



Report to the Community

on Public School Progress in Pittsburgh

2019

A+SCHOOLS
PITTSBURGH

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The artwork on the front cover, "Women," was created by Henry S., a senior at Pittsburgh Oliver Citywide Academy last year. The artwork on page 21, "August Wilson," was created by Yvonne W., an 8th grader at Pittsburgh Arsenal 6-8 last year. The artwork on the back cover, "Rainbow Fall," was created by Jaylynn W., a 4th grader at Pittsburgh Grandview PreK-5 last year. Photography by Greg Blackman.

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hen the core technology of schools is buried in the individual decisions of classroom teachers and buffered from external scrutiny, outcomes are the consequence of mysterious processes that no one understands at the collective, institutional level. Therefore, school people and the public at large are free to assign causality to whatever their favorite theory suggests: weak family structures, poverty, discrimination, lack of aptitude, peer pressure, diet, television, etc.”*

I read that quote from Richard Elmore in Karin Chenoweth’s book, *Schools that Succeed*, and it rang profoundly true. Last year, we brought Ms. Chenoweth to Pittsburgh. Her insights and the stories she told about successful schools from across the country have influenced our thinking about how schools can serve all children well and give adults the tools they need to succeed.

What if we believed that all children learning at high levels in every school was possible?

The book and her talk helped me understand that schools as I have experienced them were not organized to unlock and maximize the potential of their leaders and educators. Too often the best teachers and principals were seen as “renegades.” Their care, teaching methods, and deep knowledge of students were seen as outside the norm. But what if we recognized that the organizational structure was

the problem—that school systems are designed in ways that lead predictably to failure for too many children? What if instead of assigning blame for the outcomes we see, we started looking to examples of how schools can organize themselves to succeed by all children? What if we believed that all children learning at high levels in every school was possible? Because in Pittsburgh, we have examples that show it is.

This 14th edition of the *A+ Schools Report to the Community on Public School Progress in Pittsburgh* is our response to these questions. In the pages that follow, not only will you get the data and independent analysis you

have come to expect from us, you will read about school communities organized by thoughtful leaders who are doing amazing things. We have crafted these pages as stories that go beyond the data to the actual people who are working to solve problems. I hope you’ll be inspired to ask questions of your own school community, press for changes in how schools are organized so they can serve all children well, and get in touch to tell us your own school stories.

We called this section “Rising up,” and I’m excited to share it with you. I hope you’ll share your feedback at ourschoolspittsburgh.org/feedback. I believe we have everything we need to succeed by all children. Let’s get to work. ☺



JAMES FOGARTY
EXECUTIVE DIRECTOR



* Richard Elmore, “Building a New Structure for School Leadership,”
The Albert Shanker Institute, 2000, shankerinstitute.org/sites/shanker/files/building.pdf



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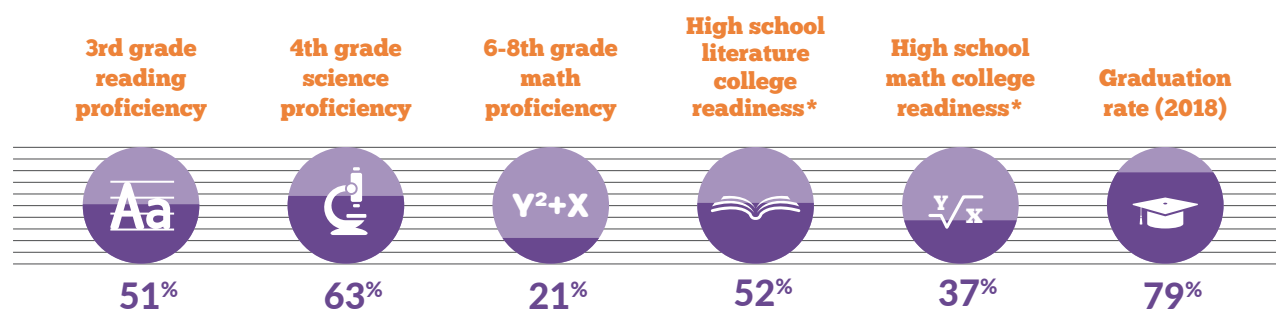
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Rising up: Stories from our schools

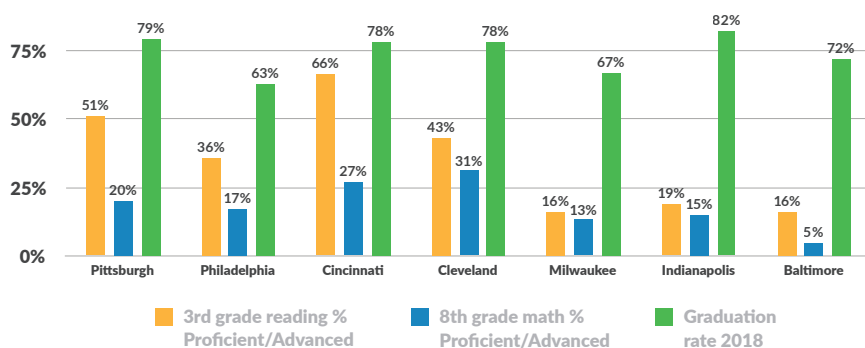
This is A+ Schools' 15th year of existence, and the 14th edition of A+ Schools' annual *Report to the Community on Public School Progress in Pittsburgh*. This year, the report goes beyond the numbers to tell the stories of six schools across the city that are getting better than average results for all students, and a student leader who made his voice heard to create change. Entwined within these stories, written by report editor Faith Schantz, you will find data that gives a perspective on trends at the district level, and find out how the school being discussed is achieving great results.

Before diving into the stories and more detailed data, here are some key indicators from the 2018-19 school year that give an overall picture of how Pittsburgh Public Schools is doing and how it compares to districts in comparable cities across the country.

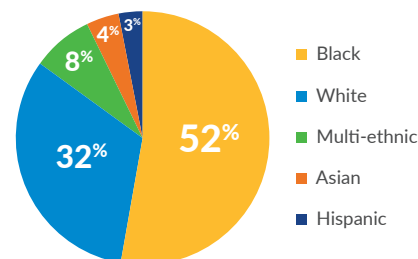


*As measured by SAT data

Comparable city performance on key indicators



District demographics at a glance



Of the total student population
 71% economically disadvantaged
 21% students with exceptionalities

Pittsburgh outperforms many comparable cities, but there is still much work to be done to ensure that all Pittsburgh students do well. Luckily, there are exemplars in Pittsburgh that are showing the way. In the following pages, you will find out how:

- **Schiller 6-8** has reduced student absenteeism
- **Dilworth PreK-5** supports all students with “culturally responsive” education
- **Arsenal 6-8** grows students’ math achievement

- **Beechwood PreK-5** supports teachers
- **City Charter High School** teaches all students to high levels without “tracking”
- A **Brashear High School** student became a leader

On the report Web site, ourschoolspittsburgh.org:

- How **Allegheny K-5** teaches reading
- How **Dilworth** keeps student suspensions low
- Longer versions of the print stories, video clips of interviews, and links to relevant research

Schiller 6-8

Student attendance at Schiller: The “relentless” task of getting students to school

The morning had begun with thunderstorms. Well after the start of the school day at Pittsburgh Schiller 6-8, School Counselor Lana Shaftic was walking through the front hall when a student entered the building. She touched his arm and asked how he was doing. After he moved on she considered why he might have been late. “He’s a walker,” she said. “It was probably because of the storm.”

Shaftic had made it her business to know that the student, one of 220 at Schiller last year, walked to school. If he hadn’t shown up, one of his parents would have received a call.

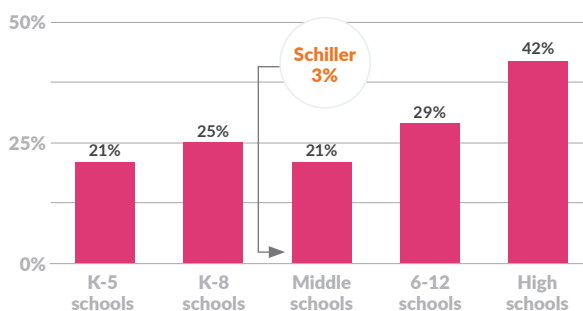
Schiller sits just across the river from Downtown in East Allegheny, near the Northside’s cultural attractions. Along with children from the neighborhood, it draws others through the STEAM (Science, Technology, Engineering, Arts, and Mathematics) magnet. Shaftic says the school provides “a calm, structured environment” and teachers who “bring instruction to life.”

The STEAM program, which started in 2015, likely is partly responsible for boosting student attendance. According to Principal Paula Heinzman, the rise in attendance over the past five years is also due to Shaftic’s relentless focus on getting students to come to school. Shaftic says the teachers at Schiller are wonderful, but “everything is for nothing if the student isn’t there.”

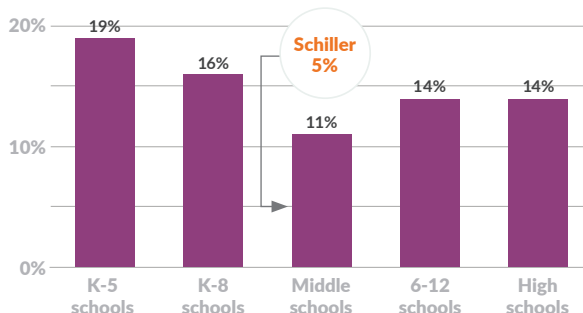
Once, when a student missed the bus, with a parent’s permission school staff sent an Uber to fetch him. Principal Paula Heinzman says, “The next time something comes up, they’re willing to bridge that gap with us.”

It’s no surprise that students who miss a lot of school don’t do as well as the students who are there. But it is surprising that missing only a couple of days a month can negatively affect outcomes. Missing 10% or more of the school year is known as “chronic absence,” a measure that takes all absences into account—excused, unexcused, and suspensions. Regardless of the reasons, chronic absence can lead to 3rd graders being unable to read at grade level, 6th graders failing classes, 9th graders who eventually drop out of school.

**Percentage of students missing
10+% of 2018-19 school year (chronically absent)**



**Percentage of teachers missing
10+% of 2018-19 school year**



Source: PPS

Heinzman hired Shaftic in the spring of 2013, a year in which 36% of Schiller students were chronically absent. In 2018-19, the rate was 3%. A program called “Strive for 95” (referring to 95% attendance) has made the difference, along with support from the United Way of Southwestern PA’s “Be There” program and One Northside, an initiative of the Buhl Foundation. “Strive for 95” has three main strategies: 1) an adult “Be There Buddy” for each student with problem attendance, 2) outreach to parents, and 3) schoolwide incentives.

Rising up: Stories from our schools

Be There Buddies show students someone is counting on them to come to school. At Schiller, the Buddy checks in with the student each day and carries out a jointly created plan. It might include a morning greeting and an afternoon send-off, extra recess time, or weekly rewards. It's an additional task for busy teachers, but Heinzman says data showing how much Be There Buddies had decreased absenteeism at other schools persuaded her staff to take it on.

Along with supportive staff, outreach to parents is critical. Shaftic tries to call a parent for every absent student. For those who are chronically absent, she says a phone call is "a way for me to remind the parent, 'They've missed x amount of days...What can we do to make it better?'"

In their contacts with parents, both Shaftic and Heinzman avoid "the blame game." Heinzman notes that Shaftic "reminds me all the time not to pass

judgment. We don't know what that parent's going through." Instead, Shaftic tries to uncover needs she can address. She'll look for resources for a parent who kept a student home to babysit. She reminds parents that the school nurse dispenses medicine for minor illnesses. The lack of a clean uniform isn't a problem—the school has a roomful. Once, when a student missed the bus, with a parent's permission school staff sent an Uber to fetch him. In such cases, Heinzman says, "The next time something comes up, they're willing to bridge that gap with us...It's just a different conversation."

The school has also had "some naysayers and some parents that have pushed back," she says. "I think it's because not all schools in the district are holding our parents accountable." Some resistant parents have turned around when they recognized that school staff genuinely wanted to see their children every day. "We love your child," Heinzman tells parents. "We want them here."

The third strategy, attendance incentives, includes prizes for homeroom competitions, "cash" for the school store, and field trips to locations such as Kennywood Park. Heinzman says students who weren't eligible for a field trip occasionally have asked her to intervene with Shaftic, saying, "I was sick—I just didn't get a doctor's excuse." "If they haven't had an absence all year... that's reasonable," she says. "But if they have 17 other absences, that's not reasonable."

In her view, it's part of preparing students for the future. In high school, attendance will factor into eligibility for the Pittsburgh Promise college scholarship, a much bigger deal than a day at Kennywood. Research also underscores the importance of showing up during the middle-grade years. Good attendance in middle school—or even *improving* one's attendance—are key predictors of high school success, mattering more than test scores or family poverty.

Teacher attendance at Schiller is also high. Heinzman doesn't miss school either. "Our kids get disappointed so much in their lives.... When they walk through our doors every day they need to see us," she says.

While she can't make a causal connection, Heinzman says achievement is up at Schiller and disciplinary incidents are down. She's also noticed the beginnings of a cultural shift at the school. In the past, she says, staff used to focus on the "constant struggle" to get

Attendance

Main strategies of Schiller's "Strive for 95" program:

- An adult "Be There Buddy" for each student with problem attendance
- Outreach to parents that avoids "the blame game"
- Incentives for students

Absence

Missing an average of two school days a month can lead to:

- Not reading on grade level by 3rd grade
- Failing classes in middle school
- Not graduating from high school

For more information

United Way of Southwestern PA's Be There initiative: uwsdpa.org/be-there/
Attendanceworks.org

See Schiller's data on page 82 of the report.

absent students to school. Now that daily attendance is high, teachers can focus on achievement. However, students notice individual absences more. She describes what happened in a class that had been celebrating a perfect attendance streak until one boy didn't appear on the 13th day. When he returned, the reaction was not, "What the heck—where were you?" but rather "Oh my gosh! What happened? Are you okay?" For the teacher, "it was so wonderful to watch her classroom help the little boy because he *had* been struggling."

No one at Schiller is relaxing, however. Shaftic, who credits all groups for the school's success, says her job involves being "relentless and diligent" with students, families, and staff. They, too, must be relentless and diligent to make the program work.

"We're never going to stop until we get to all of our kids being here every day," Heinzman says. "I know that some people say, 'Oh, you'll never get there.' Why not?"

Dilworth PreK-5

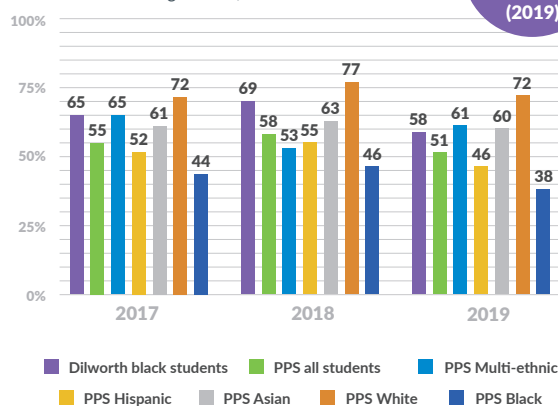
Culturally Responsive Education at Dilworth: "You can't be afraid"

At Pittsburgh Dilworth PreK-5, a "traditional academy" magnet school in Highland Park, the day begins with the joyous and powerful sound of drumming. Lined up on the stage in the 105-year-old school's auditorium, students play African and Brazilian drums and other percussive instruments. It's "morning meeting," a time for music, other performances, and celebrations of accomplishments. Parents and guardians linger at the back to be part of a ritual that unites the school community.

Lowering expectations for black students, says Assistant Superintendent Monica Lamar, "endangers their lives."

3rd grade PSSA Reading by race/ethnicity, 2017-19

Percentage at Proficient/Advanced levels



Sources: PPS and PDE

After morning meeting one day last spring, Principal Monica Lamar clasped the hand of a frustrated child and took him into her office. Dr. Lamar had two jobs—Dilworth's longtime principal and assistant superintendent for the district—but the student had spoken disrespectfully to his teacher, and her focus was on him. "Excuse me, sir!" she later reports saying. "That's not what we do. That's not how you talk to your teacher." And he had to apologize, and do it sincerely so that we can start our day," she says, "because everyone wants to have forgiveness when we make a mistake, and oftentimes, kids don't know how to fix it."

The whole-school celebration of morning meeting and a disciplinary incident with one boy may seem like opposite events, but both reflect a view of children Lamar has upheld at the school. She notes that she uses morning meeting not only to affirm students, but also to model behavior. During the meeting, students sometimes show surprise when she calls them by name. "Yeah, you can't hide," she says. "I know who you guys are." When it comes to discipline, "They would much rather do anything than come down here and get fussed at by me." But the boy left her office with the forgiveness she felt he needed to start his day.

Knowing your students—their names and their needs—is the foundation of Culturally Responsive Education (CRE), a set of principles and strategies practiced at Dilworth and other city schools. CRE involves creating conditions for learning that include all students, such as offering multiple entry points into a lesson, recognizing and validating different communication styles, and ensuring that classroom and curriculum

Rising up: Stories from our schools

materials represent a range of racial and ethnic groups without stereotyping them. On the national level, CRE was developed to address inequities for students of color and students whose first language isn't English. However, its principles and strategies reflect effective teaching in general.

Dilworth is an example. Regardless of their race or background, *most* students do better at Dilworth compared to district averages for their peer groups. White students, students who receive special education services, students whose families are economically disadvantaged—all score higher on average on state tests of reading and math than their counterparts districtwide. Black students at Dilworth do *much* better, scoring many points higher, on average, than black students in other district schools. In 2019, 70% of Dilworth's black students scored in the Proficient or Advanced ranges on the PSSA in Reading. In 3rd grade, where the district saw a dip in Reading scores, Dilworth's black students scored 20 points higher than the average for black 3rd graders, and seven points higher than the district average for 3rd graders overall.

In her 13 years there, Lamar has focused on deepening teachers' content knowledge and on "reflective practice"—the habit of thinking through what worked or didn't work in the classroom and continuously refining lessons. At a summer retreat, teachers study data from the previous school year in order to create a plan that will "set the path and the direction" of the school. For example, a teacher may realize he or she needs to know more about teaching reading. "What are you going to do?" Lamar says. "The district offers things. You can go to your team leaders to get information and knowledge. You can read books... I'm going to offer workshops and use my meeting time to help you."

To promote reflective practice, she gives each teacher a journal, and she herself writes every day, because "It shows up when you write what's happening." Looking back at her notes might reveal, for example, that parents needed support around a particular issue. A shelf of journals in her office testifies to the power of recording and reflecting on experience rather than letting the potential learning wash away at the end of the day.

When it comes to the education of black students, Lamar and her staff have examined some of the underlying reasons for the racial achievement gap that go beyond the more technical skills of teaching. Lamar knows the research; her dissertation focused on a school that closed the gap. In Pittsburgh, where the gap is persistent and familiar, she has also needed the courage it takes to confront the status quo. She says she's had to be brave enough to hold difficult conversations, to "interrupt the pattern" of adults' inappropriate behavior, to advocate for students' needs, and to admit what she doesn't know.

For example, she provides time and a place for teachers to look at the beliefs and assumptions they (like all teachers) bring to school. One of the principles of CRE is that educators should be aware that their thoughts and behavior are influenced by race. Research shows that teachers communicate expectations for students through their attention, eye contact, and forms of praise, among other behaviors, and many unconsciously favor students who look like them. For students, teachers' low expectations can become self-fulfilling prophecies. The cycle of low expectations leading to low achievement is not only devastating for individuals, but it also perpetuates inequities that exist in society as a whole.

Teaching all students at Dilworth:

- Culturally responsive teaching strategies have benefited all students, with black children benefiting the most.
- Teachers continually deepen their knowledge of content and reflect on their practice.
- The principal creates a safe space for colleagues to work together on issues of racial bias and student achievement.
- All groups are encouraged to admit what they don't know.

For more information

PPS Equity Office: 412-529-3726

Culturally Responsive Education:
[educationnorthwest.org/sites/default/files/
resources/culturally-responsive-teaching.pdf](http://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf)

Courageous Conversations:
courageousconversation.com

See Dilworth's data on page 36 of the report. Visit ourschoolspittsburgh.org/rise-up to find out how Dilworth keeps student suspension rates low.

In Pittsburgh, teachers don't have to go through an uncomfortable process of awareness and change alone. To support teachers, the district's Equity Office facilitates Courageous Conversation™, part of a program called Beyond Diversity™ developed by the Pacific Educational Group. The goal of the program is for participants to understand how racism operates within a system such as the district, and to help them learn to speak up when they see harmful practices. During "courageous conversations," participants use protocols for sharing their perspectives and hearing each other's stories, creating a safe venue for speaking from the heart.

Lamar embraced this form of professional development for her teachers. It "began the ability to have conversations around race," she says, adding, "We have to have these conversations." Her teachers also explore issues of race and achievement in book study groups, for example, through discussions of *The Dreamkeepers: Successful Teachers of African American Children*, by Gloria Ladson-Billings.

Lamar says she'll meet anyone halfway, but teachers and administrators who won't change should "go do something else." Throughout her career, she says, she hasn't had a problem ushering out teachers who can't or won't see students' potential—from her school and, she hopes, from the profession. Holding lower expectations for black students amounts to a refusal to teach them, she says, and that, in turn, "endangers their lives."

Eventually, Lamar will leave the principalship and fully take on the role of assistant superintendent. She says the principals she oversees need someone who will "champion for them, know what's needed, know how to coach and talk them through what's occurring, and to find the answer if [they] don't have the answer." One of her strengths is helping others believe in a vision for a school. Courage comes into play again—being strong enough to stand up for children even from a vulnerable place. "I'm not afraid to lead and to share. I also will advocate if there's something that I need or something that kids need or [a need] that my colleagues are sharing... You can't be afraid," she says, adding that you can't educate effectively without the courage to advocate.

To improve all of the district's schools, she believes educators must become more comfortable with stating what they don't know and asking for help.

"I find that that's a challenge for a lot of educators. We'd rather say it's [students] than to say it's us. But there's a power in knowing that it's you, so you can fix it," she says, in an echo of how she counseled the little boy in her office. "I think we have to get to that space." ✨

Arsenal 6-8

Math achievement at Arsenal 6-8: Getting to all

One day this past June, 6th graders at Pittsburgh Arsenal 6-8 joined 8th graders for a special kind of lesson. A teacher announced that the 6th graders would rotate through stations the older students had set up to introduce math concepts they would learn the following year. The 8th graders showed materials they had prepared, such as visuals on graph paper and dry-erase boards, and handed out worksheets with problems for the 6th graders to solve.

The 8th graders encouraged their younger counterparts, most of whom seemed bewildered by the tasks. One boy gently chided the 6th graders at his table. "Why don't you work together? I never said you had to work alone." His classmate offered another way to understand a concept involving square roots: "You can see it on a number line." At the next table, an 8th grade boy reviewed his drawings of forms of symmetry in figures, and this time, a girl wearing a colorful head wrap nodded and smiled.

It dawned on Principal Patti Camper and her staff, "Hey, if you really work hard and intensively with 10 or 12 or 15 kids, they grow. So if you really work hard, intensively, and purposefully with all of the students we have in the room, they also will grow."

Rising up: Stories from our schools

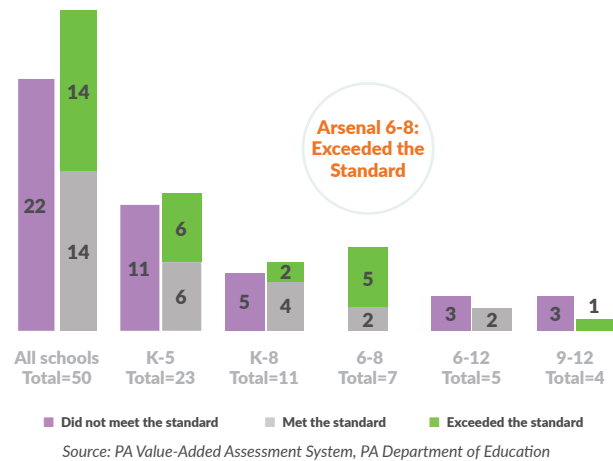
The lesson was a living illustration of the path that math achievement takes at the Lawrenceville school. Patti Camper, now in her 9th year as principal there, notes that few students come to the school proficient in math. Of the 40% of the student body that speaks English as a second language, many have had interruptions in their schooling or little formal education at all. The school adjoins Butler Street with its upscale restaurants and shops, but most students come from families who are economically disadvantaged. And yet, by the time they leave, Camper says they are “absolutely capable” of meeting the 8th grade math standards, even if they didn’t score in the “Proficient” or “Advanced” ranges on the PSSA on testing day that year.

At Arsenal, the focus is on growth. Pennsylvania provides schools with two kinds of information about growth, through the Pennsylvania Value-Added Assessment System (PVAAS). One is a projection of students’ future scores based on their own past performance. The other is schoolwide information based on actual scores. Students’ scores provide evidence that the school met, failed to meet, or exceeded the state’s standard of a year’s worth of growth. For example, Camper says PVAAS predicted that on the 2019 math test, half of Arsenal’s 6th grade class would remain “Below Basic.” Instead, many fewer students were Below Basic. “As a staff, at Arsenal,” she says, “we’ve become determined to just destroy their projections.” And year after year, they do.

She recalls a time when she and her teachers realized they could change what they were doing and increase students’ success. Like other administrators, she had focused on the students with a chance to reach proficiency on the PSSA. “You would round up the 10-12-15 kids who were this close, and you would pour all your extra effort” into them, she says. But the “unfortunate message” sent to other students

was, “You have no chance to be proficient, and so we can’t spend any time supporting you.” It dawned on Camper and her staff, “Hey, if you really work hard and intensively with 10 or 12 or 15 kids, they grow. So if you really work hard, intensively, and purposefully with all of the students we have in the room, they also will grow.”

How many PPS schools “grew” math achievement in 2019?



Working “hard, intensively, and purposefully” in math classes at Arsenal begins with “a ton of planning” to structure daily lessons. Like other Pittsburgh 6-8 schools, math is taught in a 90-minute block. A typical lesson involves some whole-group instruction, rotations into small-group activities, and skill-building activities on computers.

In 6th grade, the teacher helps students become comfortable with participating and with the possibility of being wrong. Camper notes that “no one wants to stand out” in middle school. “Over the course of 6th grade in all classes, we’re building that culture that you have to be a risk taker, you have to be willing to make a mistake, in order to learn,” she says. In math, everyone is encouraged to think about a problem and

Key lessons for growing student achievement:

- Believe all students can grow their knowledge significantly no matter where they start
- Focus daily planning on what students need to know
- Encourage students to participate and take risks
- Know the lesson “intimately,” including where it might go wrong
- Know each student’s data
- Adapt the lesson to students’ needs

try to explain what they see. Confidence builds with regular feedback from their teacher. By the end of 8th grade, Camper says, students are asking questions, explaining their paths to solutions, trying to stump their classmates, and occasionally teaching the whole class.

In all grades, Camper says teachers must “intimately know the lesson that [they’re] teaching, including all of the ways that it can go wrong.” They also must know enough about their students to anticipate problems: “You have to know your students’ data like the back of your own hand.” But knowing students’ data doesn’t mean focusing on what they can’t do. “That’s the trap when you work with kids who are single-digit proficiency,” she says. “We have a *wall* of things that they can’t do. What do they *need* to do, and how can we get them to do it? That’s how you move forward.” She adds, “Sometimes we’re not on pace with the curriculum, but we haven’t left 50% of the kids behind, either.”

The school’s results have allowed her some flexibility to keep the focus on learning. “Teachers have to know the most important thing in this building is student achievement,” she says. Therefore, “The window-dressing doesn’t matter.” She has heard comments like, “Oh, they have charts they post on the wall.” In her view, “Those charts are great, but do your teachers have the time to plan and look at what students are doing, and have the ability to leave the curriculum if necessary, make adjustments, so that they can actually meet their needs?”

At Arsenal, she says, “I want authentic learning. I want our kids to be challenged. Most importantly, I want [teachers] to be able to say to me, they are growing, and this is how I know.”

Beechwood PreK-5

Building a school on trust: Creating the conditions for success at Beechwood

The job of “teacher” seems to get harder every year. On the one hand, teachers are critically important to students’ success. Research shows that

of all the aspects of schooling that affect students, the quality of the teacher is the most significant. On the other hand, most teachers have little to no say in what they teach, who their principal is, or how their students’ achievement is measured. And yet, when things go wrong, from disappointing test scores to the “failure” of a school, teachers are usually the first to be blamed.

Often, the principal makes the difference in how teachers feel when they check in each morning, and also in how well they perform. A principal’s actions establish the level of professionalism in a building, and his or her beliefs and attitudes set the tone. How does a principal create a supportive work environment where teachers can excel?

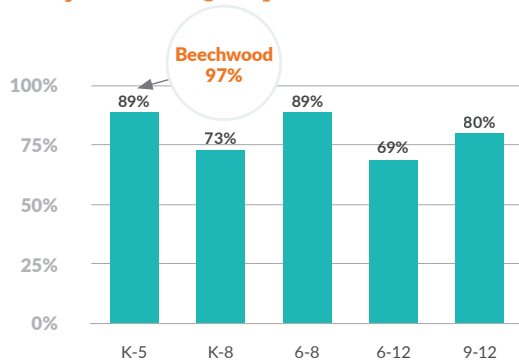
“Teachers like to know they have a place to go where things are going to be predictable and that they’re going to be able to succeed—that the environment is such that it’s built for success.”

One school where teachers consistently post high levels of job satisfaction and high levels of job performance is Pittsburgh Beechwood PreK-5. In 2018-19, on the district’s annual “Teaching and Learning Conditions” survey, 97% of Beechwood’s teachers reported that their school was “a good place to work and learn,” 8 points higher than the district’s K-5 average. Over the past five years, the percentage of Beechwood teachers who performed at the “Distinguished” level was much higher than the district overall, with Beechwood ranging from 71-100% at the top level, compared to an average of 51-65% for Pittsburgh teachers overall.

Principal Sally Rushford calls Beechwood “family-oriented.” Perched on a hill in Beechview, the school serves both the neighborhood, which includes a Latino community, and students who enroll in its regional English as a Second Language program.

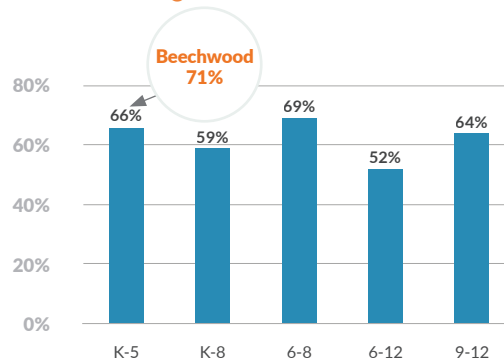
Rising up: Stories from our schools

**Teachers who agree
“My school is a good place to work and learn”**



Source: PPS 2018-19 Teaching and Learning Conditions Survey

**Teachers who performed at
“Distinguished” level in 2018-19**



Source: PPS

When Rushford describes working with teachers, she talks about trust. “I’m a teacher, and I trust teachers,” she says, “and I try to build the school on that trust.” Trust can be just a word, of course. But Rushford’s actions—making decisions collaboratively, providing teachers with what they need, and approaching evaluation from a positive stance—demonstrate the trust she has in her staff. Speaking of teachers, she says, “I’m assuming you’re a professional first, and that you can make professional decisions about your students...We are here for the good of the students and I trust you’re going to do your very best for that to happen. And then,” she adds, “people do.”

At Beechwood, the work of teaching is supported by the conversations that take place in and around the classroom; the thinking, planning, and problem solving that fill up the interstices of the school day. For example, in weekly meetings of the instructional leadership team, teachers’ learning needs emerge. The group “is looking at the overall needs, we’re designing the school improvement plan, and then we’re looking at what kind of professional development we’re going to need to make that a reality,” Rushford says. Rather than making solitary decisions from the principal’s office, she says that when new instructional challenges

arise in the school, “we’re really facing them first of all as a team.”

As sensible as it may sound to match professional development to classroom needs and to leverage the skills of a team, it’s not the norm. Research from districts across the country shows that professional development offerings for teachers often miss the mark, and Pittsburgh is no exception. According to the district’s 2017-2022 Strategic Plan, teachers are unhappy with the content and delivery of the instructional support they receive. For their part, principals don’t always know what professional development their teachers have participated in, or how it connects to their work. Teachers reported wanting “job-embedded” opportunities that respond to the challenges they’re actually facing.

To address this, Superintendent Anthony Hamlet instituted “Professional Learning Communities” (PLCs), which allow teachers at the same grade level, or within the same content area, to collaborate. Rushford says, “It has been a real strength.” But even before PLCs were mandated, Beechwood teachers looked to one another as their first line of support. “The teachers here provide each other with

Supporting teachers at Beechwood:

- Culture of support, encouragement, and collaboration—not blame
- Professional development opportunities aligned with teachers’ learning needs
- Teachers helping teachers with support, observation, and coaching
- Data meetings three times a year to know where students are and what teachers need to work on
- A leader who still teaches and provides plenty of informal coaching

professional development,” she says. Her teachers hold themselves to a high standard, and they hold one another accountable for results, she says, noting that accountability is built into the team approach. “When you work in a team and you have people who are pulling, you’re going to pull, too.”

Three times a year, the staff has “data meetings” that Rushford calls “probably the core of our organization.” Along with measures the district requires, teachers study data from assessments Rushford and her staff have chosen because of the kinds of information they can provide. One-on-one assessments, computer-based tests, quarterly tests, and grades help determine, for example, what kinds of interventions students need and whether or not they’re working.

To support teachers, Rushford prefers more casual opportunities for coaching. “I find that the most effective kinds of movement are in the most informal kinds of conversations,” she says. “You keep a conversation going with the person by asking, ‘How’s it going?’ or ‘How can I help?’ Asking about a particular child with a challenge—that’s definitely a great opening to talk about the practice in general.” She also teaches students in a small intervention group each day, which helps her understand, for example, how much planning goes into a single lesson. She hopes teachers feel, “I can give you some support because I’m also a teacher.”

When it comes to evaluating teachers, the “we” must become “me.” Rushford acknowledges, “It’s hard to be both the evaluator and the coach.” Tenured teachers are evaluated once a year, untenured teachers twice a year, and the principal is solely responsible for the required classroom observations. Rushford meets with the teacher to talk through the practice she will observe, and then visits the classroom and takes notes. To keep it relevant, she shares her feedback the same day. The final part of the process is developing next steps for the teacher, which might be recommended readings or viewing a model lesson.

In both formal and informal situations, she believes in operating from a person’s strengths. “People do not grow by being blamed,” she says, adding that Fred

Rogers said that, too. “It has to be at least a 3:1 ratio of three things you’re saying that they’re doing well to the one thing that you want to drop in that needs improvement—or people won’t hear you.” She also tries to align her comments with the school’s focus, which can feel less like personal criticism.

One form of validation for her overall approach is the stability of her teaching staff. Rushford hired some of her current teachers in her first year “and we’ve had this long road together,” she says. Her 13 years there are also important to the stability of the culture—so much so that she won’t compare what she has accomplished at Beechwood to schools with principals whose tenure has been shorter.

From within a profession that arguably has yet to figure out how to support and reward teachers adequately for their work, Rushford reflects on what motivates them to excel. “Teachers like to know they have a place to go where things are going to be predictable and that they’re going to be able to succeed—that the environment is such that it’s built for success.... People want the spirit of ‘we’re doing something important and it’s hard but we’re getting success.’ And that’s what motivates them—the love of doing something that you feel like you really can do well.”

City Charter High School

Getting all students ready for college and careers

One aspect of the American high school that has remained largely unchanged is “tracking”—dividing students into tracks such as “mainstream” or “college prep.” The argument often given for tracking is that teachers can target instruction to one level rather than to a range. Those who need “remediation” will get help. And high achievers won’t be held back by classmates who haven’t mastered the basics.

Despite its longevity, tracking hasn’t been shown to be effective. In fact, a large body of evidence shows

Rising up: Stories from our schools

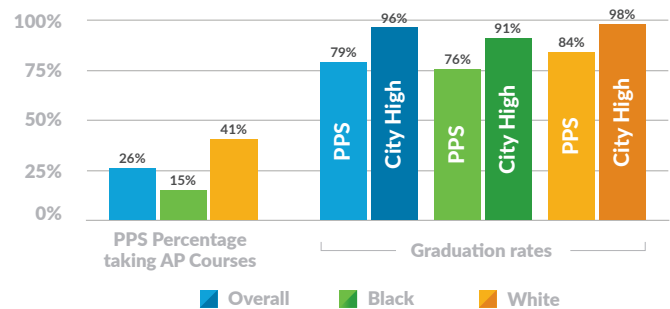
the harm tracking inflicts on students in “lower” tracks, without showing significant benefits for higher achievers. Rather than receiving support, students in lower tracks get less of everything that makes a difference—less experienced teachers, less engaging content, less post-secondary information, larger class sizes. How students are assigned to tracks has also been questioned, with some studies showing that—regardless of previous achievement—students of color and those who are economically disadvantaged are more likely to be in the lower ones. The result is wide disparities in outcomes, including graduation rates, college attendance, and completion of degrees.

One school that rejects tracking is City Charter High School, located Downtown. The school’s founders, former PPS teachers Richard Wertheimer and Mario Zinga, envisioned from the beginning that students would learn together. Instead of trying to fit their ideas into the structure of a traditional high school, where separating students by perceived ability is foundational, they designed a structure to fit a different vision of what a school could be.

Many aspects of City High are innovative. But when the school’s CEO and Principal, Dr. Dara Ware Allen, describes it, she talks about values long held by educators concerned about equity. Those values include: 1) knowing students, 2) teaching and supporting them as individuals, and 3) preparing all students for the future.

Allen calls City High “a place where students are known.” The school accepts students from many districts in the region, the majority from Pittsburgh. Once they enroll, students stay with the same teachers until they graduate. The long-term relationships teachers and students form are considered so important that the school doesn’t use substitutes—teaching assistants, co-teachers, or teachers from the same cohort cover classes. The relationship-building process isn’t left to chance. For example, students work independently on laptops at the “technology-infused” school, but they aren’t allowed to remain disengaged. Teachers contribute to an email chain, the “Daily News Report,” that alerts colleagues to issues. Allen says students who

Post-secondary readiness, PPS and City High



27%

Low-income public schools in U.S.

41%

City High

6-year college completion rate

Sources: PPS, PDE, City Charter High School, National Student Clearinghouse.
Note: City High doesn't offer AP courses.

repeatedly put their heads on desks would be sent to the office, “not in a disciplinary way, but sometimes for a pep talk or to see what’s going on.”

She also calls City High a place “where students grow.” Teachers have tools and structures for meeting individual learning needs. Compared to traditional schools, the differences are in *how* instruction is set up and in *what* teachers teach.

In terms of setting up instruction, the school’s staffing model puts more teachers in the classroom. Many classes have two lead teachers, and some also have teaching associates and teachers certified in learning support. The building has break-out rooms to accommodate “flexible grouping”—grouping students for specific purposes or individual needs.

A different approach to content also helps teachers address a wide range. In math, topics are integrated into one course. Others combine content, such as English and History, giving teachers more ways to change up instruction and students more entry points. And teachers can go into depth—the school has both a longer day and year.

City High doesn’t offer Advanced Placement classes, and Allen says the school has gotten some “critical

See City High’s data on page 120 of the report.

feedback” on that. However, students can take courses at some colleges and universities, and opt in to an Honors program involving higher level work within the same class.

On a recent survey, 88% of City High students agreed that “Teachers here have the same high expectations for students regardless of race, gender, or identity.”

Planning for the future is also built into the school’s design. With a strong “post high school planning” department, students don’t have to fight for a counselor’s attention. All are expected to complete internships in a career field. Mimicking the professional workplace, the school has a dress code. Lunches are prepared by a chef and served on china dishware. It’s part of “the dignity and the value that we want students to feel as part of their school experience,” Allen says, as well as preparing them for their professional lives.

PPS has made changes to promote more equitable outcomes—opening CAS (Centers for Advanced Study) courses to students without the “gifted” label, offering the SAT and PSAT college entrance exams during the school day, and providing high-level academic programming to all admitted students at Sci-Tech and Obama. Despite these improvements, at its comprehensive high schools, racial disparities in AP and CAS course-taking persist.

City High publishes its best practices, and Allen has shared them with PPS staff. At the same time, she stresses that the elements of the school’s design work together. Still, based on its example and other research from the field, other high schools may be able to change within their existing structures. Teachers can raise their standards for students and seek out content capable of engaging more learners. Schools

can provide post-secondary information and guidance counseling for all. Staff can model professional behavior and talk about expectations in higher education and the workplace. And when students have their heads on their desks, someone can ask what’s wrong.✎

Student leader Leon Blair

“Leadership is lonely”

If there’s one thing Pittsburgh Brashear High School graduate Leon Blair would like the staff there to know, it’s this: “Your students are affected by you more than you believe.”

Now a freshman at Robert Morris University and an active member of the Army National Guard, Blair hopes to be a nurse practitioner. While at Brashear, he served on the “restorative practices” student committee, held a historic two-term student council presidency, and was elected to the Superintendent’s Student Advisory Council. He describes Brashear, located in Beechview, as “extremely diverse” and “welcoming” to students. In his time there, the opportunities he was given helped him develop as a leader, even if that process wasn’t always smooth.

Blair ventured into a leadership role after the school adopted restorative practices as an alternative to suspensions. Restorative practices, which have been promoted by A+ Schools and are currently in use in all district schools, involve shifting the focus from punishment to addressing the harm and repairing relationships. Blair says students know that most of the time, peer-to-peer is the best way to resolve conflicts, but he was surprised to learn students would be trained to facilitate sessions.

Watching its slow implementation, however, was frustrating. As he saw it, the lack of staff buy-in, lack of trust and follow-through, and some “pessimistic mindsets” were responsible. From his perspective, the adults he worked with didn’t always realize that “staff morale rains down on students.” Getting a few teachers on board made the difference, he says.

Rising up: Stories from our schools

As Blair sees it, whatever's happening at home "means nothing" when it comes to students' ability to learn. "A lot of students can shut that down when they get to school and do what has to be done."

As a junior, Blair ran for student council after an older student said, "You have a voice, and a lot of students follow you." He remembers thinking, "Whoa...You have to check yourself and freshen up more things" as a sense of responsibility sank in. In his first term he was elected president, the first time in the school's history an 11th grader had held that position. But even after the election was over, his right to be there was questioned. "Students were mad" about an 11th grader overseeing the senior class, and the challenges continued throughout the year. Principal Kimberly Safran strongly supported him, however, giving him responsibility and "a lot of leeway." In his second term, he started to push boundaries. Brashear students and staff wrote a groundbreaking transgender policy and the school has a large "Gender Sexuality Alliance" (formerly the Gay Straight Alliance), but some gendered traditions lingered. A transgender student proposed that graduation caps and gowns no longer be color-coded by sex, and Blair took that on. He spoke on behalf of all student groups when Safran invited him to present on how students felt about the school at a professional development session.

The chance to be a leader at Brashear showed him who he was and what leadership means for a young person finding his way. One lesson he's taken with him is "Leadership is lonely." Serving on the council, he saw himself in a new light. He'd been brought up to "get things done." At school, however, he sometimes looked back on a successful effort to see that he'd offended people. Leadership required empathy, he realized. It wasn't about making people like him.

At the same time, Blair says he preferred to think he needed to change rather than admit some of the

criticism was because he is black. "People would say, 'I don't like your delivery,'" he recalls. He noticed that white student leaders didn't get "the pushback" he faced. Even if the differential treatment was unconscious, he concluded, it was there. Now, "You say no, I say why?" is his philosophy.

On the Student Advisory Council, Blair had a district-wide view. What he saw was adults using students' backgrounds as an excuse for not educating them. As he sees it, whatever's happening at home "means nothing" when it comes to students' ability to learn. "A lot of students can shut that down when they get to school and do what has to be done."

He also believes students have more to offer than the adults in the system recognize. Many students he knew would have stepped up as leaders if there were more genuine opportunities, and if they had been asked. With more student leaders sharing their views, and more adults listening, leadership might be less lonely in the future for students like Leon Blair. ♦



Photo credit: Leon Blair

Brashear High School graduate Leon Blair

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& TRANSFER PROGRAMS**

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MILLION
in financial aid

INCLUDING SCHOLARSHIPS,
GRANTS, LOANS &
WORK-STUDY EMPLOYMENT

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CONTINUED THEIR EDUCATION
WITHOUT CCAC²



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TRANSFERRED CREDITS TO MORE THAN

FIVE HUNDRED
COLLEGES & UNIVERSITIES

STUDENT PROFILE

- 55% women; 45% men
- 61% day; 15% evening;
3% weekend; 21% online
- 64% part-time; 36% full-time
- Average student age: 27
- 43% enrolled in career programs
57% enrolled in transfer programs
- 27% ethnic minorities
- International students: 140
- International students:
39 countries represented

91% OF STUDENTS WOULD
RECOMMEND CCAC
TO A FRIEND OR FAMILY MEMBER³



15
AVERAGE CLASS SIZE

CCAC STUDENTS
HAVE ACCESS TO

235

FULL-TIME TEACHING FACULTY

All statistics reference academic year 2017–2018, with select data updated as of February 2019.

¹ Student savings are calculated by comparing CCAC's in-county tuition and fees for a full-time student attending college for two years versus other regional colleges and universities for the 2017–2018 academic year.

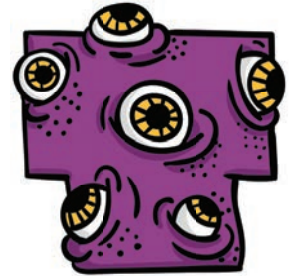
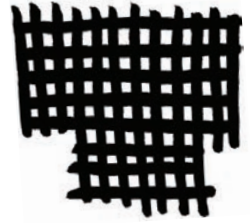
² Graduate Survey, Class of 2017

³ Noel-Levitz Student Satisfaction Inventory, 2017

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Learn more about CCAC: admissions@ccac.edu or 412.237.3100

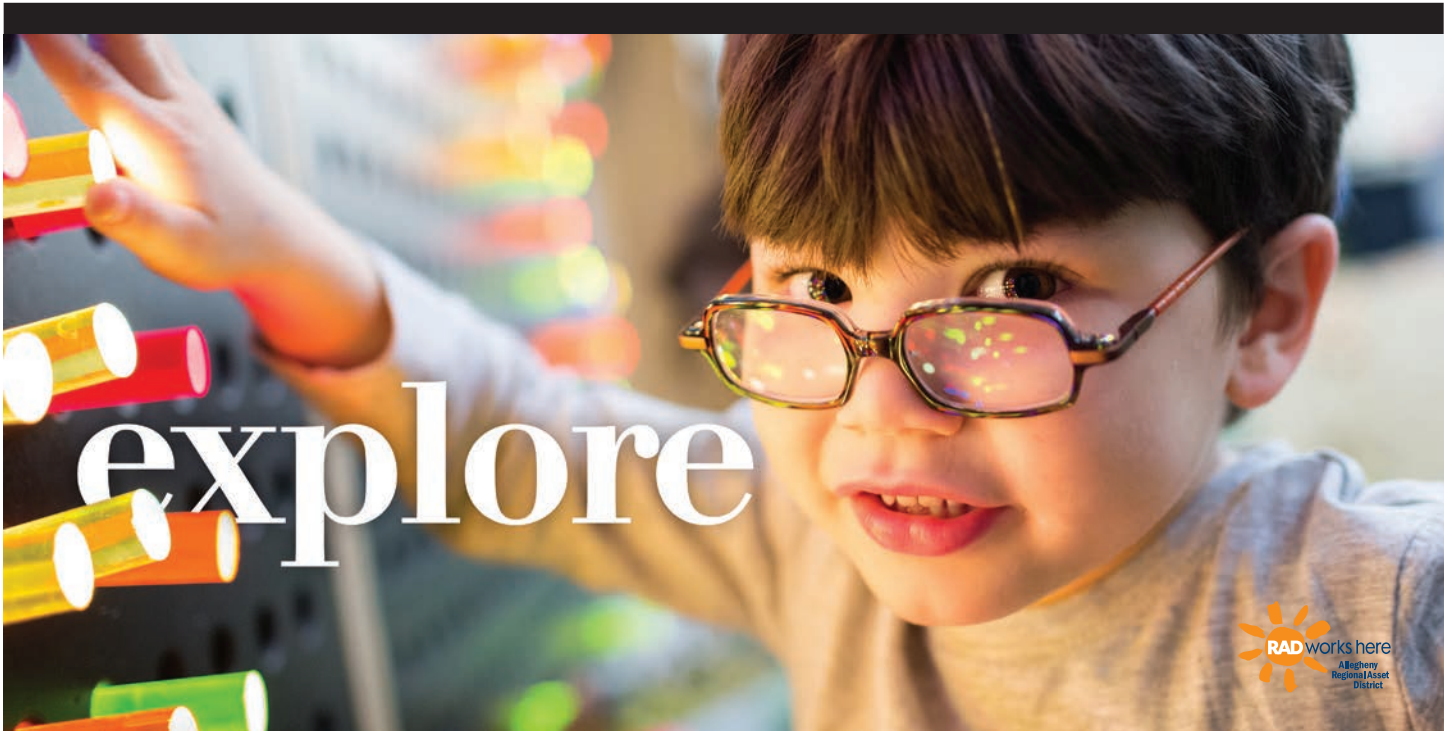


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you can discover it at Carnegie Library of Pittsburgh.



