2016 Report to the Community on Public School Progress in Pittsburgh

Your guide to our public schools.

www.aplusschools.org
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The artwork on the front cover, “Random,” was created by Henry Presser, a third grader at Pittsburgh Montessori PreK-5 last year. Henry was the first-place winner of our Your Art, Our Schools cover competition. The artwork on the back cover, “Tattoo Boy,” was created by our second-place winner, Jada Dillard, a third grader at the Urban Academy of Greater Pittsburgh Charter School last year. For information about how to submit work to the 2016-17 Your Art, Our Schools cover competition, please contact James Fogarty at jfogarty@aplusschools.org or 412-697-1298. Photography by Greg Blackman.

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How to use this report

This report is intended to provide you with common, accessible information about Pittsburgh Public Schools and the city’s charter schools. We hope it will help you to monitor school progress and to define questions and identify areas where you need more information. Here are some ways you can use the information presented here, as a parent or caregiver and/or a concerned citizen.

1. Parents/caregivers: If you have a child in school, ask the principal, a teacher, or your local school board member for more information about the data reported here.

High-performing schools focus on student outcomes and hold students to high expectations. You might ask these questions about student achievement:

- How do you monitor student achievement?
- What strategies are in place to make sure students make at least a year’s worth of growth?
- How do you help children who are falling behind?
- What is being done to address chronic absenteeism?
- How does the school keep students on track for the Pittsburgh Promise college scholarship? How do you help students plan for their lives after graduation?
- Which students have access to Advanced Placement (AP) courses?

High-performing schools have principals who coach and support teachers to help them improve. You might ask these questions about instructional leadership:

- What is being done to ensure that each child is benefiting from excellent teaching?
- How do you help teachers improve? What is the area of focus for this year?
- How do you support new teachers and keep effective teachers? How do you know that your system is working?
- How do you monitor student suspensions? What kinds of interventions or supports do you provide for students who need them?

2. Community organizations: If you work for a community organization, consider how you can contribute to the success of a school. Ask the principal or a teacher about the school’s overall goals and its plan to raise student achievement. Compare the plan to the information in the report. Does the plan appear to address school needs? Are there gaps that your organization could fill?

3. Volunteers: Connect with a school near you to find opportunities to mentor, tutor, or volunteer in other ways.

Call A+ Schools at 412-697-1298 if you need help interpreting this report, to discuss school improvement strategies, for help making a connection as a volunteer, or to request a presenter or facilitator for a parent or community meeting.

If you’d like to share your views on this report, contact us at 412-697-1298 or info@aplusschools.org. If you find this report valuable, please let us know! Your interest will help us raise resources to continue its publication.

Your Art, Our Schools Cover Competition

We know that student art is flourishing in our schools, and we’re looking for the best to feature on the covers of our next report. Any Pittsburgh Public Schools student or charter school student in the city is eligible to submit work by January 27, 2016. A panel of experts will select finalists, whose work will be displayed at a gallery. During the opening reception, the public will vote for first- and second-place winners. Winners and finalists will receive cash prizes. To submit your art for consideration, go to http://bit.ly/yourartourschools. For more information, please contact James Fogarty at jfogarty@aplusschools.org or 412-697-1298.
A+ Schools works with the community to improve excellence and equity in our schools. We serve as a resource and a catalyst for change, collecting and distributing critical information and providing specific ways for the community to help make our schools great.

Here are five key ways we partner with the community to improve Pittsburgh’s schools.

1. **We keep watch over Pittsburgh’s schools.**

A strong public school system has effective leadership that is fully accountable, fiscally responsible, and focused on providing a high quality education for all students. Our work provides important oversight and helps ensure accountability at all of Pittsburgh’s public schools.

- In 2014, A+ Schools led the effort to rally community support to secure a multi-year approval from the Pennsylvania Department of Education for **Pittsburgh Public Schools’ new teacher evaluation system**. Thanks to the advocacy efforts of our community, this system is now approved until 2017. Students in Pittsburgh are benefiting from teachers who receive accurate, reliable feedback for improvement and are held to high standards.

- Through our **Board Watch** program, volunteers attend school board meetings, serving as independent observers and evaluators of the board’s performance. Because of the work of **Board Watch** volunteers, board meeting agendas are posted online and the doors are open to the community. We issue quarterly report cards and recommendations based on Board Watch reports. The school board has responded to 60% of Board Watch recommendations over the past six-and-a-half years, resulting in better governance.

- Throughout our twelve-year history, you have counted on A+ Schools to keep an eye on the educational landscape and keep you informed when big changes are on the horizon—such as superintendent transitions, budget issues, school board elections, and state policy changes—that require community input and attention. We’ve hosted town hall meetings, and published reports and position papers on these important issues over the years.

2. **We mobilize the community.**

In the quest for quality public education, we strive to involve the entire community—students, parents, the general public, neighborhood associations, religious groups, and non-profit organizations, as well as school administrators, teachers, and public officials. We partner with a wide range of community organizations.

- This past school year, parents contributed over 14,000 volunteer hours at schools through **Parent Nation**. Our school teams hosted more than 30 events and trainings to build school communities and to support parents’ growth as leaders within the district. Trainings and workshops covered a variety of topics, including parents’ rights, restorative practices, and fundraising. All of this hard work is paying off as we see improvements in relationships and collaborations among parents and school staff.

- **TeenBloc** brings together high school students from across Pittsburgh to participate in leadership development and community organizing aimed at improving public education in Pittsburgh. In 2015, TeenBloc and the Black Political Empowerment Project registered 225 18-year-olds to vote through an outreach campaign in PPS high schools. In 2014, students engaged over 1,700 of their peers to support the adoption of a **Student Bill of Rights**, portions of which were ultimately approved by the Board of Education. In addition, thanks in part to TeenBloc’s advocacy, 22 schools are in the process of implementing restorative practices with the help of a Department of Justice grant.

- Our **School Works** program recruits and mobilizes community volunteers to conduct confidential interviews with teachers, principals, and guidance counselors. These interviews let us gather information on the inner workings of Pittsburgh’s schools and make recommendations for improvements. More than 600 volunteers have interviewed over 300 school staff in the past six years. This election year, we will be surveying voters to understand their views on education. **You can participate by going to www.aplusschools.org to sign up.**

- A+ Schools is part of the **Campaign for Fair Education Funding**, a state-wide coalition with more than 50 members that advocates for equitable, adequate, predictable, and sustainable school funding for all Pennsylvania districts. In the past year, the legislature enacted a funding formula for distributing state basic education funding and
increased the annual state contribution to K-12 education by $200 million. We participate in several other statewide coalitions that work for policies such as college- and career-ready academic standards, and protecting excellent teachers.

3. We collect critical data.
As an independent community advocate for improvement, we serve as a resource for facts, evidence, best practices, and research, with a focus on equitable outcomes for all students in Pittsburgh's public schools.

- Our independent analysis of the evaluation system created under the Empowering Effective Teachers Plan laid out recommendations for ways to improve the system so every child can benefit from great teaching in every classroom every day. We learned from teachers, principals, and parents about how this work has an impact on the classroom.
- In the past year we have provided community research briefs about Positive School Climates and Student-Based Budgeting. Our research takes a deeper look at what's working in schools, and provides the community and board with actionable ideas for improvement.

4. We keep you informed.
Parents and community members need facts to understand what is being proposed, to talk things through, and to provide feedback on important issues. A+ Schools provides information and brings the public together in community meetings to discuss the findings and determine priorities.

- Every two years, we work with organizations across Pittsburgh to reach more than 10,000 likely voters with information about school board elections through our voter education work. We provide voter guides and policy information to voters through direct mail, community centers, and candidate forums throughout the City.
- Over 1,600 people have participated in city-wide meetings to hear the findings of our School Works research. School Works reports are distributed to thousands each year.
- This annual Report to the Community provides detailed information so families can monitor progress in each of Pittsburgh's public schools and charter schools, and make informed decisions on their choices of schools. In 2014, we significantly revised the report to provide readers with critical information related to the equity issues we care about.
- Every day we provide regular updates on news and research through our social media presence on Facebook (facebook.com/aplusschoolsfans) and Twitter (@aplusschools). On a bimonthly basis, we email to over 6,000 followers updates on critical issues, events, and news of interest. Finally, when there’s an issue of critical community importance, we directly mail, canvass, and call residents to have a conversation about equity and excellence in our public schools. You can sign up for regular updates at www.aplusschools.org.

5. We inspire community action.
A+ Schools uses the data generated from our projects to create political pressure that influences policy and creates change that improves our schools. Our members, volunteers, partners, staff, and board members organize community outreach events, engage the media, and testify at hearings before the school board and other elected officials. We encourage the public to get involved.

- Parent Nation supports and develops parent leaders who demand equitable and excellent education at some of Pittsburgh's most vulnerable schools. Parents have been successful at getting transportation for their children, starting volunteer programs that help support teachers and staff, and getting additional staffing for their schools. Parents for whom English is a second language now have access to important school documents and can access the PPS Web site in their native tongue, thanks to organizing by the Latino Parents United in Action, a group that is supported by A+ Schools organizers.
- We mobilized buses of people to rally and speak to legislators in Harrisburg as part of the Campaign for Fair Education Funding. Together we fought for a fair funding formula and additional state funding for education to make the financing of public schools in the Commonwealth more equitable.

We keep watch over Pittsburgh's schools, mobilize the community, collect critical data, keep you informed, and inspire community action.
**Equitable funding: Why it matters**

A+ Schools’ vision is a district where 100% of students graduate and at least 80% of students go on to complete some sort of college or career training. We want schools that work for all children, and for race not to be a factor in student achievement or access to opportunities.

In order to get to this vision, we need to provide students with an equitable education: one that provides each student with the individual support he or she needs to reach and exceed a shared standard of success, which includes graduating from high school and completing post-secondary education or training.

**Good news: PPS spends 86% of its total budget directly on students.**

To get to equity, we advocate for a strategic allocation of resources that provides:

- Great teachers in every classroom
- Resources distributed based on student need
- Resources directed toward improving outcomes
- Access to opportunities to boost student learning such as arts, music, and world languages
- Differentiated supports that can help unlock the potential of each student

In order to create a strategy that will meet the needs of each of Pittsburgh’s students, we need to know what resources we have to work with, how those resources are currently being allocated, and if resources are being spent in ways that maximize student achievement.

Unfortunately, we and the Board of Education of Pittsburgh Public Schools (PPS) cannot answer many of these questions. That must change.

**Bad news: Less than half of the money spent on students is trackable down to the school building level.**

<table>
<thead>
<tr>
<th>Site-based budgets (trackable)</th>
<th>Central office (currently not trackable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average teacher salaries</td>
<td>Transportation</td>
</tr>
<tr>
<td>Principal salaries</td>
<td>Facilities and maintenance</td>
</tr>
<tr>
<td>Some supplies</td>
<td>School security</td>
</tr>
<tr>
<td>Small discretionary budget</td>
<td>Nurses</td>
</tr>
<tr>
<td></td>
<td>Special education</td>
</tr>
<tr>
<td>Other costs</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendations**

As the district drives dollars out to schools it should focus on maximizing the impact of the resources it has to improve student academic achievement. To do this the district would need to:

1. Increase transparency.
2. Establish a fair funding formula at the district level.
   - **Establish a base cost of educating students:** Determine the cost to educate PPS students to the standards set for them.
   - **Count students:** Once base cost is established, dollars should go to schools based on school size.
   - **Add adjustments for students with greater needs:** A fair formula would then add weights for students with specific needs that require additional resources (such as students with exceptionalities, students who are economically disadvantaged, students who are homeless, and English language learners).
3. Prioritize student outcomes.
4. Provide greater autonomy to principals while holding them accountable for results.
Introduction

This year’s publication of our annual Report to the Community marks a turning point in the history of Pittsburgh Public Schools and A+ Schools. Over the summer, our long-time executive director, Carey Harris, announced her departure to head the Pennsylvania Early Learning Investment Commission. And Dr. Linda Lane left the superintendent’s position at Pittsburgh Public Schools. The school board selected their first choice for superintendent in Dr. Anthony Hamlet, and A+ Schools’ Board chose James Fogarty to be our new executive director.

In addition to these leadership changes, we saw the passage of a new Basic Education Funding Formula (which attempts to make state funding for schools more equitable) and the approval of additional state funding for schools. In local policy, the district amended the Collective Bargaining Agreements with its unions to increase pay, but left some critical issues unresolved for now. Also, the school year began with more than 200 students from Wilkinsburg now attending Pittsburgh Westinghouse Academy 6-12, precipitated by the closing of Wilkinsburg High School.

You can count on A+ Schools to be your independent advocate for equity and excellence in Pittsburgh’s public schools. We will continue to ring the alarm about persistent gaps in opportunities and student achievement. We will continue to provide the key research, analysis, and engagement you have come to rely on to improve our schools.

Our advocacy efforts with the Campaign for Fair Education Funding this past year led to the passage of a basic education funding formula that pushes out new education funding based on the number and need of students in a given district. We will continue to work in coalition with over 50 other organizations statewide to increase funding for public education from the state and to make spending more equitable for students.

As candidates get organized to run for one of five school board seats that are up for election next year, we are going to find out what voters think about public education in Pittsburgh through our School Works program (see our Web site for how you can get involved). As the spring rolls around, we will again create candidate guides and host a candidate forum so you can get to know the people who will control a budget larger than the City of Pittsburgh’s.

At the center of all we do is our students, and we will advocate for programs and policies that improve their options now and in the future.

PSSA tests and Keystone exams

As these major changes were happening in our district, students took for the second time the revised Pennsylvania System of School Assessment (PSSA) tests last spring. The tests, given in English Language Arts (ELA) and Mathematics in 3rd through 8th grades, were revised to align with the state’s new academic standards, the Pennsylvania Core Standards (descriptions of what students should know and be able to do before they graduate). As was the case in 2015, more items on the new PSSA tested problem solving and critical thinking skills and required written responses, according to the Pennsylvania Department of Education (PDE). Some content is now being tested in an earlier school year. Also, the scores students need to earn to fall within the “Proficient” or “Advanced” score ranges have been adjusted to reflect more rigorous standards.

What are the PSSA tests and Keystone exams?

The Pennsylvania System of School Assessment, or PSSA, is the state test for 3rd through 8th graders. Testing takes place in the spring.

<table>
<thead>
<tr>
<th>PSSA content area</th>
<th>Grades tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA) &amp; Math</td>
<td>3–8</td>
</tr>
<tr>
<td>Science</td>
<td>4, 8</td>
</tr>
</tbody>
</table>

The Keystones are state end-of-course exams, given at various times throughout the school year. In 2015-16, students took Algebra I, Literature, and Biology Keystone exams. Students may take the exams more than once. Keystone exams for other courses may be developed.

Scores for both PSSA tests and Keystone exams are rated “Advanced” (above grade level), “Proficient” (at grade level), “Basic” (not consistently at grade level), or “Below Basic” (below grade level).

A small number of students who receive special education services take an alternate test.
While we continue to provide historical data about gaps in student achievement for your reference, we note that we have only two years of PSSA data that reflect the new tests, which are not enough to see a trend.

Students in upper grades take the Keystone exams in Algebra 1, Literature, and Biology. Although PDE has postponed passing the Keystone exams as a requirement for graduation, Pittsburgh Public Schools students are required to pass them, or demonstrate proficiency in an alternative way, before they can graduate.

What’s in the report?

This report is organized around equity indicators that research has identified as important. On our school pages, we identify and highlight data about teaching, student academic growth, school climate, and readiness. Rather than including all tests results, we report on “key indicators”: 3rd grade reading proficiency, 8th grade algebra taking, and Keystone exam achievement by 11th grade. We also show the racial achievement gap, which we define as the difference between black student achievement at the school and white student achievement in the district overall.

This year we report academic growth as measured by PVAAS—the Pennsylvania Value-Added Assessment System. PVAAS reports on whether or not a school met the state's standard for growth in PSSA and Keystone achievement: at least a year’s worth of growth in scores for a year’s worth of schooling. Unlike the district’s measure of growth—VAM, or Value-Added Measures—PVAAS is reported for public schools across the state. Therefore it allows us to look at district schools and charter schools using the same measure.

On the comparison chart pages (15-19), readers can compare schools of different types and view additional indicators, such as each school’s site-based budget. Please note: while the district spent $23,065.49 per pupil in 2014-15 based on its Average Daily Membership according to PDE, we are only able to provide each school’s site-based budget, as many of the school-based costs of educating students are not accounted for at the school level by Pittsburgh Public Schools.

Last year, we didn’t report student survey responses because the data were not provided in a way that would be meaningful to readers. This year, we report these data in the comparison charts. However, we are only able to report how each school compared to a national average. We hope that in the future, more detailed information from the surveys the district administers to students will be made available to us.

We also include a report from the Healthy Schools Working Group (page 107), a call for greater budget accountability (page 4), and a short overview of “school pushout” (page 8), which disproportionately affects African-American girls.

The report also contains data for all of the charter schools within the city. (Charter schools are free, public schools operated independently of school districts.) We thank the schools for providing information.

This year we provide basic information about the district’s special education centers and schools and the Hill House Passport Academy Charter School, which serves a special population of students (page 88). Due to the lack of meaningful achievement indicators for groups of students with diverse special needs at these schools, we do not provide additional information. (Test scores and proficiency levels we report for each school include all students who took the PSSA or Keystones, regardless of special education status.)

Again this year, the report includes an executive summary. The executive summary, beginning on page 9, is an analysis of some aspects of the reported data and an examination of trends.
The report also contains:

- Data about each school for the 2015-16 school year
- Comparisons of each school to district averages
- Achievement information: how each school measures up to state “proficiency” levels on PSSA tests and Keystone exams
- Information about each level (elementary, K-8, middle, 6-12, and high) on the cover page of each section, along with comparable state-level data
- An index of schools grouped by region (page 116)

Information that reflects the current year as a service to readers includes:

- School names, names of principals/administrators, and contact information
- “English as a Second Language” program sites, magnet programs, and Career and Technical Education (CTE) program sites
- Building accessibility

The indicators of school progress were originally selected by an A+ Schools committee headed by Alan Lesgold, Ph.D., dean emeritus of the School of Education, University of Pittsburgh. The indicators in our revised report (starting in 2014) were developed with the help of Dr. Shula Nedley and the A+ Schools board and staff. We thank the Pittsburgh Public Schools for its cooperation in making data available.

**Reporting by race and economic disadvantage**

Readers may wonder why we report some test results and other indicators by students’ race and economic disadvantage. We draw these comparisons for two reasons. First, as is the case nationally, Pittsburgh has a large achievement gap between African-American and white students and between students from low-income families and other students. Yet the report shows that in some schools, African-American students and students from low-income families do better than city averages. Second, initiatives and interventions led by former Superintendent Linda Lane and the Pittsburgh Board of Education were designed to close the race and income achievement gaps and to raise achievement for students overall. Over time, we hope readers will be able to use information from these reports to judge for themselves whether or not these strategies are working.

**Interpreting the report**

With our revised report, we have tried to offer readers more contextual information to provide a clearer picture of each school. Still, much of the report is based on test scores. We urge readers to approach test scores with caution. Test results may not adequately represent students’ achievement due to personal factors such as students’ test anxiety, and/or technical reasons for score fluctuations.

This report isn’t a substitute for visiting schools and observing in classrooms. We hope readers will consider the report as a tool for framing further questions as they continue to seek information about the quality of our schools.

See pages 114-115 for more information about any indicator.

Call A+ Schools at 412-697-1298 to schedule a presentation on this report for your school, community group, or agency. We’ll review the report, explain how to use it, and answer your questions.

**Art teachers:** Please encourage your students to enter our Your Art, Our Schools Cover Competition by submitting their work to http://bit.ly/yourartourschools by January 27, 2016. Students may submit work they completed for assignments.

Please visit our Web site at www.aplusschools.org to support the publication of this report and our other programs and publications through a donation.

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**Did you know?**

Missing just **two days** of school a month, or **18 days** in a school year, is enough to negatively impact student learning.

Students with poor school attendance in early years are more likely to fall behind in reading and math.

Join us! The Be There School Attendance Campaign is a coalition of school and community partners working together to improve school attendance. For more information: @betherepgh or Shauna.McMillan@uwac.org.
Zero tolerance discipline policies were created to eliminate weapons and drugs from schools, yet they have been increasingly used as the de facto means to punish students for minor misbehaviors including tardiness and dress code violations, or subjective infractions like defiance of authority. Compelling evidence suggests that a decade of exclusionary discipline does not improve student behavior, school safety, or academic achievement. In fact, these punitive methods limit opportunities for students to learn and engage. They isolate, stigmatize, and push out an already vulnerable population of youth.

Students of color have been disproportionately impacted by these practices. In Pittsburgh Public Schools (PPS) last year, black students comprised 76% of all students who received at least one out-of-school suspension, but they only made up about half (53%) of the total student population. Black students were four times more likely than white students to be suspended.

While much of the research and discourse on racial disparities in school discipline have focused on black males, black females are also disproportionately impacted. According to the Office of Civil Rights Data Collection, during the 2011-12 school year, nationally, black female PreK-12 students were suspended at six times the rate of white girls and more than any other group of girls. In Pennsylvania, black female students were six-and-a-half times more likely than white females to be suspended at least once.

The disproportionality is visible within our local context as well. Black girls in PPS were suspended four times more often than white girls. By far, the highest disparity is seen in suspensions of students with disabilities. Approximately half of all black girls with disabilities who attend a PPS high school are suspended each year. In PPS high schools, black females with disabilities are suspended 13 times more often than white females with disabilities. In every PPS high school, black girls receive suspensions more frequently than white boys and white girls combined.

Students who are suspended just once in ninth grade are twice as likely not to graduate (Balfanz, 2013). Often, these students are labeled as dropouts. However, researchers have also begun to use the term “pushout.” While “pushout” and “dropout” both define students who leave school and fail to graduate, their connotations are different. A dropout is an individual who quits school of her own accord. Dr. Monique Morris, author of Pushout: The Criminalization of Black Girls, describes pushout as “beliefs, policies, and actions that degrade and marginalize both [black girls’] learning and their humanity, leading to conditions that push them out of schools and render them vulnerable to even more harm.”

