

2023

Report to the Community

on Public School Progress in Pittsburgh



Your
guide to our
public
schools.

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The artwork on the front cover, “On the leaves,” was created by Moriah H., an 11th grader at Pittsburgh Allderdice High School last year. The artwork on page 17, “Peanut in Pieces,” was created by My’ala W., a pre-k student at Pittsburgh Langley PreK-8 last year. The artwork on the back cover, “Frogs beyond Humanity,” was created by Hannah P., a 12th grader at Pittsburgh CAPA 6-12 last year.

Letter to the community

2023

Every kid. Every school. Every day.

Welcome to A+ Schools' 2023 Report to the Community on Public School Progress in Pittsburgh. Since our last report, a focus on school attendance has galvanized community support for children's success in school. Our collaborative efforts have resulted in over 1,500 more students' regular presence at school. While we are far from eliminating chronic absence, we know that together, we can reach this goal.

In the 2022-23 school year, 6,161 Pittsburgh Public Schools K-12 students missed more than 10% of school days in the year, for unexcused and excused reasons. Through a partnership with EveryDay Labs, an organization dedicated to achieving positive student outcomes through behavioral science, we learned an incredible amount about how to reach students and parents throughout a school year to track and address absences that are adding up.

We have also spent another year in partnership with the administration, staff, students, families, and associated community organizations at Pittsburgh Perry High School to continue learning from the systems in place. This work has yielded insight into what it takes to create a school environment that inspires students to show up, what tools and staff time are needed to help students catch up when they need support, and how to shift an entire school's culture toward a celebration of learning every day.

At Pittsburgh Arlington PreK-8, we are forging similar relationships to learn from and support an elementary school on a similar journey. Many of Arlington's young students fall inside the 1.5 mile radius that deems them a walker, without access to a school bus. We started by addressing the simple fact that if kids needed to walk to school in inclement weather along an unsafe path, they were less likely to go. This led to a fruitful partnership with The Brashear Association to provide school transportation vans—along with calls from “nanas” to nudge students to wake up in time to catch a ride to school. From there, we have begun digging in to identify other ways we can build up community support to help all students in the building achieve success.

Because of this work, our mission has become clearer than ever before:

1. Support communities to be places where students are able to get to school safely every day.
2. Get families and students the necessary resources so students show up ready to learn.
3. Make schools places where students and staff feel they belong and are excited to be every day.

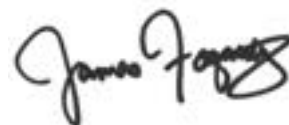
As we developed this year's report, we kept attendance at the forefront of our thinking while doing the analyses needed to process each school's data.

What is built into the system in schools with high levels of chronic absenteeism? How could small changes affect big outcomes?

We are grateful to Pittsburgh Public Schools, EveryDay Labs, Pittsburgh Perry High School, Pittsburgh Arlington PreK-8, the City of Pittsburgh's Office of Safe Routes to School, The Brashear Association, Manchester Craftsmen's Guild, the Carnegie Science Center, Artist Image Resources, Urban Impact Foundation, Moonshot Museum, the Will Allen Foundation, The Andy Warhol Museum, Schools That Can, the 100+ members of the Pittsburgh Learning Collaborative, our funders, and other community partners who are playing pivotal roles in this endeavor. Our community is truly stepping up to the challenge, and we can't thank you all enough.

Looking forward, we continue to be deeply committed to the work at Perry and Arlington, and we hope to extend our reach to more schools. We believe the key to our children's success lies in improving our systems.

It bears repeating—we have everything we need to succeed by all children. Let's get to work!



James Fogarty
Executive Director



Rising up: Stories from our schools

The “Rising up” section of the report goes beyond the numbers to profile schools and programs where students have experienced success. Our goal is not to highlight them as “exceptional,” but rather to help us all learn from their practices.

This year, the “Rising up” stories reflect A+ Schools’ focus on the urgent task of improving student attendance. We look at attendance from two sides. First, what does it take—by families, schools, and communities—to get students to school? Second, how do schools address students’ well-being and learning needs to become places where they want to be?

Read on to find out how:

- A teacher at Pittsburgh Greenfield PreK-8 develops students’ literacy skills and knowledge in the crucial year of 4th grade, and the district plans to boost reading achievement for all (below)
- The Hill District branch of the Carnegie Library of Pittsburgh takes a community-based approach to literacy (page 8)
- Pittsburgh Sunnyside PreK-8 has maintained an algebra class for 8th graders until recently, and a view from the business community on the state of math education (page 10)
- After the Covid-19 pandemic, the counselor at Pittsburgh South Brook 6-8 and other staff worked to bring students back to school and rebuild community (page 14)

We thank everyone who participated. For more, including “Rising up” stories from previous years, visit ourschoolspittsburgh.org.



Greenfield PreK-8

Supporting young readers in a school community

By Faith Schantz

Sharon King knows 4th graders. The 4th grade reading teacher at Pittsburgh Greenfield PreK-8 says her students are “still sweet,” compared to older children. At the same time, “They get sarcasm, which I love,” she says, and there’s less of the “silliness that you sometimes still get in second and third grade.” As thinkers, “an independent voice starts to come out.” They’re caring, and curious, wanting to know everything about their teacher’s life.

Greenfield PreK-8, where King has also served as a reading coach, sits on a tree-covered hill in the Greenfield neighborhood, in Pittsburgh’s East End. Its student population, drawn from the surrounding community, is smaller than the average for district K-8s, with more students who are White and fewer who are economically disadvantaged. The school has a growing population of English Language Learners,

including children who speak Arabic, Asian languages, Russian, Spanish, and Swahili. Students who enroll in the school tend to stay.

For reading achievement, Greenfield is an outlier, not only in the district but also in the state. On the PSSA in English Language Arts (ELA), Greenfield students overall typically score higher than state averages for the test. In 6th-8th grades, Black students, students with IEPs, and students who are economically disadvantaged consistently score above district averages—in some cases, at more than double the district’s rate. An A+ Schools analysis of 2017-19 data showed that 86% of Black 3rd graders scored in the Advanced and Proficient ranges, much higher than similar students in the district and the state. At least half of White 3rd graders score in the Advanced range year after year.

These numbers don't mean that teaching 4th grade reading at Greenfield is a breeze. As in every other school, King's students come into the classroom with a variety of learning needs. Some need to be challenged with above grade-level content. Some have disabilities. While King says the primary grades teachers work very hard on "foundational skills," some 4th graders still struggle to sound out words, while others pronounce words correctly without knowing what they mean. Some are learning to read English in addition to another language. And—as in every other reading classroom—each child comes to class as an individual reader, with preferences for what they read, how they read, and how they share what they've learned from text.

Teaching children to read is arguably the most important job of any elementary or K-8 school. Here, we look at how one community supports its young readers in the classroom and beyond, and how the district plans to raise reading achievement for all.



TEACHER PERSPECTIVE

Reading in 4th grade

In 4th grade, the focus is on comprehension, but what does it actually mean to "comprehend" what you've read? And how does a teacher move students from sounding out words on a page to learning from those words, and using that knowledge to create something new? For King, it involves activities that promote a deep engagement with words combined with an

Teaching reading comprehension to 4th graders at Greenfield:

- Lessons begin with clear, explicit communication about what students will do, and why.
- Knowing students as individuals pays off academically in greater student participation and focus.
- Lessons include many approaches to content to help students make connections and build background knowledge.
- Students have choices in how they present their learning.
- Enrichment experiences include everyone.

See Greenfield's data on page 72.

approach to teaching that puts students at the center.

In her reading classes last year, King established "very clear rituals and routines, very clear ways that we work throughout the day, so the kids are very comfortable with what's coming." She began each three-period block with a PowerPoint that outlined the agenda and the goals for the day, illustrated with pictures and examples. For the students who still needed practice in decoding words, she usually began the lesson with exercises to strengthen foundational skills. From there the class moved to the study of word patterns to help students understand their structure—Greek and Latin roots, prefixes and suffixes—as well as words with related meanings, such as synonyms and antonyms.

After a grammar activity, they read and discussed a story or a nonfiction work. Finally, students turned to the essays, informational texts, or stories they were writing themselves. To help them make their writing more effective, King encouraged them to use the material they had just read as a "mentor text." For example, when students were writing short stories, they read the novel *Lunch Money*, by Andrew Clements, about a boy who sells his homemade comics at school. They combed through the book to find "vivid verbs" with an eye toward using them in their own stories.

A key concept from learning research is that deep learning can occur when we connect new information to what we already know. Isolated facts or concepts—such as vocabulary words students memorize for a test without ever using—are likely to be forgotten. To help students make more than superficial connections to what they were learning, King layered in related content that she knew would engage them. Before they read *Lunch Money*, they studied comic books as a genre, leading some to turn the stories they were writing into comics. Next, they worked with a partner to come up with products they might sell at school, as the main character does in the book. Students made posters to advertise the items, and "they were so excited, they actually started to produce the products," King says. "It really got them thinking and got them being extremely creative. And they could connect to the main characters differently than...let's open the book and let's just start."

Her approach to teaching vocabulary was similar. It wasn't "one day we did vocabulary and then we're never going to use those words again." After examining a word's structure (such as how *profit* is related to *profitable*), students became "vocabulary detectives." She told them, "Now we're on a hunt for the word. We



An example of a text-dependent analysis, written by Annalise Ross, a 4th grader at Greenfield PreK-8 last year.

have to see how the author uses it in context.” *Profit*, for example, can be a noun or a verb. In their reading notebooks, students created illustrated vocabulary charts. They played computer games based on the words and incorporated them into their own writing. “The whole point is that it carries over into their learning,” King says.

One of the biggest shifts she sees between 3rd and 4th grade is in the amount of writing, and the forms of writing, students are expected to do. Writing is a skill of its own, but it’s also a way to coax meaning from a text, and to show that the writer understood what they read. To meet Pennsylvania’s core standards for ELA, King’s students must write what’s known as a “text-dependent analysis,” which is tested for the first time on the 4th grade PSSA.