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**TALK
SING
READ
WRITE
PLAY**

Section II

Inside this report



Section II

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What's in the report?

This report contains data for each *Pittsburgh public school* and *all of the charter schools within the city* for the 2018-19 school year.

On the school pages:

- Information about teaching, school climate, and readiness for college and careers
- Key outcomes: 3rd grade reading, 8th grade algebra taking, proficiency on PSSA tests and Keystone exams
- Academic growth as measured by the Pennsylvania Value-Added Assessment System (PVAAS)
- Comparisons of key indicators to district averages
- Information that reflects the **current year** as a service to readers:
 - 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

And more:

- Overviews of each level (K-5, K-8, 6-8, 6-12, and 9-12) on the section cover pages
- Contact and demographic information for the district’s **special education centers, Pittsburgh Online Academy, Passport Academy Charter School, and Provident Charter School** on page 98
- Help with **choosing a school for your child** on page 23
- What you need to know about the district’s **Gifted and Talented program** on page 24
- **A+ Schools stories** on page 125

At the report Web site, ourschoolspittsburgh.org:

- An expanded version of the “Rising up” section in this report: more stories of successful schools, video clips of principal interviews, and links to relevant research
- A virtual school choice fair
- Data describing the district at a glance
- A map of schools in each region of the city
- Charts comparing each school to district averages

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, Dr. Daniel Morrow, and the A+ Schools Board and staff. We thank the Pittsburgh Public Schools and each charter school for providing information.

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

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 2018-19, students took Algebra I, Literature, and Biology Keystone exams. Students may take the exams more than once.

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.

What is the Pittsburgh Promise?

The Pittsburgh Promise is a college scholarship program for students who attend and graduate from the city’s public schools, including charter schools. Eligibility requirements include residency, enrollment, attendance, and grades. Visit pittsburghpromise.org or call 412-281-7605.

See pages 122-123 for more information about any indicator.

Choosing the right school for your child

Pittsburgh has many public school options. Here are the four main types of options for publicly funded schools in Pittsburgh:



Neighborhood school. Also known as your feeder school, this is a school assigned to you based on your address. You can find your child's assigned school by going to discoverpps.org and entering your home address. You can use this report to better understand what's happening at the school.



Charter school. These public schools are run by nonprofit organizations, are authorized by the state of Pennsylvania, and are required to provide a free education to ALL accepted students. All charter schools (other than online schools) that serve students in the City of Pittsburgh are included in this report, beginning on page 108.



Magnet school. These schools have special programs (like a foreign language or STEAM focus) and you MUST apply to them to get in to the special program, even if the school is your neighborhood school. See the right column for details about the magnet and Career and Technical Education application process.

Having trouble navigating the system or finding answers to your questions? Call Amie White at 412-697-1298 ext.113 to schedule a review of your options.



Other neighborhood school or private school. You may be able to enroll your child in a school of your choice through the following options:

- The Opportunity Scholarship Tax Credit Program, for students living in the attendance area of a low-achieving school (pghschools.org/Page/1408);
- PS-6 Request to Transfer, for safety, family hardship, or other reasons (requests must be made in writing using Form 101); and
- Open Enrollment, in schools that still have openings at the start of the school year. Check in late March/early April 2020 for schools with openings (pghschools.org/domain/1274).

Visit ourschoolspittsburgh.org for a full school choice guide, including enrollment links and an interactive map.

How to apply to a magnet or Career and Technical Education (CTE) program

Your child can apply to a magnet program beginning with kindergarten, or a CTE program beginning in 9th or 10th grade. **Applications for the 2020-21 school year are due on December 6, 2019.** To apply, visit pghschools.org/magnet or pghschools.org/domain/1352.

Entrance to the programs isn't guaranteed. Some magnet programs have requirements, such as grades, foreign language ability (for certain grades after kindergarten), or scores on the state test (PSSA). Except for CAPA 6-12, which has an audition process, students are selected through a lottery.

Your child's application may be given "preference" for:

- Sibling preference: Kindergarten applications are given preference if you already have an older child in the school.
- Program continuation: Your child is applying to the next level of the same program, for example, from the Spanish language magnet at Liberty K-5 to the International Baccalaureate program at Obama 6-12.

Your child's application may also be "weighted"—given extra chances to be chosen—based on the following: Grades K-5 "weights:"

- You live in the same region as the school's location. (Visit ourschoolspittsburgh.org to find your region.)
- Your family is economically disadvantaged.
- Your child attended preschool at the school where you are applying.
- Your child attended another PPS preschool.

Grades 6-12 "weights" (except for CAPA and Sci-Tech):

- You live in the same region as the school's location.
- Your family is economically disadvantaged.
- Your child attended school at least 95% of the previous school year.
- Your child didn't receive any 4-10 day suspensions in the previous school year.
- Your child attended a PPS elementary (for grades 6-8) or middle (for grades 9-12) school.

Gifted education in Pittsburgh: What you need to know

Pittsburgh Public Schools' Gifted and Talented Education program supports unique educational opportunities for students who are identified as "gifted." The program aims to provide opportunities and experiences to help students extend their learning, develop individual potential, and become life-long, independent learners.

Many students have benefited from Pittsburgh's gifted programs. However, parents who work with A+ Schools and others have raised concerns about inequities in who is screened, identified, and supported to be part of these programs.

The numbers tell the story. At the Pittsburgh Gifted Center in 2018-19, only 18% of students were black, while black students represented 53% of our district. Though white students made up 31% of our district, 66% of the students who attended the Gifted Center were white. These percentages have remained almost the same compared to the 2017-18 school year.

Last fall, PPS started a pilot program that expanded and changed the gifted screening process at Arlington, Arsenal PreK-5, Banksville, Brookline, Langley and Mifflin. While we remain hopeful that data from the pilot will provide critical information about how to eliminate bias from the process, results were not available in time for this publication.

A+ Schools staff, alongside parent advocates, will continue working to ensure that:

- The gifted screening process becomes more accessible for all families, specifically for students of color, English Learners, and students with exceptionalities;
- The quality of programming students receive in gifted classes meets the highest standard; and
- All students receive enrichment opportunities to expand their knowledge regardless of gifted identification.

For PPS parents/guardians: The basics of gifted education

Students can be "gifted" in many ways, not just by being high achievers on tests. The Pittsburgh district is moving toward better methods for identifying giftedness in students—for example, by using some tests that allow students to demonstrate reasoning skills regardless of how well they speak and write standard English.

As a parent/guardian, you can request that your child be evaluated for the gifted program as early as kindergarten. The evaluation may include a collection of your child's work (school work and/or creative work), a teacher's recommendation, one-on-one testing, grades and scores from other tests your child has taken, and information you provide. You will be asked to sign a form giving permission for your child to be evaluated. The district is required to keep you involved and informed throughout the process.

Gifted programming

Most kindergarten through 8th graders who are identified as gifted are bussed from their home schools to the Pittsburgh Gifted Center in Crafton Heights one day a week for classes. Students at Dilworth and Grandview receive gifted education at their schools.

In grades 9-12, students can take two types of advanced classes: Centers for Advanced Study (CAS), and Advanced Placement (AP). Students who haven't been identified as gifted can also apply to take CAS and AP classes.

For CAS students who are black, the African American Centers for Advanced Studies Council provides advocacy and support.

For more information, go to pghschools.org/domain/1306, or call the district's Gifted and Talented Office at 412-529-3021. To get involved with our campaign to make gifted education more equitable, contact Amie White at amatson@apluschools.org or 412-697-1298. ext.113.



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How to read this report

Pages are color-coded by level:

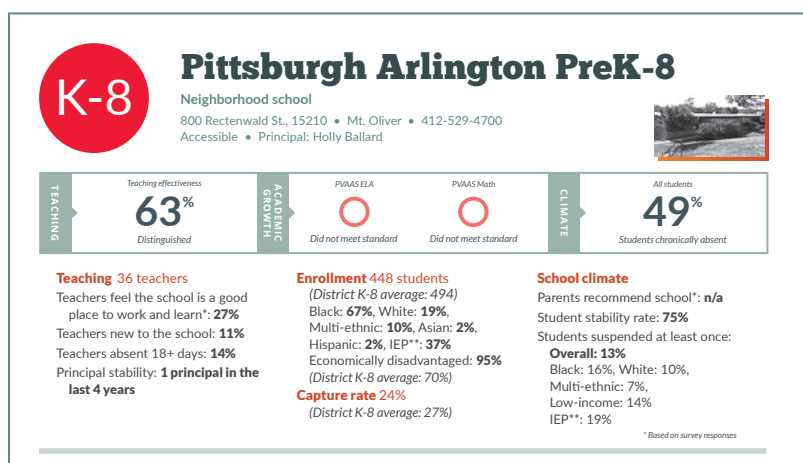
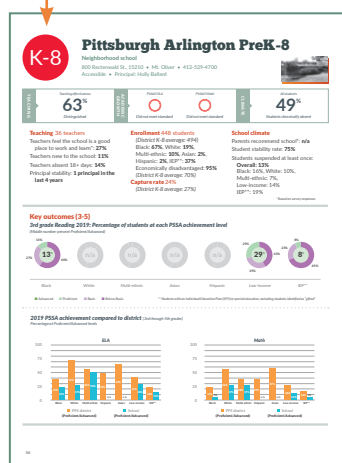
- K-5
- K-8
- 6-8
- 6-12
- 9-12
- Charter

The top of the page shows important data at a glance.

What percentage of teachers reached the highest performance level?

Did students grow academically? PVAAS—the PA Value-Added Assessment System—shows whether students met (▲), exceeded (▲▲) or didn't meet (○) the state's standard of a year's worth of growth for a year's worth of schooling. PVAAS is different from a test score because it shows whether students made progress, regardless of where they started.

Do students come to school regularly?



This section gives you information about the school's environment.

Teaching:

- How do teachers feel about their school?
- Are there a lot of new teachers, or do teachers stay at the school?
- Do they come to school regularly?
- Does the principal stay?

Enrollment:

- Who goes to the school?
- Does the school draw students from the neighborhood ("Capture rate"), or are they going elsewhere?

School climate:

- How do parents feel about their school?
- Do students stay at the school? (If the percentage for "Student stability rate" is high, the answer is yes.)
- What percentage of students were suspended? Were some groups suspended more often than others? ("Black: 2%" means 2% of all black students were suspended at least once.)

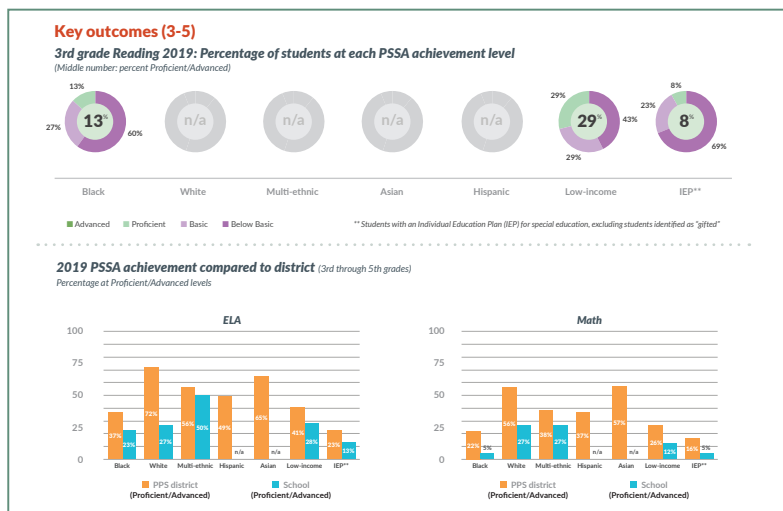
Call A+ Schools at 412-697-1298 to schedule a presentation on this report for your school, community group, or agency. We'll review the report, explain how to use it, and answer your questions. Visit the report Web site at ourschoolspittsburgh.org to support the publication of this report and our other programs and publications through a donation. Visit aplusschools.org for much more.

continued on p. 28

How to read this report

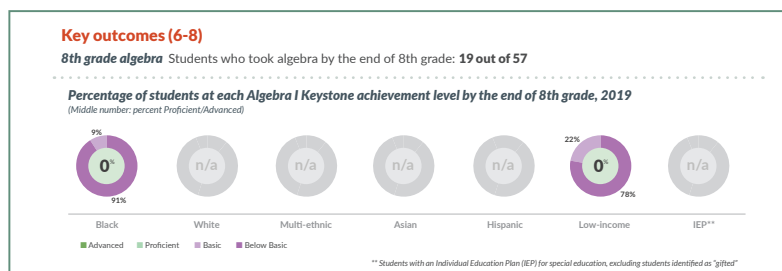
The middle of the page shows key information about student achievement.

- Are students reading well by 3rd grade—an important indicator of future success?
 - How did different groups of students score on the state test, in English Language Arts (ELA) and Math?
- How does that compare to how the same groups scored across the district overall?



Additional achievement information.

- How many students took algebra by the end of 8th grade? (Algebra is a “gatekeeper” course for higher level math achievement and college.)
- How did different groups of students score on the Algebra I Keystone Exam?



How we report “subgroup” achievement

“Subgroup” means a group within a larger group. For example, “white 5th graders” is a subgroup of all 5th graders.

We report subgroups with more than 10 students. For example:

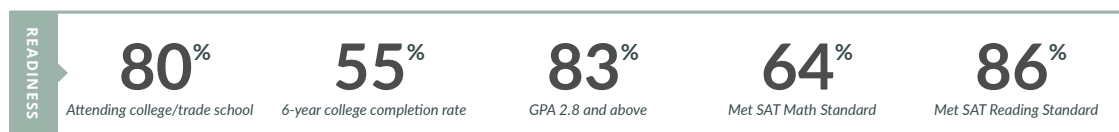
“Asian: n/a” means there were 0-10 students—not enough to report.

“Asian: 0” means none out of a reportable subgroup of more than 10 Asian students.

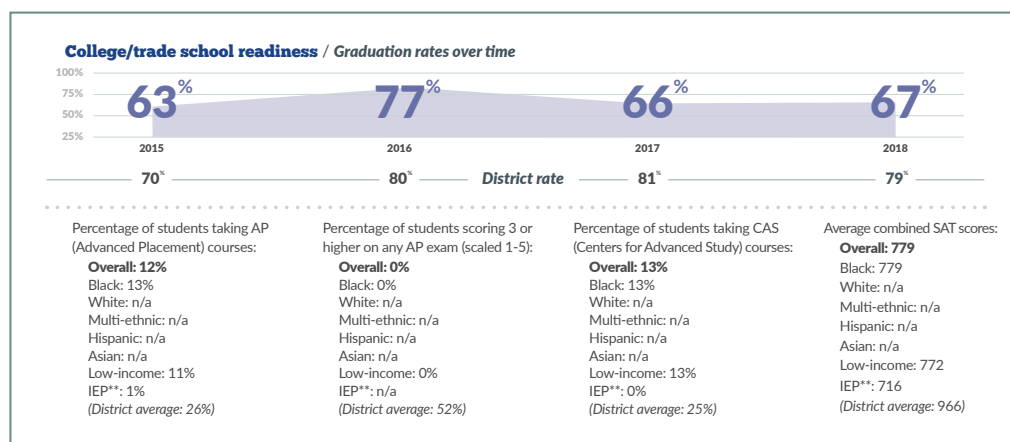
Percentages for subgroups refer to the subgroup rather than the whole group. For example, if the percentage of black students taking AP courses is 11%, that means 11% of black students took AP courses, not that 11% of all students who took AP courses were black.

These sections on 6-12 and high school pages show different ways to look at whether students are ready for college and careers.

Are students being prepared for college, going to college, and graduating?

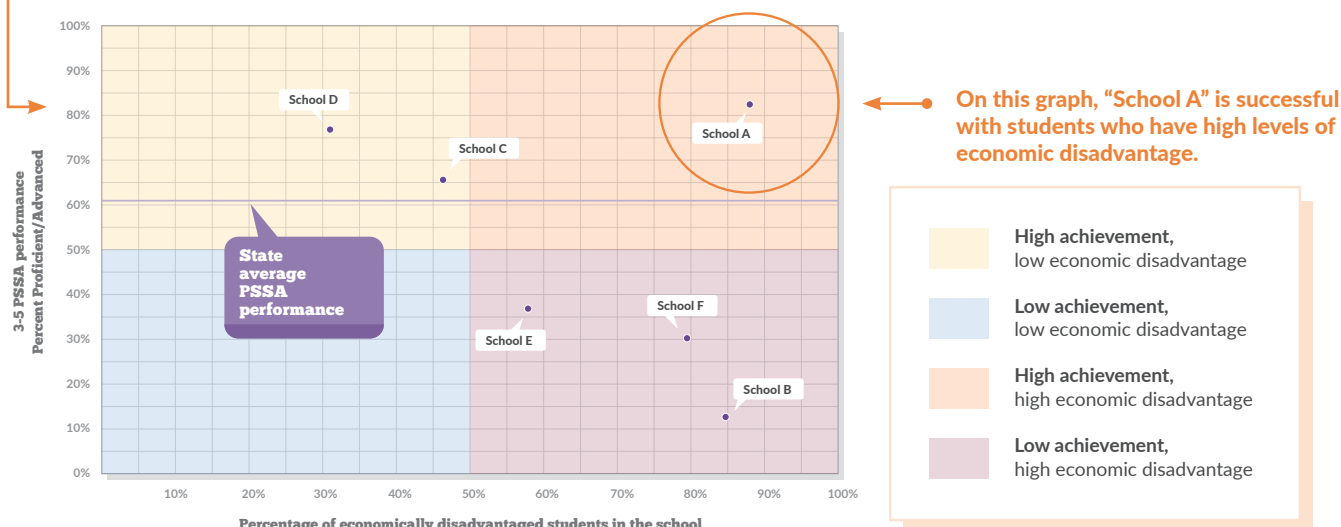


- How many students graduate? What is the trend over time?
- Which students take advanced courses, such as AP and CAS?
- How did they fare on AP exams?
- How did they fare on the SAT?



Student achievement and economic disadvantage

On the cover pages for each level, we report student achievement on key tests along with students' economic disadvantage, for each school. These graphs allow us to highlight schools that are succeeding with students who have high levels of economic disadvantage. In general, you can read these graphs this way:





Pittsburgh's elementary schools

In the 2018-19 school year: PPS had 23 elementary schools.

The average elementary school had **315** students and **26** teachers.

78% of elementary students were economically disadvantaged (receiving public assistance).

30% of elementary students attended their school of assignment ("capture rate").

The average site-based cost per elementary student was **\$9,690**.

Teaching/Counseling

89% of elementary teachers feel their school is a good place to work and learn.*

66% of elementary teachers performed at the Distinguished level.

Average counselor/student ratio:
1/315

School stability

Student stability rate: **88%**

Teachers new to the school: **11%**

Principal stability 2016-19

11 elementary schools had one principal.

11 schools had two principals.

1 school had three principals.

School climate

84% of parents would recommend their child's elementary school.*

On average, **21%** of elementary students were chronically absent.

4% of elementary students were suspended at least once.

Black: **5%**, White: **1%**,

Multi-ethnic: **4%**

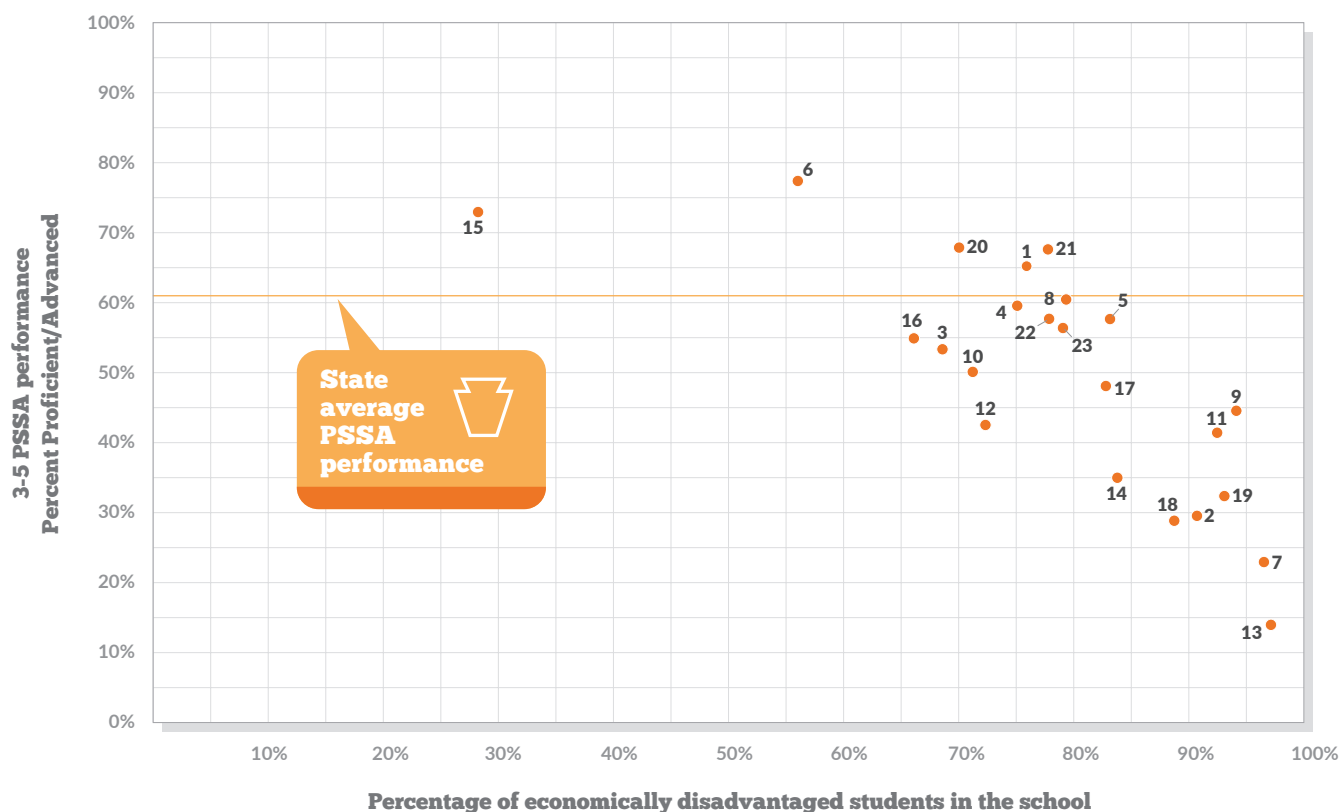
Low-income: **4%**

IEP*: **7%**

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

* Based on survey responses

2019 Reading levels and students' economic disadvantage



1 Allegheny K-5	5 Concord PreK-5	9 Grandview PreK-5	13 Miller PreK-5	17 Roosevelt PreK-5	21 Westwood PreK-5
2 Arsenal PreK-5	6 Dilworth PreK-5	10 Liberty K-5	14 Minadeo PreK-5	18 Spring Hill K-5	22 Whittier K-5
3 Banksville PreK-5	7 Faison K-5	11 Lincoln PreK-5	15 Montessori PreK-5	19 Weil PreK-5	23 Woolslair PreK-5
4 Beechwood PreK-5	8 Fulton PreK-5	12 Linden PreK-5	16 Phillips K-5	20 West Liberty PreK-5	

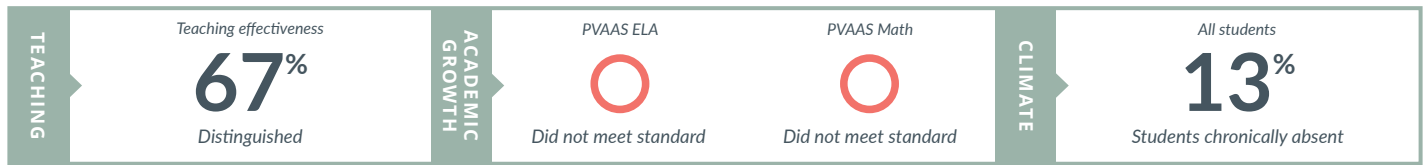


Pittsburgh Allegheny K-5

Traditional Academy magnet school

810 Arch St., 15212 • Allegheny Center • 412-529-4100

Accessible • Principal: Molly O'Malley-Argueta



Teaching 41 teachers

Teachers feel the school is a good place to work and learn*: **98%**
Teachers new to the school: **10%**
Teachers absent 18+ days: **27%**
Principal stability: **1 principal in the last 4 years**

Enrollment 547 students

(District K-5 average: 315)
Black: **59%**, White: **24%**, Multi-ethnic: **10%**, Asian: **4%**, Hispanic: **2%**, IEP*: **20%**
Economically disadvantaged: **76%**
(District K-5 average: 78%)

Capture rate n/a

(District K-5 average: 30%)

School climate

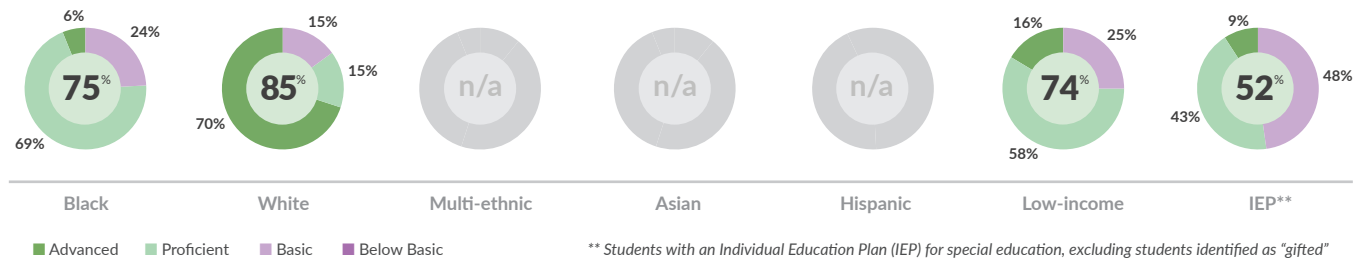
Parents recommend school*: **99%**
Student stability rate: **97%**
Students suspended at least once: **Overall: 4%**
Black: 6%, White: 0%, Asian: 0%, Hispanic: 0%, Multi-ethnic: 5%, Low-income: 5%, IEP*: 9%

* Based on survey responses

Key outcomes

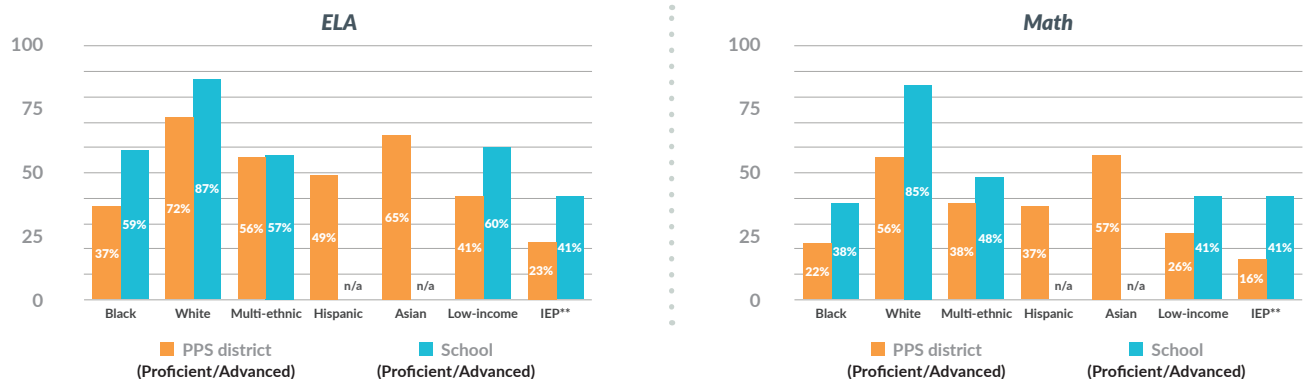
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional support classroom



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*: **85%**
Teachers new to the school: **7%**
Teachers absent 18+ days: **37%**
Principal stability: **1 principal in the last 4 years**

Enrollment 286 students

(District K-5 average: 315)
Black: **70%**, White: **7%**,
Multi-ethnic: **2%**, Asian: **5%**,
Hispanic: **17%**, IEP*: **18%**
Economically disadvantaged: **91%**
(District K-5 average: 78%)
Capture rate 17%
(District K-5 average: 30%)

School climate

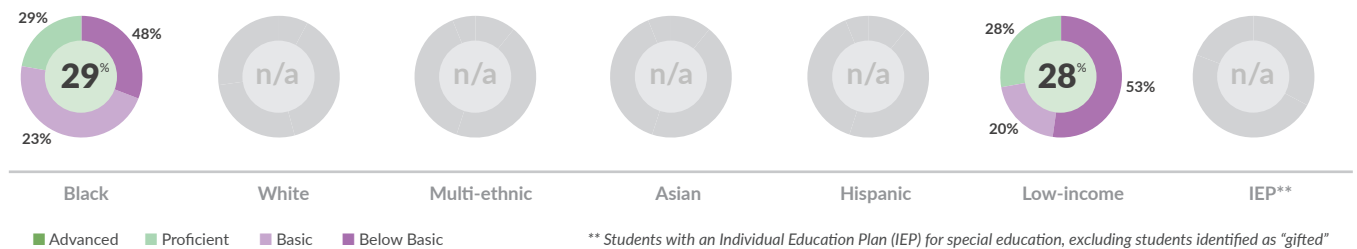
Parents recommend school*: **n/a**
Student stability rate: **83%**
Students suspended at least once:
Overall: 4%
Black: 6%, White: 0%,
Asian: 0%, Hispanic: 0%,
Low-income: 4%
IEP*: 9%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh Banksville PreK-5

Neighborhood school with an "English as a Second Language" program

1001 Carnahan Rd., 15216 • Banksville • 412-529-7400

Accessible • Principal: Alexis Fadick



Teaching 25 teachers

Teachers feel the school is a good place to work and learn*: **100%**
Teachers new to the school: **24%**
Teachers absent 18+ days: **20%**
Principal stability: **2 principals in the last 4 years**

Enrollment 327 students

(District K-5 average: 315)
Black: **18%**, White: **44%**,
Multi-ethnic: **5%**, Asian: **22%**,
Hispanic: **10%**, IEP*: **11%**
Economically disadvantaged: **68%**
(District K-5 average: 78%)

Capture rate 39%

(District K-5 average: 30%)

School climate

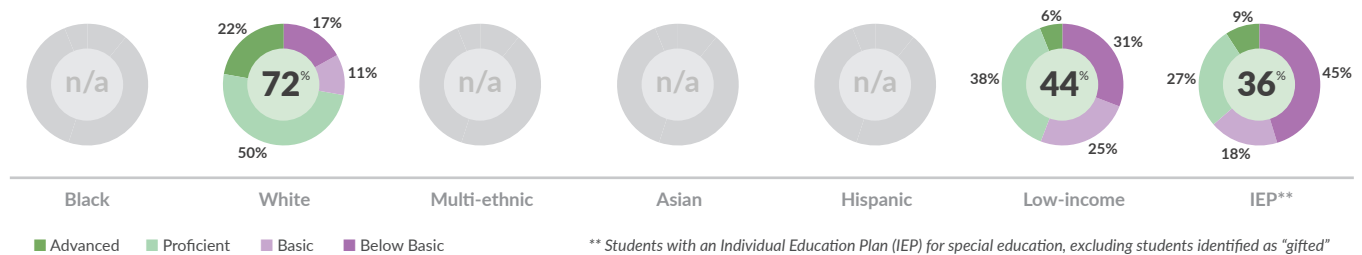
Parents recommend school*: **93%**
Student stability rate: **80%**
Students suspended at least once:
Overall: 1%
Black: 1%, White: 1%,
Multi-ethnic: 0%, Asian: 0%,
Hispanic: 0%, Low-income: 1%
IEP*: 2%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

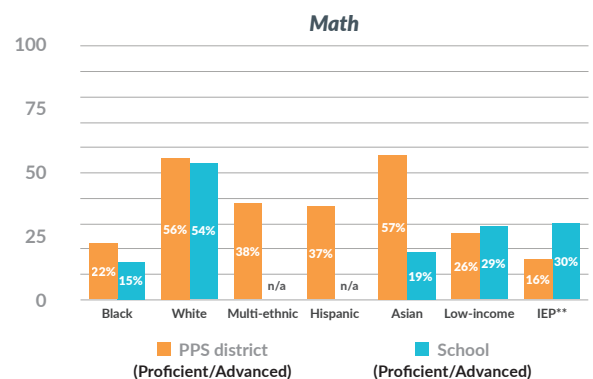
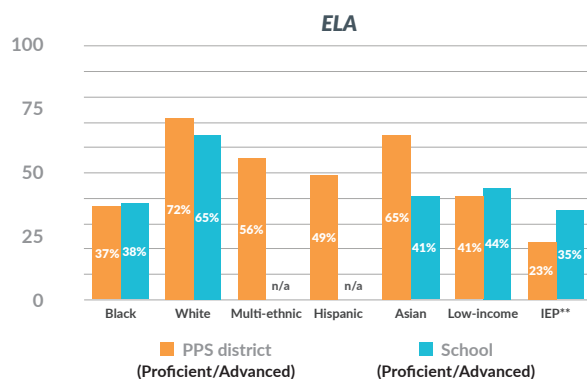
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh Beechwood PreK-5

Read Beechwood's story on page 13.

Neighborhood school with an "English as a Second Language" program

810 Rockland Ave., 15216 • Beechview • 412-529-7390

Accessible, with exceptions • Principal: Sally Rushford



Teaching 29 teachers

Teachers feel the school is a good place to work and learn*: **97%**
Teachers new to the school: **14%**
Teachers absent 18+ days: **14%**
Principal stability: **1 principal in the last 4 years**

Enrollment 353 students

(District K-5 average: 315)
Black: **18%**, White: **43%**, Multi-ethnic: **8%**, Asian: **7%**, Hispanic: **24%**, IEP**: **22%**
Economically disadvantaged: **75%**
(District K-5 average: 78%)
Capture rate 49%
(District K-5 average: 30%)

School climate

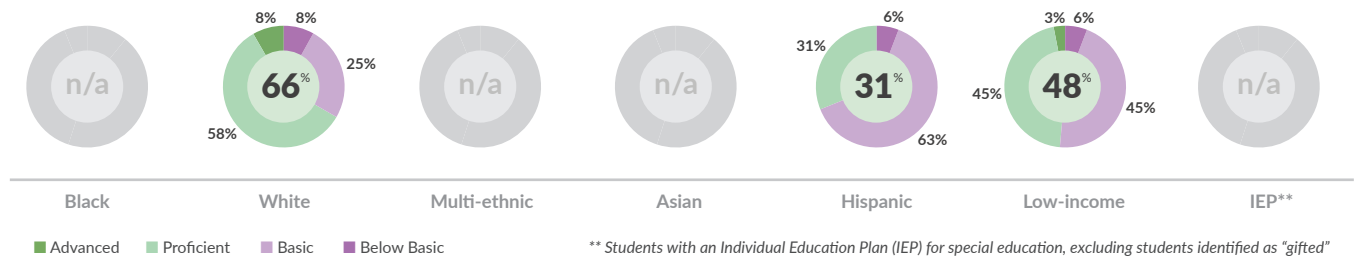
Parents recommend school*: **n/a**
Student stability rate: **93%**
Students suspended at least once: **Overall: 2%**
Black: 4%, White: 2%, Multi-ethnic: 0%, Asian: 0%, Hispanic: 0%, Low-income: 2%, IEP**: 4%

* Based on survey responses

Key outcomes

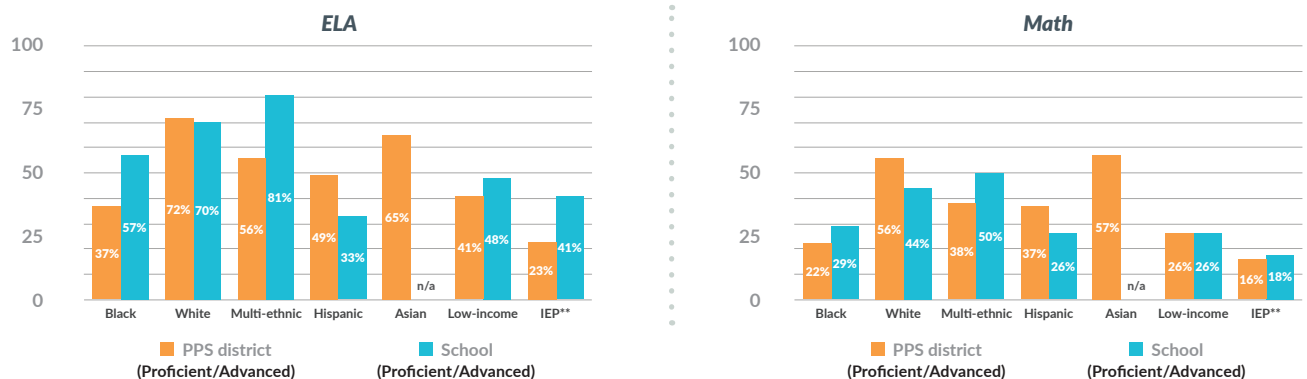
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional & life skills support classrooms



Pittsburgh Concord PreK-5

Neighborhood school with an "English as a Second Language" program

2350 Brownsville Rd., 15210 • Carrick • 412-529-7755

Accessible • Principal: Jamie Kinzel-Nath



Teaching 37 teachers

Teachers feel the school is a good place to work and learn*: **88%**
Teachers new to the school: **22%**
Teachers absent 18+ days: **8%**
Principal stability: **2 principals in the last 4 years**

Enrollment 473 students

(District K-5 average: 315)
Black: **21%**, White: **40%**, Multi-ethnic: **10%**, Asian: **20%**, Hispanic: **10%**, IEP*: **20%**
Economically disadvantaged: **83%**
(District K-5 average: 78%)

Capture rate 46%

(District K-5 average: 30%)

School climate

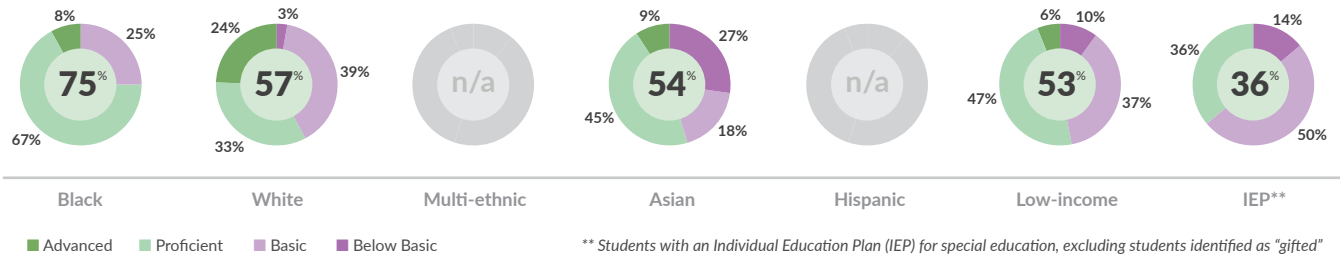
Parents recommend school*: **n/a**
Student stability rate: **88%**
Students suspended at least once: **Overall: 1%**
Black: 2%, White: 0%, Multi-ethnic: 2%, Asian: 0%, Hispanic: 0%, Low-income: 1%, IEP*: 2%

* Based on survey responses

Key outcomes

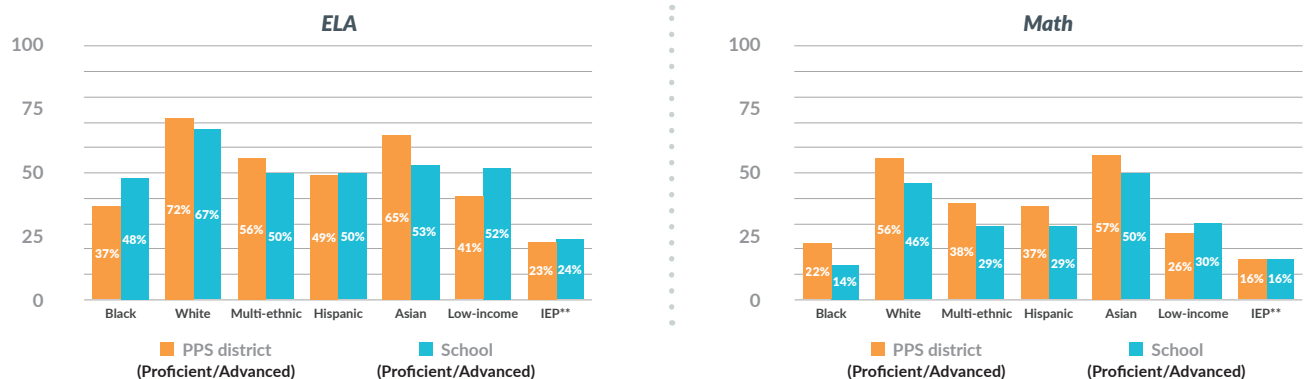
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom



Pittsburgh Dilworth PreK-5

Read Dilworth's story on page 9.