**What is the solution?**

Dr. Morris recommends that schools revoke the “permission to fail” that has been granted to black girls. Fair, just, and effective alternatives to suspensions and expulsions are needed to ensure that black girls learn, achieve, and grow to their fullest potential.

- Schools must provide ongoing professional development that emphasizes reducing implicit bias and engages all staff in the school’s process of institutionalizing fair discipline policies.
- Students are the experts on their experiences and should be given opportunities to co-construct their school communities alongside staff and administrators.
- All school personnel should undergo cultural competency trainings which provide a framework of positive engagement strategies for students of color.
- Dress code policies must be revised and new ways of regulating student behavior developed that do not unfairly target black girls or facilitate their objectification.

For more information on pushout and other issues impacting black girls:


If you are a concerned citizen, PPS parent, or a student who wants to work to reduce criminalizing pathways for students, join the Pennsylvania School Climate Coalition at www.elc-pa.org or contact us at www.aplusschools.org.
Executive summary

This executive summary provides an overall analysis of trends across public schools in Pittsburgh, based on data in this and previous A+ Schools reports. While this summary does not address every indicator, we hope it will help readers who want to take a closer look at progress. Considerably more data are available now compared to when this report was first published. We can now look systematically at how schools are equipped to improve student outcomes.

This summary seeks to address the following questions:

- What are the characteristics of the district and its schools?
- How well equipped are schools to improve student outcomes?
  - What financial resources are being invested in schools to fuel teaching and learning?
  - To what extent do students experience effective teaching, and to what extent do teachers experience positive teaching and learning environments?
  - Do students attend school regularly? What is the relationship between suspensions and attendance?
- How do black and white students in the district compare with black and white students across the state on academic achievement as measured by PSSA tests and Keystone exam scores?
- To what extent are students reaching academic milestones: reading well by 3rd grade, taking algebra in 8th grade, and graduating ready for college and career as measured by the Keystone exams?
- Are students growing academically, according to value-added measures?
- To what extent are high school students being prepared for post-secondary education and training?

Findings for the 2016 Report to the Community

Characteristics of the district and its schools

Enrollment

The table below describes the general student population within each type of school configuration in the Pittsburgh Public Schools (PPS) in the 2015-16 school year. Compared to last year, the diversity of the PPS student population has remained about the same. Our former source for information about students’ economic disadvantage was eligibility for free and reduced-price lunch. PPS no longer collects free/reduced lunch applications because the District now provides free lunch to all students under the federal Community Eligibility Provision. As was the case last year, this information is based on the state’s Direct Certification process, which has resulted in fewer students being identified as economically disadvantaged than in previous years.

Student demographic information at each grade-level configuration for 2015-16*

<table>
<thead>
<tr>
<th>Number of schools</th>
<th>Average enrollment</th>
<th>Range of enrollment</th>
<th>Percent black</th>
<th>Percent white</th>
<th>Percent multi-ethnic</th>
<th>Percent Asian</th>
<th>Percent Hispanic</th>
<th>Percent economically disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 50</td>
<td>450</td>
<td>151 to 1,435</td>
<td>52%</td>
<td>33%</td>
<td>8%</td>
<td>3%</td>
<td>3%</td>
<td>53%</td>
</tr>
<tr>
<td>K-5 23</td>
<td>323</td>
<td>157 to 544</td>
<td>55%</td>
<td>29%</td>
<td>8%</td>
<td>3%</td>
<td>3%</td>
<td>58%</td>
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<tr>
<td>K-8 11</td>
<td>494</td>
<td>198 to 867</td>
<td>50%</td>
<td>35%</td>
<td>10%</td>
<td>3%</td>
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<td>6-8 7</td>
<td>306</td>
<td>151 to 494</td>
<td>53%</td>
<td>32%</td>
<td>8%</td>
<td>4%</td>
<td>3%</td>
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<tr>
<td>6-12 5</td>
<td>696</td>
<td>167 to 950</td>
<td>62%</td>
<td>29%</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
<td>39%</td>
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<tr>
<td>9-12 4</td>
<td>1,008</td>
<td>473 to 1,435</td>
<td>42%</td>
<td>43%</td>
<td>6%</td>
<td>5%</td>
<td>3%</td>
<td>50%</td>
</tr>
</tbody>
</table>

* Based on October 2015 enrollment. Does not include special schools and centers or the Online Academy.

continued on p. 10
Enrollment change by grade level

The chart on the right shows that district enrollment increased slightly last year, though over four years, overall enrollment is lower. (This chart reflects October 2015 enrollment and includes students attending special schools and centers in the district that are not reported in this book.)

Teaching

The charts in this section show indicators related to instruction: teacher performance levels (which are derived from observation of teaching practice, student perceptions and student learning and growth data) and teacher survey responses. We looked at changes between 2013-14 and 2015-16.

The chart on the right shows that the vast majority (98%) of PPS teachers performed at "Proficient" or "Distinguished" levels over the past year. Compared to last year, the overall percentage rose one percent. The percentage of teachers performing at the "Distinguished" level increased significantly, from 51% to 62%.

Each year, PPS teachers are asked to complete the district’s Teaching and Learning Conditions Survey. The chart on the right shows the percentage of teachers in 2014, 2015, and 2016 who agreed with the statement, “Overall, my school is a good place to work and learn.” Middle schools continued to have the highest levels of agreement, while K-8 and 6-12 schools had the lowest.

School climate

Student attendance and suspensions

The chart on the right shows the percentage of students who were chronically absent (missing 10% or more of days they were enrolled in school) and the percentage of students who were suspended at least once, by school configuration. The chart shows:

- High schools have the highest suspension rates at 30%, with middle schools at 28%.
- High schools have the highest rate of chronic absenteeism, with 41% of students absent more than 10% of school days.
- Compared to last year, suspension rates decreased by one percentage point for K-5, K-8, and middle schools, and by three percentage points for 6-12 schools.

- The rates for chronic absenteeism remained the same for K-5 schools. Compared to last year, the rates increased slightly in K-8, middle, 6-12, and high schools.

Chronic absenteeism and suspension by school configuration
Resources
The chart below shows the average amount spent per student from each school’s site-based budget (including the Title I allocation), by percentage of students identified as economically disadvantaged (a measure of family poverty; see “Definitions and sources of information” starting on page 114). Please note: while the district spent $23,065.49 per pupil in 2014-15 based on its Average Daily Membership pupil in 2014-15 $23,065.49 per 114). Please note: while the district spent $23,065.49 per pupil in 2014-15 $23,065.49 per 114). Please note: while the district spent $23,065.49 per pupil in 2014-15 according to the Pennsylvania Department of Education, based on its Average Daily Membership based on its Average Daily Membership based on its Average Daily Membership, we are only able to provide accurate figures for each school’s site-based budget, as many of the school-based costs of educating students are not accounted for at the school level by Pittsburgh Public Schools. The chart shows that the largest investments were made at schools falling within the top two quartiles of poverty (schools with 73% or more of students identified as economically disadvantaged). The next largest investments were made at schools with the lowest percentage of students identified as economically disadvantaged. In the next chart, we show the same information by school size. As was the case last year, the largest investments were made at the smallest schools, those with fewer than 300 students.

Site-based per pupil spending by school enrollment

Site-based per pupil spending by economically disadvantaged

Academic achievement

PPS achievement on academic milestones
The district’s Whole Child Whole Community Plan articulates three milestones for academic achievement: 3rd grade reading; 8th grade algebra; and proficiency in literature, algebra, and biology as shown on the Keystone exams. (Visit the report Web site for school-by-school Biology Keystone performance: aplusschools.org/2016-report.) The chart below shows:

- 47% of PPS 3rd graders are reading at grade level or above, as shown by PSSA (PA System of School Assessment) English Language Arts (ELA) scores. By comparison, 61% of the state’s 3rd graders achieved grade level performance.

- 63% of PPS 11th graders have scored Proficient or Advanced (passing) on the Literature Keystone Exam (their highest score by the end of 11th grade). 77% of the state’s 11th graders have scored Proficient or above on this exam.

- 48% of PPS 11th graders have scored Proficient or Advanced on the Algebra 1 Keystone Exam. 68% of the state’s 11th graders have scored Proficient or Advanced on the Algebra 1 Keystone. 52% of PPS 8th graders who took the Algebra I Keystone passed with Proficient or Advanced performance.

- 40% of PPS 11th graders achieved a passing grade on the Biology Keystone Exam, a ten percentage point improvement from last year. Statewide, 66% of 11th graders achieved a passing grade on the Biology Keystone.

We also looked at the numbers of students who took algebra by the end of 8th grade (including students who took algebra in 6th or 7th grade) in each K-8, 6-8, and 6-12 school, as a percentage of the school’s total 8th graders. Those percentages ranged from 0% (three schools) to 100% (one school). Compared to 2014-15, one more school had students who took algebra by the end of 8th grade.

Percent Proficient/Advanced on academic milestones by district and state

For more information, visit www.aplusschools.org/2016-report.
We looked at 2016 achievement on PSSA ELA and Math tests, and Keystone Literature and Algebra I exams, for all black and white students in PPS and all black and white students in Pennsylvania. We define the PPS/state gap as the difference between black student achievement in the district and white student achievement in the state. We looked at the gap by grade-level configuration.

The PSSA gap chart below shows gaps that range from 33 to 41 percent. Generally, black achievement in PPS paralleled black achievement in the state, and white achievement in PPS paralleled white achievement in the state, with PPS achievement being lower in all cases except for math in grades 3-5. Compared to last year, there have been slight increases across the board for the state as a whole, yet in PPS, there were slight declines in nearly all cases.

The Keystone gap chart above shows a gap of 34 points for Literature, and a gap of 44 points for Algebra I. On both exams, black students in the district scored slightly lower than black students in the state. White students in the district also scored slightly lower than white students in the state on both exams.
Achievement gaps in schools

We also looked at the achievement gap within PPS schools and within the city’s charter schools, which we define as the difference between black achievement at the school and white achievement at the district level on PSSA tests and Keystone exams. Six schools had gaps of 10 points or less in English Language Arts or Literature (Greenfield PreK-8, Sunnyside PreK-8, CAPA 6-12, Obama 6-12, Sci-Tech 6-12, and City Charter High School). Four schools had gaps of 10 points or less in Math or Algebra I (Greenfield, CAPA, Obama and Sci-Tech). At three of the district’s 6-12 schools, black students achieved above the level of white students in the district on certain tests (CAPA, Obama and Sci-Tech).

Growth as determined by the Pennsylvania Value-Added Assessment System

While changes in percentages of Proficient/Advanced students show school- and district-level change from year to year and provide important points for comparison, those changes do not show whether or not students have improved over time. Value-added measures do provide this information by measuring the growth of groups of students from one year to the next. This year we show this growth as measured by the Pennsylvania Value-Added Assessment System (PVAAS), which estimates each school’s contribution to student academic growth. (See page 15 for more information about PVAAS.)

The chart below shows the number of schools whose contribution to student academic growth is either above, near, or below the state’s average, for each school configuration, on Reading and Math assessments in 2015-16.

Post-secondary readiness

We looked at three indicators to describe post-secondary readiness: graduation rate, percentage of students qualifying for the Pittsburgh Promise by grade point average, and percentage of students enrolled in Advanced Placement (AP) and Centers for Advanced Study (CAS) courses (see the chart on page 14). We calculated a graduation rate that is an average of the 6-12 and 9-12 schools included in this report. It does not include students who graduated from the Pittsburgh Online Academy 4-12, special schools and centers, or external programs. For these indicators, we can look back over four years to see the trend.

continued on p. 14
• In 2014-15 (the most recent year available), the four-year cohort graduation rate was 79%. The rate in 2011-12 was 75%. Therefore, the graduation rate has increased by four percentage points.

• 60% of the district's seniors overall earned grade point averages that qualified them for the Pittsburgh Promise scholarship (2.5 or higher), 2 percentage points higher than in 2012. The increase included both white and black seniors, with qualifying white seniors increasing from 77% to 81% (4 points), and qualifying black seniors increasing from 39% to 49% (10 points). The disparity between black and white students has decreased from 38 points in 2012 to 32 points in 2016.

• Districtwide, 28% of students in grades 9-12 enrolled in one or more Advanced Placement (AP) course. Pittsburgh Obama 6-12 students’ participation in International Baccalaureate (IB) Diploma Program classes is included in the AP calculations because IB classes are also advanced classes.

Closings

Over the past four years, the Pittsburgh Public Schools has seen a decline in the October enrollment at the elementary, middle, and high school levels of 1,340 students. Teacher satisfaction as measured by teacher surveys has stayed high with over 70% of teachers reporting their schools are a good place to work and learn in all configurations except the district’s 6-12 schools.

PPS student achievement on key academic outcomes is slightly lower than the state’s, with the exception of the English Language Arts PSSA exams in grades 3-5, where PPS black students outperform black students in the state. This is the second year PSSAs were based on the more rigorous PA Core standards. Student growth (measured by PVAAS data) in English Language Arts/Literature and Mathematics/Algebra did not meet the state standard in 21 out of 50 schools and 27 out of 50 schools respectively.

Graduation rates have increased, and disparities between black and white students qualifying for the Pittsburgh Promise by grade point average have decreased. Additionally, three magnet 6-12 schools, two neighborhood schools, and one charter school have significantly closed gaps in student achievement between white and black students.

We hope this report motivates readers to act. Please consider what you can do, by becoming a tutor, a middle school mentor, a classroom volunteer, an investor, and/or an advocate for change. Visit our Web site at www.aplusschools.org for more information on how you can get involved.

Methodology

The executive summary analysis was conducted using data in the full report and previous reports, as well as additional public data from the Pennsylvania Department of Education (PDE) Web site and data from the Pittsburgh Public Schools. These data were collected from the Pittsburgh Public Schools, PDE, charter schools within the city, and other sources (see “Definitions and sources”). The executive summary findings were developed by Daniel Morrow.
Comparison charts

The charts on pages 16 through 19 show how each school compares to district averages, or averages at the same grade across all schools in the report. Data from all 3rd-5th grades (elementary and K-8 schools) were used to calculate the district 3-5 averages; data for all 6th-8th grades (K-8, middle, and 6-12 schools) were used to calculate the 6-8 averages; data for all 9th-12th grades (6-12 and high schools) were used to calculate the 9-12 averages. All information is from the 2015-16 school year unless noted.

Schools are grouped by type: neighborhood, magnet, and charter. Magnet schools and charter schools are color-coded so readers can compare schools of different types.

Although this component of the report is partially based on averages, readers should not conclude that we endorse average achievement.

For definitions and sources of information that also appears on the school pages, see pages 114-115.

Additional information used for school comparisons

**PPS:** Pittsburgh Public Schools

**PDE:** PA Department of Education

**Enrollment gain/loss 2013-16**

*Definition:* The percentage of change in enrollment from the 2012-13 school year to the 2015-16 school year. Percentages were calculated by dividing the gain or loss in enrollment by the 2012-13 enrollment number.

*Sources:* PPS and charter schools.

**Math achievement gap, Reading achievement gap**

*Definition:* We define the achievement gap as the percentage point differences between black achievement at the school and white achievement at the district level on PSSA tests. Schools with smaller than average gaps are considered to be “above” the district average; schools with larger than average gaps are considered to be “below.” Schools where black students performed above the level of white students in the district are noted with an asterisk.

*Sources:* PPS and PDE.

**n/a**

*Definition:* Not applicable or not available (some information was unavailable because there were too few students in a subgroup to report). *Note:* Capture rate doesn’t apply to whole-school magnets or charter schools.

**Site-based budget per pupil spending**

*Definition:* The average cost per student from the school’s 2015-16 site-based budget, with the addition of its Title I allocation. The site-based budget includes average regular teacher salaries, principal salaries, supplies, and other costs. It doesn’t include special and “gifted” education, English as a Second Language education, maintenance, security, utilities, or transportation.

*Sources:* PPS and charter schools.

**Students rated teaching**

*Definition:* A comparison of each district school’s composite score on aspects of the Tripod™ student surveys to an average of the scores of schools across the nation that administered the same set of surveys. The Tripod surveys, which are produced by Tripod Education Partners (www.tripoded.com), ask students whether or not they agree with statements such as “My teacher asks students to explain more about answers they give,” “My teacher makes lessons interesting,” “My teacher seems to know if something is bothering me,” and “Our class stays busy and doesn’t waste time.” Students also respond to other questions related to school climate, student engagement, and peer culture that are not included in the results shown here.

*Source:* PPS.
## School comparisons: Elementary

<table>
<thead>
<tr>
<th>School</th>
<th>3RD GRADE PSSA READING</th>
<th>READING ACHIEVEMENT GAP (3-5)</th>
<th>MATH ACHIEVEMENT GAP (3-5)</th>
<th>ENROLLMENT GAIN/LOSS 2013-16</th>
<th>CAPTURE RATE</th>
<th>STUDENTS RATED TEACHING**</th>
<th>SITE-BASED BUDGET PER PUPIL SPENDING</th>
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- ▲: Greater than one standard deviation above the district average
- ▲▲: Greater than two standard deviations above the district average
- ▲▲▲: Greater than three standard deviations above the district average
- ▼: Greater than one standard deviation below the district average
- ▼▼: Greater than two standard deviations below the district average
- ▼▼▼: Greater than three standard deviations below the district average
- O: Near the district average
- ▲▲▲▲: Greater than one standard deviation above the national average
- ▲▲▲▲▲: Greater than two standard deviations above the national average
- ▲▲▲▲▲▲: Greater than three standard deviations above the national average
- ▼▼▼▼: Greater than one standard deviation below the national average
- ▼▼▼▼▼: Greater than two standard deviations below the national average
- ▼▼▼▼▼▼: Greater than three standard deviations below the national average

The “standard deviation” is a measure of how much schools vary from the district average on the indicators we selected. One standard deviation above or below indicates a substantial difference from the average, and two or more standard deviations indicates an even greater difference from the average. See page 15 for more information.

* The school changed configuration (K-8 to K-5) within the last 4 years.

** Based on survey responses.
## School comparisons: K-8

<table>
<thead>
<tr>
<th>3rd Grade PSSA Reading</th>
<th>Reading Achievement Gap (3-5)</th>
<th>Math Achievement Gap (3-5)</th>
<th>8th Graders Taking Algebra</th>
<th>Math Achievement Gap (6-8)</th>
<th>Enrollment Change 2013-16</th>
<th>Capture Rate</th>
<th>Students Rated Teaching**</th>
<th>Site-Based Budget Per Pupil Spending</th>
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<td>n/a</td>
<td>n/a</td>
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<td>♦</td>
<td>♦</td>
<td>$10,240</td>
</tr>
<tr>
<td>Propel Northside</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>♦</td>
<td>♦</td>
<td>♦</td>
<td>$5,143</td>
</tr>
</tbody>
</table>

### Key Notes:
- ▲ Greater than one standard deviation above the district average
- ▲▲▲ Greater than two standard deviations above the district average
- ▲▲▲▲ Greater than three standard deviations above the district average
- ▼ Greater than one standard deviation below the district average
- ▼▼▼ Greater than two standard deviations below the district average
- ▼▼▼▼ Greater than three standard deviations below the district average
- Magnet school
- Charter school

The "standard deviation" is a measure of how much schools vary from the district average on the indicators we selected. One standard deviation above or below indicates a substantial difference from the average, and two or more standard deviations indicates an even greater difference from the average.

See page 15 for more information.

*Propel Hazelwood did not have 6th-8th grades in 2015-16.

**Based on survey responses
## School comparisons: 6-8

<table>
<thead>
<tr>
<th></th>
<th>8TH GRADERS TAKING ALGEBRA</th>
<th>READING ACHIEVEMENT GAP (6-8)</th>
<th>MATH ACHIEVEMENT GAP (6-8)</th>
<th>ENROLLMENT GAIN/LOSS 2013-16</th>
<th>CAPTURE RATE</th>
<th>STUDENTS RATED TEACHING*</th>
<th>SITE-BASED BUDGET PER PUPIL SPENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arsenal</td>
<td>○</td>
<td>▲</td>
<td>▲</td>
<td>▼</td>
<td></td>
<td></td>
<td>$9,658</td>
</tr>
<tr>
<td>South Brook</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>South Hills</td>
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<td>Allegheny</td>
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<td>▼</td>
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<td></td>
<td></td>
<td>$9,400</td>
</tr>
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<td>Classical</td>
<td>▲</td>
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<td>○</td>
<td>n/a</td>
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<td>▲</td>
<td>$8,332</td>
</tr>
<tr>
<td>Schiller</td>
<td>○</td>
<td>▼</td>
<td>▼</td>
<td>○</td>
<td></td>
<td>▲</td>
<td>$11,315</td>
</tr>
<tr>
<td>Sterrett</td>
<td>▲</td>
<td>○</td>
<td>○</td>
<td>▼</td>
<td></td>
<td>▲</td>
<td>$7,364</td>
</tr>
</tbody>
</table>

▲ Greater than one standard deviation above the district average
▲▲ Greater than two standard deviations above the district average
▲▲▲ Greater than three standard deviations above the district average
○ Near the district average
▼ Greater than one standard deviation below the district average
▼▼ Greater than two standard deviations below the district average
▼▼▼ Greater than three standard deviations below the district average

The "standard deviation" is a measure of how much schools vary from the district average on the indicators we selected. One standard deviation above or below indicates a substantial difference from the average, and two or more standard deviations indicates an even greater difference from the average.

See page 15 for more information.

