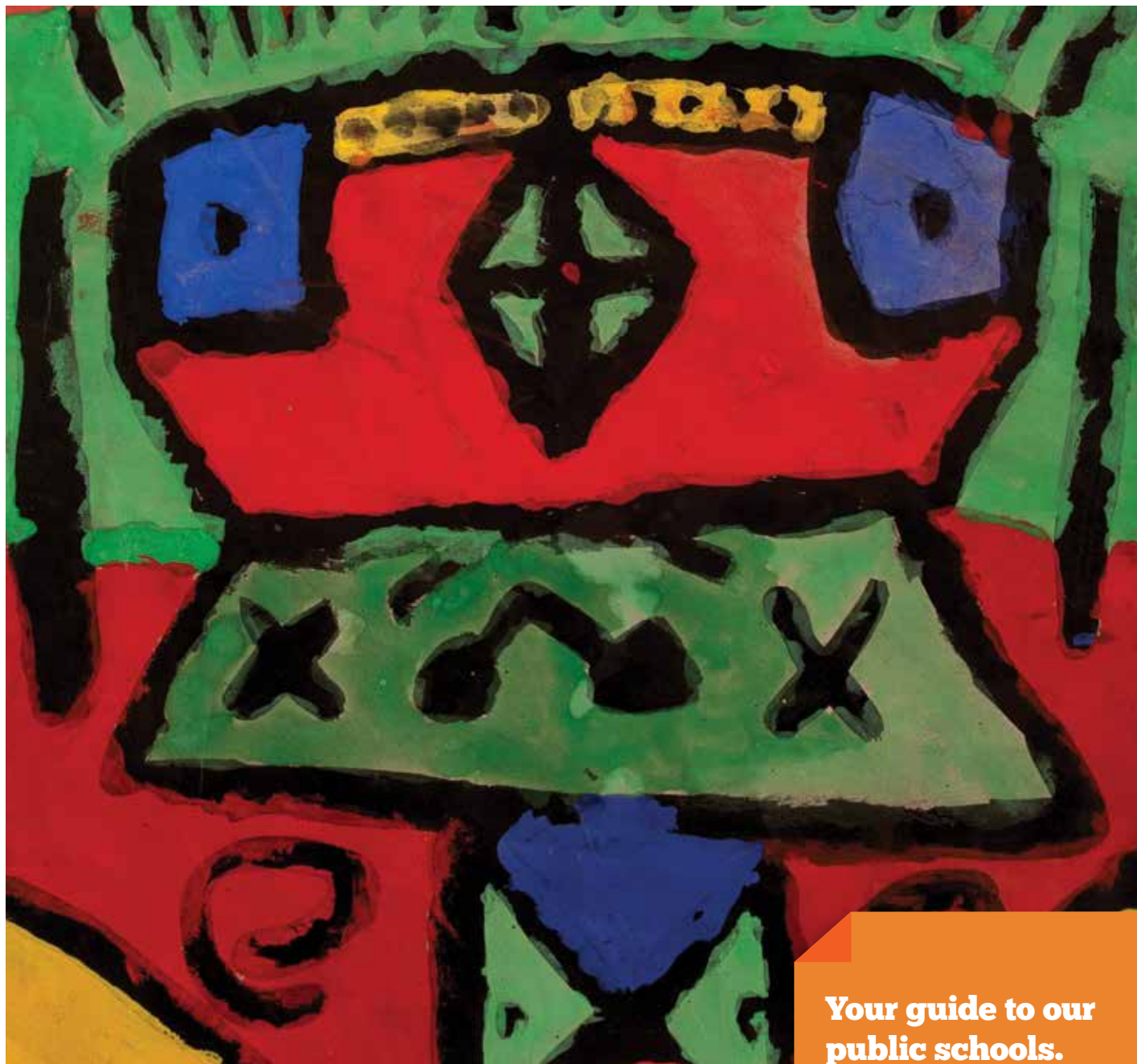


2016 Report to the Community on Public School Progress in Pittsburgh



**Your guide to our
public schools.**

 **Schools**
Pittsburgh's Community Alliance for Public Education

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@apluschools.org or 412-697-1298. Photography by Greg Blackman.

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A+ Schools is funded by individual donors and grants from The Bill & Melinda Gates Foundation, The Grable Foundation, The Heinz Endowments, the R.K. Mellon Foundation, and The Pittsburgh Foundation. The Buhl Foundation, the Hillman Foundation, and United Way of Allegheny County have provided grants for specific projects. A+ Schools is solely responsible for the contents of this report.

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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?

High-performing schools engage students, their families, and their communities, providing meaningful ways for all to be involved in students' success. You might ask these questions about **parent/caregiver engagement**:

- What parent organization can I join to be more involved in the school? (If the school doesn't have one, contact us to see if we can help you start one!)
- What are all the ways that parents can be involved in the school?

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.

Five ways A+ Schools makes a difference

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](https://www.facebook.com/aplusschoolsfans)) and Twitter ([@aplusschools](https://twitter.com/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.

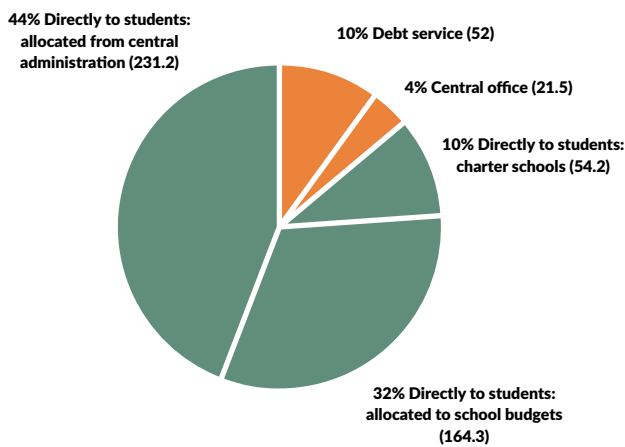
We keep watch over Pittsburgh's schools, mobilize the community, collect critical data, keep you informed, and inspire community action.

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.



Percentage of 2014 PPS budget spent directly on students (in millions)

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.

Site-based budgets (trackable)	Central office (currently not trackable)
Average teacher salaries	Transportation
Principal salaries	Facilities and maintenance
Some supplies	School security
Small discretionary budget	Nurses
	Special education
	Other costs

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.

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.

PSSA content area	Grades tested
English Language Arts (ELA) & Math	3–8
Science	4, 8

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.

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.

Key dates for school choice

When to register your child for a magnet or a Career and Technical Education program in the Pittsburgh Public Schools

Registration for magnet and Career and Technical Education (CTE) programs takes place the year before a child enters the school or program.

Deadline for registration: December 9, 2016.

Applications for Pittsburgh CAPA 6-12 closed on October 21.

Note: A child who attends a Pittsburgh Public Schools Early Childhood program (preschool) has a better chance of being accepted into an elementary or K-8 magnet program. For more information about “preference” and the magnet/CTE application process, visit the district Web site at www.pps.k12.pa.us, or contact the parent hotline at 412-529-HELP or parenthotline@pghboe.net.

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.



Be there. Join us and inspire kids to be in school.

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: @betherephg or Shauna.McMillan@uwac.org.

From margin to center

Putting black girls at the center of the discourse of racial disproportionality in school discipline

By Pamela Little-Poole and Sarah Brown

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:

- *Black Girls Matter: Pushed Out, Overpoliced and Underprotected*, by Kimberlé Williams Crenshaw.
- *Pushout: The Criminalization of Black Girls in Schools*, by Monique W. Morris.
- *Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity*, by Leticia Smith-Evans, Janel George, Fatima Goss Graves, Lara S. Kaufmann, and Lauren Frohlich.

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.aplsschools.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*

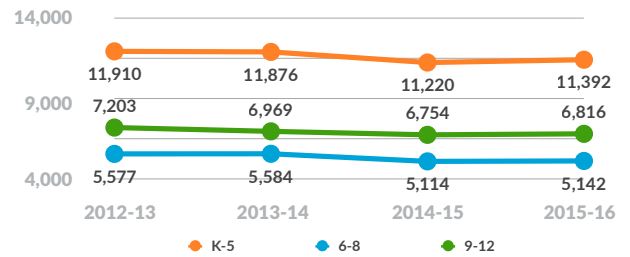
	Number of schools	Average enrollment	Range of enrollment	Percent black	Percent white	Percent multi-ethnic	Percent Asian	Percent Hispanic	Percent economically disadvantaged
District	50	450	151 to 1,435	52%	33%	8%	3%	3%	53%
K-5	23	323	157 to 544	55%	29%	8%	3%	3%	58%
K-8	11	494	198 to 867	50%	35%	10%	3%	2%	56%
6-8	7	306	151 to 494	53%	32%	8%	4%	3%	61%
6-12	5	696	167 to 950	62%	29%	6%	2%	1%	39%
9-12	4	1,008	473 to 1,435	42%	43%	6%	5%	3%	50%

* 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.)



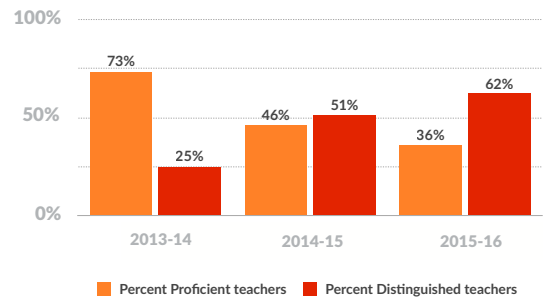
Teaching

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.

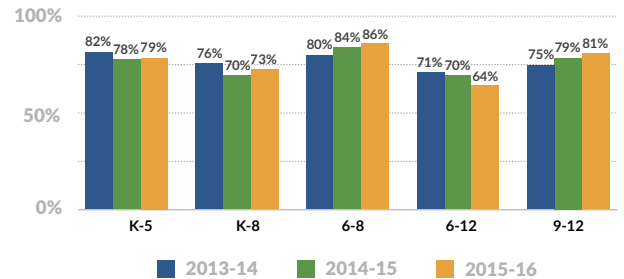
The chart on the right shows that the vast majority (98%) of PPS teachers performed at “Proficient” or “Distinguished” levels over the past year. Compared to last year, the overall percentage rose one percent. The percentage of teachers performing at the “Distinguished” level increased significantly,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

Teaching effectiveness by year



Teaching satisfaction by year



School climate

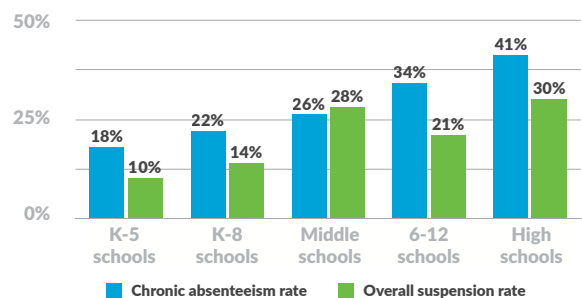
Student attendance and suspensions

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

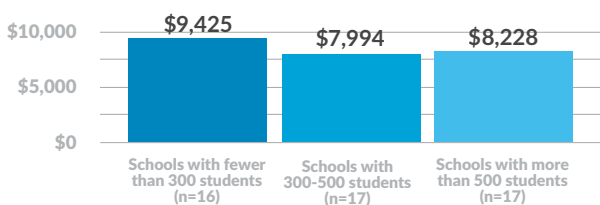


Resources

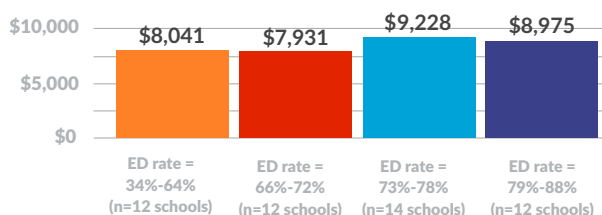
The chart below shows the average amount spent per student from each school's site-based budget (including the Title I allocation), by percentage of students identified as economically disadvantaged (a measure of family poverty; see "Definitions and sources of information" starting on page 114). Please note: while the district spent **\$23,065.49 per pupil in 2014-15** based on its Average Daily Membership according to the Pennsylvania Department of Education, 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:

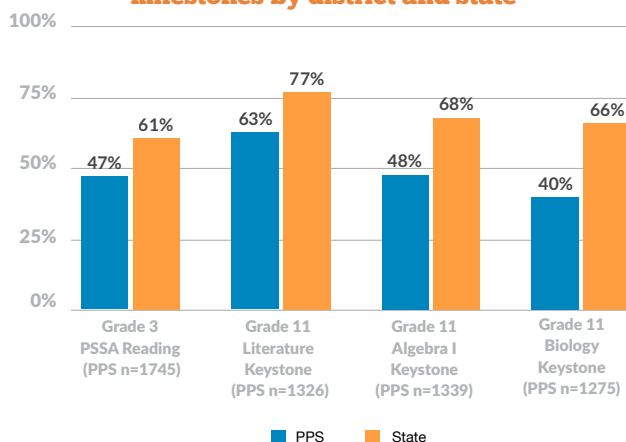
- 47% of PPS 3rd graders are reading at grade level or above, as shown by PSSA (PA System of School Assessment) English Language Arts (ELA) scores. By comparison, 61% of the state's 3rd graders achieved grade level performance.
- 63% of PPS 11th graders have scored Proficient or Advanced (passing) on 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.

continued on p. 12

Percent Proficient/Advanced on academic milestones by district and state

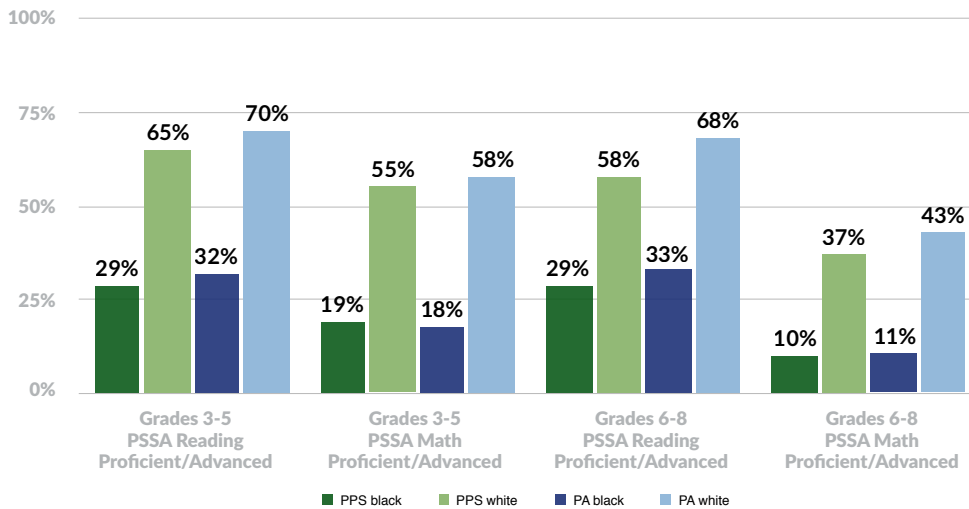


PSSA and Keystone: PPS students compared to PA students, and the black/white achievement gap

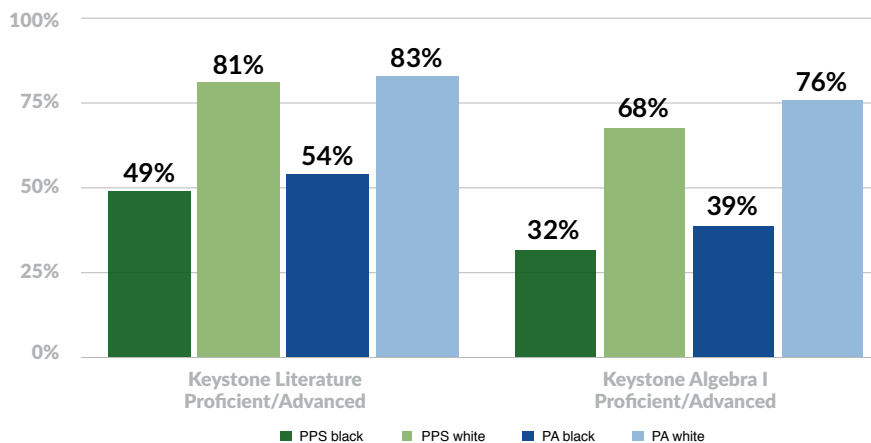
We looked at 2016 achievement on PSSA ELA and Math tests, and Keystone Literature and Algebra I exams, for all black and white students in PPS and all black and white students in Pennsylvania. We define the PPS/state gap as the difference between black student achievement in the district and white student 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.

PSSA Reading and Math gaps



Keystone Literature and Algebra I gaps



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

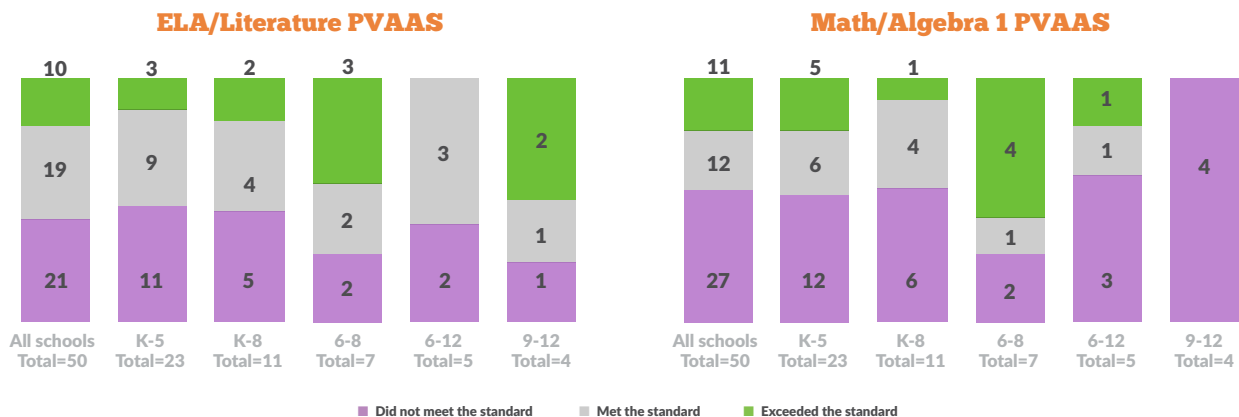
We also looked at the achievement gap within PPS schools and within the city's charter schools, which we define as the difference between black achievement at the school and white achievement at the district level on PSSA tests and Keystone exams. Six schools had gaps of 10 points or less in English 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.

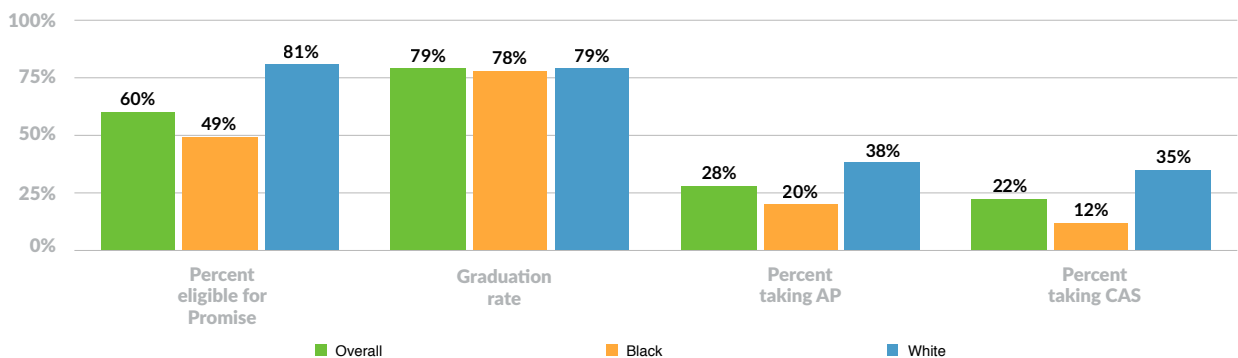
continued on p. 14

- 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.

Post-secondary readiness



Closing

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

	3RD GRADE PSSA READING	READING ACHIEVEMENT GAP (3-5)	MATH ACHIEVEMENT GAP (3-5)	ENROLLMENT GAIN/LOSS 2013-16	CAPTURE RATE	STUDENTS RATED TEACHING**	SITE-BASED BUDGET PER PUPIL SPENDING
Arsenal	▼	▼	▼	○	▼▼	◆	\$8,747
Banksville	○	○	▼	○	○	◆	\$7,895
Beechwood	▲	▲	▲▲	○	▲▲	◆	\$7,873
Concord	▲	▲	▲	▲	▲▲	◆	\$7,410
Faison	▼	▼	▼	○	○	◆	\$8,021
Grandview	▼	▼	○	○	○	◆	\$8,162
Lincoln	▼	○	▼	▼	○	◆	\$10,207
Miller	▼	▼	▼	○	○	◆	\$9,439
Minadeo	○	▼	▼	▼	▼	◆	\$7,654
Roosevelt	○	○	○	▼	▲	◆	\$7,556
Spring Hill	▼	▼	○	▼	▲	◆	\$9,725
Weil	▼	▼	▼	▼	▼	◆	\$9,740
West Liberty	▲	▲	○	▼	▲	◆	\$8,659
Westwood	○	○	○	○	▼	◆	\$9,352
Whittier	▲	○	▲	▲	▲▲	◆	\$8,704
Allegheny	○	▲	▲▲	▲	n/a	◆	\$7,543
Dilworth	▲	▲▲	▲▲	○	n/a	◆	\$7,096
Fulton	▲	▲▲	▲	○	▼	◆	\$7,675
Liberty	○	▲	○	▲	n/a	◆	\$6,954
Linden	▼	○	▼	○	n/a	◆	\$7,842
Montessori*	▲	▼	○	n/a	n/a	◆	\$11,484
Phillips	▲	○	○	○	▲▲	◆	\$7,646
Woolslair	▼	▼	▼	○	▼▼	◆	\$11,068
Urban Academy	○	▲	▲	○	n/a	n/a	\$11,809
Urban Pathways	▼	○	▲	▲	n/a	n/a	\$16,699

- ▲ 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
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- ◇ Close to national average
- ◆ Below national 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

Magret 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.

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

** Based on survey responses

School comparisons: K-8

	3RD GRADE PSSA READING	READING ACHIEVEMENT GAP (3-5)	MATH ACHIEVEMENT GAP (3-5)	8TH GRADERS TAKING ALGEBRA	READING ACHIEVEMENT GAP (6-8)	MATH ACHIEVEMENT GAP (6-8)	ENROLLMENT GAIN/LOSS 2013-16	CAPTURE RATE	STUDENTS RATED TEACHING**	SITE-BASED BUDGET PER PUPIL SPENDING
Arlington	▼	▼	▼	○	▼	▼	▼	○	◆	\$9,128
Brookline	▲	▲▲	▲▲	▲	▲	○	○	▲	◆	\$7,086
Colfax	▲▲	○	○	▲	○	▲	▲	▼	◆	\$6,834
Greenfield	▲▲	▲▲	▲▲▲	▲	▲	▲	○	○	◆	\$7,580
King	▼▼	▼	▼	▼	▼	▼	○	▼	◆	\$8,483
Langley	▼	▼	▼	○	▼	▼	▲	○	◆	\$7,913
Manchester	▼	▲	▲	▼	▼	▼	▼	▼	◆	\$9,620
Mifflin	○	○	○	○	○	○	▼	○	◆	\$8,812
Morrow	○	▼	▼	▼▼	▼	▼	○	▼	◆	\$7,908
Sunnyside	▲	○	▼	○	▲	○	▼	▼	◆	\$9,318
Carmalt	▲	▲	○	▲	▲	○	○	n/a	◆	\$7,289
Environmental	▲▲	○	○	○	○	○	▲	n/a	n/a	\$9,927
Manchester Charter	○	○	▼	▲	▲	○	▲▲	n/a	n/a	\$8,399
Propel Hazelwood*	○	▼	▼	n/a	n/a	n/a	○	n/a	n/a	\$10,240
Propel Northside	▼	▼	▼	▼▼	○	○	▲▲▲	n/a	n/a	\$5,143

- ▲ 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
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- ◇ Close to national average
- ◆ Below national 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

	8TH GRADERS TAKING ALGEBRA	READING ACHIEVEMENT GAP (6-8)	MATH ACHIEVEMENT GAP (6-8)	ENROLLMENT GAIN/LOSS 2013-16	CAPTURE RATE	STUDENTS RATED TEACHING*	SITE-BASED BUDGET PER PUPIL SPENDING
Arsenal	○	○	▲	▲	▼	◆	\$9,658
South Brook	○	▼	○	○	▲	◆	\$7,793
South Hills	▼	▼	○	▼	○	◆	\$7,831
Allegheny	○	○	○	▼▼	n/a	◆	\$9,400
Classical	▲	○	○	○	n/a	◆	\$8,332
Schiller	○	▼	○	▼▼	○	◆	\$11,315
Sterrett	▲	○	○	○	▼	◆	\$7,364

- ▲ 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
- ◆ Above national average
- ◇ Close to national average
- ◆ Below national 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

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

	8TH GRADERS TAKING ALGEBRA	READING ACHIEVEMENT GAP (6-8)	MATH ACHIEVEMENT GAP (6-8)	PROMISE-READY SENIORS	GRADUATION RATE 2015	HIGHER ED. ENROLLMENT 2015	ENROLLMENT GAIN/LOSS 2013-16	CAPTURE RATE	STUDENTS RATED TEACHING*	SITE-BASED BUDGET PER PUPIL SPENDING
Milliones	▼▼	▼	▼	▼	▲	▼	○	▼	◆	\$9,408
Online Academy	▼	○	▲	▼▼	▼	n/a	n/a	n/a	n/a	n/a
Westinghouse	▼	▼▼	▼	▼▼	▼	▼	▼	▼	◆	\$10,651
CAPA	▲	▲▲▲**	▲▲▲**	▲▲	▲	▲▲	▲	n/a	◆	\$8,355
Obama	○	○	○	○	▲	▲	▲	n/a	◆	\$7,594
Sci-Tech	▲▲	▲▲	▲▲	○	▲	▲	○	n/a	◆	\$9,109
Urban Pathways	n/a	○	▼	○	○	○	○	n/a	n/a	\$12,293

School comparisons: High school

	PROMISE-READY SENIORS	GRADUATION RATE 2015	HIGHER ED. ENROLLMENT 2015	ENROLLMENT GAIN/LOSS 2013-16	CAPTURE RATE	STUDENTS RATED TEACHING*	SITE-BASED BUDGET PER PUPIL SPENDING
Allerdice	▲	○	▲	▲	▲	◆	\$6,432
Brashear	○	▼	○	○	▲	◆	\$8,112
Carrick	▲	○	▼	○	○	◆	\$8,629
Perry	▼	▼	▼	▼▼▼	▼	◆	\$10,172
City High	▲	▲	▲	○	n/a	n/a	\$9,668

- ▲ Greater than one standard deviation above the district average
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- ◆ Below national 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.

* 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

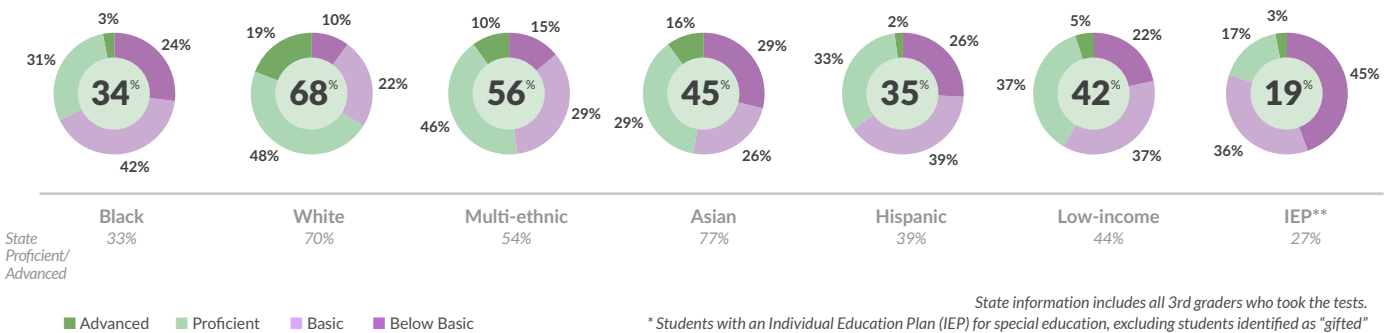
75% of parents would recommend their child's elementary school.*
 On average, **19%** of elementary students were chronically absent.
11% of elementary students were suspended at least once.
 Black: **15%**
 White: **4%**
 Low-income: **13%**
 IEP** : **19%**

* Based on survey responses

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)

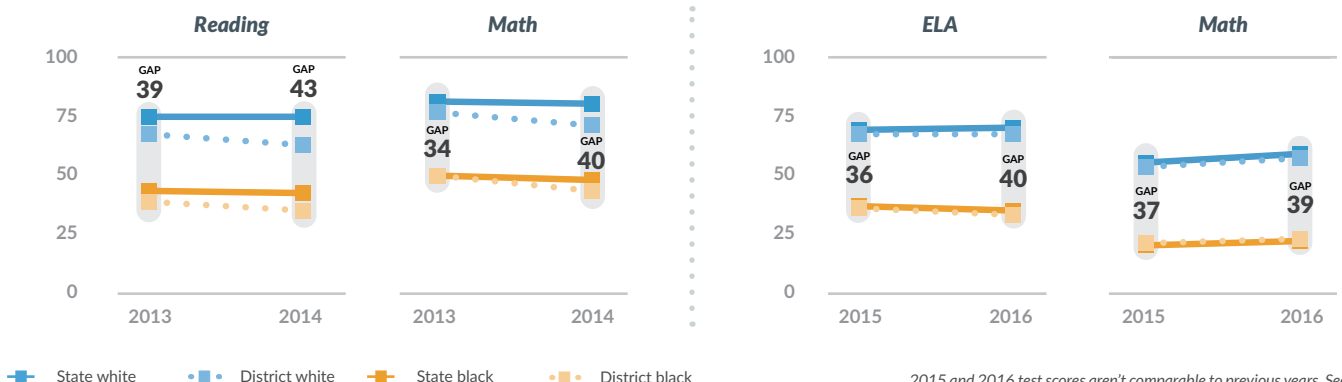


State information includes all 3rd graders who took the tests.

* 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 students in the district and white students in the state



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.



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

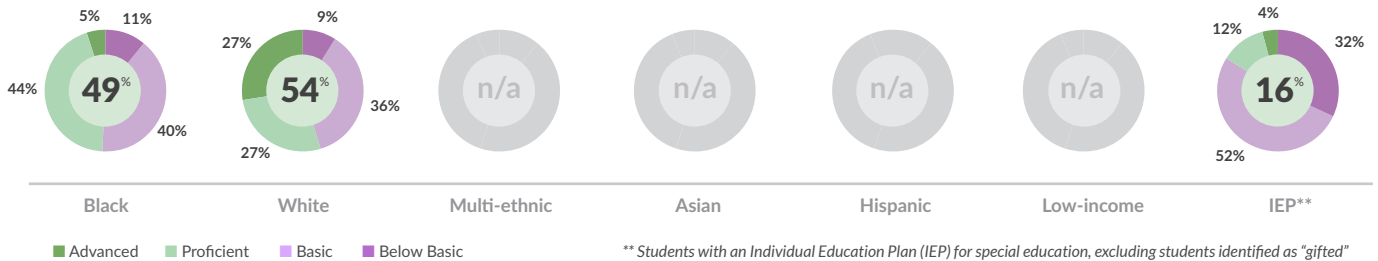
- School-wide garden project supported by Grow Pittsburgh, Children's Museum of Pittsburgh, and parents
- Central site for Children's Innovation Project

* Based on survey responses

Key outcomes

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

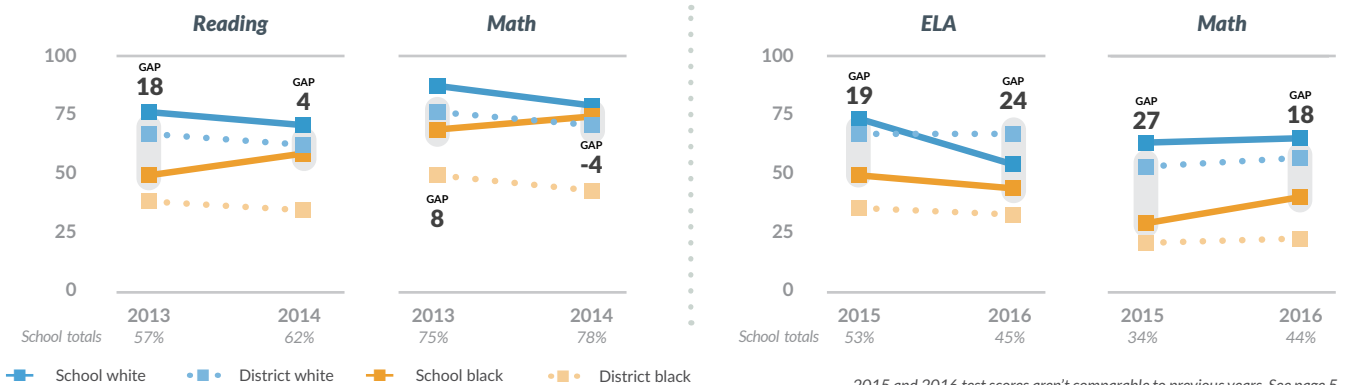
(Middle number: percent Proficient/Advanced)



** 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.

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%)



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 27 teachers

Teachers feel the school is a good place to work and learn*: **72%**

Teachers new to the school: **23%**

Long-term substitutes: **0**

Teachers absent 18+ days: **11%**

Principal stability: **2 principals in the last 4 years**

School climate

Parents recommend school*: **73%**

Student stability rate: **88%**

Students suspended at least once:

Overall: 23%

Black: 30%

White: 0%

Low-income: 24%

IEP**: 29%

Special accomplishments

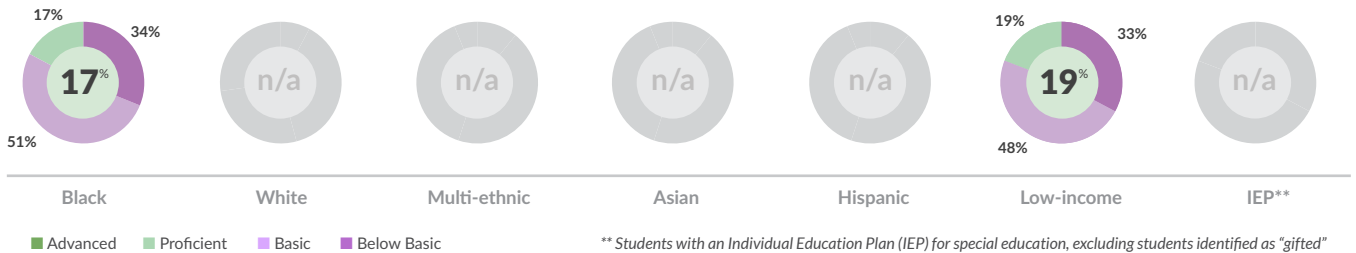
- Carson Scholarship recipient

* Based on survey responses

Key outcomes

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

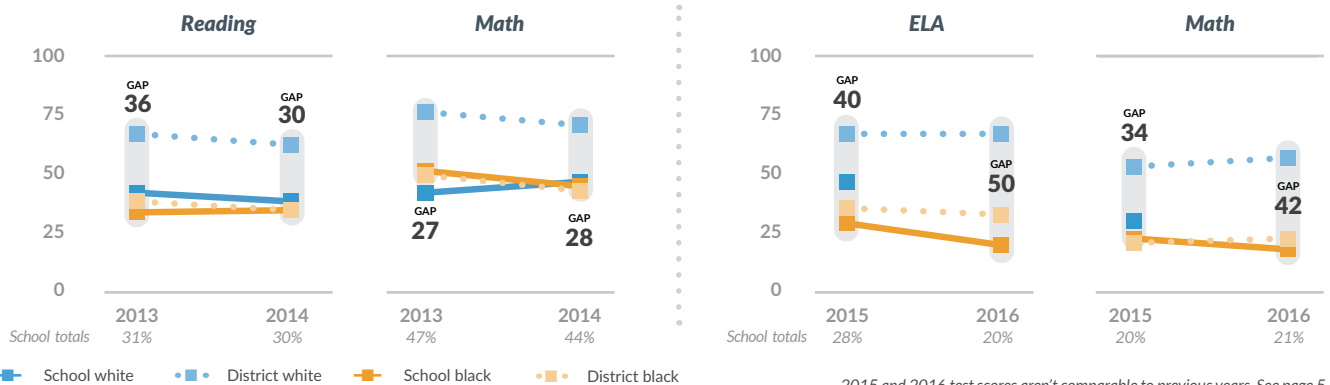
(Middle number: percent Proficient/Advanced)



