to operate its program.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Compliance with Health and Safety Requirements and Maintenance of Health and Immunization Records for Students

Propel Charter School East has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills, and bus evacuation drills), and provides appropriate evidence of maintaining health and immunizations records for students. The Request for Reimbursement and Report of School Health Services has been submitted to PDE. An emergency plan has been developed and revised.

Occupancy of the building as a school was approved by both Turtle Creek and state officials. Firefighters visited with children to discuss fire prevention, and fire drills were held through the year. Escape routes are posted in each classroom and reviewed with children. The school has a certified school nurse to ensure that all required health and immunization records are up to date and stored in a locked and fireproof cabinet. Reports were filed with the Allegheny County Health Department and with the PA Department of Health.

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

- Compliance With Health and Safety Requirements and Maintenance of Health and Immunization Records for Students
- East Health Report 2011-2012

Current School Insurance Coverage Policies and Programs

School Insurance Coverage:

Philadelphia Insurance Company
Property, Crime, Inland Marine, General Liability,
Educators Professional Liability, Employee Benefits liability
Philadelphia Insurance Company
Directors & Officers Liability

Eastern Alliance Insurance Group
Workers Compensation Insurance
Highmark-Blue Shield
Group Medical

United of Concordia
Group Dental
Unum Group Life and Group ST/LT disability
Vision Benefit of America
Group Vision - Highmark Fashion Advantage

Current School Insurance Coverage Policies and Programs - Attachment

- Current Liability and Health Coverage June 2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Quality of Teaching and Other Staff

The principal holds a J.D. and PA Certification for Principal. This was her sixth year in this position. The Assistant Principal was new, previously he was a middle school teacher at Propel Montour. He holds PA Certification for Principal.

Beginning of 11 - 12

18 Teachers

4 Special Education (Resource) Teachers

2. Art/Music Teachers

.5 Gifted Teacher

6 Para Professionals (Instructional Aides)

1 Title I Instructional Aide

New Hires During School Year 11- 12

1 Regular Education Teacher transfered to Propel Northside. 1 Special Education Teacher transfered to Propel Braddock Hills High School.

All paraprofessionals meet the PA Guidelines for Paraprofessionals.

Quality of Teaching and Other Staff - Attachments

- Propel East HQT ACS 2011-2012
- Propel East Staff ACS 2011-2012

Student Enrollment

Families choose to enroll their children because they believe our school is right for their child, and children are welcomed regardless of ability or disability, race, religion or national origin. A simple process, described below, ensures that all applicants are treated fairly. Children residing in the school district and children with a sibling already enrolled receive preference provided their applications are completed in a timely manner.

A lottery is held in January for spaces that may be open in the following year. At the lottery, an ordered list is created. Applications received after the lottery deadline are placed at the end of the list in the order received.

When space becomes available, an offer of admission will be made. In order to accept the offer, families must: 1) visit the school and talk with school staff so that the family can make an informed decision that this is the right place for the child; 2) complete an enrollment form; 3) provide a transcript of grades showing that the child has completed the previous grade or, in the case of Kindergarten, provide a birth certificate showing the child is old enough to enter school; 4) provide evidence of required immunizations; 5) complete a record release form (except for Kindergarten); and 6) provide proof of age (for Kindergarten).

Procedures:

1. We encourage families to visit the school and talk with designated staff to make sure the school is right for their child.

2. Complete a one page application form. A separate application must be completed for each child who is applying for admission.

3. Deliver the completed application. Applications will be accepted beginning October 1 for the following school year.

4. In order to receive sibling preference and in order to be eligible for the lottery, applications must be received by November 30. You will receive a receipt with a number for the lottery. Each family will receive only one number so that sibling applicants are drawn together.

5. In mid-January, we will conduct a lottery. Only applications submitted by the November 30 deadline will be eligible for the January lottery.

6. At the lottery, siblings of current students will be drawn first. Then applications from families residing in the chartering school district(s) will be drawn. Finally, other eligible applications will then be drawn. An ordered list will be created at each grade level.