* Based on survey responses
### School comparisons: 6-12

<table>
<thead>
<tr>
<th>8TH GRADERS TAKING ALGEBRA</th>
<th>READING ACHIEVEMENT GAP (6-8)</th>
<th>MATH ACHIEVEMENT GAP (6-8)</th>
<th>PROMISE-READY SENIORS</th>
<th>GRADUATION RATE 2015</th>
<th>HIGHER ED. ENROLLMENT 2015</th>
<th>ENROLLMENT GAIN/LOSS 2013-16</th>
<th>CAPTURE RATE</th>
<th>STUDENTS RATED TEACHING*</th>
<th>SITE-BASED BUDGET PER PUPIL SPENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millions</td>
<td>▼▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
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<td>▼</td>
<td>$9,408</td>
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<tr>
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<td>▼</td>
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<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>n/a</td>
</tr>
<tr>
<td>Westinghouse</td>
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<td>▼</td>
<td>▼</td>
<td>▼</td>
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<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>$10,651</td>
</tr>
<tr>
<td>CAPA</td>
<td>A</td>
<td>▶▶▶▶</td>
<td>▶▶▶</td>
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<tr>
<td>Obama</td>
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<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>$8,355</td>
</tr>
<tr>
<td>Sci-Tech</td>
<td>▶</td>
<td>▶▶</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
<td>$7,594</td>
</tr>
<tr>
<td>Urban Pathways</td>
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<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▶▶</td>
</tr>
</tbody>
</table>

The "standard deviation" is a measure of how much schools vary from the district average on the indicators we selected. One standard deviation above or below indicates a substantial difference from the average, and two or more standard deviations indicates an even greater difference from the average.

See page 15 for more information.

* Based on survey responses

** Black students performed above the level of white students in the district.

### School comparisons: High school

<table>
<thead>
<tr>
<th>PROMISE-READY SENIORS</th>
<th>GRADUATION RATE 2015</th>
<th>HIGHER ED. ENROLLMENT 2015</th>
<th>ENROLLMENT GAIN/LOSS 2013-16</th>
<th>CAPTURE RATE</th>
<th>STUDENTS RATED TEACHING*</th>
<th>SITE-BASED BUDGET PER PUPIL SPENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allderdice</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
</tr>
<tr>
<td>Brashear</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
<td>▽</td>
</tr>
<tr>
<td>Carrick</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>Perry</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>City High</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The "standard deviation" is a measure of how much schools vary from the district average on the indicators we selected. One standard deviation above or below indicates a substantial difference from the average, and two or more standard deviations indicates an even greater difference from the average.

See page 15 for more information.

* Based on survey responses

** Black students performed above the level of white students in the district.
Pittsburgh’s elementary schools

In the 2015-16 school year:
Pittsburgh had 23 elementary schools. The average elementary school had 323 students and 24 teachers. 58% of elementary students were economically disadvantaged (receiving public assistance). 43% of elementary students attended their school of assignment (“capture rate”). The average site-based cost per elementary student was $8,541.

Teaching
79% of elementary teachers feel their school is a good place to work and learn.*
32% of elementary teachers performed at the Proficient level.
65% of elementary teachers performed at the Distinguished level.
The average elementary school had 2 long-term substitutes.

School stability
Student stability rate: 90%
Teachers new to the school: 19%

Principal stability 2013-16
6 elementary schools had one principal.
13 schools had two principals.
4 schools had three or more principals.

School climate
75% of parents would recommend their child’s elementary school.*
On average, 19% of elementary students were chronically absent.
11% of elementary students were suspended at least once.
Black: 15%
White: 4%
Low-income: 13%
IEP**: 19%

Key outcomes: PPS and state

3rd grade Reading 2016: Percentage of K-5 students at each PSSA achievement level
(Middle number: percent PPS Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>State white 70%</th>
<th>State black 33%</th>
<th>Multi-ethnic 54%</th>
<th>Asian 77%</th>
<th>Hispanic 39%</th>
<th>Low-income 44%</th>
<th>IEP** 27%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>45%</td>
<td>35%</td>
<td>42%</td>
<td>33%</td>
<td>37%</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>Advanced</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
<td>26%</td>
<td>22%</td>
<td>37%</td>
<td>17%</td>
</tr>
<tr>
<td>Basic</td>
<td>46%</td>
<td>10%</td>
<td>15%</td>
<td>16%</td>
<td>26%</td>
<td>27%</td>
<td>36%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>10%</td>
<td>48%</td>
<td>19%</td>
<td>10%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
</tr>
</tbody>
</table>

State information includes all 3rd graders who took the tests.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

Gap: Difference between black students in the district and white students in the state

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>39</td>
<td>43</td>
<td>34</td>
<td>40</td>
<td>36</td>
<td>40</td>
<td>37</td>
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<tr>
<td>Math</td>
<td>34</td>
<td>40</td>
<td>34</td>
<td>40</td>
<td>36</td>
<td>40</td>
<td>37</td>
<td>39</td>
</tr>
</tbody>
</table>

State white State black District white District black

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
State information includes all 3rd through 5th graders who took the tests.

* Based on survey responses

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”
Pittsburgh Allegheny K-5
Traditional Academy magnet school
810 Arch St., 15212 • Allegheny Center • 412-529-4100 • Accessible
Principal: Molly O’Malley-Argueta

Teaching 36 teachers
Teachers feel the school is a good place to work and learn*: 88%
Teachers new to the school: 17%
Long-term substitutes: 4
Teachers absent 18+ days: 6%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: 86%
Student stability rate: 97%
Students suspended at least once:
Overall: 13%
Black: 16%
White: 8%
Low-income: 19%
IEP**: 17%

Special accomplishments
• School-wide garden project supported by Grow Pittsburgh, Children’s Museum of Pittsburgh, and parents
• Central site for Children’s Innovation Project

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 544 students (District K-5 average: 323) Capture rate n/a (District K-5 average: 43%)
African-American: 71%, White: 17%, Multi-ethnic: 8%, Asian: 1%, Hispanic: 3%, IEP**: 20%
Economically disadvantaged: 62% (District K-5 average: 58%)

For more information, visit www.aplusschools.org/2016-report.
# Pittsburgh Arsenal PreK-5

Neighborhood school with an “English as a Second Language” program  
215 39th St., 15201 • Lawrenceville • 412-529-7307 • Accessible, with exceptions  
Principal: Ruthie Rea

## Teaching effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Teaching effectiveness</th>
<th>Academic Growth</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>61%</td>
<td>75%</td>
<td>88%</td>
</tr>
<tr>
<td>Distinguished</td>
<td>32%</td>
<td>75%</td>
<td>88%</td>
</tr>
</tbody>
</table>

## School climate

- **Parents recommend school**: 73%
- **Student stability rate**: 72%
- **Students suspended at least once**:
  - Overall: 23%
  - Black: 30%
  - White: 0%
  - Low-income: 24%
  - IEP**: 29%

## Special accomplishments

- Carson Scholarship recipient

## Key outcomes

### 3rd grade Reading 2016: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>17%</td>
<td>34%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Advanced</td>
<td>51%</td>
<td>34%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Basic</td>
<td>17%</td>
<td>34%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>17%</td>
<td>34%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>19%</td>
<td>19%</td>
</tr>
</tbody>
</table>

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

## Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAP</td>
<td>36</td>
<td>30</td>
</tr>
<tr>
<td>2013</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>2014</td>
<td>30%</td>
<td>29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAP</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>2015</td>
<td>28%</td>
<td>20%</td>
</tr>
<tr>
<td>2016</td>
<td>20%</td>
<td>21%</td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

## Enrollment

- **255 students**  
  - (District K-5 average: 323)  
  - **Capture rate**: 21%  
  - (District K-5 average: 43%)

- African-American: 73%
- White: 8%
- Multi-ethnic: 4%
- Asian: 2%
- Hispanic: 13%
- IEP**: 15%

- Economically disadvantaged: 75%  
  - (District K-5 average: 58%)
Pittsburgh Banksville K-5
Neighborhood school with an “English as a Second Language” program
1001 Carnahan Rd., 15216 • Banksville • 412-529-7400 • Accessible
Principal: David May

Teaching 20 teachers
Teachers feel the school is a good place to work and learn*: 95%
Teachers new to the school: 30%
Long-term substitutes: 2
Teachers absent 18+ days: 10%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: 95%
Student stability rate: 89%
Students suspended at least once:
  Overall: 4%
  Black: 2%
  White: 5%
  Low-income: 5%
  IEP**: 6%

Special accomplishments
• Dancing Classrooms grand champions
• School won “Fuel Up to Play 60” Hometown Award from Pittsburgh Steelers and Mid-Atlantic Dairy Council

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 263 students (District K-5 average: 323) Capture rate 45% (District K-5 average: 43%)
African-American: 13%, White: 51%, Multi-ethnic: 5%, Asian: 22%, Hispanic: 8%, IEP**: 19%
Economically disadvantaged: 49% (District K-5 average: 58%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Beechwood PreK-5

Neighborhood school with an “English as a Second Language” program
810 Rockland Ave., 15216  •  Beechview  •  412-529-7390  •  Accessible, with exceptions
Principal: Sally Rifugiato

Teaching 28 teachers
Teachers feel the school is a good place to work and learn*: 92%
Teachers new to the school: 14%
Long-term substitutes: 2
Teachers absent 18+ days: 21%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: n/a
Student stability rate: n/a
Students suspended at least once:
  Overall: 1%
  Black: 3%
  White: 1%
  Low-income: 1%
  IEP**: 3%

Special accomplishments
• Students investigated school’s history and envisioned its future through Beechwood History and Future Project
• Carnegie Science Center STEM Excellence Pathway School

* Based on survey responses

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 326 students (District K-5 average: 323) Capture rate 60% (District K-5 average: 43%)
African-American: 20%, White: 44%, Multi-ethnic: 12%, Asian: 5%, Hispanic: 19%, IEP**: 22%
Economically disadvantaged: 50% (District K-5 average: 58%)
Pittsburgh Concord K-5
Neighborhood school with an “English as a Second Language” program
2350 Brownsville Rd., 15210  •  Carrick •  412-529-7755  •  Accessible
Principal:  Michael Perella

**Teaching** 36 teachers
Teachers feel the school is a good place to work and learn*:  97%
Teachers new to the school:  17%
Long-term substitutes:  1
Teachers absent 18+ days:  3%
Principal stability:  2 principals in the last 4 years

**School climate**
Parents recommend school*:  87%
Student stability rate:  93%
Students suspended at least once:
- Overall: 7%
- Black: 17%
- White: 6%
- Low-income: 9%
- IEP**: 18%

**Special accomplishments**
- [School did not provide this information]

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**Key outcomes**

**3rd grade Reading 2016: Percentage of students at each PSSA achievement level**
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>17%</td>
<td>71%</td>
<td>1%</td>
<td>71%</td>
<td>71%</td>
<td>71%</td>
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<tr>
<td>Distinguished</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

**Enrollment** 497 students  *(District K-5 average: 323)*  **Capture rate** 63%  *(District K-5 average: 43%)*
African-American: 15%, White: 50%, Multi-ethnic: 8%, Asian: 19%, Hispanic: 7%, IEP**: 15%
Economically disadvantaged: 59%  *(District K-5 average: 58%)*

---

For more information, visit www.aplusschools.org/2016-report.
Teaching 27 teachers
Teachers feel the school is a good place to work and learn*: **100%**
Teachers new to the school: **11%**
Long-term substitutes: **2**
Teachers absent 18+ days: **11%**
Principal stability: **1 principal in the last 4 years**

School climate
Parents recommend school*: **95%**
Student stability rate: **97%**
Students suspended at least once:
  - Overall: **4%**
  - Black: **6%**
  - White: **1%**
  - Low-income: **6%**
IEP**: **10%**

Special accomplishments
- School won Charles Gray Award for Special Achievement in Arts Education
- Healthy Schools Program Platinum Level School

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Black</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>36%</td>
<td>58%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Advanced</td>
<td>9%</td>
<td>36%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>9%</td>
<td>36%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>17%</td>
<td>58%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>13</td>
<td>11</td>
<td>13</td>
<td>8</td>
<td>13</td>
<td>11</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Math</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

Enrollment 459 students (District K-5 average: 323) Capture rate n/a (District K-5 average: 43%)
African-American: **64%**, White: **27%**, Multi-ethnic: **5%**, Hispanic: **2%**, IEP**: **11%**
Economically disadvantaged: **39%** (District K-5 average: 58%)
Pittsburgh Faison K-5

Neighborhood school
7430 Tioga St., 15208 • Homewood • 412-529-2305 • Accessible
Principal: Russell Patterson

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 502 students (District K-5 average: 323) Capture rate 41% (District K-5 average: 43%)
African-American: 95%, Multi-ethnic: 3%, IEP**: 19%
Economically disadvantaged: 73% (District K-5 average: 58%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Fulton PreK-5
Neighborhood school with a French language magnet program
5799 Hampton St., 15206 • Highland Park • 412-529-4600 • Accessible
Principal: Karen Arnold

**Teaching**
29 teachers
- Teachers feel the school is a good place to work and learn*: 94%
- Teachers new to the school: 7%
- Long-term substitutes: 1
- Teachers absent 18+ days: 4%
- Principal stability: 2 principals in the last 4 years

**School climate**
Parents recommend school*: 89%
- Student stability rate: 93%
- Students suspended at least once: Overall: 10%
  - Black: 10%
  - White: 6%
  - Low-income: 10%
- IEP**: 23%

**Special accomplishments**
- School awarded grant from Allegheny Health Dept. and City of Pittsburgh to recycle paper
- Partnership with Union Project to create clay mosaic installation
- Students helped design and build new playground at Pittsburgh Zoo & PPG Aquarium

* Based on survey responses

**Key outcomes**
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient</strong></td>
<td>16%</td>
<td>6%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>41%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td>37%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>51%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>ELA</strong></td>
<td>53%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>38%</td>
<td>37%</td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Not all student groups were reportable for every year.

**Enrollment**
407 students  (District K-5 average: 323) Capture rate 27%  (District K-5 average: 43%)
- African-American: 83%, White: 9%, Multi-ethnic: 5%, Asian: 1%, Hispanic: 2%, IEP**: 19%
- Economically disadvantaged: 57%  (District K-5 average: 58%)
Pittsburgh Grandview PreK-5
Neighborhood school
845 McLain St., 15210 • Allentown • 412-529-6605 • Accessible
Principal: Sharon Fisher

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 307 students (District K-5 average: 323) Capture rate 45% (District K-5 average: 43%)
African-American: 70%, White: 17%, Multi-ethnic: 11%, Asian: 1%, Hispanic: 2%, IEP**: 23%
Economically disadvantaged: 79% (District K-5 average: 58%)

* Based on survey responses

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Liberty K-5
Spanish language magnet school
601 Filbert St., 15232 • Shadyside • 412-529-8450 • Accessible
Principal: Mark McClinchie

**K-5**

- **Teaching effectiveness**: 38% Proficient, 63% Distinguished
- **Academic Growth**
  - **PVAAS ELA**: Did not meet standard
  - **PVAAS Math**: Met the standard
- **Climate**: 5% Students chronically absent

### Teaching
23 teachers
- Teachers feel the school is a good place to work and learn*: 43%
- Teachers new to the school: 9%
- Long-term substitutes: 1
- Teachers absent 18+ days: 13%
- Principal stability: 2 principals in the last 4 years

### School climate
- Parents recommend school*: 57%
- Student stability rate: 97%
- Students suspended at least once:
  - Overall: 8%
  - Black: 10%
  - White: 3%
  - Low-income: 11%
  - IEP**: 15%

### Special accomplishments
- 2015-16 elementary girls’ track champions

### Key outcomes

#### 3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Category</th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>40%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>43%</td>
<td>46%</td>
</tr>
<tr>
<td>Proficient</td>
<td>15%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>3%</td>
<td>17%</td>
</tr>
<tr>
<td>Basic</td>
<td>44%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>36%</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Based on survey responses

#### Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
<th>School white</th>
<th>School black</th>
<th>District white</th>
<th>District black</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2013</td>
<td>68%</td>
<td>25%</td>
<td>65%</td>
<td>30%</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>65%</td>
<td>25%</td>
<td>65%</td>
<td>30%</td>
<td>10</td>
</tr>
<tr>
<td>Math</td>
<td>2013</td>
<td>77%</td>
<td>25%</td>
<td>79%</td>
<td>30%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>79%</td>
<td>25%</td>
<td>79%</td>
<td>30%</td>
<td>8</td>
</tr>
<tr>
<td>ELA</td>
<td>2015</td>
<td>55%</td>
<td>29%</td>
<td>50%</td>
<td>30%</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>50%</td>
<td>29%</td>
<td>50%</td>
<td>30%</td>
<td>29</td>
</tr>
<tr>
<td>Math</td>
<td>2015</td>
<td>38%</td>
<td>25%</td>
<td>38%</td>
<td>30%</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>37%</td>
<td>30%</td>
<td>37%</td>
<td>30%</td>
<td>30</td>
</tr>
</tbody>
</table>

*2015 and 2016 test scores aren’t comparable to previous years. See page 5.

#### Enrollment
429 students  
*(District K-5 average: 323)*
Capture rate n/a  
*(District K-5 average: 43%)*
- African-American: 71%
- White: 15%
- Multi-ethnic: 7%
- Asian: 3%
- Hispanic: 3%
- IEP**: 14%

- Economically disadvantaged: 49%  
  *(District K-5 average: 58%)*
Pittsburgh Lincoln PreK-5
Neighborhood school with a Science, Technology, Engineering, Arts, and Math focus
328 Lincoln Ave., 15206 • Lincoln-Lemington • 412-529-3980 • Accessible
Principal: Virginia Hill

**Teaching** 22 teachers
Teachers feel the school is a good place to work and learn*: 84%
Teachers new to the school: 14%
Long-term substitutes: 0
Teachers absent 18+ days: 5%
Principal stability: 2 principals in the last 4 years

**School climate**
Parents recommend school*: 75%
Student stability rate: 80%
Students suspended at least once:
Overall: 28%
Black: 28%
White: n/a
Low-income: 29%
IEP**: 49%

**Special accomplishments**
• Students organized March for Peace
• Learning Garden site in partnership with Grow Pittsburgh and the Kitchen Community

---

**Key outcomes**
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>25%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Distinguished</td>
<td>38%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Based on survey responses

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

1. **Reading**
   - 2013: 35% School white, 31% District white
   - 2014: 32% School white, 29% District white

2. **Math**
   - 2013: 37% School white, 40% District white
   - 2014: 42% School white, 28% District white

3. **ELA**
   - 2015: 28% School white, 37% District white
   - 2016: 29% School white, 37% District white

4. **Math**
   - 2015: 8% School white, 44% District white
   - 2016: 7% School white, 49% District white

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

**Enrollment** 217 students (District K-5 average: 323) Capture rate 35% (District K-5 average: 43%)
African-American: 93%, White: 1%, Multi-ethnic: 6%, IEP**: 19%
Economically disadvantaged: 70% (District K-5 average: 58%)

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
Pittsburgh Linden K-5
German and Mandarin language magnet school
725 S. Linden Ave., 15208  •  Point Breeze  •  412-529-3996  •  Accessible
Principal: Victoria Burgess-Davis

3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Key outcomes

School climate
Parents recommend school*: 38%
Student stability rate: 96%
Students suspended at least once:
Overall: 9%
Black: 12%
White: 0%
Low-income: 15%
IEP**: 21%

Special accomplishments
• School held PTA Family Reading Experience, Powered by Kindle

3rd grade Math 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 373 students  (District K-5 average: 323) Capture rate n/a  (District K-5 average: 43%)
African-American: 70%, White: 21%, Multi-ethnic: 5%, Asian: 3%, Hispanic: 1%, IEP**: 12%
Economically disadvantaged: 43%  (District K-5 average: 58%)
**Pittsburgh Miller PreK-5**

Neighborhood school with an African focus

2055 Bedford Ave., 15219 • Hill District • 412-529-3830 • Accessible

Principal: Margaret Starkes

### Key outcomes

**3rd grade Reading 2016: Percentage of students at each PSSA achievement level**

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>22%</td>
<td>44%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Proficient</td>
<td>32%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>68%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*Based on survey responses*

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

*Gap: Difference between black achievement at the school and white achievement in the district*

Enrollment 266 students  **(District K-5 average: 323)** Capture rate 43%  **(District K-5 average: 43%)**

African-American: 96%  White: 2%  Multi-ethnic: 1%  IEP**: 15%

Economically disadvantaged: 68%  **(District K-5 average: 58%)**
Pittsburgh Minadeo PreK-5

Teaching effectiveness

17% Proficient
80% Distinguished

Teaching
31 teachers

Teachers feel the school is a good place to work and learn*: 56%

Teachers new to the school: 13%

Long-term substitutes: 3

Teachers absent 18+ days: 26%

Principal stability: 1 principal in the last 4 years

School climate

Parents recommend school*: 58%

Student stability rate: 86%

Students suspended at least once:

Overall: 18%

Black: 23%

White: 7%

Low-income: 20%

IEP**: 24%

Special accomplishments

• Learning Garden site in partnership with Grow Pittsburgh and the Kitchen Community

Key outcomes

3rd grade Reading 2016: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Race</th>
<th>Black</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>7%</td>
<td>5%</td>
<td>44%</td>
<td>23%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Basic</td>
<td>17%</td>
<td>28%</td>
<td>n/a</td>
<td>22%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>22%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>45%</td>
<td>45%</td>
</tr>
</tbody>
</table>

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th>School</th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 School</td>
<td>36</td>
<td>32</td>
<td>39</td>
<td>21</td>
</tr>
<tr>
<td>2014 School</td>
<td>36</td>
<td>32</td>
<td>39</td>
<td>21</td>
</tr>
<tr>
<td>2013 District</td>
<td>36</td>
<td>32</td>
<td>39</td>
<td>21</td>
</tr>
<tr>
<td>2014 District</td>
<td>36</td>
<td>32</td>
<td>39</td>
<td>21</td>
</tr>
</tbody>
</table>

Enrollment

367 students (District K-5 average: 323) Capture rate 28% (District K-5 average: 43%)

African-American: 54%, White: 33%, Multi-ethnic: 10%, Asian: 2%, Hispanic: 2%, IEP**: 31%

Economically disadvantaged: 48% (District K-5 average: 58%)

2015 and 2016 test scores aren't comparable to previous years. See page 5.
Pittsburgh Montessori PreK-5
Montessori magnet school
201 S. Graham St., 15206 • Friendship • 412-529-2010 • Accessible entrance, no elevator
Principal: Kellie Meyer

**Teaching** 22 teachers

- Teachers feel the school is a good place to work and learn*: **71%**
- Teachers new to the school: **23%**
- Long-term substitutes: 3
- Teachers absent 18+ days: **14%**
- Principal stability: **4 principals in the last 4 years**

**School climate**

- Parents recommend school*: **92%**
- Student stability rate: **98%**
- Students suspended at least once:
  - Overall: **4%**
  - Black: **9%**
  - White: **1%**
  - Low-income: **11%**
  - IEP****: **11%**

**Special accomplishments**

- Partnership with Dance Alloy for movement classes

---

**Key outcomes**

**3rd grade Reading 2016: Percentage of students at each PSSA achievement level**

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>23%</td>
<td>22%</td>
<td>23%</td>
<td>59%</td>
<td>41%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Advanced</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>n/a</td>
<td>n/a</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Basic</td>
<td>41%</td>
<td>41%</td>
<td>41%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Based on survey responses

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>GAP 38%</td>
<td>GAP 38%</td>
<td>GAP 42</td>
<td>GAP 44</td>
</tr>
<tr>
<td>Advanced</td>
<td>GAP 28%</td>
<td>GAP 35%</td>
<td>GAP 41</td>
<td>GAP 33</td>
</tr>
</tbody>
</table>

Gap: Difference between black achievement at the school and white achievement in the district

Enrollment **257 students** *(District K-5 average: 323) Capture rate n/a *(District K-5 average: 43%)*

- African-American: **30%**
- White: **60%**
- Multi-ethnic: **5%**
- Asian: **2%**
- Hispanic: **3%**
- IEP**: **14%**

Economically disadvantaged: **30%** *(District K-5 average: 58%)*

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).