** 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.

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

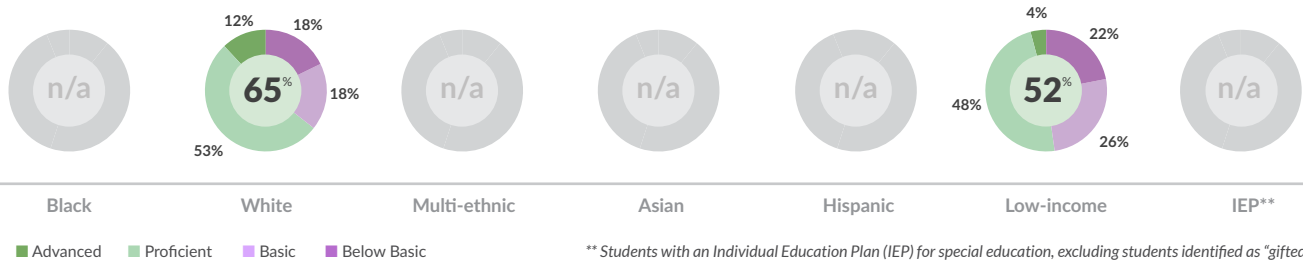
- Dancing Classrooms grand champions
- School won "Fuel Up to Play 60" Hometown Award from Pittsburgh Steelers and Mid-Atlantic Dairy Council

* Based on survey responses

Key outcomes

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

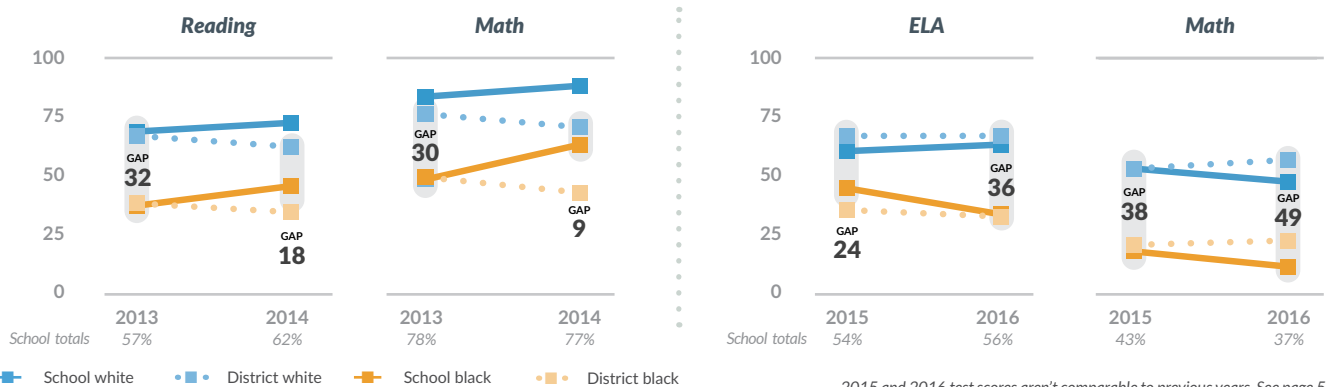
(Middle number: percent Proficient/Advanced)



** 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.

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%)



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 Rifigiato



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: **88%**
 Students suspended at least once:
Overall: 1%
 Black: 3%
 White: 1%
 Low-income: 1%
 IEP**: 3%

Special accomplishments

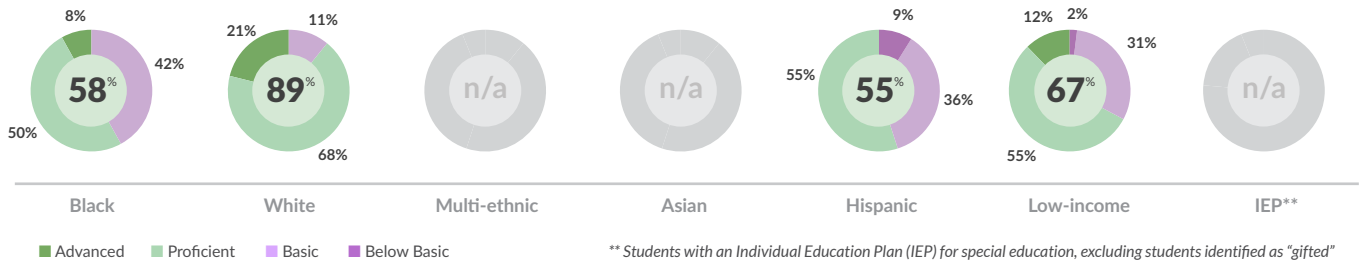
- Students investigated school's history and envisioned its future through Beechwood History and Future Project
- Carnegie Science Center STEM Excellence Pathway School

* Based on survey responses

Key outcomes

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

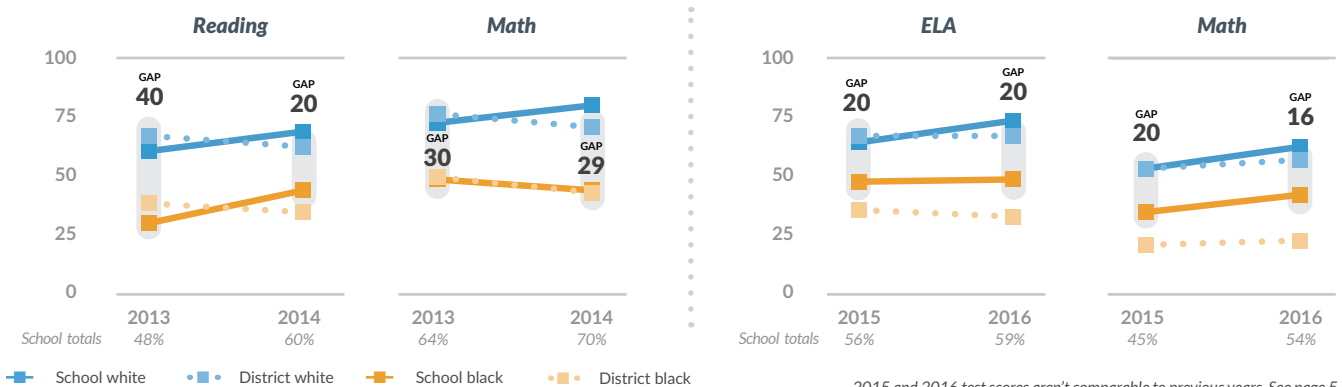
(Middle number: percent Proficient/Advanced)



** 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.

Enrollment 326 students (District K-5 average: 323) Capture rate 60% (District K-5 average: 43%)

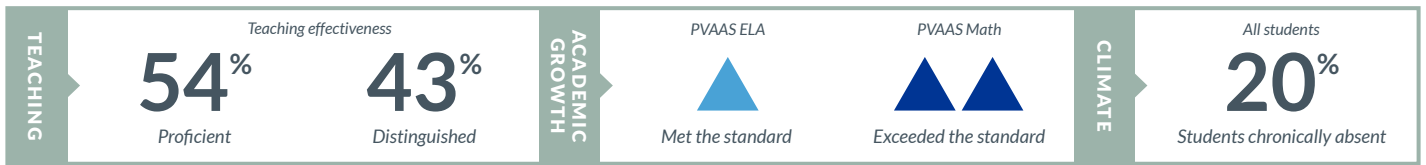
African-American: **20%**, White: **44%**, Multi-ethnic: **12%**, Asian: **5%**, Hispanic: **19%**, IEP**: **22%**

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

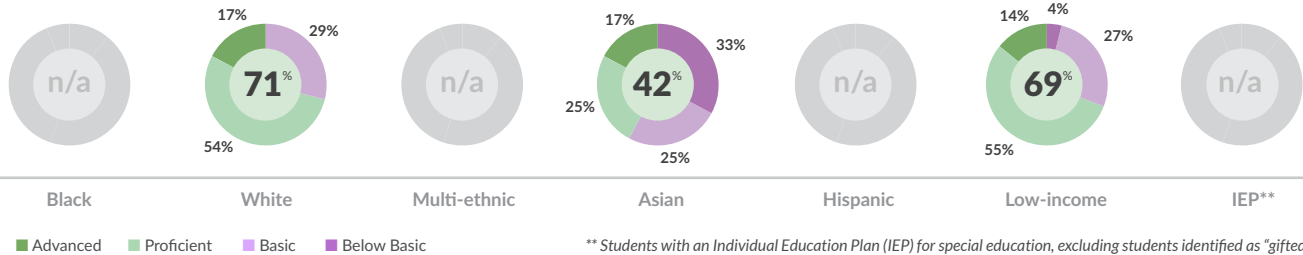
- [School did not provide this information]

* Based on survey responses

Key outcomes

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

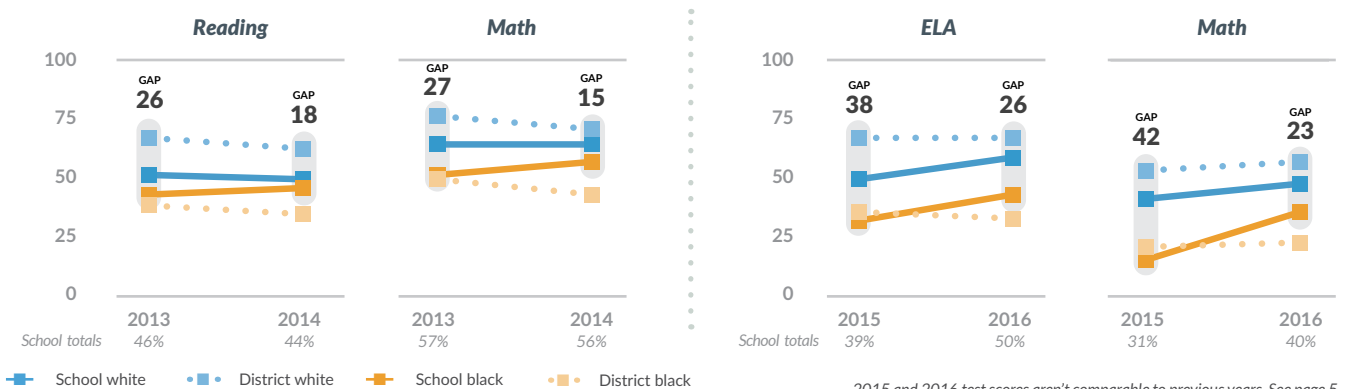
(Middle number: percent Proficient/Advanced)



** 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.

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%)

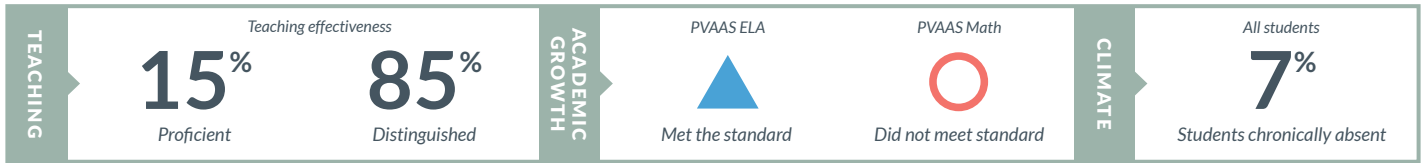


Pittsburgh Dilworth PreK-5

Traditional Academy for the Arts & Humanities magnet school

6200 Stanton Ave., 15206 • East Liberty • 412-529-5000 • Accessible

Principal: Monica Lamar



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

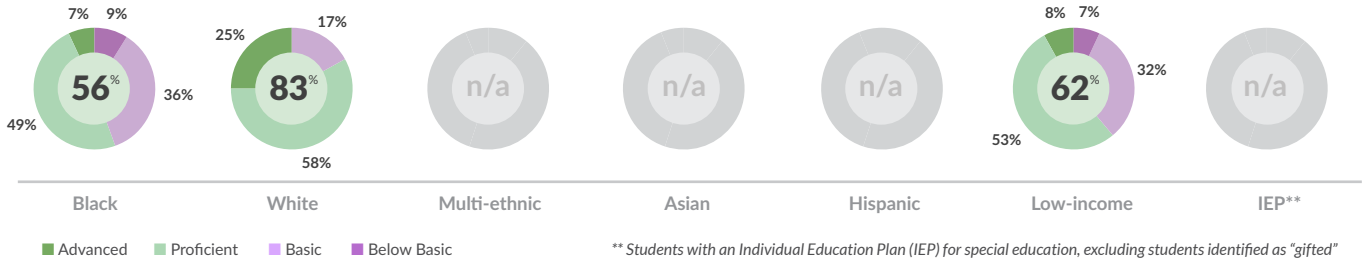
- School won Charles Gray Award for Special Achievement in Arts Education
- Healthy Schools Program Platinum Level School

* Based on survey responses

Key outcomes

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

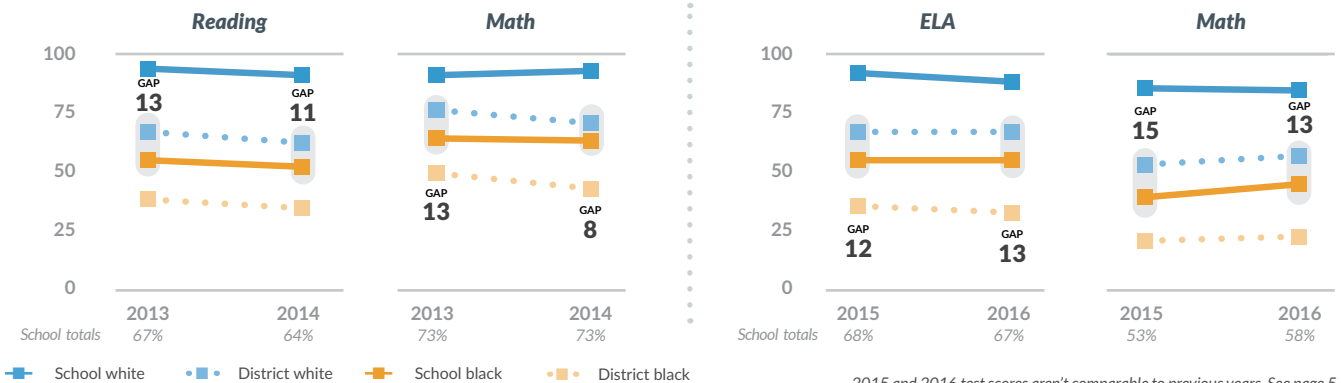
(Middle number: percent Proficient/Advanced)



** 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.

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



Teaching 46 teachers

Teachers feel the school is a good place to work and learn*: **90%**

Teachers new to the school: **13%**

Long-term substitutes: **2**

Teachers absent 18+ days: **13%**

Principal stability: **2 principals in the last 4 years**

School climate

Parents recommend school*: **69%**

Student stability rate: **88%**

Students suspended at least once:

Overall: 10%

Black: 11%

White: n/a

Low-income: 11%

IEP**: 18%

Special accomplishments

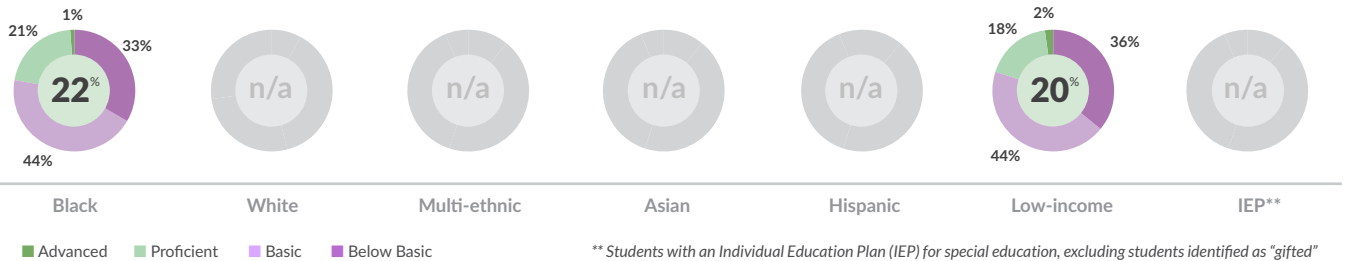
- School honored distinguished educator Dr. Helen Faison with showcase of events

* Based on survey responses

Key outcomes

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

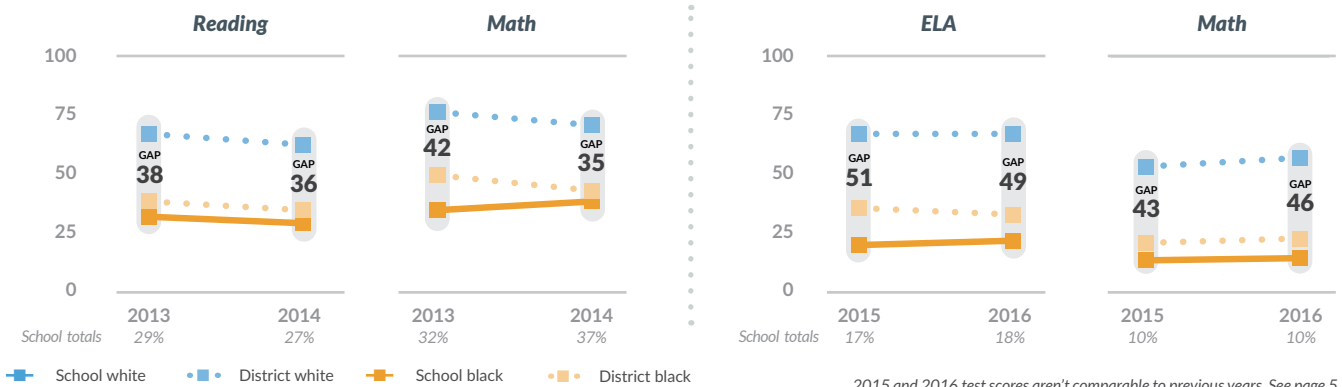
(Middle number: percent Proficient/Advanced)



** 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.

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%)



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

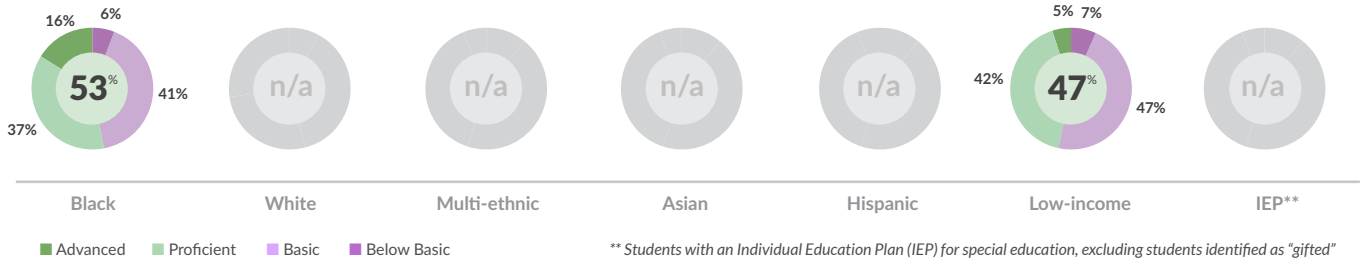
- School awarded grant from Allegheny Health Dept. and City of Pittsburgh to recycle paper
- Partnership with Union Project to create clay mosaic installation
- Students helped design and build new playground at Pittsburgh Zoo & PPG Aquarium

* Based on survey responses

Key outcomes

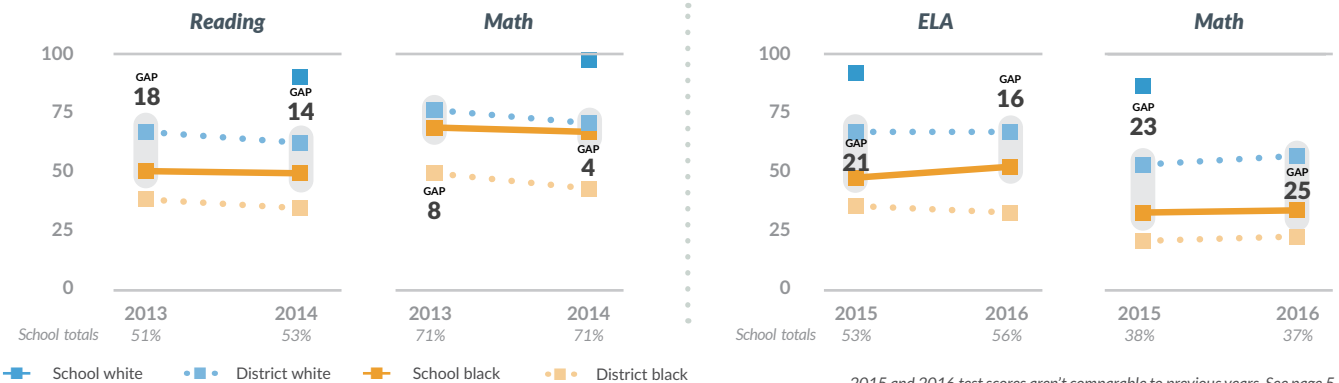
3rd grade Reading 2016: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



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.

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%)

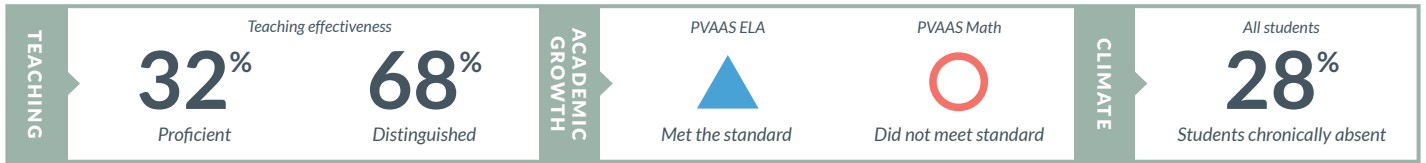


Pittsburgh Grandview PreK-5

Neighborhood school

845 McLain St., 15210 • Allentown • 412-529-6605 • Accessible

Principal: Sharon Fisher



Teaching 24 teachers

Teachers feel the school is a good place to work and learn*: **78%**

Teachers new to the school: **21%**

Long-term substitutes: **1**

Teachers absent 18+ days: **12%**

Principal stability: **2 principals in the last 4 years**

School climate

Parents recommend school*: **n/a**

Student stability rate: **83%**

Students suspended at least once:

Overall: 9%

Black: 11%

White: 4%

Low-income: 10%

IEP**: 10%

Special accomplishments

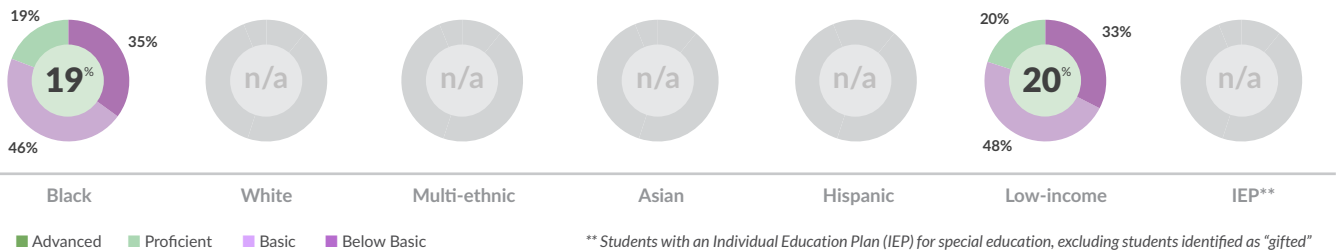
- North Allegheny Senior High School students served as mentors/pen pals for 4th and 5th graders

* Based on survey responses

Key outcomes

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

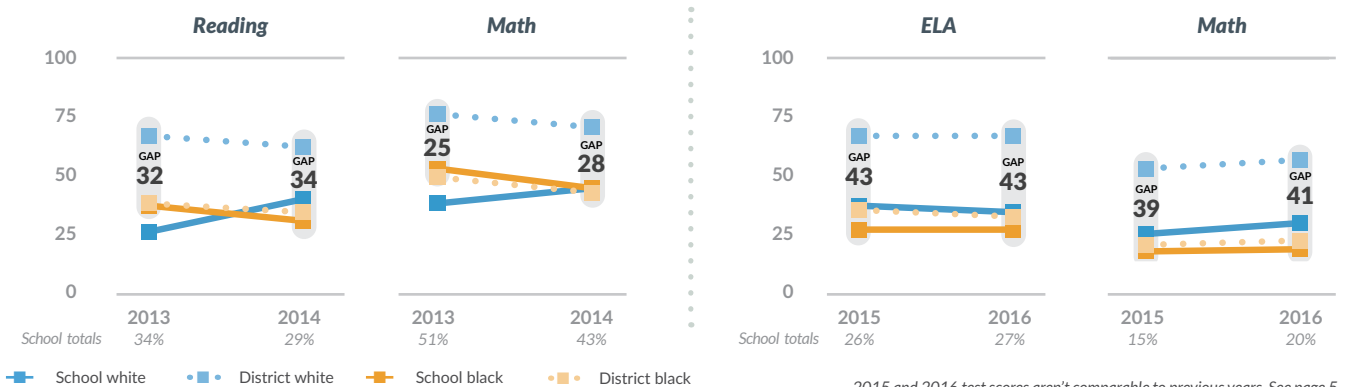
(Middle number: percent Proficient/Advanced)



** 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.

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%)



Pittsburgh Liberty K-5

Spanish language magnet school

601 Filbert St., 15232 • Shadyside • 412-529-8450 • Accessible

Principal: Mark McClinchie



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

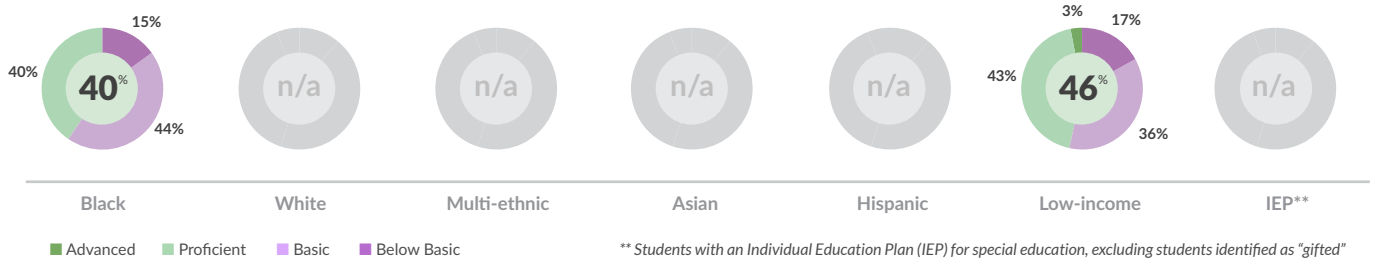
- 2015-16 elementary girls' track champions

* Based on survey responses

Key outcomes

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

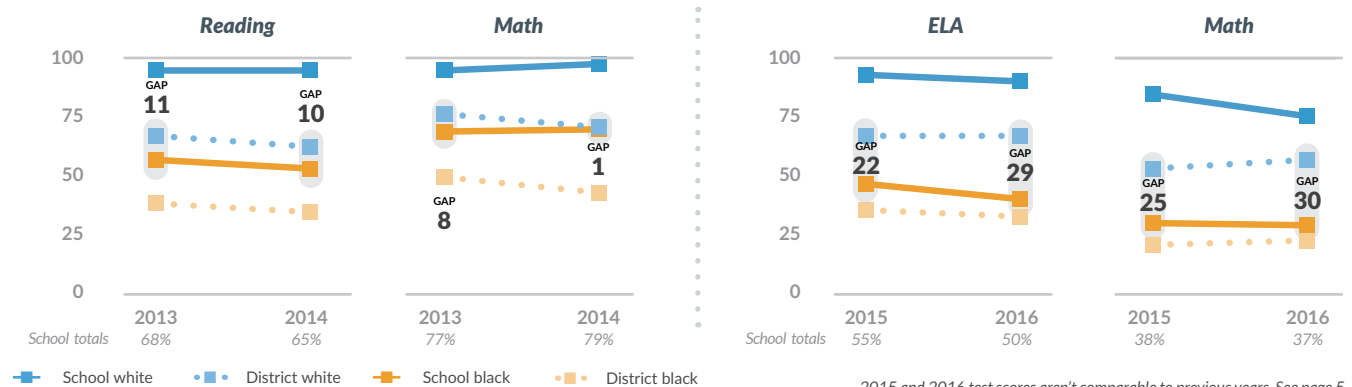
(Middle number: percent Proficient/Advanced)



** 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.

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%)

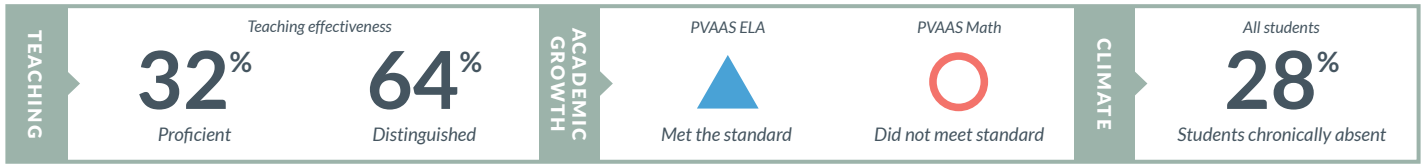


Pittsburgh Lincoln PreK-5

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

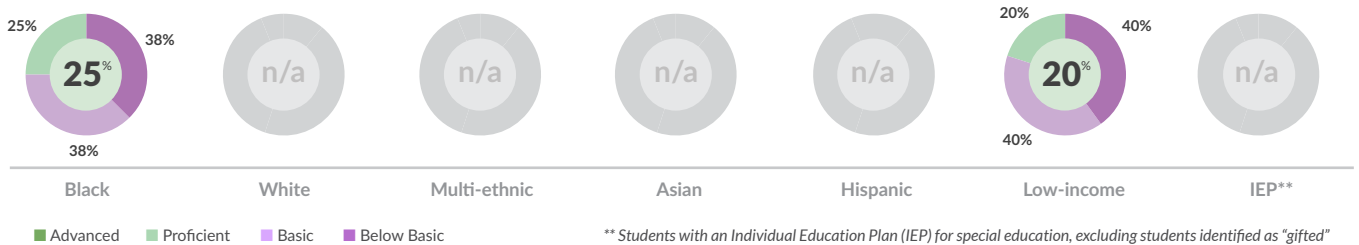
- Students organized March for Peace
- Learning Garden site in partnership with Grow Pittsburgh and the Kitchen Community

* Based on survey responses

Key outcomes

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

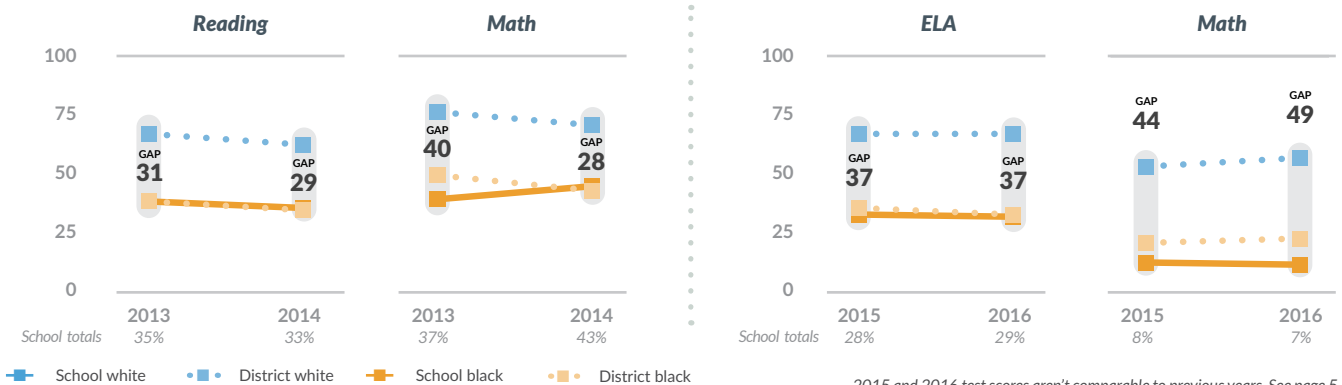
(Middle number: percent Proficient/Advanced)



** 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.

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%)

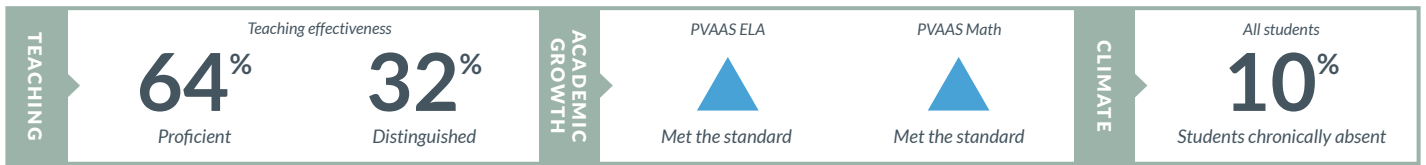


Pittsburgh Linden K-5

German and Mandarin language magnet school

725 S. Linden Ave., 15208 • Point Breeze • 412-529-3996 • Accessible

Principal: Victoria Burgess-Davis



Teaching 23 teachers

Teachers feel the school is a good place to work and learn*: **67%**
 Teachers new to the school: **27%**
 Long-term substitutes: **1**
 Teachers absent 18+ days: **27%**
 Principal stability: **2 principals in the last 4 years**

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

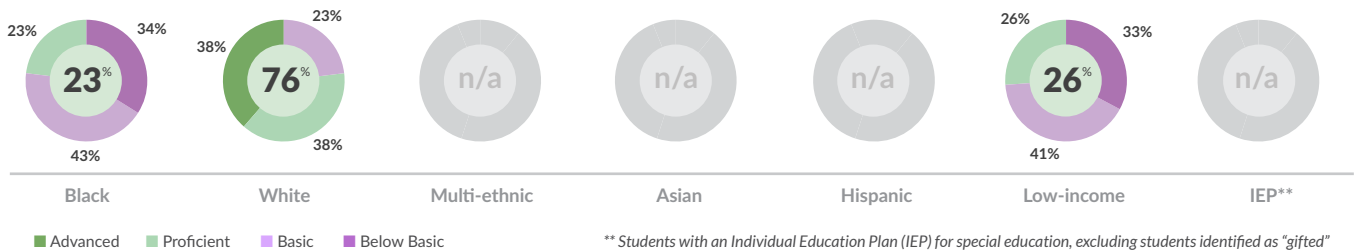
- School held PTA Family Reading Experience, Powered by Kindle