For the test, students read a passage and write to a prompt that asks them not only to show understanding, King says, but also to refer to evidence from the text and analyze what it means. She describes the process as “really pulling meaning into what a text offers.” And, she adds, “It’s a very difficult skill.” (See the example above.) To help develop their analytical writing skills, she offered plenty of opportunities for students to write and revise their work, sometimes editing with them one-on-one. She also taught them critical reading strategies, including highlighting important information, “annotating” the text to note

main ideas and inferences, and looking back through it for answers to *how*, *what*, and *why* questions.

Teaching each child

King has been with the district for almost 25 years, teaching several grade levels and working as a reading coach. Still, she doesn’t attribute her success as a teacher to her experience or to her subject-matter expertise. Rather, it’s in the quality of the relationships she builds with her students each year. “I know their families,” she says. “I know their sibling’s name, I know their interests. I take time to get to know each one of them on a very personal level so that each one of them feels special and not ignored.” Maintaining those relationships involves a daily practice of checking in with each student. If a child comes into class hanging their head, she’ll ask if they want to talk, maybe stay in the classroom with her at lunchtime.

Her efforts have paid off not only in students’ well-being, but also academically. Children who feel that their teacher knows and cares about them are more likely to participate in discussions, she says—and studies have shown that talking with others about a text is one of the main ways students develop comprehension strategies. Because they have a sense of belonging, King doesn’t need to spend much time on classroom management, leaving more time for instruction. She says, “They’re going to put everything into what they do because of the relationship that they have with me and how they feel.”

For students in the class who are racial minorities and/or English Language Learners, she finds opportunities to represent aspects of their cultures, which benefits all students. “If I know a child has more to offer, [I’ll ask], ‘Would you like to share about your family?’” she says. For example, during a unit on natural disasters, students from South America talked about their experiences with earthquakes, bringing the topic to life for their classmates.

Enrichment for all

The unit on natural disasters was so popular with students that King added activities and a culminating project. Along with informational texts, they read a novel about the 1906 San Francisco earthquake and studied the phenomenon of underwater volcanoes in Hawaii. Beyond the science and the drama, the topic sparked their compassion, and inspired their

developing social consciousness. They discussed the humanitarian response to actual disasters and drew up plans for their own community to use if such an event happened here. “I couldn’t believe how engaged the kids were,” King says. “They would bring in their own books, and they would create extra things and present those to one another.” For the culminating project, they worked in groups to create and present their learning in their choices of format, including dioramas, posters, or PowerPoints.

King viewed it as enrichment for the entire class. “Some of my struggling readers excel in projects like this. Some of them have amazing visual art skills that come to life, or they just have a different perspective of interpreting what we’ve learned.” She believes all children deserve such opportunities. “I see the light in their eyes when they know they can do something that’s different and special, and it shouldn’t come down to an IQ—ever—that allows that child to have that experience.”



STUDENT PERSPECTIVE

“Ms. King makes it fun”

One of King’s students was Annalise Ross, a 5th grader at Greenfield this year. Annalise doesn’t remember how she learned to read, only that she got serious about it in 3rd grade when she started reading books with chapters. Now, reading is her favorite class at school and a favorite activity at home. With a parent and her younger sister Aurelia, she visits the Squirrel Hill branch of the Carnegie Library “every time we finish the whole bunch of books we get,” usually within a couple of weeks. Each night, she says, “Our parents read to us, and then we get to read our own books in our beds.” Recently as a family, they read novels from the *Percy Jackson* series by Rick Riordan, books Annalise had already read but enjoyed revisiting with Aurelia. On her own, Annalise reads novels about mythical creatures, such as the *Wings of Fire* dragon fantasy series by Tui Sutherland, and fiction and nonfiction about Greek mythology. She channeled that interest into a short story she wrote for King’s class about demigods whose powers mysteriously weaken.

At school, Annalise found the assigned texts engaging. “Ms. King always makes it fun to read the stories, and the stories are interesting, too,” she says. She also responded well to the way King structured the class, especially the daily partner and small group work. “I like working with people,” she says, “because then I can hear different ideas.” Annalise feels she learns the

most when she’s taking in something new. After that she explores the new content by “reading about it and then thinking about it and thinking through it with maybe a partner or friend.”

For her, the best part was pulling together her learning into a presentation of some kind. Annalise loves projects so much that when schools closed due to the pandemic, her biggest regret was not being able to finish the habitat project she had started—an assignment, she notes with a hint of sibling rivalry, that Aurelia was able to complete. By the end of the year in King’s class, however, Annalise had created a “bunch” of PowerPoints, she says.



PARENT/CAREGIVER PERSPECTIVE

The parent/teacher partnership

Another student in one of King’s classes last year was Evan Gaviola. Her mother, Jocelyn Gaviola, says Evan picked up reading very quickly, possibly because she had a strong preschool teacher. Gaviola’s son Isaac began kindergarten at Greenfield in the fall of 2020, from home. Prior to that year, she says, “I would have thought it was impossible to learn how to read over the Internet remotely.” (At the time, King was a reading coach; she recalls that teaching phonics and phonemic awareness through a screen was “extremely challenging.”) Nevertheless, Gaviola says Isaac’s teacher, Melanie Barnes, “was incredible at knowing what level the kids were at and what they needed to get to that next level, all virtually.” Barnes brought Isaac from “understanding phonics and letters and sounds to fully being able to read in that year.” She adds, “I’ve heard that feedback from lots of parents.”

At home, she says, “We’ve always been family readers where we’ll all read together, we’ll read out loud together, or we all take time at the end of the day to sit together and read our books independently.” Like the Ross family, the Gaviolas are frequent users of the Squirrel Hill library. Evan likes mysteries and series where she can dive in and “stay in that world for a little while,” Gaviola says. Isaac, now in 3rd grade, likes



I think for any parent it’s hard to know what’s normal. So I really depend on the teacher’s feedback.



Rising up: Stories from our schools

books about animals and historical events, and graphic novels such as the *Dog Man* series by Dav Pilkey. Often, his mom hears him laughing in his room, rereading a book and enjoying the funny parts all over again.

As their reading skills developed, Gaviola and her husband Nick paid attention to teachers' comments on schoolwork that came home, and counted on their children to alert them if they were struggling. But even with the amount of reading they do at home, she says, "I think for any parent it's hard to know what's normal.... So I really depend on the teacher's feedback." During the pandemic, the district launched the TalkingPoints platform for parent/teacher communication; Gaviola used it to share information about her children, check on homework assignments, and raise social-emotional issues among students that came to her attention. Since buildings have re-opened, she says, teachers once again stand outside during dismissal. "I often see parents approaching them at that time and just having those quick conversations about how the students are doing, about things that are expected. So I really feel [teachers] are members of the community. It feels like they're all available to us."

With Evan in particular, teachers have gone beyond ensuring she could read. Last year, Evan spent some lunchtimes with King to talk about books she loved.

With her 3rd grade teacher, she discussed starting a summer book club. Teachers have "bent to her" as a reader, Gaviola says, knowing the type of books she prefers, and continuing to recommend titles even after she left their classrooms. This kind of attention has contributed to "a very high level of reading comprehension" on her daughter's part, she says.

ADMINISTRATOR PERSPECTIVE



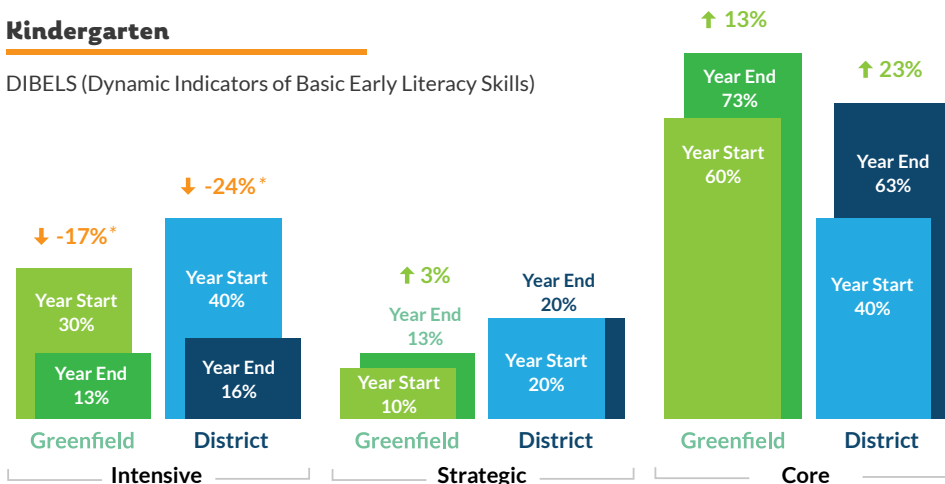
Improving reading achievement district-wide

Most district schools have not seen anything like Greenfield's success in reading (see the graphs below). Dr. Jala Olds-Pearson, now in her second year as the district's chief academic officer, says that roughly 60% of students are not reading on grade level, and "no parent would deem that acceptable" for their child. She notes that primary grade teachers have been reporting for awhile that they didn't have enough time to teach the foundational skills. Community advocates, including A+ Schools, have sounded alarms for years about the number of children in the district's schools who can't read proficiently. The early years are crucial. Students who are still struggling to read by the end of 3rd grade are likely to fare poorly in all subjects that depend on reading, and are four times more likely

Reading assessments over time: Greenfield and PPS

Kindergarten

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)



Intensive: Student will need intensive support to read on grade level

Strategic: Student will need some support to read on grade level

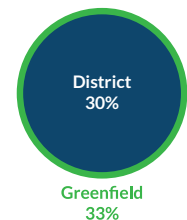
Core: Student is likely to read on grade level

*Negative numbers indicate that by the end of the year, fewer children needed intensive support.