35
Pittsburgh Phillips K-5

Neighborhood school with a Spanish language magnet program
1901 Sarah St., 15203 • Southside • 412-529-5190 • Accessible
Principal: Michael Calvert

### Teaching

17 teachers

- Teachers feel the school is a good place to work and learn*: 91%
- Teachers new to the school: 24%
- Long-term substitutes: 1
- Teachers absent 18+ days: 18%
- Principal stability: 3 principals in the last 4 years

### School climate

Parents recommend school*: 92%

- Student stability rate: 98%
- Students suspended at least once:
  - Overall: 8%
  - Black: 11%
  - White: 7%
  - Low-income: 11%
  - IEP**: 21%

### Special accomplishments

- Dancing Classrooms bronze medalists

---

### Key outcomes

#### 3rd grade Reading 2016: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>29%</td>
<td>64%</td>
<td>55%</td>
<td>72%</td>
<td>43%</td>
<td>52%</td>
<td>40%</td>
</tr>
<tr>
<td>Advanced</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

#### Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2015</td>
<td>18</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Enrollment

290 students (District K-5 average: 323) Capture rate 66% (District K-5 average: 43%)

- African-American: 33%
- White: 52%
- Multi-ethnic: 11%
- Hispanic: 3%
- IEP**: 21%

- Economically disadvantaged: 51% (District K-5 average: 58%)

---

* Based on survey responses

---

Enrollment 290 students (District K-5 average: 323) Capture rate 66% (District K-5 average: 43%)

- African-American: 33%
- White: 52%
- Multi-ethnic: 11%
- Hispanic: 3%
- IEP**: 21%

- Economically disadvantaged: 51% (District K-5 average: 58%)
Pittsburgh Roosevelt PreK-5
Neighborhood school housed in two buildings
PreK-1: 200 The Boulevard, 15210 • Carrick • 412-529-7788 • Accessible
Grades 2-5: 17 W. Cherryhill St., 15210 • Carrick • 412-529-7780 • Accessible
Principal: Ashley Porter

** Teaching 21 teachers**
The teachers feel the school is a good place to work and learn: 90%
Teachers new to the school: 20%
Long-term substitutes: 2
Teachers absent 18+ days: 34%
Principal stability: 3 principals in the last 4 years

**School climate**
Parents recommend school*: n/a
Student stability rate: 89%
Students suspended at least once:
Overall: 14%
Black: 26%
White: 7%
Low-income: 16%
IEP**: 17%

**Special accomplishments**
• [School did not provide this information]

---

### Key outcomes

#### 3rd grade Reading 2016: Percentage of students at each PSSA achievement level

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>37%</td>
<td>63%</td>
<td>33%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Advanced</td>
<td>6%</td>
<td>11%</td>
<td>26%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>31%</td>
<td>33%</td>
<td>30%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Based on survey responses

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

#### Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

**Gap:** Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 School</td>
<td>55%</td>
<td>38%</td>
<td>n/a</td>
<td>38%</td>
</tr>
<tr>
<td>2014 School</td>
<td>58%</td>
<td>25%</td>
<td>n/a</td>
<td>39%</td>
</tr>
<tr>
<td>2013 District</td>
<td>71%</td>
<td>25%</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>2014 District</td>
<td>71%</td>
<td>8%</td>
<td>n/a</td>
<td>39%</td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

### Enrollment

322 students (District K-5 average: 323) **Capture rate** 51% (District K-5 average: 43%)
African-American: 31%, White: 57%, Multi-ethnic: 10%, Asian: 2%, Hispanic: 2%, IEP**: 19%
Economically disadvantaged: 65% (District K-5 average: 58%)

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
### Teaching

**24 teachers**
- Teachers feel the school is a good place to work and learn: 65%
- Teachers new to the school: 9%
- Long-term substitutes: 2
- Teachers absent 18+ days: 4%
- Principal stability: 2 principals in the last 4 years

### School climate

- Parents recommend school*: 50%
- Student stability rate: 84%
- Students suspended at least once:
  - Overall: 20%
  - Black: 35%
  - White: 8%
  - Low-income: 25%
- IEP**: 23%

### Special accomplishments

- [School did not provide this information]

### Key outcomes

#### 3rd grade Reading 2016: Percentage of students at each PSSA achievement level

- **Middle number: percent Proficient/Advanced**

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>19%</td>
<td>42%</td>
<td>5%</td>
<td>18%</td>
<td>41%</td>
<td>n/a</td>
<td>39%</td>
</tr>
<tr>
<td>Proficient</td>
<td>36%</td>
<td>41%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>33%</td>
</tr>
<tr>
<td>Basic</td>
<td>18%</td>
<td>41%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>38%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Based on survey responses

#### Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

<table>
<thead>
<tr>
<th>Subject</th>
<th>School white</th>
<th>District white</th>
<th>School black</th>
<th>District black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>41%</td>
<td>37%</td>
<td>46%</td>
<td>39%</td>
</tr>
<tr>
<td>2014</td>
<td>35%</td>
<td>39%</td>
<td>41%</td>
<td>39%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>School white</th>
<th>District white</th>
<th>School black</th>
<th>District black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>43%</td>
<td>42%</td>
<td>46%</td>
<td>50%</td>
</tr>
<tr>
<td>2014</td>
<td>41%</td>
<td>41%</td>
<td>46%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>School white</th>
<th>District white</th>
<th>School black</th>
<th>District black</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>22%</td>
<td>20%</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td>2016</td>
<td>28%</td>
<td>28%</td>
<td>28%</td>
<td>34%</td>
</tr>
</tbody>
</table>

*School totals, District totals: 3rd grade-5th grade.

**Gap:** Difference between black achievement at the school and white achievement in the district.

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

### Enrollment

- **247 students** *(District K-5 average: 323)*

- Capture rate 48% *(District K-5 average: 43%)*

- African-American: 36%
- White: 46%
- Multi-ethnic: 14%
- Asian: 1%
- Hispanic: 2%
- IEP**: 20%

- Economically disadvantaged: 71% *(District K-5 average: 58%)*
Pittsburgh Weil PreK-5
Neighborhood school
2250 Centre Ave., 15219 • Hill District • 412-529-3840 • Accessible
Principal: Kira Henderson

Teaching 17 teachers
Teachers feel the school is a good place to work and learn*: 31%
Teachers new to the school: 55%
Long-term substitutes: 2
Teachers absent 18+ days: 12%
Principal stability: 2 principals in the last 4 years

School climate
Parents recommend school*: n/a
Student stability rate: 79%
Students suspended at least once:
Overall: 18%
Black: 18%
White: 17%
Low-income: 16%
IEP**: 26%

Special accomplishments
• [School did not provide this information]

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 194 students (District K-5 average: 323) Capture rate 33% (District K-5 average: 43%)
African-American: 91%, White: 3%, Multi-ethnic: 5%, Hispanic: 1%, IEP**: 26%
Economically disadvantaged: 74% (District K-5 average: 58%)

* Based on survey responses

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh West Liberty K-5
Neighborhood school
785 Dunster St., 15226  •  Brookline  •  412-529-7420  •  Accessible, with exceptions
Principal: Deonne Arrington

Teaching 18 teachers
Teachers feel the school is a good place to work and learn*: 74%
Teachers new to the school: 11%
Long-term substitutes: 5
Teachers absent 18+ days: 6%
Principal stability: 2 principals in the last 4 years

School climate
Parents recommend school*: 79%
Student stability rate: 96%
Students suspended at least once:
  Overall: 6%
  Black: 17%
  White: 4%
  Low-income: 7%
  IEP**: 6%

Special accomplishments
• Dancing Classrooms silver medalists
• Learning Garden site in partnership with Grow Pittsburgh and the Kitchen Community

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 254 students (District K-5 average: 323) Capture rate 51% (District K-5 average: 43%)
African-American: 14%, White: 69%, Multi-ethnic: 13%, Asian: 2%, Hispanic: 1%, IEP**: 20%
Economically disadvantaged: 48% (District K-5 average: 58%)

* Based on survey responses
** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

School totals
School white 62% 54% 77% 77%
District white 61% 62% 61% 62%
School black 15 17 15 17
District black 25 25 25 25

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Pittsburgh Westwood K-5

Neighborhood school
508 Shadyhill Rd., 15205 • Westwood • 412-529-6570 • Accessible entrance, no elevator
Principal: Nina Sacco

19 teachers
Teachers feel the school is a good place to work and learn*: 100%
Teachers new to the school: 11%
Long-term substitutes: 3
Teachers absent 18+ days: 32%
Principal stability: 2 principals in the last 4 years

Parents recommend school*: 68%
Student stability rate: 90%
Students suspended at least once:
Overall: 15%
Black: 28%
White: 2%
Low-income: 15%
IEP**: 22%

Dancing Classrooms bronze medalists

231 students (District K-5 average: 323) Capture rate 33% (District K-5 average: 43%)
African-American: 39%, White: 41%, Multi-ethnic: 15%, Asian: 3%, Hispanic: 2%, IEP**: 25%
Economically disadvantaged: 55% (District K-5 average: 58%)

* Based on survey responses
Pittsburgh Whittier K-5

Neighborhood school
150 Meridan St., 15211 • Mt. Washington • 412-529-8211 • Accessible
Principal: Valerie Lucas

### Teaching
19 teachers
- Teachers feel the school is a good place to work and learn*: 78%
- Teachers new to the school: 16%
- Long-term substitutes: 0
- Teachers absent 18+ days: 11%
- Principal stability: 3 principals in the last 4 years

### School climate
- Parents recommend school*: 78%
- Student stability rate: 93%
- Students suspended at least once:
  - Overall: 5%
  - Black: 7%
  - White: 5%
  - Low-income: 5%
  - IEP**: 7%

### Special accomplishments
- Dancing Classrooms bronze medalists

### Key outcomes

#### 3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>n/a</td>
<td>14%</td>
<td>14%</td>
<td>n/a</td>
</tr>
<tr>
<td>White</td>
<td>n/a</td>
<td>66%</td>
<td>19%</td>
<td>n/a</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>n/a</td>
<td>52%</td>
<td>19%</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Hispanic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Low-income</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>IEP**</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Based on survey responses

#### Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

#### Enrollment
269 students (District K-5 average: 323) Capture rate 61% (District K-5 average: 43%)
- African-American: 22%
- White: 56%
- Multi-ethnic: 20%
- Asian: 1%
- Hispanic: 1%
- IEP**: 23%
- Economically disadvantaged: 67% (District K-5 average: 58%)

^2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Pittsburgh Woolslair PreK-5
Neighborhood school with a Science, Technology, Engineering, Arts, and Math magnet program
501 40th St., 15224 • Bloomfield • 412-529-8800 • Accessible
Principal: Lisa Gallagher

Teaching 15 teachers
Teachers feel the school is a good place to work and learn*: 95%
Teachers new to the school: 27%
Long-term substitutes: 2
Teachers absent 18+ days: 20%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: 72%
Student stability rate: 86%
Students suspended at least once:
Overall: 5%
Black: 8%
White: 0%
Low-income: 4%
IEP**: 16%

Special accomplishments
• [School did not provide this information]

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
The subgroups of students who took the 3rd grade ELA PSSA were too small to be reported.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 157 students (District K-5 average: 323) Capture rate 16% (District K-5 average: 43%)
African-American: 62%, White: 27%, Multi-ethnic: 8%, Asian: 2%, Hispanic: 1%, IEP**: 23%
Economically disadvantaged: 61% (District K-5 average: 58%)

For more information, visit www.aplussschools.org/2016-report.
Pittsburgh’s K-8 schools

In the 2015-16 school year:
Pittsburgh had 11 K-8 schools. The average K-8 school had 494 students and 36 teachers. 56% of K-8 students were economically disadvantaged (receiving public assistance). 36% of K-8 students attended their school of assignment (“capture rate”). The average site-based cost per K-8 student was $8179.

Teaching
73% of K-8 teachers feel their school is a good place to work and learn.*
36% of K-8 teachers performed at the Proficient level.
64% of K-8 teachers performed at the Distinguished level.
The average K-8 school had 2 long-term substitutes.

School stability
Student stability rate: 86%
Teachers new to the school: 19%

Principal stability 2013-16
5 K-8 schools had one principal.
1 school had two principals.
5 schools had three or more principals.

School climate
73% of parents would recommend their child’s K-8 school.*
On average, 22% of K-8 students were chronically absent.
16% of K-8 students were suspended at least once.
Black: 22%
White: 8%
Low-income: 19%
IEP**: 21%

Key outcomes (3-5): PPS and state
3rd grade Reading 2016: Percentage of K-8 students at each PSSA achievement level
(Middle number: percent PPS Proficient/Advanced)

<table>
<thead>
<tr>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>33%</td>
<td>70%</td>
<td>54%</td>
<td>77%</td>
<td>39%</td>
<td>44%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black students in the district and white students in the state

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>43</td>
<td>36</td>
<td>39</td>
</tr>
<tr>
<td>34</td>
<td>40</td>
<td>37</td>
<td>39</td>
</tr>
</tbody>
</table>

* Based on survey responses

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

State information includes all 3rd graders who took the tests.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black students in the district and white students in the state

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>43</td>
<td>36</td>
<td>39</td>
</tr>
<tr>
<td>34</td>
<td>40</td>
<td>37</td>
<td>39</td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
State information includes all 3rd through 5th graders who took the tests.
Key outcomes (6-8): PPS and state

8th grade algebra K-8 students who took algebra by the end of 8th grade: **189 out of 498**

### Percentage of K-8 students at each Algebra 1 Keystone achievement level by the end of 8th grade, 2016

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient</strong></td>
<td>40%</td>
<td>39%</td>
<td>31%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>8%</td>
<td>52%</td>
<td>23%</td>
<td>19%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>9%</td>
<td>35%</td>
<td>35%</td>
<td>3%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td>31%</td>
<td>35%</td>
<td>52%</td>
<td>23%</td>
<td>19%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

State data were not available for the 8th grade Algebra 1 Keystone exam. **Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”**

### Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)

Gap: Difference between black students in the district and white students in the state

- **Reading**
  - State white: 37
  - District white: 20
  - State black: 39
  - District black: 33

- **Math**
  - State white: 38
  - District white: 38
  - State black: 31
  - District black: 34

2015 and 2016 test scores aren’t comparable to previous years. See page 5. State information includes all 6th through 8th graders who took the tests.
Pittsburgh Arlington PreK-8
Neighborhood school
800 Rectenwald St., 15210 • Mt. Oliver • 412-529-4700 • Accessible
Principal: Holly Ballard

**Teaching**
42 teachers
Teachers feel the school is a good place to work and learn*: 50%
Teachers new to the school: 19%
Long-term substitutes: 4
Teachers absent 18+ days: 14%
Principal stability: 3 principals in the last 4 years

**School climate**
Parents recommend school*: 52%
Student stability rate: 75%
Students suspended at least once:
Overall: 28%
Black: 33%
White: 14%
Low-income: 29%
IEP**: 33%

**Special accomplishments**
- Student-driven White-Out Violence Day
- Students participated in African American History Challenge Bowl

---

**Key outcomes (3-5)**
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

- Black: 19% Proficient, 41% Distinguished
- White: n/a
- Multi-ethnic: n/a
- Asian: n/a
- Hispanic: n/a
- Low-income: n/a
- IEP**: 23%

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **17 out of 54**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>School total</th>
<th>2013</th>
<th>2014</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrollment 441 students (District K-8 average: 494) Capture rate 35% (District K-8 average: 36%)
African-American: 64%, White: 22%, Multi-ethnic: 11%, Asian: 2%, Hispanic: 1%, IEP**: 33%
Economically disadvantaged: 75% (District K-8 average: 58%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Brookline PreK-8

Neighborhood school
500 Woodbourne Ave., 15226 • Brookline • 412-529-7380 • Accessible
Principal: John Vater

**Teaching** 36 teachers
Teachers feel the school is a good place to work and learn*: 95%
Teachers new to the school: 6%
Long-term substitutes: 2
Teachers absent 18+ days: 11%
Principal stability: 3 principals in the last 4 years

**School climate**
Parents recommend school*: 94%
Student stability rate: 92%
Students suspended at least once:
  Overall: 7%
  Black: 22%
  White: 6%
  Low-income: 11%
  IEP**: 15%

**Special accomplishments**
- Dancing Classrooms bronze medalists

---

**Key outcomes (3-5)**

3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>25%</td>
<td>19%</td>
<td>45%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Distinguished</td>
<td>2%</td>
<td>5%</td>
<td>26%</td>
<td>69%</td>
<td>26%</td>
<td>50%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Proficient</td>
<td>70%</td>
<td>69%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>27%</td>
<td>26%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 School total</td>
<td>69%</td>
<td>58%</td>
<td>65%</td>
<td>50%</td>
</tr>
<tr>
<td>2014 School total</td>
<td>80%</td>
<td>75%</td>
<td>63%</td>
<td>50%</td>
</tr>
<tr>
<td>2015 School total</td>
<td>65%</td>
<td>63%</td>
<td>63%</td>
<td>50%</td>
</tr>
<tr>
<td>2016 School total</td>
<td>63%</td>
<td>50%</td>
<td>63%</td>
<td>50%</td>
</tr>
</tbody>
</table>

* Based on survey responses

**Additional notes:**
- 2015 and 2016 test scores aren’t comparable to previous years. See page 5.
- Not all student groups were reportable for every year.
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: 33 out of 63

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016
(Middle number: percent Proficient/Advanced)

Black White Multi-ethnic Asian Hispanic Low-income IEP**

58% n/a n/a n/a n/a n/a n/a 93% n/a n/a n/a n/a n/a 35% n/a n/a n/a n/a n/a n/a

--- Advanced  Proficient  Basic  Below Basic

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>Reading GAP</th>
<th>Math GAP</th>
<th>ELA GAP</th>
<th>Math GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>29</td>
<td>23</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>2014</td>
<td>31</td>
<td>20</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>

Enrollment 556 students (District K-8 average: 494) Capture rate 55% (District K-8 average: 36%)

African-American: 11%, White: 75%, Multi-ethnic: 9%, Asian: 2%, Hispanic: 3%, IEP**: 18%
Economically disadvantaged: 45% (District K-8 average: 58%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Carmalt PreK-8
Science & Technology magnet school
1550 Breining St., 15226 • Overbrook • 412-529-7760 • Accessible
Principal: Vincent Lewandowski

Teaching
35 teachers
Teachers feel the school is a good place to work and learn*: 89%
Teachers new to the school: 11%
Long-term substitutes: 2
Teachers absent 18+ days: 20%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: 81%
Student stability rate: 97%
Students suspended at least once:
  Overall: 8%
  Black: 13%
  White: 3%
  Low-income: 10%
  IEP**: 9%

Special accomplishments
• Students raised $1500 for American Heart Association
• Dancing Classrooms bronze medalists

Key outcomes (3-5)
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>48%</td>
<td>71%</td>
<td>77%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>16%</td>
</tr>
<tr>
<td>Advanced</td>
<td>19%</td>
<td>19%</td>
<td>23%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>12%</td>
</tr>
<tr>
<td>Proficient</td>
<td>32%</td>
<td>52%</td>
<td>69%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>31%</td>
</tr>
<tr>
<td>Basic</td>
<td>45%</td>
<td>45%</td>
<td>23%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>31%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>8%</td>
<td>0%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>31%</td>
</tr>
</tbody>
</table>

* Based on survey responses

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **20 out of 41**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests  (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>School totals</th>
<th>District totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>66%</td>
<td>74%</td>
</tr>
<tr>
<td>2014</td>
<td>72%</td>
<td>68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Math</strong></th>
<th>School totals</th>
<th>District totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>2014</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELA</strong></th>
<th>School totals</th>
<th>District totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>2016</td>
<td>21</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Math</strong></th>
<th>School totals</th>
<th>District totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>2016</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Enrollment  **545 students**  (District K-8 average: **494**) Capture rate  n/a  (District K-8 average: **36%**)

African-American: **43%**, White: **43%**, Multi-ethnic: **11%**, Asian: **2%**, IEP**: **14%**

Economically disadvantaged: **55%**  (District K-8 average: **58%**)
Pittsburgh Colfax K-8

Neighborhood school with an “English as a Second Language” program
2332 Beechwood Blvd., 15217 • Squirrel Hill • 412-529-3525 • Accessible
Principal: Tamara Sanders-Woods