* Based on survey responses

Key outcomes

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

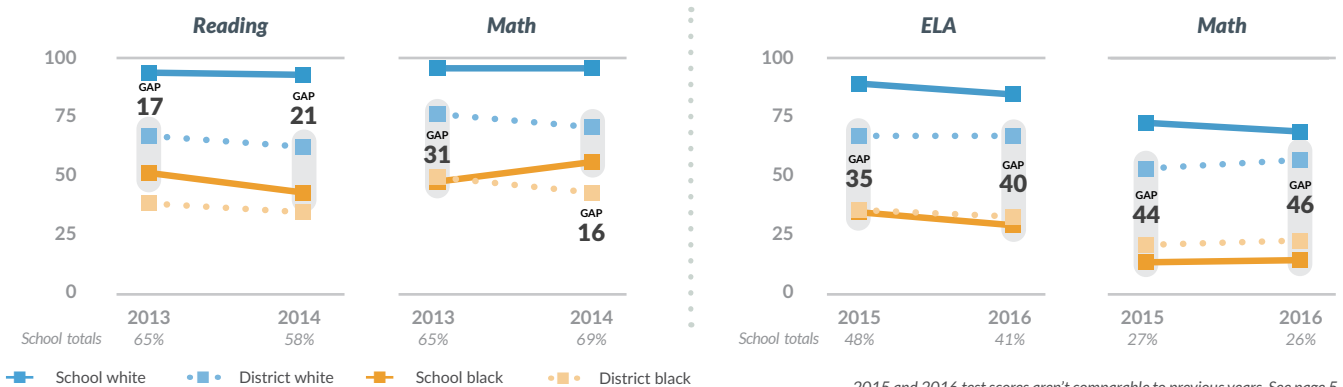
(Middle number: percent Proficient/Advanced)



** 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.

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



Teaching 24 teachers

Teachers feel the school is a good place to work and learn*: **74%**
 Teachers new to the school: **25%**
 Long-term substitutes: **0**
 Teachers absent 18+ days: **4%**
 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: 13%
 Black: 14%
 White: n/a
 Low-income: 15%
 IEP**: 38%

Special accomplishments

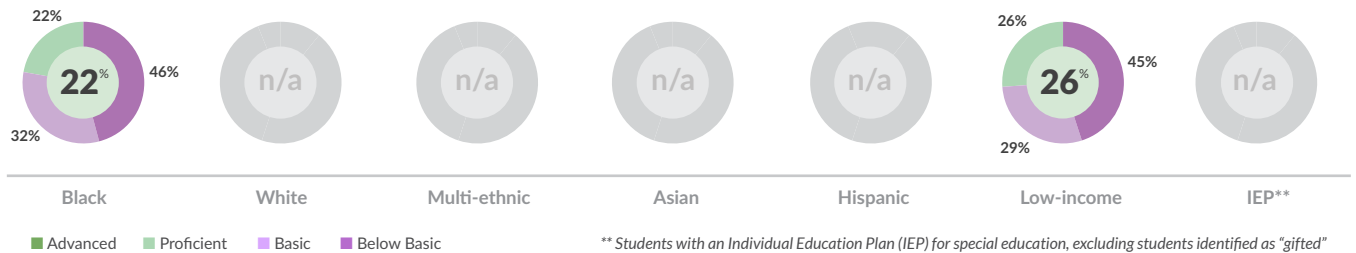
- Students participated in STEAM activities at M-Powerhouse and the Energy Innovation Center
- Students created a mural in partnership with Pittsburgh Center for the Arts
- Teacher named Yale National Fellow

* Based on survey responses

Key outcomes

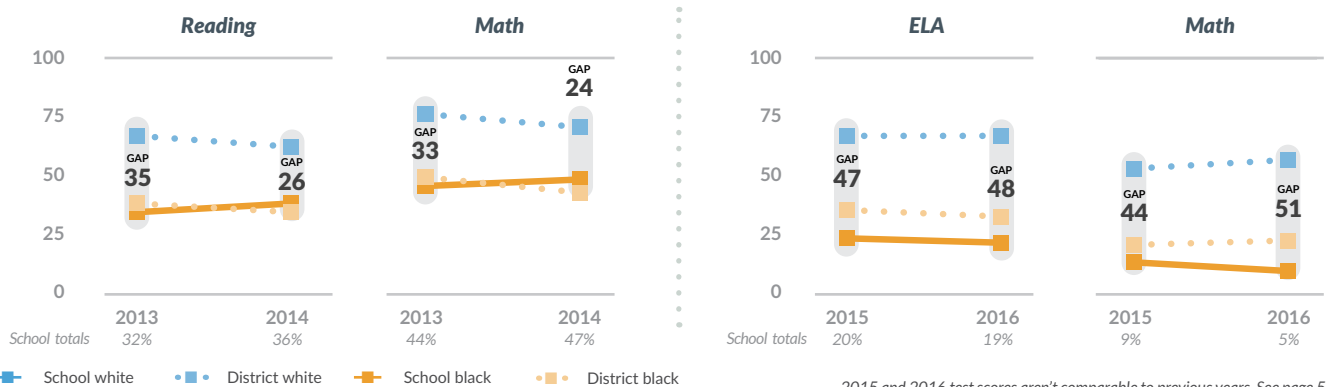
3rd grade Reading 2016: Percentage of students at each PSSA achievement level

(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 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%)

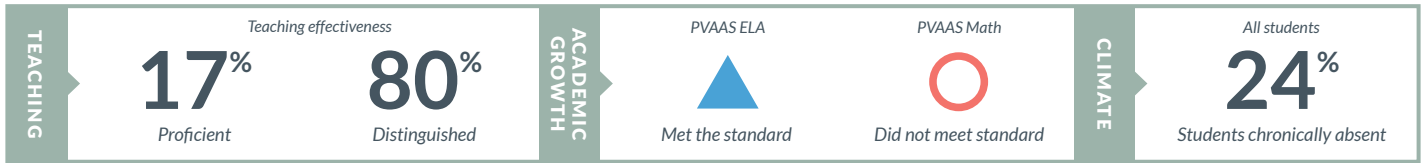


Pittsburgh Minadeo PreK-5

Neighborhood school

6502 Lilac St., 15217 • Squirrel Hill • 412-529-4035 • Accessible

Principal: Melissa Wagner



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

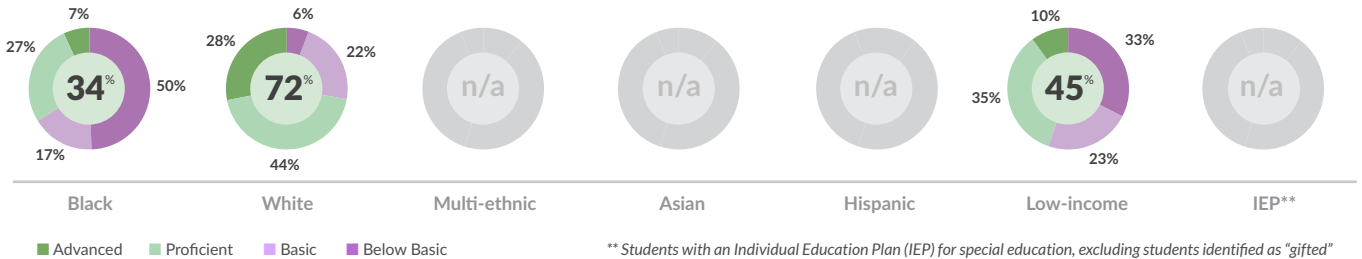
- Learning Garden site in partnership with Grow Pittsburgh and the Kitchen Community

* Based on survey responses

Key outcomes

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

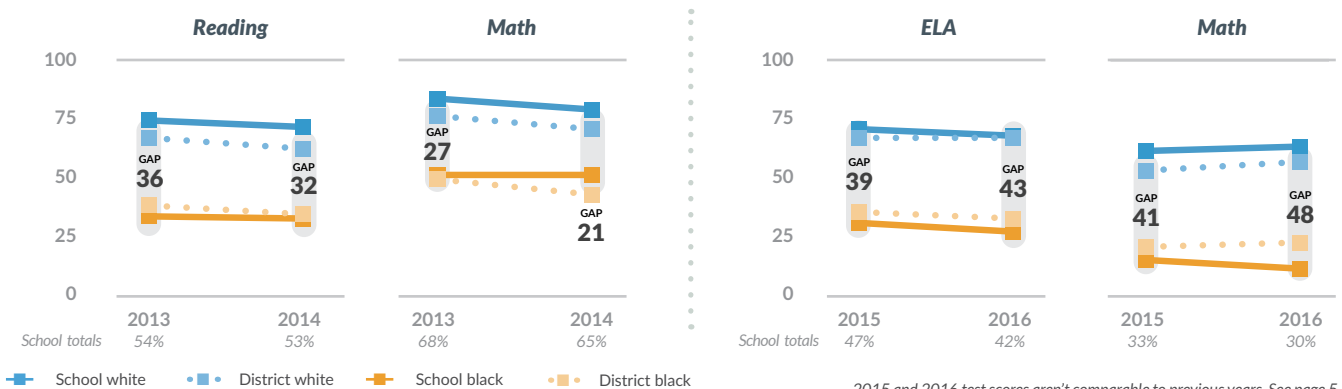
(Middle number: percent Proficient/Advanced)



** 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.

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%)



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

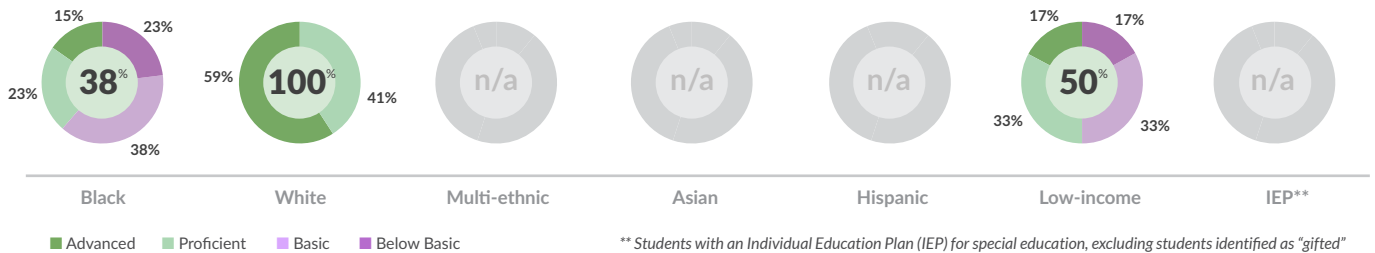
- Partnership with Dance Alloy for movement classes

* Based on survey responses

Key outcomes

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

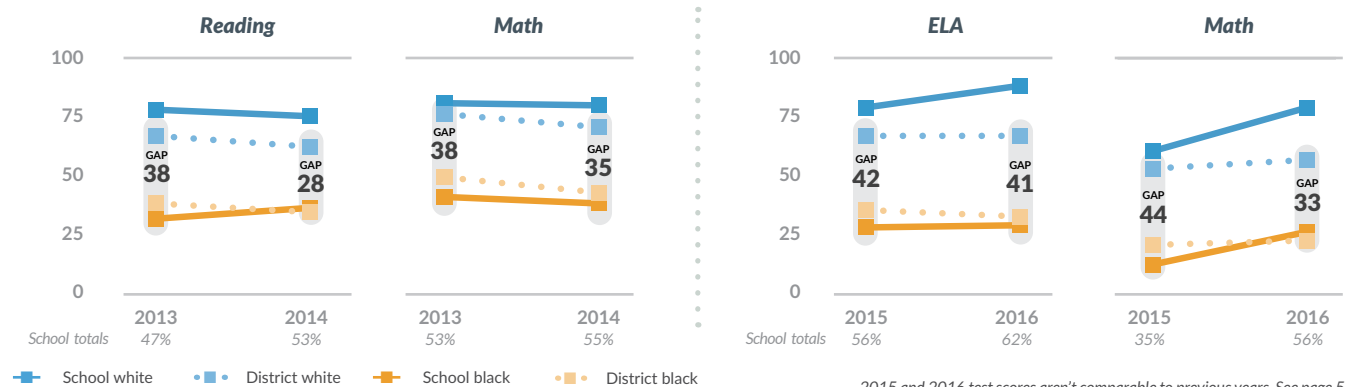
(Middle number: percent Proficient/Advanced)



** 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.

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%)



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

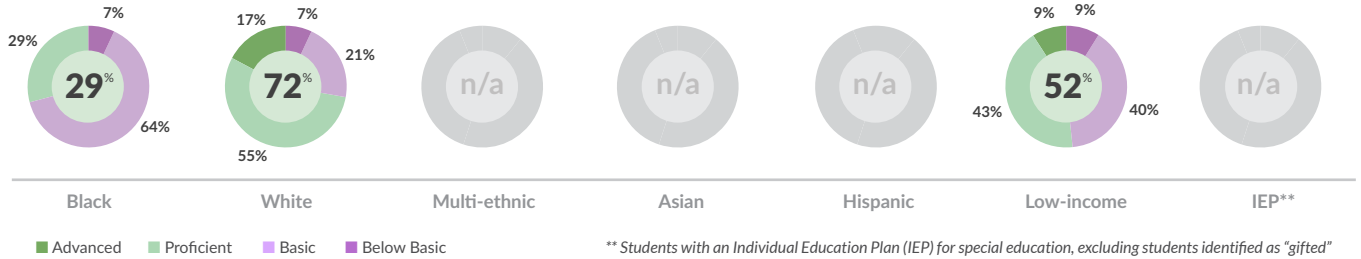
- Dancing Classrooms bronze medalists

* Based on survey responses

Key outcomes

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

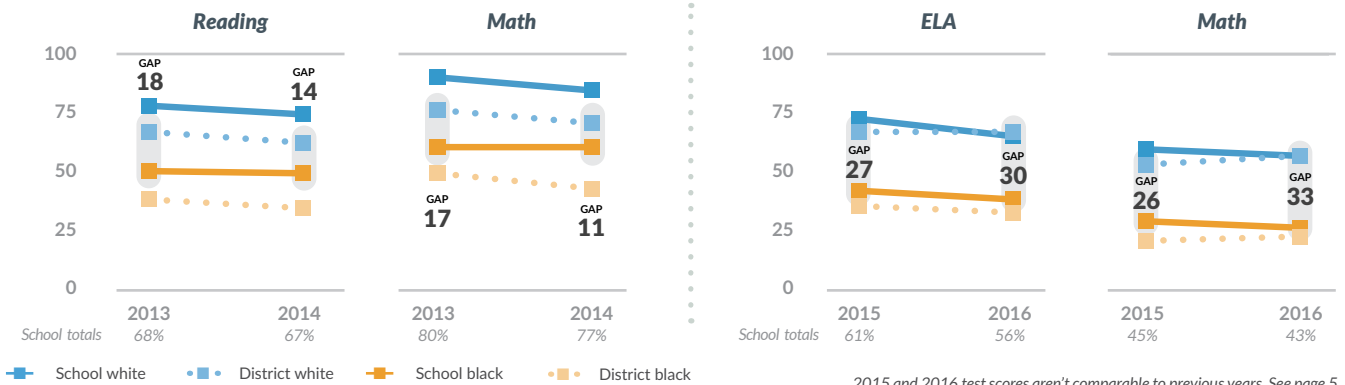
(Middle number: percent Proficient/Advanced)



** 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.

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

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

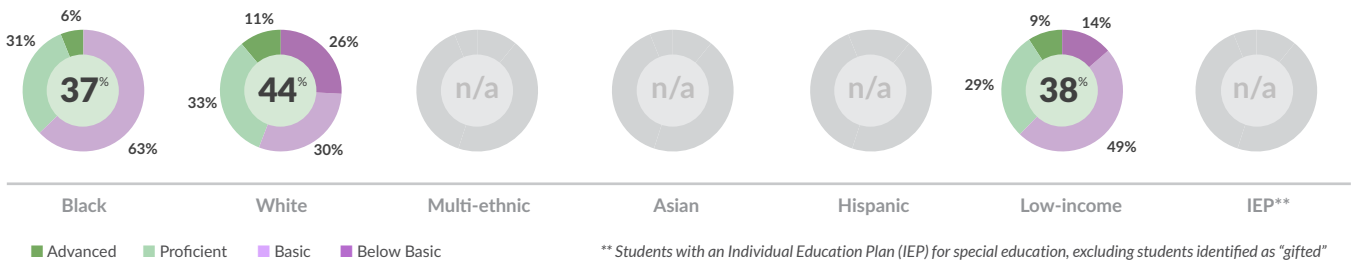
- [School did not provide this information]

* Based on survey responses

Key outcomes

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

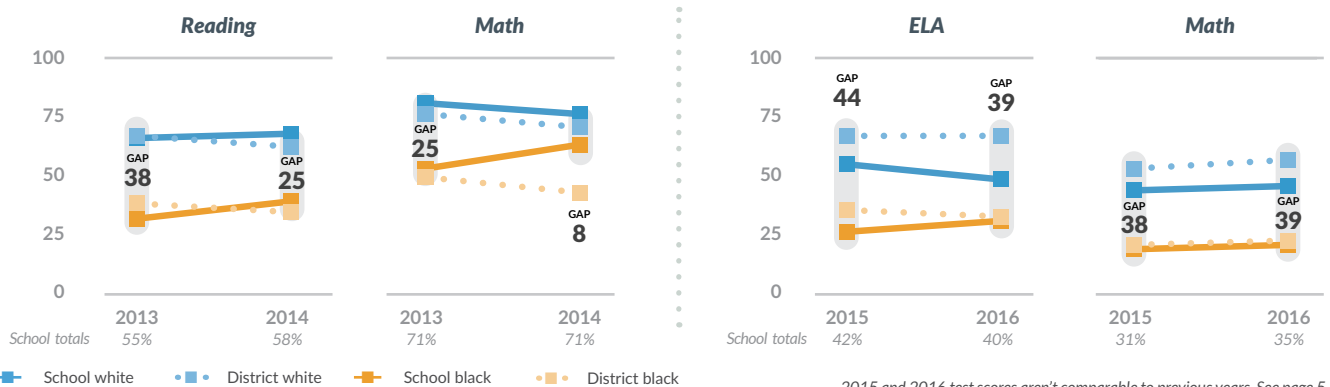
(Middle number: percent Proficient/Advanced)



** 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.

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%)



Pittsburgh Spring Hill K-5

Neighborhood school

1351 Damas St., 15212 • Spring Hill • 412-529-3000 • Accessible

Principal: Erin McClay



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

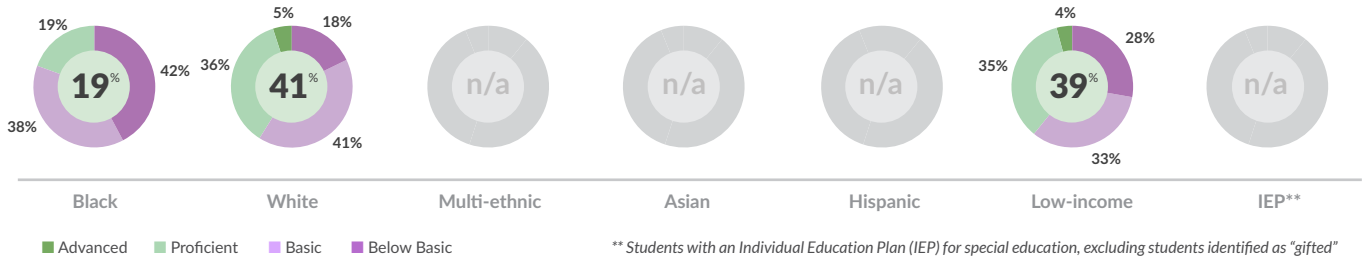
- [School did not provide this information]

* Based on survey responses

Key outcomes

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

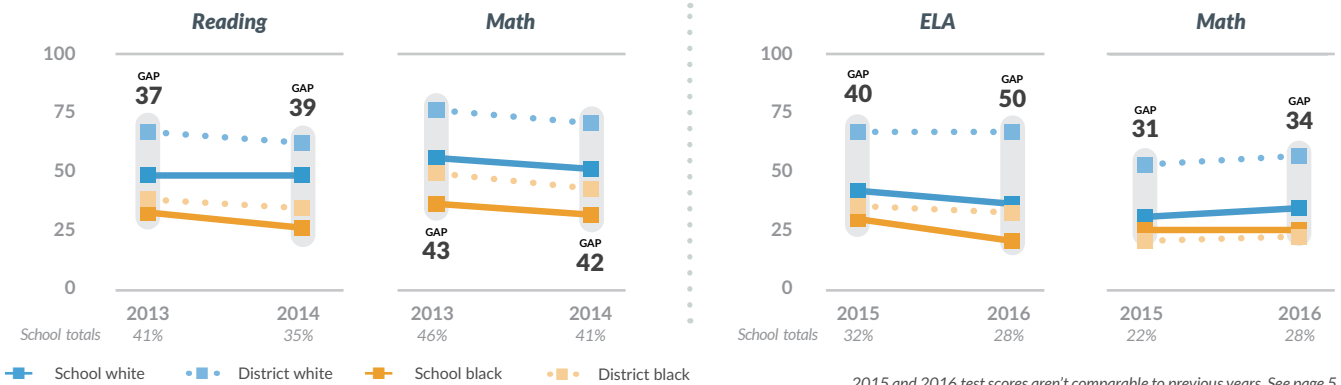
(Middle number: percent Proficient/Advanced)



** 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.

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%)

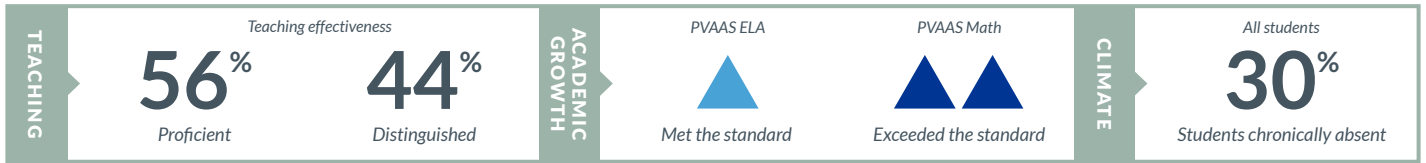


Pittsburgh Weil PreK-5

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

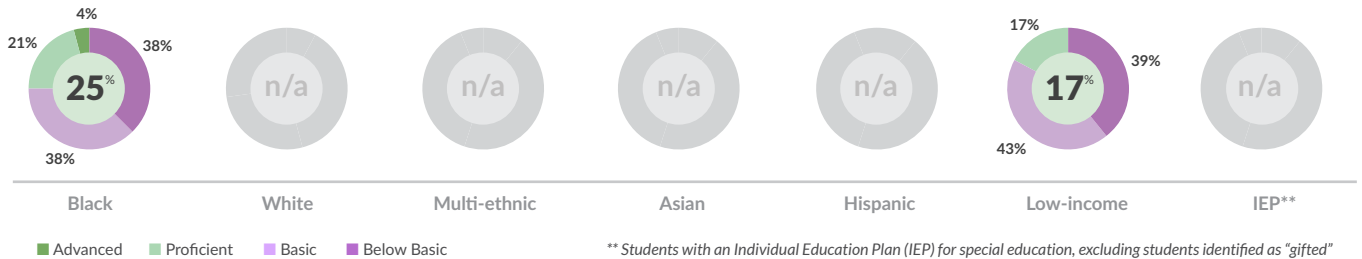
- [School did not provide this information]

* Based on survey responses

Key outcomes

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

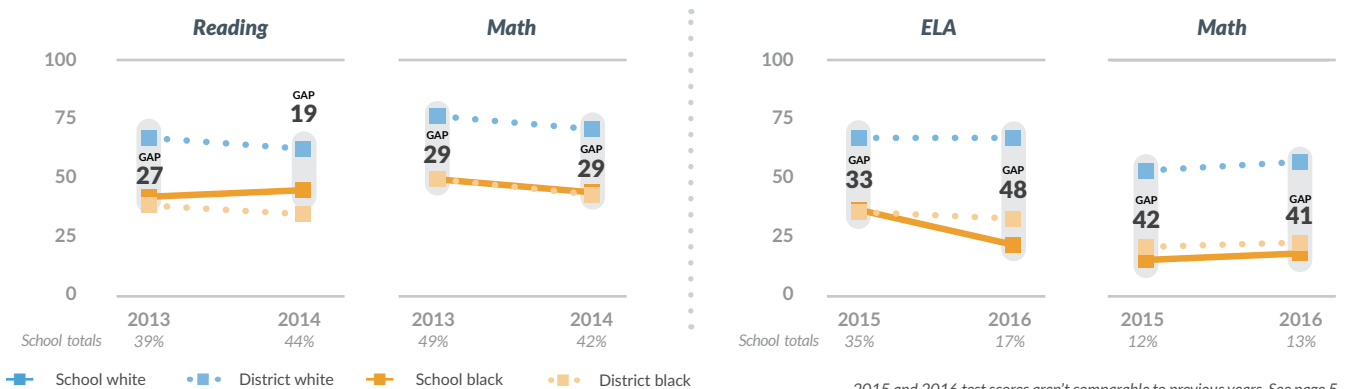
(Middle number: percent Proficient/Advanced)



** 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.

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%)



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

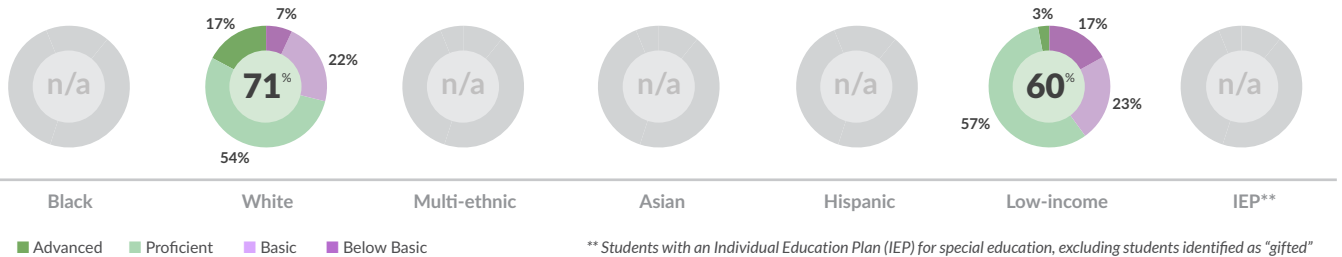
- Dancing Classrooms silver medalists
- Learning Garden site in partnership with Grow Pittsburgh and the Kitchen Community

* Based on survey responses

Key outcomes

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

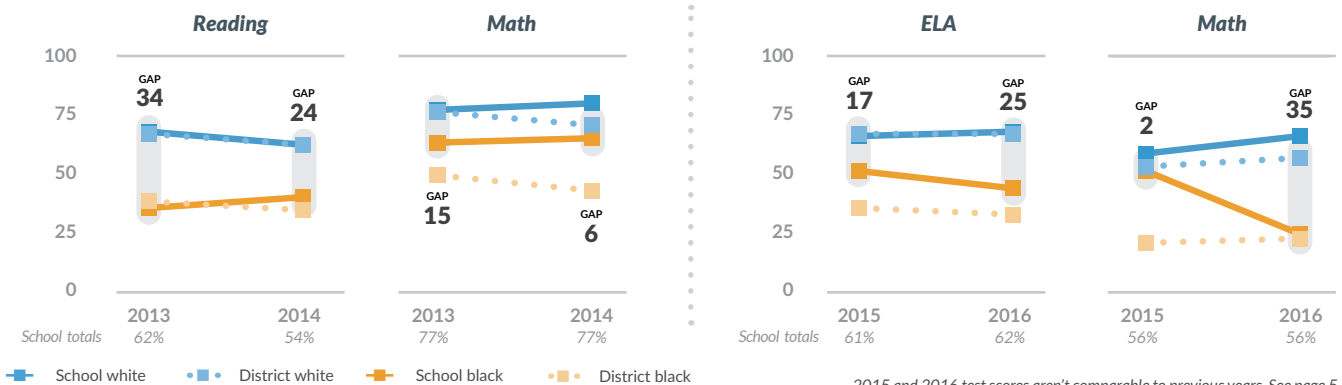
(Middle number: percent Proficient/Advanced)



** 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.

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%)

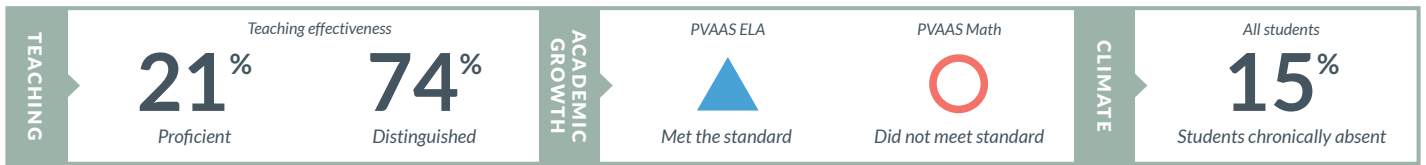


Pittsburgh Westwood K-5

Neighborhood school

508 Shadyhill Rd., 15205 • Westwood • 412-529-6570 • Accessible entrance, no elevator

Principal: Nina Sacco



Teaching 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**

School climate

Parents recommend school*: **68%**

Student stability rate: **90%**

Students suspended at least once:

Overall: 15%

Black: 28%

White: 2%

Low-income: 15%

IEP**: 22%

Special accomplishments

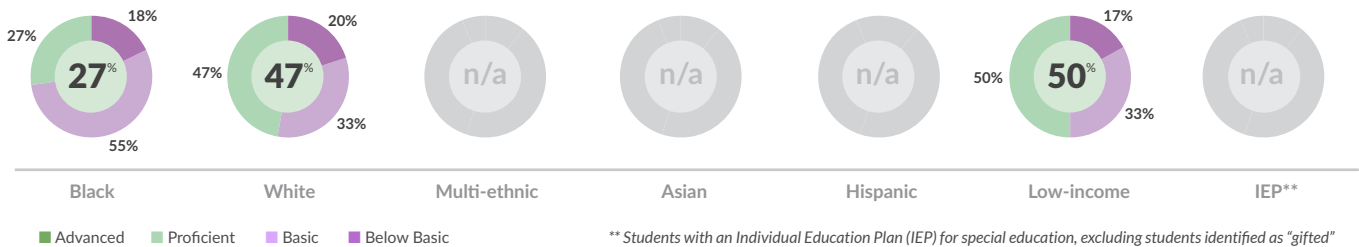
- Dancing Classrooms bronze medalists

* Based on survey responses

Key outcomes

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

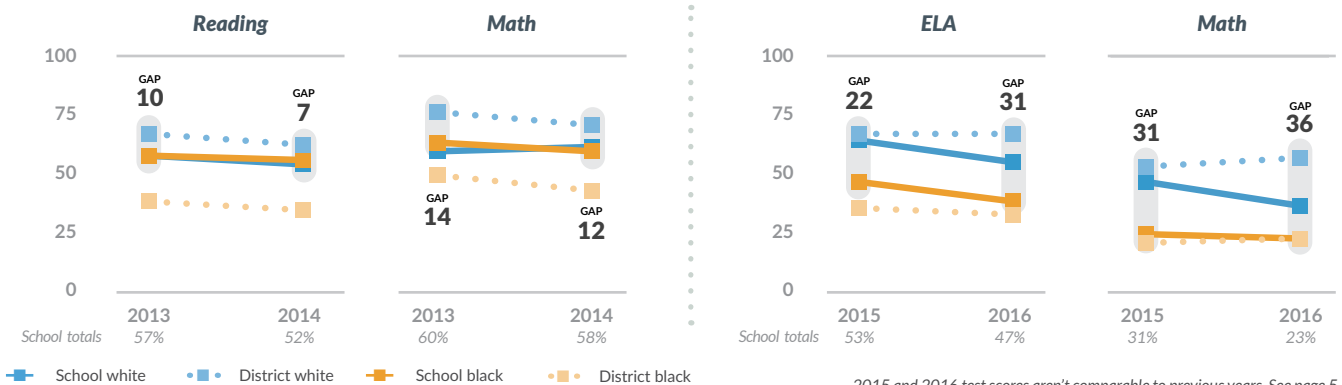
(Middle number: percent Proficient/Advanced)



** 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.

Enrollment 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%)



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

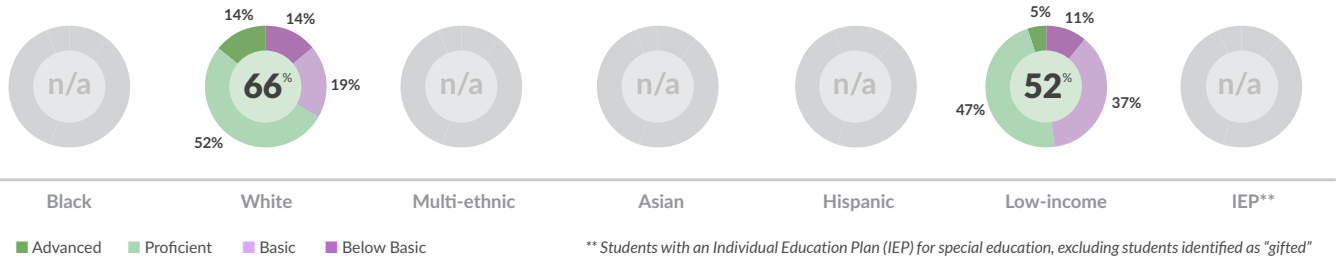
- Dancing Classrooms bronze medalists

* Based on survey responses

Key outcomes

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

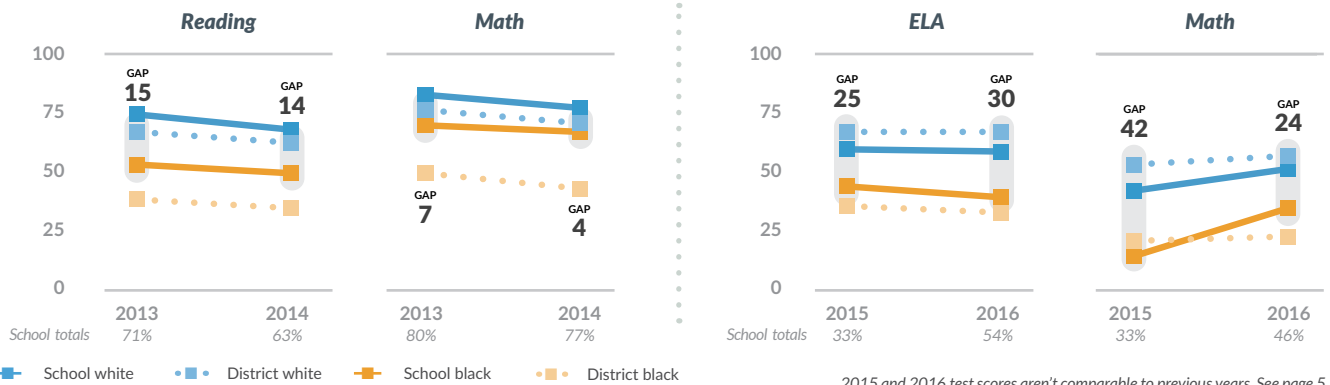
(Middle number: percent Proficient/Advanced)



** 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.

Enrollment 269 students (District K-5 average: 323) Capture rate 61% (District K-5 average: 43%)

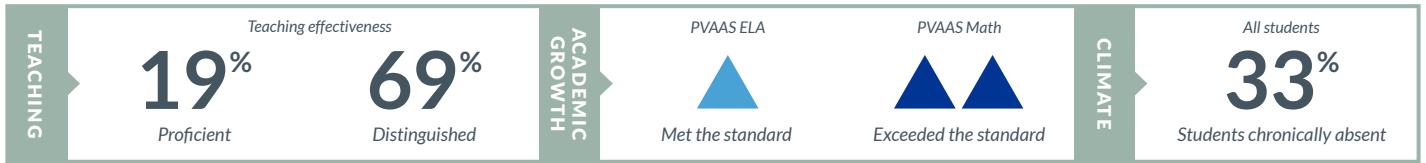
African-American: **22%**, White: **56%**, Multi-ethnic: **20%**, Asian: **1%**, Hispanic: **1%**, IEP**: **23%**

Economically disadvantaged: **67%** (District K-5 average: 58%)



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]

* Based on survey responses

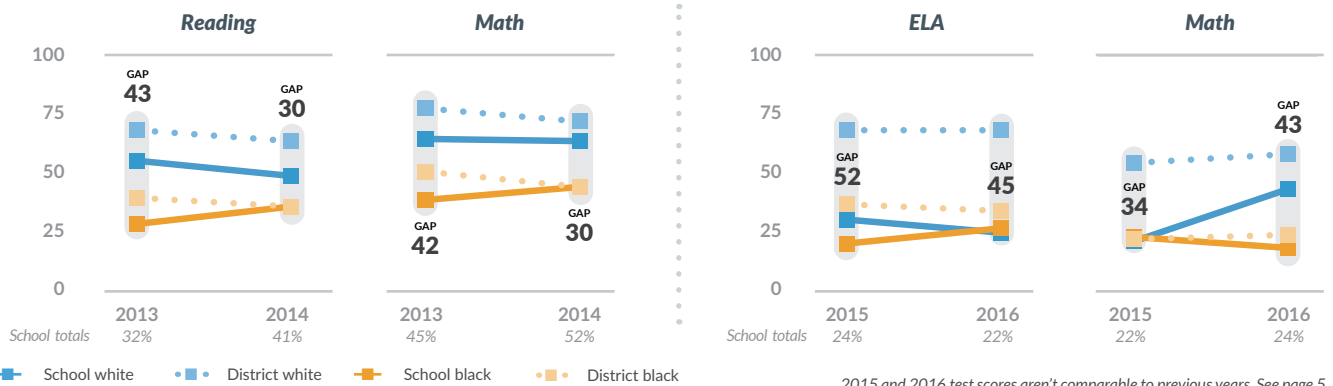
Key outcomes

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%)



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

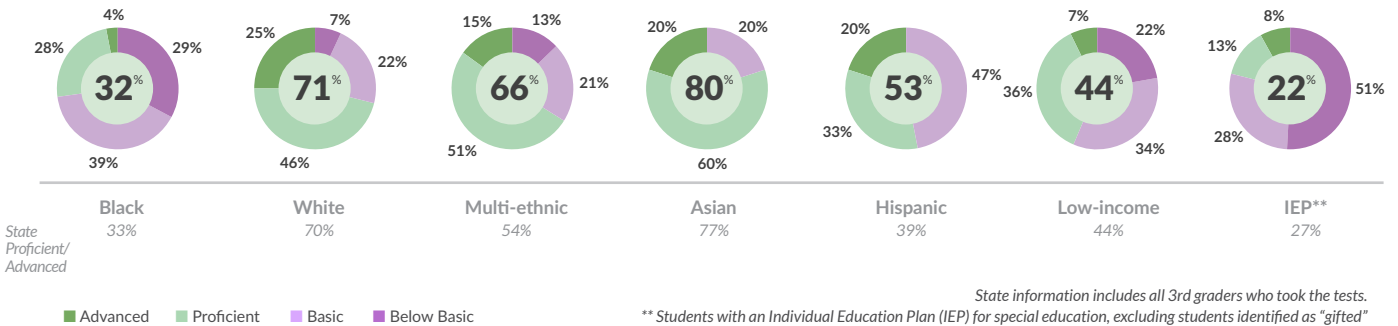
73% of parents would recommend their child's K-8 school.*
 On average, **22%** of K-8 students were chronically absent.
16% of K-8 students were suspended at least once.
 Black: **22%**
 White: **8%**
 Low-income: **19%**
 IEP** : **21%**

* Based on survey responses

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)

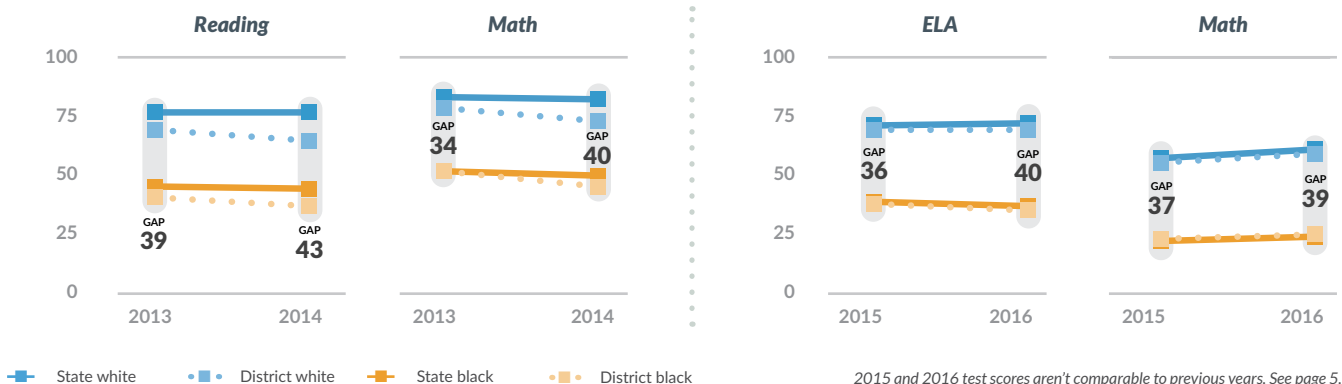


State information includes all 3rd graders who took the tests.