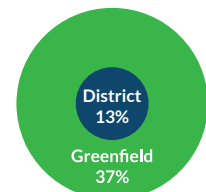
3rd-5th grades

PSSA Reading, 2023

Proficient reading level



Advanced reading level



Source: PPS

to drop out of school.

Last winter, the district adopted a new reading curriculum for K-5, McGraw Hill's Open Court, and teachers began using it this fall. The district has changed up its reading curriculum in the past without seeing lasting improvement. But this time may be different.

Pittsburgh has joined a wave of other districts that are trying to better align reading instruction with research, in particular, research on the brain. Brain studies have shown that we aren't "hardwired" to read the way we are hardwired to speak, as was previously thought. Instead, in order to read and comprehend a word, our brains must learn to link the pronunciation with the letters and the meaning.

Though this research has been around for decades, in many classrooms techniques based on the belief that reading is a "natural" process have lingered. For example, some teachers were taught to encourage children to guess an unfamiliar word based on a picture or the context instead of sounding it out—skipping the crucial step that trains the brain to link the letters with the sounds. With the evidence-based approach, Olds-Pearson says, "We have to make sure that [students] understand what they're doing, that they understand how to form words, that they actually understand the rules, and it's not something that they're going to guess at."

Along with different ways of teaching foundational skills, Olds-Pearson says Open Court offers tools to help teachers organize small group instruction on specific skills, and better ways to identify the sources of reading problems. Schools will continue to use existing intervention programs, such as Reading Horizons, but those programs will be reviewed this year to determine their effectiveness.

What about the students in grades 6-12 who were not served well by previous methods? Olds-Pearson says the district is offering teachers professional learning sessions that include information about the science-based approach. For those grade levels, the district has also adopted a set of contemporary novels and works of nonfiction to better engage students, including *Born a Crime* by Trevor Noah, *The Poet X* by Elizabeth Acevedo, and *Pinned* by Pittsburgh author Sharon Flake.

Olds-Pearson hopes that focusing on more active learning in general will boost students' reading achievement at all grade levels. Along with using

more relevant materials, this means teachers posing more questions that ask students to think, she says, and "making sure that [students] are demonstrating understanding as opposed to compliance."

She adds, "All of the research clearly shows that with a laser sharp focus on practices that have been proven to work, we can get there."

We have to make sure that students understand what they're doing, that they understand how to form words, that they actually understand the rules, and it's not something that they're going to guess at.

TEACHER PERSPECTIVE **Lifelong literacy**

Just before school ended last year, Sharon King downloaded the new curriculum units and started to explore them. She planned to meet during the summer with 4th grade teacher friends from across the district to study Open Court, and with the 5th and 3rd grade teachers from Greenfield to discuss the individual students she would be sending on and receiving.

She would not have that year's 4th graders in class again, but she wasn't letting go of them just yet as readers and writers. She met with a group of parents who had requested hands-on activities to keep their children learning. She sent home a list of books for summer reading. And as a parting gift, she gave each child a blank book, and challenged them to create a story they could read to her new 4th graders in the fall.

Apparently a year of exploring mentor texts, being vocabulary detectives, creating PowerPoints, and reading compelling stories had only whetted their appetites. Within days, a few children had emailed their works-in-progress.

"I said, 'Give me some time to give you some feedback.' And they're like, 'Mrs. King, I'm already on chapter three.'"

For tips on helping your child with reading or math, see page 86.

The Hill District Library Supporting literacy in the community

By Faith Schantz

The Hill District branch of the Carnegie Library, on Centre Avenue in the Middle Hill, looks inviting from the outside, with its glass walls and colorful library logo. On the inside, Library Services Manager for the Hill District Branch Erika Hedin says it's a joyful space. Sometimes children stop in just for an after-school snack. That's fine with Hedin, although she hopes they notice that staff members are happy to see them. "Another time when you come in," she thinks, "you're going to be thrilled to be here."

Many children and teens already feel that way about the library. After school, on any given day, between 10 and 20 children and a similar number of teens will be in the children's area and the teen space, reading, playing games, watching videos, making crafts. Some visit every day. Children can come alone as soon as they're old enough to follow appropriate library behaviors and their adult family members are comfortable with dropping them off, which varies. "I've had eight year-olds and nine year-olds roll in here on their own," Hedin says. "I've also had families who [say], 'I'm just starting to leave my 12 year-old here.'"

The Carnegie Library of Pittsburgh has 20 locations in neighborhoods across the city, and almost all provide programming for children and teens. As one measure, from January to June 2023, almost 1,200 children, teens, and caregivers attended programs across the system. Library cards are free for city residents, and children, from babyhood, can have their own. According to data provided by the library, patrons checked out a whopping 890,096 children's items in 2022.

With teens especially, we'll have kids who are hanging back a little bit when a program's going on and feeling a little nervous to engage. But then when we see them again the next day, and they're starting to ask for those materials that were used during the program, that's how I know that it was successful.

What the library offers

The Hill District branch sponsors Storytime and Playdate (informal play) for newborns up to age five, Kids Club for children in grades K-5, and Teen Choice and Teen Time for those in grades 6-12. As special events, local artist Cue Perry has held workshops for children, and staff from the Pittsburgh Zoo & Aquarium have brought in animals to show. Technology exploration and activities that involve the arts are particularly popular at the branch, but teens also like just hanging out in their space. "Our teen services folks always have activities out even if it's not a designated program time," Hedin says.

Library staff have certain goals when they design the content and format of programs. First, the activity should allow participants to build a skill. For example, while children assemble and operate Cubelets robots, they are developing computational thinking. Storytime includes "a literacy tip that gets thrown in pretty seamlessly" for caregivers, Hedin says, such as the value of saying rhymes or making up songs while carrying out everyday tasks. Second, learning should be joyful. Children learn through play, and Hedin points out that applies to all stages of life. "We learn when we want to be there."

Third, programs should be inclusive and reflect the diversity of the city. More than just materials with Black characters, the staff looks for "an authentic reflection" of the lives of people of color, Hedin says. One of their goals is to share the rich history of the Hill District. Last winter, for adults, the library sponsored a discussion of the book *American Sirens*, by Kevin Hazzard (who attended via Zoom), about the Freedom House ambulance service, which invented the role of the emergency medical technician. The following week, Kids Club had a related program on what an EMT's job entails.

To judge how a program is being received, Hedin pays attention not only to the participants, but also to the children on the sidelines. "A lot of times, with teens especially, we'll have kids who are hanging back a little bit when a program's going on and feeling a little nervous to engage. But then when we see them again

the next day, and they're starting to ask for those materials that were used during the program, that's how I know that it was successful," she says.

The library in the community

Library staff aren't simply hoping children will stop in. Hedin's job involves connecting with other organizations and building community partnerships. One is with the Pittsburgh Public Schools. The library system began partnering with the district last year for an initiative called Cardfest. Beginning with Pittsburgh Beechwood PreK-5 and Pittsburgh Millions 6-12, the district shared students' names and addresses and library staff mailed a card to any student who didn't already have one. This year it was expanded to include Pittsburgh Faison K-5, Pittsburgh Miller PreK-5, and Pittsburgh Westinghouse 6-12, with a plan to include all schools by 2024-25.

To encourage children to use their services, library staff visit classrooms to explain to students that the library is "not just books." With their cards, students can listen to audio books, read nonfiction in a graphic format, get homework help, and learn another language. "Honestly," Hedin says, "checking out a book is cool, too." The system gathers data on which online resources children actually use, such as tutor.com or Libby (for online books and other materials). And they can feed information back to teachers about how many of their students are using their cards.

Hill District branch staff members also promote reading in the neighborhoods that surround the library. Before her current position, Hedin was the Youth Services Librarian, and one of her roles was to conduct "Storytime" for local child care centers. One, Kelly's Kingdom Childcare, had teachers who "were always so wonderfully involved," such as singing along with the children. "It was really clear that they had a lot of passion for teaching the children that were there," Hedin says, "but they had very few books." When the library secured funds specifically for books to give to child care centers, Kelly's Kingdom was first on the list to receive them.

She was able to connect with more centers after the branch joined the Hill District Early Literacy Initiative, a coalition of groups working together to support literacy for children up to 3rd grade. Being affiliated with the Initiative has helped her overcome the initial reaction of "Who is this person that's calling me and trying to come into my center?"

In 2022, patrons checked out

890,096



children's
items

Source: Carnegie Library of Pittsburgh

A "magic" space

Back at the library, young children are enjoying books by Mo Willems and teens are devouring manga. She's not the one putting books into their hands anymore, but as Hedin describes it, relationships formed around reading tend to stick. She recalls children coming in after the library had been closed during the pandemic, having grown up in the meantime. The moments of "We know each other, don't we?" were special, she says.

She's been there long enough to see a love for reading being passed on in families. One mom has brought her children to the library every Saturday morning for years. Her daughter, who's in middle school, comes on her own now. Hedin says she loves to read and has her own personal library.

Another patron started coming to the library when he was 12. Now, at 19, he's a dad. "He's got his kid coming to Storytime," she says. "That's part of the magic of being a space that exists for the community."

For information on library programs for children and teens, visit carnegielibrary.org/kids-teens.

For children who need help with reading, the Learning Disabilities Association of PA offers free literacy tutoring Saturday mornings at the Hill District library for any child (not just those with learning disabilities) 3rd grade and under.

Teachers and members of community organizations: visit carnegielibrary.org/libraryexperiences to request services.

Pittsburgh Sunnyside PreK-8 Eighth grade algebra: What does it take?

By Faith Schantz

Eric Rogalsky looked out at his Eighth Grade Math class, and he saw a bright student who was bored. Rogalsky has taught math for 22 years at Pittsburgh Sunnyside PreK-8, located in Stanton Heights just over the border with Morningside. Depending on the year, he may teach 6th, 7th, and 8th grades, so he gets to know his students pretty well. But this student had transferred into Sunnyside from another Pittsburgh public school.