Traditional Academy for the Arts & Humanities magnet school

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

Principal/Assistant Superintendent: Monica Lamar



Teaching 32 teachers

Teachers feel the school is a good place to work and learn*: **94%**
Teachers new to the school: **6%**
Teachers absent 18+ days: **13%**
Principal stability: **1 principal in the last 4 years**

Enrollment 465 students

(District K-5 average: 315)
Black: **61%**, White: **28%**, Multi-ethnic: **7%**, Asian: **1%**, Hispanic: **3%**, IEP**: **11%**
Economically disadvantaged: **56%**
(District K-5 average: 78%)

Capture rate n/a

(District K-5 average: 30%)

School climate

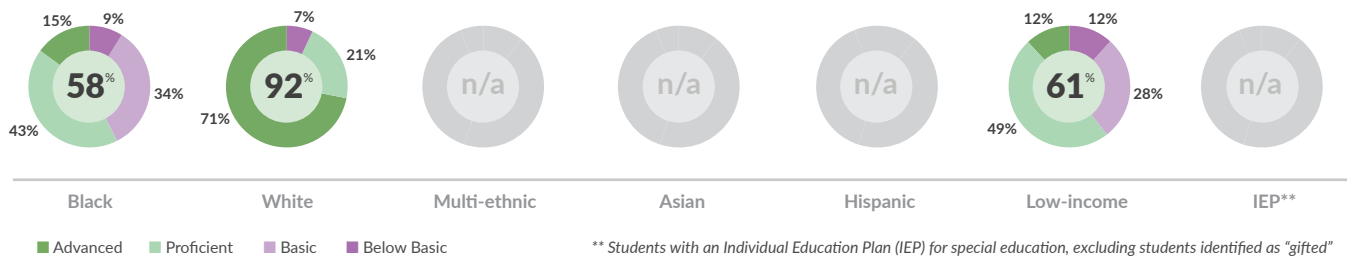
Parents recommend school*: **100%**
Student stability rate: **96%**
Students suspended at least once:
Overall: 1%
Black: 1%, White: 0%, Multi-ethnic: 3%, Hispanic: 0%, Low-income: 2%, IEP**: 4%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

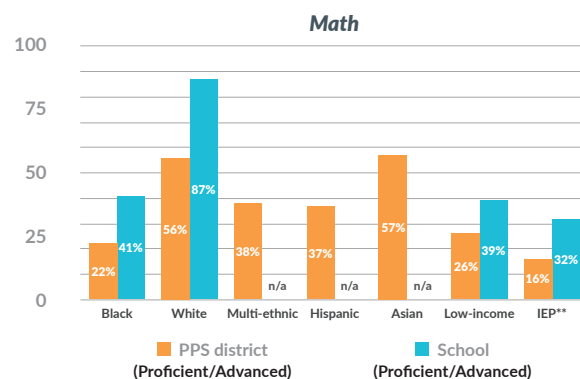
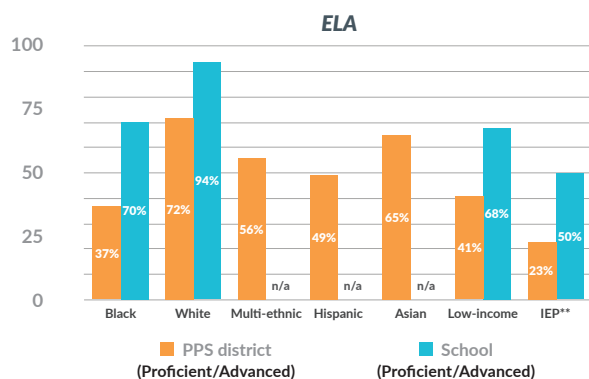
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy

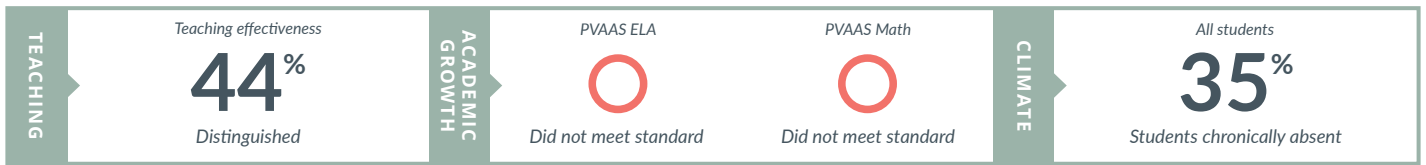


Pittsburgh Faison K-5

Neighborhood school

7430 Tioga St., 15208 • Homewood • 412-529-2305

Accessible • Principal: Russell Patterson



Teaching 43 teachers

Teachers feel the school is a good place to work and learn*: **74%**
Teachers new to the school: **14%**
Teachers absent 18+ days: **21%**
Principal stability: **1 principal in the last 4 years**

Enrollment 550 students

(District K-5 average: 315)
Black: **93%**, White: **1%**,
Multi-ethnic: **5%**, IEP*: **22%**
Economically disadvantaged: **97%**
(District K-5 average: 78%)
Capture rate 34%
(District K-5 average: 30%)

School climate

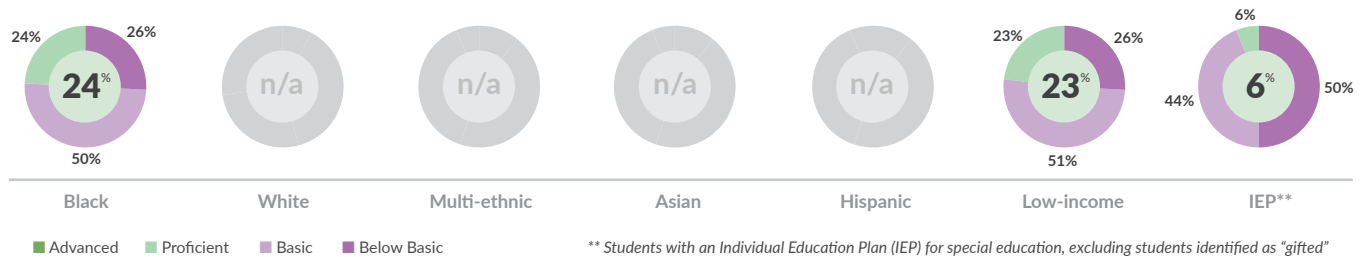
Parents recommend school*: **75%**
Student stability rate: **84%**
Students suspended at least once:
Overall: 6%
Black: 6%
Multi-ethnic: 9%
Low-income: 7%
IEP*: 11%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

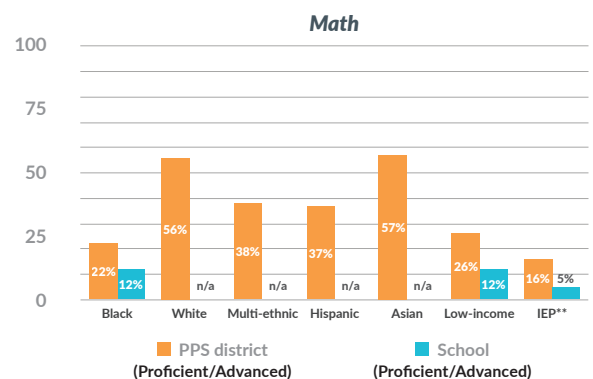
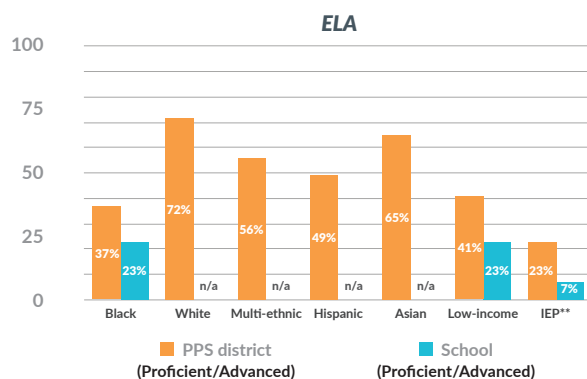
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional support classroom



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 27 teachers

Teachers feel the school is a good place to work and learn*: **100%**

Teachers new to the school: **4%**

Teachers absent 18+ days: **15%**

Principal stability: **1 principal in the last 4 years**

Enrollment 378 students

(District K-5 average: 315)

Black: **79%**, White: **11%**,

Multi-ethnic: **6%**,

Asian: **2%**, Hispanic: **2%**,

Pacific Islander: **1%**, IEP**: **26%**

Economically disadvantaged: **79%**

(District K-5 average: 78%)

Capture rate 20%

(District K-5 average: 30%)

School climate

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

Student stability rate: **93%**

Students suspended at least once:

Overall: 3%

Black: 4%, White: 0%,

Multi-ethnic: 0%,

Low-income: 4%

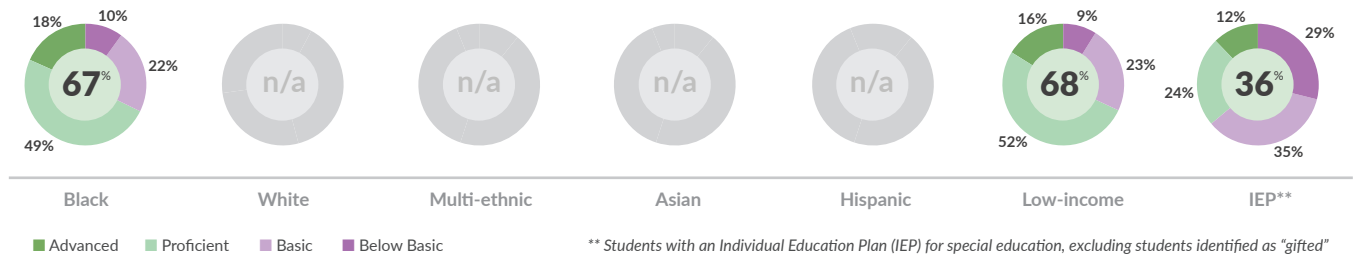
IEP**: 5%

* Based on survey responses

Key outcomes

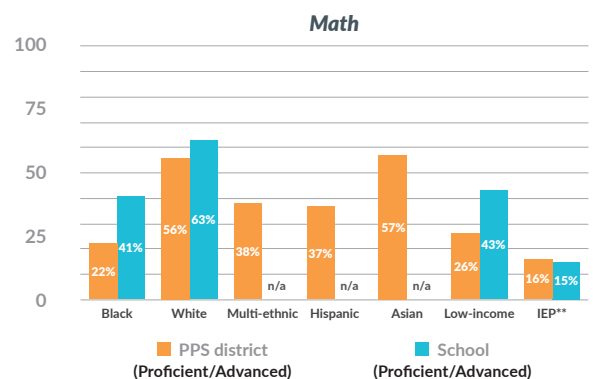
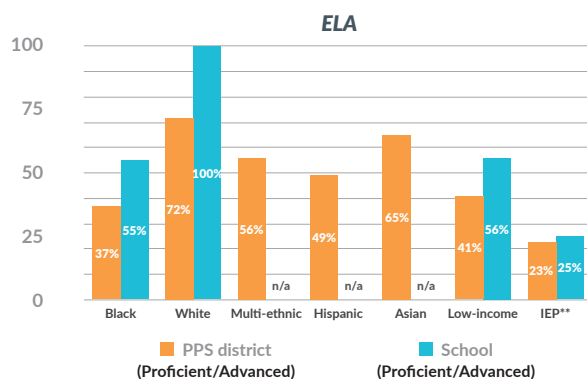
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional autism support classroom



Pittsburgh Grandview PreK-5

Neighborhood school

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

Accessible • Principal: Sharon Fisher



Teaching 23 teachers

Teachers feel the school is a good place to work and learn*: **89%**
Teachers new to the school: **4%**
Teachers absent 18+ days: **35%**
Principal stability: **1 principal in the last 4 years**

Enrollment 281 students

(District K-5 average: 315)
Black: **68%**, White: **15%**,
Multi-ethnic: **16%**,
Hispanic: **1%**, IEP*: **26%**
Economically disadvantaged: **94%**
(District K-5 average: 78%)

Capture rate 32%

(District K-5 average: 30%)

School climate

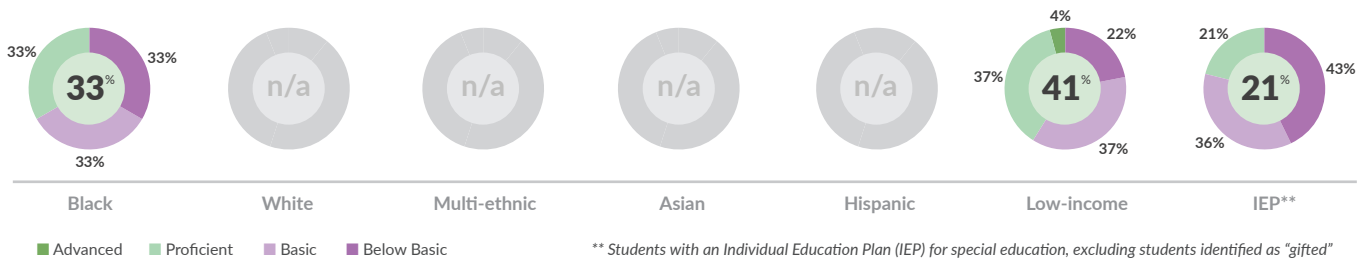
Parents recommend school*: **n/a**
Student stability rate: **79%**
Students suspended at least once:
Overall: 3%
Black: 5%, White: 0%,
Multi-ethnic: 0%,
Low-income: 4%
IEP*: 5%

* Based on survey responses

Key outcomes

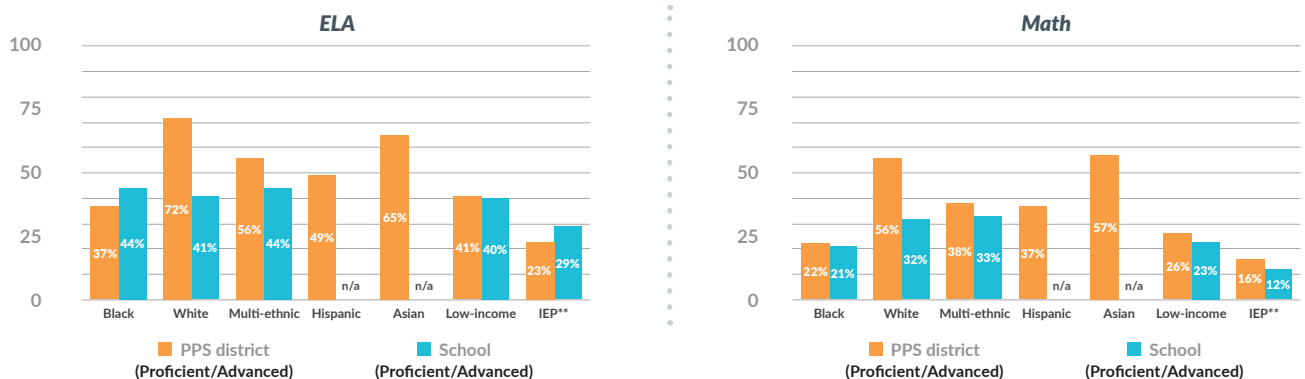
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom



Pittsburgh Liberty K-5

Spanish language magnet school

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

Accessible • Principal: LouAnn Zwierzynski



Teaching 30 teachers

Teachers feel the school is a good place to work and learn*: **67%**
Teachers new to the school: **13%**
Teachers absent 18+ days: **17%**
Principal stability: **2 principals in the last 4 years**

Enrollment 399 students

(District K-5 average: 315)
Black: **77%**, White: **12%**,
Multi-ethnic: **7%**, Asian: **2%**,
Hispanic: **3%**, IEP**: **17%**
Economically disadvantaged: **72%**
(District K-5 average: 78%)

Capture rate n/a

(District K-5 average: 30%)

School climate

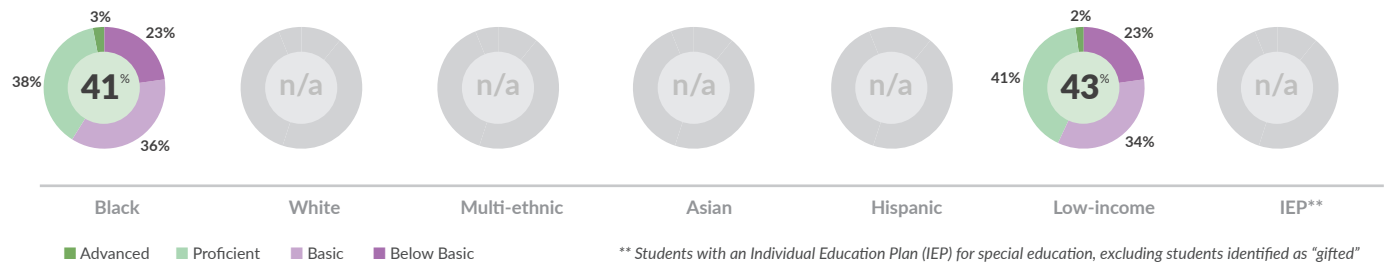
Parents recommend school*: **73%**
Student stability rate: **96%**
Students suspended at least once:
Overall: 7%
Black: 7%, White: 8%,
Multi-ethnic: 7%,
Low-income: 8%
IEP**: 14%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: 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"

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom



Pittsburgh Lincoln PreK-5

Neighborhood school with a Science, Technology, Engineering, Arts, and Math focus

328 Lincoln Ave., 15206 • Larimer • 412-529-3980

Accessible • Principal: Pamela Parks



Teaching 19 teachers

Teachers feel the school is a good place to work and learn*: **92%**
 Teachers new to the school: **16%**
 Teachers absent 18+ days: **16%**
 Principal stability: **2 principals in the last 4 years**

Enrollment 243 students

(District K-5 average: 315)
 Black: **90%**, White: **3%**, Multi-ethnic: **5%**, Hispanic: **1%**, IEP**: **17%**
 Economically disadvantaged: **93%**
 (District K-5 average: 78%)

Capture rate 28%

(District K-5 average: 30%)

School climate

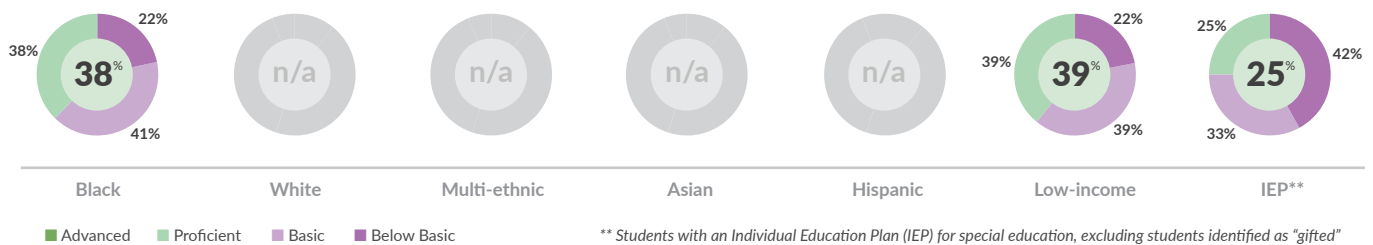
Parents recommend school*: **94%**
 Student stability rate: **78%**
 Students suspended at least once: **Overall: 5%**
 Black: 6%, White: 9%, Multi-ethnic: 0%, Low-income: 5%
 IEP**: 13%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

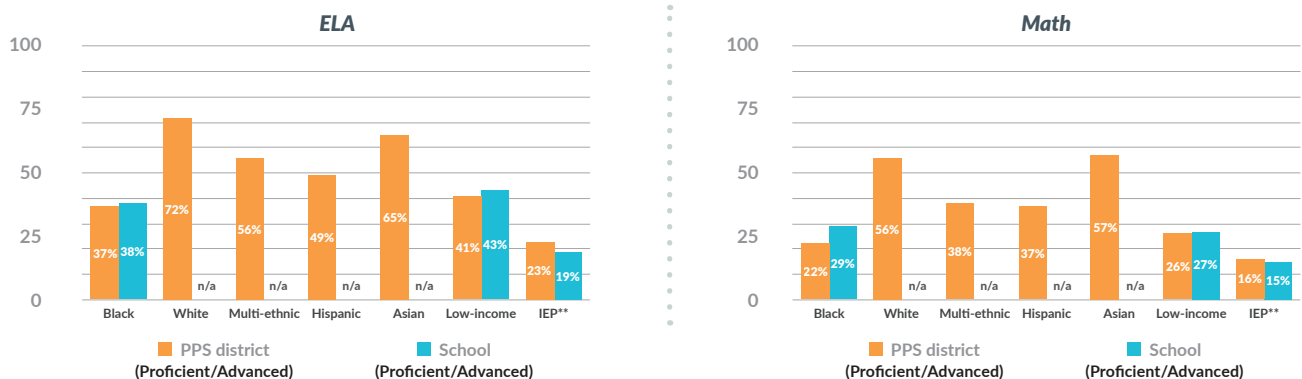
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh Linden PreK-5

Mandarin language magnet school

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

Accessible • Principal: Anita Walker



Teaching 22 teachers

Teachers feel the school is a good place to work and learn*: **88%**
Teachers new to the school: **5%**
Teachers absent 18+ days: **18%**
Principal stability: **2 principals in the last 4 years**

Enrollment 277 students

(District K-5 average: 315)
Black: **74%**, White: **16%**, Multi-ethnic: **8%**, Asian: **1%**, Hispanic: **1%**, IEP**: **19%**
Economically disadvantaged: **73%**
(District K-5 average: 78%)

Capture rate n/a

(District K-5 average: 30%)

School climate

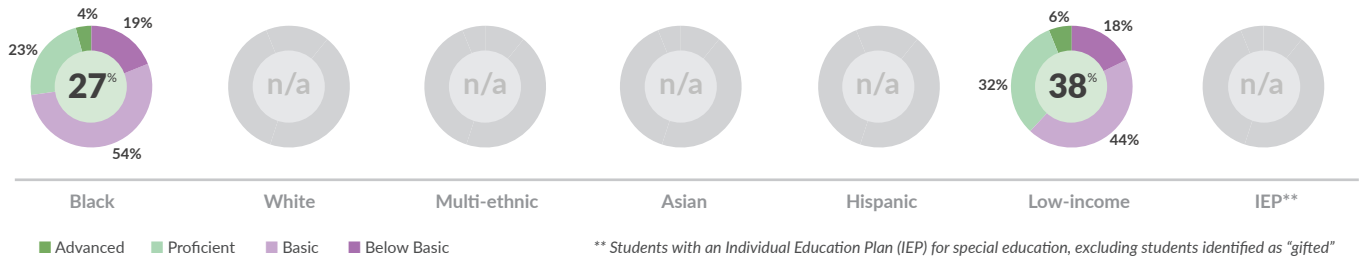
Parents recommend school*: **74%**
Student stability rate: **96%**
Students suspended at least once: **Overall: 1%**
Black: 1%, White: 0%, Multi-ethnic: 0%, Low-income: 1%, IEP**: 2%

* Based on survey responses

Key outcomes

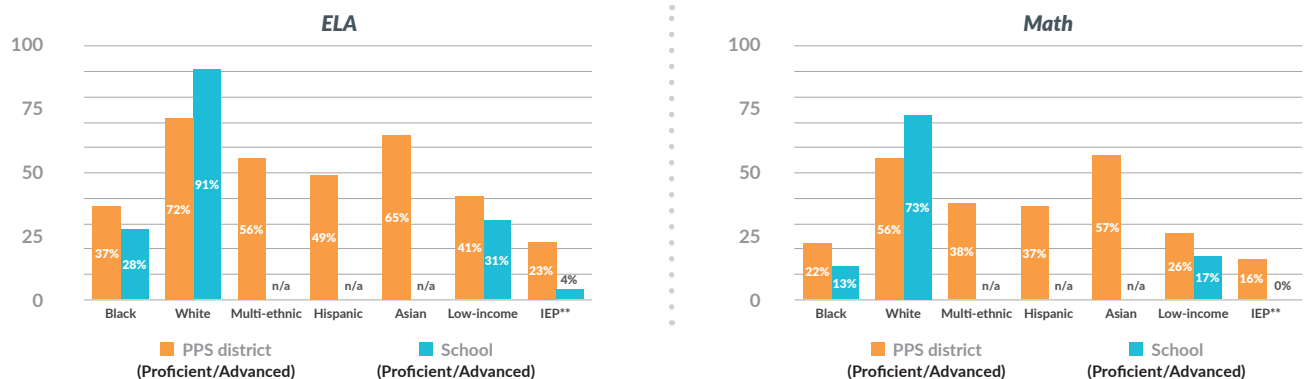
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom

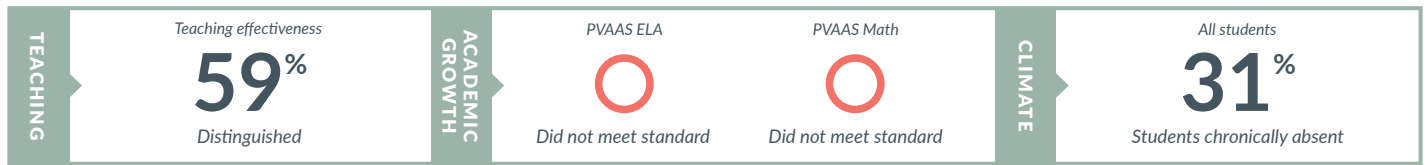


Pittsburgh Miller PreK-5

Neighborhood school with an African focus

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

Accessible • Principal: Margaret Starkes



Teaching 21 teachers

Teachers feel the school is a good place to work and learn*: **68%**

Teachers new to the school: **10%**

Teachers absent 18+ days: **14%**

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

Enrollment 235 students

(District K-5 average: 315)

Black: **94%**, Multi-ethnic: **5%**,

IEP**: **20%**

Economically disadvantaged: **97%**

(District K-5 average: 78%)

Capture rate 34%

(District K-5 average: 30%)

School climate

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

Student stability rate: **86%**

Students suspended at least once:

Overall: 2%

Black: 2%

Multi-ethnic: 0%

Low-income: 2%

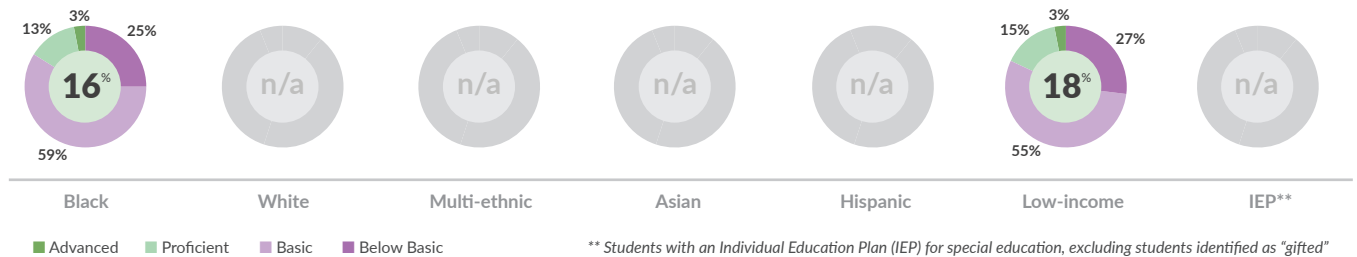
IEP**: 5%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

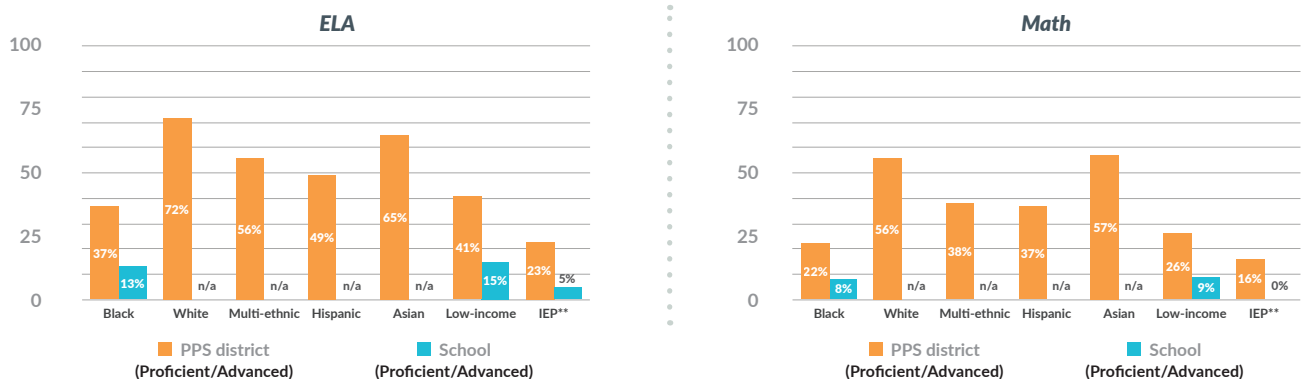
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional emotional support classroom

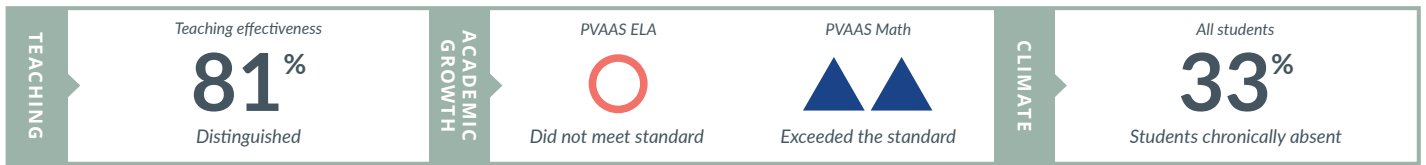


Pittsburgh Minadeo PreK-5

Neighborhood school

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

Accessible • Principal: Michilene Pegher



Teaching 27 teachers

Teachers feel the school is a good place to work and learn*: **93%**
Teachers new to the school: **15%**
Teachers absent 18+ days: **11%**
Principal stability: **2 principals in the last 4 years**

Enrollment 294 students

(District K-5 average: 315)
Black: **66%**, White: **21%**,
Multi-ethnic: **9%**, Asian: **2%**,
Hispanic: **1%**, IEP**: **33%**
Economically disadvantaged: **84%**
(District K-5 average: 78%)
Capture rate 16%
(District K-5 average: 30%)

School climate

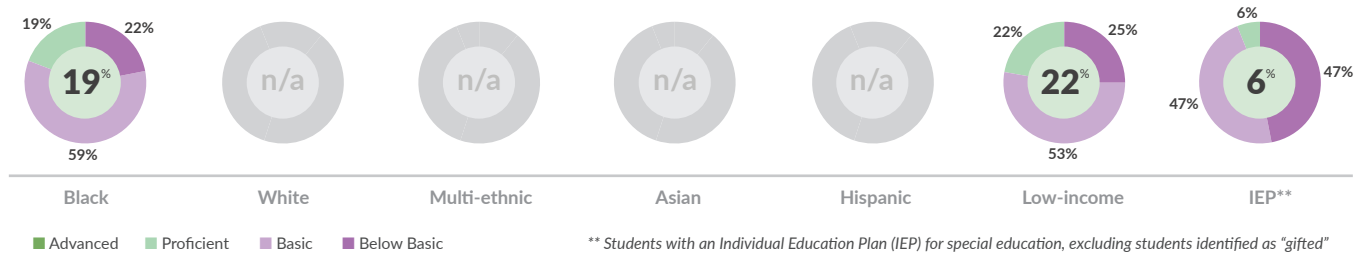
Parents recommend school*: **86%**
Student stability rate: **86%**
Students suspended at least once:
Overall: 4%
Black: 5%, White: 0%,
Multi-ethnic: 3%,
Low-income: 4%
IEP**: 4%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

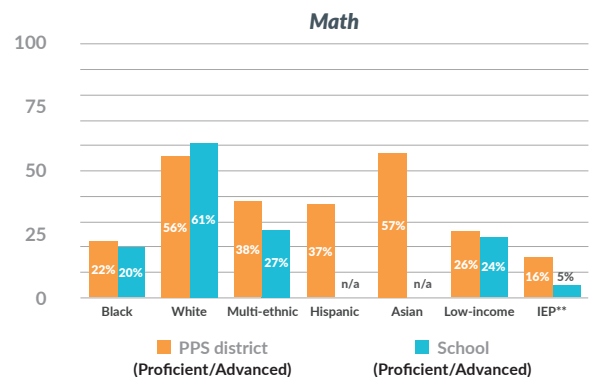
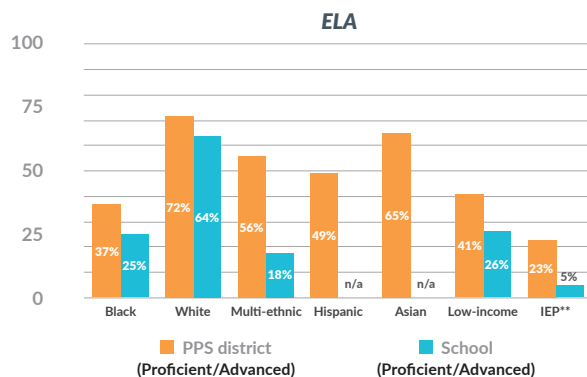
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional, autism & life skills support classrooms

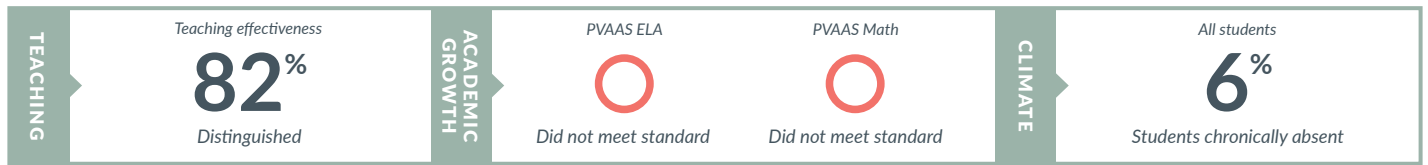


Pittsburgh Montessori PreK-5

Montessori magnet school

201 S. Graham St., 15206 • Friendship • 412-529-2010

Accessible entrance, no elevator • Principal: Kellie Meyer



Teaching 23 teachers

Teachers feel the school is a good place to work and learn*: **83%**
Teachers new to the school: **13%**
Teachers absent 18+ days: **17%**
Principal stability: **1 principal in the last 4 years**

Enrollment 248 students

(District K-5 average: 315)
Black: **18%**, White: **69%**,
Multi-ethnic: **7%**, Asian: **2%**,
Hispanic: **2%**,
Pacific Islander: **1%**, IEP**: **17%**
Economically disadvantaged: **28%**
(District K-5 average: 78%)

Capture rate n/a

(District K-5 average: 30%)

School climate

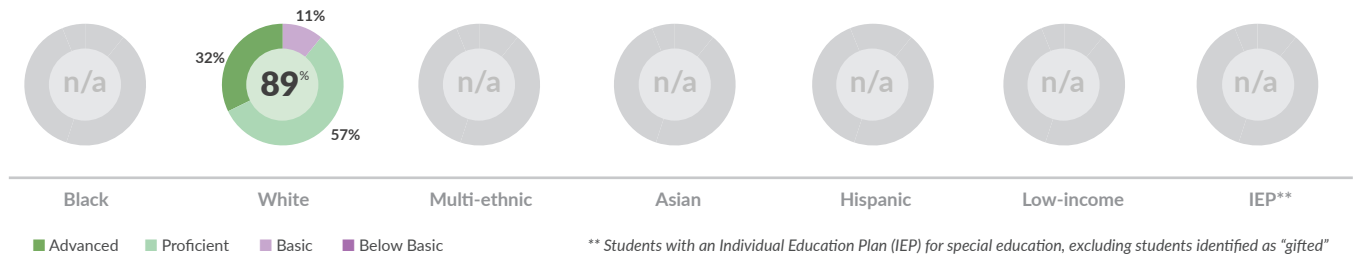
Parents recommend school*: **85%**
Student stability rate: **98%**
Students suspended at least once:
Overall: <1%
Black: 2%, White: 0%,
Multi-ethnic: 0%,
Low-income: 1%
IEP**: 0%

* Based on survey responses

Key outcomes

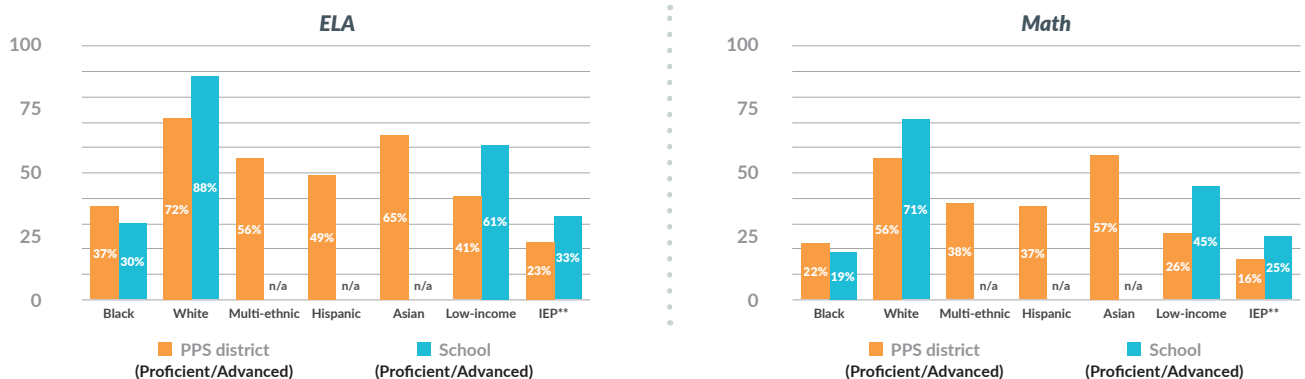
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh Phillips K-5

Neighborhood school with a Spanish language magnet program

1901 Sarah St., 15203 • Southside • 412-529-5190

Accessible • Principal: Dana Boesenberg



Teaching 18 teachers

Teachers feel the school is a good place to work and learn*: **100%**

Teachers new to the school: **17%**

Teachers absent 18+ days: **33%**

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

Enrollment 283 students

(District K-5 average: 315)

Black: **39%**, White: **43%**,

Multi-ethnic: **13%**, Asian: **1%**,

Hispanic: **5%**, IEP**: **26%**

Economically disadvantaged: **66%**

(District K-5 average: 78%)

Capture rate 41%

(District K-5 average: 30%)

School climate

Parents recommend school*: **89%**

Student stability rate: **94%**

Students suspended at least once:

Overall: 4%

Black: 4%, White: 3%,

Multi-ethnic: 8%, Hispanic: 0%,

Low-income: 5%

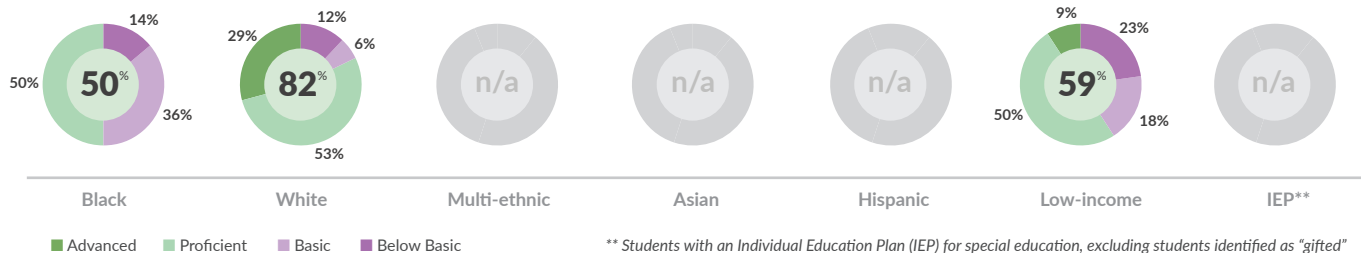
IEP**: 11%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

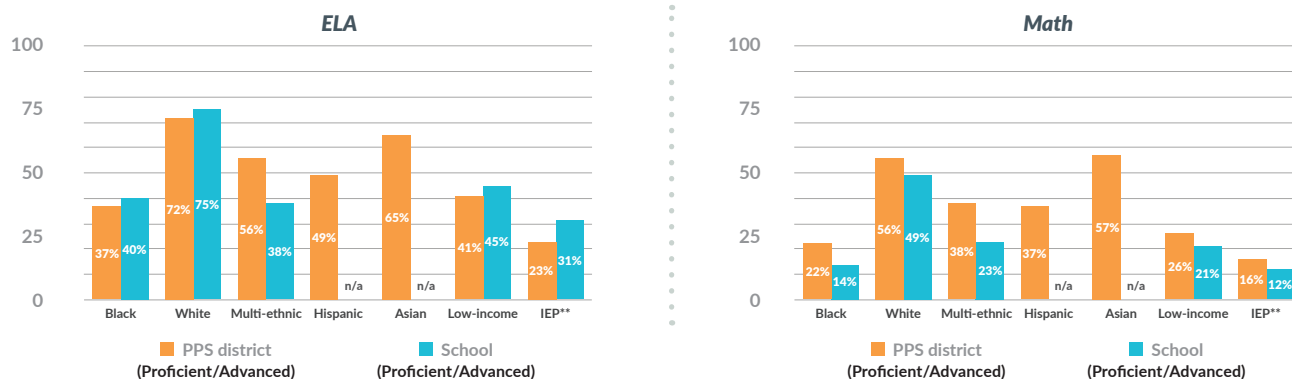
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh Roosevelt PreK-5

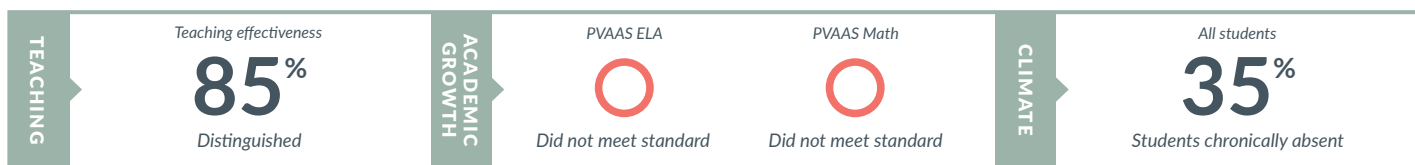
Neighborhood school housed in two buildings

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: Leah McCord

PreK-1 campus



Teaching 25 teachers

Teachers feel the school is a good place to work and learn*: **79%**

Teachers new to the school: **12%**

Teachers absent 18+ days: **24%**

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

Enrollment 311 students

(District K-5 average: 315)

Black: **40%**, White: **41%**,

Multi-ethnic: **13%**, Asian: **4%**,

Hispanic: **2%**, IEP*: **25%**

Economically disadvantaged: **83%**

(District K-5 average: 78%)

Capture rate 42%

(District K-5 average: 30%)

School climate

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

Student stability rate: **88%**

Students suspended at least once:

Overall: 8%

Black: 12%, White: 2%,

Multi-ethnic: 12%, Asian: 0%,

Low-income: 9%

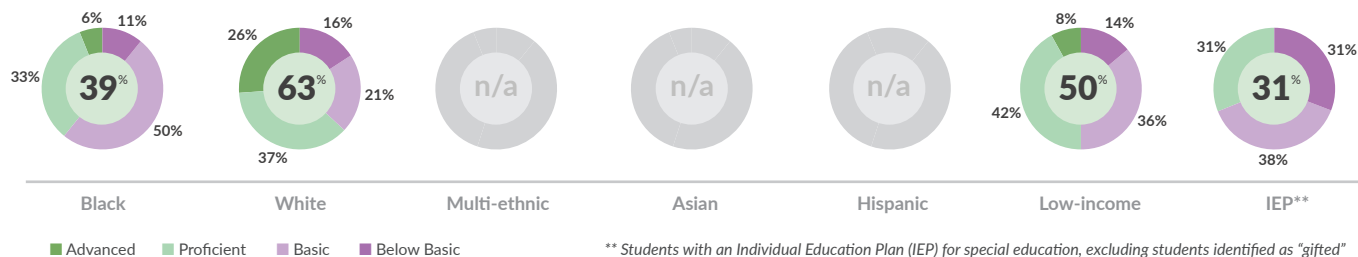
IEP*: 17%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

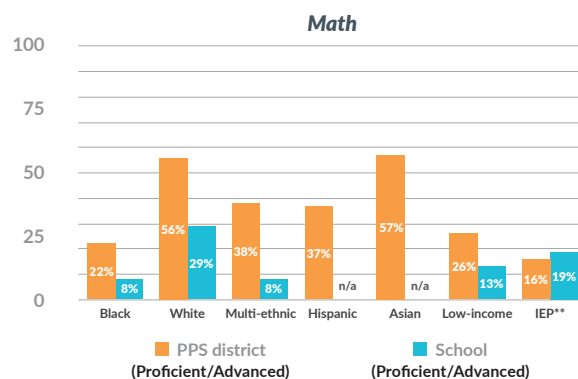
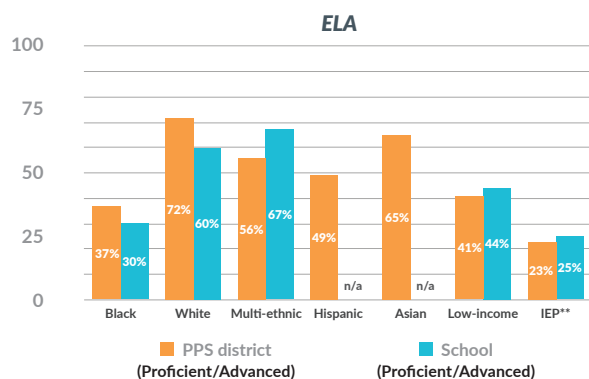
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional emotional support classroom



Pittsburgh Spring Hill K-5

Neighborhood school

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

Accessible • Principal: Erin McClay



Teaching 19 teachers

Teachers feel the school is a good place to work and learn*: **73%**
Teachers new to the school: **5%**
Teachers absent 18+ days: **16%**
Principal stability: **1 principal in the last 4 years**

Enrollment 180 students

(District K-5 average: 315)
Black: **50%**, White: **38%**,
Multi-ethnic: **11%**,
Hispanic: **1%**, IEP**: **16%**
Economically disadvantaged: **89%**
(District K-5 average: 78%)

Capture rate 29%

(District K-5 average: 30%)

School climate

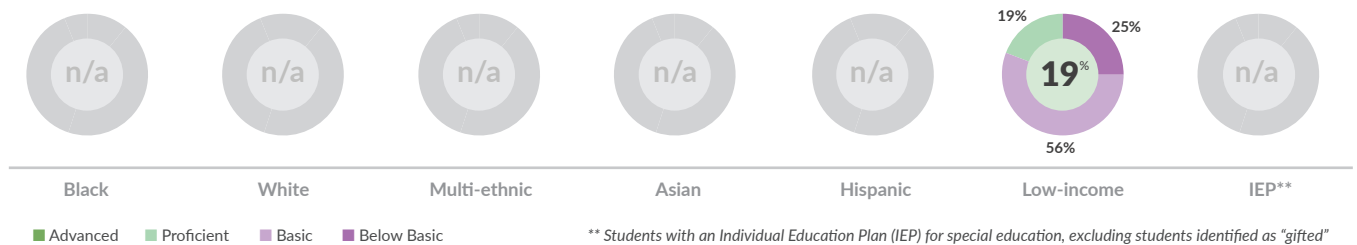
Parents recommend school*: **60%**
Student stability rate: **81%**
Students suspended at least once:
Overall: 15%
Black: 22%, White: 7%,
Multi-ethnic: 14%,
Low-income: 17%
IEP**: 22%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

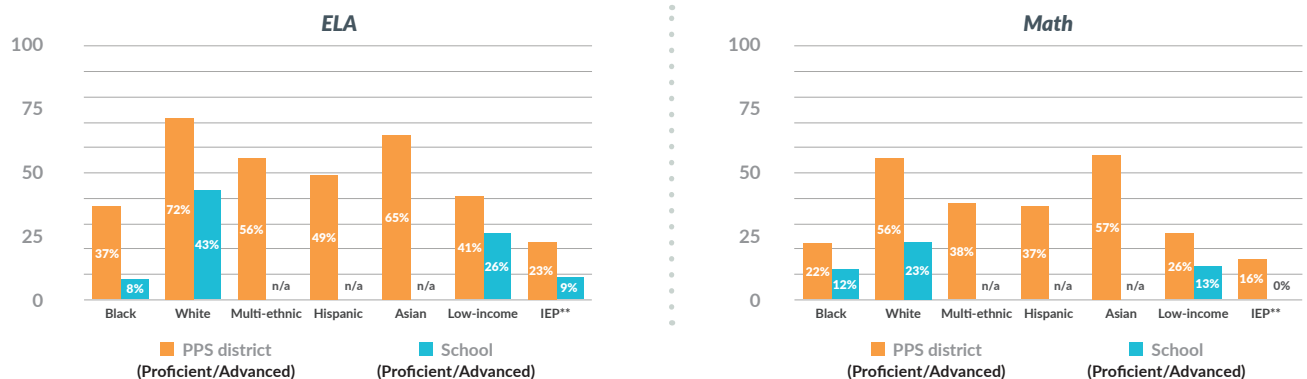
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy

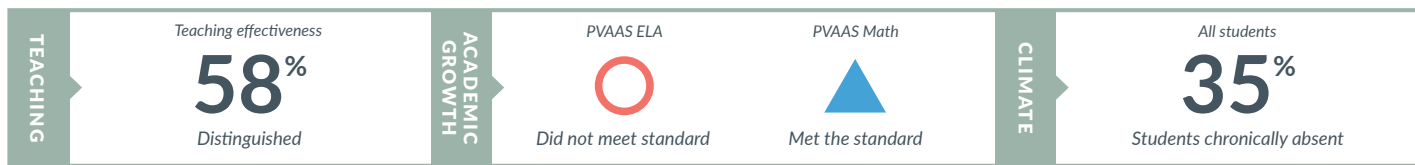


Pittsburgh Weil PreK-5

Neighborhood school

2250 Centre Ave., 15219 • Hill District • 412-529-3840

Accessible • Principal: Kira Henderson



Teaching 21 teachers

Teachers feel the school is a good place to work and learn*: **89%**

Teachers new to the school: **19%**

Teachers absent 18+ days: **24%**

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

Enrollment 202 students

(District K-5 average: 315)

Black: **89%**, White: **3%**,

Multi-ethnic: **5%**,

Pacific Islander: **2%**, IEP**: **22%**

Economically disadvantaged: **93%**

(District K-5 average: 78%)

Capture rate 21%

(District K-5 average: 30%)

School climate

Parents recommend school*: **82%**

Student stability rate: **81%**

Students suspended at least once:

Overall: 7%

Black: 7%

Multi-ethnic: 0%

Low-income: 6%

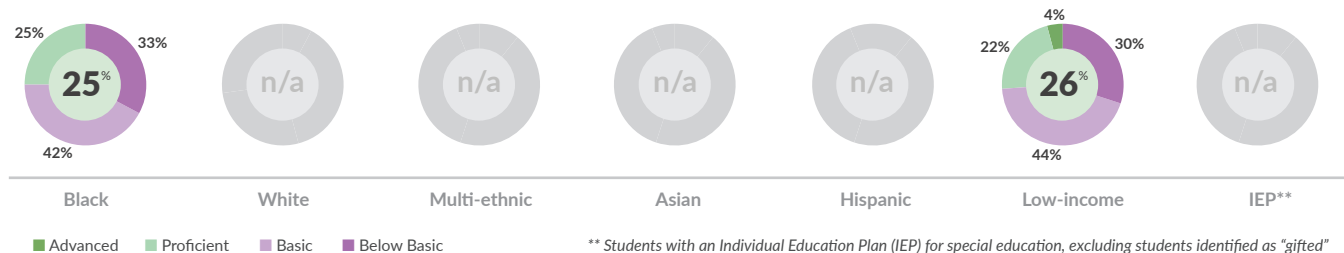
IEP**: 13%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

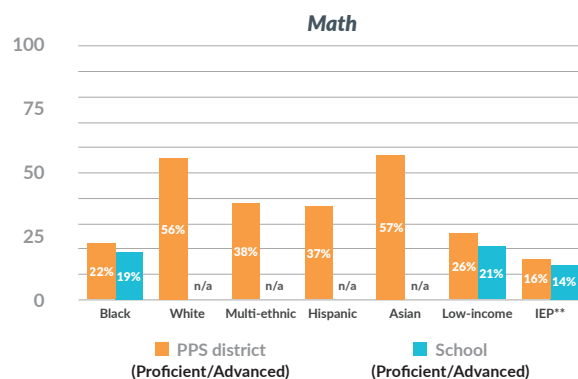
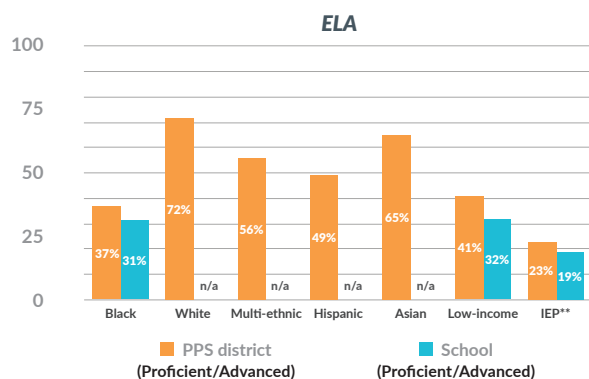
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional emotional support classroom