** 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 students in the district and white students in the state



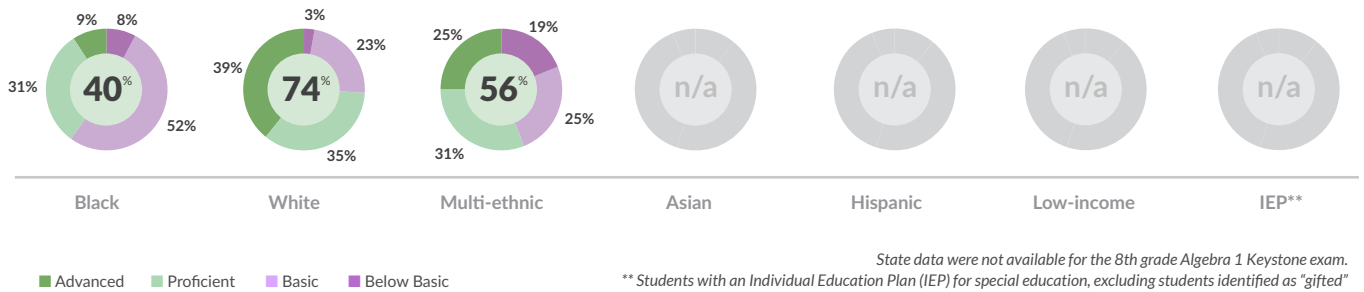
2015 and 2016 test scores aren't comparable to previous years. See page 5.
 State information includes all 3rd through 5th graders who took the tests.

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**

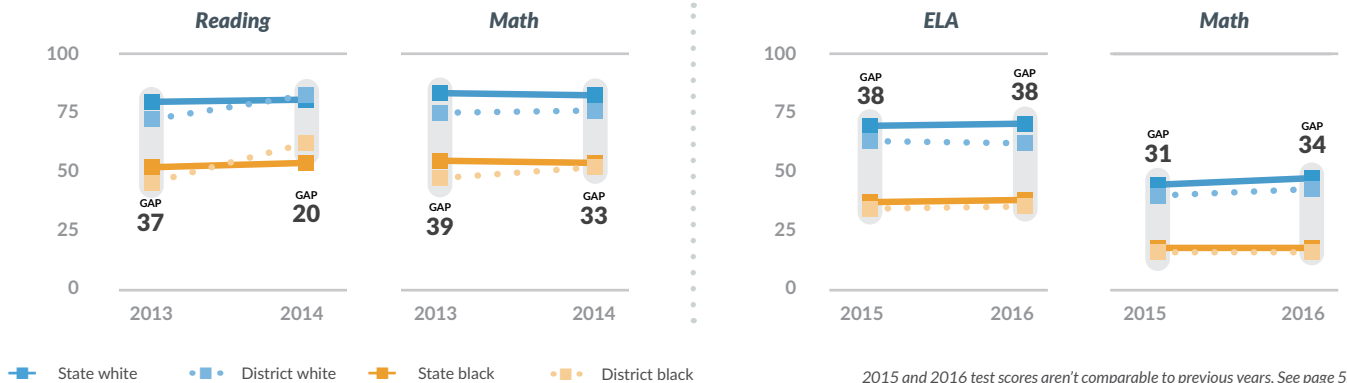
Percentage of K-8 students at each Algebra 1 Keystone achievement level by the end of 8th grade, 2016

(Middle number: percent Proficient/Advanced)



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





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

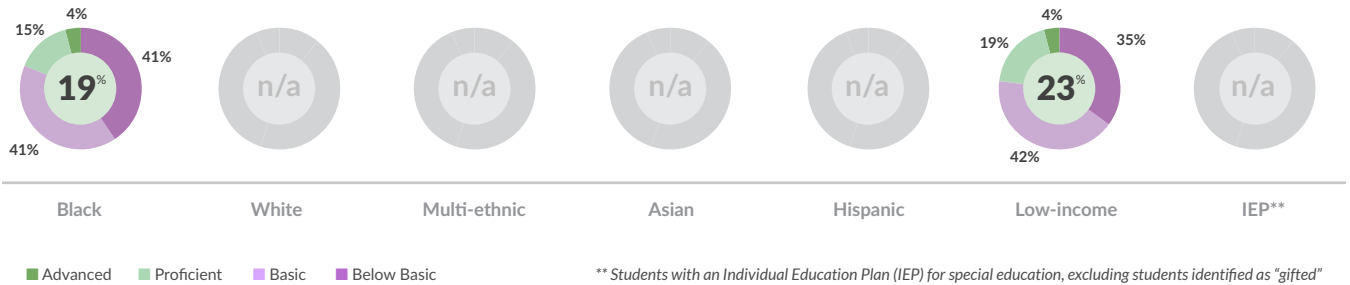
- Student-driven White-Out Violence Day
- Students participated in African American History Challenge Bowl

* Based on survey responses

Key outcomes (3-5)

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

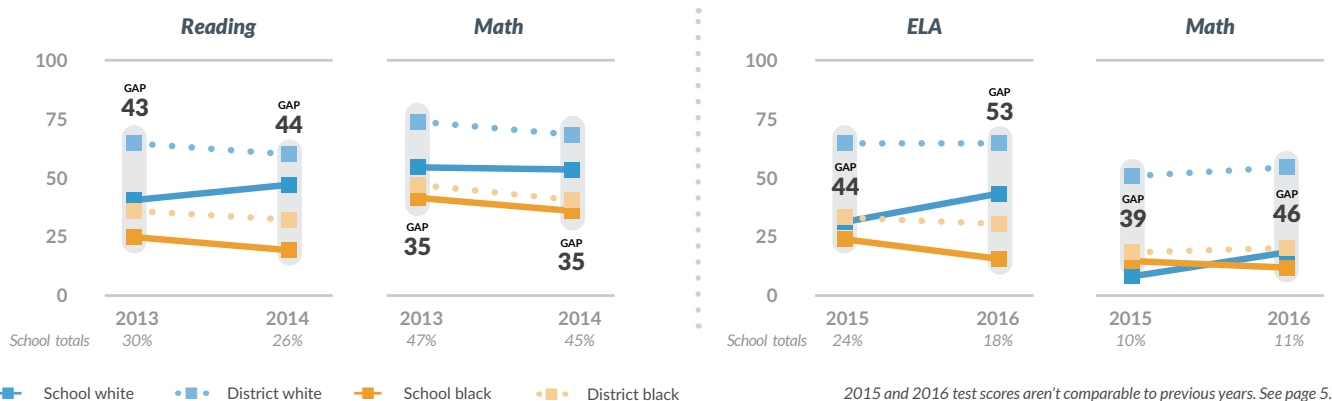
(Middle number: percent Proficient/Advanced)



** 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.

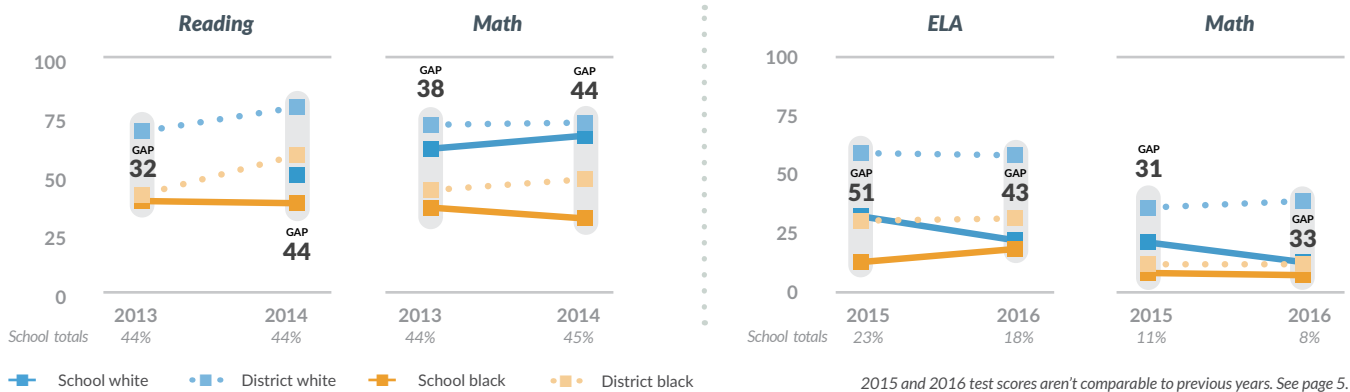
Key outcomes (6-8)

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



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%)



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

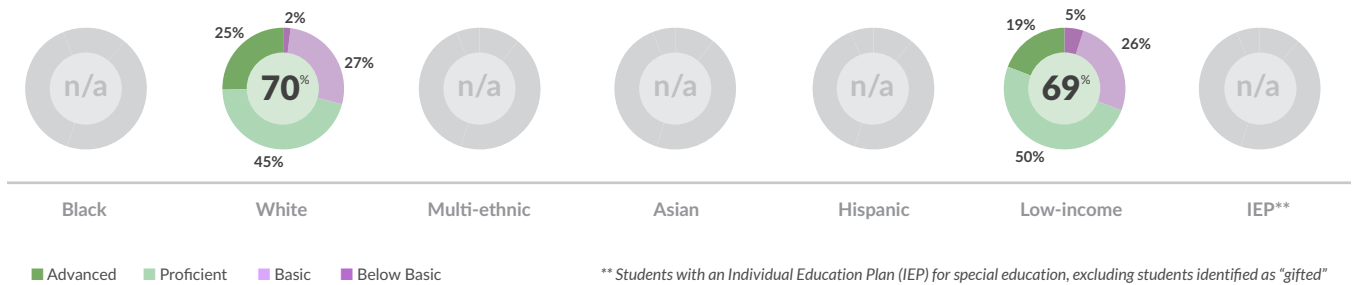
- Dancing Classrooms bronze medalists

* Based on survey responses

Key outcomes (3-5)

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

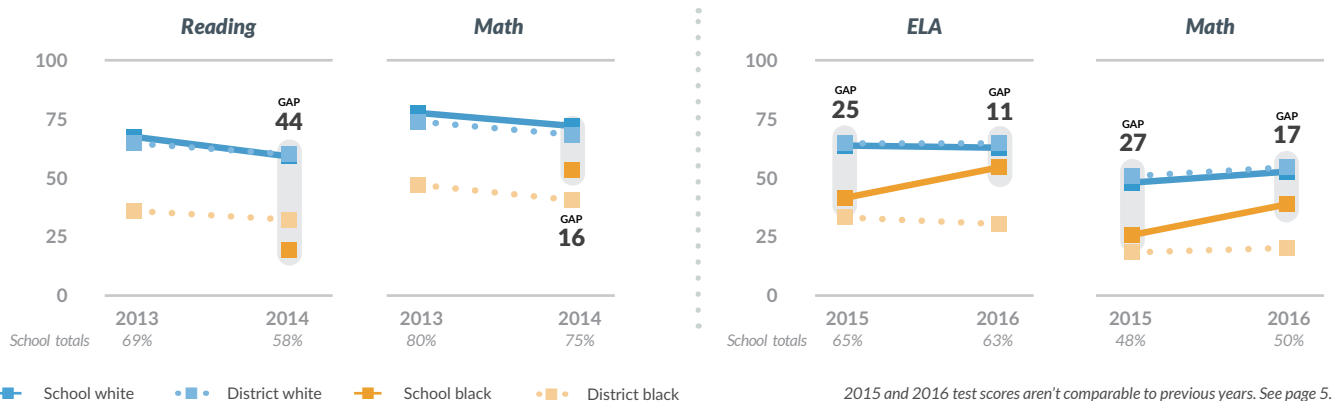
(Middle number: percent Proficient/Advanced)



** 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



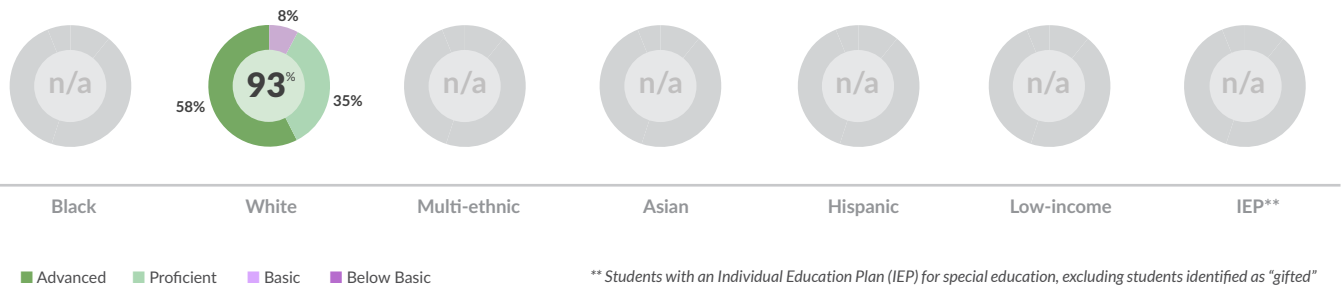
2015 and 2016 test scores aren't comparable to previous years. See page 5. Not all student groups were reportable for every year.

Key outcomes (6-8)

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

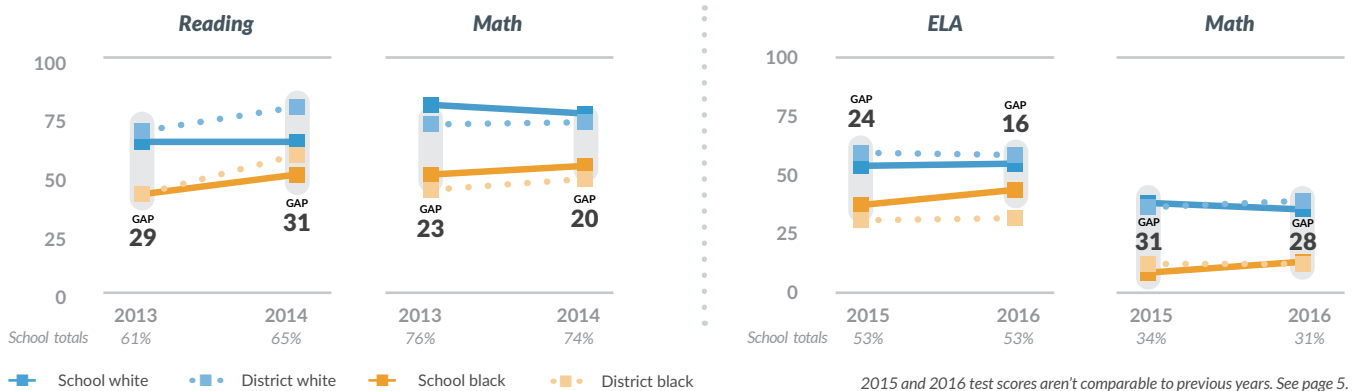
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016

(Middle number: percent Proficient/Advanced)



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 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%)

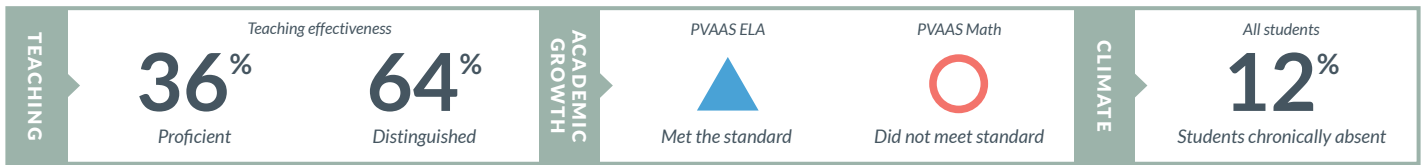


Pittsburgh Carmalt PreK-8

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

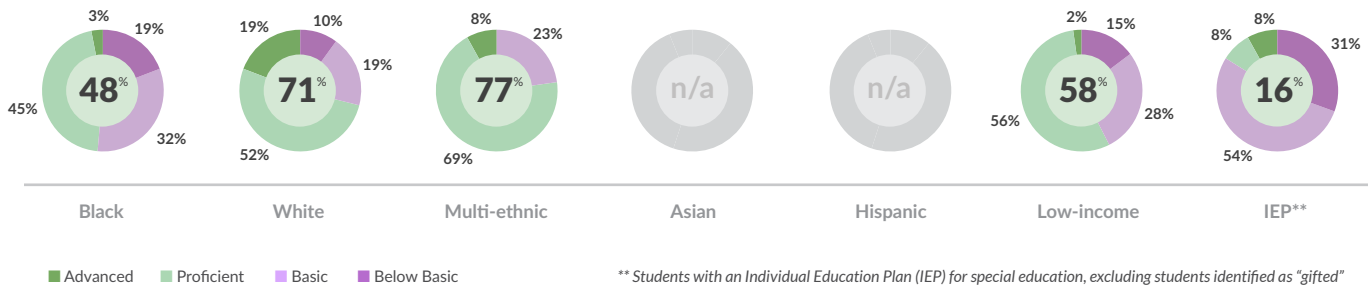
- Dancing Classrooms bronze medalists

* Based on survey responses

Key outcomes (3-5)

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

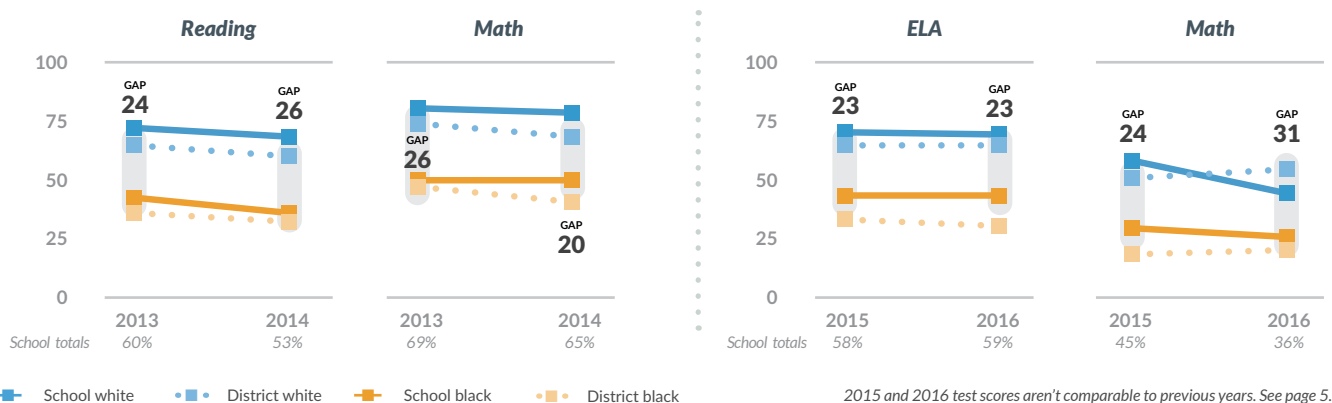
(Middle number: percent Proficient/Advanced)



** 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.

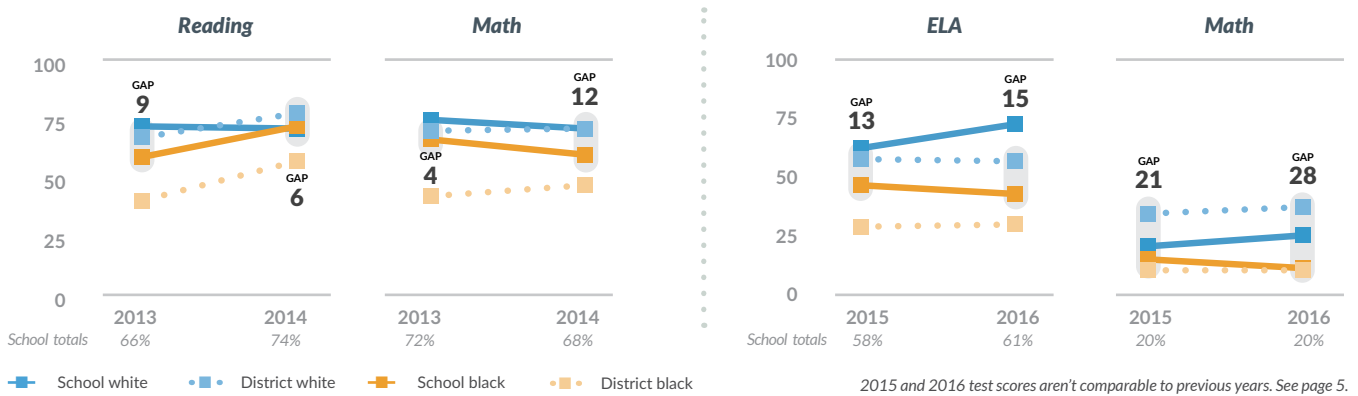
Key outcomes (6-8)

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



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

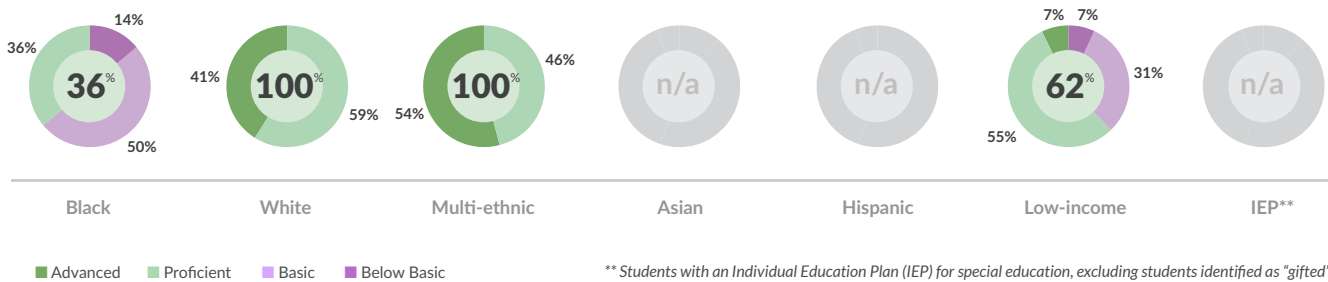
- 2015-16 elementary boys' and girls' swimming and boys' track; Interscholastic girls' basketball and cross country, boys' swimming and wrestling champions
- Team won 1st place in 2016 Pittsburgh Scholastic Chess Championship
- 6th grade team won citywide Battle of the Books

* Based on survey responses

Key outcomes (3-5)

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

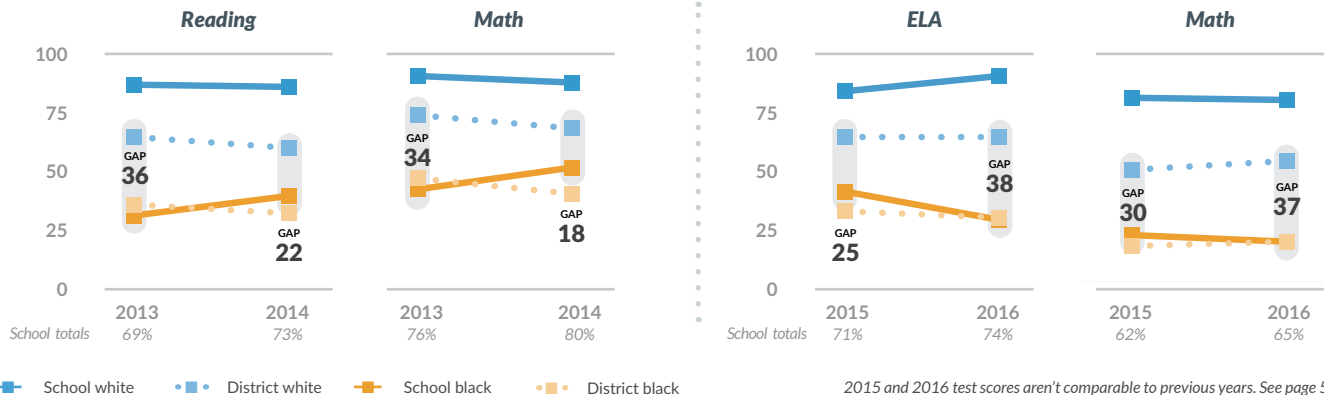
(Middle number: percent Proficient/Advanced)



** 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



Legend: School white, District white, School black, District black

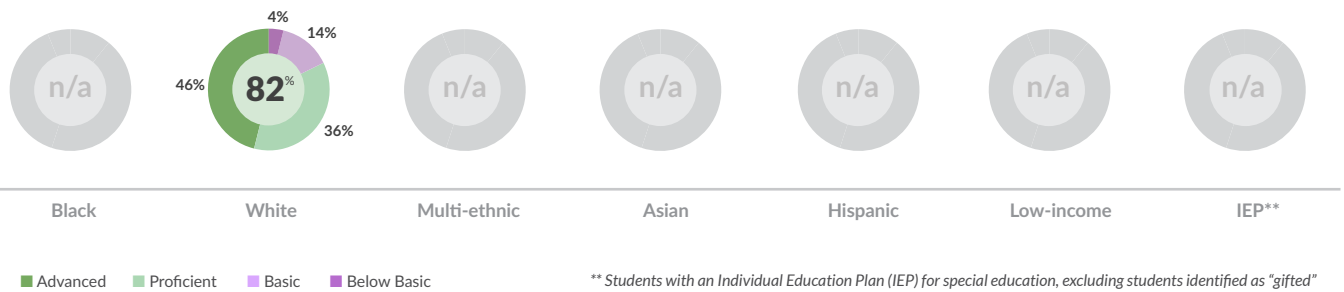
2015 and 2016 test scores aren't comparable to previous years. See page 5.

Key outcomes (6-8)

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

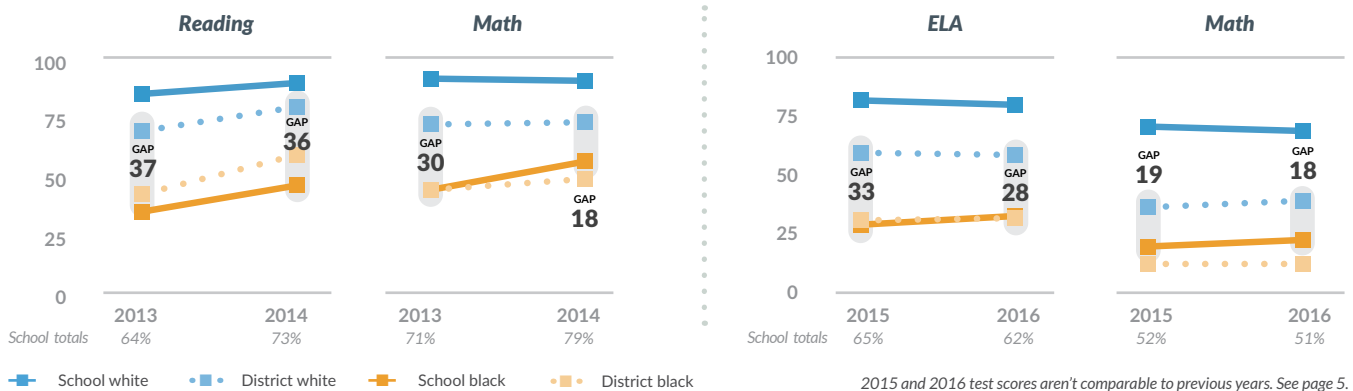
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016

(Middle number: percent Proficient/Advanced)



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 Rosenthal



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

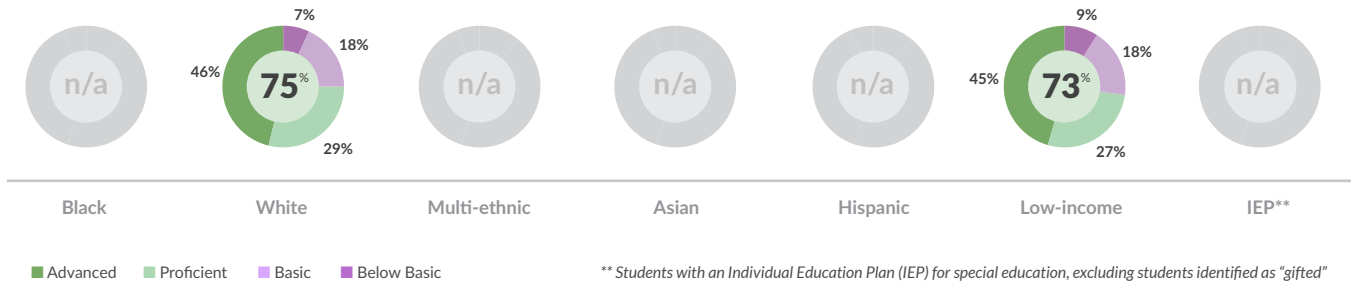
- Students enlisted community support to help fill a bus with food for needy families

* Based on survey responses

Key outcomes (3-5)

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

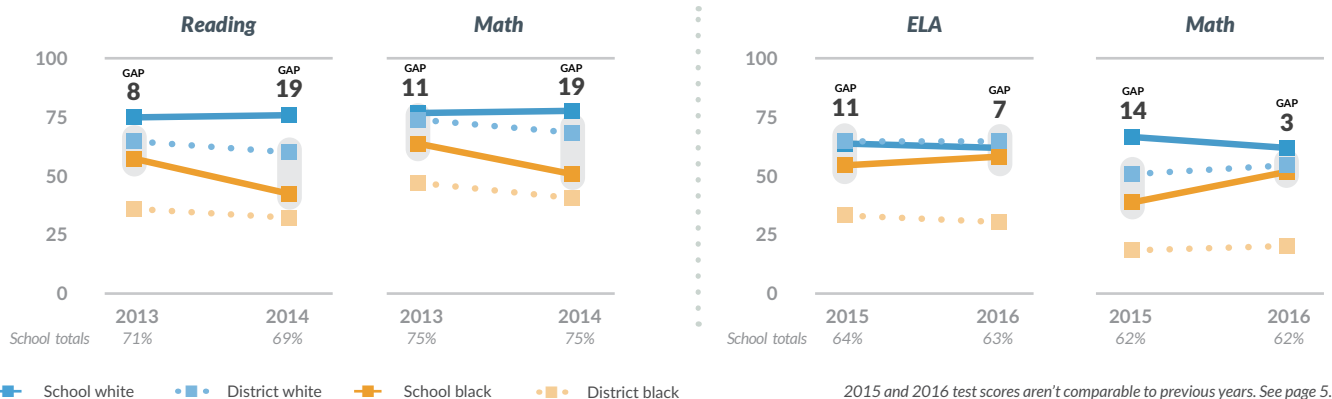
(Middle number: percent Proficient/Advanced)



** 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.

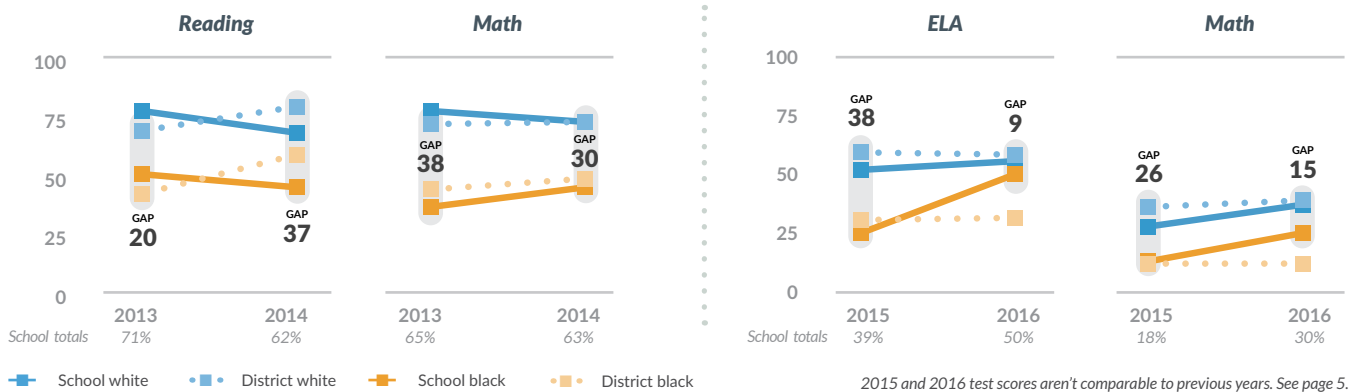
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **16 out of 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%)