Rogalsky ran into the math teacher from that school at a district professional development session. “I got one of your former students,” he said, naming the girl. He mentioned that he was thinking of switching her into his algebra class. The other teacher demurred. He didn’t think she had the “right stuff” to take algebra as an 8th grader, he told Rogalsky. She wasn’t mature enough. She wasn’t motivated. “She’s not this, not that. And I just looked at him and I said, ‘That’s not the feeling I get...so the change of scenery must have sparked something in her,’” Rogalsky recalls.

This student illustrates one of the dilemmas schools and districts face when they offer 8th grade algebra. If it’s not standard for all 8th graders, the questions arise: who should take the class, and how should that be determined? On the one hand, teachers may be best positioned to know when students are ready. On the other hand, teachers are human, with biases and blind spots that may get in the way of accurately assessing a student’s ability and motivation.

Nationally, the question of who gets to take algebra in 8th grade is fraught. Research has shown that students of color are less likely than White students to be offered the class, even when their math achievement is similar. These data have led some advocates for greater equity to recommend that districts use more objective measures, such as test scores, and fewer subjective methods, such as teachers’ recommendations, to open up algebra classrooms to more Black and Latino 8th graders. Other advocates for equity, however, have encouraged districts to delay algebra until 9th grade so teachers can focus on better preparing all students to pass the course.

Among educators and researchers, there is more agreement about the benefits of algebra for 8th graders.

Those students have more room in their high school schedules for advanced math. And students who take math beyond Algebra 2 are much more likely to go to college and graduate. Students on this path may be able to enroll in college courses while they’re in high school, reducing their future college debt. Taking algebra in the middle grades is especially important for students who are interested in STEM fields, which arguably can lead to some of the most interesting, varied, and highest paying careers.

Algebra taking and school size

In Pittsburgh, Chief Academic Officer Jala Olds-Pearson says the goal is to increase the numbers of students who are ready for algebra in middle school. Currently, however, qualifying for the course doesn’t necessarily mean students can take it.

The graph on page 11 shows the number of students who took Algebra I at their school in 2022-23 compared to the size of the overall 8th grade class, for all schools in the district with grades 6-8. Fourteen out of 23 schools provided an algebra class for qualifying students. The graph shows that all but two of the schools with an algebra class had 8th grade enrollments of 40 or more students. The average number of 8th graders in those schools was 73.

Sunnyside is one of a small number of district K-8 schools that have consistently offered algebra. But last year, that changed.

In the spring of 2022, Sunnyside’s 7th graders took the NWEA-MAP test in math, a computer-based test that automatically assigns scores to one of the score ranges on the PSSA, Rogalsky says. Based on those scores, only a few students qualified for 8th grade algebra. Rogalsky contacted Jessica Kapsha, coordinator for 6-8 Mathematics. “I have so few kids,” he said. “Is there anything else that I could do to see if I have other students that are ready?”

He and Kapsha identified another test he could give his students. Still, only three met the cut-off score. The school had two 6th grades, one 7th grade, and one 8th grade that year. The only other teacher certified to teach math in the upper grades was already teaching a

full schedule of reading. Given the constraints, Rogalsky says, “The principal could not feasibly say, ‘I’m taking these three students and letting you teach them for 90 minutes, five days a week.’”

Sunnyside’s situation wasn’t unique. Rogalsky heard from Kapsha that “there were other schools that were in the same predicament as me, where there were not enough students, so they weren’t going to offer it, and they had normally offered algebra” in prior years.

This fall, the numbers at Sunnyside were similar. “We do not have, one, enough staff, or two, enough students” to offer an algebra class, Rogalsky says. Five or six would have been eligible, he believes.

In the classroom

Eighth Grade Math, based on the Go Math! curriculum, is a broad course that includes content from algebra and geometry. Among other topics, students learn about scientific notation (a way of representing very large or very small numbers), transformational geometry (using mathematical methods to turn, slide, or flip figures), and ways to measure the slope of a line, Rogalsky says.

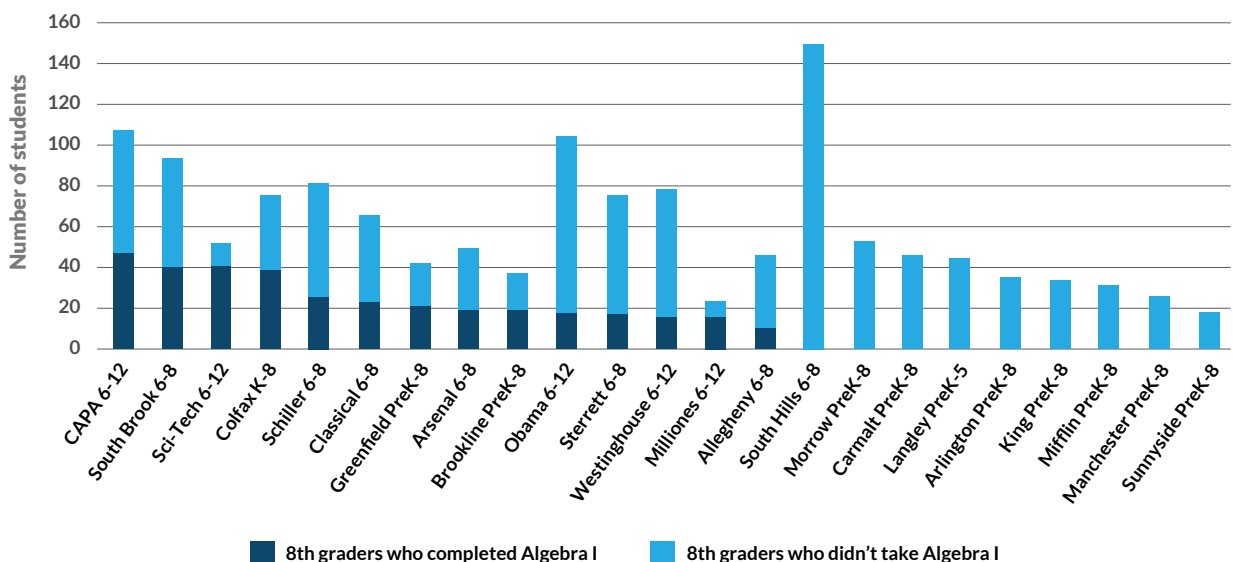
In Algebra I, based on the McDougal Littell curriculum, topics include factoring (simplifying an algebraic expression by finding the common factors), operations with binomials (algebraic expressions that have two

terms, such as $x + 1$), and working with different types of equations. Because topics other than algebra, such as transformational geometry, are tested on the PSSA, he adds them to the algebra class, making it even more of a challenge, Rogalsky says. (Students who take Algebra I in 8th grade are required to take the Keystone Algebra Exam as well as the PSSA in math.)

He structures both classes similarly and uses the same teaching approach. Each begins with a “warm-up” activity, followed by discussion. If he’s introducing a new topic, they explore it through a sample problem, “and then I give notes as if they were in high school already,” he says. After that, they look through the examples in the book together, followed by guided or independent practice in solving problems and answering questions, sometimes working together in small groups. Each class also has a computer component, with “intelligent” software that provides assignments that progress in difficulty, individualized feedback, videos, and examples. Rogalsky also “differentiates” by giving students worksheets that have the same problems with varying levels of support.

“There are days where the topic goes remarkably well and perfect.... Everything clicks, everything is in place, all the students understand, everything works right. And I can move through the whole lesson in 90 minutes,” he says. Since few days are like that, as a

Schools that offered an Algebra I class for 8th graders compared to 8th grade enrollment, 2022-23



Source: PPS

teacher “you’re always monitoring and adjusting your lesson.” He extends that same flexibility to his students. “I try and make my class as interactive as possible and as friendly as possible, where it’s a safe space” to take risks and make mistakes.

Last year, for the students who would have taken algebra if the school had been able to offer it, Rogalsky assigned higher-level problems. Once they had completed their work, “I almost challenged them to be the teacher,” he says. He has always told students that there is more than one path to a solution; it follows that there’s more than one way to explain the math involved. He directed his young assistants toward classmates who needed help. “They’re not getting what I’m saying,” he told them. “Do you think you could help them out and explain to them a different way?”

Teaching algebra calls for another kind of communication skill: the ability to persuade students that they do belong in the class. Students usually qualify through a mix of test scores, report card grades, Rogalsky’s professional opinion, input from other teachers, and the principal’s sign-off, but some begin the course fearing they won’t succeed. Some were accepted even though they didn’t meet the test score cut-off. Some have disabilities. Some may doubt themselves because of ideas about who can be a “math person.” Historically, Rogalsky says, the class has been balanced by gender, and has generally reflected the racial make-up of the school’s enrollment, which was 48% Black and 38% White, with smaller percentages of Multi-ethnic, Hispanic, and Asian students last year. Studies have shown that the math achievement of girls and Black and Brown students in particular may be negatively affected by stereotypes of what a good math student looks like and what others might expect them to be able to do.

“
I’ll compare their work from seventh grade to eighth grade. I’ll give them examples and say, ‘Look, this is what you did. This is what led me to believe what you can do.’ And then I pull out the old, ‘I told you you could do that.’
”

To support students whose confidence wavers for any reason, Rogalsky has a simple technique. “Instead of standing over them, I’ll sit down next to them to show them that I have an interest in what they’re doing, and I care about what they’re doing...and [I’m] treating them with the respect that they deserve.” Daily check-ins—“How are you doing? Is everything going all right?”—serve the same purpose. He also shows students their own growth progression. “I’ll compare their work from seventh grade to eighth grade. I’ll give them examples and say, ‘Look, this is what you did. This is what led me to believe what you can do.’... And then I pull out the old, ‘I told you you could do that,’” he says.

At times he’s had students who were excited to take the class at first, “but then when it got down to the nuts and bolts of it, they kind of shrunk down and were like, ‘Well, I’m just going to do enough to get by,’” he says. “I try not to let them do that.”