Pittsburgh West Liberty PreK-5

Neighborhood school

785 Dunster St., 15226 • Brookline • 412-529-7420

Accessible, with exceptions • Principal: Leslie Perkins



Teaching 20 teachers

Teachers feel the school is a good place to work and learn*: **100%**

Teachers new to the school: **5%**

Teachers absent 18+ days: **10%**

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

Enrollment 231 students

(District K-5 average: 315)

Black: **11%**, White: **65%**,

Multi-ethnic: **17%**, Asian: **2%**,

Hispanic: **4%**, IEP**: **26%**

Economically disadvantaged: **70%**

(District K-5 average: 78%)

Capture rate 42%

(District K-5 average: 30%)

School climate

Parents recommend school*: **97%**

Student stability rate: **94%**

Students suspended at least once:

Overall: 2%

Black: 4%, White: 1%,

Multi-ethnic: 2%,

Low-income: 2%

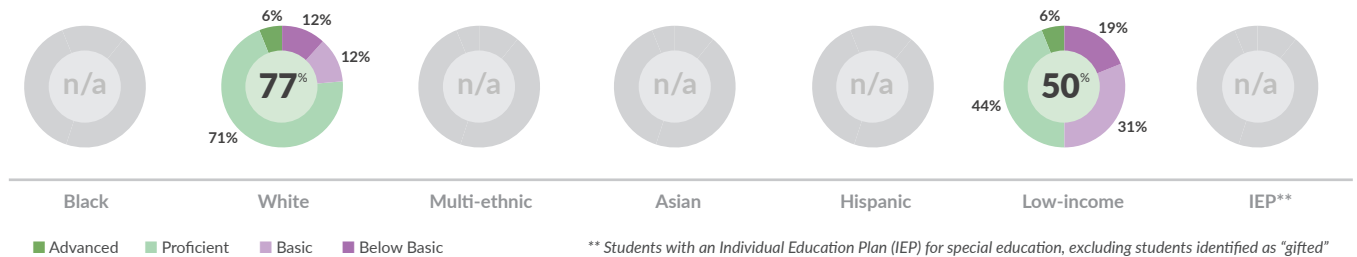
IEP**: 2%

* Based on survey responses

Key outcomes

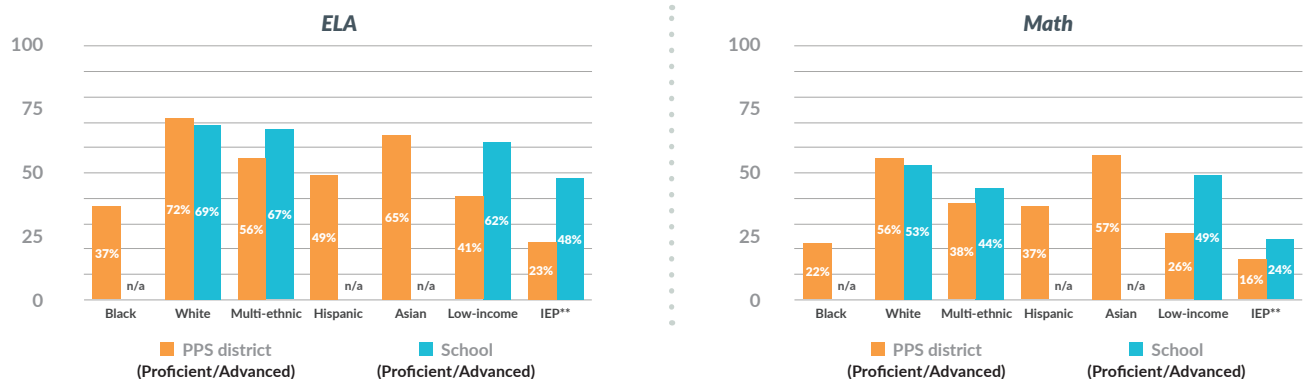
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional autism support classroom



Pittsburgh Westwood PreK-5

Neighborhood school

508 Shadyhill Rd., 15205 • Westwood • 412-529-6570

Accessible • Principal: Nina Sacco



Teaching 23 teachers

Teachers feel the school is a good place to work and learn*: **96%**
 Teachers new to the school: **9%**
 Teachers absent 18+ days: **13%**
 Principal stability: **1 principal in the last 4 years**

Enrollment 257 students

(District K-5 average: 315)
 Black: **39%**, White: **33%**,
 Multi-ethnic: **14%**, Asian: **10%**,
 Hispanic: **4%**, IEP**: **25%**
 Economically disadvantaged: **77%**
 (District K-5 average: 78%)

Capture rate 25%

(District K-5 average: 30%)

School climate

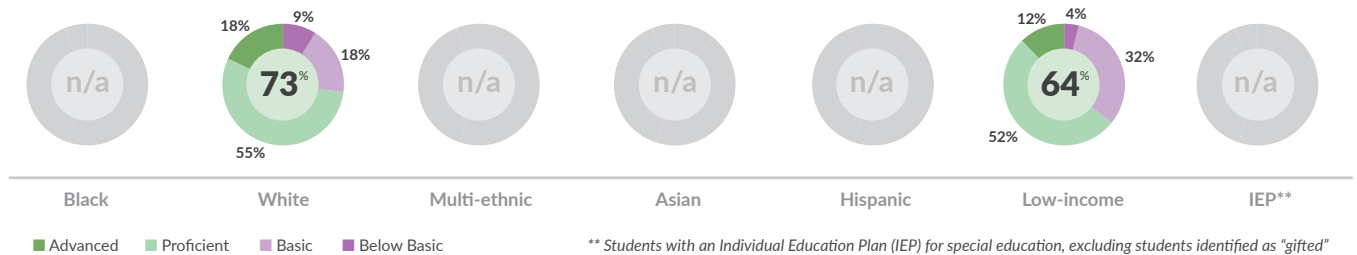
Parents recommend school*: **90%**
 Student stability rate: **86%**
 Students suspended at least once:
Overall: 2%
 Black: 2%, White: 1%,
 Multi-ethnic: 4%, Asian: 0%,
 Hispanic: 0%, Low-income: 2%
 IEP**: 3%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

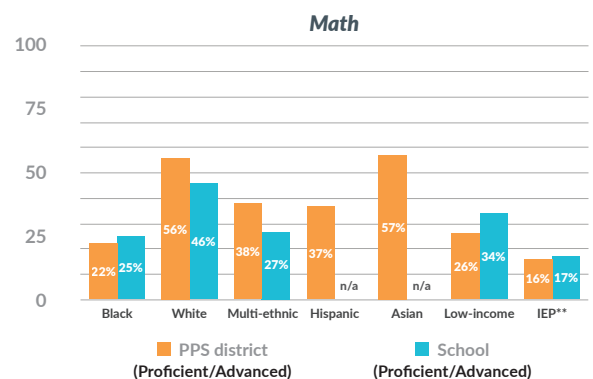
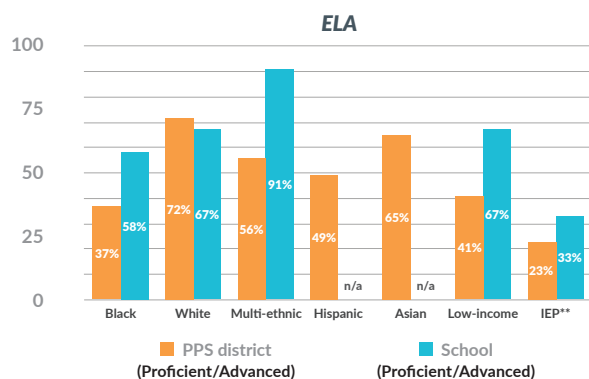
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
 Physical & occupational therapy | Regional emotional support classroom



Pittsburgh Whittier K-5

Neighborhood school

150 Meridan St., 15211 • Mt. Washington • 412-529-8211

Accessible • Principal: David May



Teaching 20 teachers

Teachers feel the school is a good place to work and learn*: **100%**

Teachers new to the school: **5%**

Teachers absent 18+ days: **10%**

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

Enrollment 230 students

(District K-5 average: 315)

Black: **30%**, White: **49%**,

Multi-ethnic: **20%**,

Hispanic: **1%**, IEP*: **31%**

Economically disadvantaged: **77%**

(District K-5 average: 78%)

Capture rate 45%

(District K-5 average: 30%)

School climate

Parents recommend school*: **84%**

Student stability rate: **86%**

Students suspended at least once:

Overall: 2%

Black: 4%, White: 0%,

Multi-ethnic: 2%,

Low-income: 2%

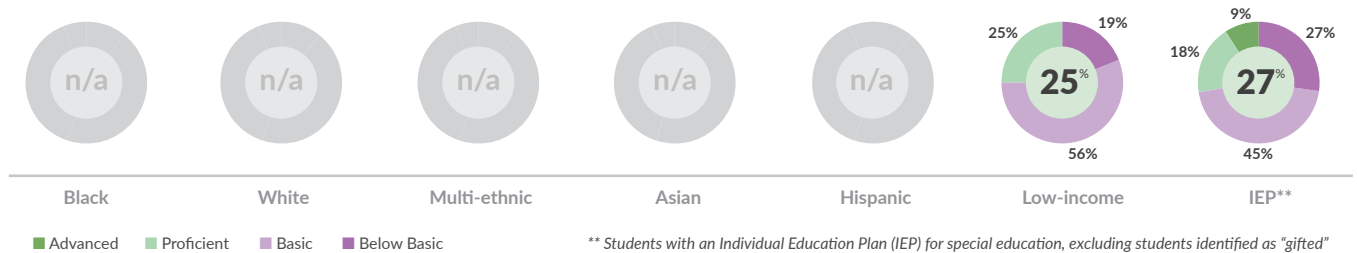
IEP*: 3%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional autism support classroom



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 19 teachers

Teachers feel the school is a good place to work and learn*: **100%**
Teachers new to the school: **5%**
Teachers absent 18+ days: **16%**
Principal stability: **1 principal in the last 4 years**

Enrollment 206 students

(District K-5 average: 315)
Black: **57%**, White: **25%**, Multi-ethnic: **13%**, Asian: **3%**, Hispanic: **1%**, Pacific Islander: **1%**, IEP**: **22%**
Economically disadvantaged: **79%**
(District K-5 average: 78%)

Capture rate 13%

(District K-5 average: 30%)

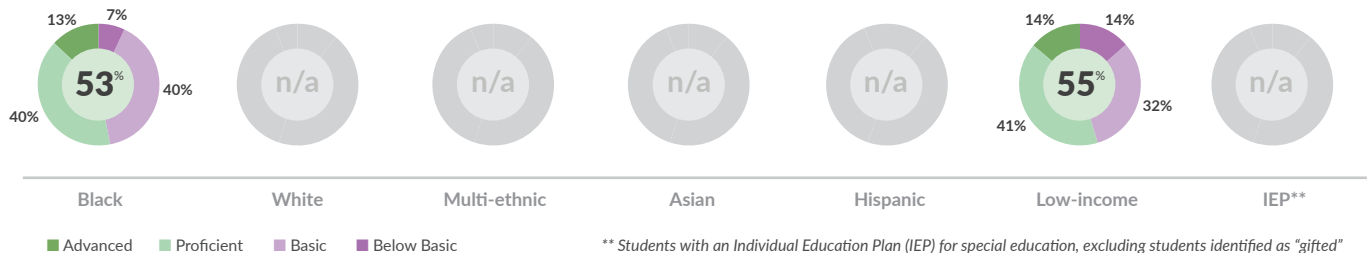
School climate

Parents recommend school*: **n/a**
Student stability rate: **88%**
Students suspended at least once: **Overall: 3%**
Black: 5%, White: 1%, Multi-ethnic: 0%, Low-income: 4%, IEP**: 4%

* Based on survey responses

Key outcomes

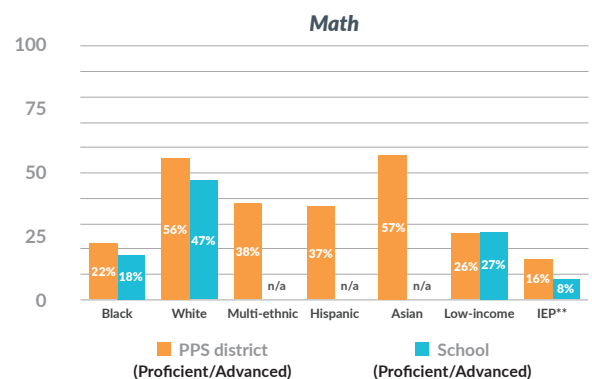
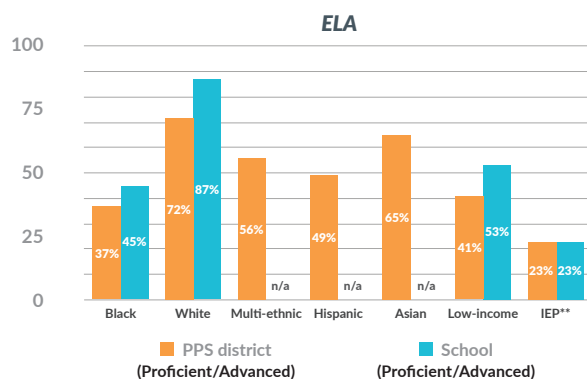
3rd grade Reading 2019: Percentage of students at each PSSA achievement level



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh's K-8 schools

In the 2018-19 school year: PPS had 11 K-8 schools.

The average K-8 school had **494** students and **38** teachers.

70% of K-8 students were economically disadvantaged (receiving public assistance).

27% of K-8 students attended their school of assignment ("capture rate").

The average site-based cost per K-8 student was **\$8,980**.

Teaching/Counseling

73% of K-8 teachers feel their school is a good place to work and learn.*

59% of K-8 teachers performed at the Distinguished level.

Average counselor/student ratio: **1/370**

School stability

Student stability rate: **87%**

Teachers new to the school: **11%**

Principal stability 2016-19

6 K-8 schools had one principal.

5 schools had two principals.

School climate

81% of parents would recommend their child's K-8 school.*

On average, **25%** of K-8 students were chronically absent.

9% of K-8 students were suspended at least once.

Black: **14%**, White: **4%**, Multi-ethnic: **8%**, Asian: **1%**, Hispanic: **4%**, Low-income: **12%**
IEP*: **14%**

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

* Based on survey responses

2019 Reading levels and students' economic disadvantage (3rd-5th)



1	Arlington PreK-8
2	Brookline PreK-8
3	Carmalt PreK-8

4	Colfax K-8
5	Greenfield PreK-8
6	King PreK-8

7	Langley K-8
8	Manchester PreK-8
9	Mifflin PreK-8

10	Morrow PreK-8
11	Sunnyside PreK-8

8th grade algebra K-8 students who took algebra by the end of 8th grade: **175 out of 542**

2019 Math achievement and students' economic disadvantage (6th-8th)



1	Arlington PreK-8
2	Brookline PreK-8
3	Carmalt PreK-8

4	Colfax K-8
5	Greenfield PreK-8
6	King PreK-8

7	Langley K-8
8	Manchester PreK-8
9	Mifflin PreK-8

10	Morrow PreK-8
11	Sunnyside PreK-8

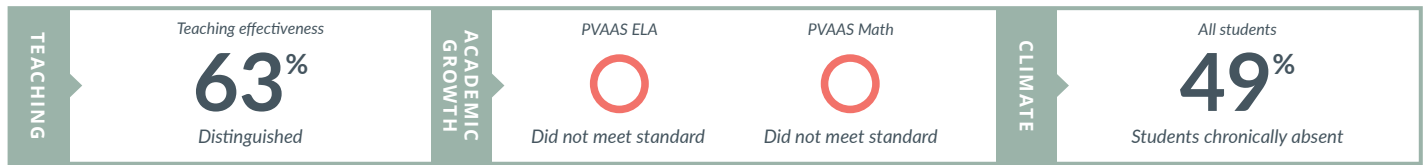


Pittsburgh Arlington PreK-8

Neighborhood school

800 Rectenwald St., 15210 • Mt. Oliver • 412-529-4700

Accessible • Principal: Holly Ballard



Teaching 36 teachers

Teachers feel the school is a good place to work and learn*: **27%**

Teachers new to the school: **11%**

Teachers absent 18+ days: **14%**

Principal stability: **1 principal in the last 4 years**

Enrollment 448 students

(District K-8 average: 494)

Black: **67%**, White: **19%**,

Multi-ethnic: **10%**, Asian: **2%**,

Hispanic: **2%**, IEP**: **37%**

Economically disadvantaged: **95%**

(District K-8 average: 70%)

Capture rate 24%

(District K-8 average: 27%)

School climate

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

Student stability rate: **75%**

Students suspended at least once:

Overall: 13%

Black: 16%, White: 10%,

Multi-ethnic: 7%,

Low-income: 14%

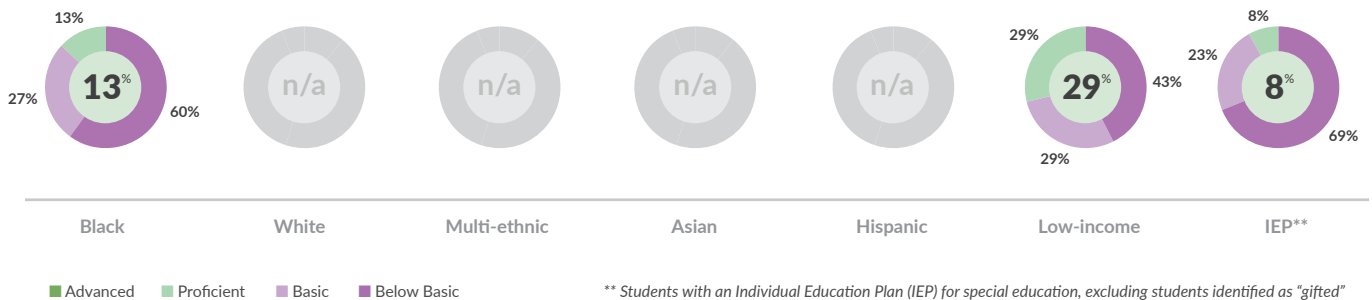
IEP**: 19%

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

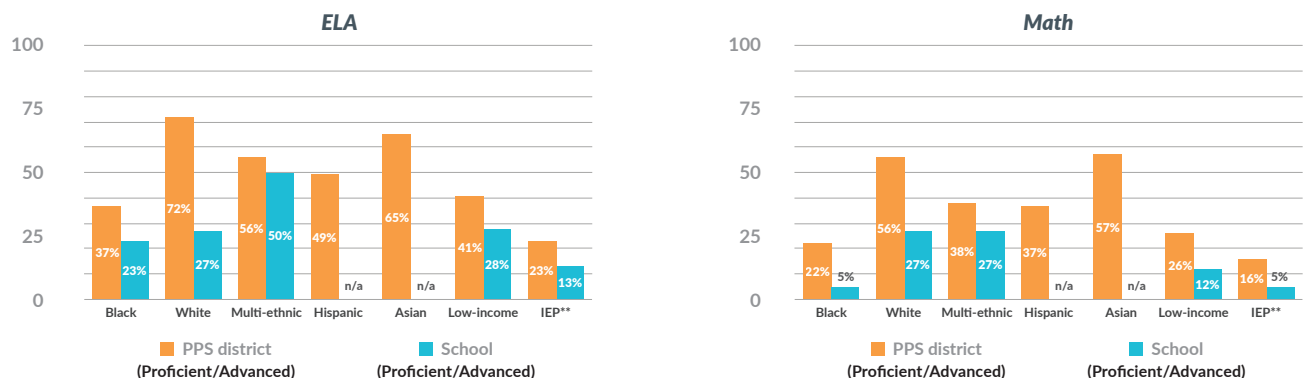
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels

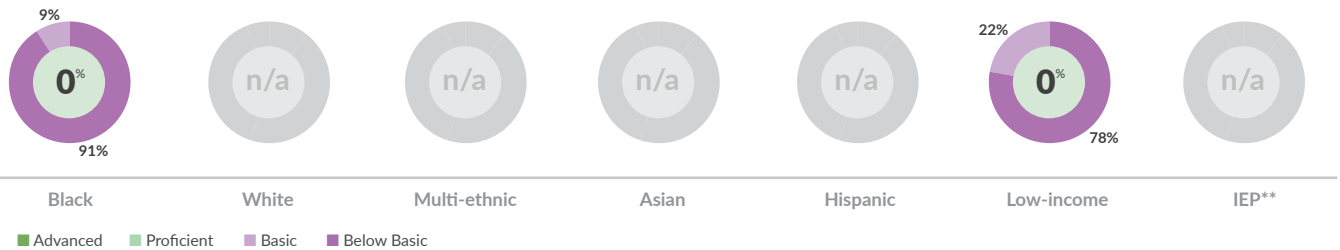


Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **19 out of 57**

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

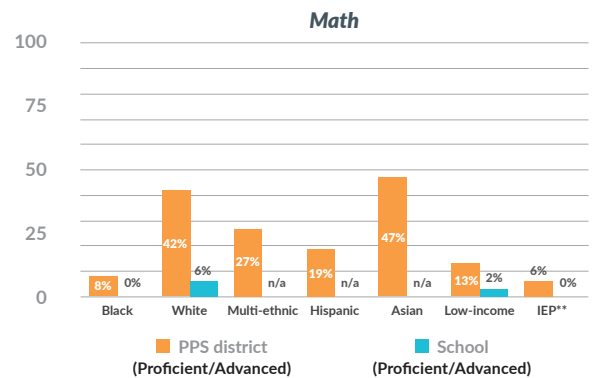
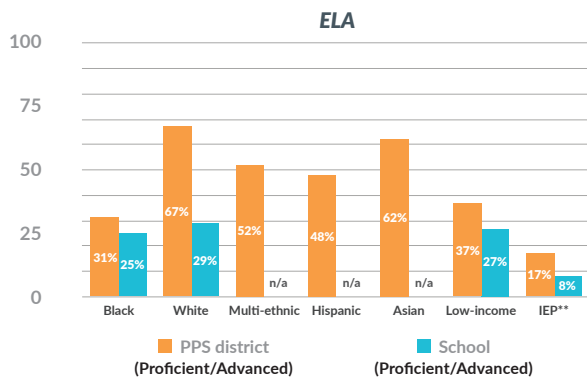
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional emotional, autism & life skills support classrooms



Pittsburgh Brookline PreK-8

Neighborhood school

500 Woodbourne Ave., 15226 • Brookline • 412-529-7380

Accessible • Principal: John Vater



Teaching 38 teachers

Teachers feel the school is a good place to work and learn*: **98%**

Teachers new to the school: **3%**

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

Principal stability: **1 principal in the last 4 years**

Enrollment 492 students

(District K-8 average: 494)

Black: **14%**, White: **69%**,

Multi-ethnic: **11%**, Asian: **2%**,

Hispanic: **4%**, IEP**: **20%**

Economically disadvantaged: **56%**

(District K-8 average: 70%)

Capture rate 47%

(District K-8 average: 27%)

School climate

Parents recommend school*: **93%**

Student stability rate: **95%**

Students suspended at least once:

Overall: 5%

Black: 11%, White: 4%,

Multi-ethnic: 3%, Hispanic: 0%,

Low-income: 8%

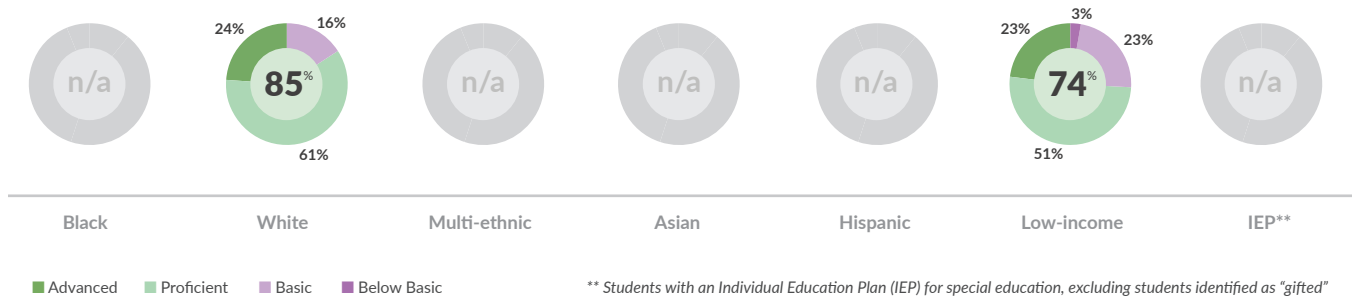
IEP**: 5%

* Based on survey responses

Key outcomes (3-5)

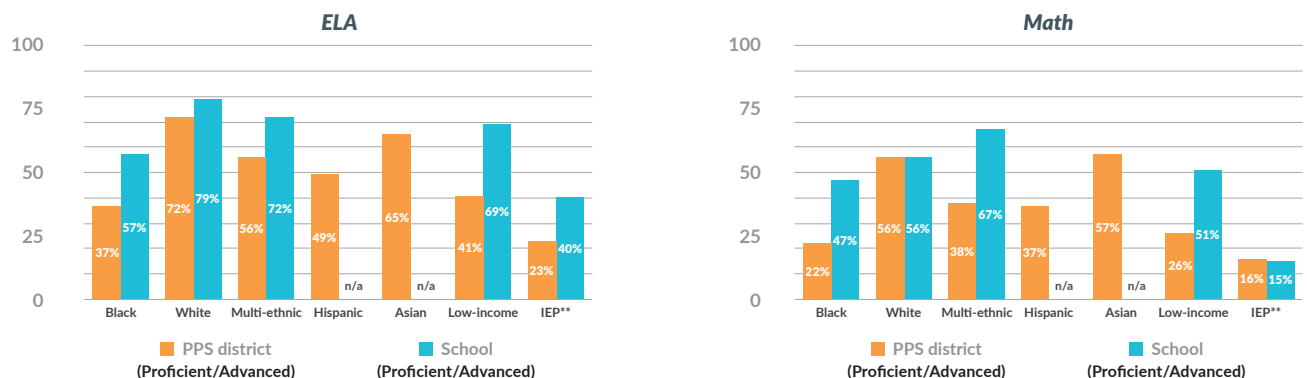
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **28 out of 53**

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

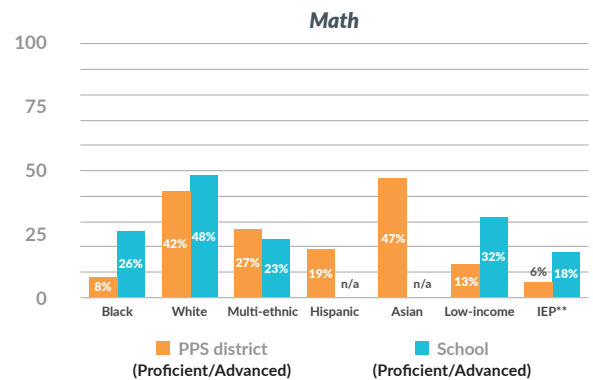
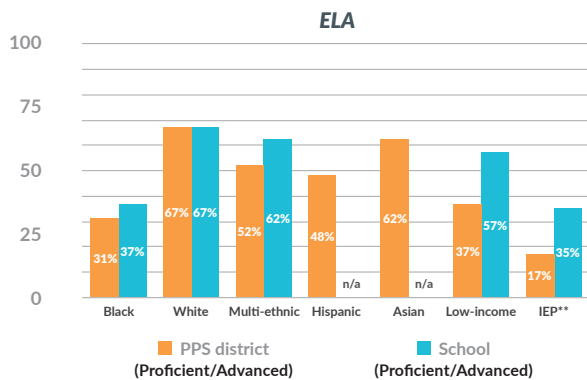
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom



Pittsburgh Carmalt PreK-8

Science & Technology magnet school

1550 Breining St., 15226 • Overbrook • 412-529-7760

Accessible • Principal: Alexa Tokarski-Jones



Teaching 40 teachers

Teachers feel the school is a good place to work and learn*: **90%**
Teachers new to the school: **8%**
Teachers absent 18+ days: **28%**
Principal stability: **2 principals in the last 4 years**

Enrollment 540 students

(District K-8 average: 494)
Black: **43%**, White: **42%**, Multi-ethnic: **11%**, Asian: **2%**, Hispanic: **1%**, IEP**: **23%**
Economically disadvantaged: **66%**
(District K-8 average: 70%)
Capture rate n/a
(District K-8 average: 27%)

School climate

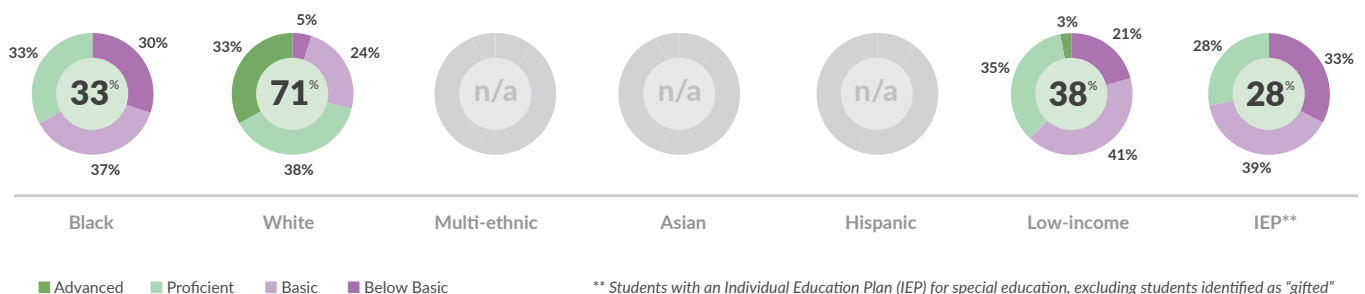
Parents recommend school*: **76%**
Student stability rate: **97%**
Students suspended at least once: **Overall: 9%**
Black: 10%, White: 6%, Multi-ethnic: 14%, Asian: 0%, Low-income: 11%, IEP**: 13%

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

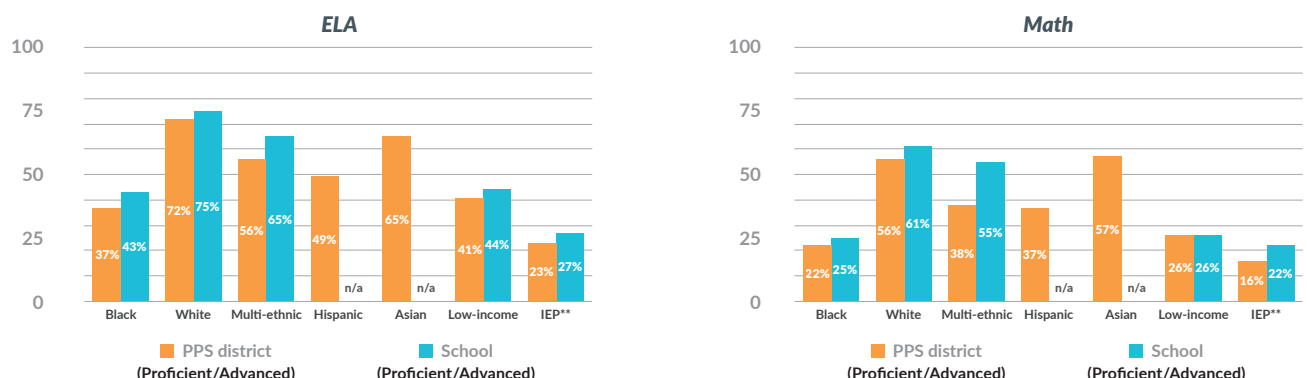
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels

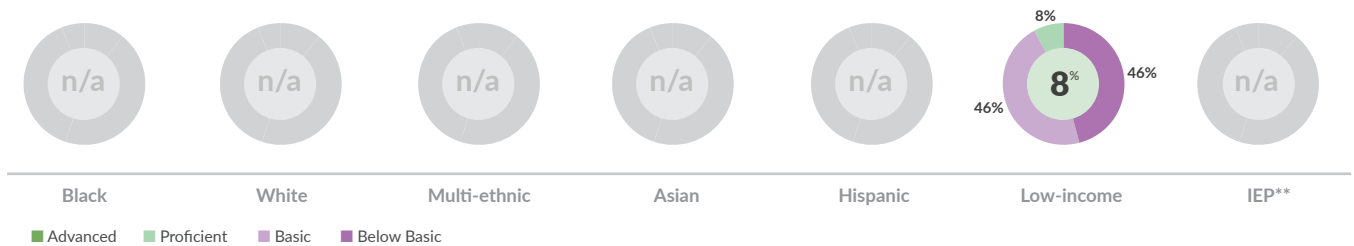


Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **24 out of 46**

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

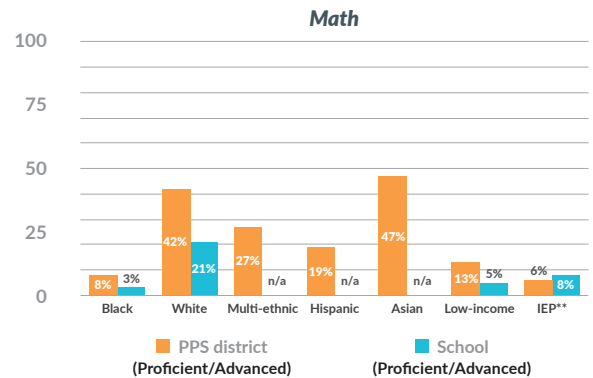
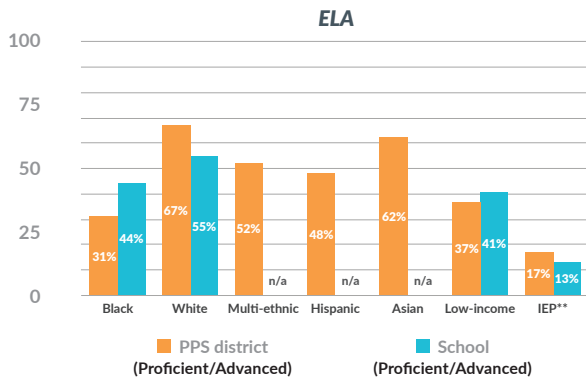
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom



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 57 teachers

Teachers feel the school is a good place to work and learn*: **85%**

Teachers new to the school: **12%**

Teachers absent 18+ days: **5%**

Principal stability: **1 principal in the last 4 years**

Enrollment 980 students

(District K-8 average: 494)

Black: **23%**, White: **50%**,

Multi-ethnic: **10%**, Asian: **14%**,

Hispanic: **3%**, IEP**: **12%**

Economically disadvantaged: **29%**

(District K-8 average: 70%)

Capture rate 26%

(District K-8 average: 27%)

School climate

Parents recommend school*: **85%**

Student stability rate: **89%**

Students suspended at least once:

Overall: 4%

Black: 10%, White: 2%,

Multi-ethnic: 5%, Hispanic: 3%,

Asian: 1%, Low-income: 9%

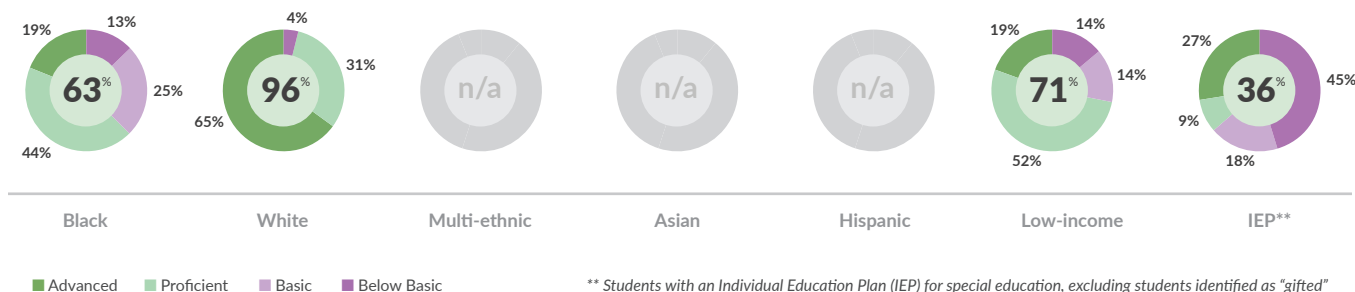
IEP**: 9%

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

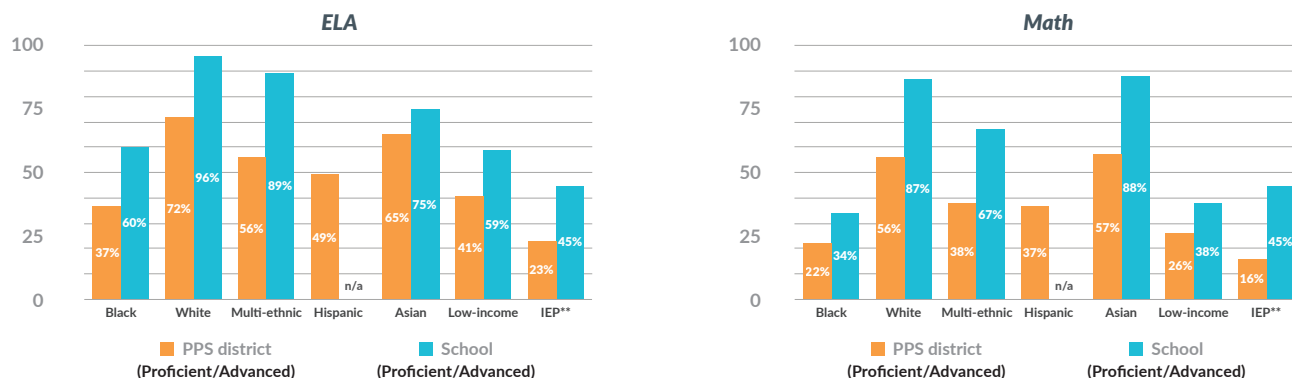
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels

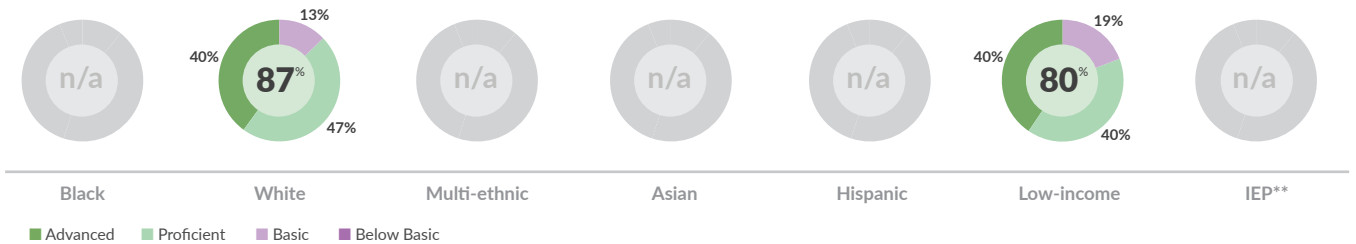


Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **53 out of 94**

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

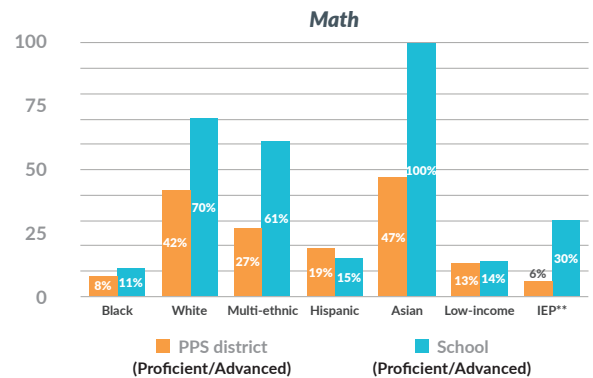
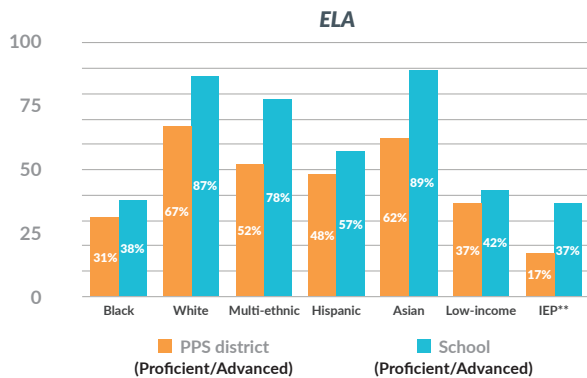
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy

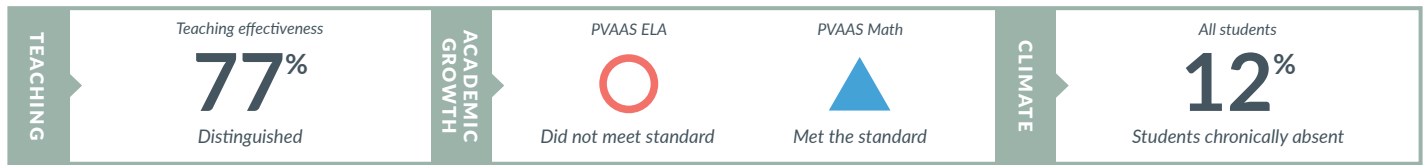


Pittsburgh Greenfield PreK-8

Neighborhood school with an "English as a Second Language" program

1 Alger St., 15207 • Greenfield • 412-529-3535

Accessible • Principal: Eric Rosenthal



Teaching 33 teachers

Teachers feel the school is a good place to work and learn*: **100%**

Teachers new to the school: **9%**

Teachers absent 18+ days: **15%**

Principal stability: **1 principal in the last 4 years**

Enrollment 408 students

(District K-8 average: 494)

Black: **13%**, White: **62%**,

Multi-ethnic: **6%**, Asian: **12%**,

Hispanic: **5%**, IEP**: **20%**

Economically disadvantaged: **55%**

(District K-8 average: 70%)

Capture rate 41%

(District K-8 average: 27%)

School climate

Parents recommend school*: **96%**

Student stability rate: **89%**

Students suspended at least once:

Overall: 1%

Black: 4%, White: 0%,

Multi-ethnic: 4%, Asian: 0%,

Hispanic: 0%, Low-income: 2%

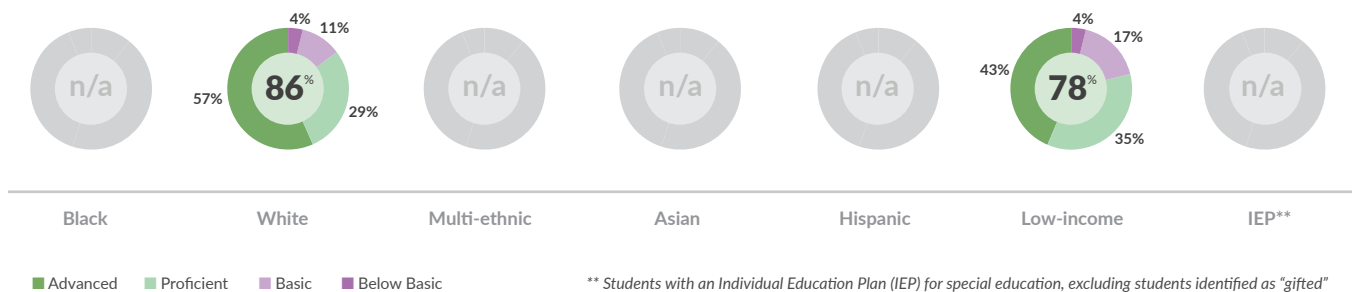
IEP**: 1%

* Based on survey responses

Key outcomes (3-5)

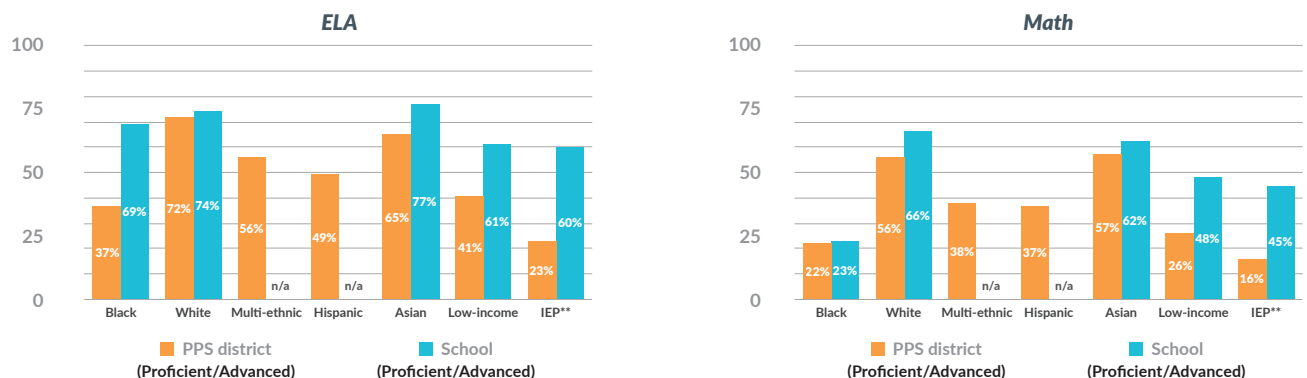
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels

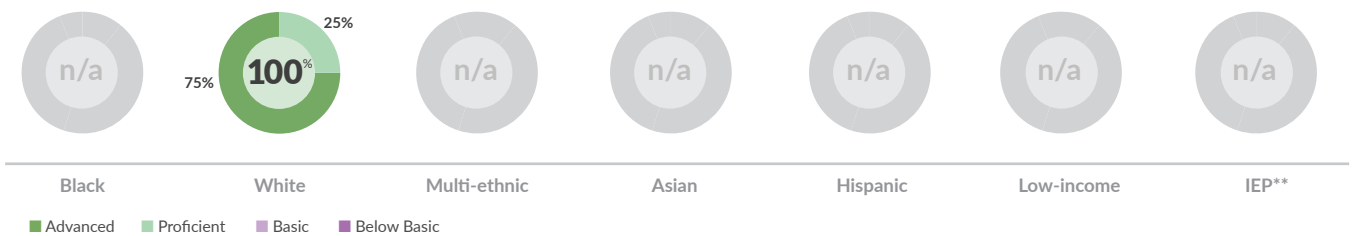


Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **16 out of 44**

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

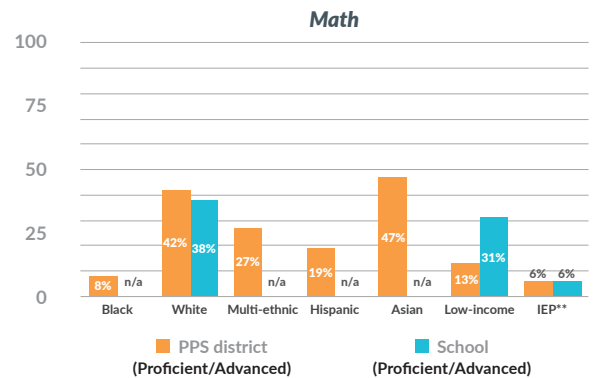
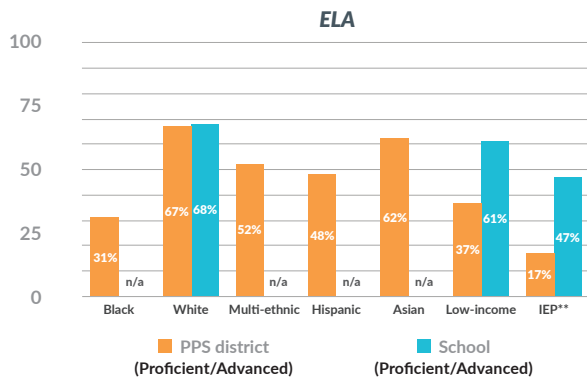
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom



Pittsburgh King PreK-8

Neighborhood school

50 Montgomery Pl., 15212 • Allegheny Center • 412-529-4160

Accessible, with exceptions • Principal: Michael Perella



Teaching 38 teachers

Teachers feel the school is a good place to work and learn*: **57%**
Teachers new to the school: **18%**
Teachers absent 18+ days: **21%**
Principal stability: **2 principals in the last 4 years**

Enrollment 468 students

(District K-8 average: 494)
Black: **85%**, White: **4%**, Multi-ethnic: **9%**, Hispanic: **2%**, IEP**: **24%**
Economically disadvantaged: **96%**
(District K-8 average: 70%)
Capture rate 22%
(District K-8 average: 27%)

School climate

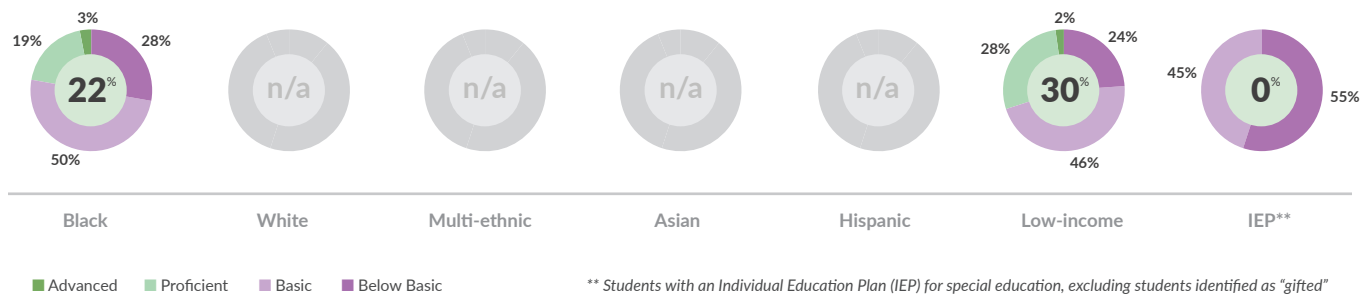
Parents recommend school*: **n/a**
Student stability rate: **78%**
Students suspended at least once: **Overall: 29%**
Black: 31%, White: 17%, Multi-ethnic: 23%, Hispanic: 8%, Low-income: 30%, IEP**: 36%

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

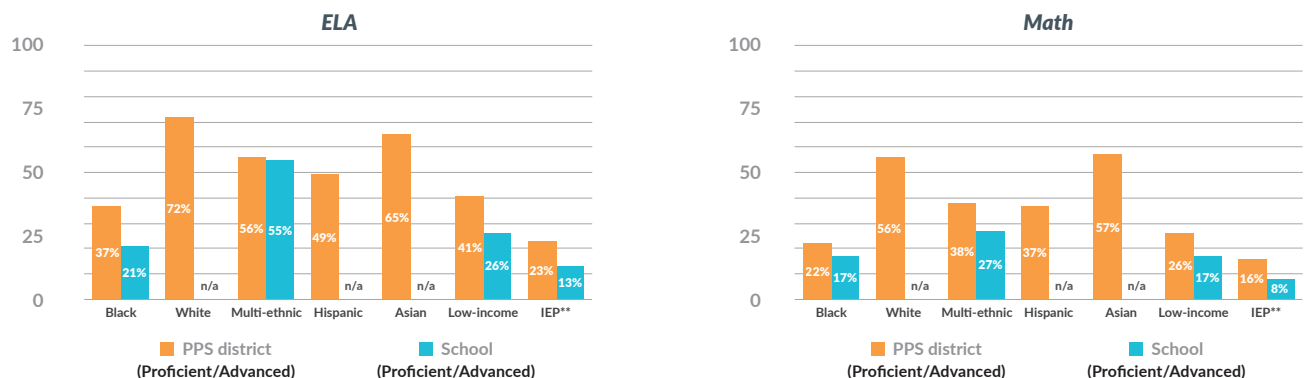
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



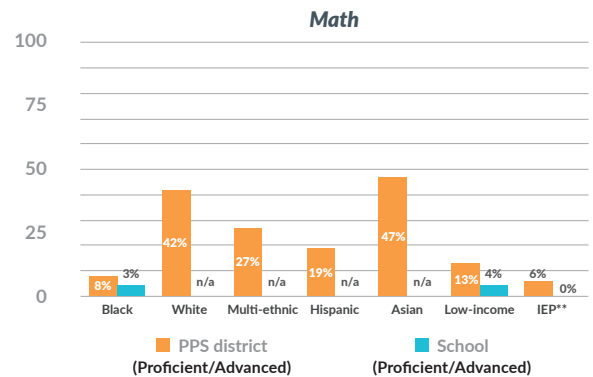
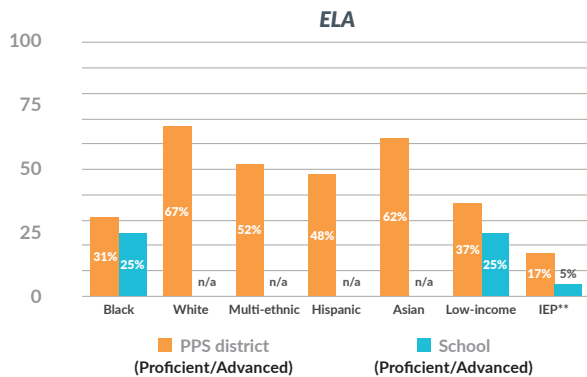
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 26**

No students took the Algebra I Keystone Exam.