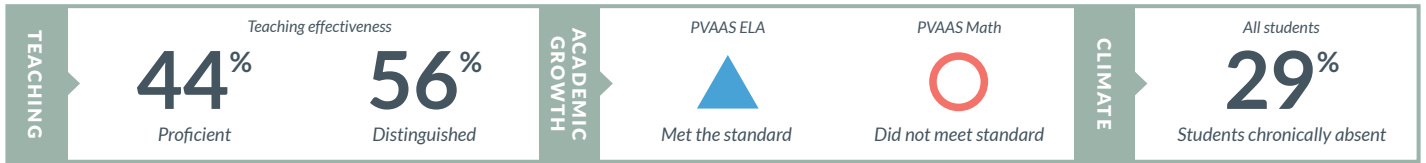


Pittsburgh King PreK-8

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

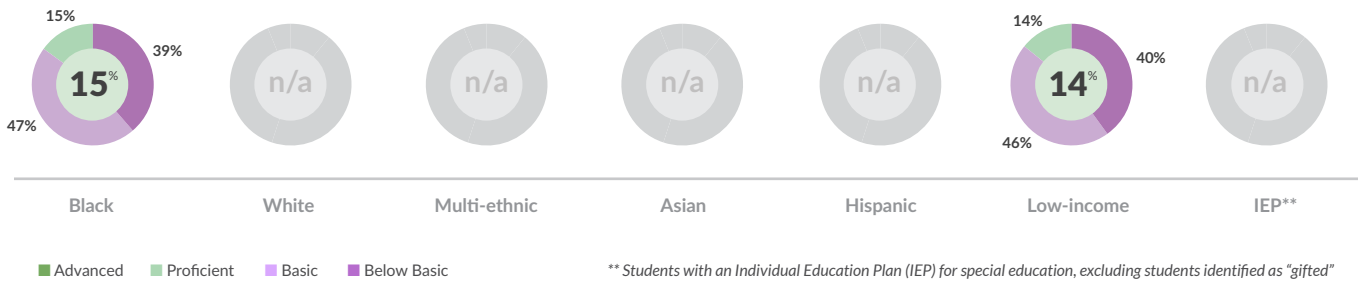
- Students participated in TapeScape installation at Children's Museum of Pittsburgh
- Students decorated a Christmas tree at Pittsburgh International Airport

* Based on survey responses

Key outcomes (3-5)

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

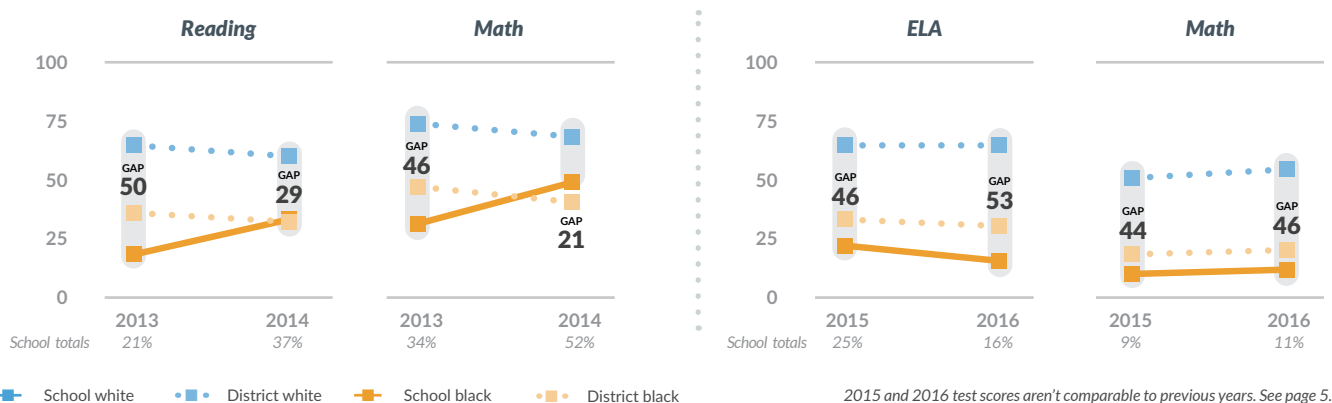
(Middle number: percent Proficient/Advanced)



** 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.

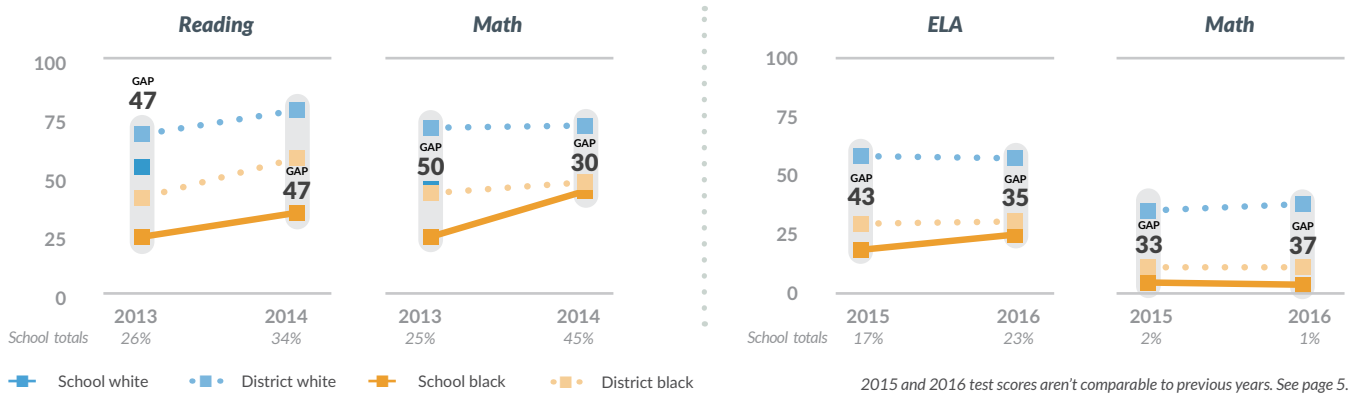
Key outcomes (6-8)

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



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

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%)



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

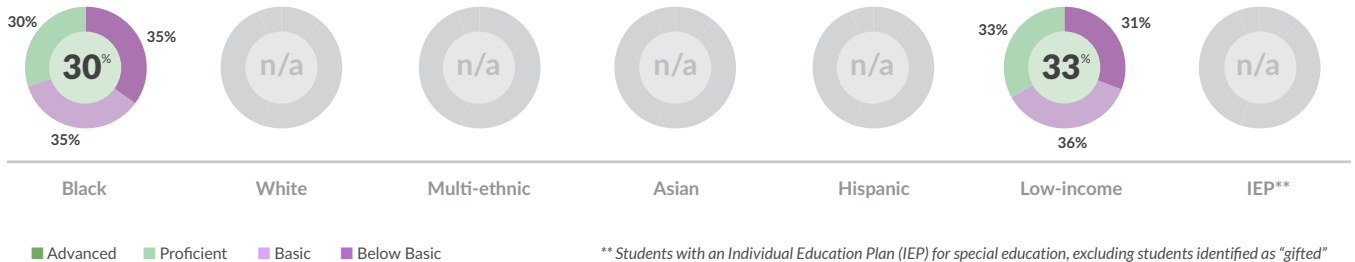
- Students participated in Community Kitchen Pittsburgh's Project Lunch Tray Jr. Chef program
- After School Academy students hosted Harvestfest in partnership with Citiparks

* Based on survey responses

Key outcomes (3-5)

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

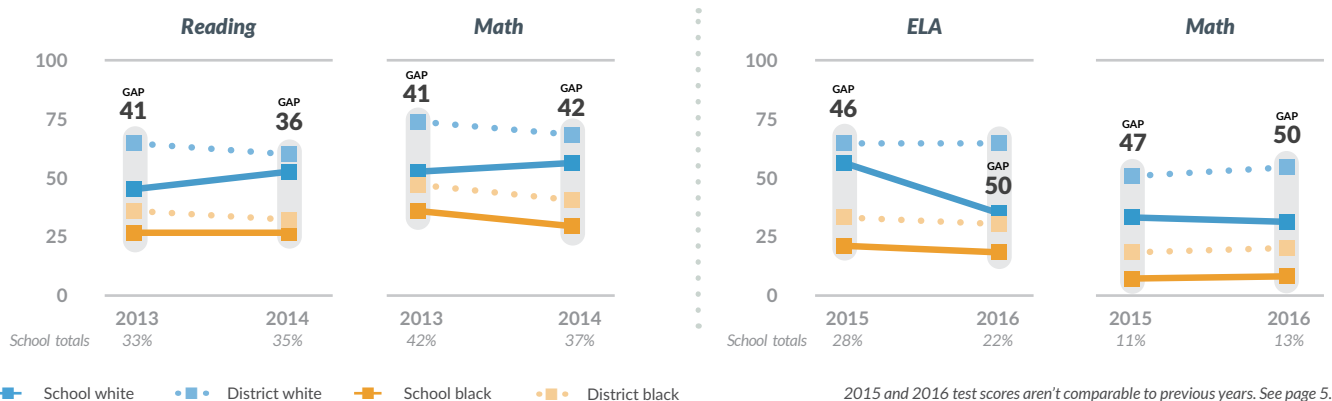
(Middle number: percent Proficient/Advanced)



** 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



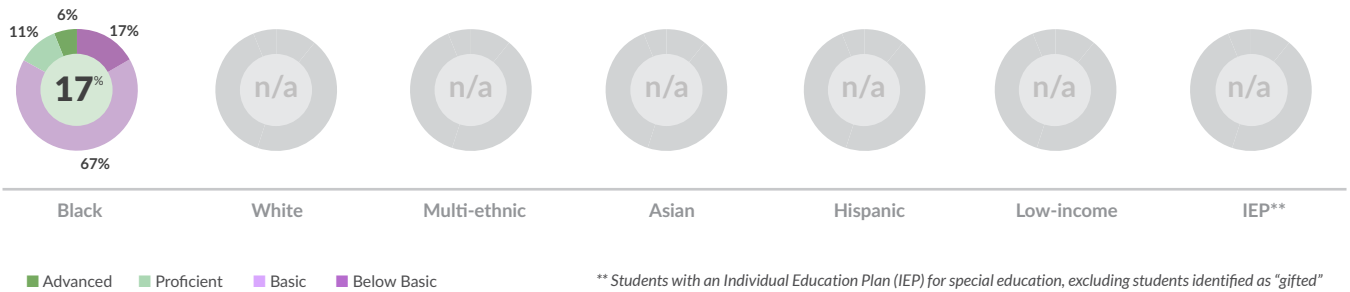
2015 and 2016 test scores aren't comparable to previous years. See page 5.

Key outcomes (6-8)

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

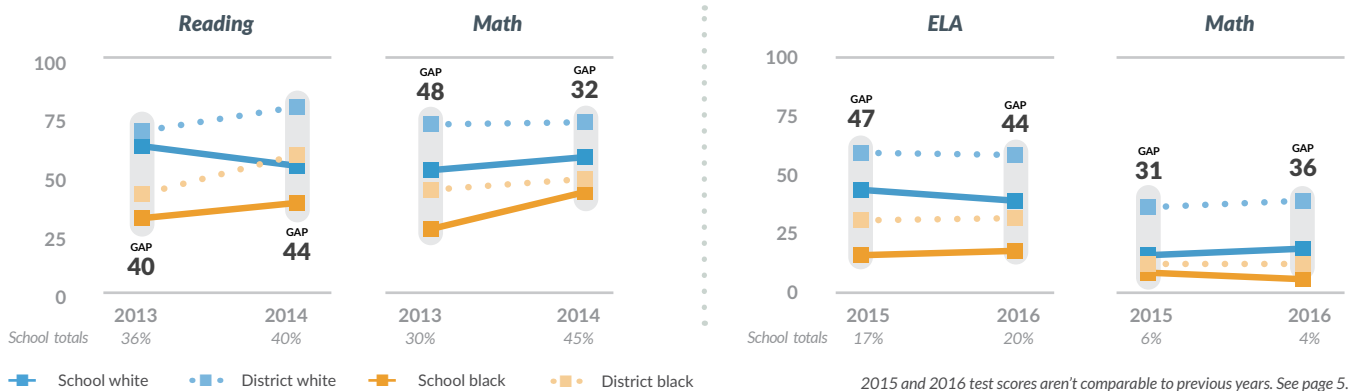
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016

(Middle number: percent Proficient/Advanced)



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 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%)

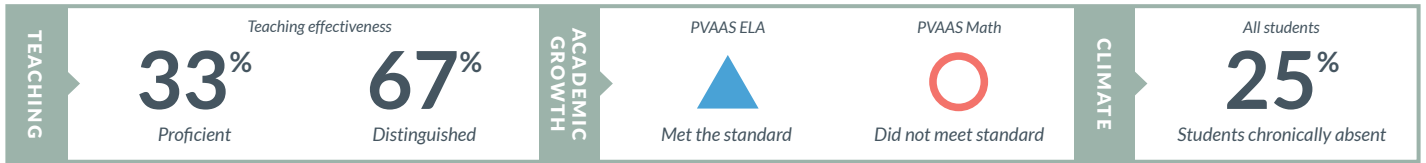


Pittsburgh Manchester PreK-8

Neighborhood school

1612 Manhattan St., 15233 • Manchester • 412-529-3100 • Accessible

Principal: Michilene Pegher



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

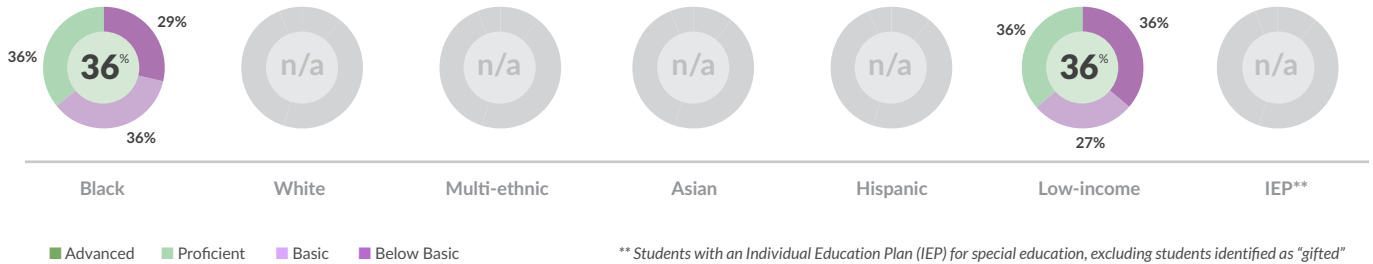
- [School did not provide this information]

* Based on survey responses

Key outcomes (3-5)

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

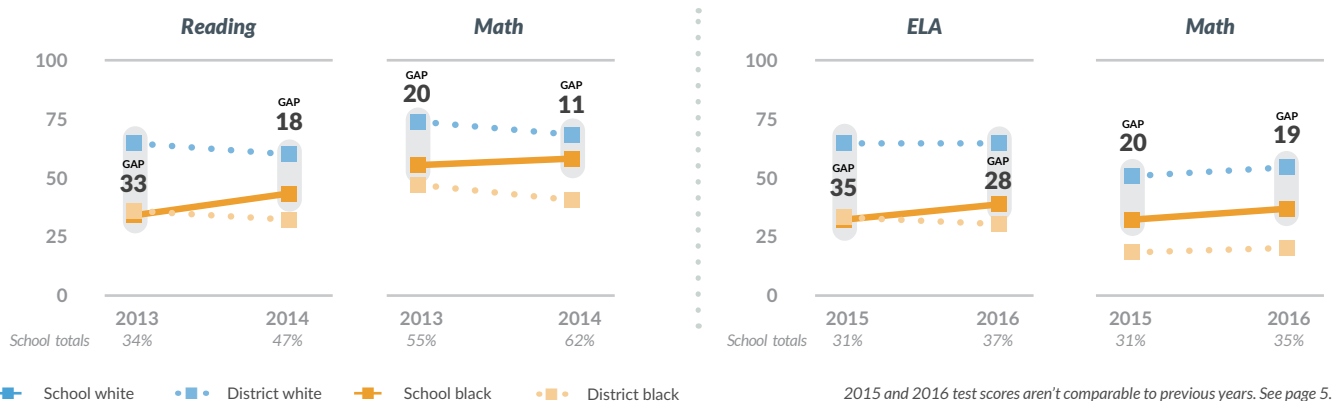
(Middle number: percent Proficient/Advanced)



** 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.

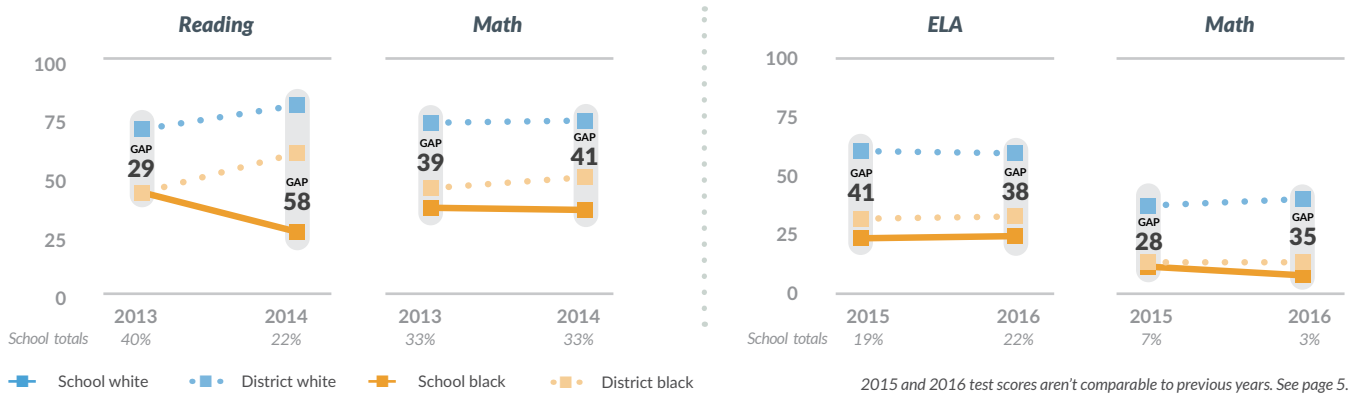
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **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%)

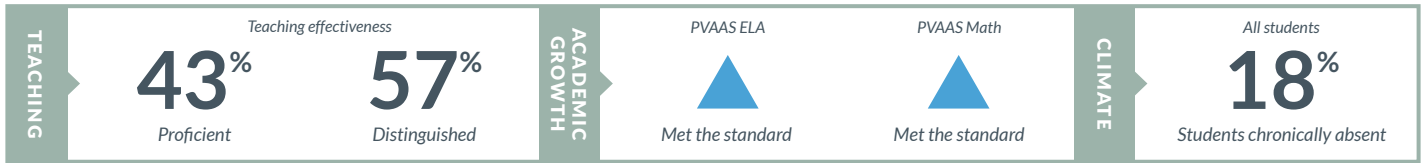


Pittsburgh Mifflin PreK-8

Neighborhood school

1290 Mifflin Rd., 15207 • Lincoln Place • 412-529-4350 • Accessible

Principal: Edward Littlehale



Teaching 22 teachers

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

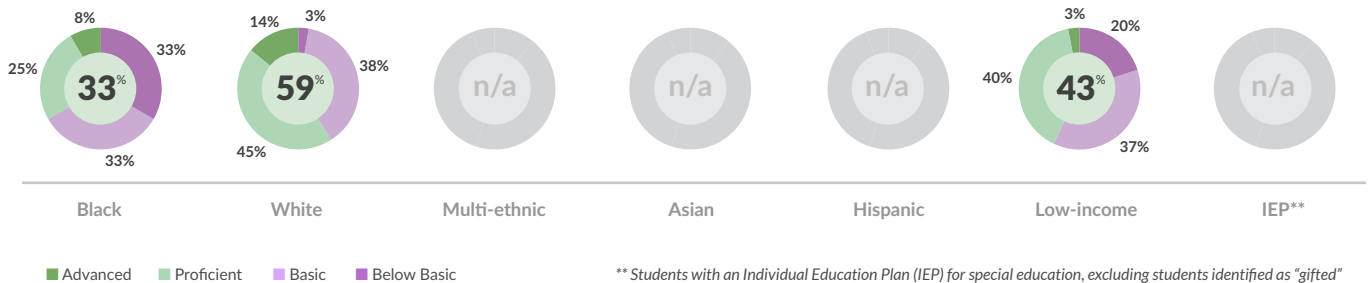
- Carson Scholarship recipient

* Based on survey responses

Key outcomes (3-5)

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

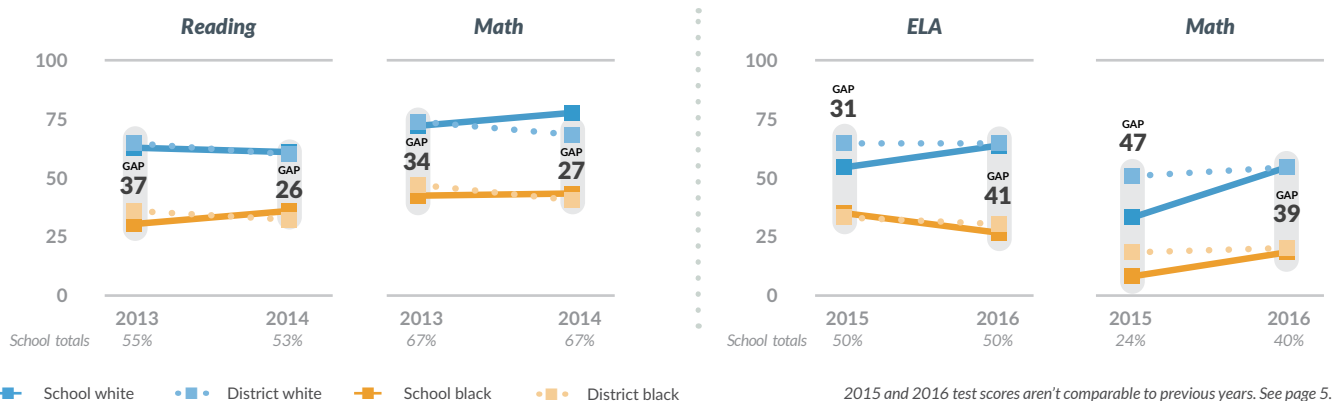
(Middle number: percent Proficient/Advanced)



** 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.

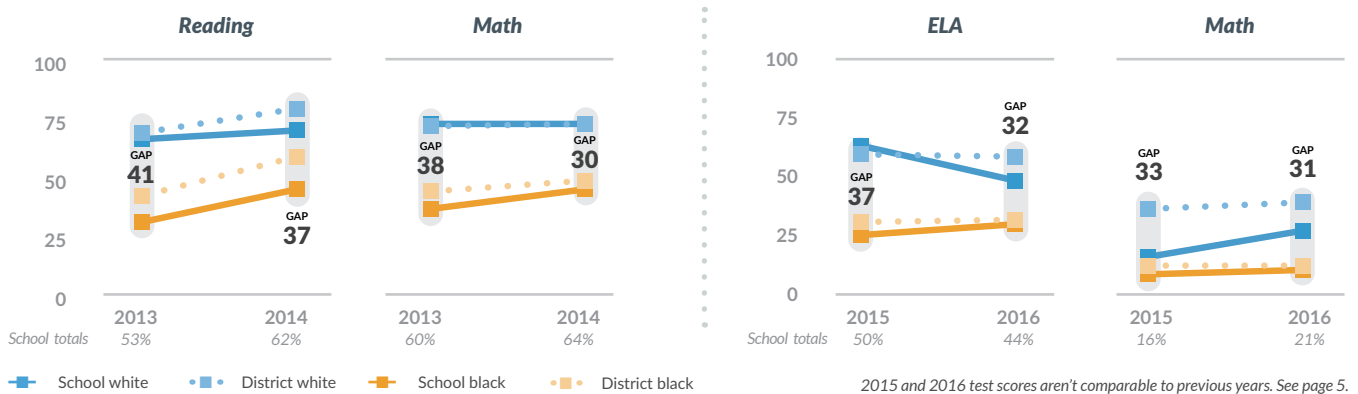
Key outcomes (6-8)

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



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%)



Pittsburgh Morrow PreK-8

Neighborhood school housed in two buildings

PreK-4: 1611 Davis Ave., 15212 • Brighton Heights • 412-529-6600 • Accessible entrance, no elevator

Grades 5-8: 3530 Fleming Ave., 15212 • Brighton Heights • 412-529-6600 • Accessible
Principal: Darrel Prioleau



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

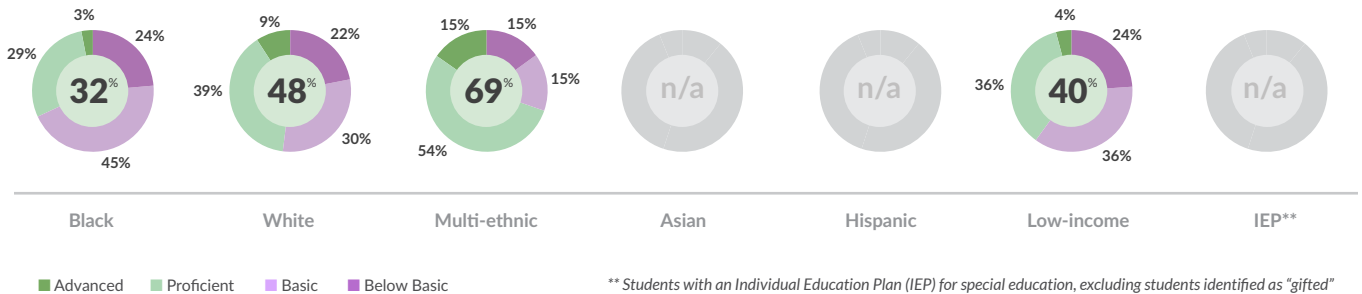
- Parents and community members partnered to build new playground
- Students received awards from Daughters of the American Revolution and Sons of the American Revolution

* Based on survey responses

Key outcomes (3-5)

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

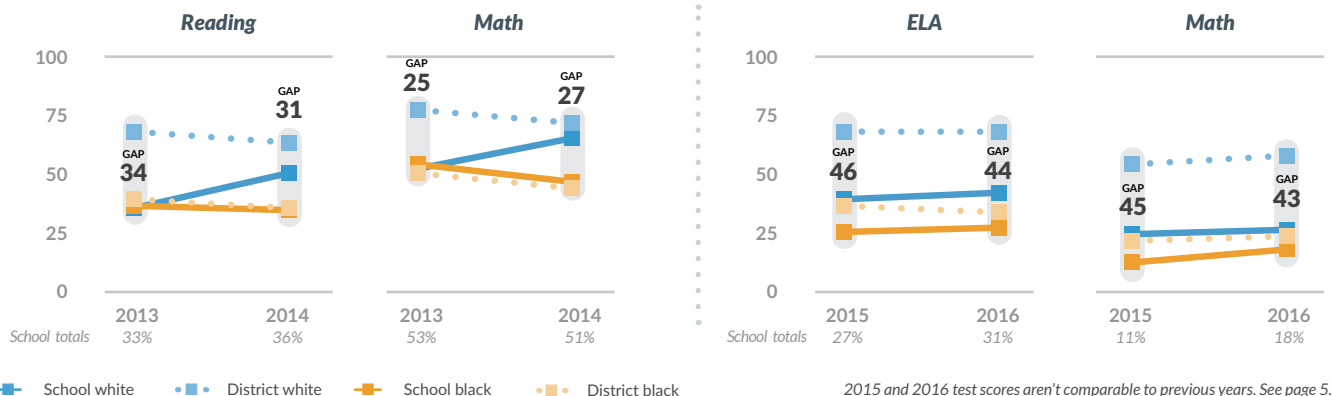
(Middle number: percent Proficient/Advanced)



** 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.

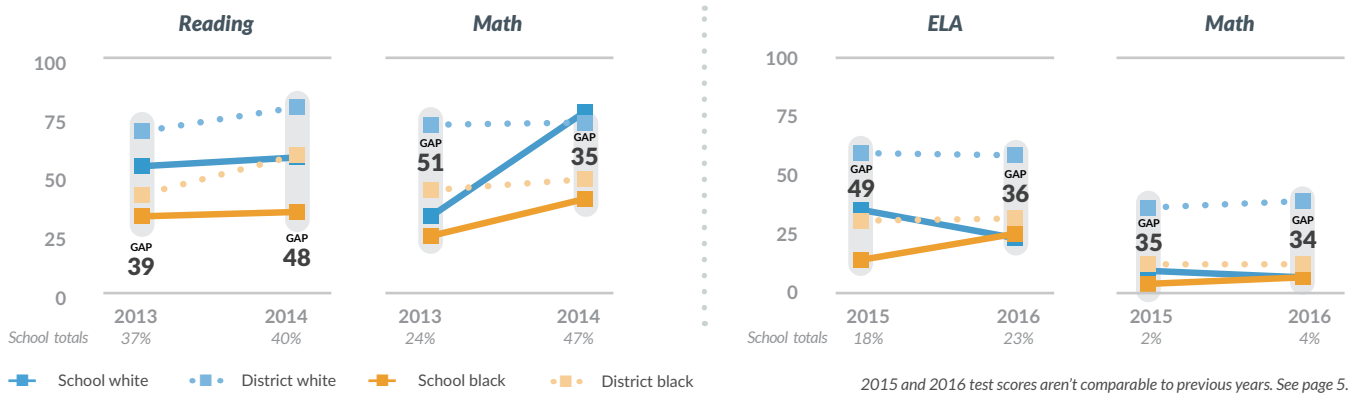
Key outcomes (6-8)

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

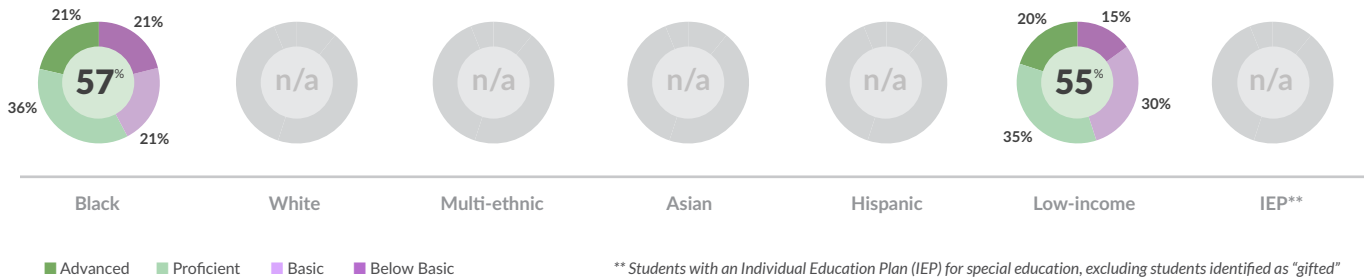
- 2015-16 Interscholastic boys' volleyball champions
- Students helped design and build new playground at Pittsburgh Zoo & PPG Aquarium

* Based on survey responses

Key outcomes (3-5)

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

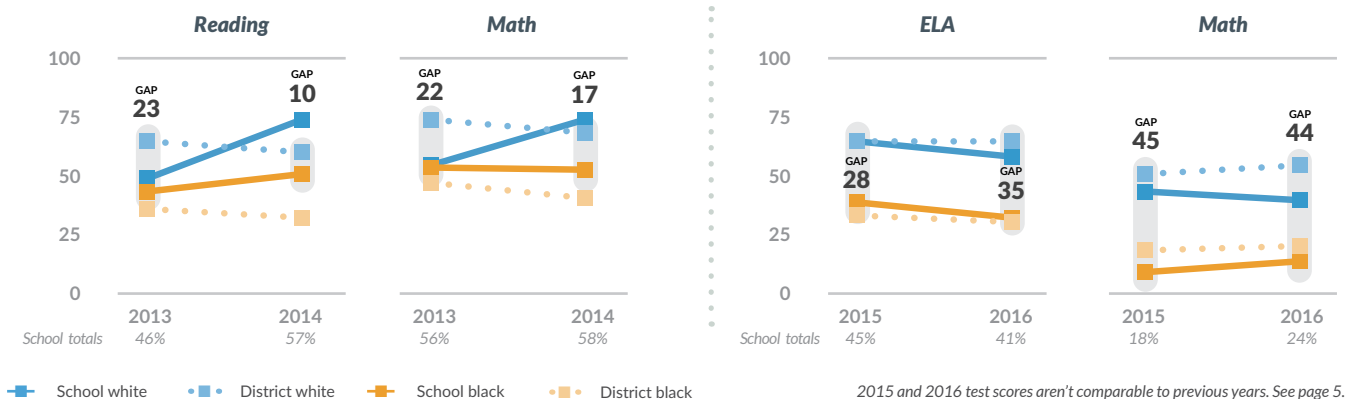
(Middle number: percent Proficient/Advanced)



** 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



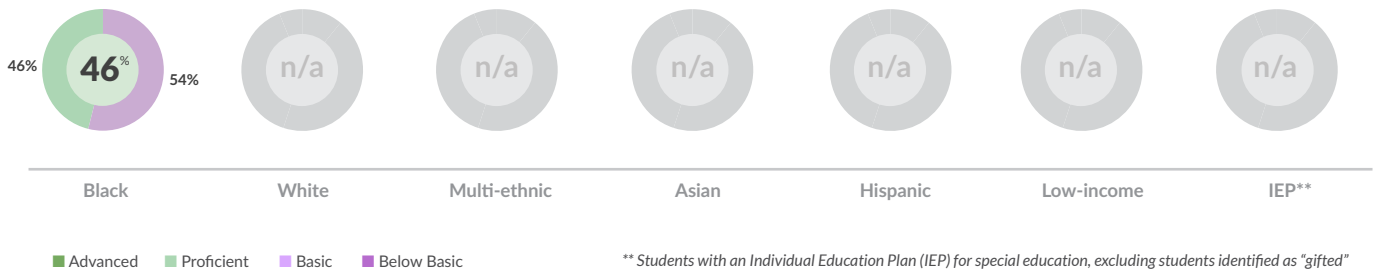
2015 and 2016 test scores aren't comparable to previous years. See page 5.