The future of 8th grade algebra

Back in the early 2000s, Rogalsky was the one who pressed for the school to offer its first algebra class. He had “a spectacular group of students” who needed to be challenged, and he told the principal, “I will take whatever professional development I need to do to get ready. I will do whatever it takes.” Now, however, he doesn’t think the district’s goal should be to get more 8th graders into an algebra class at this time.

Because of the Covid-19 pandemic, some of his students are two years behind grade level, he says. When school buildings closed, this year’s 7th graders were in 3rd grade, when they’re taught multiplication and division, the foundation for other areas of math. He has tried to find creative ways to address the content students missed due to the difficulty of teaching and learning math through a screen. But he believes moving too quickly can backfire. “Sometimes you’re going to break a student if you push them too hard,” he says. “They just give up, they get frustrated, and then you’ve almost lost that student.... If you want us to teach our best, that’s fine. If you want the students to learn their best, you can’t expect to push them at a rate that they’re not ready for.”

While getting more 8th graders into algebra is the district’s goal, Olds-Pearson says she and the math department have been spending “a tremendous amount of time” looking at earlier grade levels, in order to pinpoint where students’ math achievement appears to break down. Based on low math scores on the 3rd grade

PSSA (the first tested grade level), they are focusing on grades K, 1, and 2, she says.

Declining enrollment may mean that more 8th graders who are ready for algebra won't be able to take the course in the future, as individual school populations decrease. For example, Sunnyside's enrollment dropped from 345 students in the 2013-14 school year to 234 in 2022-23. In those situations, Olds-Pearson says, "We've provided different opportunities for kids to take classes in other schools." A few Pittsburgh South Hills 6-8 students took algebra at Pittsburgh Brashear High School last year. "But it really is tough. It's a case-by-case basis because there's a lot of factors involved in terms of the options." For now, "our [eighth grade] Algebra I classes...live in school spaces where we have a good number of students who are ready."

For the girl who transferred into Sunnyside in 8th grade, there was a happy ending. Rogalsky bypassed the other teacher's concerns and asked her to consider moving to his algebra class. At first, she hesitated. She asked him if he was sure. "And I said, 'I'm looking at your work. I see the way your ability is going. I see how you react to new topics.'" She joined the class, and "it was like the lights turned on. She was happy. She was engaged. She was one of my better students," he says.

[See Sunnyside's data on pages 84-85.](#)

To see our analysis of 8th grade algebra taking by students' race and level of economic disadvantage, published in last year's report, visit ourschoolspittsburgh.org/who-takes-algebra.

“How do we make math fun for everyone?”

A view from the building trades

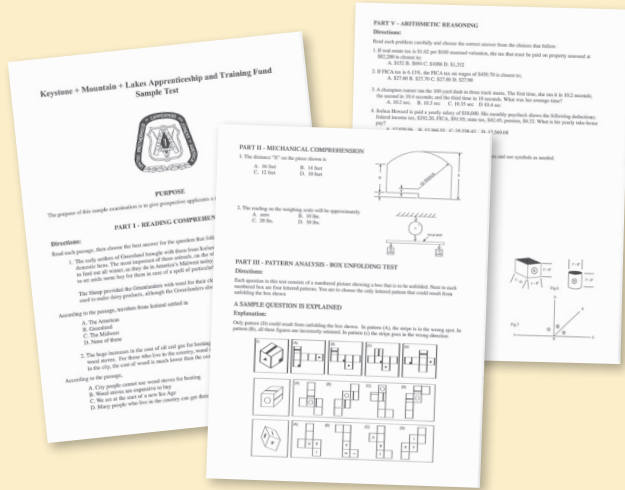
By Faith Schantz

When you're driving around the city and you find yourself squeezing past yet another construction vehicle, you might think the construction industry in Pittsburgh is thriving. It's true there are plenty of projects. Lance Harrell, director of Workforce Development, Diversity, Equity, and Inclusion for the Master Builders' Association of Western PA, mentions the Lower Hill Redevelopment and other projects involving the universities, the hospitals, ALCOSAN, and the airport. But for the many available jobs in the building trades in this region, there aren't enough workers qualified to fill them.

He believes many people aren't aware of the wide range of jobs in the construction industry. Everyone knows about carpenters and electricians, but sheet metal workers? Boilermakers? Steamfitters? There are 16 building trades, as well as related fields such as engineering, architecture, and safety management. Harrell says all offer well-paying, secure careers. Workers begin as paid apprentices, sometimes right out of high school, after taking entrance exams in English and math. But students aren't graduating with the skills they need to pass them.

Harrell is a lifelong Pittsburgh resident who graduated from Pittsburgh Brashear High School and Point Park University. In high school, he wanted to be an architect but felt his own math skills weren't strong enough. Still, he credits his experiences in the wood shop at Brashear—along with a dad who was handy with tools—for leading him toward the construction industry, and ultimately his current position. Now, he wishes more students had opportunities to build things with their hands, regardless of what they plan to do with their lives.

The biggest question, he says, is “How do you make math fun for everyone?” His answer is to make it relevant for students by linking it to real world problems. Take the example of a Career and Technical Education (CTE) student in the Carpentry program at Pittsburgh Carrick High School or Pittsburgh Westinghouse 6-12. With a piece of wood you have to measure, “Now you want learn those fractions,” he says. “Now you know why you have to cut something at, what, seven and three-fourths. Or you may have to take a quarter inch off. That's just the very basis of algebra. Or have you ever had to build a set of



Pages from a sample entrance exam for carpenters. For more sample tests, visit buildingtradespgh.com

shop” for information geared toward potential workers, including students. What he refers to as a new “Rosie the Riveter” campaign will reach down as far as elementary schools.

He’s also figuring out ways to help students and recent graduates improve their math skills and knowledge. For those 18 and older, Literacy Pittsburgh offers free tutoring in reading and math skills, including help passing entrance exams for certain jobs. For high school students interested in possible careers in the trades, he is working on partnerships with colleges in the region who can provide math tutors. The tutors won’t be just any college students, however. The plan is to recruit students in fields like engineering and architecture who can link the content to skills that will be needed on a job site. Those fractions? Here’s why you need to know how to use them.

For information about mentorships, internships, scholarships, or tutoring for students interested in the building trades, visit Buildwpa.org, mbawpa.org, acementorwesternpa.org, partner4work.org/learn-earn, and literacypittsburgh.org.

See page 86 for ways to help your child with reading or math.

To read about an innovative math tutoring program in several Pittsburgh schools, visit ourschoolspittsburgh.org/tutoring-snapshot-ready-to-learn (please note, the program has been renamed *MathUp Connections*).

steps?... Well, that’s all fractions.” The Carpentry CTE program has been popular with students. Several of its 2023 graduates stepped into first-year carpentry apprenticeships. Harrell believes that for too many students, though, math consists of abstract knowledge that has little to do with them.

Harrell has been working to increase young people’s exposure to jobs in the building trades and related fields. A new web site, Buildwpa.org, is a “one-stop

South Brook 6-8 Counseling students and rebuilding community at Pittsburgh South Brook 6-8

By Faith Schantz

The windowsills in the counselor’s office at Pittsburgh South Brook 6-8 are filled with plants, and the windows hold a view of trees. A beanbag chair squats in a corner, and artwork and posters decorate the walls. One poster, somewhat surprisingly, states, “Everything doesn’t need to be talked about.” For all the things that *do* need to be talked about, Dr. Nena Hisle’s door stands open. Students drop in at all hours, some seeking practical help, others needing a moment of support from her to help them get through the day.

According to national experts, children’s and teens’ mental and emotional health is in crisis. Anxiety, depression, and feelings of hopelessness had already been rising in school-aged children before the Covid-19 pandemic. Now, the U.S. Surgeon General has called children’s mental health the defining public health issue of our time. It’s also a crisis for education. Students with unmet mental health needs aren’t likely to function well in the classroom, if they show up at all.

Hisle has seen firsthand the levels of stress and anxiety students are experiencing. Between the fall and spring of last year, she referred about 50 students—almost one-fifth of the student population—for therapy. Like many other schools, South Brook has faced the task of repairing the harms of the pandemic while also trying to meet a persistently high level of student needs. Here, we look at how the staff approached these challenges, from actions that affected the school overall to the conversations in the counselor’s office that helped one student on one day.

The issues

South Brook is located in Brookline, on the city’s southwestern border. It draws its roughly 270 students from that neighborhood and Carrick, Overbrook, and Bon Air.

When schools reopened in the spring of 2021, Hisle saw the toll that social isolation had taken on students. “It was very, very difficult,” she says. “The kids had not been socialized on appropriate interactions with their peers. There were a lot of arguments and debates going on online.... And then when they got into the building, now they’re faced with this person that they’ve been battling with over the past few months or the past year.”

As a result, there were many more fights among students than staff typically saw. Hisle noticed “kids not being as empathetic and as sensitive to other kids’ needs,” which in turn made it hard for them to make friends. Some teachers reported that students were putting their heads on their desks, not doing their assignments, not participating in class.