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional emotional support classroom



Pittsburgh Langley K-8

Neighborhood school

2940 Sheraden Blvd., 15204 • Sheraden • 412-529-2100

Accessible • Principal: Stephen Sikon



Teaching 57 teachers

Teachers feel the school is a good place to work and learn*: **69%**
Teachers new to the school: **11%**
Teachers absent 18+ days: **14%**
Principal stability: **2 principals in the last 4 years**

Enrollment 632 students

(District K-8 average: 494)
Black: **67%**, White: **15%**,
Multi-ethnic: **16%**,
Hispanic: **1%**, IEP**: **32%**
Economically disadvantaged: **94%**
(District K-8 average: 70%)
Capture rate 27%
(District K-8 average: 27%)

School climate

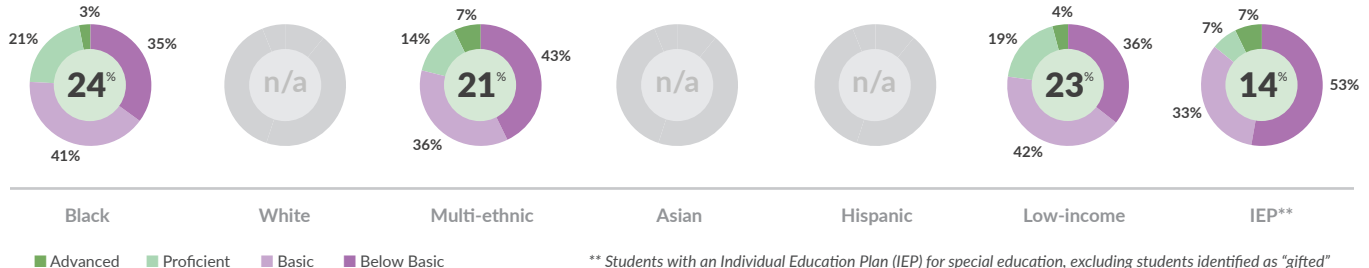
Parents recommend school*: **64%**
Student stability rate: **82%**
Students suspended at least once:
Overall: 12%
Black: 13%, White: 12%,
Multi-ethnic: 10%,
Low-income: 13%
IEP**: 15%

* Based on survey responses

Key outcomes (3-5)

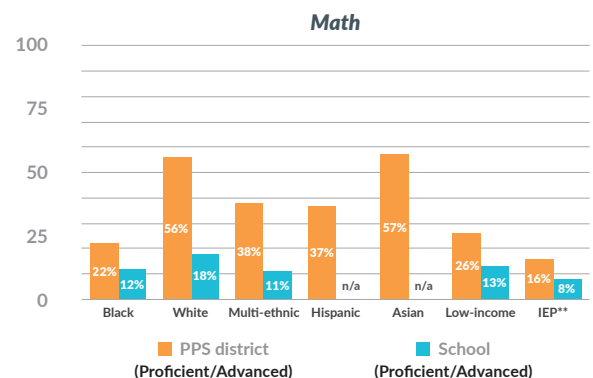
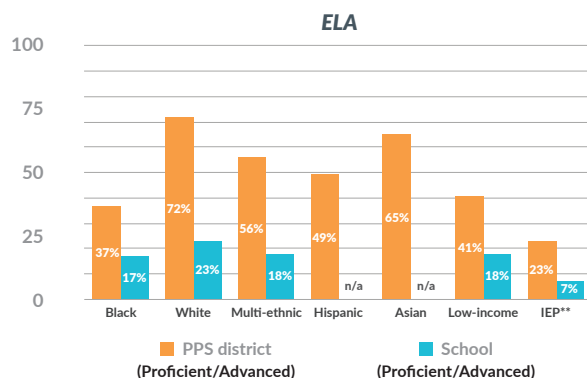
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



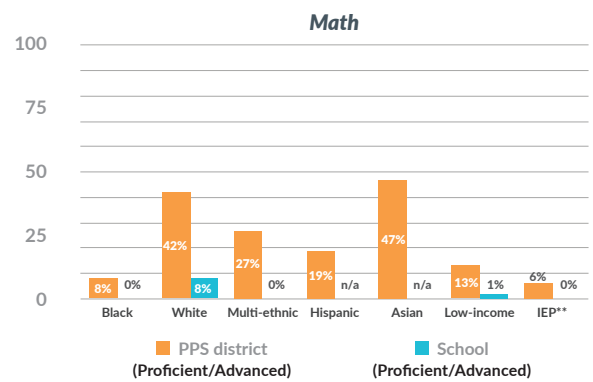
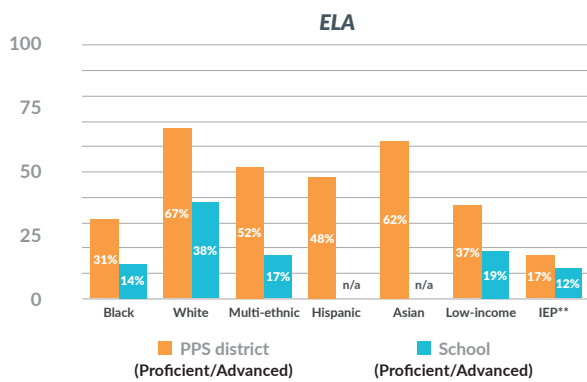
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 67**

No students took the Algebra I Keystone Exam.

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support

Physical & occupational therapy | Regional emotional, autism & life skills support classrooms



Pittsburgh Manchester PreK-8

Neighborhood school

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

Accessible • Principal: Aisha Robinson



Teaching 25 teachers

Teachers feel the school is a good place to work and learn*: **69%**
Teachers new to the school: **8%**
Teachers absent 18+ days: **16%**
Principal stability: **2 principals in the last 4 years**

Enrollment 231 students

(District K-8 average: 494)
Black: **87%**, White: **7%**,
Multi-ethnic: **4%**,
Hispanic: **2%**, IEP**: **38%**
Economically disadvantaged: **93%**
(District K-8 average: 70%)
Capture rate 23%
(District K-8 average: 27%)

School climate

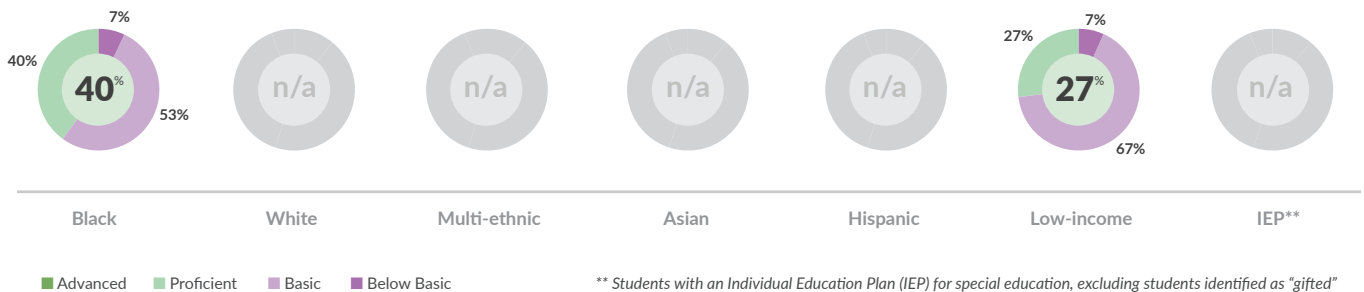
Parents recommend school*: **86%**
Student stability rate: **83%**
Students suspended at least once:
Overall: 6%
Black: 6%, White: 0%,
Multi-ethnic: 0%,
Low-income: 6%
IEP**: 6%

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

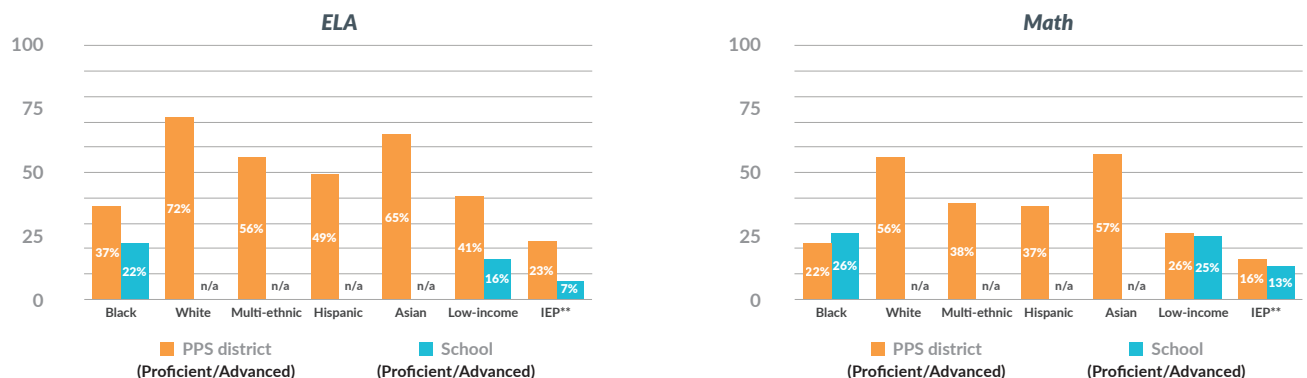
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

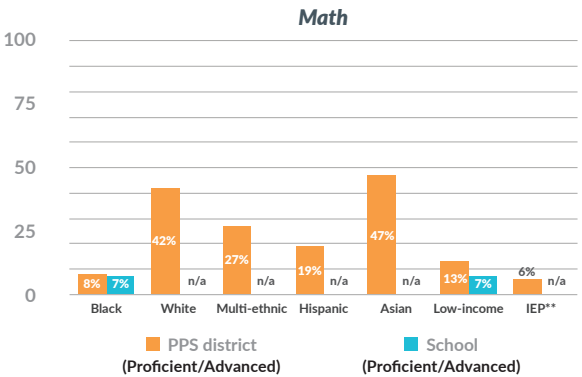
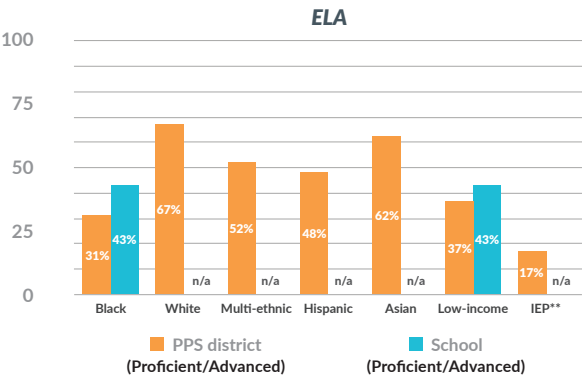
Percentage at Proficient/Advanced levels



Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: 4 out of 17
The subgroups of students who took the Algebra I Keystone Exam were too small for results to be reported.

2019 PSSA achievement compared to district (6th through 8th grades)
Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional, autism, life skills & multiple disabilities support classrooms



Pittsburgh Mifflin PreK-8

Neighborhood school

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

Accessible • Principal: Amy Carricato



Teaching 25 teachers

Teachers feel the school is a good place to work and learn*: **31%**
Teachers new to the school: **16%**
Teachers absent 18+ days: **36%**
Principal stability: **1 principal in the last 4 years**

Enrollment 312 students

(District K-8 average: 494)
Black: **37%**, White: **54%**,
Multi-ethnic: **9%**,
Hispanic: **1%**, IEP**: **20%**
Economically disadvantaged: **68%**
(District K-8 average: 70%)
Capture rate 33%
(District K-8 average: 27%)

School climate

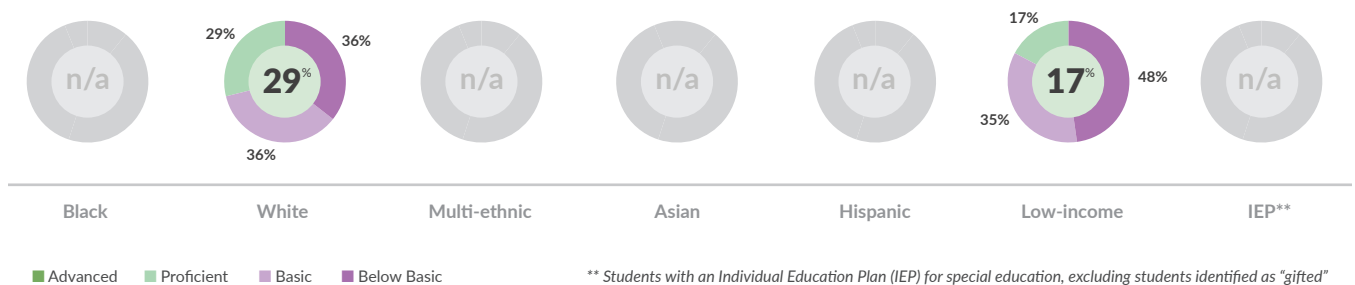
Parents recommend school*: **52%**
Student stability rate: **92%**
Students suspended at least once:
Overall: 8%
Black: 13%, White: 5%,
Multi-ethnic: 3%,
Low-income: 9%
IEP**: 15%

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

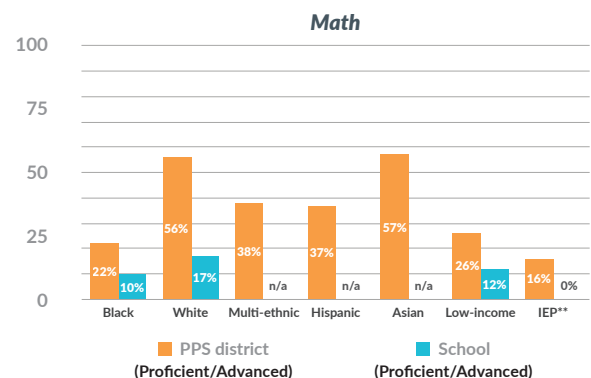
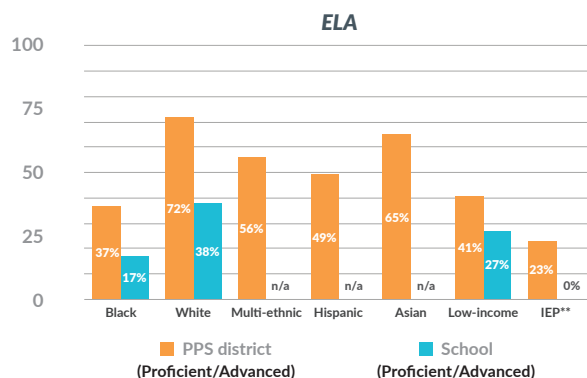
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels

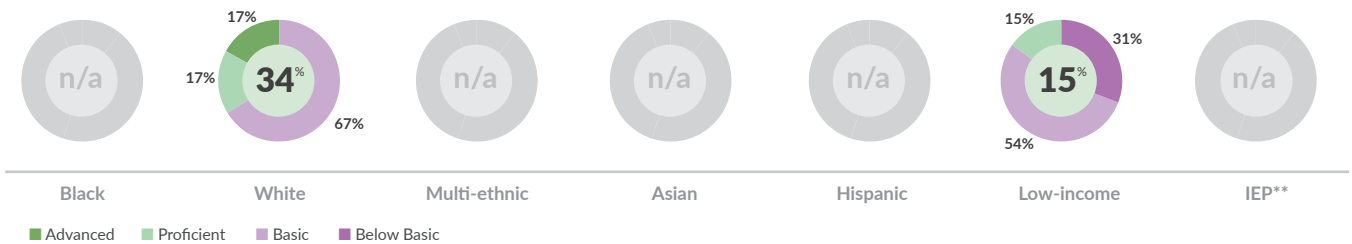


Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **20 out of 49**

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

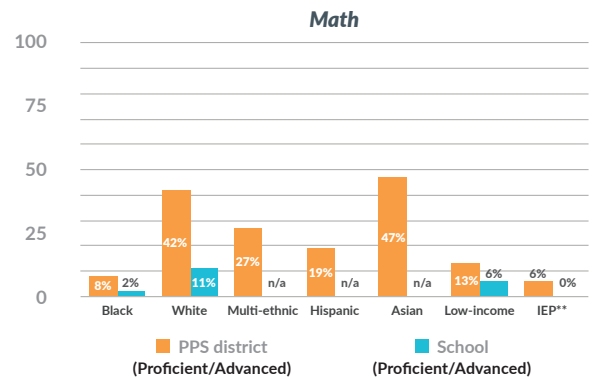
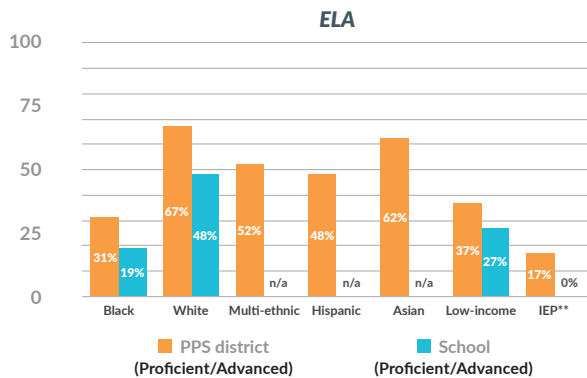
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional autism support classroom



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: Michael Calvert



Teaching 46 teachers

Teachers feel the school is a good place to work and learn*: **74%**
Teachers new to the school: **17%**
Teachers absent 18+ days: **17%**
Principal stability: **2 principals in the last 4 years**

Enrollment 635 students

(District K-8 average: 494)
Black: **66%**, White: **19%**,
Multi-ethnic: **14%**,
Hispanic: **1%**, IEP**: **24%**
Economically disadvantaged: **89%**
(District K-8 average: 70%)
Capture rate 25%
(District K-8 average: 27%)

School climate

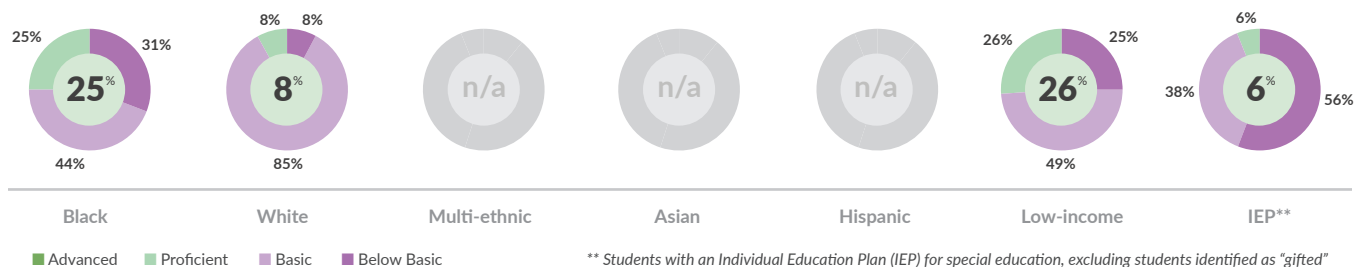
Parents recommend school*: **n/a**
Student stability rate: **85%**
Students suspended at least once:
Overall: 6%
Black: 7%, White: 1%,
Multi-ethnic: 8%,
Low-income: 6%
IEP**: 8%

* Based on survey responses

Key outcomes (3-5)

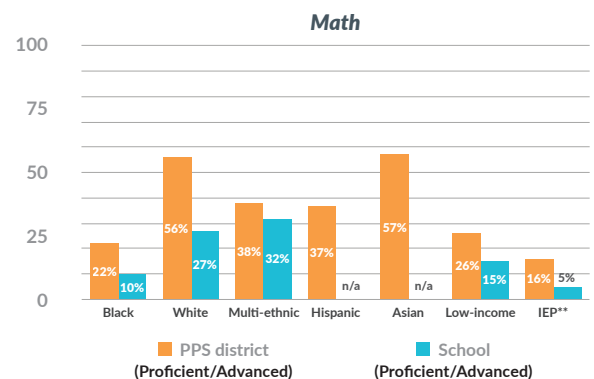
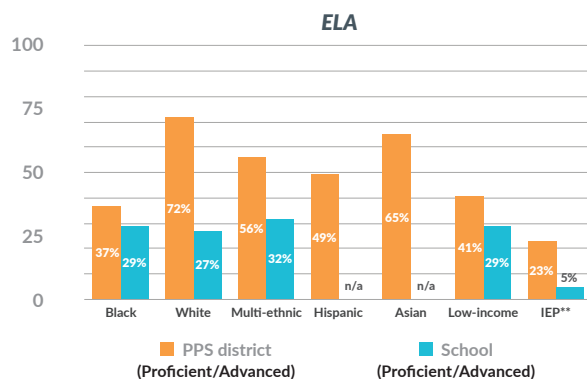
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



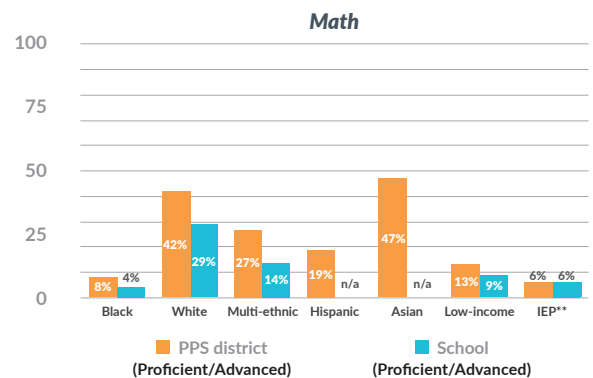
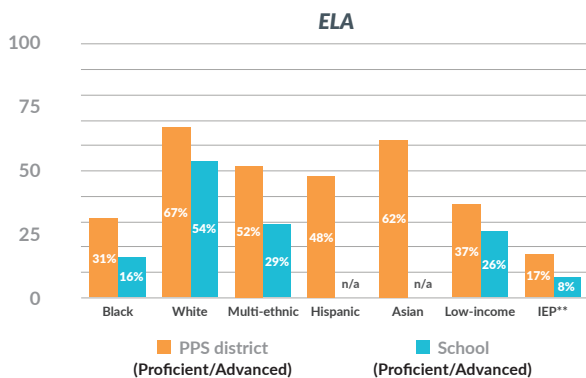
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 63**

No students took the Algebra I Keystone Exam.

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional autism support classroom



Pittsburgh Sunnyside PreK-8

Neighborhood school

4801 Stanton Ave., 15201 • Stanton Heights • 412-529-2040

Accessible • Principal: Laura Dadey



Teaching 27 teachers

Teachers feel the school is a good place to work and learn*: **100%**

Teachers new to the school: **4%**

Teachers absent 18+ days: **7%**

Principal stability: **1 principal in the last 4 years**

Enrollment 285 students

(District K-8 average: 494)

Black: **57%**, White: **31%**,

Multi-ethnic: **8%**, Asian: **2%**,

Hispanic: **3%**, IEP**: **24%**

Economically disadvantaged: **77%**

(District K-8 average: 70%)

Capture rate 21%

(District K-8 average: 27%)

School climate

Parents recommend school*: **92%**

Student stability rate: **87%**

Students suspended at least once:

Overall: 7%

Black: 10%, White: 2%,

Multi-ethnic: 5%,

Low-income: 8%

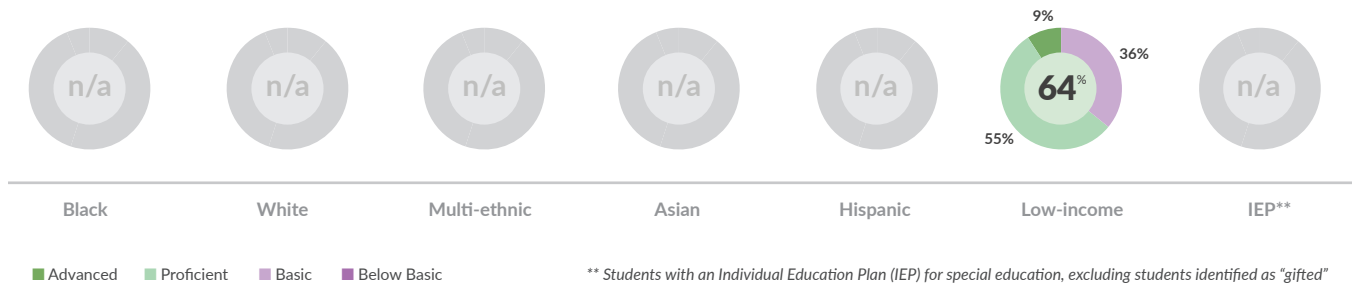
IEP**: 13%

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

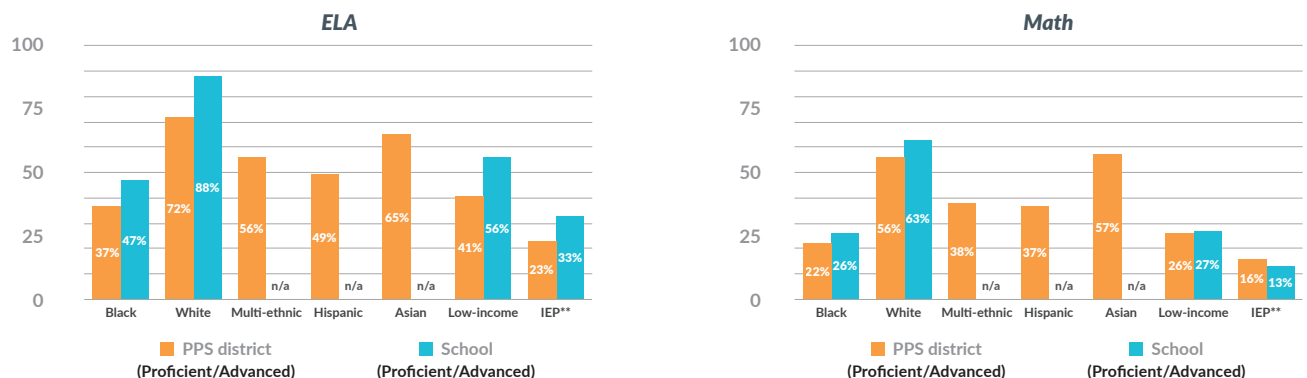
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



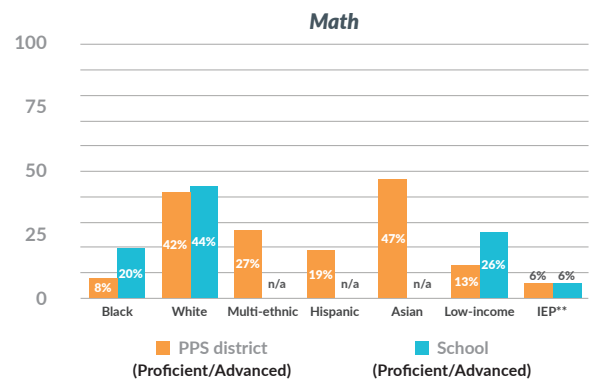
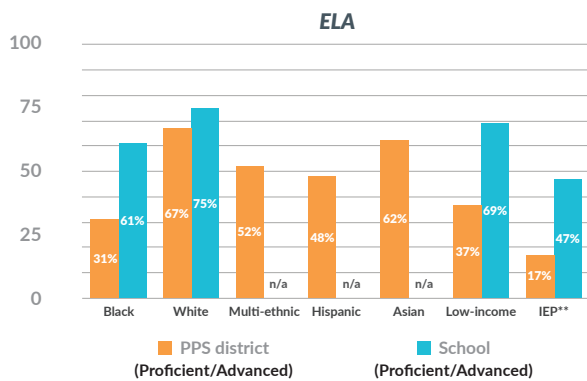
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **11 out of 26**

The subgroups of students who took the Algebra I Keystone Exam were too small for results to be reported.

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional, multiple disabilities & visually impaired support classrooms



Pittsburgh's middle schools

In the 2018-19 school year: PPS had 7 middle (6-8) schools.

The average middle school had **299** students and **25** teachers.

79% of middle school students were economically disadvantaged (receiving public assistance).

31% of middle school students attended their school of assignment ("capture rate").

The average site-based cost per middle school student was **\$9,853**.

Teaching/Counseling

89% of middle school teachers feel their school is a good place to work and learn.*

69% of middle school teachers performed at the Distinguished level.

Average counselor/student ratio:
1/286

School stability

Student stability rate: **88%**

Teachers new to the school: **10%**

Principal stability 2016-19

5 middle schools had one principal.

2 schools had two principals.

School climate

86% of parents would recommend their child's middle school.*

On average, **21%** of middle school students were chronically absent.

15% of middle school students were suspended at least once.

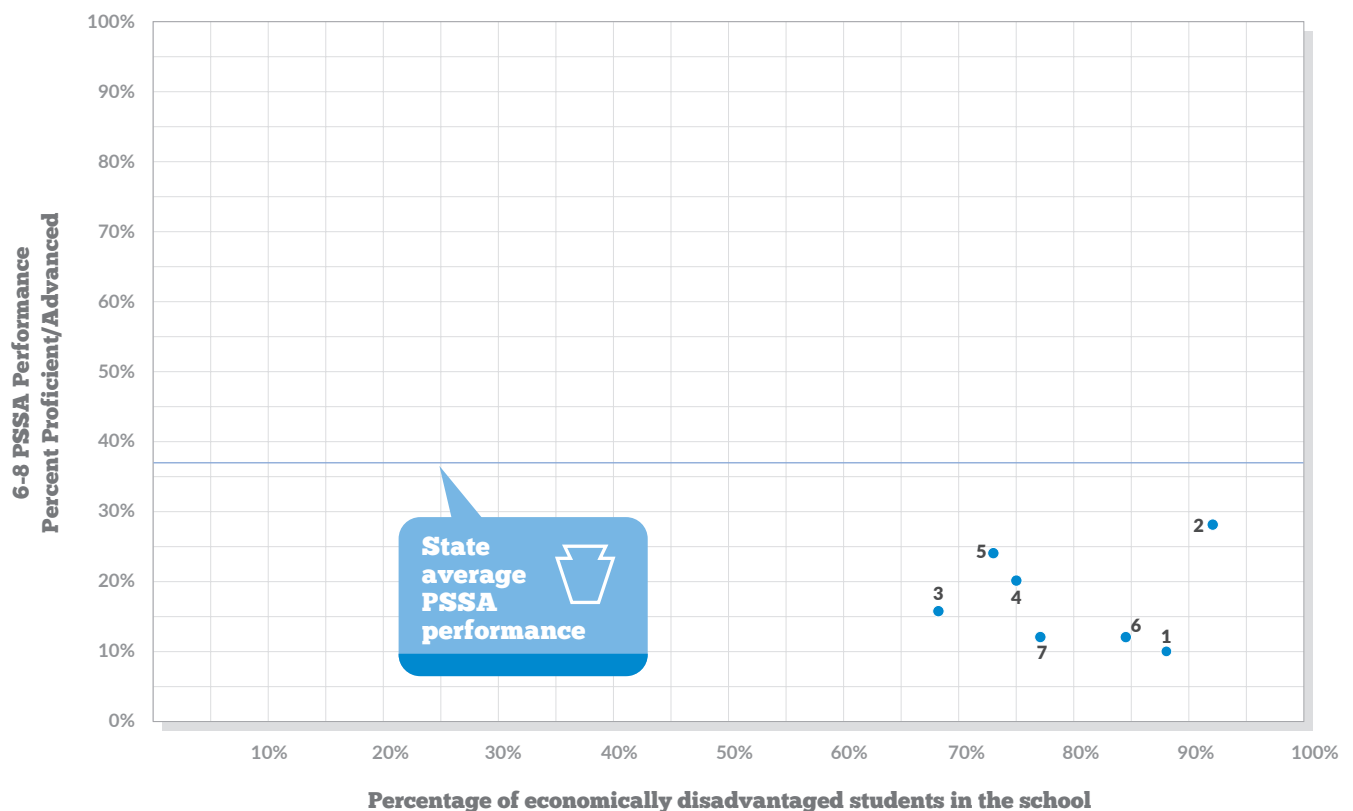
Black: **19%**, White: **10%**,
Multi-ethnic: **13%**, Asian: **5%**,
Hispanic: **5%**, Low-income: **17%**
IEP** : **20%**

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

* Based on survey responses

8th grade algebra 6-8 students who took algebra by the end of 8th grade: **162 out of 674**

2019 Math achievement and students' economic disadvantage



1	Allegheny 6-8
2	Arsenal 6-8

3	Classical 6-8
4	Schiller 6-8

5	South Brook 6-8
6	South Hills 6-8

7	Sterrett 6-8
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Pittsburgh Allegheny 6-8

Traditional Academy magnet school

810 Arch St., 15212 • Allegheny Center • 412-529-4115

Accessible • Principal: Yarra Howze



Teaching 18 teachers

Teachers feel the school is a good place to work and learn*: **95%**

Teachers new to the school: **11%**

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

Principal stability: **1 principal in the last 4 years**

Enrollment 189 students

(District 6-8 average: 299)

Black: **83%**, White: **7%**, Multi-ethnic: **8%**,

Hispanic: **2%**, IEP**: **29%**

Economically disadvantaged: **87%**

(District 6-8 average: 79%)

Capture rate n/a

(District 6-8 average: 31%)

School climate

Parents recommend school*: **86%**

Student stability rate: **95%**

Students suspended at least once:

Overall: 11%

Black: 10%, White: 25%,

Multi-ethnic: 13%, Low-income: 11%

IEP**: 9%

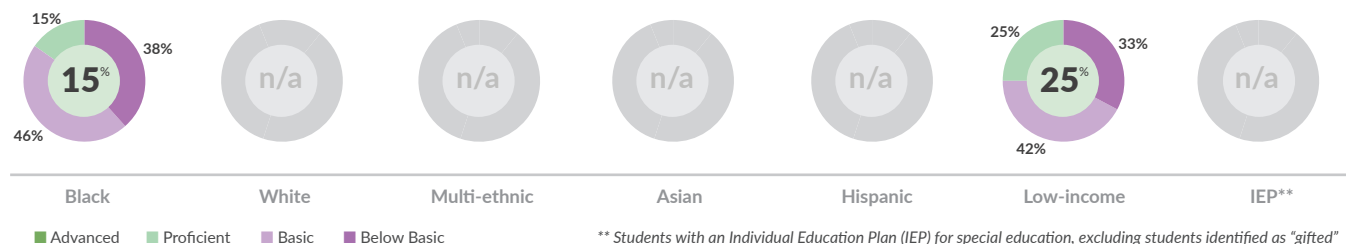
* Based on survey responses

Key outcomes

8th grade algebra Students who took algebra by the end of 8th grade: **18 out of 69**

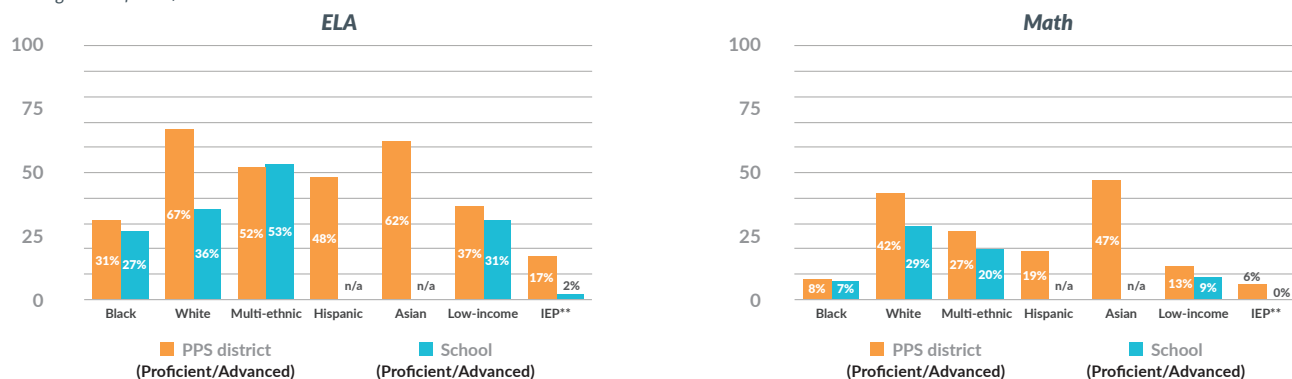
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional support classroom



Pittsburgh Arsenal 6-8

Read Arsenal's story on page 11.

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 20 teachers

Teachers feel the school is a good place to work and learn*: **100%**

Teachers new to the school: **5%**

Teachers absent 18+ days: **30%**

Principal stability: **1 principal in the last 4 years**

Enrollment 176 students

(District 6-8 average: 299)

Black: **71%**, White: **10%**, Multi-ethnic: **3%**,

Asian: **6%**, Hispanic: **10%**, IEP**: **28%**

Economically disadvantaged: **92%**

(District 6-8 average: 79%)

Capture rate 23%

(District 6-8 average: 31%)

School climate

Parents recommend school*: **84%**

Student stability rate: **82%**

Students suspended at least once:

Overall: 18%

Black: 24%, White: 8%, Multi-ethnic: 18%,

Hispanic: 0%, Asian: 9%, Low-income: 20%

IEP**: 29%

* Based on survey responses

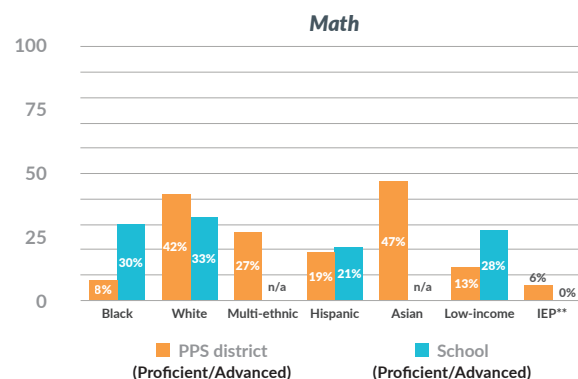
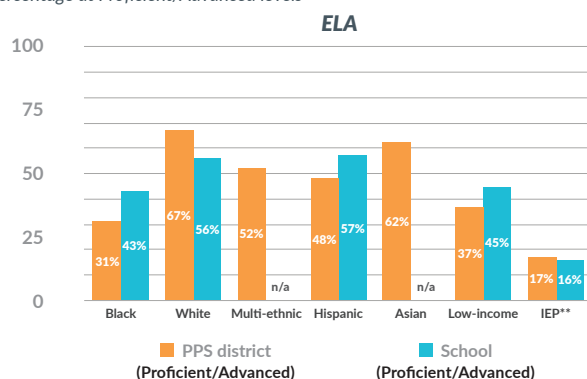
Key outcomes

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 54**

No students took the Algebra I Keystone Exam.

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional & life skills support classrooms

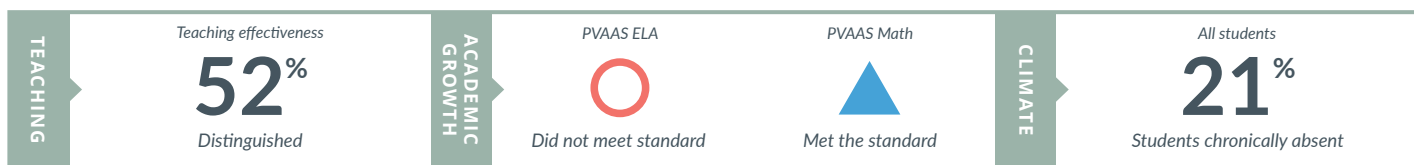


Pittsburgh Classical 6-8

Classical Academy magnet school

1463 Chartiers Ave. Third Floor, 15220 • Crafton Heights • 412-529-3110

Accessible • Principal: Valerie Merlo



Teaching 29 teachers

Teachers feel the school is a good place to work and learn*: **89%**

Teachers new to the school: **3%**

Teachers absent 18+ days: **10%**

Principal stability: **1 principal in the last 4 years**

Enrollment 298 students

(District 6-8 average: 299)

Black: **47%**, White: **38%**, Multi-ethnic: **10%**,

Asian: **1%**, Hispanic: **2%**,

Pacific Islander: **1%**, IEP**: **29%**

Economically disadvantaged: **68%**

(District 6-8 average: 79%)

Capture rate n/a

(District 6-8 average: 31%)

School climate

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

Student stability rate: **94%**

Students suspended at least once:

Overall: 8%

Black: 12%, White: 5%,

Multi-ethnic: 3%, Low-income: 10%

IEP**: 8%

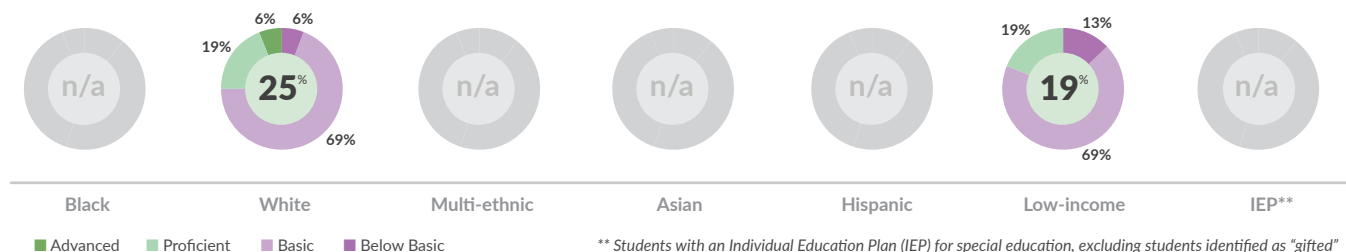
* Based on survey responses

Key outcomes

8th grade algebra Students who took algebra by the end of 8th grade: **29 out of 96**

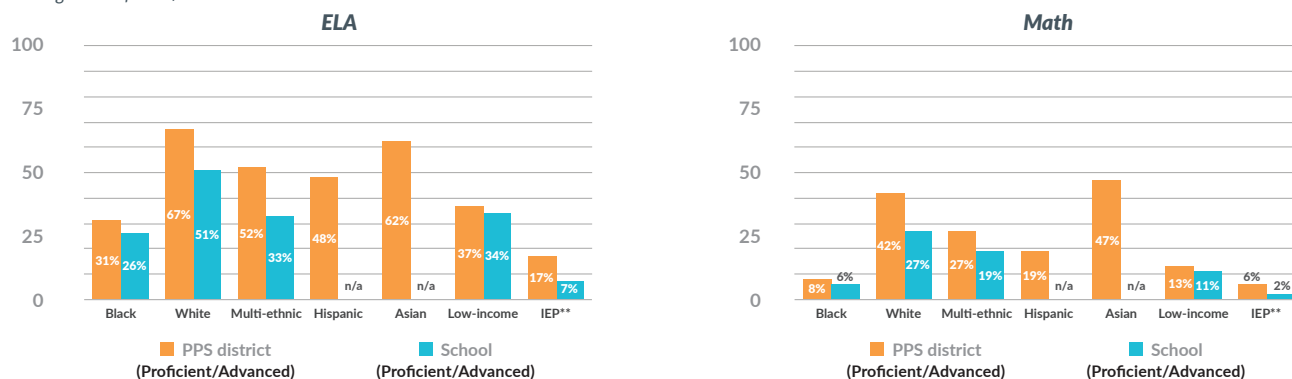
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional autism & multiple disabilities support classrooms



Pittsburgh Schiller 6-8

Read Schiller's story on page 7.