Key outcomes (6-8)

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

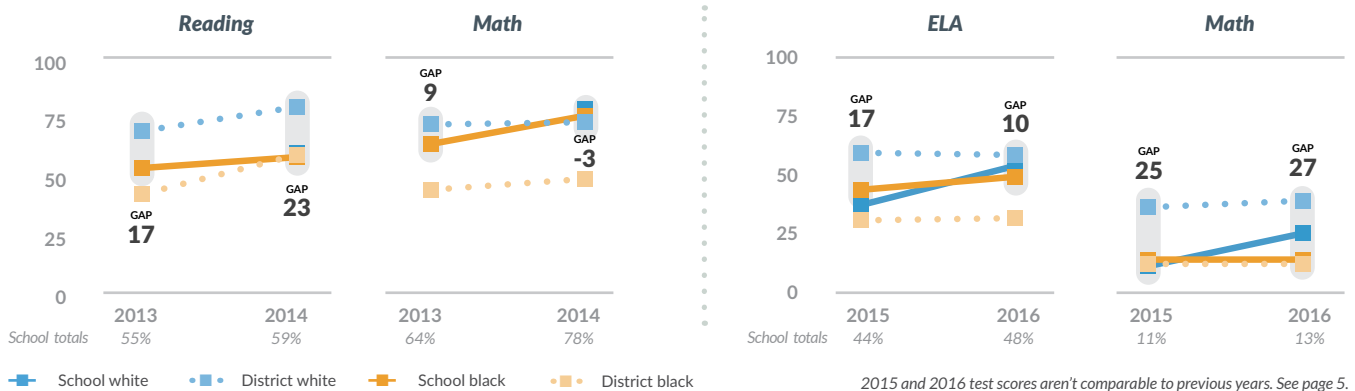
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016

(Middle number: percent Proficient/Advanced)



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%)



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%**

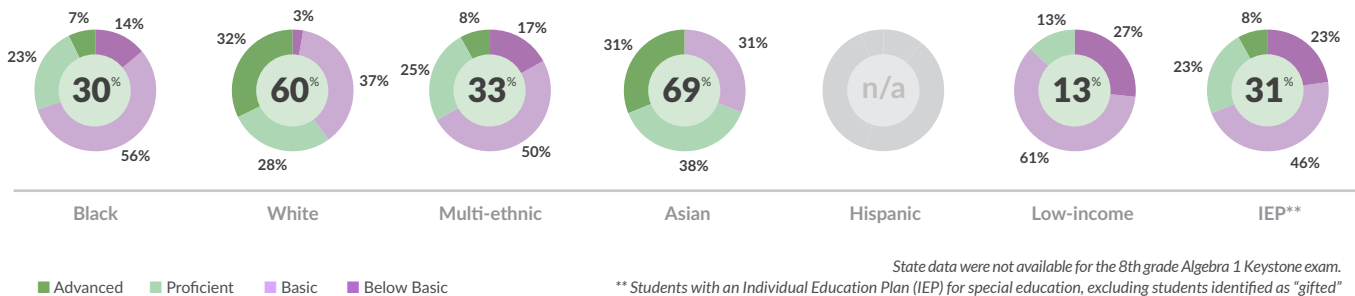
* Based on survey responses

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)

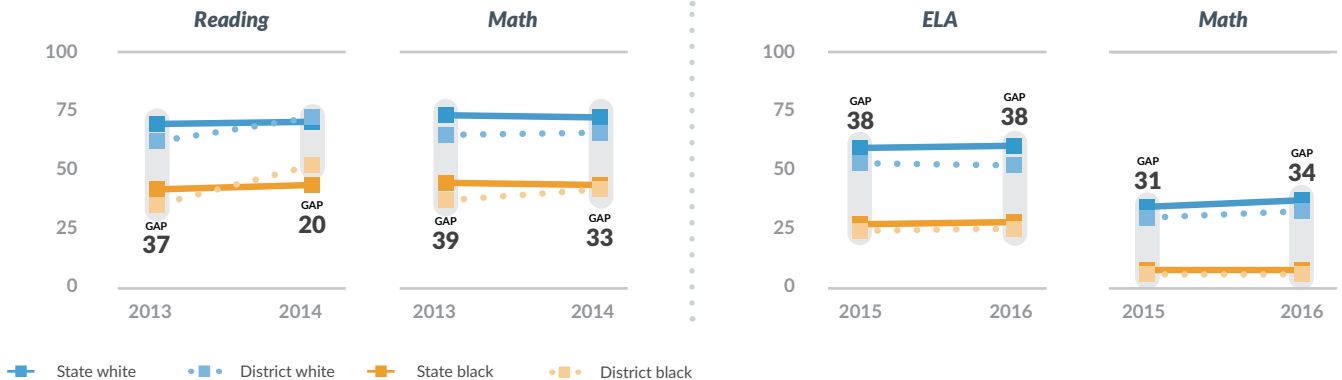


State data were not available for the 8th grade Algebra 1 Keystone exam.

** 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



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]

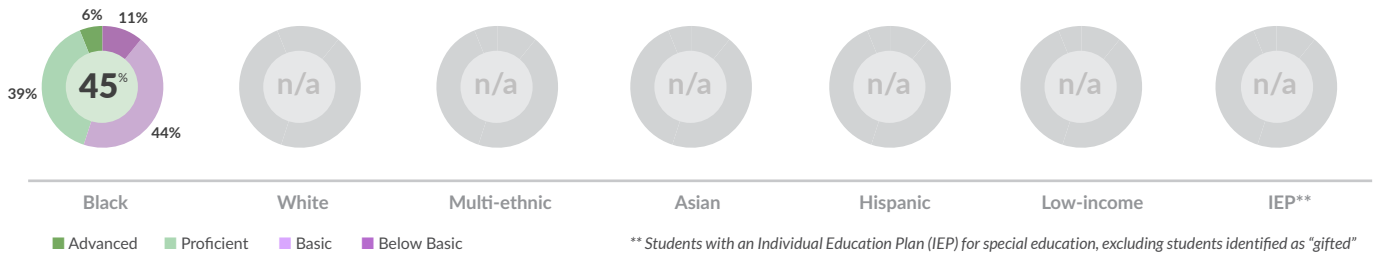
* Based on survey responses

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

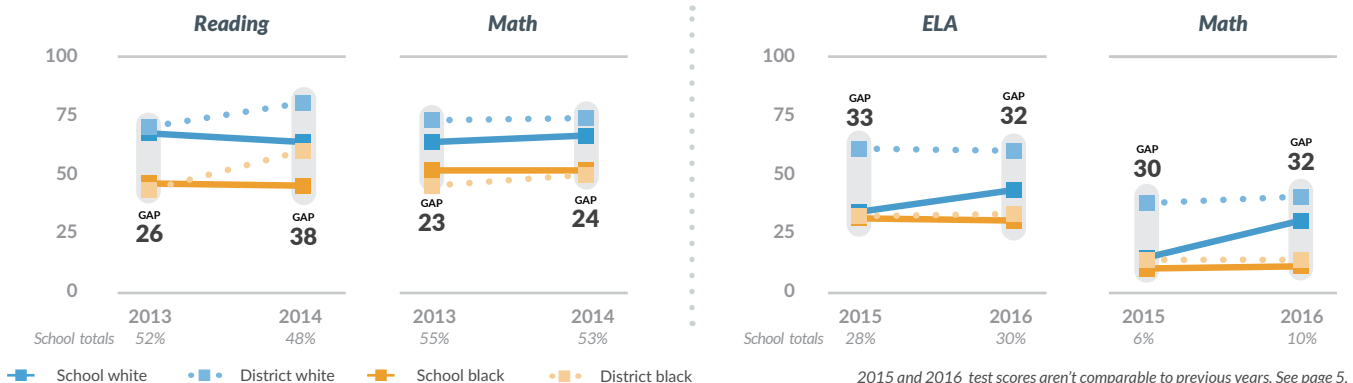
(Middle number: percent Proficient/Advanced)



** 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



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

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%)



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

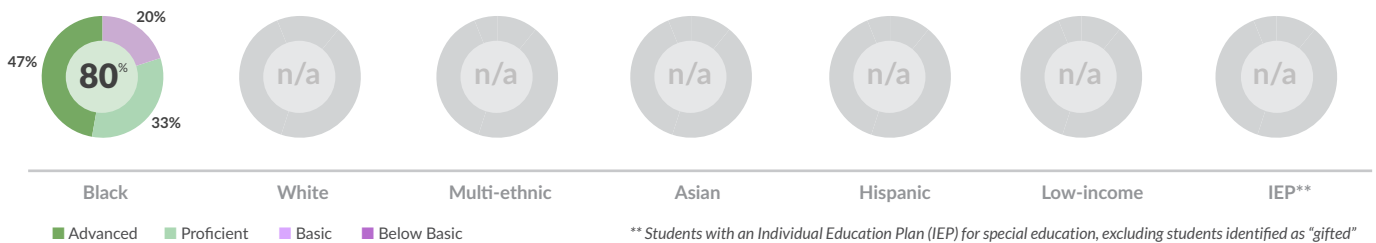
* Based on survey responses

Key outcomes

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

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

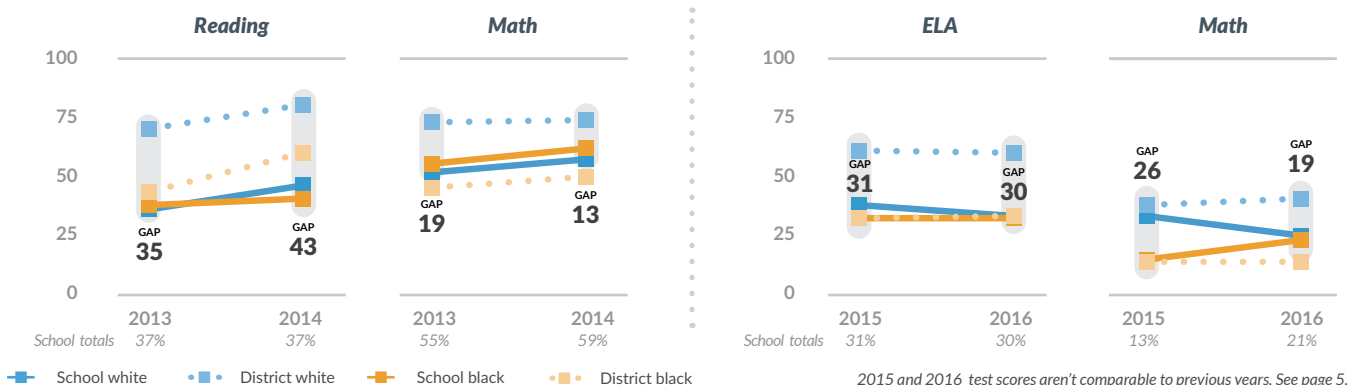
(Middle number: percent Proficient/Advanced)



** 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



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

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

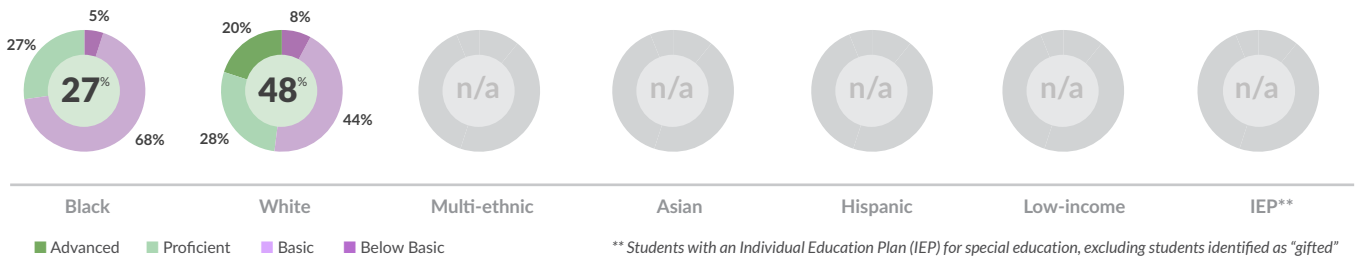
* Based on survey responses

Key outcomes

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

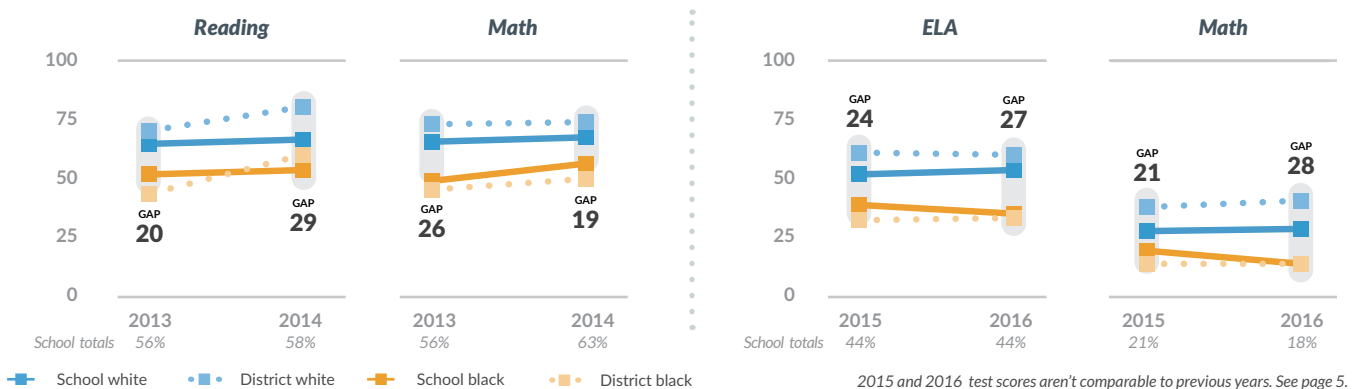
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016

(Middle number: percent Proficient/Advanced)



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 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%)



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

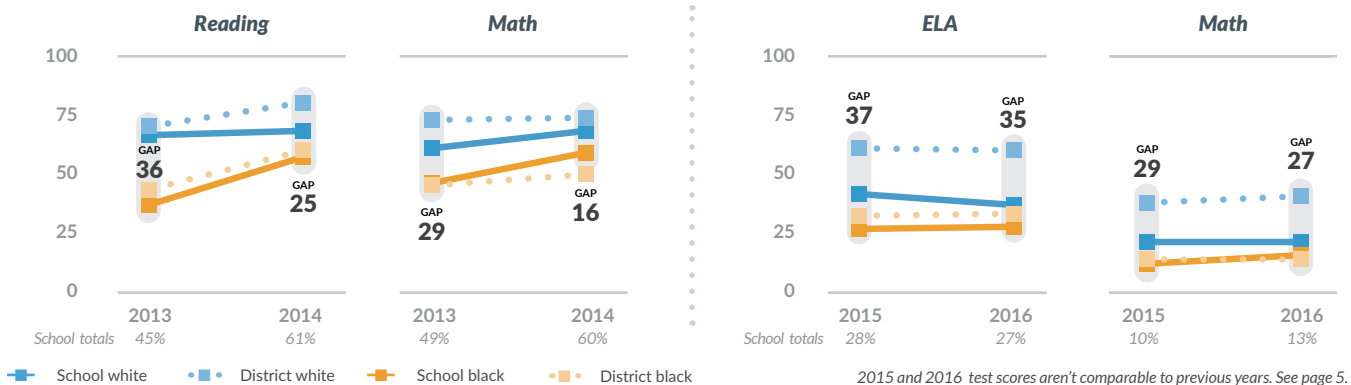
Key outcomes

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%)

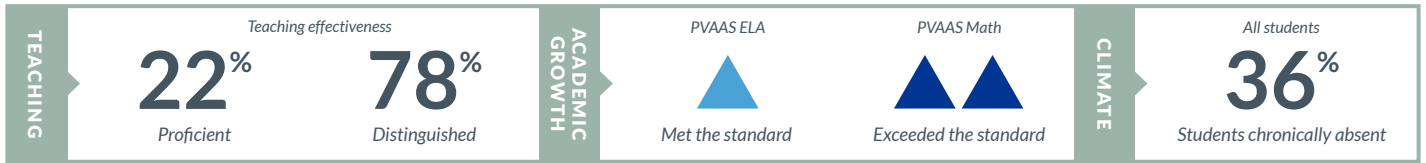


Pittsburgh South Brook 6-8

Neighborhood school

779 Dunster St., 15226 • Brookline • 412-529-8170 • Accessible

Principal: Jennifer McNamara



Teaching 27 teachers

Teachers feel the school is a good place to work and learn*: **70%**
 Teachers new to the school: **33%**
 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: **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

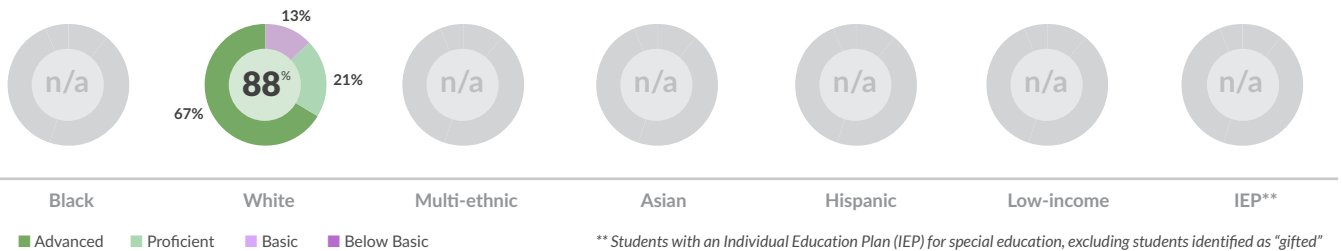
* Based on survey responses

Key outcomes

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

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

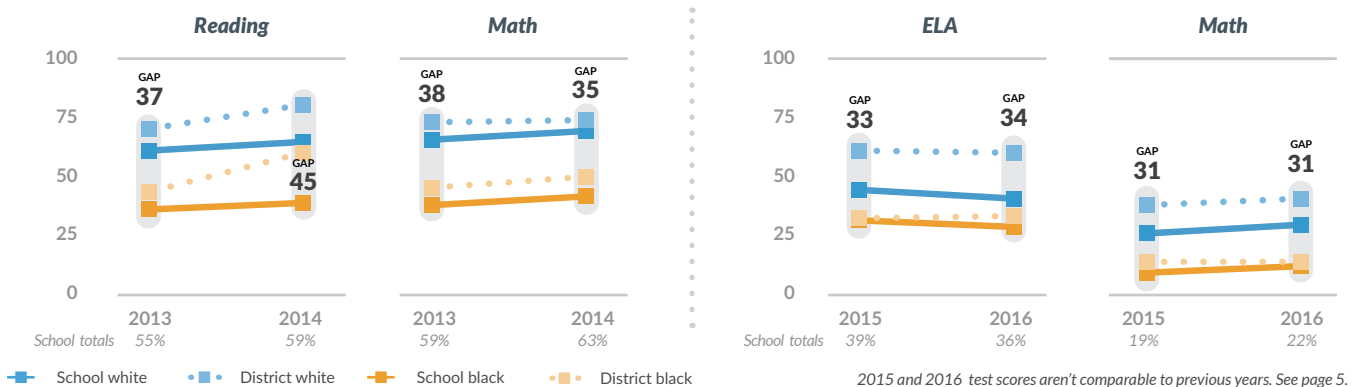
(Middle number: percent Proficient/Advanced)



** 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



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

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%)



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	Teaching effectiveness	ACADEMIC GROWTH	PVAAS ELA	PVAAS Math	CLIMATE
	24% Proficient 70% Distinguished		Met the standard	Exceeded the standard	

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

(Middle number: percent Proficient/Advanced)



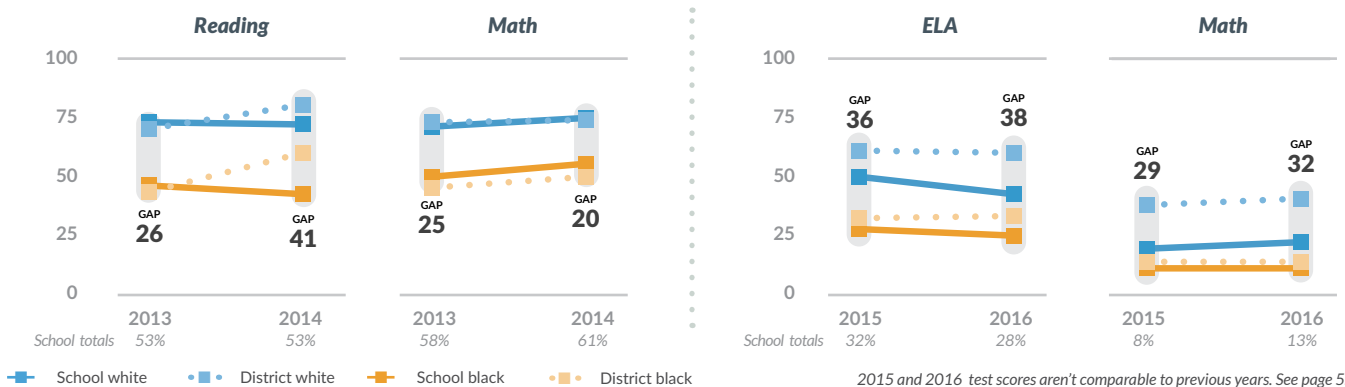
Black White Multi-ethnic Asian Hispanic Low-income IEP**

■ 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



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%)



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	Teaching effectiveness		ACADEMIC GROWTH	PVAAS ELA	PVAAS Math	CLIMATE	All students
	40% Proficient	55% Distinguished		Exceeded the standard	Did not meet standard		18% Students chronically absent

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

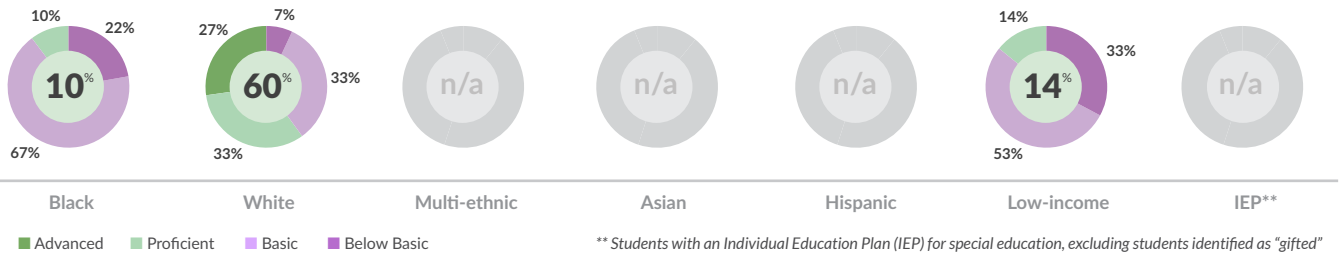
* Based on survey responses

Key outcomes

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

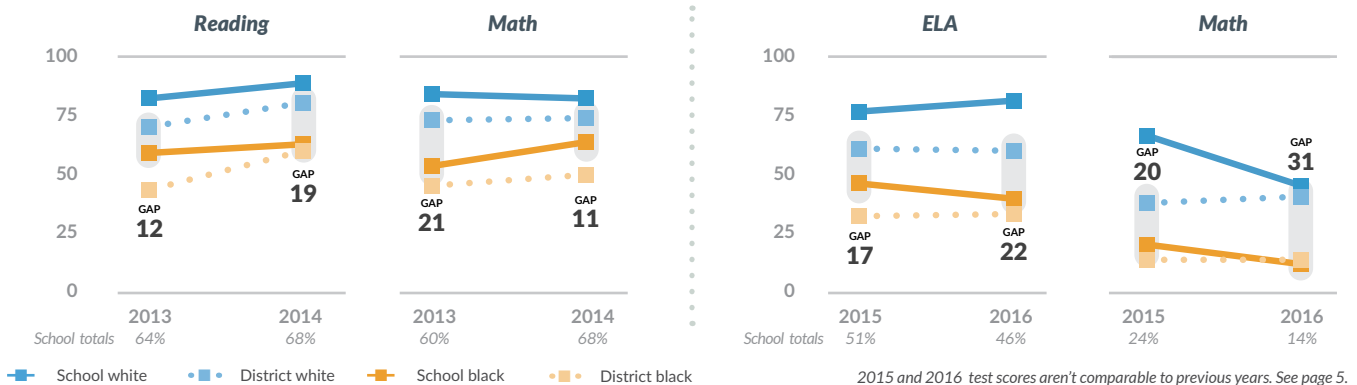
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016

(Middle number: percent Proficient/Advanced)



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%)



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**.

Teaching

64% of 6-12 teachers feel their school is a good place to work and learn.*

52% of 6-12 teachers performed at the Proficient level.

47% of 6-12 teachers performed at the Distinguished level.

The average 6-12 school had **6** long-term substitutes.

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%**

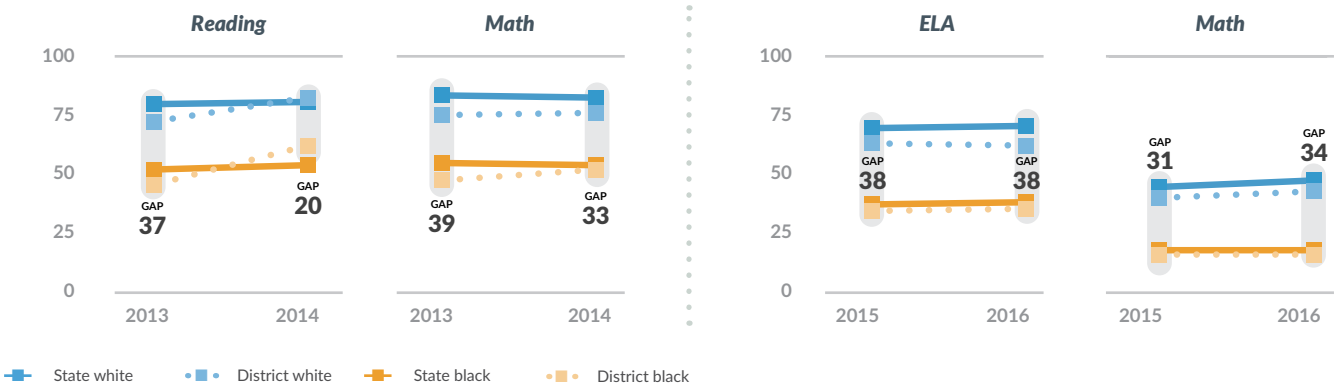
* Based on survey responses

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**

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



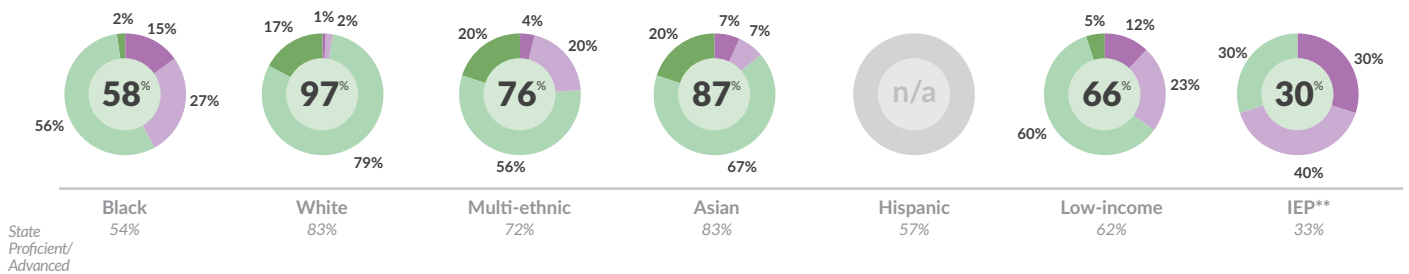
2015 and 2016 test scores aren't comparable to previous years. See page 5.
State information includes all 6th through 8th graders who took the tests.

Key outcomes (9-12): PPS and state

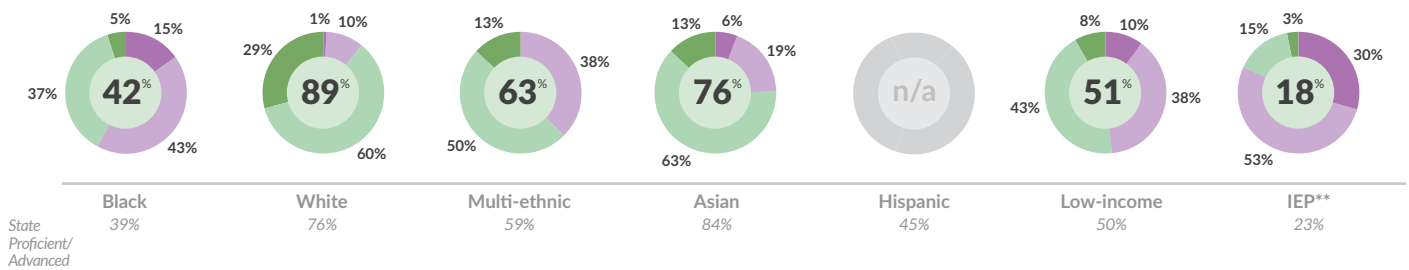
Percentage of 6-12 students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent PPS Proficient/Advanced)

Literature



Algebra I



■ Advanced ■ Proficient ■ Basic ■ Below Basic

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

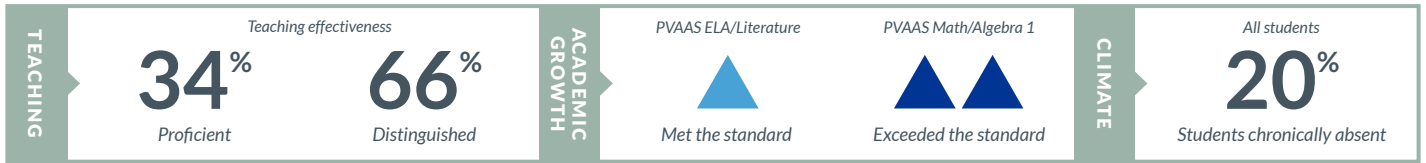


Pittsburgh CAPA 6-12

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

* Based on survey responses

College/trade school readiness

Graduation rates over time

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

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

Overall: 90%

Black: 88%

White: 90%

Low-income: 92%

IEP**: n/a

(District average: 60%)

Percentage of students taking AP (Advanced Placement) courses:

Overall: 54%

Black: 31%

White: 60%

Low-income: 29%

IEP**: 17%

(District average: 28%)

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

Overall: 45%

Black: 29%

White: 52%

Low-income: 36%

IEP**: 9%

(District average: 22%)

Enrollment 950 students (District 6-12 average: 696) **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**

97%
Graduation rate

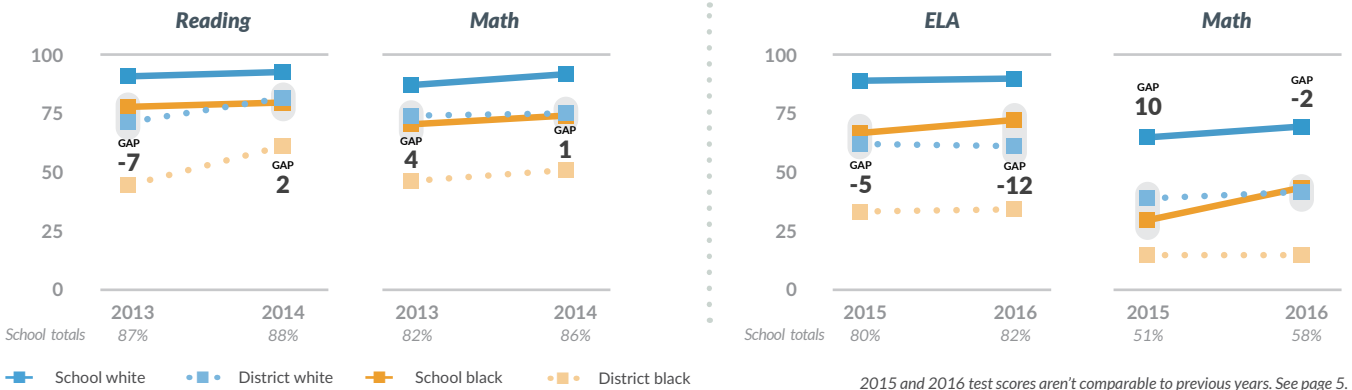
88%
Attending college/trade school

90%
Eligible for Pittsburgh Promise

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

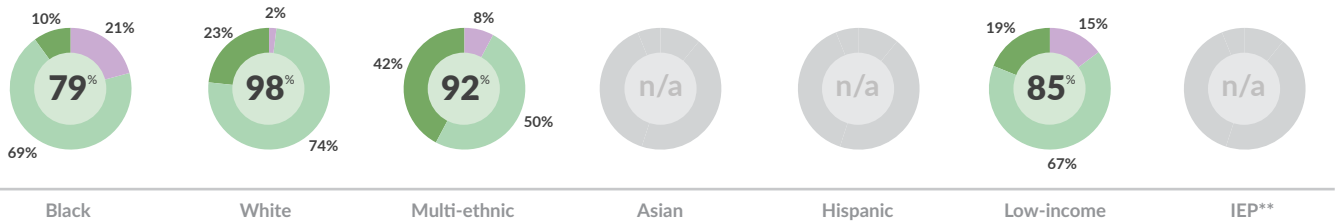


Key outcomes (9-12)

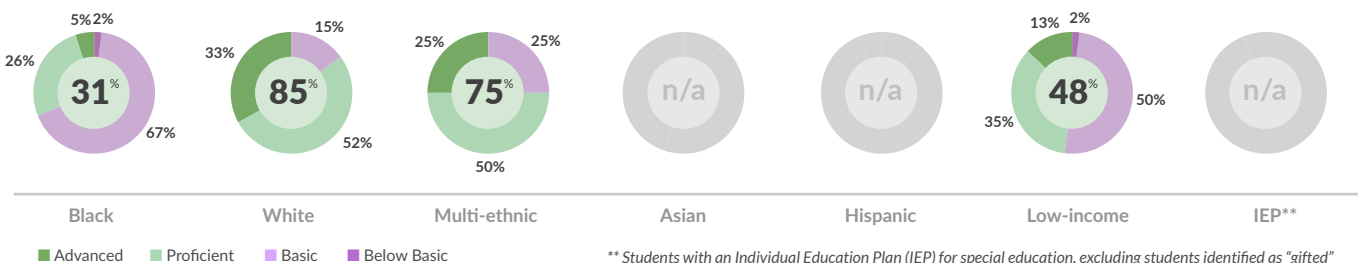
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



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



Pittsburgh Millions 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

* Based on survey responses

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: 696) **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.

90%

Graduation rate

45%

Attending college/trade school

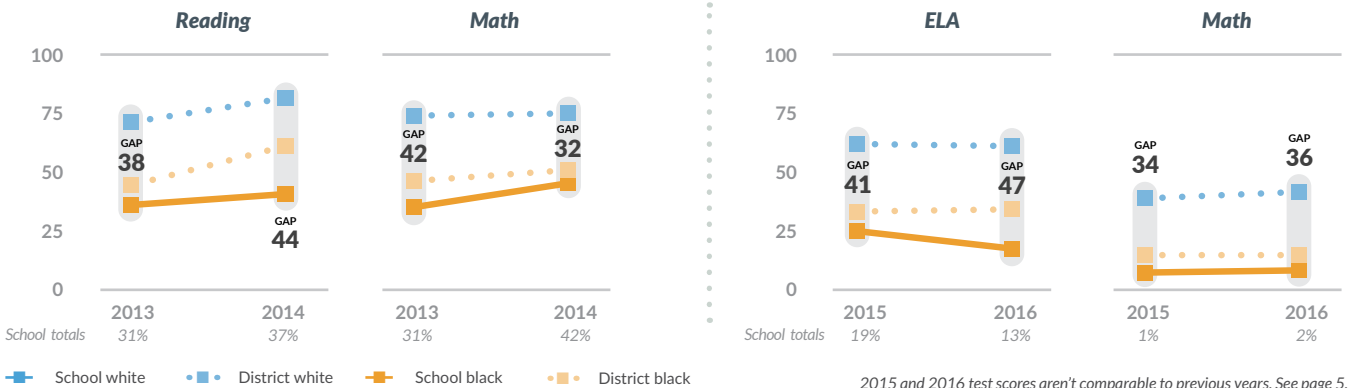
48%

Eligible for Pittsburgh Promise

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



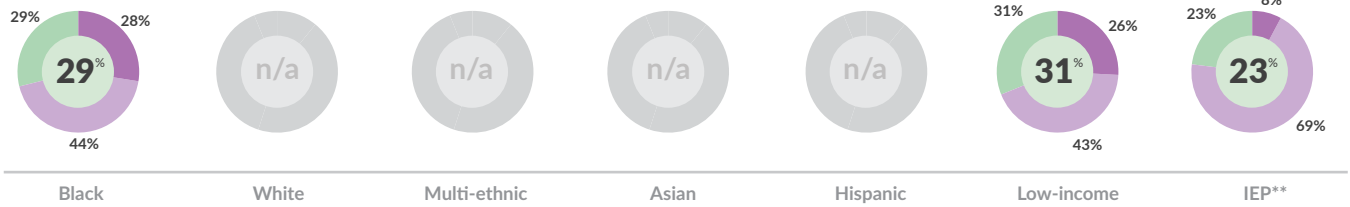
2015 and 2016 test scores aren't comparable to previous years. See page 5.