**Teaching**
49 teachers

Teachers feel the school is a good place to work and learn*: 70%

Teachers new to the school: 21%

Long-term substitutes: 3

Teachers absent 18+ days: 16%

Principal stability: 3 principals in the last 4 years

**School climate**

Parents recommend school*: 91%

Student stability rate: 92%

Students suspended at least once:

  - Overall: 8%
  - Black: 21%
  - White: 2%
  - Low-income: 21%

IEP**: 15%

**Special accomplishments**

- 2015-16 elementary boys’ and girls’ swimming and boys’ track; Interscholastic girls’ basketball and cross country, boys’ swimming and wrestling champions
- Team won 1st place in 2016 Pittsburgh Scholastic Chess Championship
- 6th grade team won citywide Battle of the Books

* Based on survey responses

---

**Key outcomes (3-5)**

3rd grade Reading 2016: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

- Black
  - Proficient: 36%
  - Distinguished: 14%

- White
  - Proficient: 50%
  - Distinguished: 100%

- Multi-ethnic
  - Proficient: 41%
  - Distinguished: 46%

- Asian
  - Proficient: 59%
  - Distinguished: 100%

- Hispanic
  - Proficient: 54%
  - Distinguished: n/a

- Low-income
  - Proficient: 75%
  - Distinguished: 62%

- IEP**
  - Proficient: 7%
  - Distinguished: 31%

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

---

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)**

Gap: Difference between black achievement at the school and white achievement in the district

- Reading
  - 2013: School white 69%, District white 73%
  - 2014: School black 22%
  - Math
  - 2013: School white 76%, District white 80%
  - 2014: School black 18%

- ELA
  - 2015: School white 71%, District white 74%
  - 2016: School black 25%

- Math
  - 2015: School white 62%, District white 65%
  - 2016: School black 30%

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **40 out of 73**

**Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016**
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>14%</td>
<td>36%</td>
<td>46%</td>
<td>14%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)**
Gap: Difference between black achievement at the school and white achievement in the district

**Enrollment** 867 students  *(District K-8 average: 494)*  **Capture rate** 29%  *(District K-8 average: 36%)*
African-American: 29%, White: 49%, Multi-ethnic: 6%, Asian: 11%, Hispanic: 5%, IEP**: 10%
Economically disadvantaged: 23%  *(District K-8 average: 58%)*
Pittsburgh Greenfield PreK-8

Neighborhood school with an “English as a Second Language” program
1 Alger St., 15207 • Greenfield • 412-529-3535 • Accessible
Principal: Eric Rosenthall

**Teaching** 29 teachers
Teachers feel the school is a good place to work and learn*: 97%
Teachers new to the school: 7%
Long-term substitutes: 0
Teachers absent 18+ days: 7%
Principal stability: 1 principal in the last 4 years

**School climate**
Parents recommend school*: 78%
Student stability rate: 96%
Students suspended at least once:
- Overall: 6%
- Black: 13%
- White: 5%
- Low-income: 9%
- IEP**: 9%

**Special accomplishments**
- Students enlisted community support to help fill a bus with food for needy families

---

**Key outcomes (3-5)**
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td>Proficient</td>
<td>75%</td>
<td>46%</td>
<td>75%</td>
<td>18%</td>
<td>9%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **16 out of 34**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 368 students (District K-8 average: 494) **Capture rate 45%** (District K-8 average: 36%)
African-American: **16%**, White: **64%**, Multi-ethnic: **7%**, Asian: **8%**, Hispanic: **5%**, IEP**: **22%**
Economically disadvantaged: **42%** (District K-8 average: 58%)

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
Pittsburgh King PreK-8
Neighborhood school
50 Montgomery Pl., 15212 • Allegheny Center • 412-529-4160 • Accessible, with exceptions
Principal: Leah McCord

Teaching 43 teachers
Teachers feel the school is a good place to work and learn*: 54%
Teachers new to the school: 33%
Long-term substitutes: 2
Teachers absent 18+ days: 14%
Principal stability: 3 principals in the last 4 years

School climate
Parents recommend school*: 53%
Student stability rate: 81%
Students suspended at least once:
Overall: 28%
Black: 30%
White: 24%
Low-income: 31%
IEP**: 36%

Special accomplishments
• Students participated in TapeScape installation at Children's Museum of Pittsburgh
• Students decorated a Christmas tree at Pittsburgh International Airport

* Based on survey responses

Key outcomes (3-5)
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>15%</td>
<td>39%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>14%</td>
</tr>
<tr>
<td>Advanced</td>
<td>15%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>14%</td>
</tr>
<tr>
<td>Proficient</td>
<td>39%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>40%</td>
</tr>
<tr>
<td>Basic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>46%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>46%</td>
</tr>
</tbody>
</table>

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren't comparable to previous years. See page 5.
**Key outcomes (6-8)**

**8th grade algebra**  Students who took algebra by the end of 8th grade: **1 out of 27**
No students took the Algebra 1 Keystone Exam.

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests**  (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

**Enrollment**  544 students  *(District K-8 average: 494)*  **Capture rate** 32%  *(District K-8 average: 36%)*
African-American: 84%, White: 5%, Multi-ethnic: 9%, Hispanic: 1%, IEP**: 17%
Economically disadvantaged: 76%  *(District K-8 average: 58%)*

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
K-8

Pittsburgh Langley K-8
Neighborhood school
2940 Sheraden Blvd., 15204 • Sheraden • 412-529-2100 • Accessible
Principal: Rodney Necciai

Teaching 55 teachers
Teachers feel the school is a good place to work and learn*: 62%
Teachers new to the school: 36%
Long-term substitutes: 8
Teachers absent 18+ days: 5%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: n/a
Student stability rate: 79%
Students suspended at least once:
Overall: 28%
Black: 33%
White: 9%
Low-income: 28%
IEP**: 35%

Special accomplishments
• Students participated in Community Kitchen Pittsburgh's Project Lunch Tray Jr. Chef program
• After School Academy students hosted Harvestfest in partnership with Citiparks

* Based on survey responses

Key outcomes (3-5)
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>35%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>41</td>
<td>46</td>
<td>47</td>
</tr>
<tr>
<td>36</td>
<td>42</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2013 33%</td>
<td>2013 42%</td>
<td>2015 28%</td>
<td>2015 11%</td>
</tr>
<tr>
<td>2014 35%</td>
<td>2014 37%</td>
<td>2016 22%</td>
<td>2016 13%</td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren't comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **25 out of 66**

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>17%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Proficient</td>
<td>6%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>67%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Gap in percentage of students at Proficient/Advanced levels on PSSA tests  (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School totals</td>
<td>36%</td>
<td>40%</td>
<td>30%</td>
<td>45%</td>
<td>17%</td>
<td>20%</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>
| ** Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Enrollment  **725 students** (District K-8 average: 494) Capture rate  **42%** (District K-8 average: 36%)
African-American: **70%**, White: **13%**, Multi-ethnic: **15%**, Hispanic: **1%**, IEP**: **26%**
Economically disadvantaged: **75%** (District K-8 average: 58%)

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
**Pittsburgh Manchester PreK-8**

Neighborhood school  
1612 Manhattan St., 15233 • Manchester • 412-529-3100 • Accessible  
Principal: Michilene Pegher

---

### Teaching effectiveness

- **Proficient**: 33%
- **Distinguished**: 67%

### Academic growth

- **PVAAS ELA**: Met the standard
- **PVAAS Math**: Did not meet standard

### Climate

- **Students chronically absent**: 25%

---

**Teaching** 24 teachers

- Teachers feel the school is a good place to work and learn*: 50%
- Teachers new to the school: 29%
- Long-term substitutes: 2
- Teachers absent 18+ days: 21%
- Principal stability: 2 principals in the last 4 years

**School climate**

- Parents recommend school*: 64%
- Student stability rate: 80%
- Students suspended at least once:
  - **Overall**: 24%
  - Black: 26%
  - White: 8%
  - Low-income: 25%
  - IEP**: 20%

**Special accomplishments**

- [School did not provide this information]

---

**Key outcomes (3-5)**

**3rd grade Reading 2016: Percentage of students at each PSSA achievement level**

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36%</td>
<td>29%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>36%</td>
<td>36%</td>
</tr>
</tbody>
</table>

* Based on survey responses

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

**Reading**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School total</td>
<td>34%</td>
<td>47%</td>
</tr>
</tbody>
</table>

**Math**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School total</td>
<td>55%</td>
<td>62%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>School total</td>
<td>31%</td>
<td>35%</td>
</tr>
</tbody>
</table>

---

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **3 out of 16**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

**Enrollment** 198 students  **(District K-8 average: 494)**  **Capture rate** 27%  **(District K-8 average: 36%)**

- African-American: 82%
- White: 7%
- Multi-ethnic: 9%
- Asian: 1%
- Hispanic: 2%
- IEP**: 47%

Economically disadvantaged: 70%  **(District K-8 average: 58%)**

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
Teachers feel the school is a good place to work and learn*: 67%
Teachers new to the school: 18%
Long-term substitutes: 0
 Teachers absent 18+ days: 9%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: 68%
Student stability rate: 88%
Students suspended at least once:
Overall: 8%
Black: 12%
White: 5%
Low-income: 11%
IEP**: 14%

Special accomplishments
• Carson Scholarship recipient

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
**Key outcomes (6-8)**

**8th grade algebra** Students who took algebra by the end of 8th grade: **16 out of 39**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

---

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** *(6th through 8th grades)*

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th>School</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>41</td>
<td>37</td>
</tr>
<tr>
<td>Math</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>ELA</td>
<td>37</td>
<td>32</td>
</tr>
<tr>
<td>Math</td>
<td>33</td>
<td>31</td>
</tr>
</tbody>
</table>

---

**Enrollment** 307 students *(District K-8 average: 494)* **Capture rate** 46% *(District K-8 average: 36%)*

African-American: **33%**, White: **58%**, Multi-ethnic: **7%**, Hispanic: **1%**, IEP**: **16%**

Economically disadvantaged: **47%** *(District K-8 average: 58%)*

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For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
Pittsburgh Morrow PreK-8

Pittsburgh Morrow PreK-8 is a neighborhood school housed in two buildings. PreK-4 is located at 1611 Davis Ave., 15212, in Brighton Heights, and has a phone number of 412-529-6600. The school is accessible with an entrance but no elevator. Grades 5-8 is located at 3530 Fleming Ave., 15212, in Brighton Heights, and has a phone number of 412-529-6600. The school is also accessible with an entrance, but no elevator.

Teaching

- **41 teachers**
  - Teachers feel the school is a good place to work and learn: 75%
  - Teachers new to the school: 24%
  - Long-term substitutes: 3
  - Teachers absent 18+ days: 7%
  - Principal stability: 3 principals in the last 4 years

School climate

- **Parents recommend school**: n/a
- **Student stability rate**: 81%
- **Students suspended at least once**: Overall: 14%
  - Black: 18%
  - White: 7%
  - Low-income: 17%
  - IEP**: 24%

Special accomplishments

- Parents and community members partnered to build new playground
- Students received awards from Daughters of the American Revolution and Sons of the American Revolution

Key outcomes (3-5)

**3rd grade Reading 2016: Percentage of students at each PSSA achievement level**

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient (%)</td>
<td>32%</td>
<td>48%</td>
<td>15%</td>
<td>54%</td>
<td>36%</td>
<td>40%</td>
<td>n/a</td>
</tr>
<tr>
<td>Advanced (%)</td>
<td>29%</td>
<td>39%</td>
<td>15%</td>
<td>30%</td>
<td>36%</td>
<td>24%</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic (%)</td>
<td>3%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>4%</td>
<td>4%</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic (%)</td>
<td>9%</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
<td>36%</td>
<td>36%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

**Reading**

- School: 2013 34, 2014 45, GAP 11
- District: 2013 31, 2014 44, GAP 13

**Math**

- School: 2013 25, 2014 27, GAP 2
- District: 2013 22, 2014 25, GAP 3

**ELA**

- School: 2015 46, 2016 45, GAP 1
- District: 2015 43, 2016 44, GAP 1

**Math**

- School: 2015 52, 2016 51, GAP 1
- District: 2015 62, 2016 63, GAP 1

* Based on survey responses

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: 0 out of 46
No students took the Algebra 1 Keystone Exam.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests  (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment  582 students  (District K-8 average: 494) Capture rate 31%  (District K-8 average: 36%)
African-American: 65%, White: 23%, Multi-ethnic: 10%, Hispanic: 1%, IEP**: 19%
Economically disadvantaged: 69%  (District K-8 average: 58%)
Pittsburgh Sunnyside PreK-8

Neighborhood school
4801 Stanton Ave., 15201  •  Stanton Heights  •  412-529-2040  •  Accessible
Principal: Laura Dadey

**Teaching** 26 teachers

- Teachers feel the school is a good place to work and learn*: 90%
- Teachers new to the school: 4%
- Long-term substitutes: 0
- Teachers absent 18+ days: 4%
- Principal stability: 1 principal in the last 4 years

**School climate**

- Parents recommend school*: 72%
- Student stability rate: 90%
- Students suspended at least once: Overall: 21%
  - Black: 26%
  - White: 10%
  - Low-income: 22%
  - IEP**: 21%

**Special accomplishments**

- 2015-16 Interscholastic boys’ volleyball champions
- Students helped design and build new playground at Pittsburgh Zoo & PPG Aquarium

---

**Key outcomes (3-5)**

3rd grade Reading 2016: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>21%</td>
<td>21%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Advanced</td>
<td>36%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Distinguished</td>
<td>57%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

---

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

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* Based on survey responses

---

**Advanced** **Proficient** **Basic** **Below Basic**

**Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”**

---

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: 18 out of 39

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>46%</td>
<td>54%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Proficient</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Gap in percentage of students at Proficient/Advanced levels on PSSA tests  (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment  300 students  (District K-8 average: 494)  Capture rate 22%  (District K-8 average: 36%)
African-American: 69%, White: 19%, Multi-ethnic: 9%, Hispanic: 3%, IEP**: 29%
Economically disadvantaged: 64%  (District K-8 average: 58%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh’s middle schools

In the 2015-16 school year:

Pittsburgh had 7 middle (6-8) schools. The average middle school had 306 students and 24 teachers. 61% of middle school students were economically disadvantaged (receiving public assistance). 39% of middle school students attended their school of assignment ("capture rate"). The average site-based cost per middle school student was $8,813.

Teaching

86% of middle school teachers feel their school is a good place to work and learn.*

36% of middle school teachers performed at the Proficient level.

61% of middle school teachers performed at the Distinguished level.

The average middle school had 2 long-term substitutes.

School stability

Student stability rate: 89%

Teachers new to the school: 24%

Principal stability 2013-16

4 middle schools had one principal.

2 schools had two principals.

1 school had three or more principals.

School climate

72% of parents would recommend their child’s middle school.*

On average, 24% of middle school students were chronically absent.

29% of middle school students were suspended at least once.

Black: 39%

White: 17%

Low-income: 33%

IEP**: 33%

Key outcomes: PPS and state

8th grade algebra Middle school students who took algebra by the end of 8th grade: 269 out of 709

Percentage of middle school students at each Algebra 1 Keystone achievement level by the end of 8th grade, 2016

(Middle number: percent PPS Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)

Gap: Difference between black students in the district and white students in the state

Reading

Math

ELA

Math

State white

District white

State black

District black

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

State information includes all 6th through 8th graders who took the tests.
Pittsburgh Allegheny 6-8
Traditional Academy magnet school
810 Arch St., 15212 • Allegheny Center • 412-529-4115 • Accessible
Principal: Yarra Howze

Teaching 15 teachers
Teachers feel the school is a good place to work and learn*: 83%
Teachers new to the school: 27%
Long-term substitutes: 4
Teachers absent 18+ days: 13%
Principal stability: 2 principals in the last 4 years

School climate
Parents recommend school*: 83%
Student stability rate: 87%
Students suspended at least once:
Overall: 46%
Black: 49%, White: 25%,
Low-income: 37%, IEP**: 36%

Special accomplishments
• [School did not provide this information]

Key outcomes
8th grade algebra Students who took algebra by the end of 8th grade: 21 out of 58

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 211 students (District 6-8 average: 306) Capture rate n/a (District 6-8 average: 39%)
African-American: 77%, White: 12%, Multi-ethnic: 9%, Hispanic: 2%, IEP**: 23%
Economically disadvantaged: 66% (District 6-8 average: 62%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Arsenal 6-8

Neighborhood school with an “English as a Second Language” program
220 40th St., 15201 • Lawrenceville • 412-529-5740 • Accessible, with exceptions
Principal: Patti Camper

**Teaching** 21 teachers
Teachers feel the school is a good place to work and learn*: 81%
Teachers new to the school: 29%
Long-term substitutes: 2
Teachers absent 18+ days: 5%
Principal stability: 1 principal in the last 4 years

**School climate**
Parents recommend school*: 60%
Student stability rate: 88%
Students suspended at least once: Overall: 25%
Black: 28%, White: 18%,
Low-income: 26%, IEP**: 38%

**Special accomplishments**
- Students worked with Buchanan Ingersoll & Rooney to hold a mock trial at the federal courthouse
- Students participated in Community Kitchen Pittsburgh’s Project Lunch Tray Jr. Chef program

* Based on survey responses

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### Key outcomes

#### 8th grade algebra
Students who took algebra by the end of 8th grade: **22 out of 63**

<table>
<thead>
<tr>
<th>8th grade algebra</th>
<th>Students who took algebra by the end of 8th grade: 22 out of 63</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016</strong></td>
<td>(Middle number: percent Proficient/Advanced)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>n/a</td>
<td>20%</td>
<td>80%</td>
<td>33%</td>
</tr>
<tr>
<td>2014</td>
<td>n/a</td>
<td>20%</td>
<td>80%</td>
<td>33%</td>
</tr>
</tbody>
</table>

- **Black**
- **White**
- **Multi-ethnic**
- **Asian**
- **Hispanic**
- **Low-income**
- **IEP**

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>35</td>
<td>19</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>2014</td>
<td>43</td>
<td>13</td>
<td>30</td>
<td>19</td>
</tr>
</tbody>
</table>

- **School white**
- **District white**
- **School black**
- **District black**

---

**Enrollment** 210 students (District 6-8 average: 306) **Capture rate** 30% (District 6-8 average: 39%)
African-American: 76%, White: 12%, Multi-ethnic: 3%, Asian: 4%, Hispanic: 5%, IEP**: 8%
Economically disadvantaged: 73% (District 6-8 average: 62%)
Pittsburgh Classical 6-8
Classical Academy magnet school
1463 Chartiers Ave. Third Floor, 15220 • Crafton Heights • 412-529-3110 • Accessible
Principal: Valerie Merlo

Teaching 28 teachers
Teachers feel the school is a good place to work and learn*: 89%
Teachers new to the school: 7%
Long-term substitutes: 1
Teachers absent 18+ days: 25%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: 77%
Student stability rate: 96%
Students suspended at least once:
Overall: 15%
Black: 24%, White: 8%, Low-income: 22%, IEP**: 13%

Special accomplishments
• Carson Scholarship recipient

Key outcomes
8th grade algebra Students who took algebra by the end of 8th grade: 59 out of 106

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>27%</td>
<td>5%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>Proficient</td>
<td>68%</td>
<td>28%</td>
<td>44%</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>27%</td>
<td>5%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>68%</td>
<td>28%</td>
<td>44%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th>Subject</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20</td>
<td>29</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>Math</td>
<td>24</td>
<td>27</td>
<td>21</td>
<td>28</td>
</tr>
</tbody>
</table>

Enrollment 301 students (District 6-8 average: 306) Capture rate n/a (District 6-8 average: 39%)
African-American: 42%, White: 44%, Multi-ethnic: 11%, Asian: 1%, Hispanic: 2%, IEP**: 27%
Economically disadvantaged: 51% (District 6-8 average: 62%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Schiller 6-8
Neighborhood school with a Science, Technology, Engineering, Arts, and Math magnet program
1018 Peralta St., 15212  •  East Allegheny  •  412-529-4190  •  Accessible, with exceptions
Principal: Paula Heinzman

**Teaching** 14 teachers
Teachers feel the school is a good place to work and learn*: **93%**
Teachers new to the school: **37%**
Long-term substitutes: **0**
Teachers absent 18+ days: **0%**
Principal stability: **1 principal in the last 4 years**

**School climate**
Parents recommend school*: **72%**
Student stability rate: **89%**
Students suspended at least once:
* Overall: **38%**
  - Black: 48%, White: 25%,
  - Low-income: 41%, IEP**: **40%**

**Special accomplishments**
- Students worked with Carnegie Science Center’s Fab Lab to design and construct drones
- 1st place winners in African American History Challenge Bowl
- National Title I Distinguished School

* Based on survey responses

**Key outcomes**

**8th grade algebra** Students who took algebra by the end of 8th grade: **17 out of 49**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

**Enrollment** 151 students (District 6-8 average: 306) **Capture rate** 42% (District 6-8 average: 39%)
African-American: **66%**, White: **25%**, Multi-ethnic: **7%**, Asian: **1%**, Hispanic: **1%**, IEP**: **23%**
Economically disadvantaged: **70%** (District 6-8 average: 62%)
**Teaching**
- 22% Proficient
- 78% Distinguished

**School climate**
- Parents recommend school*: n/a
- Student stability rate: 86%
- Students suspended at least once: Overall: 26%
  - Black: 52%, White: 15%
  - Low-income: 36%, IEP**: 39%

**Special accomplishments**
- 2015-16 Interscholastic girls' soccer and volleyball champions

**Key outcomes**

### 8th grade algebra
Students who took algebra by the end of 8th grade: 57 out of 141

<table>
<thead>
<tr>
<th>Student</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>School white</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>District white</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>School black</td>
<td>22</td>
<td>78</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>District black</td>
<td>22</td>
<td>78</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

### Reading
- 2013: 55%
- 2014: 59%

### Math
- 2013: 59%
- 2014: 63%

### ELA
- 2015: 39%
- 2016: 36%

### Math
- 2015: 19%
- 2016: 22%

**Enrollment**
- 412 students (District 6-8 average: 306)
- Capture rate 54% (District 6-8 average: 39%)
- African-American: 22%, White: 63%, Multi-ethnic: 10%, Asian: 3%, Hispanic: 2%, IEP**: 22%
- Economically disadvantaged: 53% (District 6-8 average: 62%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh South Hills 6-8
Neighborhood school with an “English as a Second Language” program
595 Crane Ave., 15216 • Beechview • 412-529-8130 • Accessible
Principal: Jacqueline Hale