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 20 teachers

Teachers feel the school is a good place to work and learn*: **95%**

Teachers new to the school: **25%**

Teachers absent 18+ days: **5%**

Principal stability: **1 principal in the last 4 years**

Enrollment 220 students

(District 6-8 average: 299)

Black: **58%**, White: **30%**, Multi-ethnic: **9%**,

Hispanic: **3%**, IEP**: **21%**

Economically disadvantaged: **75%**

(District 6-8 average: 79%)

Capture rate 39%

(District 6-8 average: 31%)

School climate

Parents recommend school*: **92%**

Student stability rate: **89%**

Students suspended at least once:

Overall: 14%

Black: 18%, White: 10%,

Multi-ethnic: 10%, Low-income: 17%

IEP**: 22%

* Based on survey responses

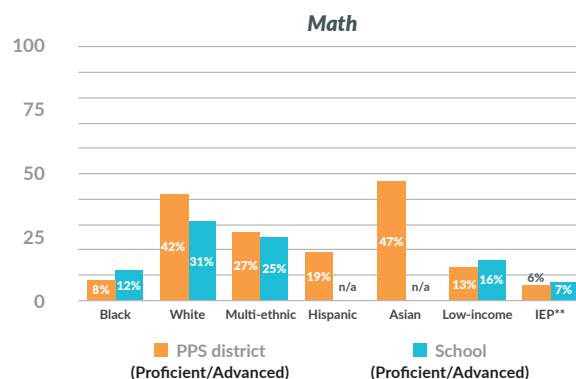
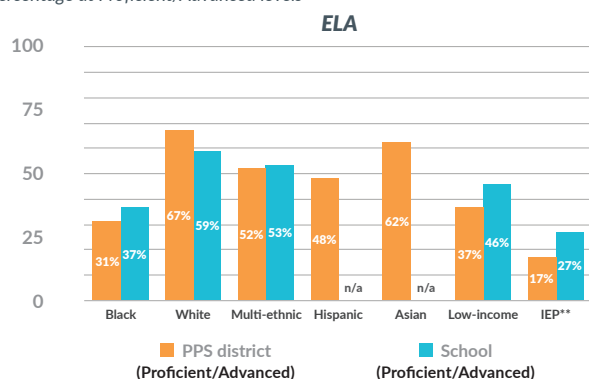
Key outcomes

8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 55**

No students took the Algebra I Keystone Exam.

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh South Brook 6-8

Neighborhood school

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

Accessible • Principal: Jennifer McNamara



Teaching 26 teachers

Teachers feel the school is a good place to work and learn*: **100%**
 Teachers new to the school: **12%**
 Teachers absent 18+ days: **4%**
 Principal stability: **2 principals in the last 4 years**

Enrollment 388 students

(District 6-8 average: 299)
 Black: **27%**, White: **57%**, Multi-ethnic: **9%**, Asian: **5%**, Hispanic: **2%**, IEP**: **22%**
 Economically disadvantaged: **73%**
 (District 6-8 average: 79%)
Capture rate 41%
 (District 6-8 average: 31%)

School climate

Parents recommend school*: **n/a**
 Student stability rate: **83%**
 Students suspended at least once: **Overall: 16%**
 Black: 21%, White: 14%, Multi-ethnic: 14%, Asian: 10%, Low-income: 18%, IEP**: 30%

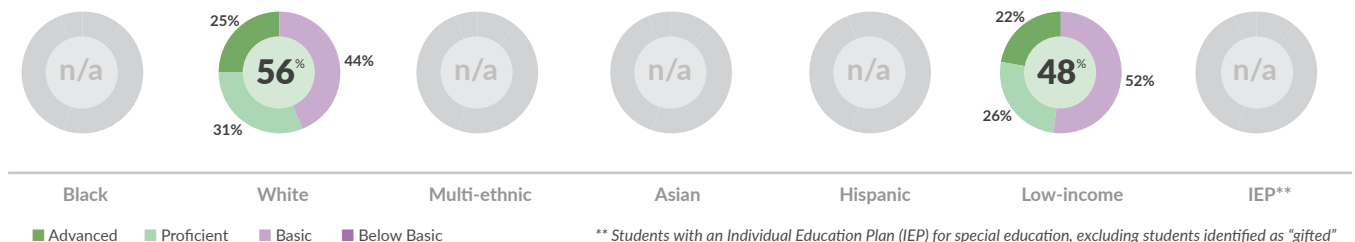
* Based on survey responses

Key outcomes

8th grade algebra Students who took algebra by the end of 8th grade: **49 out of 121**

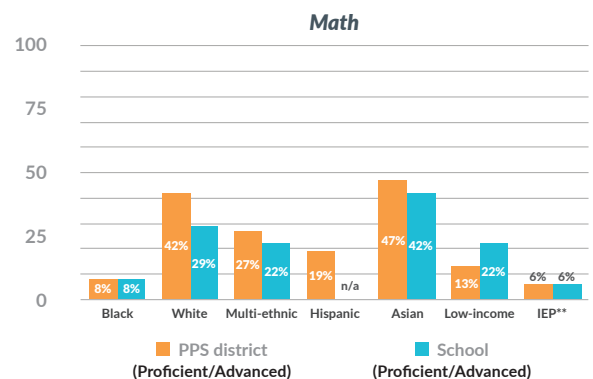
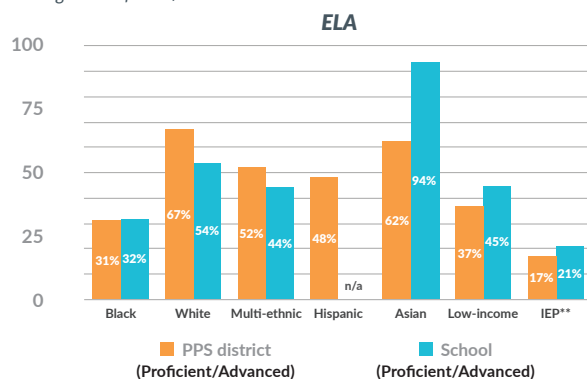
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



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: Anthony Varlotta



Teaching 40 teachers

Teachers feel the school is a good place to work and learn*: **93%**
Teachers new to the school: **3%**
Teachers absent 18+ days: **8%**
Principal stability: **2 principals in the last 4 years**

Enrollment 495 students

(District 6-8 average: 299)
Black: **39%**, White: **31%**, Multi-ethnic: **9%**, Asian: **10%**, Hispanic: **12%**, IEP**: **26%**
Economically disadvantaged: **84%**
(District 6-8 average: 79%)
Capture rate 32%
(District 6-8 average: 31%)

School climate

Parents recommend school*: **n/a**
Student stability rate: **84%**
Students suspended at least once:
Overall: 13%
Black: 22%, White: 8%, Multi-ethnic: 16%, Asian: 2%, Hispanic: 5%
Low-income: 15%, IEP**: 15%

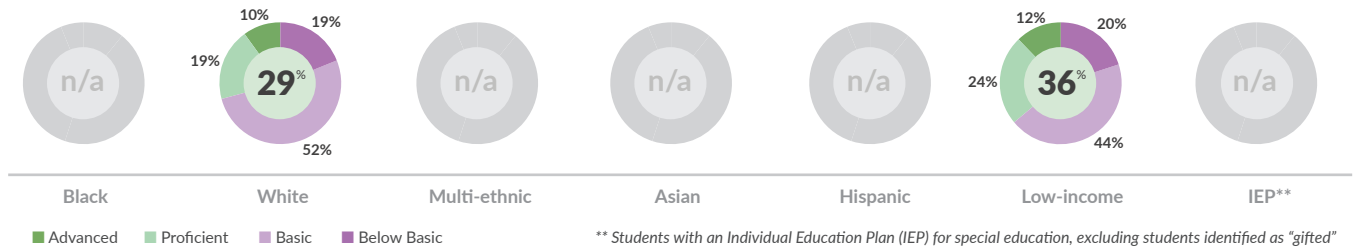
* Based on survey responses

Key outcomes

8th grade algebra Students who took algebra by the end of 8th grade: **44 out of 180**

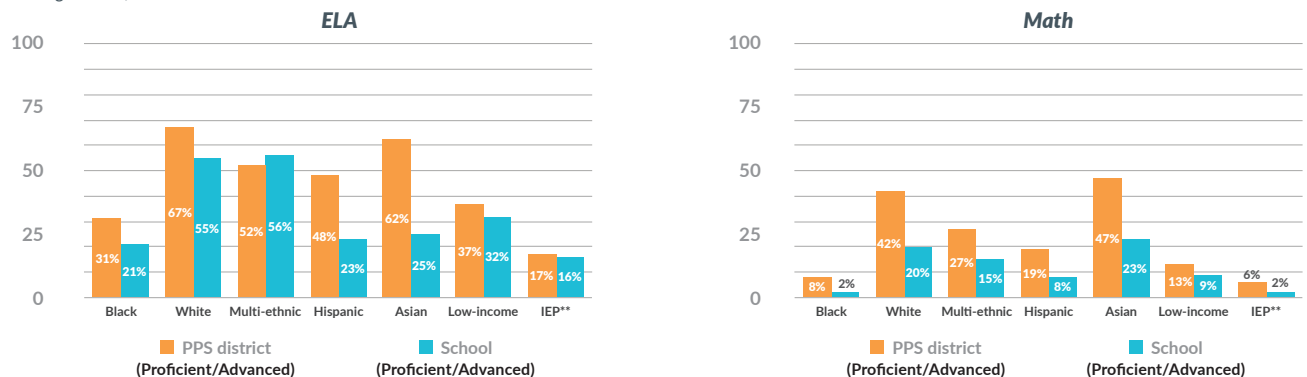
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional, autism & life skills support classrooms



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 22 teachers

Teachers feel the school is a good place to work and learn*: **48%**

Teachers new to the school: **14%**

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

Principal stability: **1 principal in the last 4 years**

Enrollment 326 students

(District 6-8 average: 299)

Black: **83%**, White: **13%**,

Multi-ethnic: **3%**, Asian: **1%**,

American Indian: **1%**, IEP*: **25%**

Economically disadvantaged: **77%**

(District 6-8 average: 79%)

Capture rate 18%

(District 6-8 average: 31%)

School climate

Parents recommend school*: **80%**

Student stability rate: **91%**

Students suspended at least once:

Overall: 22%

Black: 24%, White: 9%,

Multi-ethnic: 18%, Low-income: 26%

IEP*: 29%

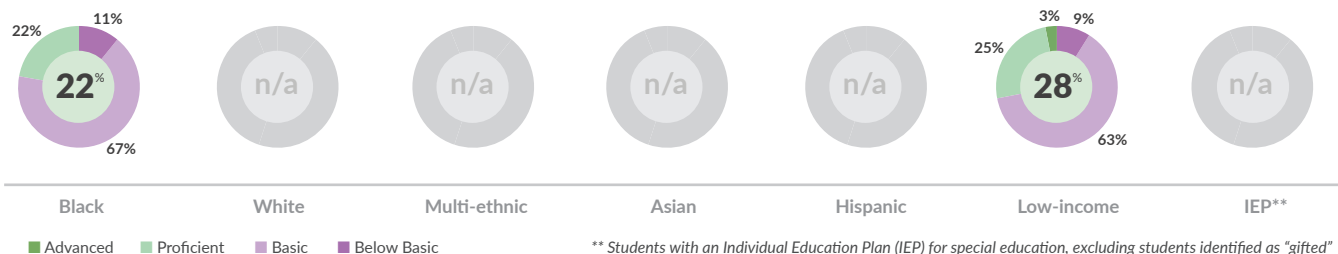
* Based on survey responses

Key outcomes

8th grade algebra Students who took algebra by the end of 8th grade: **22 out of 99**

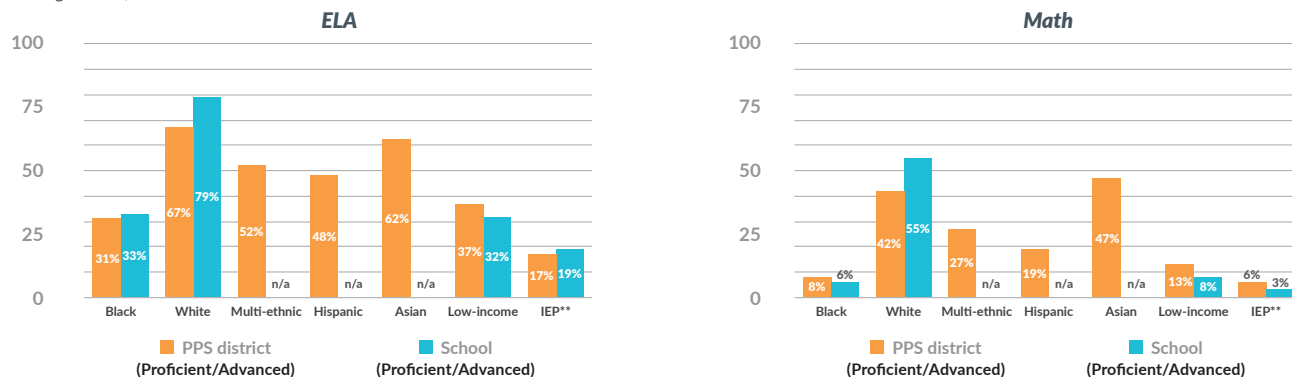
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional autism support classroom



Pittsburgh's 6-12 schools

In the 2018-19 school year: PPS had 5 6-12 schools.

The average 6-12 school had **728** students and **53** teachers.

60% of 6-12 students were economically disadvantaged (receiving public assistance).

18% 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 **\$10,452**.

Teaching/Counseling

69% of 6-12 teachers feel their school is a good place to work and learn.*

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

Average counselor/student ratio:
1/197

School stability

Student stability rate: **87%**

Teachers new to the school: **10%**

Principal stability 2016-19

2 6-12 schools had one principal.

2 schools had two principals.

1 school had three principals.

School climate

90% of parents would recommend their child's 6-12 school.*

On average, **29%** of 6-12 students were chronically absent.

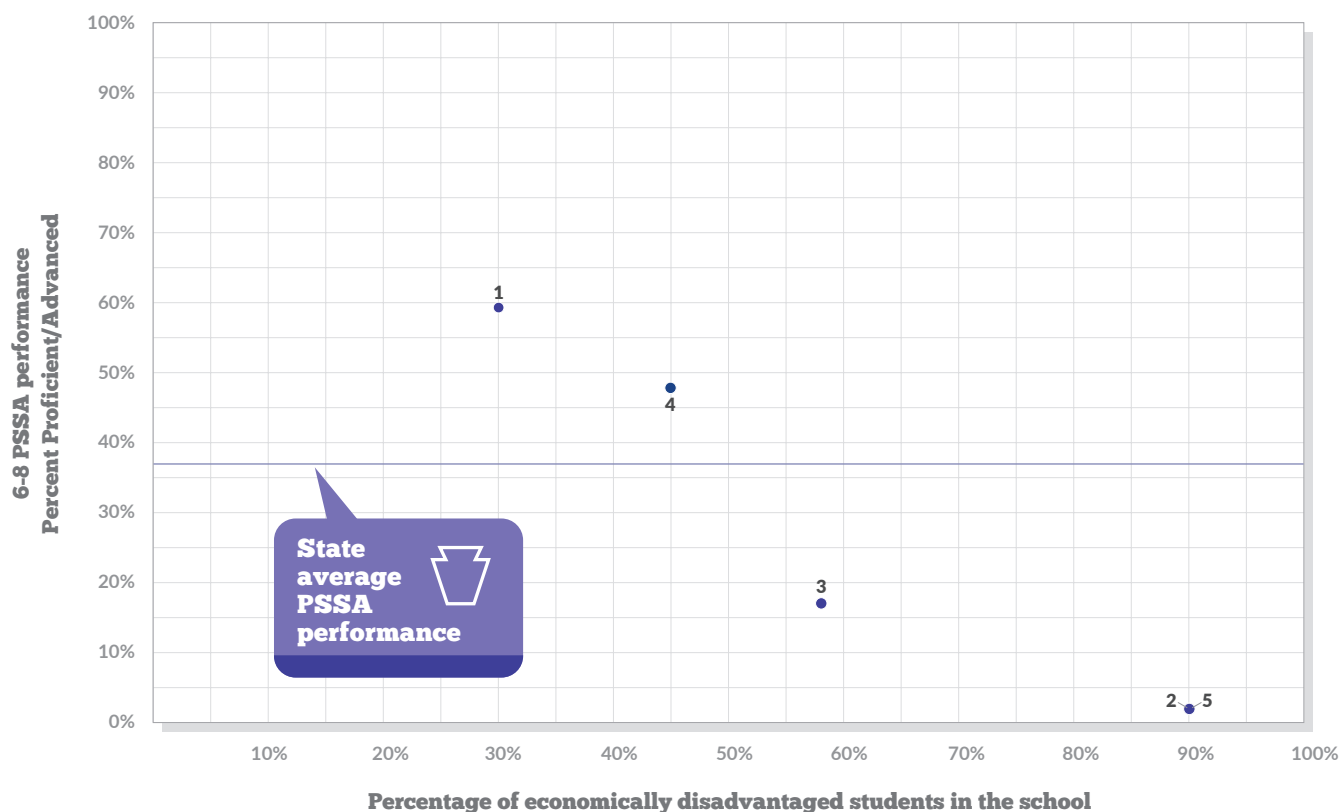
16% of 6-12 students were suspended at least once.

Black: **22%**, White: **4%**,
Multi-ethnic: **12%**, Asian: **4%**,
Hispanic: **9%**, Low-income: **22%**,
IEP**: **28%**

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

* Based on survey responses

2019 Math achievement and students' economic disadvantage (6th-8th)



1 CAPA 6-12

2 Milliones 6-12

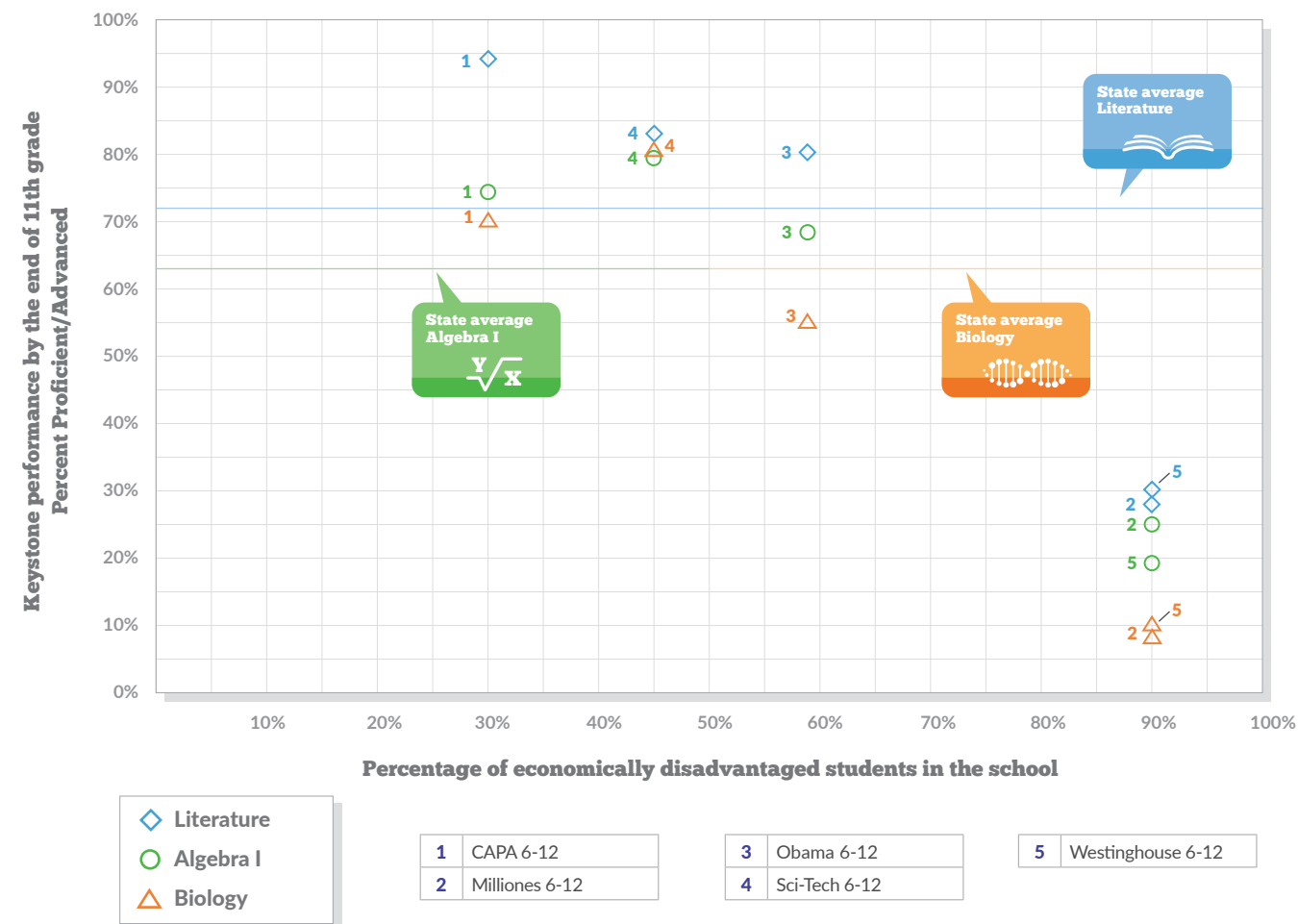
3 Obama 6-12

4 Sci-Tech 6-12

5 Westinghouse 6-12

8th grade algebra 6-12 students who took algebra by the end of 8th grade: **110 out of 436**

2019 Reading, math, & science achievement and students' economic disadvantage





Pittsburgh CAPA 6-12

Creative & Performing Arts magnet school

111 Ninth St., 15222 • Downtown • 412-529-6100

Accessible • Principal: Melissa Pearlman



Teaching 58 teachers

Teachers feel the school is a good place to work and learn*: **89%**
Teachers new to the school: **9%**
Teachers absent 18+ days: **17%**
Principal stability: **1 principal in the last 4 years**

Enrollment 873 students

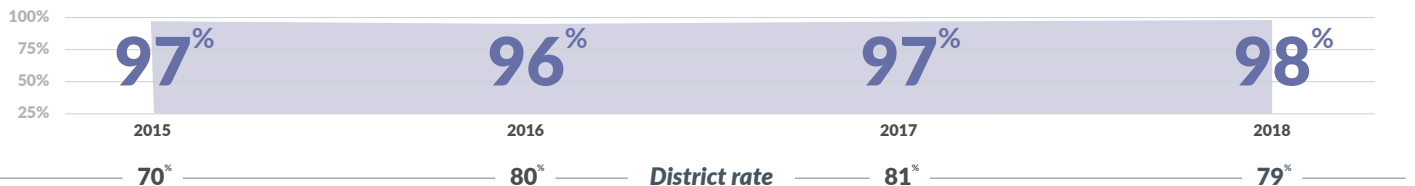
(District 6-12 average: 728)
Black: **24%**, White: **63%**,
Multi-ethnic: **7%**, Asian: **2%**,
Hispanic: **3%**, IEP**: **5%**
Economically disadvantaged: **30%**
(District 6-12 average: 60%)
Capture rate n/a
(District 6-12 average: 18%)

School climate

Parents recommend school*: **91%**
Student stability rate: **98%**
Students suspended at least once:
Overall: 5%
Black: 8%, White: 3%,
Multi-ethnic: 8%, Asian: 0%,
Hispanic: 11%, Low-income: 8%
IEP**: 9%

* Based on survey responses

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 51%
Black: 44%
White: 55%
Multi-ethnic: 45%
Hispanic: 35%
Asian: n/a
Low-income: 44%
IEP**: 24%
(District average: 26%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 74%
Black: 38%
White: 79%
Multi-ethnic: 85%
Hispanic: n/a
Asian: n/a
Low-income: 63%
IEP**: n/a
(District average: 52%)

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

Overall: 66%
Black: 66%
White: 67%
Multi-ethnic: 64%
Hispanic: 65%
Asian: n/a
Low-income: 54%
IEP**: 24%
(District average: 25%)

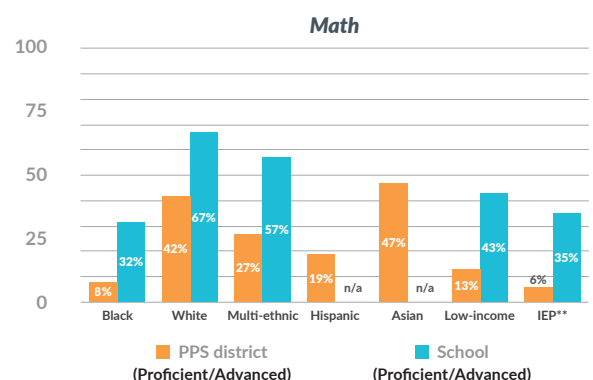
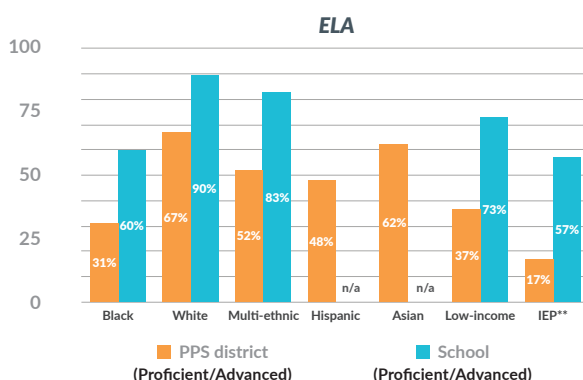
Average combined SAT scores:

Overall: 1123
Black: 1011
White: 1173
Multi-ethnic: 1112
Hispanic: n/a
Asian: n/a
Low-income: 1096
IEP**: n/a
(District average: 966)

Key outcomes (6-8)

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



86%

Attending college/trade school

57%

6-year college completion rate

84%

GPA 2.8 and above

62%

Met SAT Math Standard

90%

Met SAT Reading Standard

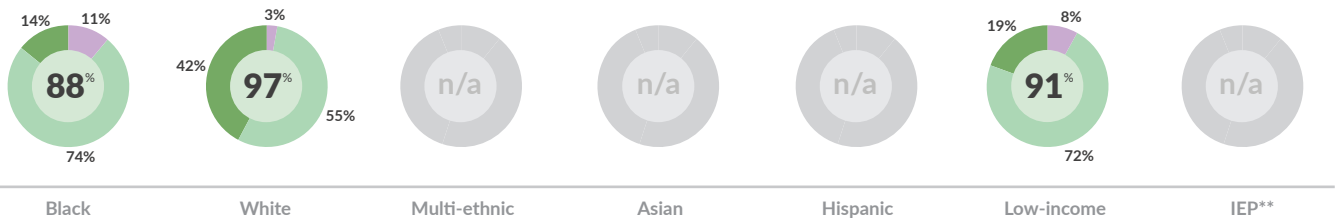
8th grade algebra Students who took algebra by the end of 8th grade: **56 out of 118**

Key outcomes (9-12)

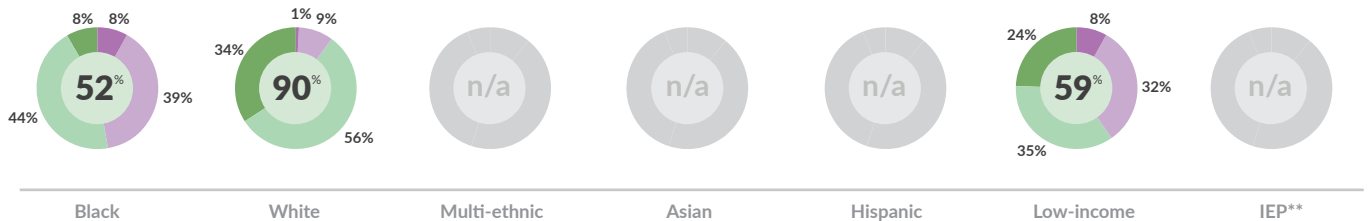
Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

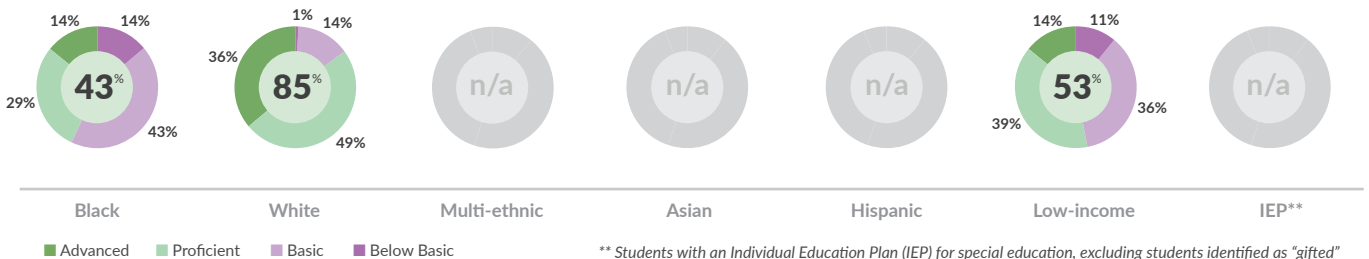
Literature



Algebra I



Biology



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

2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy



Pittsburgh Millions 6-12

Neighborhood school with a magnet entrance option, post-secondary focus;
and Early Childhood Education and Entertainment Technology CTE programs

3117 Centre Ave., 15219 • Hill District • 412-529-5900

Accessible • Principal: Shemeca Crenshaw



Teaching 33 teachers

Teachers feel the school is a good place to work and learn*: **38%**
Teachers new to the school: **15%**
Teachers absent 18+ days: **12%**
Principal stability: **2 principals in the last 4 years**

Enrollment 448 students

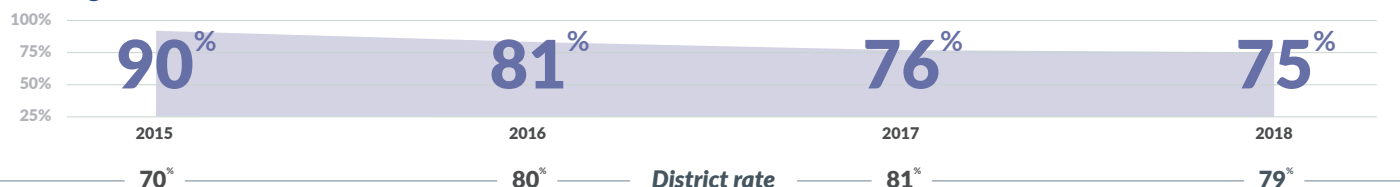
(District 6-12 average: 728)
Black: **87%**, White: **6%**,
Multi-ethnic: **4%**, Hispanic: **2%**,
Pacific Islander: **1%**, IEP**: **31%**
Economically disadvantaged: **90%**
(District 6-12 average: 60%)
Capture rate 16%
(District 6-12 average: 18%)

School climate

Parents recommend school*: **n/a**
Student stability rate: **71%**
Students suspended at least once:
Overall: 27%
Black: 30%, White: 8%,
Multi-ethnic: 20%,
Low-income: 30%
IEP**: 28%

* Based on survey responses

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 15%
Black: 14%
White: 20%
Multi-ethnic: 20%
Hispanic: n/a
Asian: n/a
Low-income: 15%
IEP**: 2%
(District average: 26%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 7%
Black: 0%
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 0%
IEP**: n/a
(District average: 52%)

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

Overall: <1%
Black: 0%
White: 0%
Multi-ethnic: 0%
Hispanic: n/a
Asian: n/a
Low-income: 0%
IEP**: 0%
(District average: 25%)

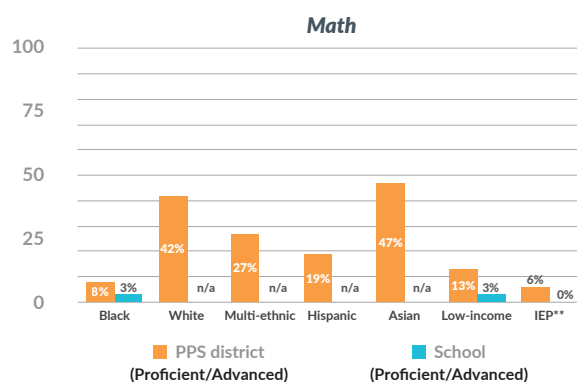
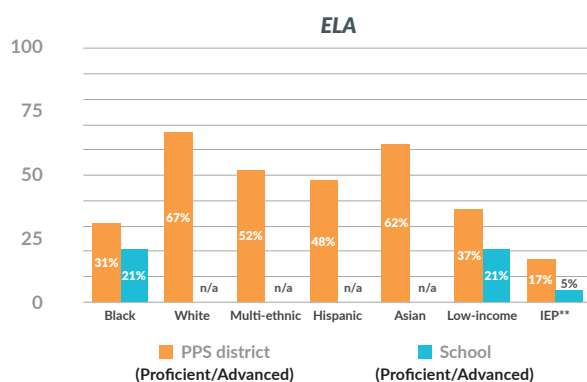
Average combined SAT scores:

Overall: 779
Black: 764
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 760
IEP**: n/a
(District average: 966)

Key outcomes (6-8)

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



35%

Attending college/trade school

14%

6-year college completion rate

31%

GPA 2.8 and above

8%

Met SAT Math Standard

11%

Met SAT Reading Standard

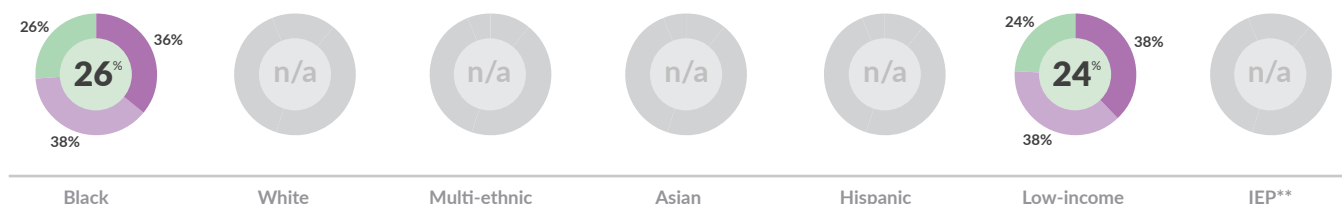
8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 33**

Key outcomes (9-12)

Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

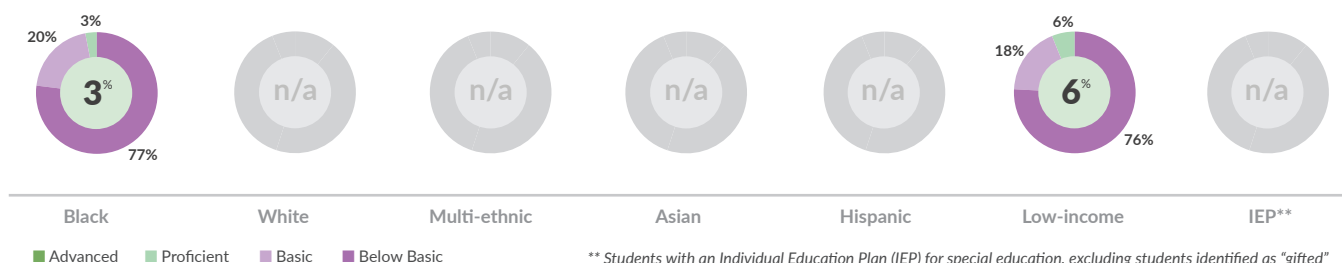
Literature



Algebra I



Biology



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

2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional support classroom | Start On Success program

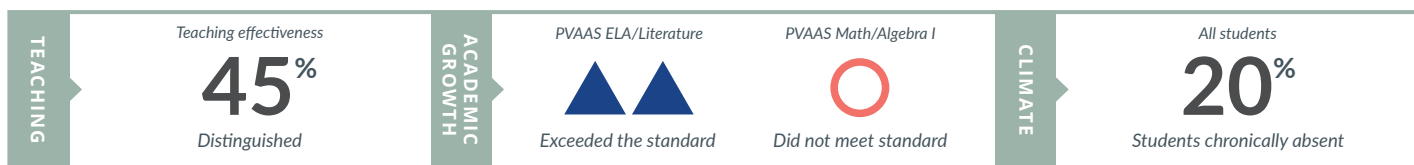


Pittsburgh Obama 6-12

International Baccalaureate magnet school

515 N. Highland Ave., 15206 • East Liberty • 412-529-5980

Accessible • Principal: Yalonda Colbert



Teaching 68 teachers

Teachers feel the school is a good place to work and learn*: **81%**

Teachers new to the school: **6%**

Teachers absent 18+ days: **15%**

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

Enrollment 954 students

(District 6-12 average: 728)

Black: **70%**, White: **20%**,

Multi-ethnic: **7%**, Asian: **2%**,

Hispanic: **2%**, IEP**: **10%**

Economically disadvantaged: **58%**

(District 6-12 average: 60%)

Capture rate n/a

(District 6-12 average: 18%)

School climate

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

Student stability rate: **94%**

Students suspended at least once:

Overall: 9%

Black: 11%, White: 2%,

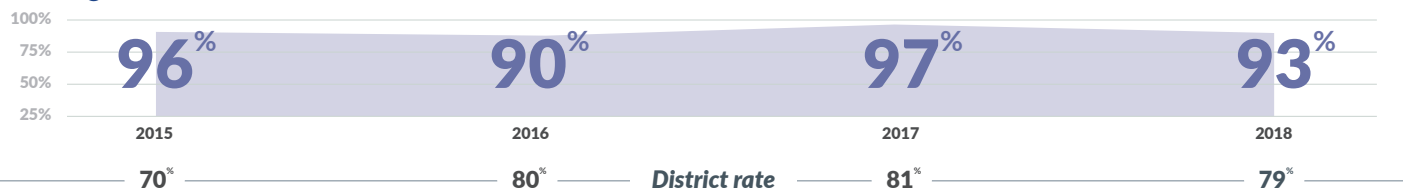
Multi-ethnic: 8%, Asian 6%,

Hispanic: 0%, Low-income: 12%

IEP**: 14%

* Based on survey responses

College/trade school readiness / Graduation rates over time



Percentage of students taking IB (International Baccalaureate)

Diploma Program classes

(11th and 12th grades only):

Overall: 100%

Percentage of students taking

CAS (Centers for Advanced Study) courses:

Overall: 18%

Black: 22%

White: 7%

Multi-ethnic: 19%

Hispanic: n/a

Asian: 9%

Low-income: 19%

IEP**: 14%

(District average: 25%)

Average combined SAT scores:

Overall: 1010

Black: 920

White: 1195

Multi-ethnic: 1091

Hispanic: n/a

Asian: n/a

Low-income: 907

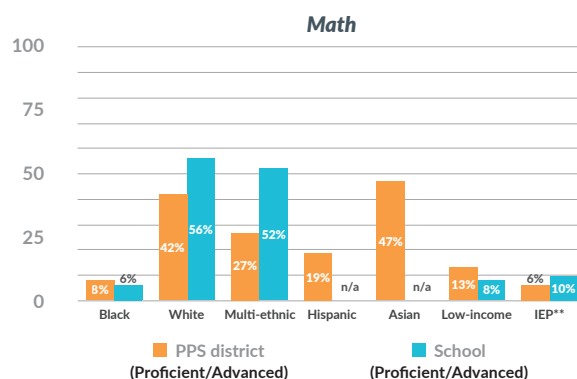
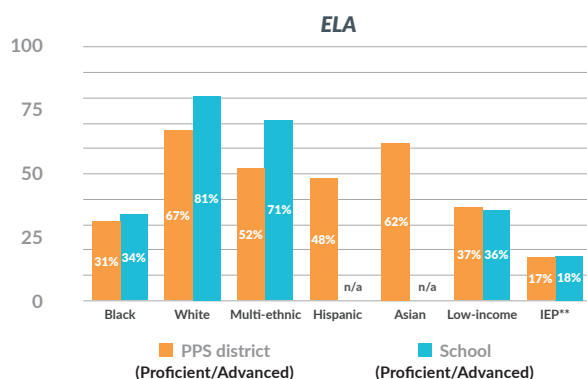
IEP**: n/a

(District average: 966)

Key outcomes (6-8)

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



77%

Attending college/trade school

44%

6-year college completion rate

46%

GPA 2.8 and above

42%

Met SAT Math Standard

58%

Met SAT Reading Standard

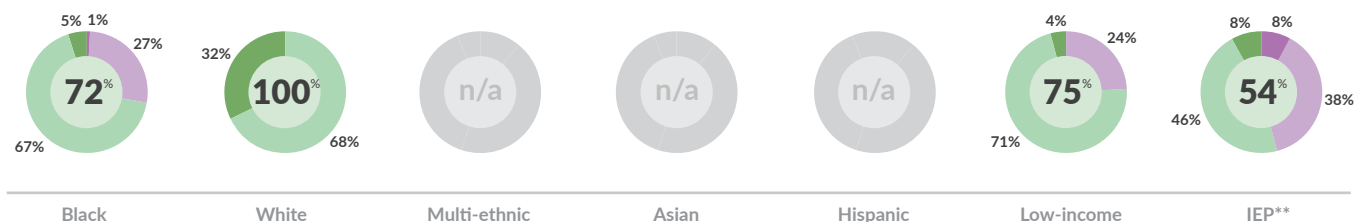
8th grade algebra Students who took algebra by the end of 8th grade: **27 out of 129**

Key outcomes (9-12)

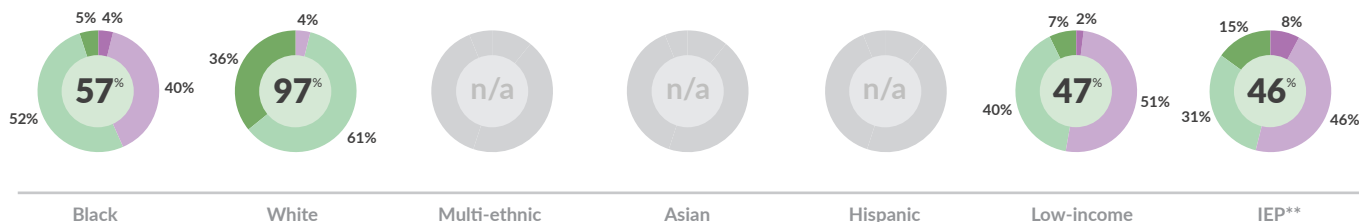
Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

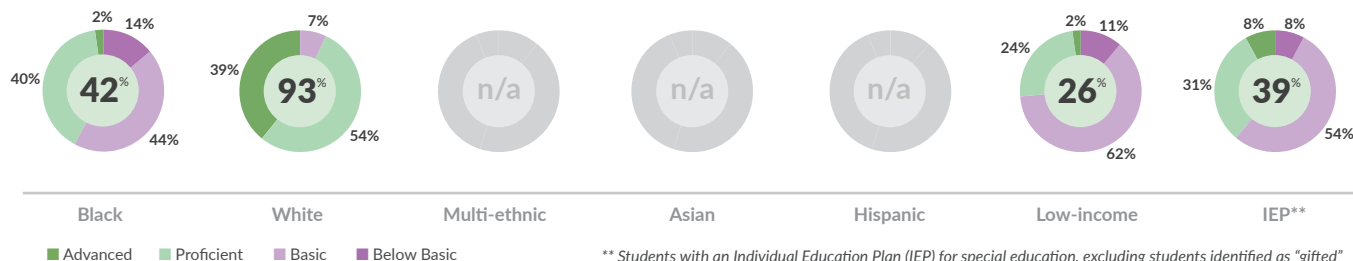
Literature



Algebra I



Biology



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

2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy

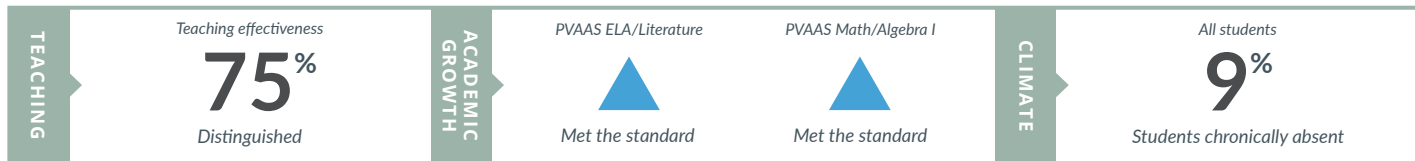
6-12

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 41 teachers

Teachers feel the school is a good place to work and learn*: **98%**

Teachers new to the school: **5%**

Teachers absent 18+ days: **17%**

Principal stability: **1 principal in the last 4 years**

* Based on survey responses

Enrollment 579 students

(District 6-12 average: 728)

Black: **36%**, White: **46%**,

Multi-ethnic: **11%**, Asian: **4%**,

Hispanic: **2%**, IEP**: **8%**

Economically disadvantaged: **45%**

(District 6-12 average: 60%)

Capture rate n/a

(District 6-12 average: 18%)

School climate

Parents recommend school*: **89%**

Student stability rate: **98%**

Students suspended at least once:

Overall: 8%

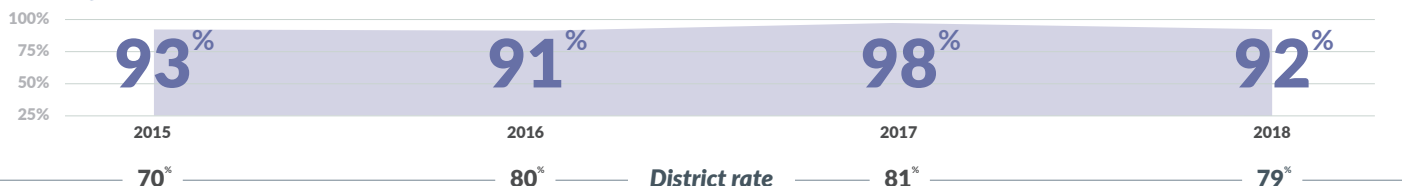
Black: 11%, White: 4%, Multi-ethnic: 13%,

Asian: 5%, Hispanic: 23%,

Low-income: 10%

IEP**: 20%

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 50%

Black: 45%

White: 51%

Multi-ethnic: 58%

Hispanic: n/a

Asian: 65%

Low-income: 46%

IEP**: 31%

(District average: 26%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 39%

Black: 8%

White: 54%

Multi-ethnic: 36%

Hispanic: n/a

Asian: n/a

Low-income: 32%

IEP**: n/a

(District average: 52%)

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

Average combined SAT scores:

Overall: 1061

Black: 968

White: 1113

Multi-ethnic: n/a

Hispanic: n/a

Asian: n/a

Low-income: 1000

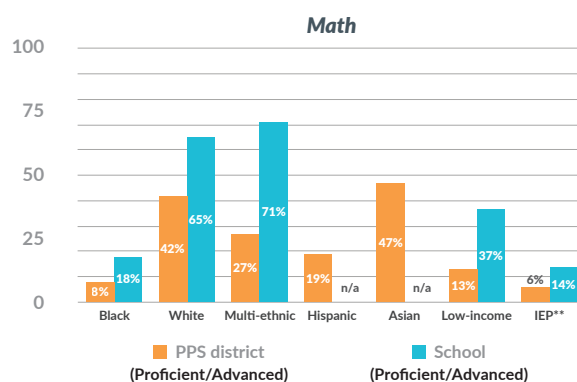
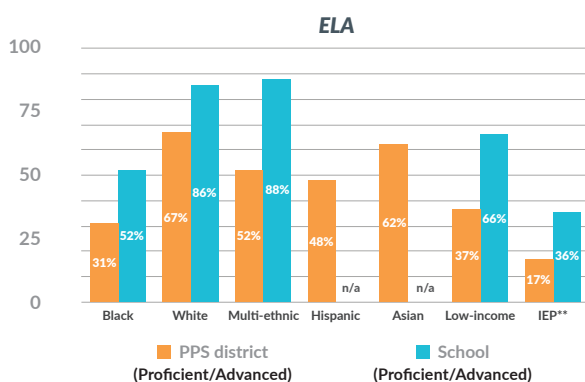
IEP**: n/a