7. When we are sure that a space will be available in a particular grade, offers of admission will be made from the ordered list. Parents will have two weeks from the offer of admission to complete the enrollment process or forfeit their space.

8. Applications received after the lottery deadline are placed on the appropriate grade's list in the order received.

The school offers a full day Kindergarten program. Children must be five years old on September 1 to enter Kindergarten. Children must have completed Kindergarten or be six years old on September 1 to enter First grade.

Enrollment during the school year was remarkably stable. The following table summarizes enrollment during the year:

Grade	Enrollment 8/22/2011	Withdraws	Enrolled	Enrollment 6/15/2012
K	39	0	1	40

Grade	Enrollment 8/22/2011	Withdraws	Enrolled	Enrollment 6/15/2012
1	39	2	3	40
2	41	1	1	41
3	42	2	1	41
4	40	0	5	45
5	46	1	6	51
6	45	2	4	47
7	46	1	4	49
8	41	1	0	40
Total	379	10	25	394

Of those who did leave 4 moved outside of the area, 5 were disatisfied with the education, 1 was removed after 10 consecutive absences.

There are currently no supporting documents selected for this section.

Transportation

Transportation

Propel Charter School East does not arrange transportation to and from school. Transportation is provided by the home districts that provide bussing, and they have been cooperative in arranging transportation, including to the school's ESY Program.

Food Service Program

The school does participate in the National School Breakfast and Lunch Program. 66% of children qualify for free or reduced priced meals. The school contracts with the Pittsburgh Public Schools to provide meals.

Student Conduct

Discipline is an integral part of teaching and learning. Children must develop good work habits and attitudes if they are to be successful students and become successful members of the larger community.

A complete Student Handbook, including a Code of Student Conduct is attached. A positive school-wide behavior support plan is used so that expectations are clear and so that minor issues are handled consistently and fairly. Because one of the goals of the school is to promote constructive and respectful behavior, the procedures and consequences described in this Code of Conduct are designed to modify unacceptable behavior, not to punish.

The principal of the school has the responsibility for investigating serious or repetitive behavior incidents. Following the investigation, the principal has the authority to assign a variety of consequences including both in-school and out of school suspensions. Before assigning an out-of-school suspension longer than three days, the principal will conduct an informal hearing to which the parent and student will be invited. After such an informal hearing, a student may be suspended from school for up to ten days.

If the principal believes an exclusion from school of greater than ten days is warranted, the matter will be referred to the board of Trustees. Following a formal hearing in front of a committee of the Board or a Hearing Officer, the Trustees will make a final adjudication. There were no students referred to the board for expulsion hearings during the 2011-2012 school year.

Incidents involving students with disabilities will be handled in accordance with Federal law and regulations. According to the Individuals with Disabilities Act (IDEA 2005), exclusions of more than 10 consecutive school days or of more than 15 days in a school year when they constitute a “pattern” are changes of placement and require an IEP team meeting before the exclusion can occur. Any exclusion of a child with mental retardation is considered a change in placement. Where behavior triggers a change in placement, a “manifestation determination” will be conducted to determine if the child’s behavior is caused by a disability. Children with disabilities will not be disciplined for behaviors that are manifestations of their disabilities. All polices conform to Chapter 12 regulations.

27 students received out of school suspension in the 2011-2012 school year . There were no expulsions.

Student Conduct - Attachment

- Propel Schools Code of Conduct 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Propel CS-East within Allegheny IU 3 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2011 - 2012 Annual Report for Pennsylvania Charter Schools

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 Propel CS-East 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: Dr. Carol Wooten **Title:** Executive Director
Phone: 412-325-7305 **Fax:** 412-325-7309
E-mail: jresnick@propelschools.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Pat Kenny **Title:** President
Phone: 412-325-7305 **Fax:** 412-325-7309
E-mail: pjkenny@ppg.com

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

Identify the charter school's Special Education Contact Person.
Name: Mandi Davis Skerbetz **Title:** Pupil Services Coordinator
Phone: 412-325-7305 **Fax:** 412-325-7309
E-mail: mdavis@propelschools.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Propel East Signature page 2012