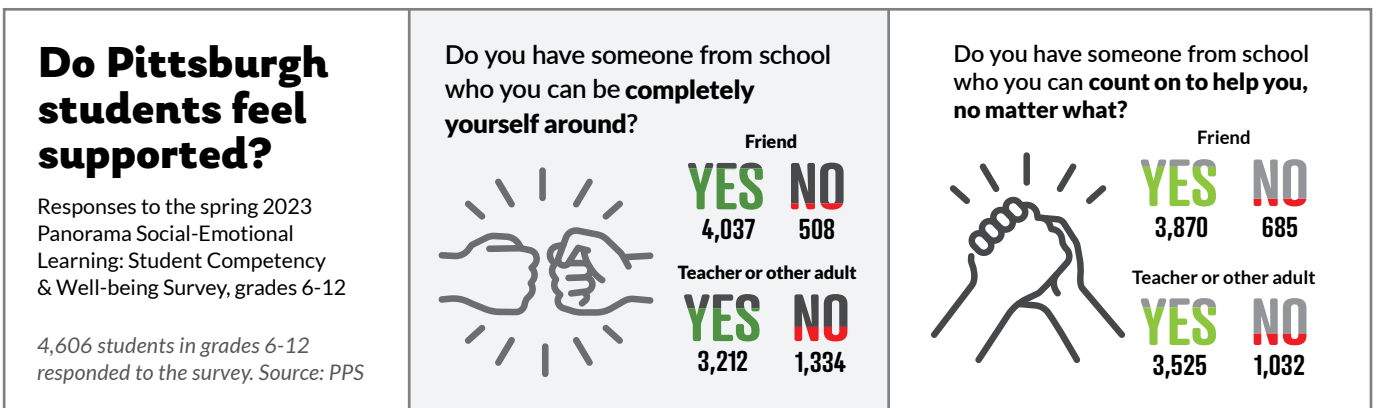
Even more troubling, some students weren’t coming to school. The rate of chronic absence—a measure of how many students miss more than 10% of school days for any reason—had risen to 59% by the 2021-22 school year, according to an A+ Schools analysis. When

classes were held online, students “could pretty much do whatever they wanted,” Hisle says, and that attitude seemed to carry over to in-person school. More began coming in late. Anxiety and other mental health issues kept others at home.

The solutions

In response to all of this, the staff worked to reestablish structure and to make school once again “a place that kids wanted to come to and that’s a fun place to be,” she says. To help students readjust to school norms, “We did a lot of reteaching of expectations and behaviors.” They put into place Positive Behavior Interventions and Supports (PBIS) plans with incentives such as points students could spend at the school store. To get more students to school, they held dances, a snow cone party, and field trips they had to qualify to attend. Some had attendance contracts with incentives tailored just for them.

Hisle and the principal, Jennifer McNamara, looked at both formal and informal data to gain a better understanding of what students were experiencing. McNamara studied the results of the Panorama Social-Emotional Learning: Student Competency & Well-being Survey (see the graphic below), and the Tripod survey, which asks students to rate various aspects of teaching. McNamara and Hisle both paid attention to what she calls the “real life, real time information provided by all the stakeholders”—the comments, complaints, questions, and suggestions made by students, parents, and staff—and thought through possible changes. For example, after listening to students and examining the root causes of some behaviors, McNamara revised the dress code to allow students to wear headgear. It may seem like a small thing, Hisle says, but for some students, “If their hair is not done and they can’t cover it, then their whole day is messed up”—or they simply stay home. The change “has definitely helped our students feel safer and more comfortable and improved the school culture here.”



The school contracted with outside organizations to find some resources for students. South Brook participated in a research study through the University of Pittsburgh School of Medicine called “Expect Respect,” which brought together students who had experienced violence with researchers for 20 weeks of a teen dating violence and sexual violence prevention and support program. A few teachers initiated a partnership with the Greater Pittsburgh Community Food Bank to provide backpacks full of food on Friday afternoons to students who might otherwise go hungry on weekends. For some needs, however, there haven’t been enough providers. The school psychologist who visits once a week can see up to nine students, Hisle says. Some have been treated by staff from Pittsburgh Mercy Behavioral Health, but Hisle hasn’t been able to find a school-based therapist for every student who needs one.

After the past three years, Hisle says South Brook is returning to normal. Fights among students have “slowed down tremendously.” The chronic absenteeism rate dropped to 48% last year, a 19% decrease from the prior year, compared to a 16% decrease for the district overall. One district-wide strategy seems to be working for South Brook. Beginning with the 2021-22 school year, the district has partnered with A+ Schools (through a grant from the Richard King Mellon Foundation) to contract with EveryDay Labs to help track students’ attendance, communicate with parents through texts and letters, and offer resources. Hisle says parents do check in with her about their children’s attendance after receiving the letters, which are designed to be informative and supportive, not punitive.

Student-centered counseling

When it comes to working directly with students, “I think it’s really important that the students see the counselor as an ally,” she says. At some schools, principals assign tasks with conflicting interests to counselors, but at South Brook, Hisle’s conceptualization of her role is backed up by school practices. She conducts mediations to resolve conflicts, but “I typically am not suspending kids or calling home to report suspensions, because kids need to know that when they come to see the counselor, they’re coming to get support.”

She believes that having an ally in the counselor’s office is especially important for Black students. The school is diverse, with an enrollment that was 45% White and 31% Black, with smaller percentages of Multi-ethnic, Asian, and Hispanic students last year. However, Hisle is

one of only two Black members on staff. She may be the only person Black students come to with an issue that concerns race.

To put students at ease, she uses humor, offers a hug if they want one, dances with them at recess, and shows that their presence in her office is welcome. “I never make a student feel like I’m too busy, or they’re bothering me,” she says. “I’m just not a closed-door counselor. I’m here to listen and take their issues seriously.”

Preparing for the next step

Along with handling the day-to-day issues that come up for students, part of Hisle’s job is to help prepare them for the future. One of her strategies is to point out the possible ripple effects of their current behavior. When students request work permits, for example, she brings up their attendance. “If your attendance is poor in school, it may look [to a potential employer] as if it’s going to be poor in the workplace,” she tells them.

Hisle is also responsible for scheduling students’ high school courses. Across the country, 9th grade is known as a make-or-break year for students. In Pittsburgh, 9th graders had the highest rate of chronic absence last year, with almost half missing more than 10% of school days. Yet if they can stay on track, research shows that success in 9th grade is one of the strongest indicators that students will eventually graduate.

Her approach is to familiarize students as much as possible with what 9th grade will be like. She visits 8th grade classes with a PowerPoint she created to inform students about high school norms: what a schedule is like, the semester structure, the finality of a failing grade. Last winter, they added another component, a visit to Pittsburgh Carrick High School. The 8th graders toured the building, met with counselors, and made preliminary schedules. Hisle went with them and observed that it calmed some fears.

Those students started high school this fall, perhaps better prepared than some. Back at South Brook, Hisle’s door stood open for the incoming 6th graders.

[See South Brook’s data on pages 96-97.](#)

[See our story about school culture at South Brook at *ourschoolspittsburgh.org/2020-rising-up*.](#)

Section II

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2023 Report to the Community Executive Summary

Pittsburgh's public schools at a glance

(all data for 2022-23 school year unless otherwise noted)

Number chronically absent in PPS K-12: **6,161** students missed more than **10%** of days they were enrolled

34%

54

District (PPS) schools and special education centers

11

Charter schools

20,072

PreK-12 students in PPS

5,250

Pittsburgh students attending charter schools

Number of students per teacher:

11:1

Per-pupil spending:

\$30,306

20,665 seats

Excess building capacity: (from 2022 PPS Budget)

PPS teachers of color:

15%

82%

of teachers across PPS feel their school is a good place to work and learn

PPS enrollment, by school configuration

K-5

Avg. **244**

Range

104 to 538

K-8

Avg. **382**

Range

170 to 732

6-8

Avg. **240**

Range

150 to 400

6-12

Avg. **633**

Range

292 to 846

9-12

Avg. **827**

Range

355 to 1,364

Number of students suspended at least once

2,623

48%

Number of 3rd grade students who scored Proficient or better on state Reading tests: **627** out of **1,309**

Number Proficient or better in middle school math (grades 6-8): **927** out of **4,465**

21%

63%

Number of PPS seniors who earned a GPA of 2.8 or more: **704** out of **1,120**

Number of PPS students who scored a 3 or higher on at least one AP exam: **497** out of **887**

56%

85%

Number graduating within four years (PPS and charters) in 2022: **1,373** out of **1,617**

Number of 2016 graduates who completed a college or trade school program within six years of graduating (includes PPS Online Academy and special schools) **419** out of **1,373**

30%

Overview

This 18th *Report to the Community on Public School Progress in Pittsburgh* looks again at the systemic issues that contribute to the outcomes for children in Pittsburgh’s public schools. We seek to understand what’s working well and what are the challenges that families, students, and school staff face in helping children reach and exceed a shared standard of success.

This summary explores whether the current system:

- Integrates schools racially and socioeconomically (enrollment equity)?
- Provides more resources to students with greater needs (funding equity)?
- Supports students with the greatest needs with a diverse and well-supported teaching force (teaching equity)?
- Disciplines all students in the same way (discipline equity)?
- Provides opportunities for all students to take rigorous courses and explore their passions (opportunity equity)?

We follow this discussion of system equity issues with a look at the outcomes that can predict future academic and life success, including:

- Attendance
- State test proficiency
- SAT proficiency
- GPA as an indicator of future success in college or trade school
- Graduation
- College and trade school completion within 6 years

This year, we also consider how the current number of schools and their configurations contribute to inequitable access to opportunities and resources. These legacies of our current system demand a collective effort to enact significant changes to benefit students.

Methodology

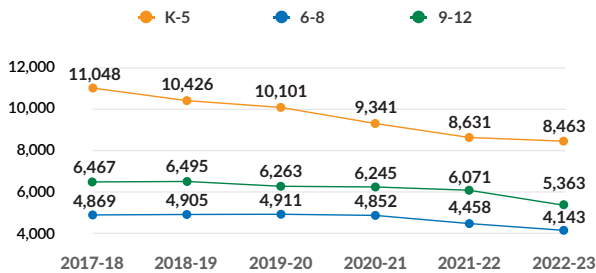
The executive summary analysis was conducted using data in the full report and previous reports as well as additional public data from PPS and the PA Department of Education. See pages 34-35 for definitions and sources of information. The executive summary findings were developed by Sean Caulfield and Alec Harkins, data analysts for the report.

For links to relevant research and definitions of indicators used only in the executive summary, view the online version of the report at ourschoolspittsburgh.org.