Key outcomes (9-12)

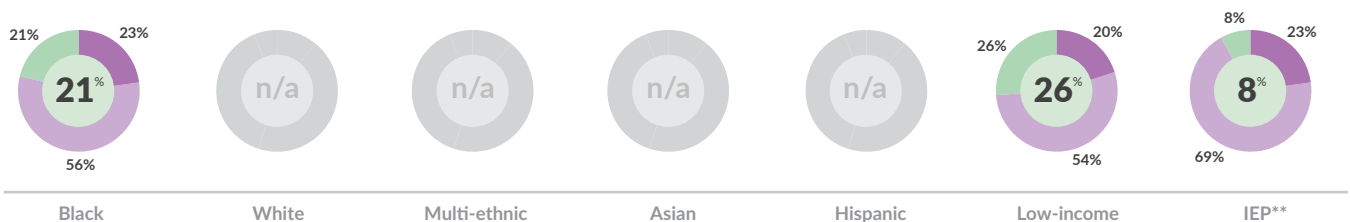
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



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

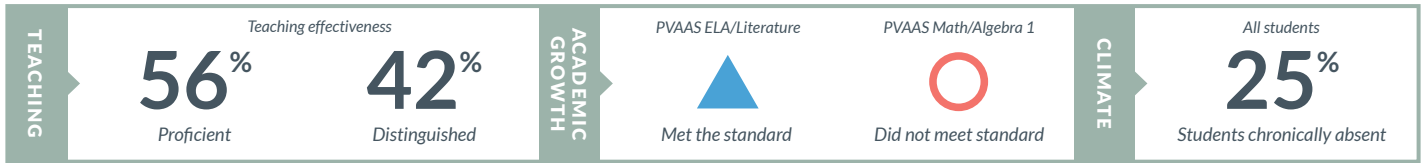


Pittsburgh Obama 6-12

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**

96%
Graduation rate

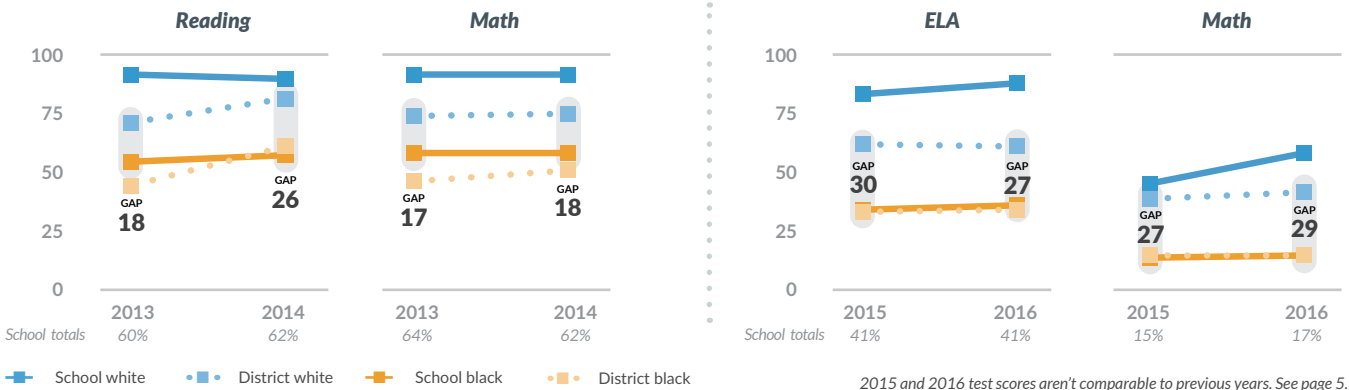
71%
Attending college/trade school

62%
Eligible for Pittsburgh Promise

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

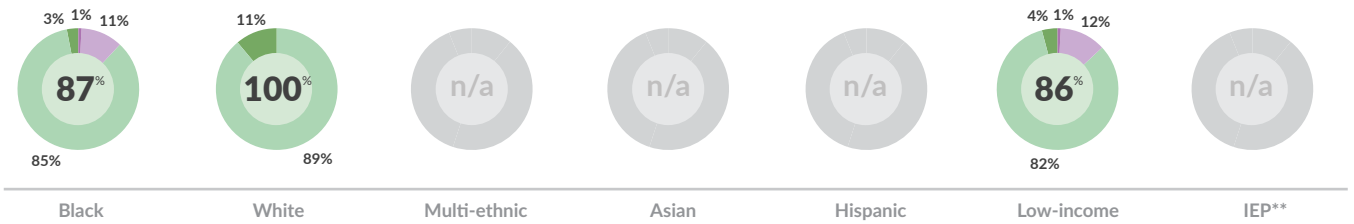


Key outcomes (9-12)

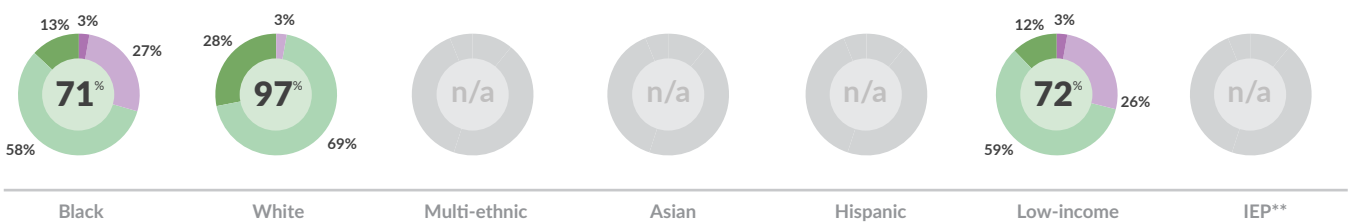
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



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

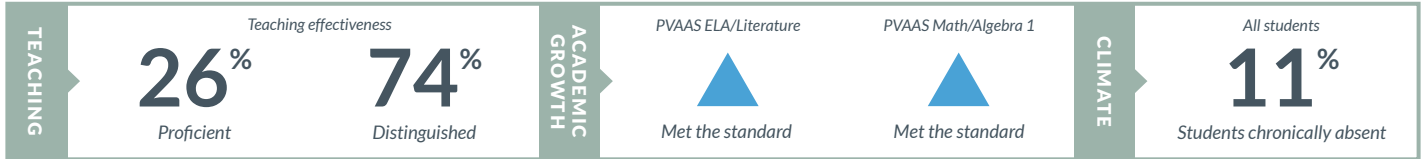


Pittsburgh Science and Technology Academy 6-12

Science, Technology, Engineering, and Math magnet school

107 Thackeray St., 15213 • Oakland • 412-529-7620 • Accessible

Principal: Shawn McNeil



Teaching 40 teachers

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

* Based on survey responses

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.

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

Overall: 63%

Black: 55%

White: 83%

Low-income: 60%

IEP**: 69%

(District average: 60%)

Percentage of students taking AP (Advanced Placement) courses:

Overall: 47%

Black: 39%

White: 53%

Low-income: 45%

IEP**: 23%

(District average: 28%)

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

Overall: n/a

(District average: 22%)

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**

93%

Graduation rate

73%

Attending college/trade school

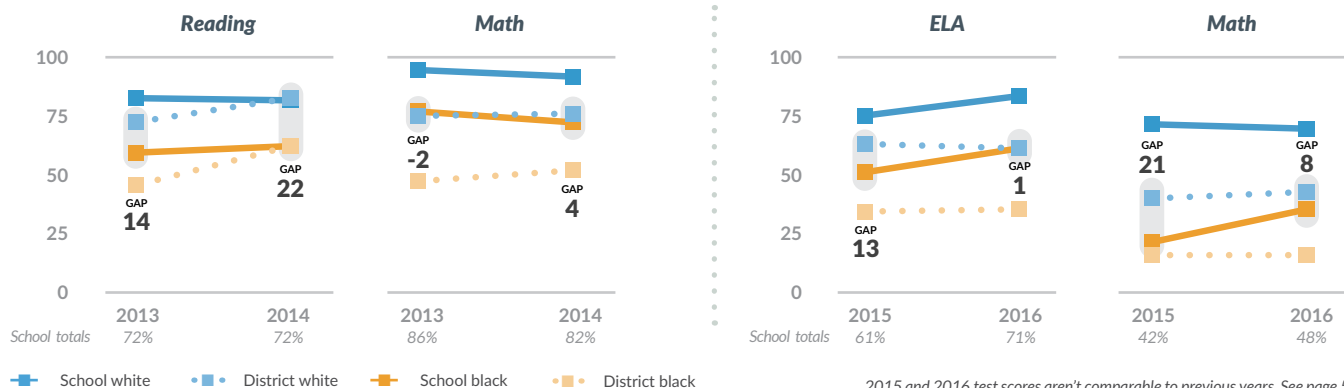
63%

Eligible for Pittsburgh Promise

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)

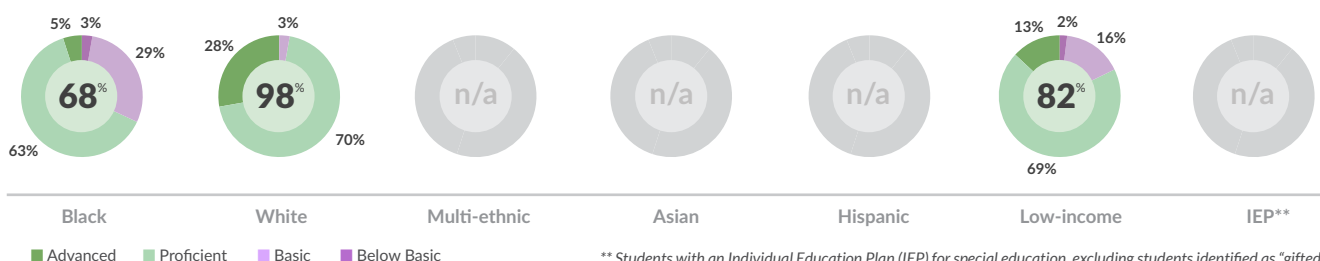
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



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



Pittsburgh 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

* Based on survey responses

College/trade school readiness

Graduation rates over time

2015: **63%**, 2014: **72%**, 2013: **87%**, 2012: **70%**
(2015 District rate: 79%)

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**

63%
Graduation rate

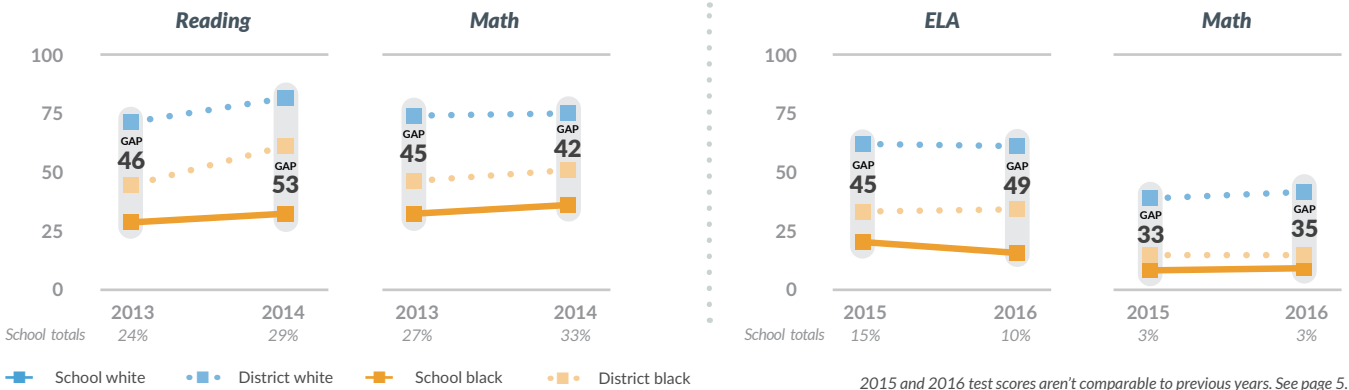
38%
Attending college/trade school

32%
Eligible for Pittsburgh Promise

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

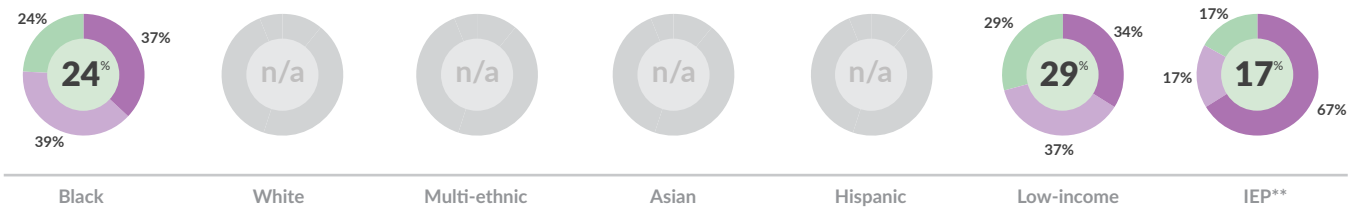


Key outcomes (9-12)

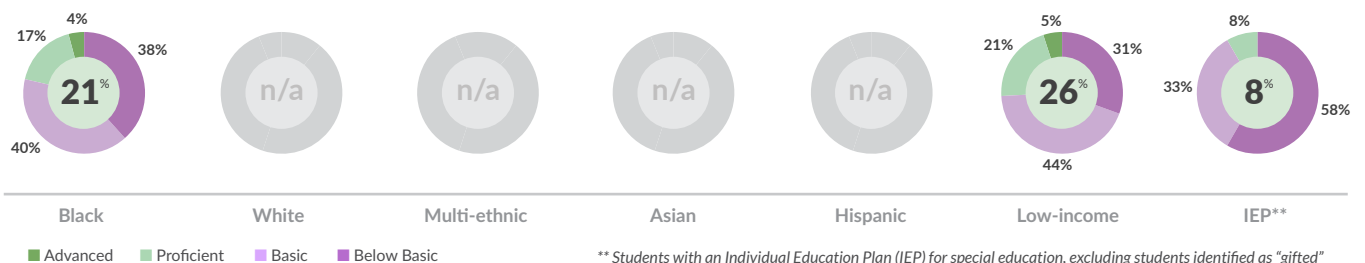
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(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%**

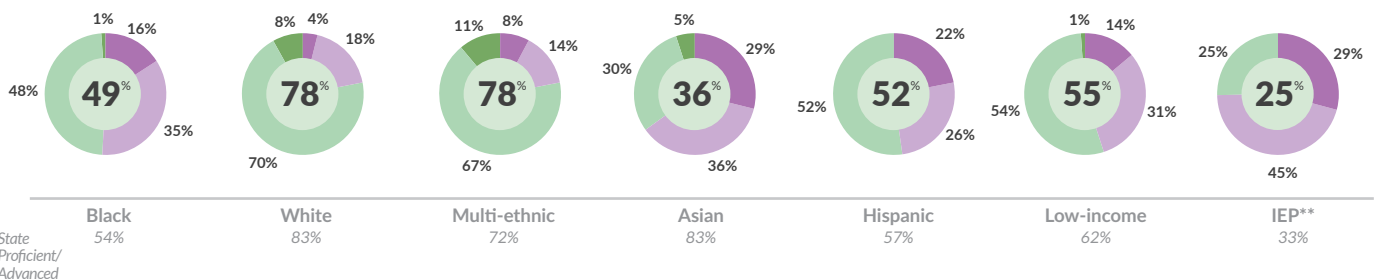
* Based on survey responses

Key outcomes: PPS and state

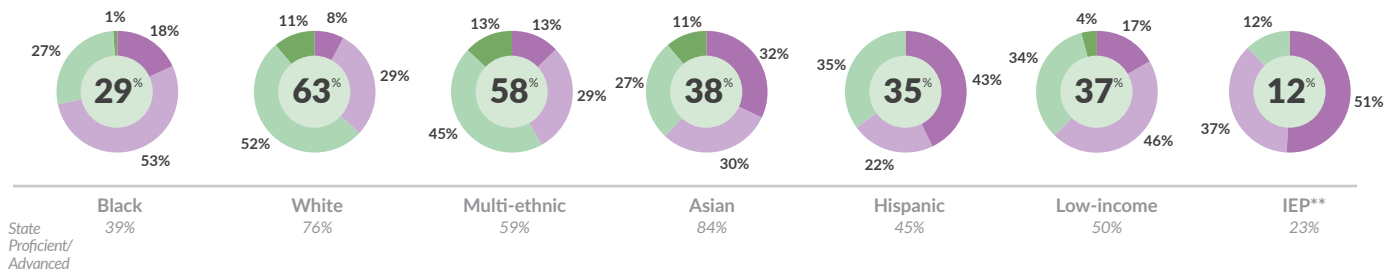
Percentage of high school students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent PPS Proficient/Advanced)

Literature



Algebra I



State information includes all students who took the tests.

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

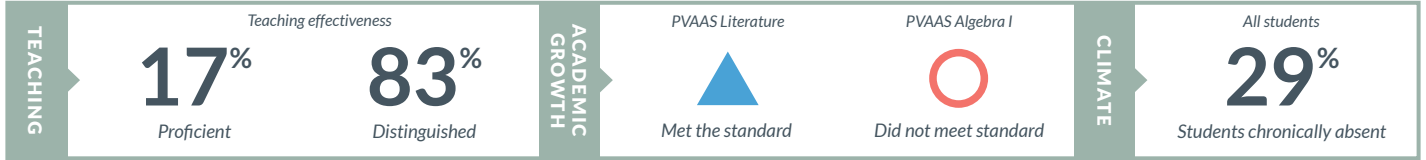


Pittsburgh Alderdice High School

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

* Based on survey responses

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%)

86%
Graduation rate

72%
Attending college/trade school

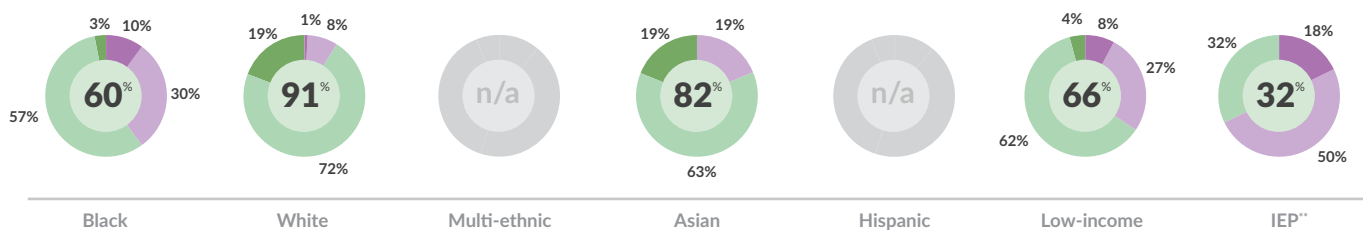
74%
Eligible for Pittsburgh Promise

Key outcomes

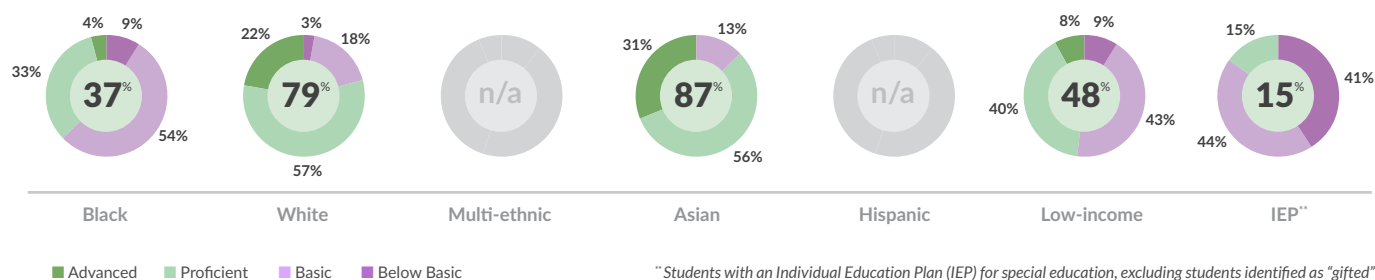
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I





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

* Based on survey responses

College/trade school readiness

Graduation rates over time

2015: **68%**, 2014: **74%**, 2013: **79%**, 2012: **69%**
(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%)

68%
Graduation rate

58%
Attending college/trade school

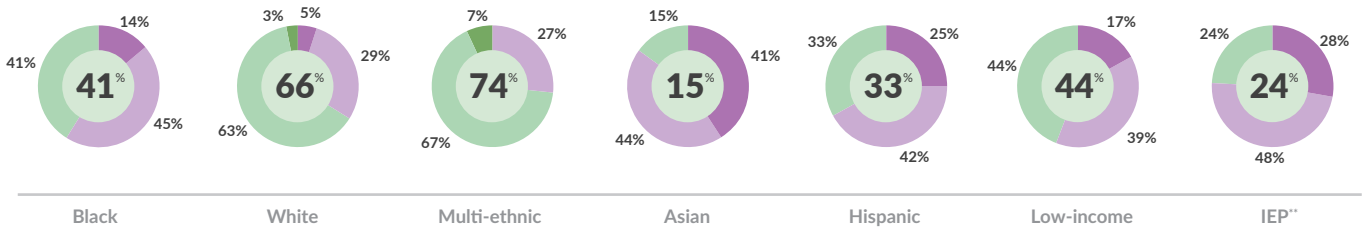
53%
Eligible for Pittsburgh Promise

Key outcomes

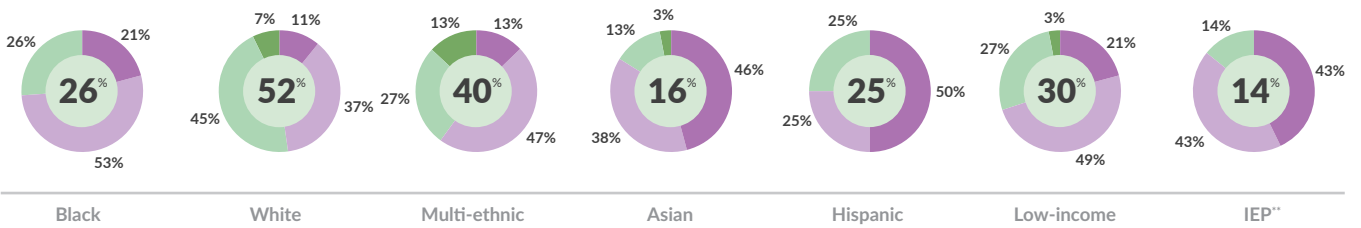
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



■ Advanced ■ Proficient ■ Basic ■ 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

* Based on survey responses

College/trade school readiness

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%)

78%
Graduation rate

44%
Attending college/trade school

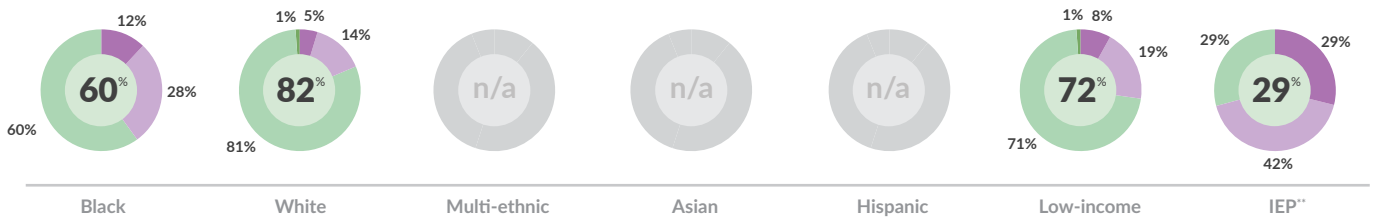
74%
Eligible for Pittsburgh Promise

Key outcomes

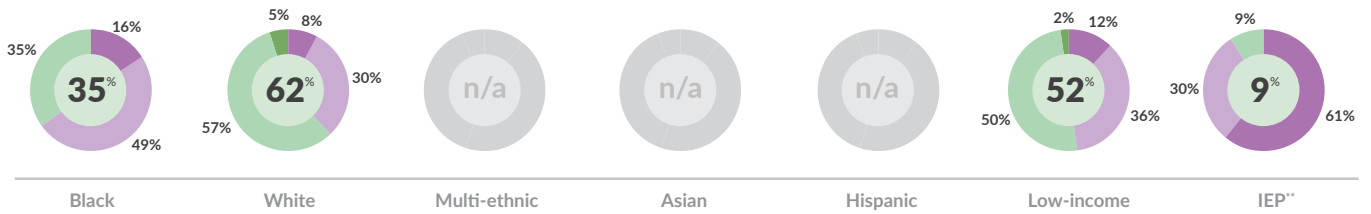
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



■ Advanced ■ Proficient ■ Basic ■ 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 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

* Based on survey responses

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%)

African-American: **75%**, White: **16%**, Multi-ethnic: **8%**, Hispanic: **1%**, IEP**: **24%**

Economically disadvantaged: **72%** (District 9-12 average: 55%)

65%
Graduation rate

46%
Attending college/trade school

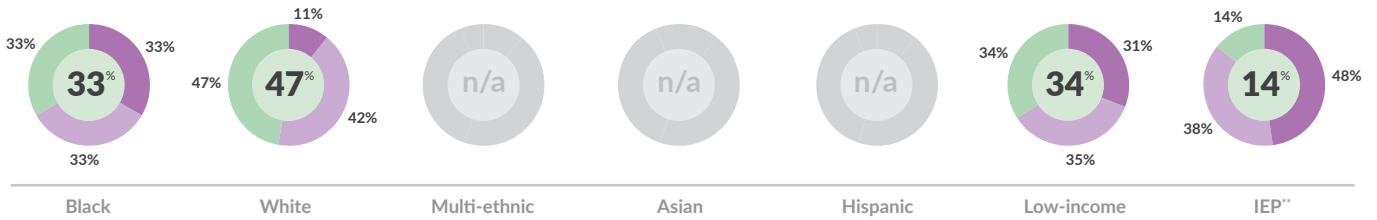
49%
Eligible for Pittsburgh Promise

Key outcomes

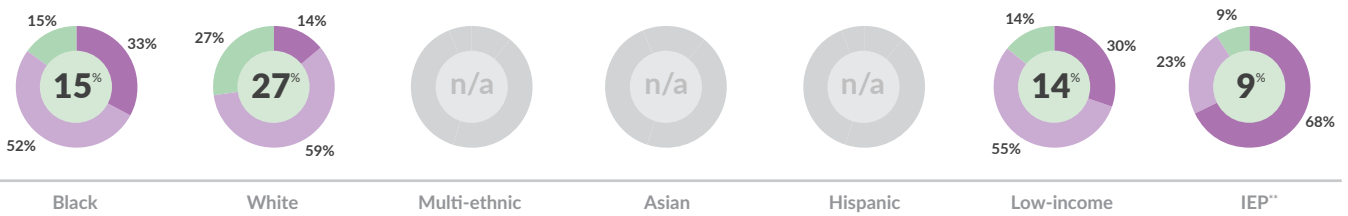
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



■ Advanced ■ Proficient ■ Basic ■ Below Basic

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



Pittsburgh Online Academy 4-12

4-12 online school

93 S. 10th St., 15203 • Southside • 412-529-3510 • Accessible

Principal: Shemeca Crenshaw

TEACHING	Teaching effectiveness		ACADEMIC GROWTH	PVAAS ELA/Literature	PVAAS Math/Algebra 1	CLIMATE	All students
	n/a Proficient	n/a Distinguished		○ Did not meet standard	○ Did not meet standard		n/a Students chronically absent

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

* Based on survey responses

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**

62% Graduation rate

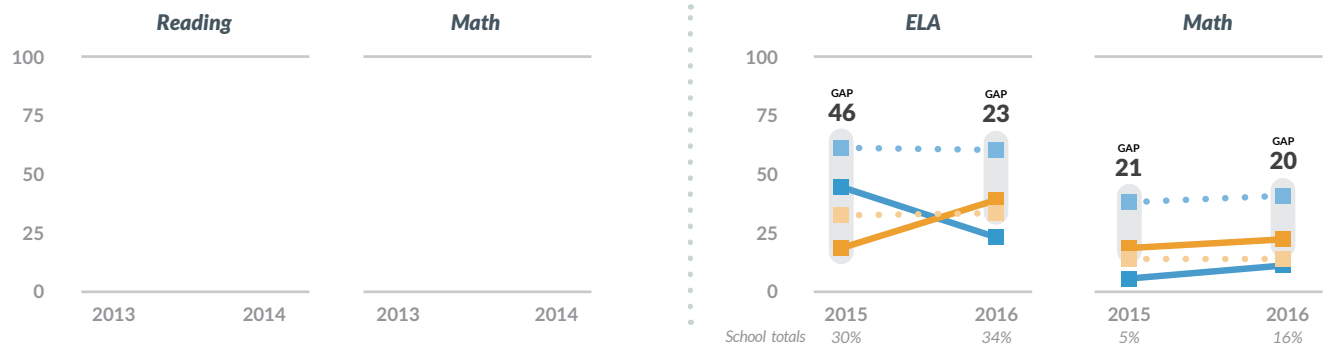
n/a Attending college/trade school

29% Eligible for Pittsburgh Promise

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



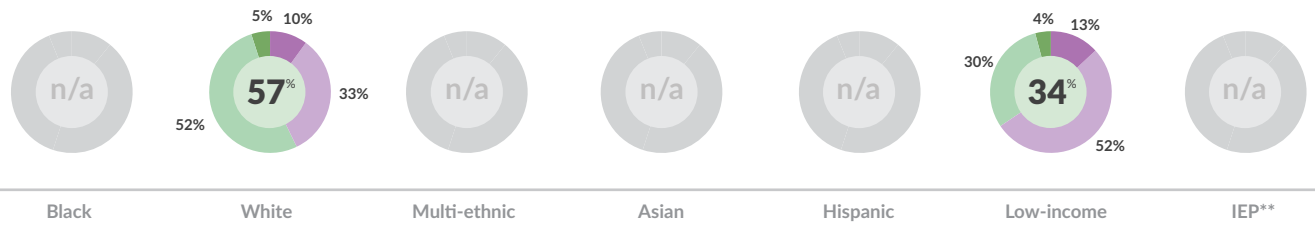
2015 and 2016 test scores aren't comparable to previous years. See page 5. Online Academy opened in 2012. Until 2015, the subgroups of students who took tests were too small for scores to be reported.