### Teaching effectiveness

- **24%** Proficient
- **70%** Distinguished

### Academic growth

- **PVAAS ELA**
  - Met the standard
- **PVAAS Math**
  - Exceeded the standard

### Climate

- **28%** Students chronically absent

#### Teaching

- **39 teachers**
- Teachers feel the school is a good place to work and learn*: **92%**
- Teachers new to the school: **18%**
- Long-term substitutes: **4**
- Teachers absent 18+ days: **10%**
- Principal stability: **2 principals in the last 4 years**

#### School climate

- Parents recommend school*: **67%**
- Student stability rate: **86%**
- Students suspended at least once:
  - **Overall: 31%**
    - Black: 47%, White: 21%, Low-income: 33%, IEP**: 37%

#### Special accomplishments

- **2015-16 Interscholastic boys’ soccer champions**

* Based on survey responses

### Key outcomes

#### 8th grade algebra

Students who took algebra by the end of 8th grade: **31 out of 185**

#### Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>Proficient</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>Basic</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>21%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)

- **Reading**
  - 2013: School black 29%, District white 36%
  - 2014: School black 32%, District white 38%

- **Math**
  - 2013: School black 25%, District white 29%
  - 2014: School black 28%, District white 32%

Enrollment: **494 students** (District 6-8 average: 306) Capture rate: **42%** (District 6-8 average: 39%)

- African-American: **39%**, White: **31%**, Multi-ethnic: **8%**, Asian: **13%**, Hispanic: **8%**, IEP**: **23%**
- Economically disadvantaged: **70%** (District 6-8 average: 62%)

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Pittsburgh Sterrett 6-8

Neighborhood school with a Classical Academy magnet program
7100 Reynolds St., 15208  •  Point Breeze  •  412-529-7870  •  Accessible
Principal: MiChele Holly

Teaching  21 teachers
Teachers feel the school is a good place to work and learn*: 92%
Teachers new to the school: 19%
Long-term substitutes: 2
Teachers absent 18+ days: 5%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: n/a
Student stability rate: 92%
Students suspended at least once:
Overall: 26%
Black: 30%, White: 6%,
Low-income: 33%, IEP**: 30%

Special accomplishments
• Student placed 1st in regional level of National History Bee
• Student team won first round and nutrition award at Community Kitchen Pittsburgh’s Project Lunch Tray Jr. Chef competition

Key outcomes
8th grade algebra  Students who took algebra by the end of 8th grade: 62 out of 107

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>School</th>
<th>White</th>
<th>Black</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>66%</td>
<td>10%</td>
<td>27%</td>
<td>7%</td>
<td>n/a</td>
<td>33%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment  360 students  (District 6-8 average: 306) Capture rate 26%  (District 6-8 average: 39%)
African-American: 81%, White: 14%, Multi-ethnic: 3%, Asian: 1%, IEP**: 17%
Economically disadvantaged: 50%  (District 6-8 average: 62%)

For more information, visit www.aplussschools.org/2016-report.
Pittsburgh’s 6-12 schools

In the 2015-16 school year:

Pittsburgh had 5 6-12 schools. The average 6-12 school had 696 students and 60 teachers.

39% of 6-12 students were economically disadvantaged (receiving public assistance).

28% of 6-12 students attended their school of assignment ("capture rate").

(Data represent the two neighborhood schools.)

The average site-based cost per 6-12 student was $9,023.

Key outcomes (6-8): PPS and state

8th grade algebra 6-12 students who took algebra by the end of 8th grade: 179 out of 412

School stability

Student stability rate: 86%

Teachers new to the school: 18%

Principal stability 2013-16

2 6-12 schools had one principal.

2 schools had two principals.

1 school had three or more principals.

School climate

78% of parents would recommend their child’s 6-12 school.*

On average, 37% of 6-12 students were chronically absent.

24% of 6-12 students were suspended at least once.

Black: 29%

White: 3%

Low-income: 29%

IEP**: 27%

* Based on survey responses

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)

Gap: Difference between black students in the district and white students in the state

Reading 2013-2014

Math 2013-2014

ELA 2015-2016

Math 2015-2016

State white

District white

State black

District black

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

State information includes all 6th through 8th graders who took the tests.
### Key outcomes (9-12): PPS and state

**Percentage of 6-12 students at each Keystone achievement level by the end of 11th grade, 2016**

(Middle number: percent PPS Proficient/Advanced)

#### Literature

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>54%</td>
<td>83%</td>
<td>72%</td>
<td>83%</td>
<td>57%</td>
<td>62%</td>
<td>33%</td>
</tr>
<tr>
<td>Proficient/Advanced</td>
<td>56%</td>
<td>79%</td>
<td>56%</td>
<td>67%</td>
<td>60%</td>
<td>23%</td>
<td>40%</td>
</tr>
<tr>
<td>Proficient</td>
<td>15%</td>
<td>4%</td>
<td>7%</td>
<td>7%</td>
<td>12%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Advanced</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>7%</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Algebra I

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>39%</td>
<td>76%</td>
<td>59%</td>
<td>84%</td>
<td>45%</td>
<td>50%</td>
<td>23%</td>
</tr>
<tr>
<td>Proficient/Advanced</td>
<td>37%</td>
<td>29%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>43%</td>
<td>30%</td>
</tr>
<tr>
<td>Proficient</td>
<td>5%</td>
<td>13%</td>
<td>13%</td>
<td>6%</td>
<td>8%</td>
<td>38%</td>
<td>15%</td>
</tr>
<tr>
<td>Advanced</td>
<td>15%</td>
<td>60%</td>
<td>38%</td>
<td>19%</td>
<td>10%</td>
<td>18%</td>
<td>30%</td>
</tr>
</tbody>
</table>

State information includes all students who took the tests. ** Students with an individual Education Plan (IEP) for special education, excluding students identified as “gifted”

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
Pittsburgh CAPA 6-12
Creative & Performing Arts magnet school
111 Ninth St., 15222 • Downtown • 412-529-6100 • Accessible
Principal: Melissa Pearlman

**Teaching** 106 teachers
Teachers feel the school is a good place to work and learn*: 80%
Teachers new to the school: 11%
Long-term substitutes: 3
Teachers absent 18+ days: 9%
Principal stability: 1 principal in the last 4 years

**School climate**
Parents recommend school*: 88%
Student stability rate: 98%
Students suspended at least once:
  Overall: 4%
  Black: 9%
  White: 2%
  Low-income: 11%
  IEP**: 6%

**Special accomplishments**
• 2015-16 Interscholastic boys' cross country champions
• 10 Gene Kelly Awards for musical theater
• 2 students' plays showcased at City Theatre's Young Playwrights Festival
• Ailey II dance company taught master class to dance majors

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**College/trade school readiness**

**Graduation rates over time**
2015: 97%, 2014: 92%, 2013: 97%, 2012: 98%
(2015 District rate: 79%)

---

<table>
<thead>
<tr>
<th>Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall: 90%</strong></td>
</tr>
<tr>
<td>Black: 88%</td>
</tr>
<tr>
<td>White: 90%</td>
</tr>
<tr>
<td>Low-income: 92%</td>
</tr>
<tr>
<td>IEP**: n/a</td>
</tr>
<tr>
<td><em>(District average: 60%)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students taking AP (Advanced Placement) courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall: 54%</strong></td>
</tr>
<tr>
<td>Black: 31%</td>
</tr>
<tr>
<td>White: 60%</td>
</tr>
<tr>
<td>Low-income: 29%</td>
</tr>
<tr>
<td>IEP**: 17%</td>
</tr>
<tr>
<td><em>(District average: 28%)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students taking CAS (Centers for Advanced Study) courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall: 45%</strong></td>
</tr>
<tr>
<td>Black: 29%</td>
</tr>
<tr>
<td>White: 52%</td>
</tr>
<tr>
<td>Low-income: 36%</td>
</tr>
<tr>
<td>IEP**: 9%</td>
</tr>
<tr>
<td><em>(District average: 22%)</em></td>
</tr>
</tbody>
</table>

---

**Enrollment** 950 students *(District 6-12 average: 69%) Capture rate n/a *(District 6-12 average: 28%)*
African-American: 29%, White: 59%, Multi-ethnic: 7%, Asian: 2%, Hispanic: 2%, IEP**: 4%
Economically disadvantaged: 19% *(District 6-12 average: 43%)*

---

**Key outcomes (6-8)**

**8th grade algebra** Students who took algebra by the end of 8th grade: 73 out of 121
Key outcomes (6-8)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

Key outcomes (9-12)

Percentage of students at each Keystone achievement level by the end of 11th grade, 2016
(Middle number: percent Proficient/Advanced)

Literature

Algebra I

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"
Pittsburgh Milliones 6-12

Neighborhood school with a magnet entrance option, post-secondary focus; and an Entertainment Technology CTE program
3117 Centre Ave., 15219 • Hill District • 412-529-5900 • Accessible
Principal: Christopher Horne

Teaching 41 teachers
Teachers feel the school is a good place to work and learn*: 26%
Teachers new to the school: 22%
Long-term substitutes: 8
Teachers absent 18+ days: 10%
Principal stability: 2 principals in the last 4 years

School climate
Parents recommend school*: n/a
Student stability rate: 70%
Students suspended at least once:

  Overall: 35%
  Black: 37%
  White: 0%
  Low-income: 35%
  IEP**: 26%

Special accomplishments
• 2015-16 Interscholastic boys’ basketball champions
• Multiple winners in Panera/Covelli Martin Luther King Jr. Writing Contest and Leadership Awards
• Teacher named Yale National Fellow

College/trade school readiness

Graduation rates over time
2015: 90%, 2014: 77%, 2013: 79%, 2012: 81%
(2015 District rate: 79%)

Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):

  Overall: 48%
  Black: 47%
  White: 50%
  Low-income: 47%
  IEP**: 44%
  (District average: 60%)

Percentage of students taking AP (Advanced Placement) courses:

  Overall: 20%
  Black: 20%
  White: 38%
  Low-income: 18%
  IEP**: 3%
  (District average: 28%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

  Overall: 21%
  Black: 21%
  White: 24%
  Low-income: 22%
  IEP**: 1%
  (District average: 22%)

Enrollment 548 students (District 6-12 average: 69%) Capture rate 27% (District 6-12 average: 28%)
African-American: 91%, White: 4%, Multi-ethnic: 3%, Asian: 1%, Hispanic: 1%, IEP**: 22%
Economically disadvantaged: 54% (District 6-12 average: 43%)

Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: 0 out of 42
No students took the Algebra 1 Keystone Exam.
Key outcomes (6-8)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Key outcomes (9-12)

Percentage of students at each Keystone achievement level by the end of 11th grade, 2016
(Middle number: percent Proficient/Advanced)

Literature

Algebra I

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Obama 6-12
International Studies magnet school
515 N. Highland Ave., 15206 • East Liberty • 412-529-5980 • Accessible
Principal: Wayne Walters

Teaching 67 teachers
Teachers feel the school is a good place to work and learn*: 83%
Teachers new to the school: 20%
Long-term substitutes: 5
Teachers absent 18+ days: 8%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school**: 77%
Student stability rate: 93%
Students suspended at least once:
Overall: 19%
Black: 24%
White: 3%
Low-income: 25%
IEP**: 27%

Special accomplishments
• 2015-16 City League girls' basketball and tennis, Interscholastic girls' swimming champions
• 2 students national winners in 100 Black Men African American History Academic Challenge Bowl
• Student team won 1st place in Community Kitchen Pittsburgh's Project Lunch Tray Jr. Chef competition
• Student won 1st prize in August Wilson Monologue Competition

* Based on survey responses

College/trade school readiness
Graduation rates over time
2015: 96%, 2014: 91%, 2013: 85%, 2012: 91%
(2015 District rate: 79%)

Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):
Overall: 62%
Black: 57%
White: 92%
Low-income: 56%
IEP**: 86%
(District average: 60%)

Percentage of students taking IB (International Baccalaureate) Diploma Program classes (11th and 12th grades only):
Overall: 100%
(District average, AP and IB: 28%)

Percentage of students taking CAS (Centers for Advanced Study) courses:
Overall: n/a
(District average: 22%)

Enrollment 948 students (District 6-12 average: 696) Capture rate n/a (District 6-12 average: 28%)
African-American: 72%, White: 18%, Multi-ethnic: 6%, Asian: 2%, Hispanic: 1%, IEP**: 9%
Economically disadvantaged: 42% (District 6-12 average: 43%)

Key outcomes (6-8)
8th grade algebra Students who took algebra by the end of 8th grade: 41 out of 126
**Key outcomes (6-8)**

*Gap in percentage of students at Proficient/Advanced levels on PSSA tests* (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>School totals</th>
<th>District totals</th>
<th>Gap</th>
<th>School totals</th>
<th>District totals</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td></td>
<td>2013</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>60%</td>
<td>62%</td>
<td>18</td>
<td>64%</td>
<td>62%</td>
<td>17</td>
</tr>
<tr>
<td>Math</td>
<td>11%</td>
<td>11%</td>
<td>18</td>
<td>11%</td>
<td>11%</td>
<td>12</td>
</tr>
</tbody>
</table>

**Key outcomes (9-12)**

*Percentage of students at each Keystone achievement level by the end of 11th grade, 2016*

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>School white</th>
<th>District white</th>
<th>School black</th>
<th>District black</th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
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<th>IEP**</th>
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<td>82%</td>
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<td>89%</td>
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<td>n/a</td>
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<td>n/a</td>
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<td>n/a</td>
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**Algebra I**

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<td></td>
<td>71%</td>
<td>97%</td>
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<td>72%</td>
<td>59%</td>
<td>26%</td>
<td>12%</td>
<td>3%</td>
<td>3%</td>
<td>n/a</td>
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**Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)**

Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren't comparable to previous years. See page 5.

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For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
Pittsburgh Science and Technology Academy 6-12
Science, Technology, Engineering, and Math magnet school
107 Thackeray St., 15213 • Oakland • 412-529-7620 • Accessible
Principal: Shawn McNeil

**Teaching** 40 teachers
Teaching effectiveness
- Proficient: 26%
- Distinguished: 74%

Teachers feel the school is a good place to work and learn*: 88%
Teachers new to the school: 10%
Long-term substitutes: 3
Teachers absent 18+ days: 15%
Principal stability: 2 principals in the last 4 years

School climate
Parents recommend school*: 85%
Student stability rate: 96%

Students suspended at least once:
- Overall: 18%
  - Black: 29%
  - White: 8%
  - Low-income: 24%
  - IEP**: 26%

Special accomplishments
- Computers and Connections students led activities during Hour of Code

College/trade school readiness
Graduation rates over time
2015: 93%, 2014: 97%, 2013: 93%, 2012: n/a
(2015 District rate: 79%)

Sci-Tech did not have 12th grade in 2012.

<table>
<thead>
<tr>
<th>Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):</th>
<th>Percentage of students taking AP (Advanced Placement) courses:</th>
<th>Percentage of students taking CAS (Centers for Advanced Study) courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall: 63%</td>
<td>Overall: 47%</td>
<td>Overall: n/a</td>
</tr>
<tr>
<td>Black: 55%</td>
<td>Black: 39%</td>
<td>(District average: 22%)</td>
</tr>
<tr>
<td>White: 83%</td>
<td>White: 53%</td>
<td></td>
</tr>
<tr>
<td>Low-income: 60%</td>
<td>Low-income: 45%</td>
<td></td>
</tr>
<tr>
<td>IEP**: 69%</td>
<td>IEP**: 23%</td>
<td>(District average: 28%)</td>
</tr>
<tr>
<td>(District average: 60%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrollment 545 students (District 6-12 average: 696) Capture rate n/a (District 6-12 average: 28%)
African-American: 40%, White: 43%, Multi-ethnic: 11%, Asian: 4%, Hispanic: 2%, IEP**: 8%
Economically disadvantaged: 32% (District 6-12 average: 43%)

Key outcomes (6-8)
8th grade algebra Students who took algebra by the end of 8th grade: 53 out of 53
### Key outcomes (6-8)

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)

<table>
<thead>
<tr>
<th></th>
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<th>Math</th>
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</thead>
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<td><strong>School totals</strong></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>School white</td>
<td>72%</td>
<td>72%</td>
<td>61%</td>
<td>71%</td>
</tr>
<tr>
<td>District white</td>
<td>86%</td>
<td>82%</td>
<td>71%</td>
<td>68%</td>
</tr>
<tr>
<td>School black</td>
<td>14%</td>
<td>22%</td>
<td>13%</td>
<td>21%</td>
</tr>
<tr>
<td>District black</td>
<td>2%</td>
<td>4%</td>
<td>1%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Gap: Difference between Black achievement at the school and White achievement in the district

Gap in percentage of students at Proficient/Advanced levels on PSSA tests - 2015 and 2016 test scores aren’t comparable to previous years. See page 5.

### Key outcomes (9-12)

**Percentage of students at each Keystone achievement level by the end of 11th grade, 2016**

(Middle number: percent Proficient/Advanced)

#### Literature

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
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<td><strong>98%</strong></td>
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#### Algebra I

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<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>68%</strong></td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td><strong>98%</strong></td>
<td>n/a</td>
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<td>n/a</td>
<td>n/a</td>
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<tr>
<td><strong>70%</strong></td>
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</tbody>
</table>

**Advanced** | **Proficient** | **Basic** | **Below Basic**

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

For more information, visit [www.aplussschools.org/2016-report](http://www.aplussschools.org/2016-report).
Pittsburgh Westinghouse Academy 6-12
Neighborhood school with Emergency Response Technology, Health Careers, Culinary Arts, Cosmetology, Carpentry, and Business of Sports Administration CTE programs
1101 N. Murtland Ave., 15208 • Homewood • 412-529-3940 • Accessible
Principal: LouAnn Zwieryznski

Teaching 49 teachers
Teachers feel the school is a good place to work and learn*: 43%
Teachers new to the school: 29%
Long-term substitutes: 9
Teachers absent 18+ days: 16%
Principal stability: 3 principals in the last 4 years

School climate
Parents recommend school*: 61%
Student stability rate: 72%
Students suspended at least once:
Overall: 47%
Black: 47%
White: n/a
Low-income: 50%
IEP**: 49%

Special accomplishments
• Marching band performed with Wilkinsburg High School’s marching band at St. Patrick’s Day Parade
• Students participated in Community Kitchen Pittsburgh’s Project Lunch Tray Jr. Chef program

College/trade school readiness
Graduation rates over time
Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):
Overall: 32%
Black: 31%
White: n/a
Low-income: 29%
IEP**: 47% (District average: 60%)

Percentage of students taking AP (Advanced Placement) courses:
Overall: 11%
Black: 11%
White: n/a
Low-income: 11%
IEP**: 0% (District average: 28%)

Percentage of students taking CAS (Centers for Advanced Study) courses:
Overall: 15%
Black: 16%
White: n/a
Low-income: 19%
IEP**: 1% (District average: 22%)

Enrollment 490 students (District 6-12 average: 696) Capture rate 28% (District 6-12 average: 28%)
African-American: 97%, White: 1%, Multi-ethnic: 2%, Hispanic: 1%, IEP**: 27%
Economically disadvantaged: 68% (District 6-12 average: 43%)

Key outcomes (6-8)
8th grade algebra Students who took algebra by the end of 8th grade: 12 out of 70

* Based on survey responses
Key outcomes (6-8)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

Key outcomes (9-12)

Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature

Algebra I

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"
Special schools and centers

The Pittsburgh district serves students with special needs through supports and services within schools and at special education centers. One charter school within the city, Hill House Passport Academy, serves a special population of students—those under 21 who haven’t been able to graduate on time. Below are contact information and basic demographical information about these schools and centers. Information for PPS schools is for the 2016-17 school year, except for number of teachers, which is for 2015-16. Enrollment information for Hill House Passport Academy is for the 2015-16 school year.

**Pittsburgh Clayton Academy 6-12**
Alternative education for students who were expelled
1901 Clayton Ave., 15214 • Perry South • 412-529-6000 • Accessible
Principal: Rhonda Brown • 16 teachers
97 students; African-American: 90%, White: 7%, Multi-ethnic: 3%
Economically disadvantaged: 94%

**Pittsburgh Conroy Education Center**
For students aged 5 to 21 who need support for autism, multiple disabilities, and life skills
1398 Page St., 15233 • Manchester • 412-529-3105 • Accessible
Principal: Rudley Mrvos • 29 teachers
186 students; African-American: 55%, White: 40%, Multi-ethnic: 3%, Asian: 1%, Hispanic: 2%
Economically disadvantaged: 63%

**Pittsburgh Oliver Citywide Academy**
For students in grades 3 to 12 who need full-time emotional support
2323 Brighton Rd., 15212 • Marshall-Shadeland • 412-529-3125 • Accessible
Principal: Jessica Colbert • 25 teachers
98 students; African-American: 87%, White: 7%, Multi-ethnic: 5%, Hispanic: 1%
Economically disadvantaged: 87%

**Pittsburgh Pioneer Education Center**
For students aged 5 to 21 who need support for multiple disabilities
775 Dunster St., 15226 • Brookline • 412-529-7405 • Accessible
Principal: David Lott • 12 teachers
76 students; African-American: 43%, White: 45%, Multi-ethnic: 4%, Asian: 5%, Hispanic: 3%
Economically disadvantaged: 59%

**Student Achievement Center**
Alternative programs for students in grades 6-12 who need to recover credits, students serving long-term suspensions, and others
925 Brushton Ave., 15208 • Homewood • 412-529-7860 • Not accessible
Principal: Dalhart Dobbs • 29 teachers
184 students; African-American: 80%, White: 11%, Multi-ethnic: 6%, Asian: 1%, Hispanic: 2%
Economically disadvantaged: 82%

**Hill House Passport Academy Charter School**
For students under 21 who haven’t been able to complete high school
510 Heldman St., 15219 • Hill District • 412-376-3724 • Accessible
Principal: Early King • 10 teachers
160 students; African-American: 91%, White: 3%, Multi-ethnic: 6%
Economically disadvantaged: 58%
Pittsburgh’s high schools

In the 2015-16 school year:
Pittsburgh had 4 high (9-12) schools. The average high school had 1,008 students and 74 teachers. 50% of high school students were economically disadvantaged (receiving public assistance). 44% of high school students attended their school of assignment (“capture rate”). The average site-based cost per high school student was $8,336.