(District average: 966)

Key outcomes (6-8)

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



70%

Attending college/trade school

n/a

6-year college completion rate

64%

GPA 2.8 and above

64%

Met SAT Math Standard

70%

Met SAT Reading Standard

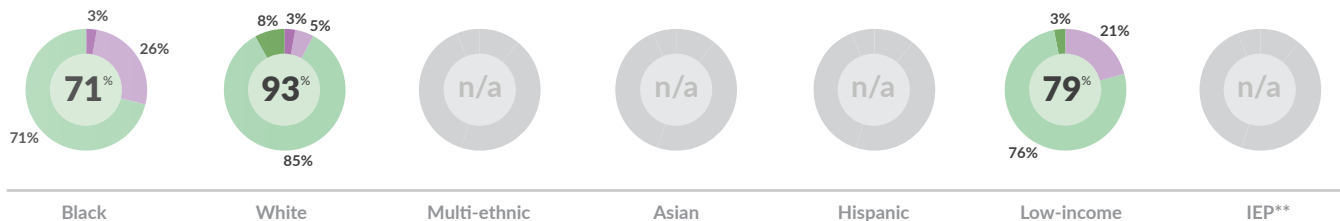
8th grade algebra Students who took algebra by the end of 8th grade: **27 out of 53**

Key outcomes (9-12)

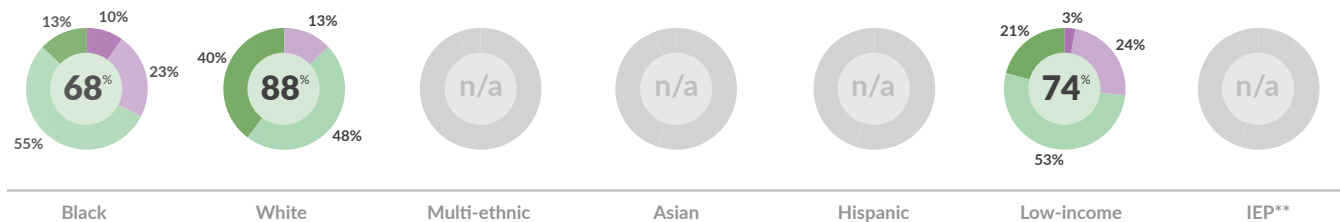
Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

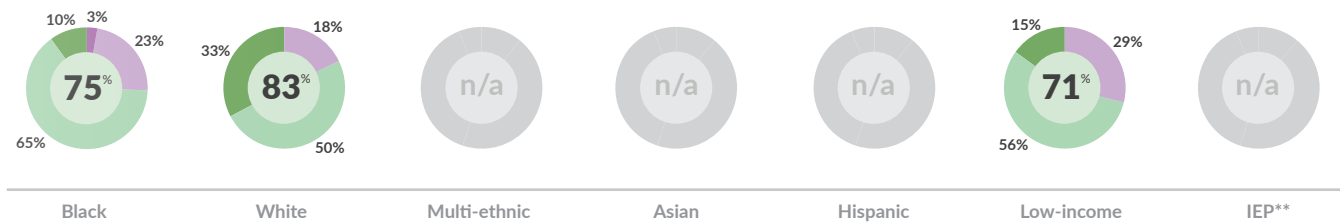
Literature



Algebra I



Biology



■ Advanced ■ Proficient ■ Basic ■ Below Basic

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

2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy

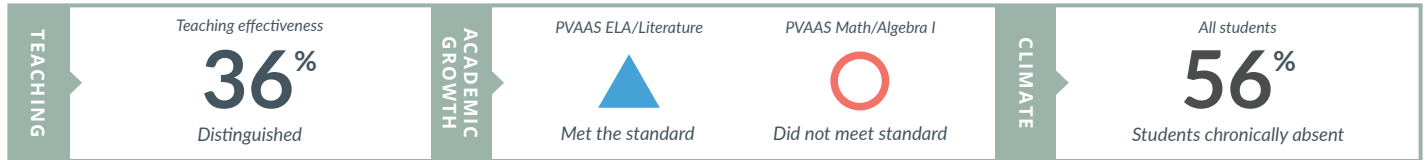


Pittsburgh Westinghouse Academy 6-12

Neighborhood school with Emergency Response Technology;
Health Careers Technology; Culinary Arts; Cosmetology; Carpentry;
and Business Administration, Sports, and Entertainment CTE programs

1101 N. Murtland Ave., 15208 • Homewood • 412-529-3940

Accessible • Principal: Bernard Taylor



Teaching 66 teachers

Teachers feel the school is a good place to work and learn*: **40%**
Teachers new to the school: **15%**
Teachers absent 18+ days: **11%**
Principal stability: **3 principals in the last 4 years**

* Based on survey responses

Enrollment 788 students

(District 6-12 average: 728)
Black: **95%**, White: **1%**,
Multi-ethnic: **3%**,
IEP**: **30%**
Economically disadvantaged: **90%**
(District 6-12 average: 60%)

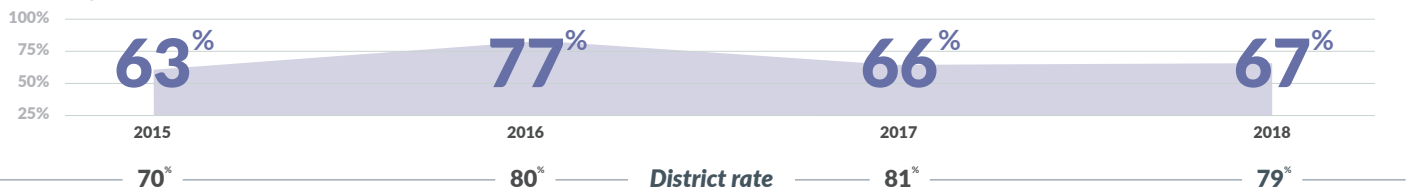
Capture rate 21%

(District 6-12 average: 18%)

School climate

Parents recommend school*: **n/a**
Student stability rate: **74%**
Students suspended at least once:
Overall: 32%
Black: 32%, White: 19%,
Multi-ethnic: 24%,
Low-income: 33%
IEP**: 38%

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 12%
Black: 13%
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 11%
IEP**: 1%
(District average: 26%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 0%
Black: 0%
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 0%
IEP**: n/a
(District average: 52%)

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

Overall: 13%
Black: 13%
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 13%
IEP**: 0%
(District average: 25%)

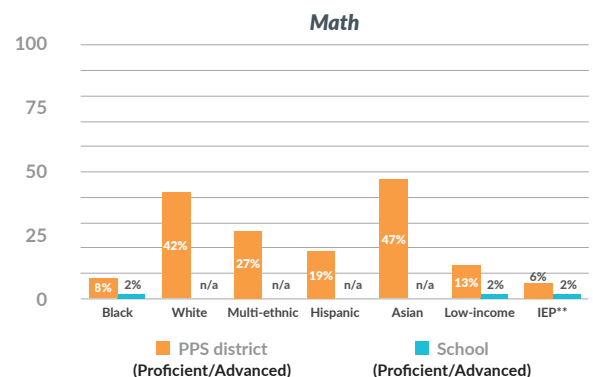
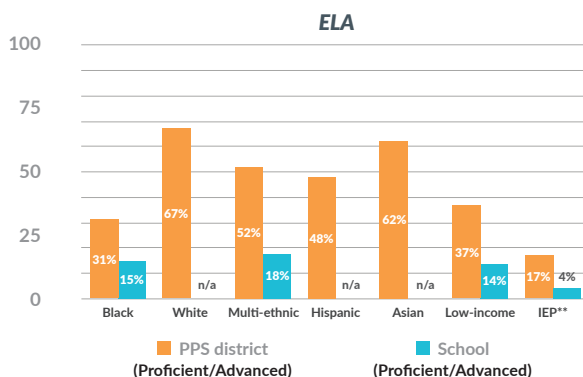
Average combined SAT scores:

Overall: 779
Black: 779
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 772
IEP**: 716
(District average: 966)

Key outcomes (6-8)

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



20%

Attending college/trade school

10%

6-year college completion rate

20%

GPA 2.8 and above

3%

Met SAT Math Standard

8%

Met SAT Reading Standard

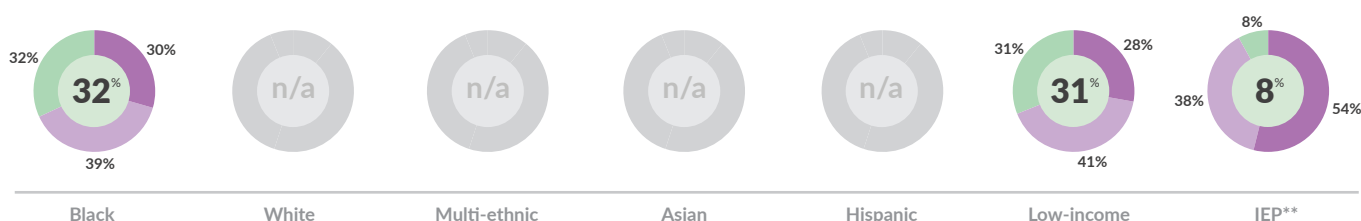
8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 103**

Key outcomes (9-12)

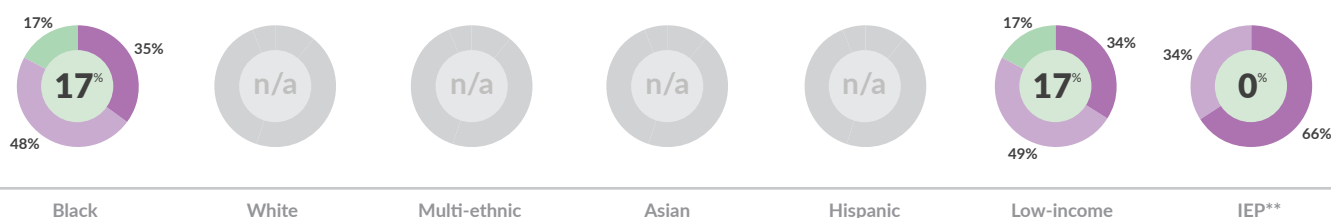
Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

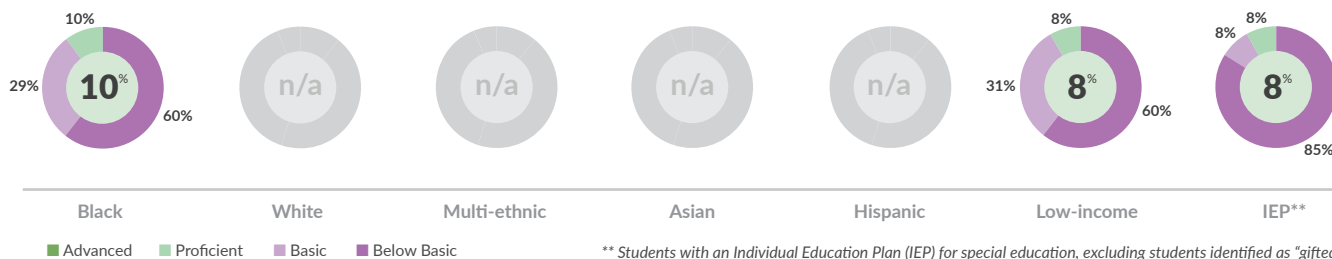
Literature



Algebra I



Biology



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

2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional, autism & life skills support classrooms | Start On Success program

Special schools and centers

The Pittsburgh district serves students with special needs through supports and services within schools and at special education centers. Two charter schools within the city, Passport Academy Charter School and Provident Charter School, serve special populations of students. Below are contact information (2019-20) and basic demographical information (2018-19) about these schools and centers, and Pittsburgh Online Academy 4-12 (a regular education cyber school).

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
17 teachers • 176 students
Black: **81%**, White: **14%**, Multi-ethnic: **5%**
Economically disadvantaged: **95%**

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: Molly Skedel
33 teachers • 200 students
Black: **53%**, White: **37%**, Multi-ethnic: **8%**, Hispanic: **2%**
Economically disadvantaged: **76%**

Pittsburgh Gifted Center

One day a week program for K through 8th graders with a Gifted Individual Education Plan
1400 Crucible St., 15205 • Crafton Heights • 412-529-3820
Accessible • Principal: Gina Reichert
23 teachers • 1,214 students
Black: **18%**, White: **65%**, Multi-ethnic: **9%**, Asian: **6%**, Hispanic: **2%**, Economically disadvantaged: **25%**

Pittsburgh Oliver Citywide Academy

For students in grades 3 to 12 who need full-time emotional support
2323 Brighton Rd., 15212 • Marshall-Shadeland
412-529-3115 • Accessible • Principal: Anthony Esoldo
23 teachers • 111 students
Black: **89%**, White: **8%**, Multi-ethnic: **3%**
Economically disadvantaged: **93%**

Pittsburgh Online Academy 4-12

Online version of the PPS curriculum for students in grades 4 to 12
93 S. 10th St., 15203 (office and drop-in center) • Southside
412-529-3510 • Accessible
Principal: Shemeca Crenshaw
168 students • Black: **39%**, White: **53%**, Multi-ethnic: **6%**, Hispanic: **1%**, Asian: **1%**, Economically disadvantaged: **26%**

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 • 69 students
Black: **48%**, White: **36%**, Multi-ethnic: **4%**, Asian: **7%**, Hispanic: **3%**, Pacific Islander: **1%**, Economically disadvantaged: **65%**

Student Achievement Center

Alternative programs for students in grades 6 to 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 • 455 students
Black: **80%**, White: **13%**, Multi-ethnic: **5%**, Asian: **1%**, Hispanic: **1%**
Economically disadvantaged: **92%**

Passport Academy Charter School

For students under 21 pursuing an alternate path to a high school diploma
933 Penn Ave., 15222 • Downtown • 412-376-3724
Accessible • Principal: Jeffrey Jackson
15 teachers • 168 students
Black: **92%**, White: **6%**
Economically disadvantaged: **79%**

Provident Charter School

For students in grades 2 to 7 with dyslexia and other language-based learning differences, and others
1400 Troy Hill Rd., 15212 • Troy Hill • 412-709-5160
Accessible, with exceptions
Elementary Principal: Connie Joseph
Middle Principal: Leah Haile
48 teachers • 219 students
Black: **29%**, White: **58%**, Multi-ethnic: **9%**, Asian: **2%**, Hispanic: **3%**
Economically disadvantaged: **40%**

For more information

Pittsburgh Public Schools Program for Students with Exceptionalities: 412-529-3135, pghschools.org (On the "Our Programs" drop-down menu, choose "Enrichment," then "PSE" or "Gifted and Talented")

Passport Academy Charter School: pacs.k12.com | Provident Charter School: providentcharterschool.org



Pittsburgh's high schools

In the 2018-19 school year: PPS had 4 high (9-12) schools.

The average high school had **1,052** students and **78** teachers.

67% of high school students were economically disadvantaged (receiving public assistance).

37% of high school students attended their school of assignment ("capture rate").

The average site-based cost per high school student was **\$9,093**.

Teaching/Counseling

80% of 9-12 teachers feel their school is a good place to work and learn.*

64% of 9-12 teachers performed at the Distinguished level.

Average counselor/student ratio:
1/204

School stability

Student stability rate: **78%**

Teachers new to the school: **10%**

Principal stability 2016-19

2 9-12 schools had one principal.

1 school had two principals.

1 school had four principals.

School climate

81% of parents would recommend their child's 9-12 school.*

On average, **42%** of 9-12 students were chronically absent.

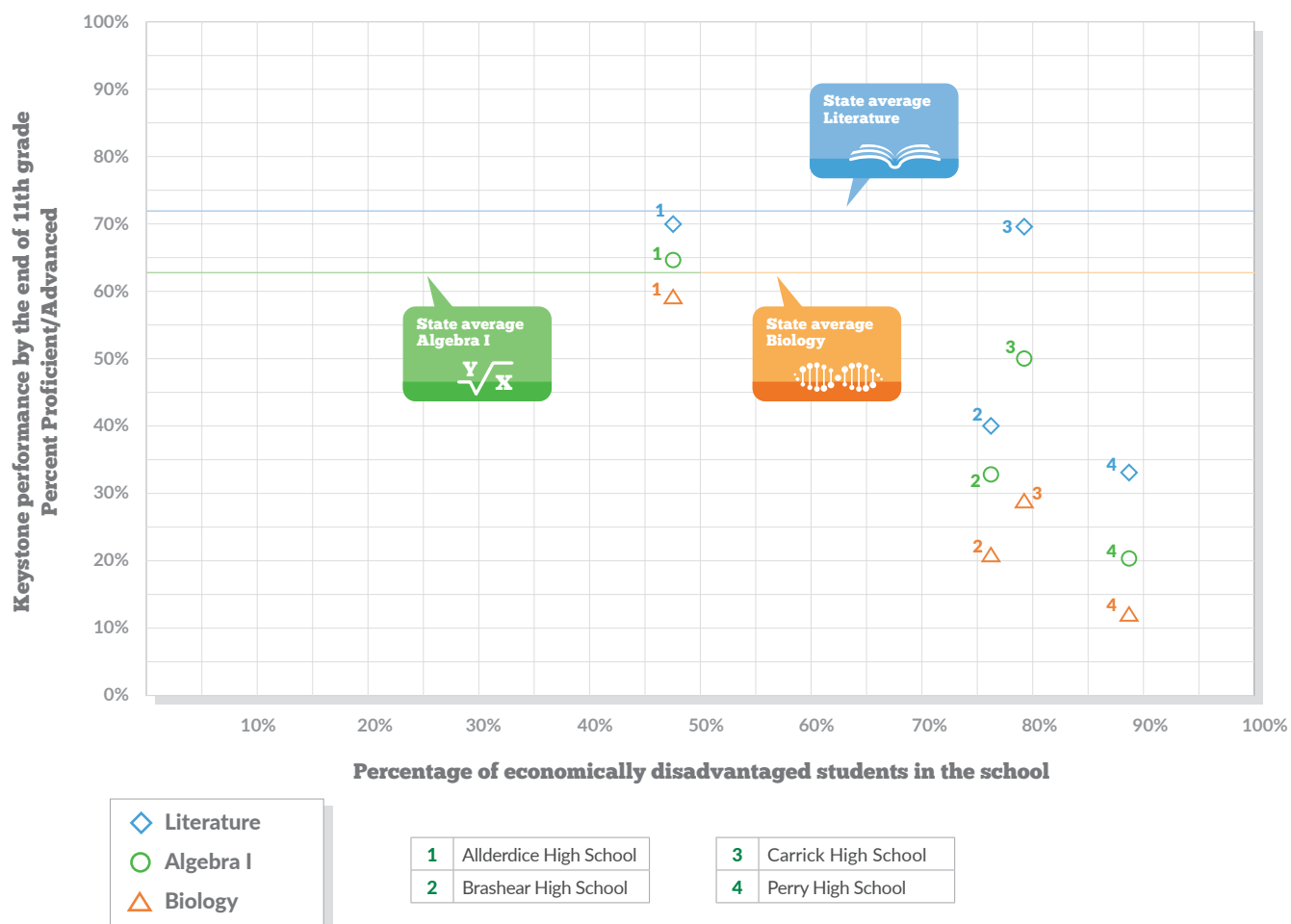
16% of 9-12 students were suspended at least once.

Black: **24%**, White: **9%**,
Multi-ethnic: **15%**, Asian: **6%**,
Hispanic: **10%**, Low-income: **20%**
IEP*: **21%**

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

* Based on survey responses

2019 Reading, math, & science achievement and students' economic disadvantage

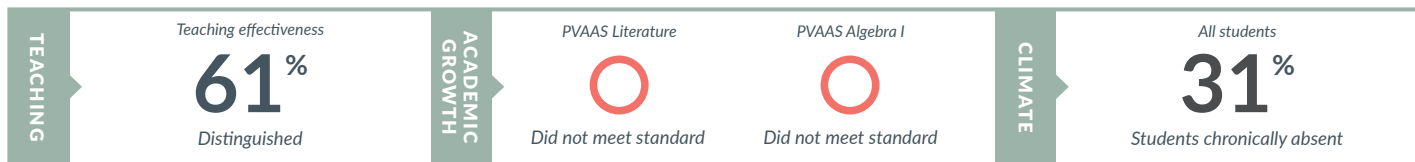




Pittsburgh Allderdice High School

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

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



Teaching 103 teachers

Teachers feel the school is a good place to work and learn*: **93%**
Teachers new to the school: **9%**
Teachers absent 18+ days: **19%**
Principal stability: **2 principals in the last 4 years**

Enrollment 1,606 students

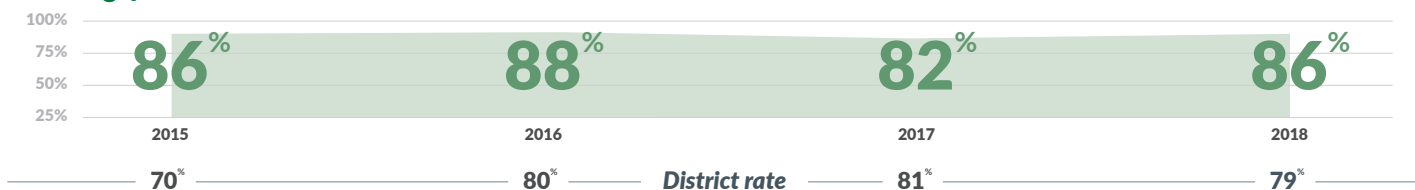
(District 9-12 average: 1,052)
Black: **40%**, White: **47%**,
Multi-ethnic: **5%**, Asian: **4%**,
Hispanic: **4%**, IEP**: **12%**
Economically disadvantaged: **47%**
(District 9-12 average: 67%)
Capture rate 44%
(District 9-12 average: 37%)

School climate

Parents recommend school*: **n/a**
Student stability rate: **87%**
Students suspended at least once:
Overall: 10%
Black: 15%, White: 7%,
Multi-ethnic: 9%, Asian: 5%,
Hispanic: 7%, Low-income: 15%
IEP**: 13%

* Based on survey responses

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 39%
Black: 20%
White: 54%
Multi-ethnic: 48%
Hispanic: 21%
Asian: 52%
Low-income: 23%
IEP**: 10%
(District average: 26%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 73%
Black: 35%
White: 74%
Multi-ethnic: 83%
Hispanic: n/a
Asian: 83%
Low-income: 42%
IEP**: n/a
(District average: 52%)

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

Overall: 45%
Black: 21%
White: 64%
Multi-ethnic: 57%
Hispanic: 28%
Asian: 56%
Low-income: 23%
IEP**: 8%
(District average: 25%)

Average combined SAT scores:

Overall: 1047
Black: 896
White: 1163
Multi-ethnic: 1126
Hispanic: 983
Asian: 1032
Low-income: 925
IEP**: 944
(District average: 966)

2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional autism & life skills support classrooms | Start On Success program

57%

Attending college/trade school

49%

6-year college completion rate

65%

GPA 2.8 and above

54%

Met SAT Math Standard

65%

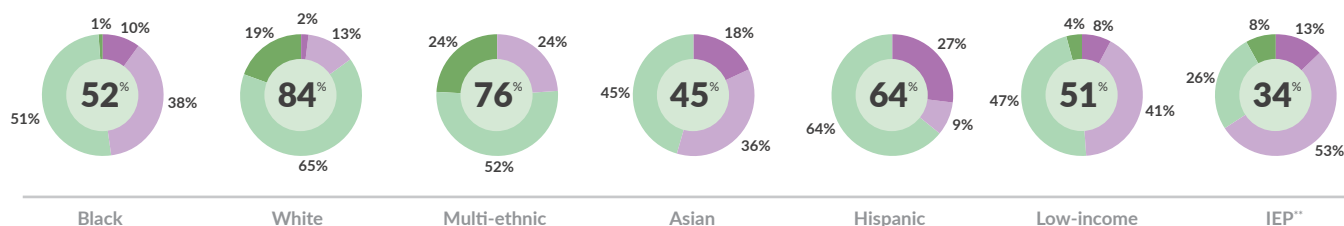
Met SAT Reading Standard

Key outcomes

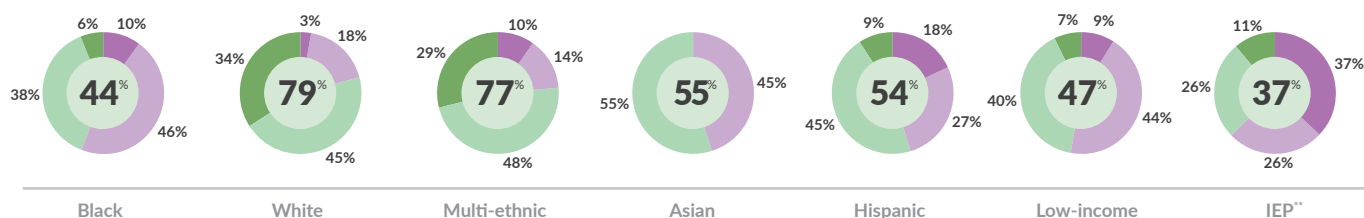
Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

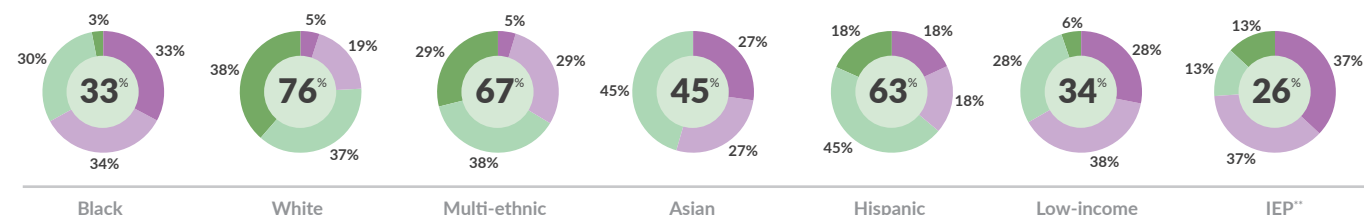
Literature



Algebra I



Biology



Advanced Proficient Basic Below Basic

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

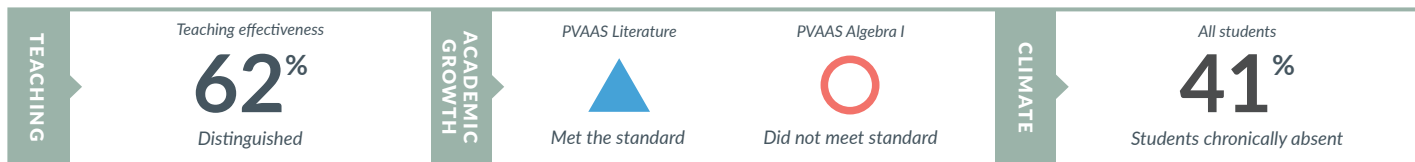


Pittsburgh Brashear High School

9-12 neighborhood school with Teaching Academy and Computer Science magnet programs; 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 101 teachers

Teachers feel the school is a good place to work and learn*: **67%**

Teachers new to the school: **7%**

Teachers absent 18+ days: **8%**

Principal stability: **1 principal in the last 4 years**

Enrollment 1,265 students

(District 9-12 average: 1,052)

Black: **41%**, White: **35%**,

Multi-ethnic: **7%**, Asian: **9%**,

Hispanic: **7%**, IEP**: **18%**

Economically disadvantaged: **76%**

(District 9-12 average: 67%)

Capture rate 42%

(District 9-12 average: 37%)

School climate

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

Student stability rate: **85%**

Students suspended at least once:

Overall: 19%

Black: 28%, White: 13%,

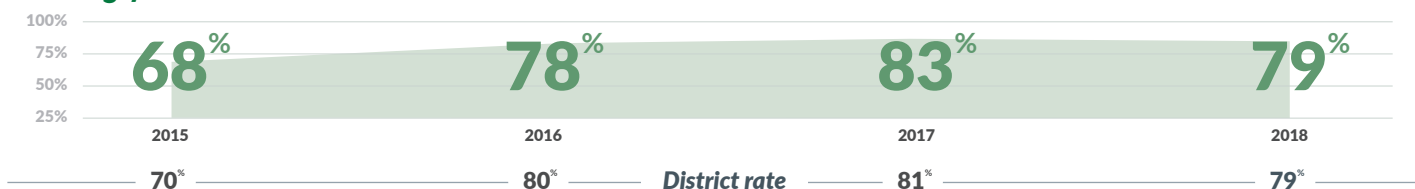
Multi-ethnic: 17%, Asian: 6%,

Hispanic: 12%, Low-income: 22%

IEP**: 28%

* Based on survey responses

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 23%

Black: 13%

White: 35%

Multi-ethnic: 27%

Hispanic: 19%

Asian: 19%

Low-income: 17%

IEP**: 5%

(District average: 26%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 19%

Black: 3%

White: 22%

Multi-ethnic: n/a

Hispanic: n/a

Asian: 7%

Low-income: 15%

IEP**: n/a

(District average: 52%)

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

Overall: 17%

Black: 12%

White: 26%

Multi-ethnic: 21%

Hispanic: 7%

Asian: 10%

Low-income: 14%

IEP**: 2%

(District average: 25%)

Average combined SAT scores:

Overall: 861

Black: 800

White: 941

Multi-ethnic: 852

Hispanic: 795

Asian: 847

Low-income: 847

IEP**: 803

(District average: 966)

2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional autism, hearing impaired, visually impaired & life skills support classrooms | Start On Success program

42%

Attending college/trade school

29%

6-year college completion rate

48%

GPA 2.8 and above

13%

Met SAT Math Standard

35%

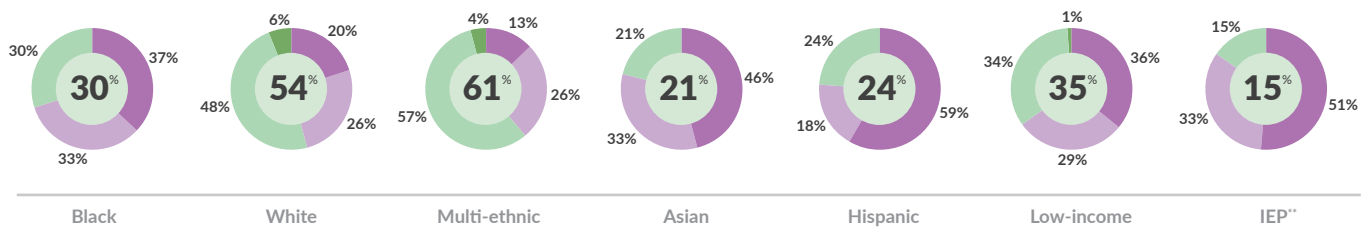
Met SAT Reading Standard

Key outcomes

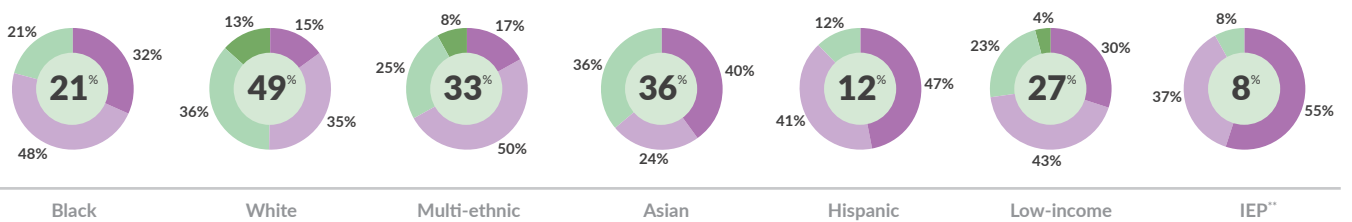
Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

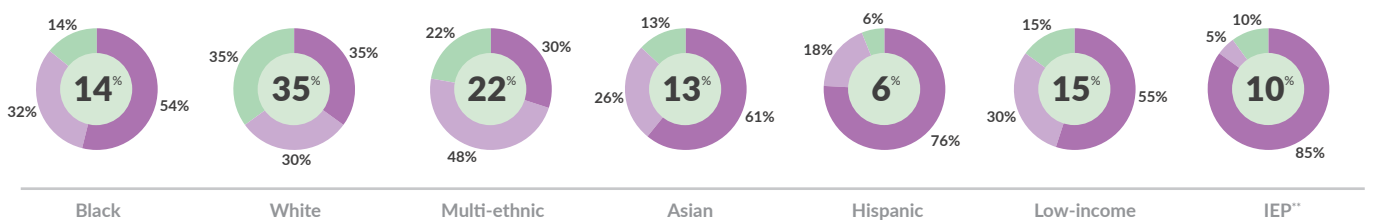
Literature



Algebra I



Biology



Advanced Proficient Basic Below Basic

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

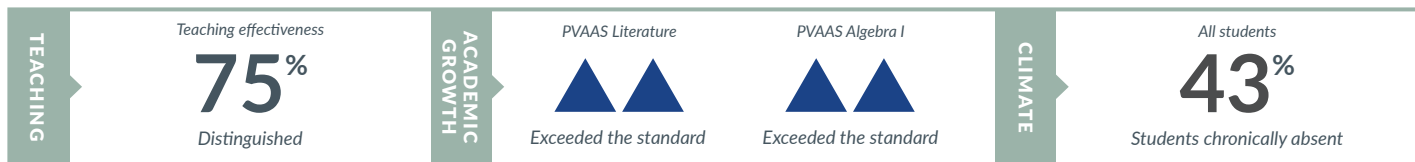


Pittsburgh Carrick High School

9-12 neighborhood school with Finance Technology; Health Careers Technology; Culinary Arts; Information Technology; Carpentry; and Business Administration, Sports, and Entertainment 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*: **97%**

Teachers new to the school: **6%**

Teachers absent 18+ days: **5%**

Principal stability: **1 principal in the last 4 years**

Enrollment 855 students

(District 9-12 average: 1,052)

Black: **40%**, White: **45%**,

Multi-ethnic: **11%**, Asian: **2%**,

Hispanic: **2%**, IEP**: **27%**

Economically disadvantaged: **78%**
(District 9-12 average: 67%)

Capture rate 36%

(District 9-12 average: 37%)

School climate

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

Student stability rate: **73%**

Students suspended at least once:

Overall: 19%

Black: 30%, White: 9%,

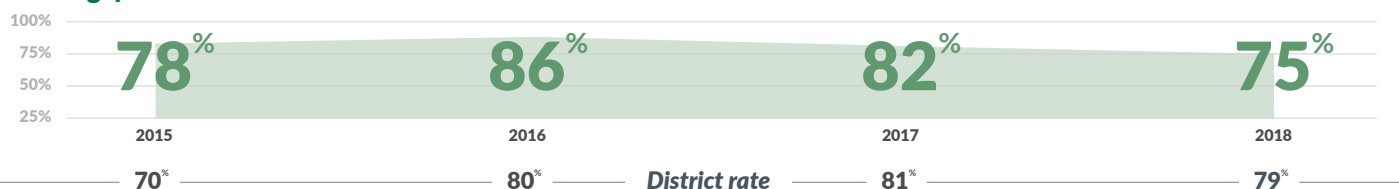
Multi-ethnic: 15%, Asian: 0%,

Hispanic: 11%, Low-income: 21%

IEP**: 19%

* Based on survey responses

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 14%

Black: 4%

White: 23%

Multi-ethnic: 10%

Hispanic: 7%

Asian: 35%

Low-income: 10%

IEP**: 0%

(District average: 26%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 32%

Black: n/a

White: 33%

Multi-ethnic: n/a

Hispanic: n/a

Asian: n/a

Low-income: 36%

IEP**: n/a

(District average: 52%)

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

Overall: 13%

Black: 7%

White: 18%

Multi-ethnic: 10%

Hispanic: 14%

Asian: 20%

Low-income: 10%

IEP**: 1%

(District average: 25%)

Average combined SAT scores:

Overall: 927

Black: 802

White: 965

Multi-ethnic: 903

Hispanic: n/a

Asian: n/a

Low-income: 881

IEP**: 750

(District average: 966)

2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional, autism & life skills support classrooms | Start On Success program

48%

Attending college/trade school

25%

6-year college completion rate

49%

GPA 2.8 and above

25%

Met SAT Math Standard

46%

Met SAT Reading Standard

Key outcomes

Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



Biology



Advanced Proficient Basic Below Basic

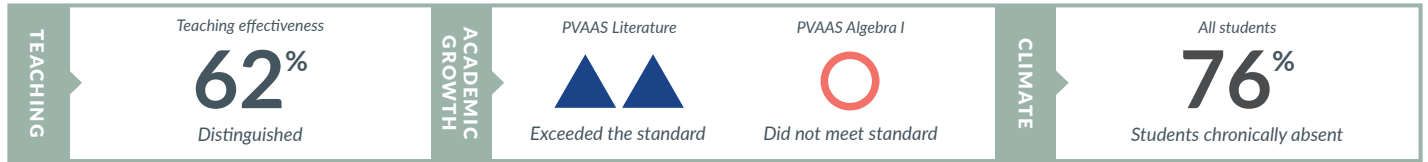
** Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"



Pittsburgh Perry High School

9-12 neighborhood school with JROTC, and Science, Technology, Engineering, Arts, and Math magnet programs; and a Health Careers Technology CTE program

3875 Perrysville Ave., 15214 • Perry North • 412-529-3400
Accessible • Principal: Darrel Prioleau



Teaching 44 teachers

Teachers feel the school is a good place to work and learn*: **63%**
Teachers new to the school: **16%**
Teachers absent 18+ days: **25%**
Principal stability: **4 principals in the last 4 years**

Enrollment 483 students

(District 9-12 average: 1,052)
Black: **78%**, White: **13%**,
Multi-ethnic: **6%**,
Hispanic: **2%**, IEP**: **29%**
Economically disadvantaged: **89%**
(District 9-12 average: 67%)

Capture rate 23%

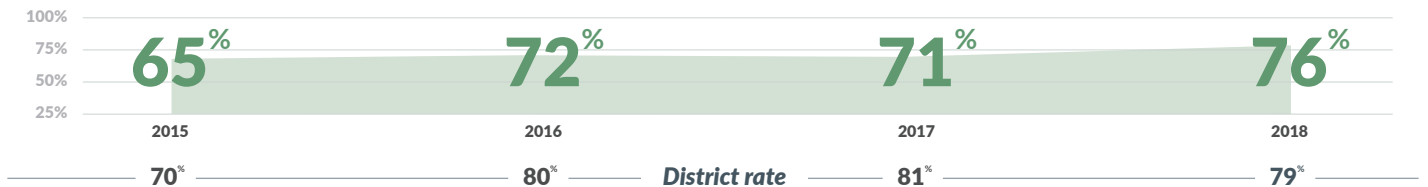
(District 9-12 average: 37%)

School climate

Parents recommend school*: **n/a**
Student stability rate: **68%**
Students suspended at least once:
Overall: 23%
Black: 24%, White: 13%,
Multi-ethnic: 23%,
Low-income: 24%
IEP**: 19%

* Based on survey responses

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 16%
Black: 14%
White: 20%
Multi-ethnic: 29%
Hispanic: n/a
Asian: n/a
Low-income: 13%
IEP**: 2%
(District average: 26%)

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 3%
Black: 0%
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 0%
IEP**: n/a
(District average: 52%)

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

Overall: 7%
Black: 7%
White: 7%
Multi-ethnic: 14%
Hispanic: n/a
Asian: n/a
Low-income: 6%
IEP**: 0%
(District average: 25%)

Average combined SAT scores:

Overall: 805
Black: 790
White: 898
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 805
IEP**: 745
(District average: 966)

2019-20 Special education services

Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional emotional, autism & life skills support classrooms | Start On Success program

27%

Attending college/trade school

22%

6-year college completion rate

19%

GPA 2.8 and above

5%

Met SAT Math Standard

23%

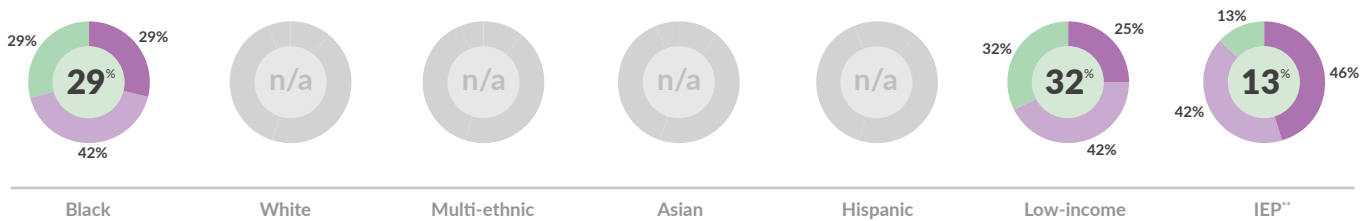
Met SAT Reading Standard

Key outcomes

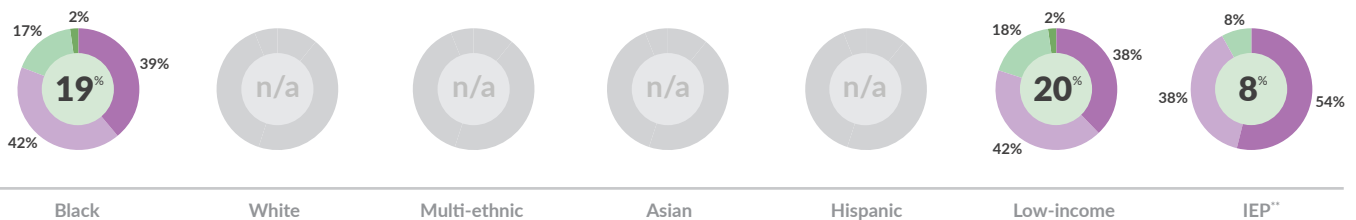
Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

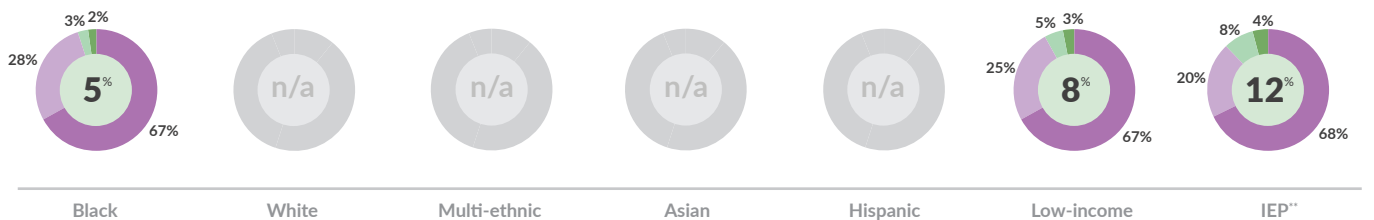
Literature



Algebra I



Biology



■ Advanced ■ Proficient ■ Basic ■ Below Basic

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

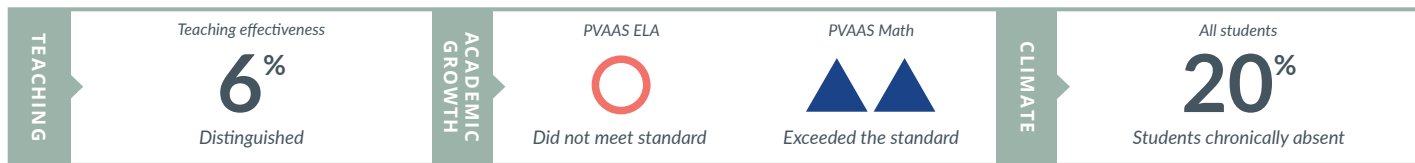


Urban Academy of Greater Pittsburgh Charter School

K-5 charter school

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

Accessible • Principal: Angelique Drakeford



Teaching 17 teachers

Teachers feel the school is a good place to work and learn*: **100%**
 Teachers new to the school: **29%**
 Teachers absent 18+ days: **0%**
 Principal stability: **2 principals in the last 4 years**

Enrollment 326 students

Black: **99%**
 Hispanic: **1%**
 IEP**: **10%**
 Economically disadvantaged: **61%**

School climate

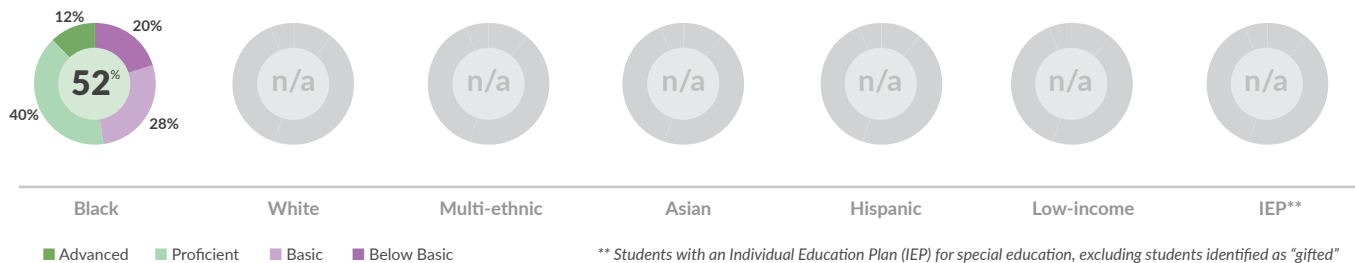
Parents recommend school*: **98%**
 Student stability rate: **96%**
 Students suspended at least once:
Overall: 7%
 Black: 7%
 Low-income: 6%
 IEP**: 13%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

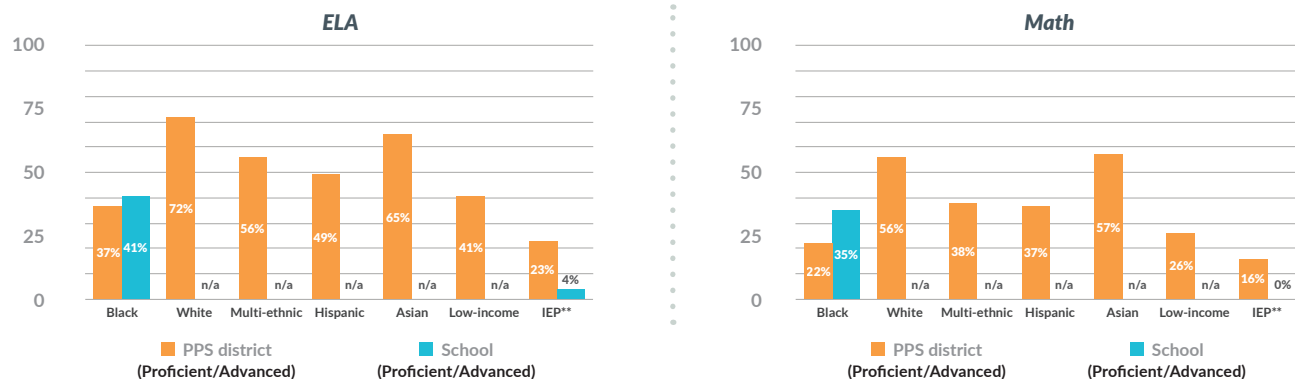
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels





Urban Pathways K-5 College Charter School

K-5 charter school

925 Penn Ave., 15222 • Downtown • 412-325-4075

Accessible • Assistant principals: Stephanie Faith, Michelle Jackson



Teaching 24 teachers

Teachers feel the school is a good place to work and learn*: **75%**

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

Teachers absent 18+ days: **4%**

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

Enrollment 294 students

Black: **92%**

White: **1%**

Multi-ethnic: **6%**

Hispanic: **1%**

IEP**: **23%**

Economically disadvantaged: **76%**

School climate

Parents recommend school*: **95%**

Student stability rate: **98%**

Students suspended at least once:

Overall: 12%

Black: 12%

Multi-ethnic: 13%

Low-income: 15%

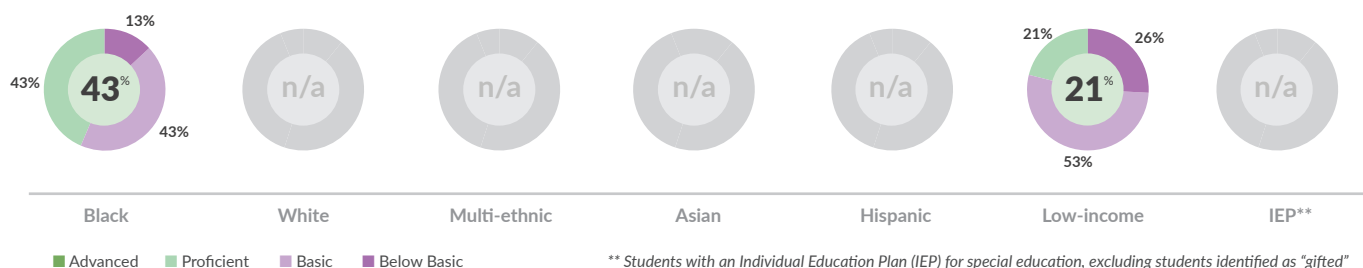
IEP**: 19%

* Based on survey responses

Key outcomes

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

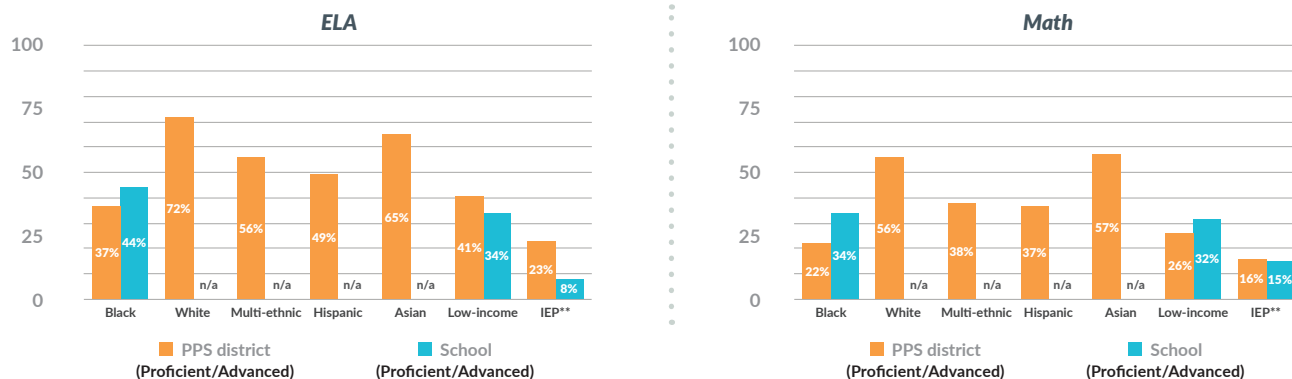
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



upcsk5.net



Environmental Charter School at Frick Park

Intermediate campus



K-8 charter school housed in three buildings

Primary (K-2): 309 S. Braddock Ave., 15221 • Regent Square • 412-242-1480 • Accessible • Principal: Ashley Bergman

Intermediate (3-5): 829 Milton St., 15218 • Regent Square • 412-247-7970

Accessible, with exceptions • Principal: Laura Williams

Middle (6-8): 5525 Columbo St., 15206 • Garfield • 412-247-7970 • Accessible • Principal: Jaleah Robinson



Teaching 50 teachers

Teachers feel the school is a good place to work and learn*: **100%**

Teachers new to the school: **4%**

Teachers absent 18+ days: **10%**

Principal stability: **Primary, 1 principal; Intermediate, 2 principals in the last 4 years; Middle: n/a**

* Based on survey responses

Enrollment 679 students

Black: **14%**

White: **72%**

Multi-ethnic: **8%**

Asian: **2%**

Hispanic: **3%**

American Indian: **1%**

IEP**: **13%**

Economically disadvantaged: **30%**

School climate

Parents recommend school*: **96%**

Student stability rate: **99%**

Students suspended at least once:

Overall: 4%

Black: 10%, White: 2%,

Multi-ethnic: 4%, Asian: 14%

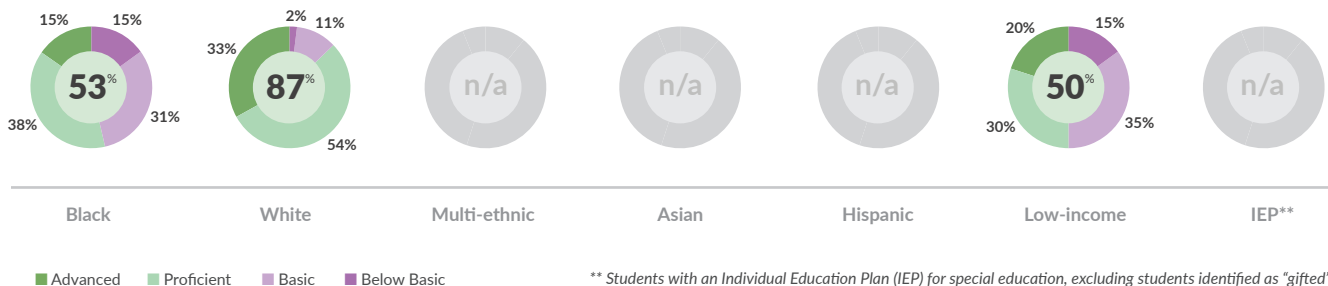
Low-income: 7%

IEP**: 11%

Key outcomes (3-5)

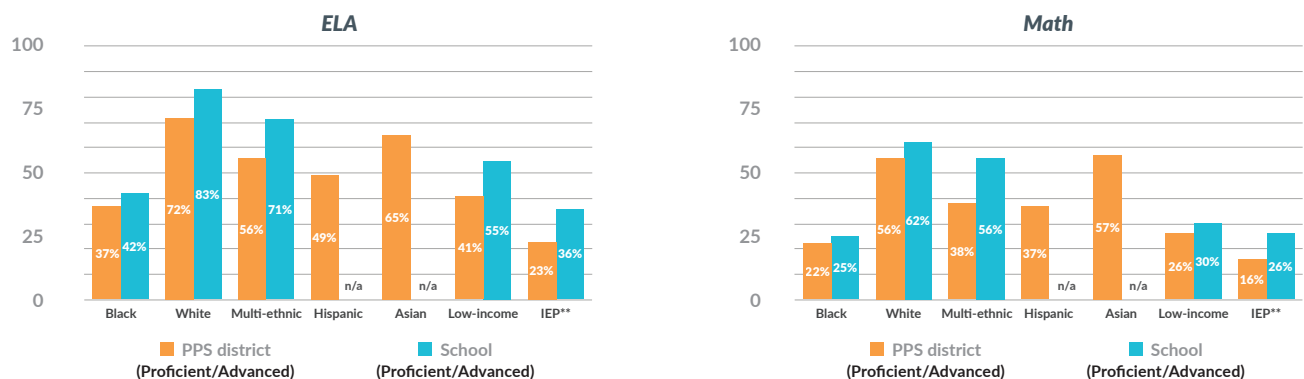
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels

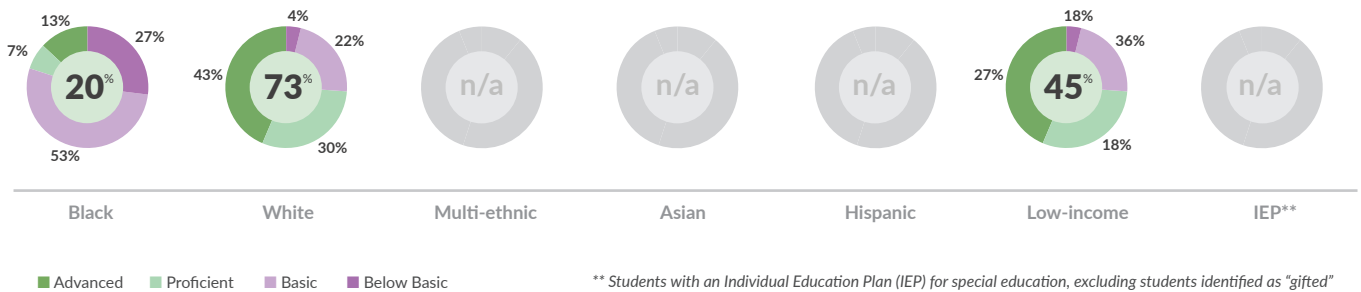


Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **75 out of 76**

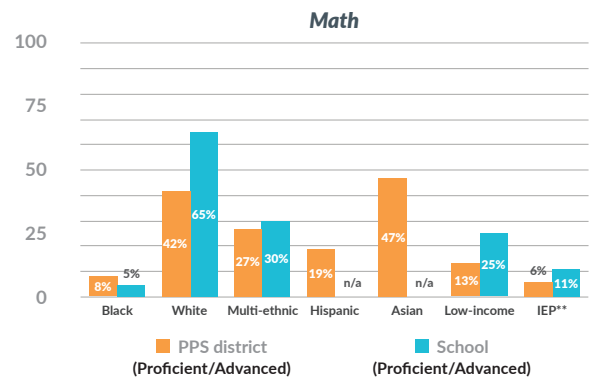
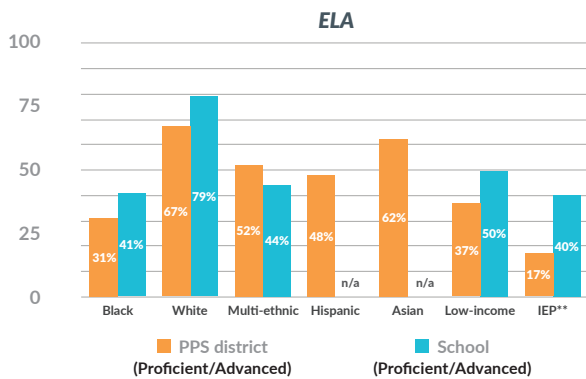
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



ecspgh.org



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 • Principal: Beth McCaskey

Middle school (6-8): 6 Allegheny Square East, Suite 101, 15212
Allegheny Center • 412-889-7278 • Accessible • Principal: Phylissa Thomas

Grades K-5 campus



Teaching 27 teachers

Teachers feel the school is a good place to work and learn*: **n/a**
Teachers new to the school: **15%**
Teachers absent 18+ days: **0%**
Principal stability: **Elementary, 1 principal in the last 4 years; Middle: n/a**

Enrollment 400 students

Black: **94%**
White: **2%**
Multi-ethnic: **5%**
Hispanic: **1%**
IEP*: **12%**
Economically disadvantaged: **80%**

School climate

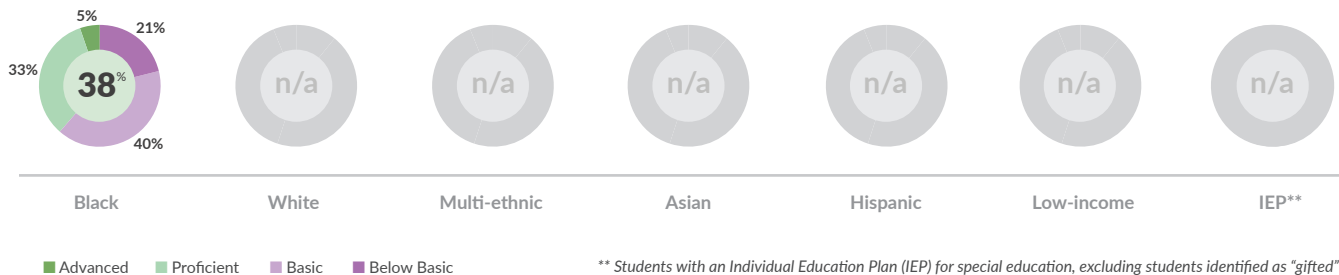
Parents recommend school*: **n/a**
Student stability rate: **n/a**
Students suspended at least once: **Overall: 25%**
Black: 26%
Low-income: n/a
IEP*: 33%

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

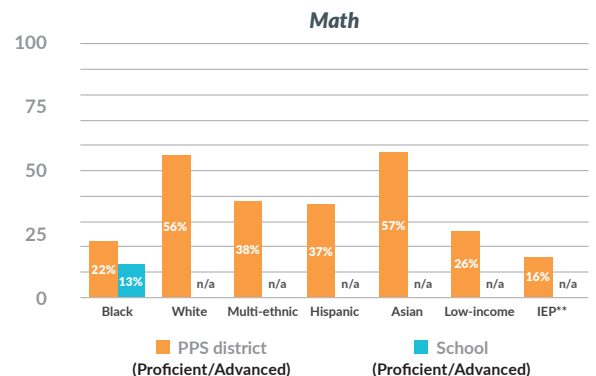
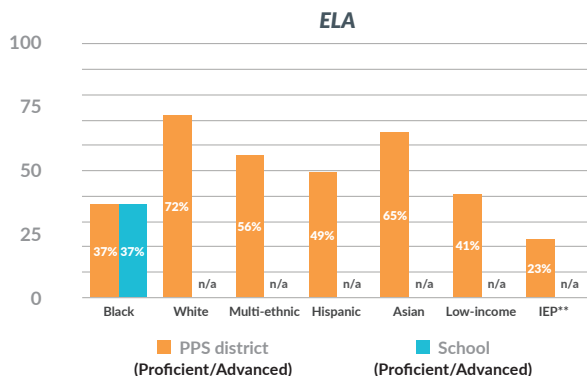
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels

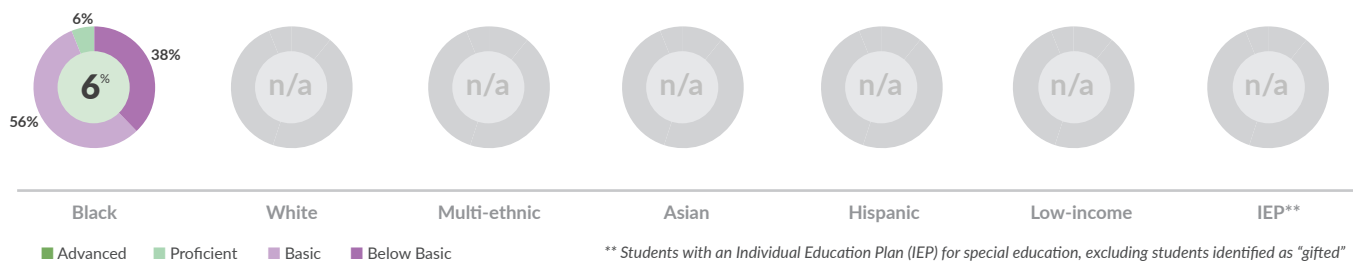


Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **16 out of 40**

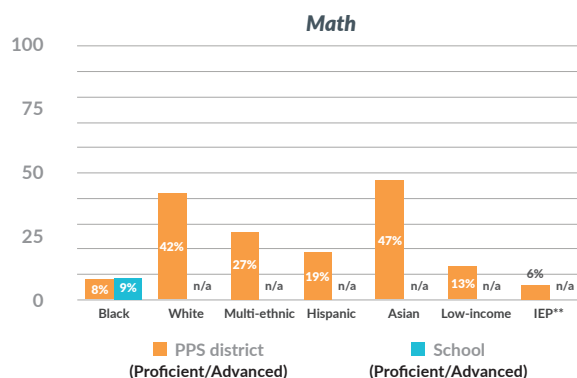
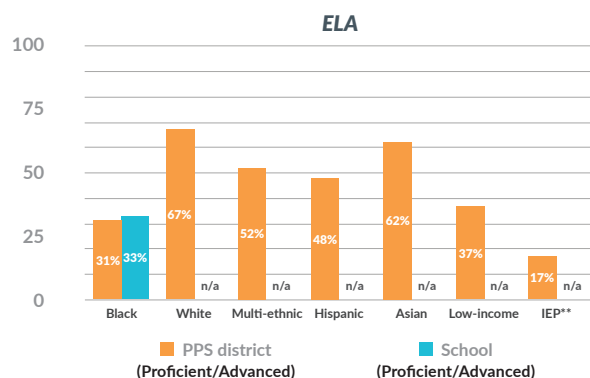
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2019

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



macsk8.org

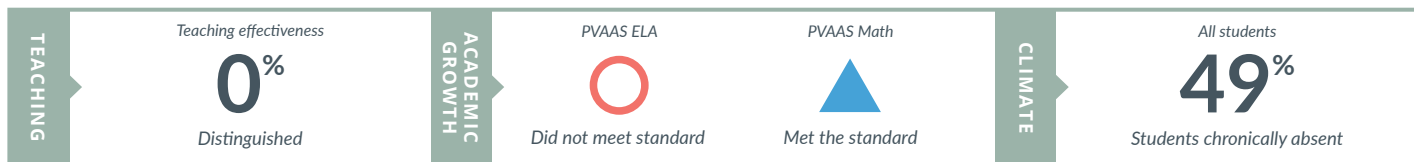


Propel Charter School Hazelwood

K-8 charter school

5401 Glenwood Ave., 15207 • Hazelwood • 412-325-0492

Accessible • Principal: Tina Mayer



Teaching 22 teachers

Teachers proud to be part of the school*: **71%**

Teachers new to the school: **59%**

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

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

Enrollment 304 students

Black: **85%**

White: **3%**

Multi-ethnic: **6%**

Asian: **2%**

Hispanic: **3%**

American Indian: **1%**

IEP*: **13%**

Economically disadvantaged: **87%**

School climate

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

Student stability rate: **87%**

Students suspended at least once:

Overall: 29%

Black: 30%, White: 9%,

Multi-ethnic: 14%,

Low-income: 33%

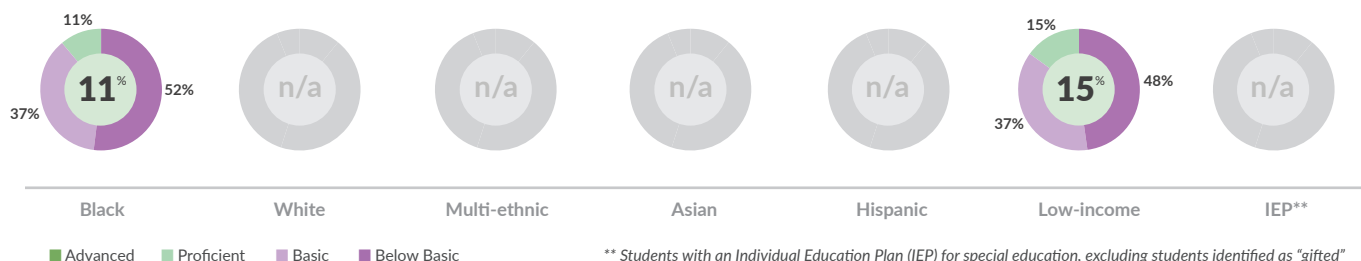
IEP*: 39%

* Based on survey responses

Key outcomes

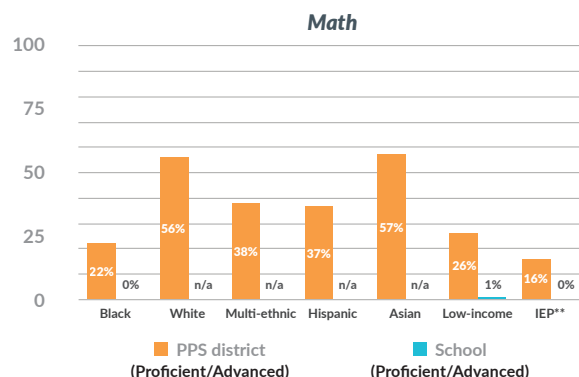
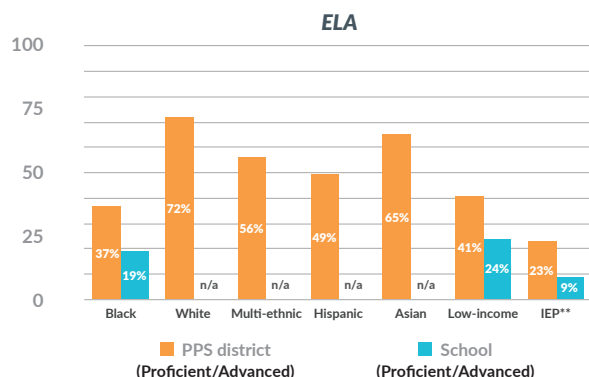
3rd grade Reading 2019: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2019 PSSA achievement compared to district (3rd through 5th grades)

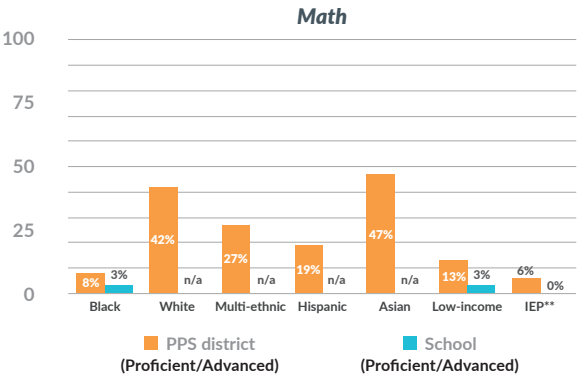
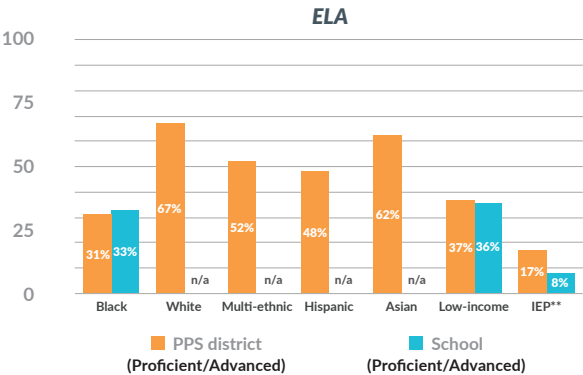
Percentage at Proficient/Advanced levels



Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: 0 out of 26
No students took the Algebra I Keystone Exam.

2019 PSSA achievement compared to district (6th through 8th grades)
Percentage at Proficient/Advanced levels



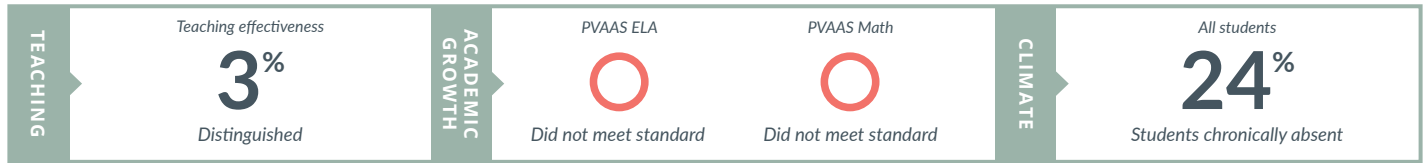
propelschools.org/propel-hazelwood



Propel Charter School Northside

K-8 charter school

1805 Buena Vista St., 15212 • Central Northside • 412-325-1412
Accessible • Principal: Meghan Lawrence



Teaching 27 teachers

Teachers proud to be part of the school*: **79%**

Teachers new to the school: **30%**

Teachers absent 18+ days: **4%**

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

Enrollment 398 students

Black: **83%**

White: **5%**

Multi-ethnic: **10%**

Asian: **1%**

Hispanic: **2%**

IEP**: **20%**

Economically disadvantaged: **82%**

School climate

Parents recommend school*: **74%**

Student stability rate: **94%**

Students suspended at least once:

Overall: 33%

Black: 37%, White: 12%,

Multi-ethnic: 17%,

Low-income: 35%

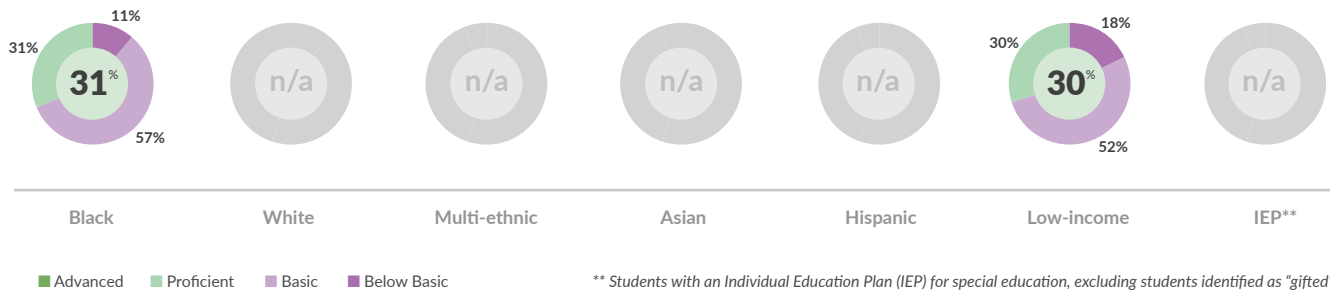
IEP**: 36%

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2019: Percentage of students at each PSSA achievement level

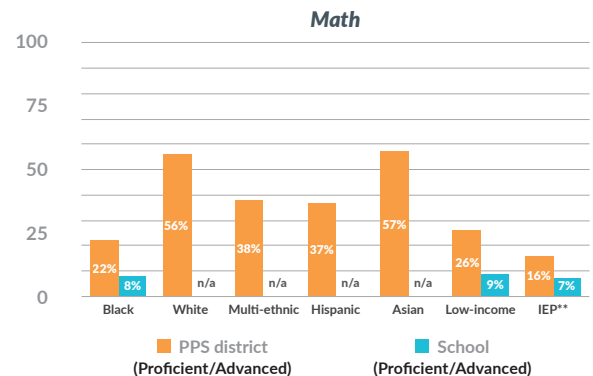
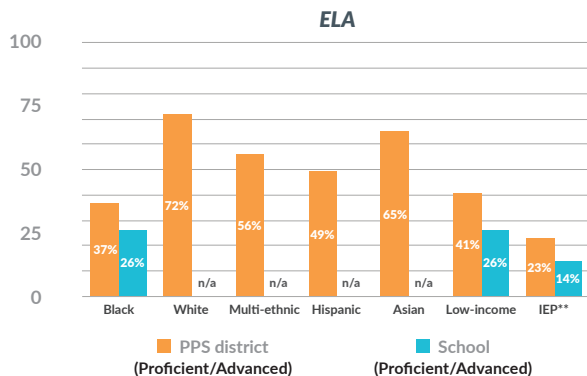
(Middle number: percent Proficient/Advanced)



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

2019 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels



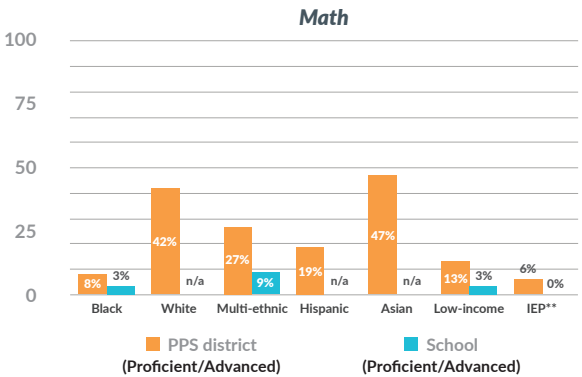
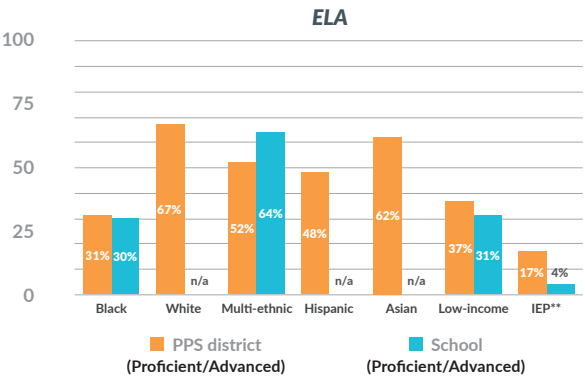
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **8 out of 41**

The subgroups of students who took the Algebra I Keystone Exam were too small for results to be reported.

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



propelschools.org/propel-northside



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 36 teachers

Teachers feel the school is a good place to work and learn*: **72%**
Teachers new to the school: **14%**
Teachers absent 18+ days: **0%**
Principal stability: **1 principal in the last 4 years**

Enrollment 328 students

Black: **97%**
Multi-ethnic: **2%**
Hispanic: **1%**
IEP*: **27%**
Economically disadvantaged: **72%**

School climate

Parents recommend school*: **n/a**
Student stability rate: **91%**
Students suspended at least once: **Overall: 28%**
Black: 29%
Low-income: 32%
IEP*: 45%

* Based on survey responses

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses:

Overall: 11%
Black: 11%
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 0%
IEP*: 0%

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5):

Overall: 6%
Black: 6%
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: n/a
IEP*: n/a

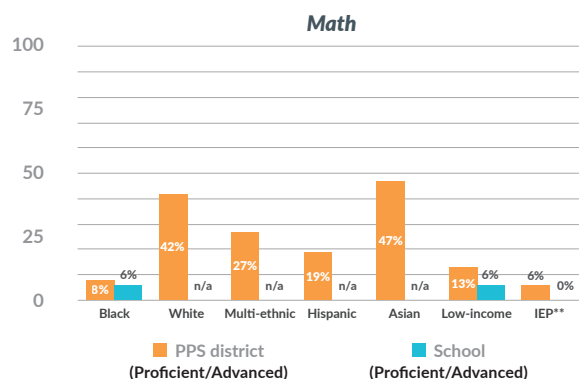
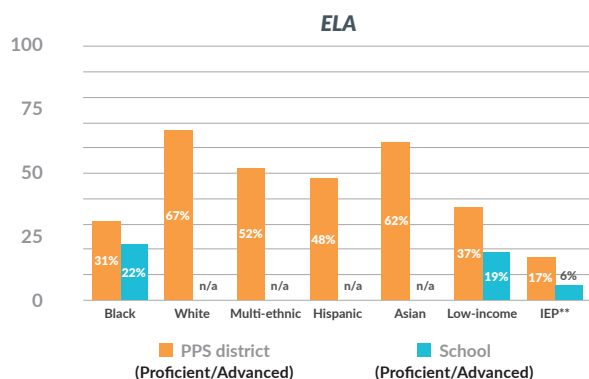
Average combined SAT scores:

Overall: 795
Black: 788
Low-income: 771
IEP*: 732

Key outcomes (6-8)

2019 PSSA achievement compared to district (6th through 8th grades)

Percentage at Proficient/Advanced levels



63%

Attending college/trade school

17%

6-year college completion rate

37%

GPA 2.8 and above

n/a

Met SAT Math Standard

23%

Met SAT Reading Standard

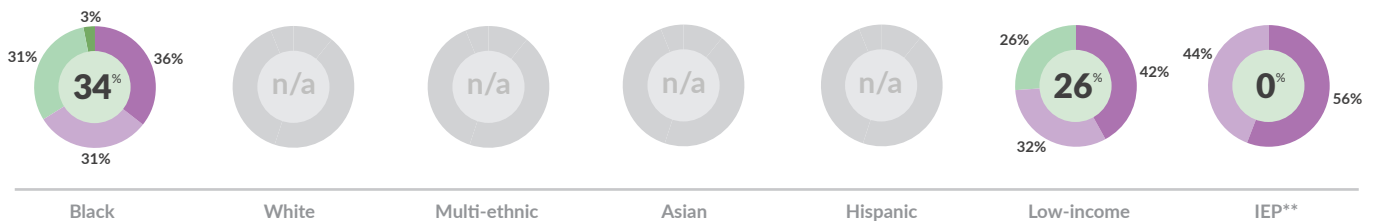
8th grade algebra Students who took algebra by the end of 8th grade: **0 out of 51**

Key outcomes (9-12)

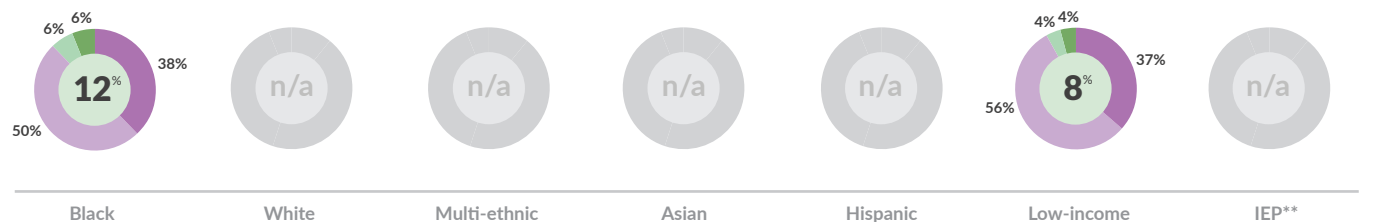
Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

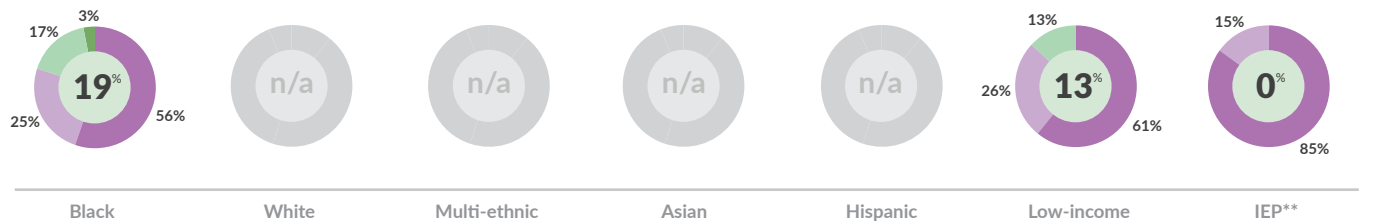
Literature



Algebra I



Biology



Advanced Proficient Basic Below Basic

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



City Charter High School

Read City High's story on page 15.

9-12 charter school

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

Accessible • Principal/CEO: Dara Ware Allen



Teaching 61 teachers

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

Teachers new to the school: **8%**

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

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

Enrollment 556 students

Black: **52%**

White: **35%**

Multi-ethnic: **11%**

Asian: **1%**

Hispanic: **1%**

IEP*: **23%**

Economically disadvantaged: **59%**

School climate

Parents recommend school*: **90%**

Student stability rate: **93%**

Students suspended at least once:

Overall: 26%

Black: 31%

White: 16%

Multi-ethnic: 35%

Low-income: 31%

IEP*: 36%

* Based on survey responses

College/trade school readiness / Graduation rates over time



Percentage of students taking AP (Advanced Placement) courses: **n/a**

Percentage of students scoring 3 or higher on any AP exam (scaled 1-5): **n/a**

Average combined ACT scores (Scaled from 1-36):

Overall: 18

Black: 16

White: 21

Multi-ethnic: n/a

Hispanic: n/a

Asian: n/a

Low-income: 17

IEP*: 15

cityhigh.org

66%

Attending college/trade school

41%

6-year college completion rate

57%

GPA 2.8 and above

n/a

Met SAT Math Standard

n/a

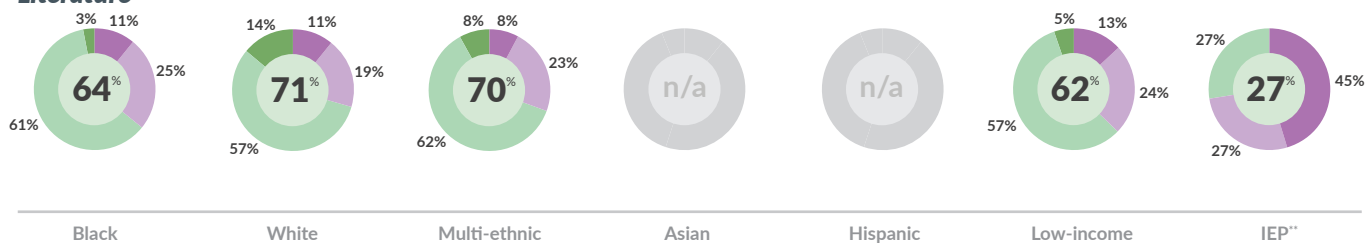
Met SAT Reading Standard

Key outcomes

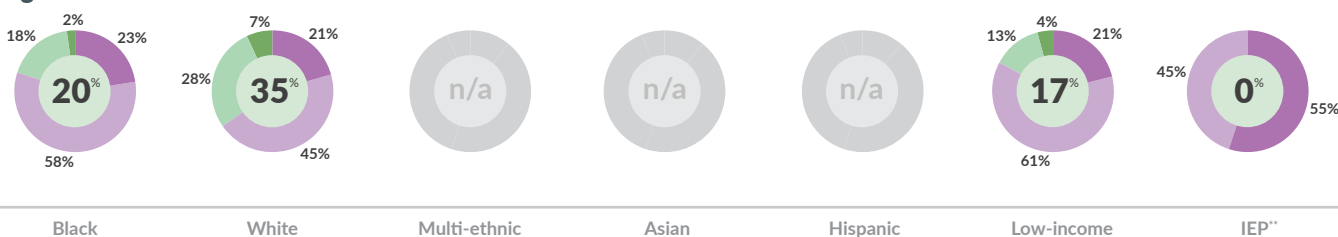
Percentage of students at each Keystone achievement level by the end of 11th grade, 2019

(Middle number: percent Proficient/Advanced)

Literature



Algebra I



Biology



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 2018-19 school year unless noted.

PPS: Pittsburgh Public Schools (pghschools.org)

PDE: Pennsylvania Department of Education (education.pa.gov)

Top of page information:

School name, address, neighborhood, phone number, principal/administrator

Definition: The current school name and principal, acting principal, or administrator 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 at pghschools.org.

Sources: pghschools.org, PPS "Offerings and Options Guide."

Building accessibility

Definition: Whether 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 "Distinguished" performance level

Definition: The percentage of teachers who performed at the "Distinguished" level, according to the district's measure of teacher effectiveness. The other possible performance levels are "Proficient," "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 information including academic growth and student survey responses. Charter schools provided equivalent information.

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 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. Scores for schools that give both PSSA and Keystone exams are combined.

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.

Percentage of students attending college/trade school

Definition: Percentage of 2018 graduates who enrolled in colleges/universities or trade schools in 2018 (seamless enrollment). For more information, visit studentclearinghouse.org.

Sources: PPS, Urban Pathways 6-12 Charter School, City Charter High School (National Student Clearinghouse reports).

6-year college completion rate

Definition: The percentage of students who completed a two- or four-year degree within six years of their high school graduation. For PPS, information is from a revised report for the class of 2012. No data were available for Sci-Tech because they didn't have 12th grade in 2012. For the charter schools, information is for the class of 2013. In the graphic on page 16, information for "Low-income schools in U.S." is for the class of 2012. For more information, visit studentclearinghouse.org.

Sources: PPS, City Charter High School, and Urban Pathways 6-12 charter school (National Student Clearinghouse reports).

GPA 2.8 and above

Definition: The number of seniors at the end of 2019 with an overall unweighted grade point average (GPA) of 2.8 or higher, a GPA associated with a higher likelihood of college completion.

Sources: PPS, Urban Pathways 6-12 Charter School, City Charter High School, National College and Career Readiness Indicators (redefiningready.org).

Met SAT Math and Reading standards

Definition: The percentage of students whose best score on the SAT met or exceeded the College and Career Readiness Benchmarks for Evidence-based Reading and Writing, and for Math. The SAT is an admissions test required by many colleges. No information was available for City Charter High School students because most take the ACT, rather than the SAT. For more information, visit collegereadiness.collegeboard.org/about/scores/benchmarks.

Sources: PPS and Urban Pathways 6-12 Charter School.

Top middle of page:

Number of teachers

Definition: Total number of classroom teachers in the school as of fall 2018.

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 2018.

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 2015-16 school year to the 2018-19 school year, including mid-year changes. Schools with "n/a" opened within the last four years.

Sources: PPS and charter schools.

Enrollment

Definition: Total number of students enrolled in the school as of October 2018.

Sources: PPS and charter schools.

Student race/ethnicity

Definition: Students' race/ethnicity reflects PPS definitions, and is based on parents' identification. Charter schools provided similar information. Percentages may not add to 100 because of rounding.

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.

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.

Capture rate

Definition: The percentage of students assigned to the school who were enrolled in the school. For schools with partial magnet programs, capture rate applies only to the neighborhood component. The denominator includes students who attend private, parochial, and charter schools who receive PPS transportation, as well as students who attend other district schools.

Source: PPS.

Parents recommend school

Definition: On the PPS 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, enrolled at any time during the school year, who were suspended (out-of-school suspensions only) at least once, by race/ethnicity, economic disadvantage, and IEP status. Subgroups were reported only if they included more than 10 students.

Sources: PPS and charter schools.

College/trade school readiness:

Graduation rates over time

Definition: PDE determined the graduation rate by tracking the number of individual 9th graders in 2014 who graduated in 2018 or earlier (the "cohort" rate). A similar calculation was used for "graduation rates over time." 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 education.pa.gov/DataAndReporting/CohortGradRate/Pages/default.aspx. Information is for 2018, the most recent year available.

Source: PDE.

Percentage of students taking AP courses

Definition: Number of students by race/ethnicity, 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." For Obama 6-12, we report the percentage of 11th and 12th graders taking International Baccalaureate Diploma Program classes, which are advanced classes. City Charter High School students don't take AP classes.

Sources: PPS and Urban Pathways 6-12 Charter School.

Percentage of students scoring 3 or higher on any AP exam

Definition: Number of students by race/ethnicity, economic disadvantage, and IEP status who scored a 3 or higher on at least one Advanced Placement course, divided by total 9-12 student enrollment. AP exams are scored from 1-5. Subgroups with 10 or fewer students were reported as "n/a."

Sources: PPS and Urban Pathways 6-12 Charter School.

Percentage of students taking CAS courses

Definition: Number of PPS students by race/ethnicity, 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 in 6-12 schools. Subgroups with 10 or fewer students were reported as "n/a." Sci-Tech doesn't offer CAS due to specialized programming.

Source: PPS.

Average combined SAT scores

Definition: Average of students' best combined scores on the SAT, by race/ethnicity, economic disadvantage, and IEP status. The SAT is an admissions test required by many colleges. Subgroups with 10 or fewer students were reported as "n/a." No information was available for City Charter High School students because most take the ACT, rather than the SAT.

Sources: PPS and Urban Pathways 6-12 Charter School

Average combined ACT scores (City Charter High School only)

Definition: Average of students' best combined scores on the ACT, by race/ethnicity, economic disadvantage, and IEP status. The ACT is a college admissions test. Subgroups with 10 or fewer students were reported as "n/a."

Source: 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: (1) Percentages of students, by subgroup, at each achievement level on the 2019 PSSA (Pennsylvania System of School Assessment) 3rd grade English Language Arts (ELA) test. Percentages of 3rd-5th graders, and 6th-8th graders, at each achievement level on 2019 PSSA ELA and Math tests, with comparable district-level information. "n/a" next to a district bar means the school had 0-10 students in that subgroup. (2) Percentages of students, by subgroup, at each achievement level on the 2019 Algebra I Keystone Exam in 8th grade, and Literature, Algebra I, and Biology Keystone exams by the end of 11th grade. Keystone results "by the end of 11th grade" include scores for students who took the exams in earlier grades, and possibly in other schools. Students may take the Keystone exams more than once. Reported information reflects students' highest scores. Achievement levels (score ranges) for PSSA tests and Keystone exams include "Advanced," "Proficient," "Basic," and "Below Basic." Subgroups include student race/ethnicity, economic disadvantage ("low-income"), and IEP status.

- **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.** Otherwise, subgroup scores are reported as "n/a" (test scores for 10 or fewer students in a group or subgroup are not reported by PDE). A subgroup can meet 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.

Special education services

Definition: For PPS schools, special education services provided by school staff in the 2019-20 school year, excluding programs for students identified as "gifted." Other services not listed here may be provided by itinerant staff depending on students' needs. Note: Charter schools are also required to provide special education services to meet students' needs.

Source: PPS.

Information by level (PPS only):

Average counselor/student ratio

Definition: The average number of students per counselor by level, calculated by dividing the total number of counselors for that level by the number of students enrolled in that level. "Counselor" includes developmental advisors in K through 8th grades and guidance counselors in 9-12 grades.

Source: PPS.

Average site-based cost per student

Definition: The average cost per student from the school's 2018-19 site-based budget, with the addition of its Title I allocation. The site-based budget includes regular teacher salaries (this figure is a district-wide average), 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.

Source: PPS.

State average PSSA and Keystone performance

Definition: See "PSSA tests and Keystone exams."

Source: PDE.

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For more information

A+ Schools:
aplusschools.org

Report to the Community:
ourschoolspittsburgh.org

Pittsburgh Public Schools:
pghschools.org
discoverpps.org

City Charter High School:
cityhigh.org

Environmental Charter School at Frick Park:
ecspgh.org

Manchester Academic Charter School:
macsk8.org

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

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

Urban Academy of Greater Pittsburgh Charter School:
urbanacademyphg.org

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

Urban Pathways 6-12 Charter School:
upcs.net

Pittsburgh Promise:
pittsburghpromise.org

PA Department of Education:
education.pa.gov
futurereadypa.org

Our stories:

Why we are committed to A+ Schools

Personal stories matter. The A+ Schools' community—our staff, our Board of Directors, our volunteers, the parents and students who participate in our programs—all have one thing in common. **We believe in our children.** Behind every piece of data is a student who deserves the best education possible, and we know that their story—your story—can drive change.

"A+ Schools plays a unique and critical role in the Pittsburgh community by both collecting and reflecting back to parents and stakeholders real data about how Pittsburgh's public schools are performing, and also working with students, families, and community leaders to help improve awareness and access to high quality education.



I'm involved in A+ Schools because I believe it is a differentiator that sets our city apart and makes it possible for us to realize the improvements that the children and families of Pittsburgh need and deserve."

Sarah Silverman, Ph.D., A+ Schools Board Chair
Strategy Consultant and Leader of Talent,
Whiteboard Advisors

"My focus has always been on school readiness and school-aged activities and engagement for the entire family, but the driving force behind all that I do is a passion to help families' voices be heard and to work with them to address policies and practices that create barriers and challenges.



As anyone who knows me will tell you, I am not a quiet person. So I think it's best to put my voice to use to speak up for change, which I will continue doing for the rest of my life."

Amie White, Director of Family and Youth Engagement
A+ Schools

"It is important to stay involved to ensure my daughter is receiving equitable opportunities, to let the school know she has an advocate and to support her education journey. A+ has helped me connect with other parents, community leaders and educators who are working for equity and justice within the Pittsburgh public school district."



Shallegra Moye, Parent
Manchester Academic Charter School



"I became part of the A+ family after seeing the passion we share for informing and engaging parents around positive school choices and how we can elevate our voices to impact the change needed.

I love that the *Report to the Community* equips me with the information to show parents where positive change is needed so they can exercise their rights and elevate their voices in the journey to better public education for our beloved city."

Nichole Sims, Parent Leader
A+ Schools

"When I found the TeenBloc program, I met people who were like me. I met people who wanted to step up and become leaders. I found my voice there and since then, no one has been able to silence me. I came to terms with who I am, the rose that grew from concrete."

Denise Woods, Student
Pittsburgh CAPA 6-12

"What I find most valuable about A+ Schools is the dogged and uncompromising dedication to the truth. When I think about our current public discourse it is refreshing and uplifting to know that A+ Schools will tell the truth—even when the truth is unpopular and hard to hear."



Tracey Reed Armant, A+ Schools Board
Program Associate, The Grable Foundation

Never underestimate the power of personal stories. We want to hear from you!
Contact Amie or Nichole at 412-697-1298 to share your story today.



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