Key outcomes (9-12)

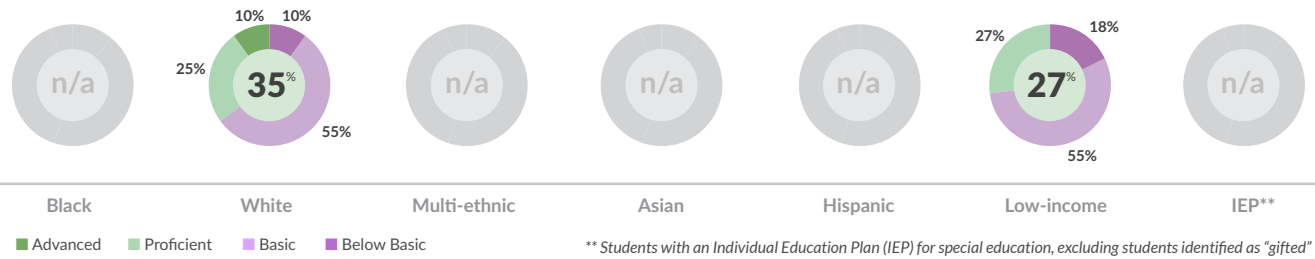
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



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



Urban Academy of Greater Pittsburgh Charter School

K-5 charter school

437 Turrett St., 15206 • Larimer • 412-361-1008 • Accessible

Principal: Gail Edwards

TEACHING	Teaching effectiveness		ACADEMIC GROWTH	PVAAS ELA	PVAAS Math	CLIMATE	All students
	n/a Proficient	n/a Distinguished		Did not meet standard	Did not meet standard		n/a Students chronically absent

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

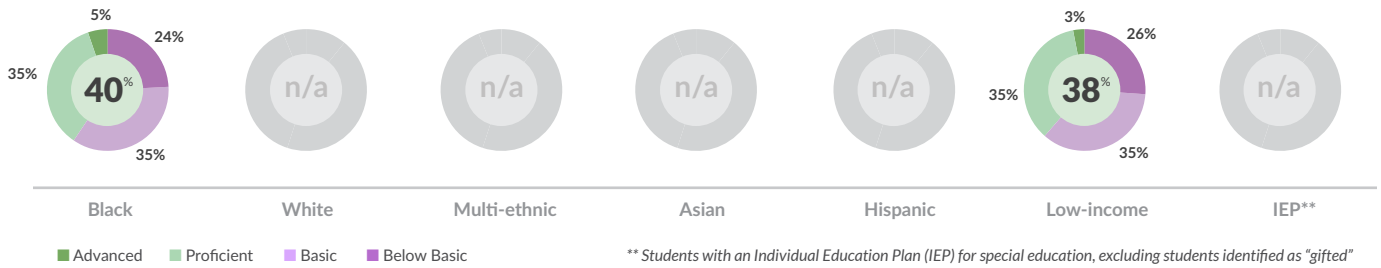
- School team won 2nd place in Carnegie Library of Pittsburgh Chess Tournament
- Six students named to National Elementary Honor Society

* Based on survey responses

Key outcomes

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

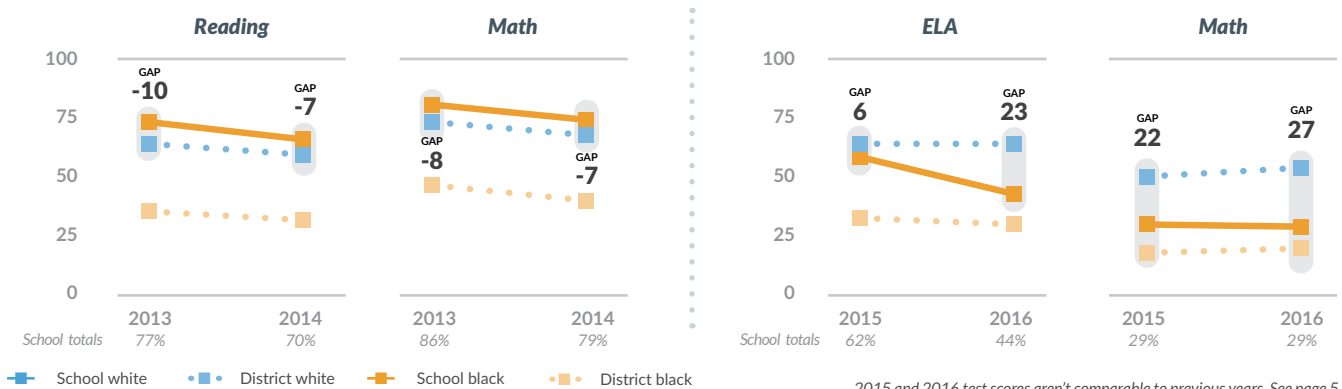
(Middle number: percent Proficient/Advanced)



** 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.

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

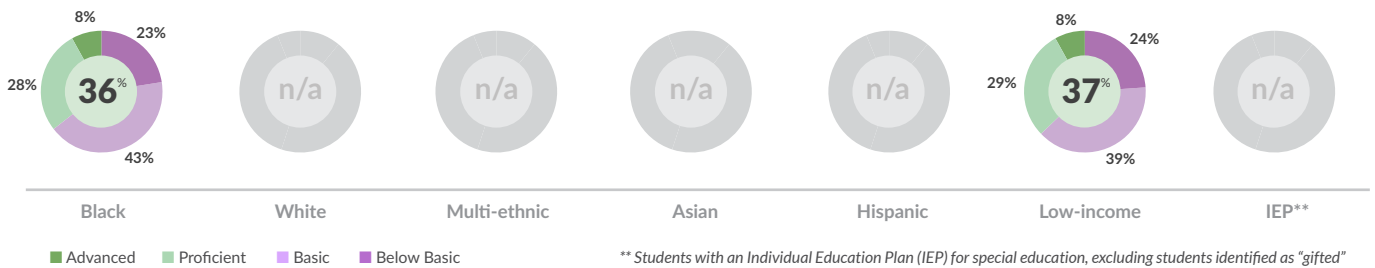
- School received 2016 state Keystones to Opportunity Innovation Incentive Award

* Based on survey responses

Key outcomes

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

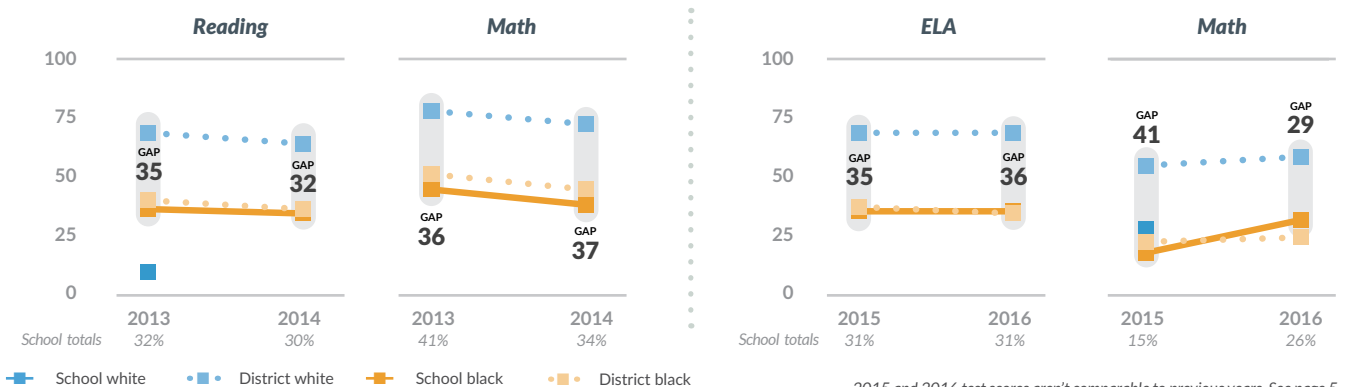
(Middle number: percent Proficient/Advanced)



** 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. Not all student groups were reportable for every year.

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

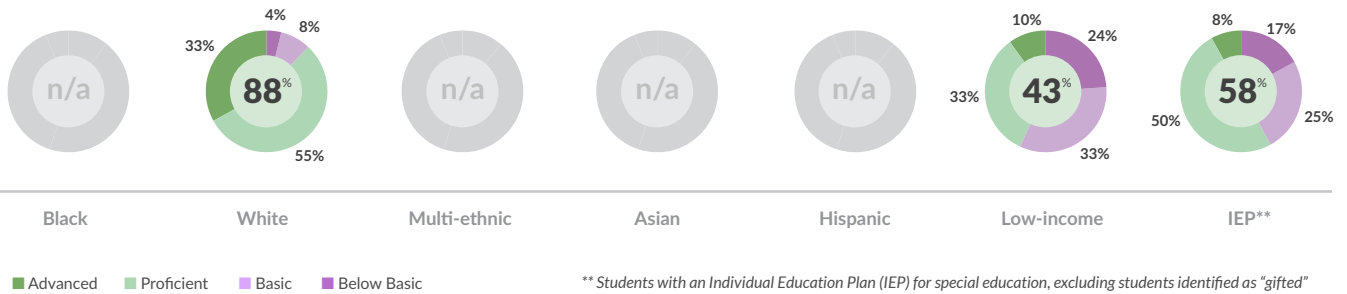
- Second cohort of teachers completed Green and Healthy Schools Academy

* Based on survey responses

Key outcomes (3-5)

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

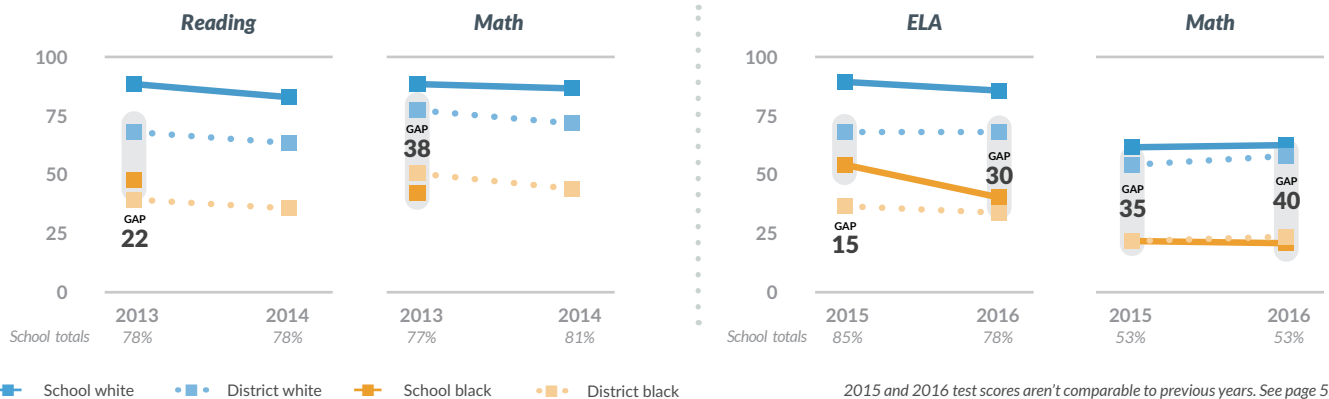
(Middle number: percent Proficient/Advanced)



** 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. Not all student groups were reportable for every year.

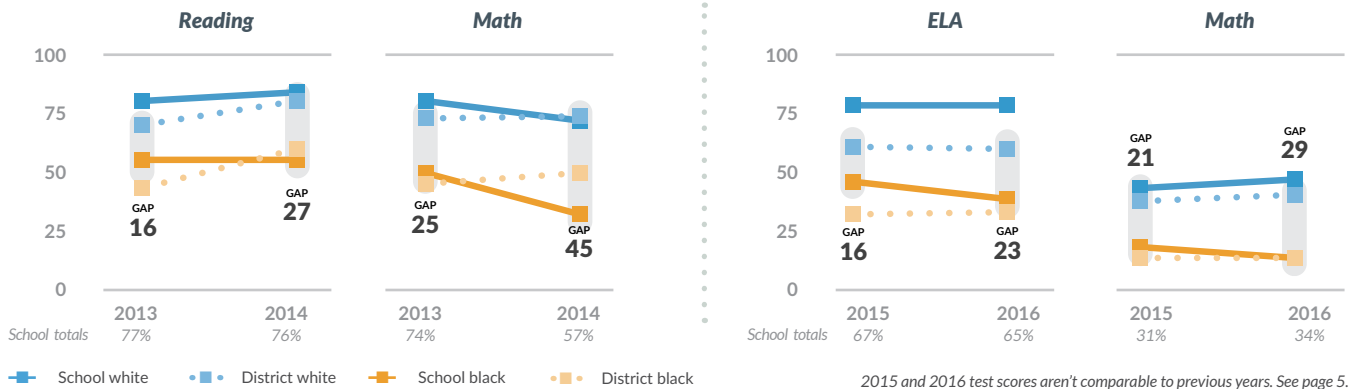
Key outcomes (6-8)

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%**



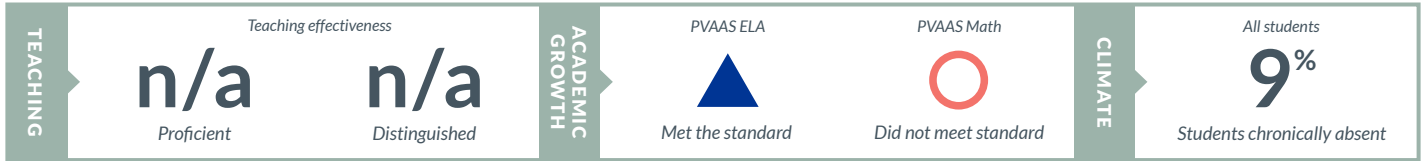
Manchester Academic Charter School

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

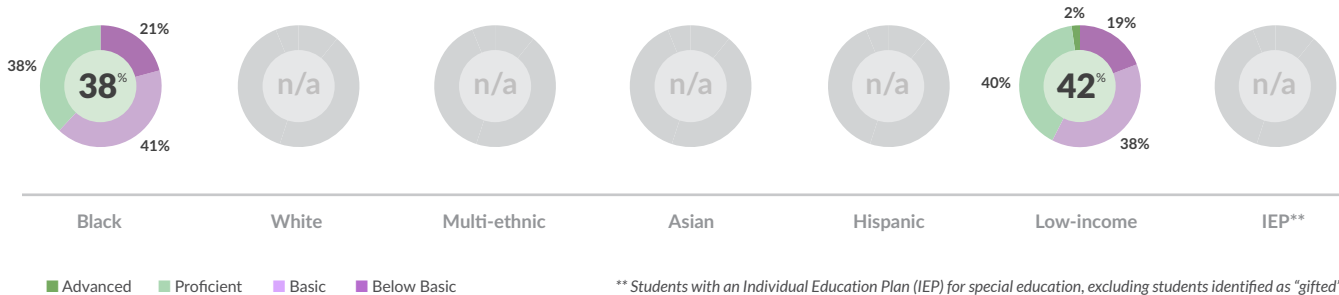
- Students participated in Community Kitchen Pittsburgh's Project Lunch Tray Jr. Chef program
- Olweus Bullying Prevention Program
- Vex Robotics Competition award winners

* Based on survey responses

Key outcomes (3-5)

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

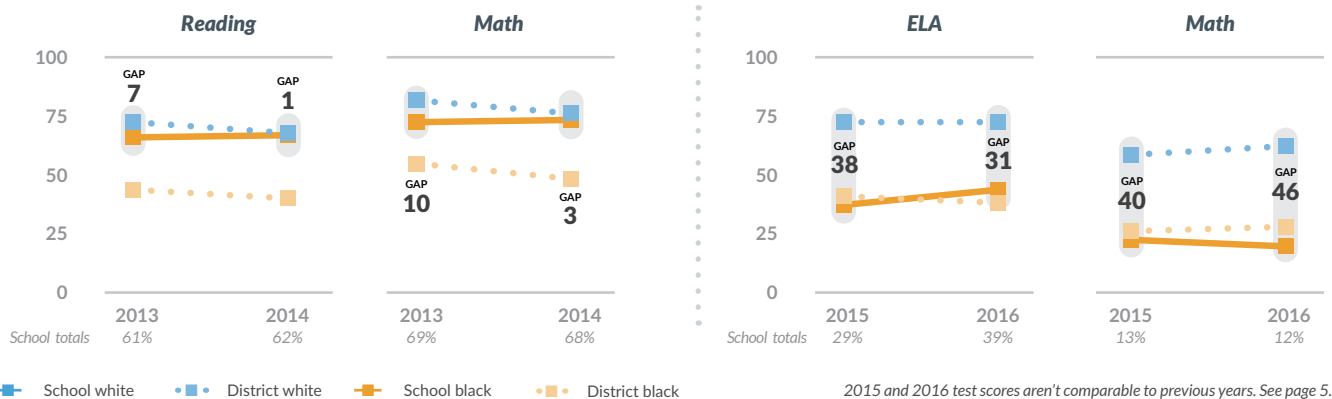
(Middle number: percent Proficient/Advanced)



** 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.

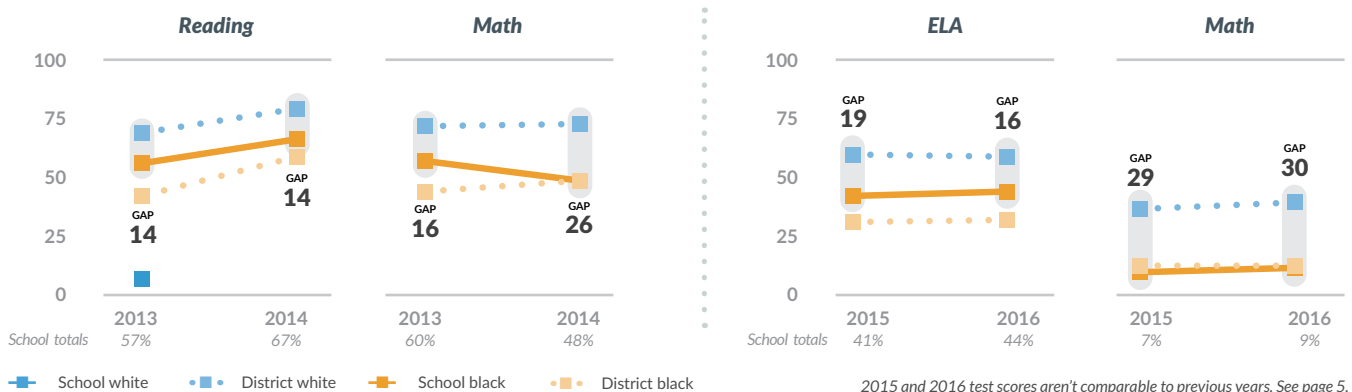
Key outcomes (6-8)

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



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

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

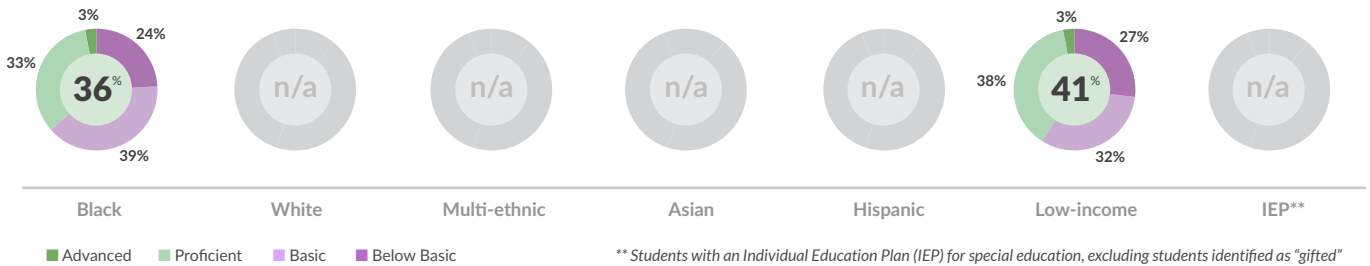
- [School did not provide this information]

* Based on survey responses

Key outcomes

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

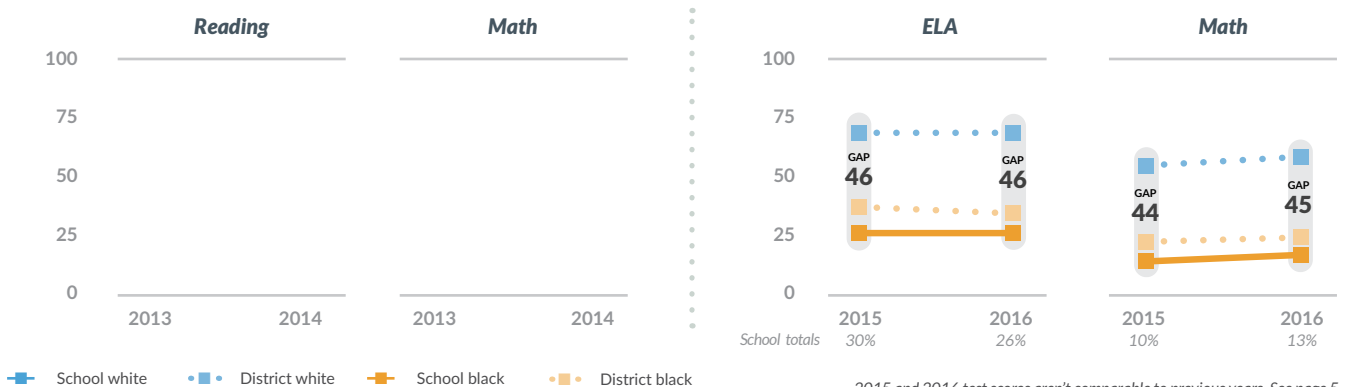
(Middle number: percent Proficient/Advanced)



** 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.

Propel Hazelwood opened in 2014.

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.

I keep our school safe and healthy by ensuring that we have tested and eliminated lead in drinking water, and radon and PCBs in the air.

I keep our school safe and healthy by ensuring that all classrooms have ample fresh, clean air for everyone to breathe.

I keep our school safe and healthy by ensuring that school buses and other vehicles don't idle near the school.

When I'm in a safe and healthy school, I can breathe easy; my asthma doesn't keep me from learning or having fun.

I keep our school safe and healthy by ensuring buildings are free of both pests and dangerous pesticides.

I keep our school safe and healthy by using only healthy and green cleaning products and practices.

When grown-ups make my school safe and healthy, I know they really care about me and want me to be a happy and successful student.

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



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

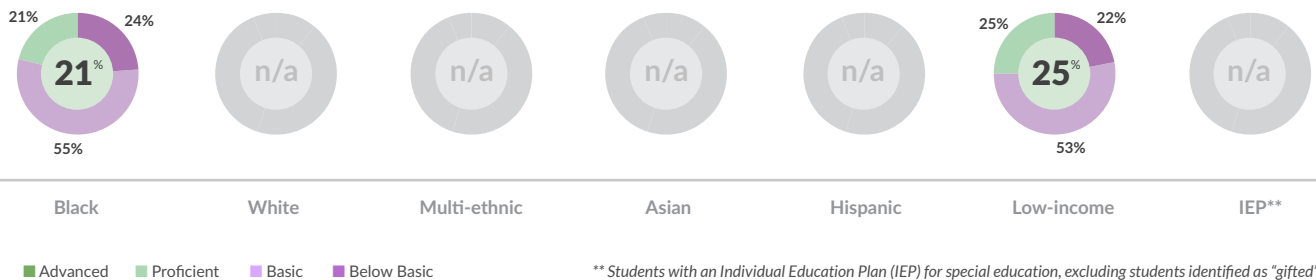
- Students led Propel for Peace Rally
- Display of student art at Destiny of Faith Church Community Center
- New outdoor classroom

* Based on survey responses

Key outcomes (3-5)

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

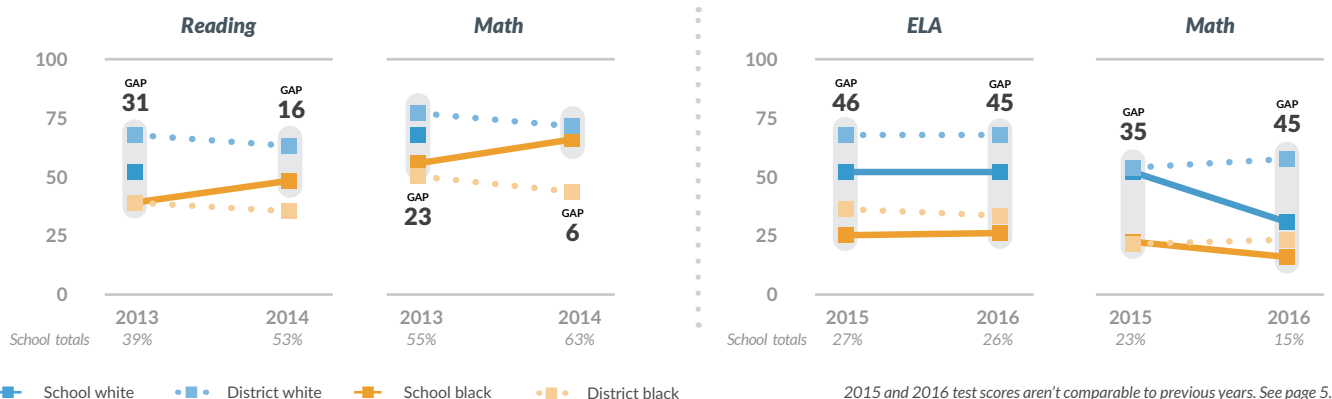
(Middle number: percent Proficient/Advanced)



** 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.

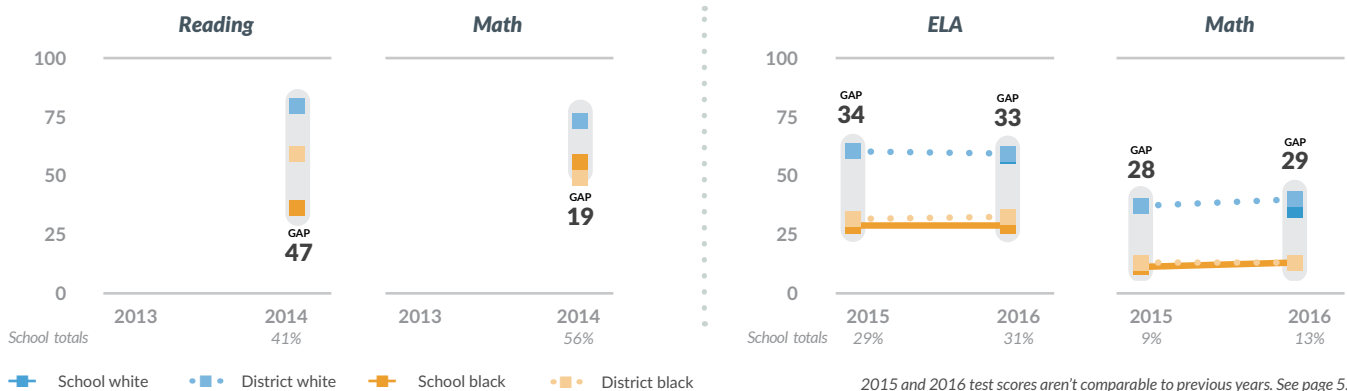
Key outcomes (6-8)

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



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.

Enrollment 405 students

African-American: **78%**, White: **12%**, Multi-ethnic: **9%**, Hispanic: **1%**, IEP**: **12%**

Economically disadvantaged: **86%**



Urban Pathways 6-12 Charter School

6-12 charter school

914 Penn Ave., Third Floor, 15222 • Downtown • 412-392-4601 • Accessible
Principal: Kathleen Garland



Teaching 26 teachers

Teachers feel the school is a good place to work and learn*: **n/a**

Teachers new to the school: **n/a**

Long-term substitutes: **0**

Teachers absent 18+ days: **0%**

Principal stability: **3 principals in the last 4 years**

School climate

Parents recommend school*: **n/a**

Student stability rate: **95%**

Students suspended at least once:

Overall: 38%

Black: 38%

White: n/a

Low-income: 43%

IEP**: 48%

Special accomplishments

- Grand prize winner in Edmentum Summer Academic Sprints contest
- Steel drum players performed with Dutch artist Allard van Hoorn for Mix-N-Match in Market Square

* 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**

87%

Graduation rate

66%

Attending college/trade school

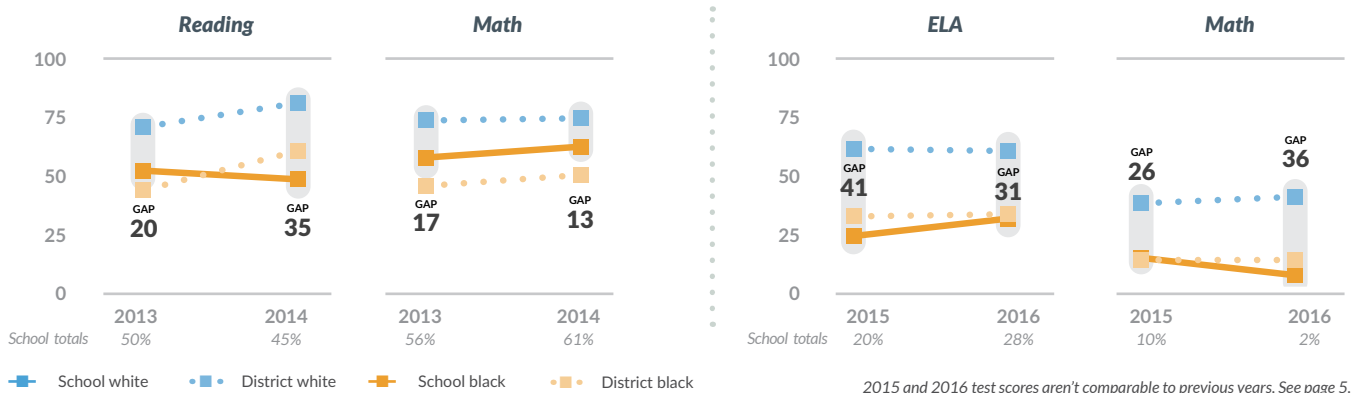
65%

Eligible for Pittsburgh Promise

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

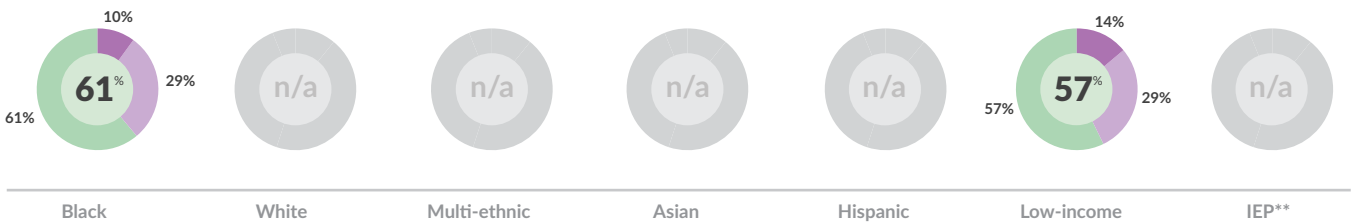


Key outcomes (9-12)

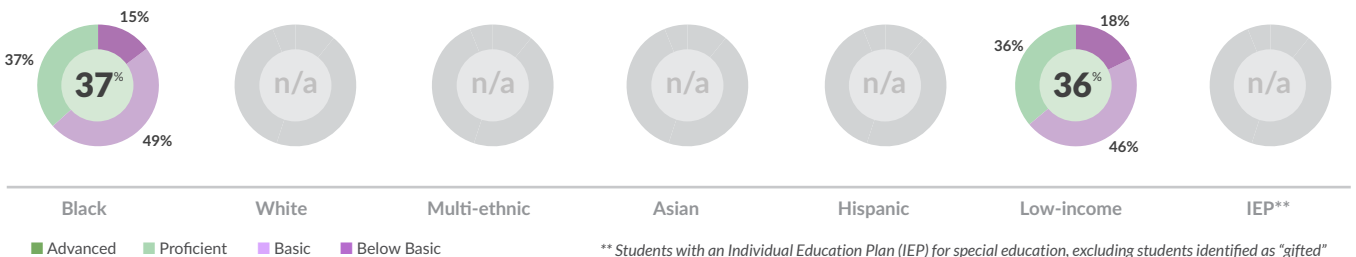
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



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



City Charter High School

9-12 charter school

201 Stanwix St., Suite 100, 15222 • Downtown • 412-690-2489 • Accessible

Principal: Ron Sofo



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

* Based on survey responses

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%**

97%
Graduation rate

87%
Attending college/trade school

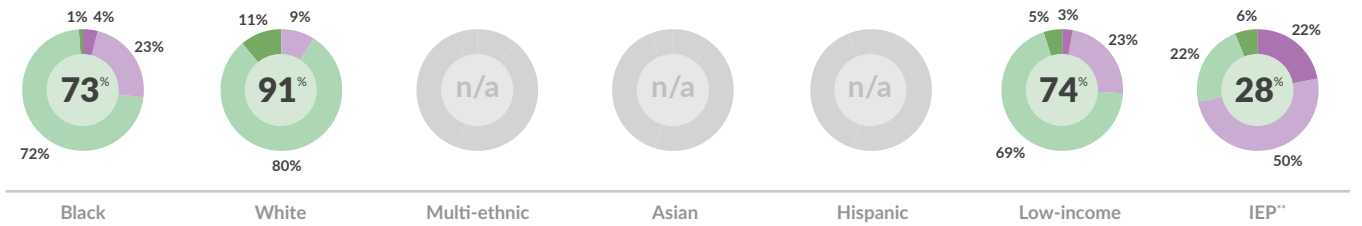
80%
Eligible for Pittsburgh Promise

Key outcomes

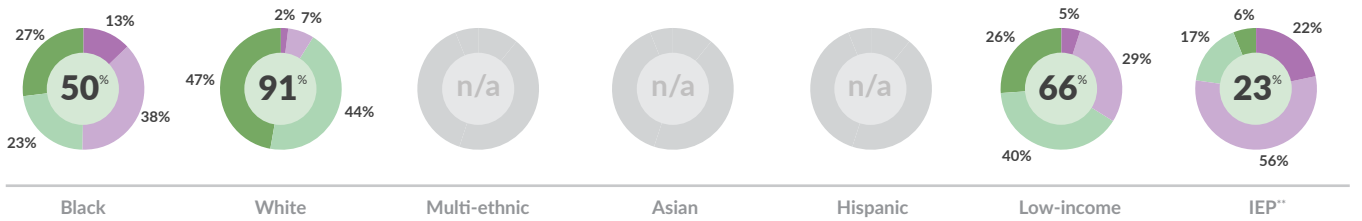
Percentage of students at each Keystone achievement level by the end of 11th grade, 2016

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



■ Advanced ■ Proficient ■ Basic ■ Below Basic

** 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.pps.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_CBSaffPromotionDL.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.

Percentage of seniors eligible for Pittsburgh Promise scholarship

Definition: Percentage of 2015-16 seniors (as of May 2016) by race, economic disadvantage, and IEP status who met or exceeded the Class of 2016 Pittsburgh Promise grade point average (GPA) criterion of 2.5. This is one of several criteria for eligibility to receive scholarship funds from the Pittsburgh Promise (see PPS Web site or www.pittsburghpromise.org for more information). Ten or fewer students in a subgroup* is reported as "n/a." Information for charter schools represents only students who were city residents.

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.
- Percentages may not total to 100 due to rounding.

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:

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
- 6 Environmental Charter School at Frick Park K-3
- 7 Environmental Charter School at Frick Park 4-8
- 8 Faison K-5
- 9 Fulton PreK-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
- 16 Montessori 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

South:

- 25 Arlington PreK-8
- 26 Banksville K-5
- 27 Beechwood PreK-5
- 28 Brashear 9-12
- 29 Brookline PreK-8
- 30 Carmalt PreK-8
- 31 Carrick 9-12
- 32 Concord K-5
- 33 Grandview PreK-5

- 34 Online Academy 4-12 (office and drop-in 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

North:

- 42 Allegheny K-5
- 43 Allegheny 6-8
- 44 King PreK-8
- 45 Manchester Academic Charter School (K-8)
- 46 Manchester PreK-8
- 47 Morrow PreK-4
- 48 Morrow 5-8
- 49 Perry 9-12
- 50 Propel Charter School Northside (K-8)

- 51 Schiller 6-8
- 52 Spring Hill K-5

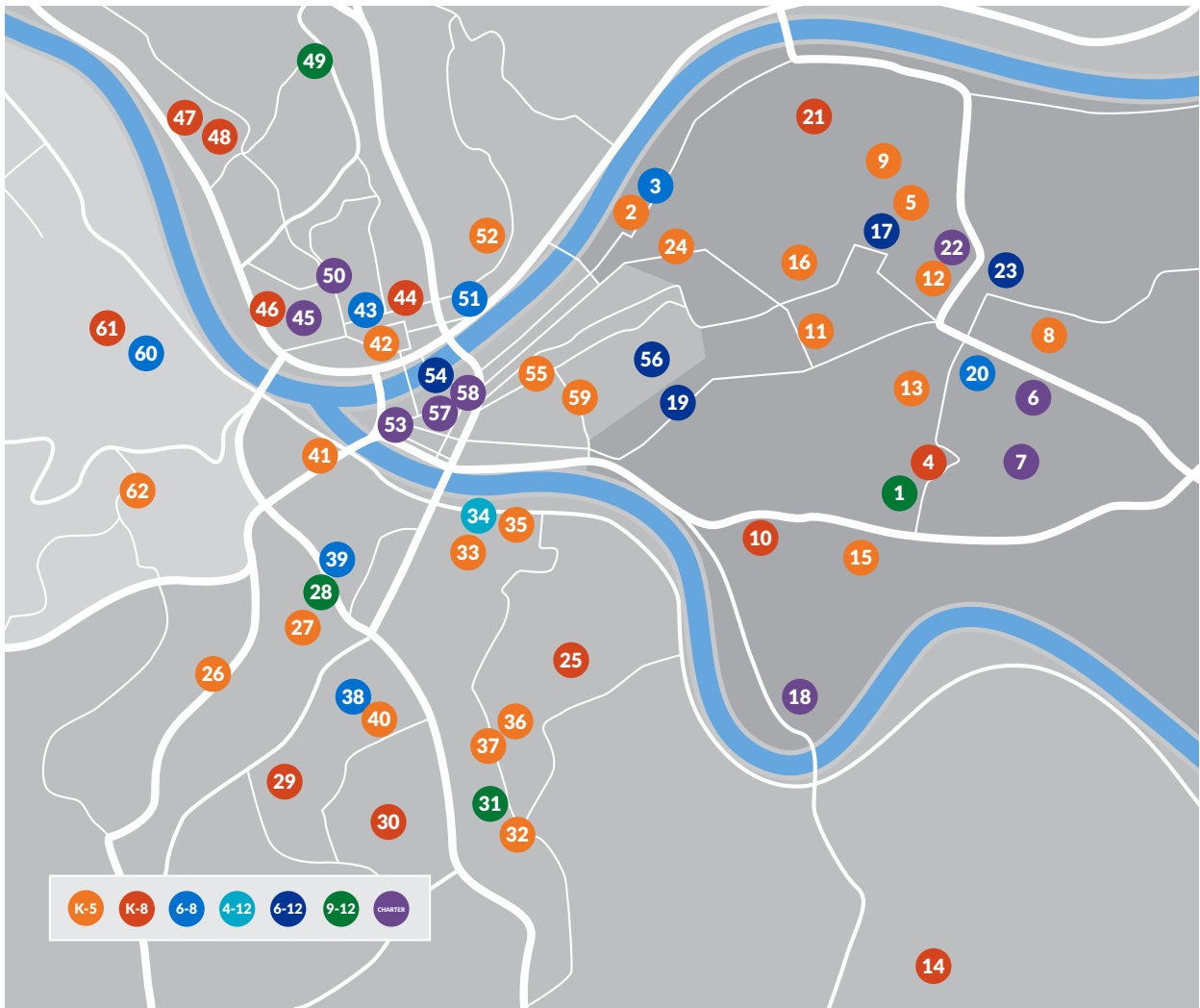
Central:

- 53 City Charter High School (9-12)
- 54 CAPA 6-12
- 55 Miller PreK-5
- 56 Milliones 6-12
- 57 Urban Pathways 6-12 Charter School
- 58 Urban Pathways K-5 College Charter School
- 59 Weil PreK-5

West:

- 60 Classical 6-8
- 61 Langley K-8
- 62 Westwood K-5

See page 88 for locations of special schools and centers.



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For more information

A+ Schools: www.aplusschools.org

Pittsburgh Public Schools: www.pps.k12.pa.us
www.discoverpps.org

City Charter High School: www.cityhigh.org

The Environmental Charter School at Frick Park:
<http://ecspgh.org>

Manchester Academic Charter School: www.macsk8.org

Propel Charter School Hazelwood:
<http://propelschools.org/propel-hazelwood>

Propel Charter School Northside:
<http://propelschools.org/propel-northside>

Urban Academy of Greater Pittsburgh Charter School:
www.urbanacademypgh.org

Urban Pathways K-5 College Charter School: www.upcsk5.net

Urban Pathways 6-12 Charter School: www.upcs.net

Pittsburgh Promise: www.pittsburghpromise.org

PA Department of Education: www.education.state.pa.us
<http://paschoolperformance.org>

A+ Schools

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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.