Enrollment equity

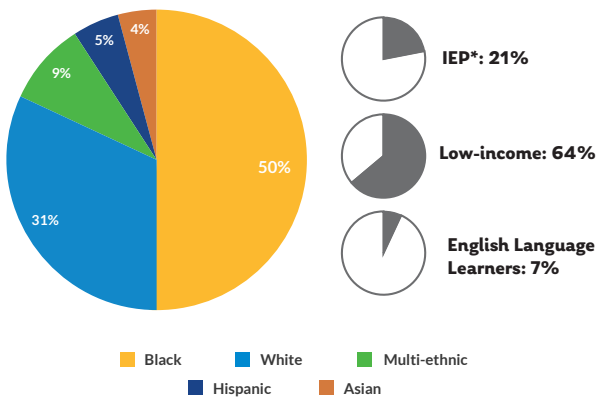
Pittsburgh Public Schools currently enrolls approximately 61% of all children ages 5-18 in the City of Pittsburgh. Over the past five years, PPS enrollment has declined significantly. In the 2022-23 school year, there were 3% fewer PPS students (508) compared to the previous year. Since 2017, PPS has lost 3,710 students (a 17% reduction).

Enrollment change by grade level



These reductions, though, are not felt evenly across schools. Since the 2017-18 school year, Pittsburgh Sci-Tech 6-12 and Pittsburgh Schiller 6-8 have seen increases in enrollment. Both have in-demand STEAM magnet programs. Families moving out of the City and decreasing birth rates are the biggest contributing factors to the enrollment decline. However, public charter school enrollment by Pittsburgh students continues to grow, with 5,250 Pittsburgh students enrolled in charter schools as of November 2022, accounting for 28% of the PPS enrollment decline since 2017-18.

2022-23 District enrollment by race/ethnicity



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

Demographically, the district is becoming more diverse with increases in Latino, Asian, and Multi-ethnic students, and a significant increase in English Language Learners (ELL). Nearly 300 additional ELL students attended district schools last year compared to 2020-21.

39% (3,677)
of Black PPS students are enrolled in buildings where the concentration of economically disadvantaged students is 80% or greater.

40% (2,264)
of White PPS students are enrolled in buildings where the concentration of economically disadvantaged students is 50% or less.

An equitable system of school enrollment would integrate schools racially and socioeconomically. Research out of Stanford University has shown that concentrating children who face significant challenges due to economic disadvantages in certain buildings creates a higher probability that students and teachers will not be successful.

Families are seeking out schools outside of their home neighborhoods. Last year, 14,095 students attended a public school outside of their neighborhoods (magnet or charter), while 9,124 students attended their assigned school. As population density continues to decrease in the City, especially for families, we need a larger conversation around where schools should be located and how students will be assigned to them.

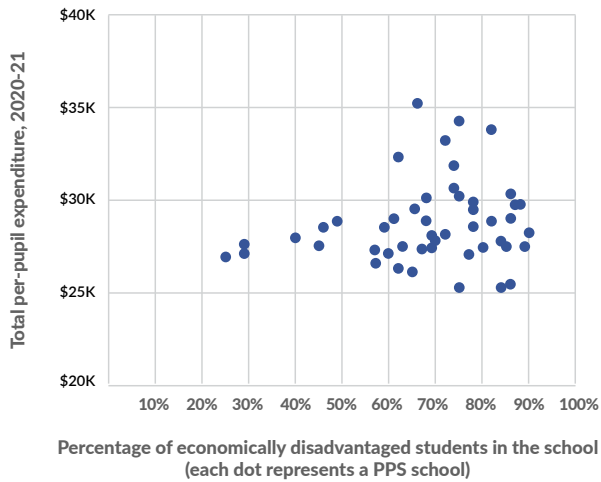


Bright spot:

The rate of enrollment decline slowed to 3% last year from a decline of 6% the previous year.

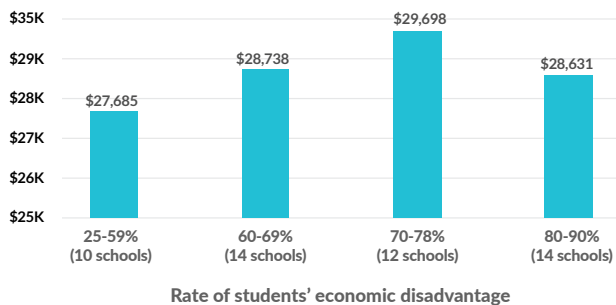
Funding equity

Per-pupil funding and students' economic disadvantage



The current system of school funding does not adequately address the needs of schools with concentrated poverty. As the graph above shows, funding provided to schools is more equal than equitable. Factors such as school size and teacher salaries based on years of experience drive the amount spent at a school rather than student need, as measured by rates of economic disadvantage.

Per-pupil spending by concentration of poverty



The current site-based funding process leads to the schools with the highest concentrations of students with economic disadvantages (80-90%) receiving less on average than schools with significantly lower concentrations of students living in poverty (60-69%). Schools with higher concentrations of poverty are also more likely to serve larger numbers of Black students than those with lower concentrations

of poverty. To ameliorate these inequities, the district should adjust its site-based budgeting process to account for actual expenditures, and provide additional funds to schools with higher concentrations of students who have greater needs.

Additionally, as enrollments decline, the cost per pupil of smaller schools (300 or fewer students) is significantly higher than at larger schools (500 or more students). Currently, 13 schools educate 200 students or less, at an average cost per pupil of \$30,352. Even at that price, are students able to access the academic and nonacademic opportunities available at larger schools?

Teaching equity

There are various ways to look at how the current teaching force supports student learning. The state reports the percentage of teachers in a school with three or fewer years of teaching experience (“inexperienced teachers”), and the percentage that teach outside of their certification area (“out of field”). Both factors have been shown to affect student outcomes.

	Inexperienced teachers	Out-of-field teachers	Teachers with emergency permits
PA	11.5% (15,123)	11.6% (13,337)	1.8% (2,086)
Pittsburgh Public Schools	8.6% (178)	20.8% (335)	0.5% (8)

In the district, the overwhelming number of inexperienced teachers (138, or 78%) teach in schools with higher concentrations of students of color. Moreover, 256 out of 335 (76%) out-of-field teachers teach in those schools.

We can also look at teacher diversity. A diverse teaching force benefits all children, with Black students benefiting the most. One study showed that Black students who had one Black teacher in elementary school were 13% more likely to enroll in college compared to those who did not. With two Black teachers, the likelihood of enrolling in college increased to 32%.

Black student with 1 Black teacher in K-5:

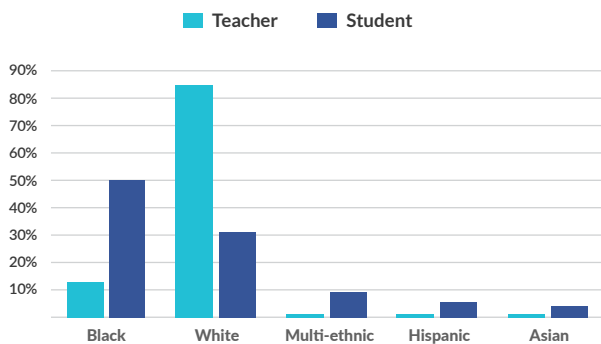
13% more likely to enroll in college.

Black student with 2 Black teachers in K-5:

32% more likely to enroll in college.

Compared to the state, PPS has a much more diverse teaching force, with 15% teachers of color, including 13% who are Black. However, six schools did not have a single Black teacher last year, an increase of three schools compared to the previous year.

PPS student and teacher demographics



PPS surveys teachers on their experience of the teaching and learning conditions at their schools every year. Across the district, 82% of teachers responded favorably to the statement, “My school is a good place to work and learn,” down from 91% last year. In 12 schools, 100% of teachers agreed with the statement. More than half of teachers at Pittsburgh Miller PreK-5 and Pittsburgh Brashear High School disagreed.



Bright spot:

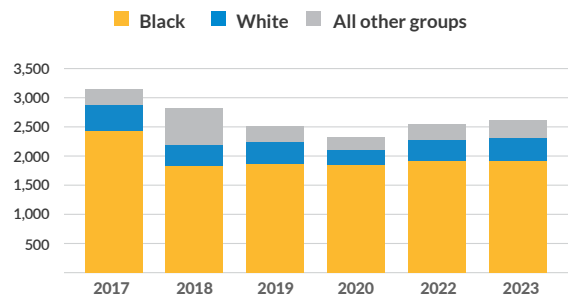
18 out of 50 PPS regular education schools (36%) had no teacher turnover last year.

Discipline equity

A total of 2,623 students were suspended in the 2022-23 school year, an increase of 53 students (2%) from the prior school year. Of the students who were suspended, 89% were economically disadvantaged, 73% were Black, and 1,134 (43%) were in 9th-12th grades. According to the state’s Safe Schools Report for PPS, 87% of the incidents that led to an Out of School Suspension were related to violence or the possession of a weapon; 10% were related to drug, alcohol, or tobacco possession or use; and 3% were related to other conduct or academic issues.

The rise in out-of-school suspensions for reported incidents of violence or weapons from before the pandemic (3,701 incidents in 2018-19) to last school year (4,409 incidents in 2022-23) requires further study. What are the root causes? Are current policies and practices exacerbating the issue? How are teachers and students trained to de-escalate conflict? The continued disproportionality of student pushout by race requires honest dialogue about what is really happening on the ground and how we might solve it.