Teaching
81% of high school teachers feel their school is a good place to work and learn.*
33% of high school teachers performed at the Proficient level.
65% of high school teachers performed at the Distinguished level.
The average high school had 7 long-term substitutes.

School stability
Student stability rate: 79%
Teachers new to the school: 20%

Principal stability 2013-16
1 high school had one principal.
2 schools had two principals.
1 school had three or more principals.

School climate
76% of parents would recommend their child's 9-12 school.
On average, 45% of high school students were chronically absent.
36% of high school students were suspended at least once.
Black: 51%
White: 20%
Low-income: 43%
IEP**: 37%

Key outcomes: PPS and state
Percentage of high school students at each Keystone achievement level by the end of 11th grade, 2016
(Middle number: percent PPS Proficient/Advanced)

Literature

<table>
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<tr>
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<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Proficient/Advanced</td>
<td>54%</td>
<td>82%</td>
<td>72%</td>
<td>83%</td>
<td>57%</td>
<td>62%</td>
<td>33%</td>
</tr>
</tbody>
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Algebra I

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<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Proficient/Advanced</td>
<td>39%</td>
<td>76%</td>
<td>59%</td>
<td>84%</td>
<td>45%</td>
<td>50%</td>
<td>23%</td>
</tr>
</tbody>
</table>

* Based on survey responses

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Allderdice High School

9-12 neighborhood school with a Pre-engineering magnet program; Engineering Technology, and Refrigeration, Heating, Ventilation, and Air Conditioning CTE programs; and an "English as a Second Language" program

2409 Shady Ave., 15217 • Squirrel Hill • 412-529-4800 • Accessible
Principal: Melissa Friez

Teaching 90 teachers
Teachers feel the school is a good place to work and learn*: 82%
Teachers new to the school: 15%
Long-term substitutes: 8
Teachers absent 18+ days: 25%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: 80%
Student stability rate: 87%
Students suspended at least once:
Overall: 15%
Black: 27%
White: 6%
Low-income: 24%
IEP**: 19%

Special accomplishments
• 2015-16 City League girls’ and boys' track and cross country, girls’ volleyball, and boys' basketball champions
• Student presented his research at White House Summit on Next Generation High Schools
• Teacher named Yale National Fellow

College/trade school readiness

Graduation rates over time
2015: 86%, 2014: 84%, 2013: 90%, 2012: 82%
(2015 District rate: 79%)

Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):
Overall: 74%
Black: 57%
White: 93%
Low-income: 54%
IEP**: 61%
(District average: 60%)

Percentage of students taking AP (Advanced Placement) courses:
Overall: 29%
Black: 17%
White: 38%
Low-income: 14%
IEP**: 4%
(District average: 28%)

Percentage of students taking CAS (Centers for Advanced Study) courses:
Overall: 43%
Black: 17%
White: 63%
Low-income: 19%
IEP**: 3%
(District average: 22%)

Enrollment 1,435 students (District 9-12 average: 1,008) Capture rate 49% (District 9-12 average: 44%)
African-American: 42%, White: 48%, Multi-ethnic: 4%, Asian: 4%, Hispanic: 3%, IEP**: 11%
Economically disadvantaged: 32% (District 9-12 average: 55%)

* Based on survey responses
Key outcomes

Percentage of students at each Keystone achievement level by the end of 11th grade, 2016
(Middle number: percent Proficient/Advanced)

**Literature**

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
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<td>60%</td>
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<td>82%</td>
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<td>63%</td>
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<td>50%</td>
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<td>19%</td>
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<td>8%</td>
<td>62%</td>
<td>6%</td>
<td>8%</td>
<td>32%</td>
<td>50%</td>
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**Algebra I**

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<th>Hispanic</th>
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<td>Proficient</td>
<td>37%</td>
<td>79%</td>
<td>n/a</td>
<td>87%</td>
<td>n/a</td>
<td>48%</td>
<td>15%</td>
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<td>40%</td>
<td>41%</td>
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<td>4%</td>
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<tr>
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<td>56%</td>
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<td>44%</td>
<td>44%</td>
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</tbody>
</table>

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Advanced | Proficient | Basic | Below Basic

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“Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"
Pittsburgh Brashear High School

9-12 neighborhood school with a Teaching Academy magnet program; Auto Body Repair, Automotive Technology, Machine Operations, and Multimedia Production and Coding CTE programs; and an "English as a Second Language" program

590 Crane Ave., 15216 • Beechview • 412-529-7300 • Accessible
Principal: Kimberly Safran

Teaching 103 teachers
Teachers feel the school is a good place to work and learn*: 78%
Teachers new to the school: 19%
Long-term substitutes: 7
Teachers absent 18+ days: 6%
Principal stability: 2 principals in the last 4 years

School climate
Parents recommend school*: 71%
Student stability rate: 82%
Students suspended at least once:
Overall: 39%
Black: 55%
White: 27%
Low-income: 45%
IEP**: 45%

Special accomplishments
• 2015-16 City League football, boys’ tennis and volleyball champions
• Students presented at the National Summit for Courageous Conversation
• Students’ mural exhibited at Fiberart International

College/trade school readiness

Graduation rates over time
(2015 District rate: 79%)

Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):
Overall: 53%
Black: 42%
White: 67%
Low-income: 50%
IEP**: 46%
(District average: 60%)

Percentage of students taking AP (Advanced Placement) courses:
Overall: 23%
Black: 17%
White: 32%
Low-income: 17%
IEP**: 7%
(District average: 28%)

Percentage of students taking CAS (Centers for Advanced Study) courses:
Overall: 14%
Black: 9%
White: 20%
Low-income: 11%
IEP**: 3%
(District average: 22%)

Enrollment 1,276 students (District 9-12 average: 1,008) Capture rate 51% (District 9-12 average: 44%)
African-American: 38%, White: 39%, Multi-ethnic: 6%, Asian: 12%, Hispanic: 5%, IEP**: 18%
Economically disadvantaged: 55% (District 9-12 average: 55%)

* Based on survey responses
Key outcomes

Percentage of students at each Keystone achievement level by the end of 11th grade, 2016
(Middle number: percent Proficient/Advanced)

**Literature**

- Black: 41% Advanced, 66% Proficient, 74% Basic, 15% Below Basic
- White: 45% Advanced, 63% Proficient, 29% Basic, 7% Below Basic
- Multi-ethnic: 3% Advanced, 5% Proficient, 27% Basic, 41% Below Basic
- Asian: 44% Advanced, 33% Proficient, 42% Basic, 25% Below Basic
- Hispanic: 41% Advanced, 33% Proficient, 44% Basic, 24% Below Basic
- Low-income: 28% Advanced, 48% Proficient, 24% Basic, 17% Below Basic
- IEP*: 21% Advanced, 43% Proficient, 14% Basic, 4% Below Basic

**Algebra I**

- Black: 26% Advanced, 52% Proficient, 40% Basic, 16% Below Basic
- White: 21% Advanced, 45% Proficient, 27% Basic, 11% Below Basic
- Multi-ethnic: 7% Advanced, 13% Proficient, 11% Basic, 2% Below Basic
- Asian: 13% Advanced, 46% Proficient, 38% Basic, 25% Below Basic
- Hispanic: 25% Advanced, 30% Proficient, 49% Basic, 43% Below Basic
- Low-income: 21% Advanced, 43% Proficient, 43% Basic, 14% Below Basic
- IEP*: 43% Advanced, 43% Proficient, 14% Basic, 1% Below Basic

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”
Pittsburgh Carrick High School

9-12 neighborhood school with Finance Technology, Health Careers, Culinary Arts, Information Technology, Carpentry, and Business of Sports Administration CTE programs

125 Parkfield St., 15210 • Carrick • 412-529-7700 • Accessible

Principal: Angel Washington

**Teaching**
62 teachers

Teachers feel the school is a good place to work and learn*: 86%

Teachers new to the school: 16%

Long-term substitutes: 7

Teachers absent 18+ days: 3%

Principal stability: 2 principals in the last 4 years

**School climate**

Parents recommend school*: n/a

Student stability rate: 84%

Students suspended at least once:

Overall: 28%

Black: 53%

White: 15%

Low-income: 35%

IEP**: 34%

**Special accomplishments**

• 2015-16 City League wrestling champions

• Students participated in Community Kitchen Pittsburgh's Project Lunch Tray Jr. Chef program

College/trade school readiness

* Based on survey responses

**Graduation rates over time**

2015: 78%, 2014: 68%, 2013: 76%, 2012: 69%

(2015 District rate: 79%)

Percentage of seniors eligible for Pittsburgh Promise scholarship
(grade point average eligibility only):

Overall: 74%

Black: 61%

White: 83%

Low-income: 73%

IEP**: 60%

(District average: 60%)

Percentage of students taking AP (Advanced Placement) courses:

Overall: 16%

Black: 4%

White: 22%

Low-income: 10%

IEP**: 1%

(District average: 28%)

Percentage of students taking CAS (Centers for Advanced Study) courses:

Overall: 14%

Black: 4%

White: 19%

Low-income: 9%

IEP**: 1%

(District average: 22%)

Enrollment

846 students (District 9-12 average: 1,008) Capture rate 46% (District 9-12 average: 44%)

African-American: 31%, White: 57%, Multi-ethnic: 8%, Asian: 1%, Hispanic: 2%, IEP**: 24%

Economically disadvantaged: 62% (District 9-12 average: 55%)
Key outcomes

Percentage of students at each Keystone achievement level by the end of 11th grade, 2016
(Middle number: percent Proficient/Advanced)

**Literature**
- Black: 60% Advanced, 12% Proficient, 28% Below Basic
- White: 82% Advanced, 5% Proficient, 14% Below Basic
- Multi-ethnic: n/a
- Asian: n/a
- Hispanic: n/a
- Low-income: 72% Advanced, 19% Proficient, 42% Below Basic
- IEP**: 29% Advanced, 22% Proficient, 29% Below Basic

**Algebra I**
- Black: 35% Advanced, 16% Proficient, 49% Below Basic
- White: 62% Advanced, 8% Proficient, 30% Below Basic
- Multi-ethnic: n/a
- Asian: n/a
- Hispanic: n/a
- Low-income: 52% Advanced, 12% Proficient, 36% Below Basic
- IEP**: 9% Advanced, 61% Below Basic

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"
## Pittsburgh Perry High School

9-12 neighborhood school with a JROTC magnet program; and Health Careers and Cosmetology CTE programs

3875 Perrysville Ave., 15214 • Perry North • 412-529-3400 • Accessible

Principal: James Cooper

### Teaching

- **Proficient**: 33%
- **Distinguished**: 64%

### Academic Growth

- PVAAS Literature: Did not meet standard
- PVAAS Algebra I: Did not meet standard

### CLIMATE

- Students chronically absent: 65%

### Teaching

- **43 teachers**

  - Teachers feel the school is a good place to work and learn*: 76%
  - Teachers new to the school: 28%
  - Long-term substitutes: 5
  - Teachers absent 18+ days: 9%
  - Principal stability: 3 principals in the last 4 years

### School climate

- Parents recommend school*: n/a
- Student stability rate: 64%
- Students suspended at least once:
  - Overall: 62%
  - Black: 69%
  - White: 30%
  - Low-income: 68%
  - IEP**: 51%

### Special accomplishments

- Award-winning poet Terrance Hayes spoke to creative writing students

### College/trade school readiness

#### Graduation rates over time

2015: 65%, 2014: 64%, 2013: 64%, 2012: 86%

(2015 District rate: 79%)

- **Percentage of seniors eligible for Pittsburgh Promise scholarship**
  - (grade point average eligibility only):
  - Overall: 49%
  - Black: 44%
  - White: 83%
  - Low-income: 54%
  - IEP**: 48%
  - (District average: 60%)

- **Percentage of students taking AP (Advanced Placement) courses**
  - Overall: 12%
  - Black: 10%
  - White: 20%
  - Low-income: 8%
  - IEP**: 2%
  - (District average: 28%)

- **Percentage of students taking CAS (Centers for Advanced Study) courses**
  - Overall: 15%
  - Black: 11%
  - White: 22%
  - Low-income: 9%
  - IEP**: 3%
  - (District average: 22%)

### Enrollment

- 473 students (District 9-12 average: 1,008)
- **Capture rate**: 29% (District 9-12 average: 44%)

#### Diversity

- **African-American**: 75%
- **White**: 16%
- **Multi-ethnic**: 8%
- **Hispanic**: 1%
- **IEP**: 24%

#### Economically disadvantaged

- **72%** (District 9-12 average: 55%)

---

* Based on survey responses
Key outcomes

Percentage of students at each Keystone achievement level by the end of 11th grade, 2016
(Middle number: percent Proficient/Advanced)

### Literature

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>33%</td>
<td>33%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>14%</td>
</tr>
<tr>
<td>Proficient</td>
<td>47%</td>
<td>47%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>34%</td>
<td>48%</td>
</tr>
<tr>
<td>Basic</td>
<td>11%</td>
<td>11%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>33%</td>
<td>33%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

### Algebra I

<table>
<thead>
<tr>
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<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
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<tr>
<td>Advanced</td>
<td>15%</td>
<td>14%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>Proficient</td>
<td>52%</td>
<td>59%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>55%</td>
<td></td>
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<tr>
<td>Basic</td>
<td>27%</td>
<td>27%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>14%</td>
<td>14%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>23%</td>
<td></td>
</tr>
</tbody>
</table>

*Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Online Academy 4-12
4-12 online school
93 S. 10th St., 15203  •  Southside  •  412-529-3510  •  Accessible
Principal: Shemeca Crenshaw

Teaching
Teachers feel the school is a good place to work and learn*: n/a
Teachers new to the school: n/a
Long-term substitutes: n/a
Teachers absent 18+ days: n/a
Principal stability: 2 principals in the last 4 years

School climate
Parents recommend school*: n/a
Student stability rate: 60%
Students suspended at least once:
   Overall: 1%
      Black: 0%
      White: 1%
      Low-income: 0%
      IEP**: 0%

Special accomplishments
• Carson Scholarship recipient

College/trade school readiness
Graduation rates over time
2015: 62%, 2014: 55%, 2013: n/a, 2012: n/a
(2015 District rate: 79%)

Percentage of seniors eligible for Pittsburgh Promise scholarship
(grade point average eligibility only):
   Overall: 29%
      Black: 28%
      White: 28%
      Low-income: 13%
      IEP**: 33%
      (District average: 60%)

Percentage of students taking AP (Advanced Placement) courses:
   Overall: 7%
      Black: 8%
      White: 8%
      Low-income: 13%
      IEP**: 0%
      (District average: 28%)

Percentage of students taking CAS (Centers for Advanced Study) courses:
   Overall: 7%
      Black: 8%
      White: 8%
      Low-income: 18%
      IEP**: 5%
      (District average: 22%)

Enrollment 167 students  Capture rate n/a
African-American: 32%, White: 59%, Multi-ethnic: 4%, Asian: 3%, Hispanic: 1%, IEP**: 23%
Economically disadvantaged: 50%

Key outcomes (6-8)
8th grade algebra  Students who took algebra by the end of 8th grade: 1 out of 13
Key outcomes (6-8)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

Key outcomes (9-12)

Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature

Algebra I

For more information, visit www.aplussschools.org/2016-report.
**Urban Academy of Greater Pittsburgh Charter School**

K-5 charter school

437 Turrett St., 15206  •  Larimer  •  412-361-1008  •  Accessible
Principal: Gail Edwards

<table>
<thead>
<tr>
<th><strong>TEACHING</strong></th>
<th><strong>ACADEMIC GROWTH</strong></th>
<th><strong>CLIMATE</strong></th>
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<tr>
<td>n/a</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
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<td>Students chronically absent</td>
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</tr>
<tr>
<td>Distinguished</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Teaching 12 teachers**

Teachers feel the school is a good place to work and learn*: n/a
Teachers new to the school: 25%
Long-term substitutes: 0
Teachers absent 18+ days: 25%
Principal stability: 1 principal in the last 4 years

**School climate**

Parents recommend school*: n/a
Student stability rate: 97%
Students suspended at least once:
  **Overall: 2%**
  Black: 2%, White: n/a
  Low-income: 2%, IEP**: n/a

**Special accomplishments**

- School team won 2nd place in Carnegie Library of Pittsburgh Chess Tournament
- Six students named to National Elementary Honor Society

* Based on survey responses

**Key outcomes**

**3rd grade Reading 2016: Percentage of students at each PSSA achievement level**
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>5%</td>
<td>24%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>35%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Advanced</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th>Subject</th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>GAP -10</td>
<td>GAP -7</td>
<td>GAP -8</td>
<td>GAP 22</td>
</tr>
<tr>
<td>2014</td>
<td>77%</td>
<td>70%</td>
<td>86%</td>
<td>79%</td>
</tr>
<tr>
<td>2015</td>
<td>62%</td>
<td>44%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>2016</td>
<td>62%</td>
<td>44%</td>
<td>29%</td>
<td>29%</td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

**Enrollment 216 students**

African-American: 98%, Multi-ethnic: 1%, IEP**: 19%
Economically disadvantaged: 100%
Urban Pathways K-5 College Charter School
K-5 charter school
925 Penn Ave., 15222 • Downtown • 412-325-4075 • Accessible
Principal: Kimberly Fitzgerald

Teaching 13 teachers
Teachers feel the school is a good place to work and learn*: 92%
Teachers new to the school: 15%
Long-term substitutes: 0
Teachers absent 18+ days: 0%
Principal stability: 2 principals in the last 4 years

School climate
Parents recommend school*: 95%
Student stability rate: 96%
Students suspended at least once:
Overall: 19%
Black: 20%, White: 33%
Low-income: 21%, IEP**: 19%

Special accomplishments
• School received 2016 state Keystones to Opportunity Innovation Incentive Award

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 265 students
African-American: 96%, White: 1%, Multi-ethnic: 3%, IEP**: n/a; Economically disadvantaged: 94%
The Environmental Charter School at Frick Park

K-8 charter school housed in two buildings
Lower school (K-3): 309 S. Braddock Ave., 15221  •  Regent Square  •  412-242-1480  •  Accessible
Principal:  Ashley Bergman
Upper school (4-8): 829 Milton St., 15218  •  Regent Square  •  412-247-7970  •  Accessible, with exceptions
Principal:  Mandy Cribbs

**Teaching** 54 teachers
Teachers feel the school is a good place to work and learn*: 80%
Teachers new to the school: 20%
Long-term substitutes: 2
Teachers absent 18+ days: 2%
Principal stability: lower school, 2 principals; upper school, 3 principals in the last 4 years

**School climate**
Parents recommend school*: 92%
Student stability rate: 98%
Students suspended at least once:
Overall: 3%
Black: 9%, White: 2%
Low-income: 7%, IEP**: 8%

**Special accomplishments**
- Second cohort of teachers completed Green and Healthy Schools Academy

---

**Key outcomes (3-5)**

3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td></td>
<td>10</td>
<td>24</td>
<td>33</td>
<td>50</td>
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<td>Proficient</td>
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<td>33</td>
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<td>Basic</td>
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<td></td>
<td>4</td>
<td>4</td>
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<tr>
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<td>83</td>
<td>57</td>
<td></td>
<td>67</td>
<td>57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Based on survey responses

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Not all student groups were reportable for every year.
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **18 out of 63**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

**Enrollment** 632 students
African-American: **18%**, White: **68%**, Multi-ethnic: **6%**, Asian: **4%**, Hispanic: **3%**, IEP**: **7%
Economically disadvantaged: **30%**
Manchester Academic Charter School
K-8 charter school housed in two buildings
Elementary school (K-5): 1214 Liverpool St., 15233 • Manchester • 412-322-0585 • Accessible
Middle school (6-8): 1 Heinz St., 15212 • East Allegheny • 412-894-2611 • Accessible
Principal/CEO: Vasilios Scoumis

Teaching
21 teachers
Teachers feel the school is a good place to work and learn*: 94%
Teachers new to the school: 10%
Long-term substitutes: 0
Teachers absent 18+ days: 0%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: n/a
Student stability rate: 98%
Students suspended at least once:
Overall: 19%
Black: 19%, White: n/a
Low-income: n/a, IEP**: 37%

Special accomplishments
• Students participated in Community Kitchen Pittsburgh’s Project Lunch Tray Jr. Chef program
• Olweus Bullying Prevention Program
• Vex Robotics Competition award winners

* Based on survey responses

Key outcomes (3-5)
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren't comparable to previous years. See page 5.
**Key outcomes (6-8)**

**8th grade algebra** Students who took algebra by the end of 8th grade: **10 out of 21**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)

*Gap:* Difference between black achievement at the school and white achievement in the district

![Graphs showing reading, math, ELA, and math gaps in percentage of students at Proficient/Advanced levels on PSSA tests from 2013 to 2016.](image)

---

**Enrollment** 326 students

African-American: **100%**, IEP**: 9%**

Economically disadvantaged: **85%**
Propel Charter School Hazelwood

K-6 charter school (K-5 in 2015-16)
5401 Glenwood Ave., 15207 • Hazelwood • 412-325-0492 • Accessible, with exceptions
Principal: LaKiesha George

Teaching 14 teachers
Teachers proud to be part of the school*: 100%
Teachers new to the school: 79%
Long-term substitutes: 0
Teachers absent 18+ days: 0
Principal stability: n/a

School climate
Parents graded school A or B*: 98%
Student stability rate: 87%
Students suspended at least once:
Overall: 26%
Black: 28%, White: 18%
Low-income: 27%, IEP**: 43%

Special accomplishments
• [School did not provide this information]

Key outcomes
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district.

Enrollment 250 students
African-American: 79%, White: 9%, Multi-ethnic: 7%, Asian: 2%, Hispanic: 2%, IEP**: 18%; Economically disadvantaged: 90%
Safe & healthy school environments

By the Healthy Schools Working Group

Healthy schools make for healthy, happy and thriving children and adults.

Many factors contribute to the health and well-being of our children, both in and out of school. Research shows that environmental health—the effects that the environment has on human health—can negatively impact school attendance, academic achievement and the health of students with chronic illnesses.

To find out ways to make your school safer and healthier, visit safehealthyschool.org to learn more.

School administrators, parents, and students can find out more about how to promote healthy school environments by connecting with the Healthy Schools PA program www.HealthySchoolsPA.org/resources and the Green & Healthy Schools Academy greenandhealthyschoolsacademy.org. The Healthy Schools Working Group includes those organizations, A+ Schools, and The Environmental Charter School at Frick Park. Generous support has been provided by The Heinz Endowments.

Safe & healthy schools survey

You can help! Ask your principal if your school is implementing any of these practices. Share your answers at bit.ly/2016healthyschoolsurvey!

- Green cleaning
- Controlling mold & moisture
- Integrated pest management
- Managing air quality (from indoor & outdoor sources)
- Safe & natural field & playground surfaces
- Lead in drinking water testing & removal
- Radon testing & treatment
- Polychlorinated Biphenyl (PCBs) testing & removal

For more information, visit www.aplusschools.org/2016-report.
Propel Charter School Northside
K-8 charter school
1805 Buena Vista St., 15212 • Central Northside • 412-325-1412 • Accessible
Principals: Sarah Lordi/Angela Taylor

**Teaching**
- 27 teachers
- Teachers proud to be part of the school*: 70%
- Teachers new to the school: 59%
- Long-term substitutes: 1
- Teachers absent 18+ days: 7%
- Principal stability: 2 principals in the last 4 years

**School climate**
- Parents recommend school*: n/a
- Student stability rate: 87%
- Students suspended at least once:
  - Overall: 40%
  - Black: 44%, White: 16%
  - Low-income: 39%, IEP**: 44%

**Special accomplishments**
- Students led Propel for Peace Rally
- Display of student art at Destiny of Faith Church Community Center
- New outdoor classroom

* Based on survey responses

### Key outcomes (3-5)

**3rd grade Reading 2016: Percentage of students at each PSSA achievement level**
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>24%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>25%</td>
<td>22%</td>
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<td>Proficient</td>
<td>21%</td>
<td>55%</td>
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<td>53%</td>
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<tr>
<td>Basic</td>
<td>21%</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>21%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</table>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

<table>
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<th>Year</th>
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<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>GAP</td>
<td>GAP</td>
<td>GAP</td>
</tr>
<tr>
<td>2013</td>
<td>31</td>
<td>16</td>
<td>46</td>
<td>45</td>
</tr>
<tr>
<td>2014</td>
<td>23</td>
<td>6</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>2015</td>
<td>35</td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>45</td>
<td></td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

**Gap:** Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
For more information, visit www.aplusschools.org/2016-report.

Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: 0 out of 33
No students took the Algebra 1 Keystone Exam.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ELA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Enrollment 405 students
African-American: 78%, White: 12%, Multi-ethnic: 9%, Hispanic: 1%, IEP**: 12%
Economically disadvantaged: 86%

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Propel Northside added 6th grade in 2013, 7th grade in 2014, and 8th grade in 2015.
Not all student groups were reportable for every year.
Urban Pathways
6-12 Charter School

6-12 charter school
914 Penn Ave., Third Floor, 15222 • Downtown • 412-392-4601 • Accessible
Principal: Kathleen Garland

<table>
<thead>
<tr>
<th>Teaching</th>
<th>26 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers feel the school is a good place to work and learn*: n/a</td>
<td></td>
</tr>
<tr>
<td>Teachers new to the school: n/a</td>
<td></td>
</tr>
<tr>
<td>Long-term substitutes: 0</td>
<td></td>
</tr>
<tr>
<td>Teachers absent 18+ days: 0%</td>
<td></td>
</tr>
<tr>
<td>Principal stability: 3 principals in the last 4 years</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents recommend school*: n/a</td>
</tr>
<tr>
<td>Student stability rate: 95%</td>
</tr>
<tr>
<td>Students suspended at least once: Overall: 38%</td>
</tr>
<tr>
<td>Black: 38%</td>
</tr>
<tr>
<td>White: n/a</td>
</tr>
<tr>
<td>Low-income: 43%</td>
</tr>
<tr>
<td>IEP**: 48%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grand prize winner in Edmentum Summer Academic Sprints contest</td>
</tr>
<tr>
<td>• Steel drum players performed with Dutch artist Allard van Hoorn for Mix-N-Match in Market Square</td>
</tr>
</tbody>
</table>

* Based on survey responses

College trade school readiness

Graduation rates over time
2015: 87%, 2014: 97%, 2013: 97%, 2012: 97%

Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):
Overall: 65%
Black: 65%
White: n/a
Low-income: 62%
IEP**: n/a

Percentage of students taking AP (Advanced Placement) courses:
Overall: 13%
Black: 13%
White: n/a
Low-income: 11%
IEP**: n/a

Enrollment 317 students
African-American: 99%, IEP**: n/a
Economically disadvantaged: 65%

Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: n/a
**Key outcomes (6-8)**

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>20</td>
<td>20</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>2014</td>
<td>35</td>
<td>17</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>2015</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School white</td>
<td>50%</td>
<td>56%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>District white</td>
<td>45%</td>
<td>61%</td>
<td>28%</td>
<td>2%</td>
</tr>
<tr>
<td>School black</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District black</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

**Key outcomes (9-12)**

**Percentage of students at each Keystone achievement level by the end of 11th grade, 2016**

(Middle number: percent Proficient/Advanced)

**Literature**

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Algebra I**

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>37%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Graduation rate**

87%

**Attending college/trade school**

66%

**Eligible for Pittsburgh Promise**

65%

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
### City Charter High School

**9-12 charter school**  
201 Stanwix St., Suite 100, 15222 • Downtown • 412-690-2489 • Accessible  
Principal: Ron Sofo

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>ACADEMIC GROWTH</th>
<th>CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching effectiveness</td>
<td>PVAAS Literature</td>
<td>PVAAS Algebra 1</td>
</tr>
<tr>
<td><strong>61%</strong></td>
<td><strong>39%</strong></td>
<td>Exceeded the standard</td>
</tr>
<tr>
<td>Proficient</td>
<td>Distinguished</td>
<td>Students chronically absent</td>
</tr>
</tbody>
</table>

#### Teaching
- 49 teachers
- Teachers feel the school is a good place to work and learn: **71%**
- Teachers new to the school: **8%**
- Long-term substitutes: **0**
- Teachers absent 18+ days: **4%**
- Principal stability: **1 principal in the last 4 years**

#### School climate
- Parents recommend school*: **91%**
- Student stability rate: **92%**
- Students suspended at least once:  
  - **Overall: 11%**
  - Black: **18%**
  - White: **3%**
  - Low-income: **14%**
  - IEP**: **14%**

#### Special accomplishments
- Student team won 2nd place in Students for the Advancement of Global Entrepreneurship national competition
- School’s Costa Rica service learning program won Shyne Award

### College/trade school readiness

#### Graduation rates over time
- 2015: **97%**, 2014: **95%**, 2013: **97%**, 2012: **94%**

- Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):  
  - **Overall: 80%**
  - Black: **81%**
  - White: **83%**
  - Low-income: **78%**
  - IEP**: **56%**

- Percentage of students taking AP (Advanced Placement) courses:  
  - **Overall: n/a**

### Enrollment
- **617 students**
- African-American: **50%**, White: **39%**, Multi-ethnic: **8%**, Asian: **1%**, Hispanic: **2%**, IEP**: **11%**
- Economically disadvantaged: **70%**

* Based on survey responses
Key outcomes

Percentage of students at each Keystone achievement level by the end of 11th grade, 2016
(Middle number: percent Proficient/Advanced)

Literature

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73%</td>
<td>91%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>74%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>72%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td>69%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Algebra I

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>91%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>66%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
<td>26%</td>
<td>40%</td>
</tr>
</tbody>
</table>

For more information, visit www.aplusschools.org/2016-report.

* Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"
Definitions and sources of information

All information is from the 2015-16 school year unless noted.

PPS: Pittsburgh Public Schools (www.cms.k12.pa.us)
PDE: Pennsylvania Department of Education (www.education.state.pa.us)

Top of page information:
School name, address, neighborhood, phone number, principal/administrator
Definition: The current school name and principal, acting principal, or administrator as of 9/16 are listed. “PreK” in a school name means the school serves children from ages three to five in an early childhood program.
Sources: PPS and charter schools.

School description
Definition: “Magnet school” refers to a whole-school magnet (all students must apply to attend). “School with a magnet program” refers to a school with both magnet and neighborhood (feeder pattern) components. “CTE program” refers to Career and Technical Education. More information about “English as a Second Language” programs can be found on the PPS Web site.
Sources: PPS Web site, PPS “Offerings and Options Guide.”

Building accessibility
Definition: Whether or not a school is “accessible” (school entrance and all floors and classrooms are accessible to individuals who use wheelchairs); has an accessible entrance but no elevator; or is “accessible, with exceptions” (has an accessible entrance and most, but not all, floors and classrooms are accessible).
Sources: PPS and charter schools.

Teachers at “Proficient” and “Distinguished” performance levels
Definition: The percentages of teachers who performed at “Proficient” and “Distinguished” levels, according to the district’s measures of teacher effectiveness. The other possible performance levels are “Needs Improvement” and “Failing.” Performance levels are defined by the state per Act 82 of 2012. For most teachers, levels are determined by classroom observations, and student outcomes information, including growth and student survey responses.
Instructors for Pittsburgh Online Academy 4-12 are not considered classroom teachers for purposes of evaluation under Act 82. Some charter schools provided equivalent information. For more information about City Charter High School’s teacher performance levels system, visit http://cityhigh.org/wp-content/uploads/2011/10/CH_CBSattPromotionDL.pdf.
Sources: PPS and charter schools.

PVAAS
Definition: The Pennsylvania Value-Added Assessment System (PVAAS) is a measure of growth in PSSA and Keystone achievement. The state’s standard is at least a year’s worth of growth in scores for a year’s worth of schooling. PVAAS reports whether or not each grade in a school met, exceeded, or did not meet the standard. Respectively, these indicators are shown on the page with a blue triangle, two dark blue triangles, and a red and white circle. Because PVAAS analyzes more than one year of data, there are no PVAAS reports for 3rd grade, the first year students take the PSSA.
Source: PDE.

Students chronically absent
Definition: The percentage of students who were absent 10% or more of the days they were enrolled at the school.
Sources: PPS and charter schools.

Number of teachers
Definition: Total number of classroom teachers in the school as of fall 2015. Instructors at Pittsburgh Online Academy 4-12 aren’t considered classroom teachers, and so aren’t included.
Sources: PPS and charter schools.

Teacher survey responses
Definition: On the district’s Teaching and Learning Conditions Survey, the percentage of teachers at the school who agreed with the statement, “Overall, my school is a good place to work and learn.” Teachers are asked to complete the survey each year. Some charter schools provided equivalent information.
Sources: PPS and charter schools.

Teachers new to the school
Definition: The percentage of teachers new to the school includes transfers, new teacher hires, and teachers who filled new positions through fall 2015.
Sources: PPS and charter schools.

Long-term substitutes
Definition: Number of substitute teachers who completed 40 or more consecutive days in place of the same teacher.
Sources: PPS and charter schools.

Teachers absent 18+ days
Definition: Percentage of teachers who were absent 10% or more of the days students attended school.
Sources: PPS and charter schools.

Principal/administrator stability
Definition: Number of different principals/administrators in a school from the 2012-13 school year to the 2015-16 school year, including mid-year changes for PPS schools. Schools with “n/a” opened within the last four years.
Sources: PPS and charter schools.

Parents recommend school
Definition: On the Pittsburgh Public Schools Parent Survey, the percentage of parents who agreed with the statement “You would recommend this school to another family.” The survey is mailed to parents and available online. Response rates under 10 percent were reported as “n/a.” Some charter schools provided equivalent responses.
Sources: PPS and charter schools.

Student stability rate
Definition: For district schools, the student stability rate represents the total number of students who didn’t transfer during the entire year divided by the official enrollment for that year, which is calculated in October. Charter schools provided similar information. (A high number indicates a stable student population.)
Sources: PPS and charter schools.

Students suspended at least once
Definition: The percentage of students who were suspended (out-of-school suspensions only) at least once during the school year, by race, income, and IEP status. King, Miller, and Weil suspension rates were based on data derived from student attendance records.
Sources: PPS and charter schools.

Special accomplishments
Definition: Awards, honors, and other kinds of local and national recognition for individual students, school teams, and schools; student participation in national and local community service and celebratory events; and noteworthy creative works produced by students.
Source: Selected by A+ Schools from information provided by district and charter school staff, PPS Web site, and other sources.

Graduation rate
Definition: PDE determined the graduation rate by tracking the number of individual 9th graders in 2011 who graduated in 2015 or earlier (the “cohort” rate). A similar calculation was used for “graduation rates over time.” The graduation rate we report is based on regular education schools only. The rate factors in students who met course requirements but did not receive a diploma for other reasons, such as international exchange students, and students attending regional special education classrooms, who may graduate on a different timeline. It doesn’t include students who earned a GED or a special program certificate. For more information about how the cohort rate is determined, go to www.education.state.pa.us and find “Cohort Graduation Rate” in “Data & Statistics.” Information is for 2015, the most recent year available.
Source: PDE.
Percentage of students attending college/trade school
Definition: Percentage of 2015 graduates who enrolled in four-year or two-year colleges/universities or trade schools in 2015 (seamless enrollment). For more information, visit www.studentclearinghouse.org.
Sources: PPS (National Student Clearinghouse report), Urban Pathways 6-12 Charter School, City Charter High School.

Sources:

•  Percentages may not total to 100 due to rounding.

•  If a section of a circular chart doesn’t include every score range (for example, it appears that no students were “Below Basic”), no students scored in that range.

•  Percentages may not total to 100 due to rounding.

Sources: PPS, Urban Pathways 6-12 Charter School, City Charter High School.

Key outcomes:

8th grade algebra
Definition: The number of students who took algebra by the end of 8th grade, out of the total number of 8th graders in the school. Numbers include students who took algebra in 6th, 7th, or 8th grades.
Sources: PPS and charter schools.

PSSA tests and Keystone exams
Definition: Percentages of students, by subgroup, at each achievement level on 2016 PSSA (Pennsylvania System of School Assessment) 3rd grade English Language Arts (reading and writing) tests. Percentages of students, by subgroup, at each achievement level on the Algebra 1 Keystone Exam in 8th grade, and Literature and Algebra 1 Keystone exams by the end of 11th grade, 2016.
Keystone results “by the end of 11th grade” include scores for students who took the exams in earlier grades. Students may take the Keystone exams more than once. Reported information reflects students’ highest scores. Achievement levels (score ranges) include “Advanced,” “Proficient,” “Basic,” and “Below Basic.” Subgroups include student race/ethnicity, economic disadvantage (“low-income”), and IEP status.

•  Subgroup scores are reported as “n/a” when that subgroup had 0-10 students (test scores for 10 or fewer students in a group or subgroup are not reported by PDE).

•  Race/ethnicity for district schools reflects PPS definitions. Charter schools provided similar information. We report subgroup information when more than 10 students in the subgroup took a particular test. In some cases, a subgroup met the reporting threshold for one subject area only (ELA or Math, for example).

•  “Low-income” refers to students who are identified as economically disadvantaged.

•  “IEP” refers to students with an Individual Education Plan for special education, excluding students identified as “gifted.”

•  If a section of a circular chart doesn’t include every score range (for example, it appears that no students were “Below Basic”), no students scored in that range.

Sources: PPS, PDE, and charter schools.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests
Definition: The achievement gap over the years 2013 and 2014, and the years 2015 and 2016, defined as the difference between black achievement at the school and white achievement at the district level, for English Language Arts and Math PSSA scores. Please note that the content of the tests changed in 2015. For K-8 schools, subgroup percentages were calculated separately for each grade span (3-5 and 6-8), rather than by building total. In some cases, no gap could be calculated for a particular year because too few black students were tested. If no indicator is shown for “school white” or “school black,” the number of students didn’t meet the reporting threshold. A negative “GAP” number indicates that black students in the school performed above the level of white students in the district.
Sources: PDE, PPS, and charter schools.

College/trade school readiness:

Percentage of students taking AP courses
Definition: Number of students by race, economic disadvantage, and IEP status who took at least one Advanced Placement course, divided by total 9-12 student enrollment. Subgroups with 10 or fewer students were reported as “n/a.” Information for racial/ethnic groups other than black and white was not reported due to their small numbers.
Sources: PPS, Urban Pathways 6-12 Charter School, City Charter High School.

Percentage of students taking CAS courses
Definition: Number of students by race, economic disadvantage, and IEP status who took at least one Centers for Advanced Study (CAS) course divided by total student enrollment in high schools or by grades 9-12 for 6-12 schools. Ten or fewer students in a subgroup was reported as “n/a.” Information for racial/ethnic groups other than black and white was not reported due to their small numbers.
Source: PPS.

Enrollment:

Definition: Total number of students enrolled in the school as of October 2015.
Sources: PPS and charter schools.

Capture rate
Definition: The percentage of students living in the school’s feeder pattern or catchment area who were enrolled in the school in 2015-16. The denominator includes students who attend private, parochial, and charter schools, as well as students who attend other district schools.
Source: PPS.

Student race/ethnicity
Definition: PPS defines a student’s race as Black, White, Multi-ethnic, Asian, Hispanic, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander, based on parents’ identification. Charter schools provided similar information. We report percentages of students in each ethnic subgroup separately when there were more than 10 students in the group. Percentages may not add to 100 because of rounding.
Sources: PPS and charter schools.

Economically disadvantaged, “low income”
Definition: Students are identified as economically disadvantaged based on the state’s Direct Certification process, which can include poverty data sources such as the Supplemental Nutrition Assistance Program, Transitional Assistance for Families with Dependent Children, or Medicaid eligibility; and children living in foster care.
Sources: PPS and charter schools.

IEP
Definition: Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted.”
Sources: PPS and charter schools.

Information by level:

PSSA tests and Keystone exams
Definition: See left column.
Source: State information, PDE.

* "Subgroup" means a group within a larger group. For example, “white 5th graders” is a subgroup of all 5th graders. For subgroups, percentages are based on the subgroup rather than total school enrollment (for example, the percentage of black students taking CAS courses, rather than the percentage of all students taking CAS courses who are black).
Schools by region

East:
1. Allderdice 9-12
2. Arsenal PreK-5
3. Arsenal 6-8
4. Colfax K-8
5. Dilworth PreK-5
7. Environmental Charter School at Frick Park 4-8
8. Faison K-5
10. Greenfield PreK-8
11. Liberty K-5
12. Lincoln PreK-5
13. Linden K-5
14. Mifflin PreK-8
15. Minadeo PreK-5
17. Obama 6-12
18. Propel Charter School Hazelwood (K-6 in 16-17)
19. Science & Technology 6-12
20. Sterrett 6-8
21. Sunnyside PreK-8
22. Urban Academy of Greater Pittsburgh Charter School (K-5)
23. Westinghouse 6-12
24. Woolslair PreK-5
25. Online Academy 4-12 (office and drop-in center)
27. Roosevelt PreK-1
28. Roosevelt 2-5
29. South Brook 6-8
30. South Hills 6-8
31. West Liberty PreK-5
32. Whittier K-5
33. Science & Technology 6-12
34. Information Center
35. Phillips K-5
36. Roosevelt PreK-1
37. Roosevelt 2-5
38. South Brook 6-8
39. South Hills 6-8
40. West Liberty PreK-5
41. Whittier K-5

Central:
42. City Charter High School (9-12)
43. CAPA 6-12
44. Miller PreK-5
45. Milliones 6-12
46. Urban Pathways 6-12
47. City Charter High School (9-12)
48. CAPA 6-12
49. Miller PreK-5
50. Milliones 6-12
51. Urban Pathways 6-12
52. City Charter High School (9-12)
53. CAPA 6-12
54. Miller PreK-5
55. Milliones 6-12
56. Urban Pathways 6-12
57. City Charter High School (9-12)
58. CAPA 6-12
59. Miller PreK-5
60. Milliones 6-12
61. Urban Pathways 6-12

South:
62. Arlington PreK-8
63. Banksville K-5
64. Beechwood PreK-5
65. Brashear 9-12
66. Brookline PreK-8
67. Carmalt PreK-8
68. Carrick 9-12
69. Concord K-5
70. Grandview PreK-5
71. Schiller 6-8
72. Spring Hill K-5

North:
73. Allegheny K-5
74. Allegheny 6-8
75. King PreK-8
76. Manchester Academic Charter School (K-8)
77. Manchester PreK-8
78. Morrow PreK-4
79. Morrow 5-8
80. Perry 9-12
81. Propel Charter School Northside (K-8)
82. Classical 6-8
83. Langley K-8
84. Westwood K-5

See page 88 for locations of special schools and centers.
Our Vision

A public education system in Pittsburgh where:

- Overall student achievement continues to rise, with 100 percent of students graduating and 80 percent completing a training program or two or four-year college or university program.
- Race is not a factor in determining which students are in the highest/lowest achievement categories, graduate from high school or matriculate into training programs or college.

Our Purpose

To be a community force advancing the highest educational achievement and character development for every public school student.

Our Focus

We focus on issues of educational equity because significant barriers exist that directly and indirectly deny groups of students a high quality education. To achieve educational equity in Pittsburgh Public Schools, policies and practices must be in place that specifically increase opportunities and resources for African-American students.

Our Work

To focus community attention on specific issues through research and policy analysis; to engage and elevate community voices from those communities most at risk; to create opportunities at multiple levels for community involvement aimed at removing barriers to student success; and to build broad community support to advance change in Pittsburgh Public Schools.