2017-23 PPS students suspended at least once by race/ethnicity



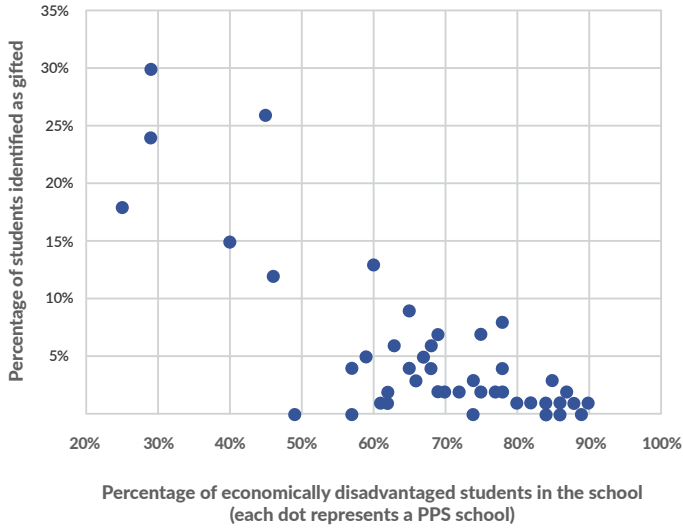
Bright spot:

In the 2022-23 school year, 23 schools had suspension rates of 5% or less. Pittsburgh Grandview PreK-5 had zero suspensions.

Equity of opportunity

Gifted education

Gifted identification and students' economic disadvantage



As noted in prior years, economic advantages that students are born into become educational advantages in PPS. The chart above shows the percentage of students with a “Gifted” Individual Education Plan in PPS schools by the concentration of low-income students in the school. Overall, of the 2,630 K-12 students with Gifted Individualized Education Plans in 2022-23, only 606 (23%) were considered economically disadvantaged.

Race/ethnicity	Total students	Students with gifted IEP	Percentage of total with gifted IEP	Percentage of all students with gifted IEP
Black	9,029	211	2%	16%
White	5,610	871	16%	67%
Hispanic	862	24	3%	2%
Asian	716	59	8%	5%
Multi-ethnic	1,706	140	8%	11%

The racial disparities shown in the table below call into question the bias of the measures used to determine whether a student meets the criteria for a gifted IEP, especially for Black and Hispanic students. Gifted identification in elementary school affects the rest of a student’s K-12 academic career, as it smooths the path toward AP courses and other learning opportunities. For more information, visit pghschools.org/cas.

AP course access and enrollment

Of the 5,844 students enrolled in 9th through 12th grades last year, 1,659 took an AP course (40%). As the table shows, Pittsburgh Allderdice High School had the highest percentage and Pittsburgh Perry High School had the lowest. Student access to AP courses varies greatly by the size of the school and the percentage of economically disadvantaged students.

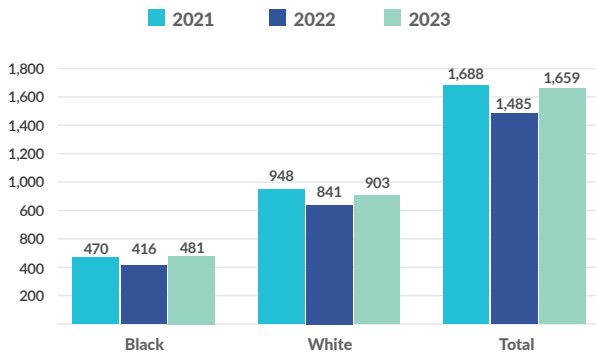
School	AP/IB courses offered	Enrollment 2022-23	Percentage of low-income students
Allderdice	28	1,364	40%
Brashear	13	996	69%
CAPA	21	846	29%
Carrick	10	593	68%
Milliones	4	292	86%
Obama	6	750	60%
Perry	3	355	82%
Sci-Tech	10	616	45%
Westinghouse	8	661	84%

The number of Black students taking AP courses has increased compared to two years ago. Yet as a proportion of the total student population, Black students remain underrepresented in AP courses. Of the 481 Black students who took at least one AP course in 2022-23, 386 (80%) were low-income. This is in line with the district’s Black student population overall which is 80% low-income (7,632 out of 9,457

Executive summary 2023

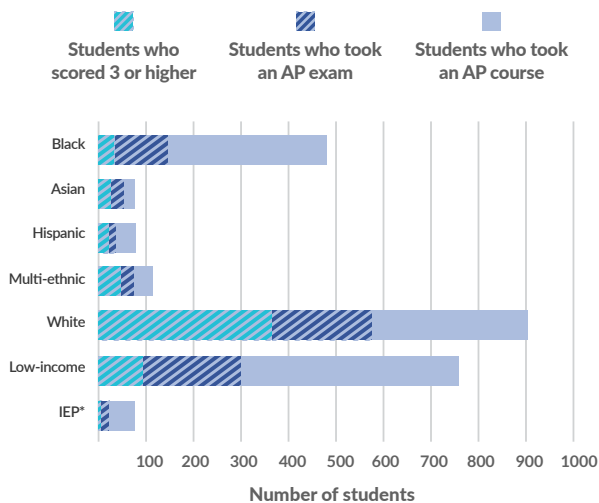
students). For White students, the percentage of AP course takers considered low-income was 27% (245 out of 903), compared to 40% for White students in the district overall.

Number of students enrolled in one or more AP courses, 2021-23



Finally, there are inequities in the numbers of students who take the AP exam and go on to earn college credit. Part of the story may be financial as fee reductions and waivers do not cover the full cost of the exams. Of the 481 Black students who took an AP course, 146 (30%) went on to take the exam, with 34 (7% of the total who took the course) earning a score of 3 or higher. Of the 903 White students who took an AP course, 576 (64%) took an exam, with 366 (41%) earning a score of 3 or higher. Overall, only 91 (12%) low-income students out of 758 who took an AP course earned a score of 3 or higher on the exam.

AP course and exam taking, by race, low-income, IEP



Bright spot:

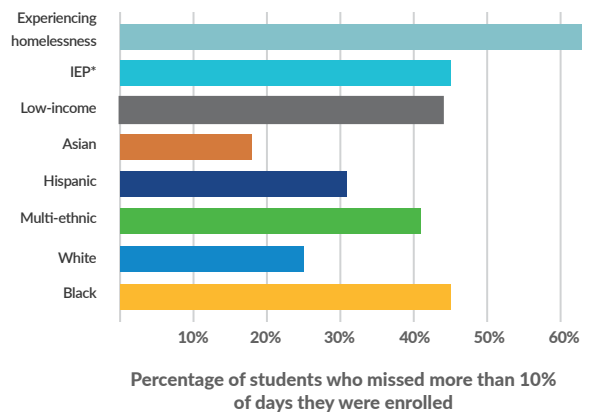
The Justice Scholars Institute out of the University of Pittsburgh offered 7 unique college-in-high-school courses at Pittsburgh Westinghouse 6-12, Pittsburgh Millions 6-12, and Perry High School, providing access to college credit earning courses and rigor for a total of 83 students in schools where there had been fewer AP courses compared to others.

Student outcomes

Chronic absence

Rates of student chronic absence—missing more than 10% of days enrolled for any reason—decreased by 16% (1,545 students chronically absent) compared to the 2021-22 school year, from 44% to 37%. (Note: This year, based on the state’s definition, we calculated how many days students missed out of the days they were enrolled in a school, excluding students who were enrolled in that school for 90 days or less. In previous years, we calculated chronic absenteeism based on the school year.)

Percentage of students chronically absent, by subgroup



We see much higher rates of chronic absence for low-income students, students experiencing homelessness, and students with IEPs. By race, Black students have the highest rates of chronic absence. Based on student and family interviews, key causes of chronic absence are transportation (either the lack of a yellow bus for students within a mile and a half radius from school or inconsistent

public transportation), chronic health issues, and school safety concerns. Moreover, at certain times during the school year, we see a marked increase in student absences: Friday half-days for professional development, after the Thanksgiving break and before Christmas, and the month and a half of school after PSSA and Keystone testing.



Bright spot:

At the district level, chronic absence showed a significant 16% reduction. By comparison, according to Attendance Works, in 2022-23 chronic absence decreased nationwide by 2.23% compared to the previous year.

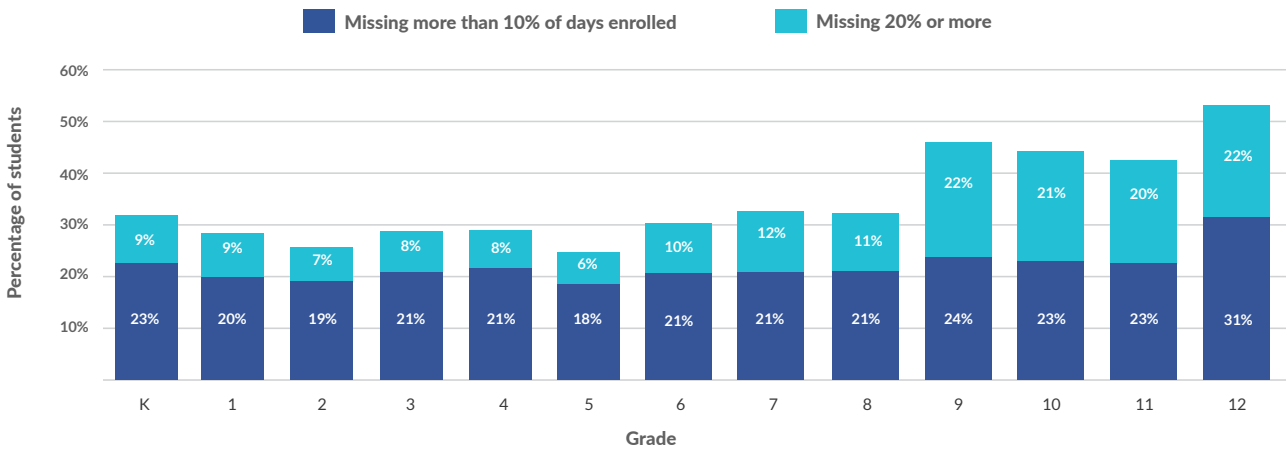
Student achievement

How much do schools grow student academic outcomes year over year? The best way to measure it is through a value-added system of assessment that predicts growth based on each individual student's starting point. The Pennsylvania Value Added Assessment System (PVAAS) does just that. (You can learn more about PVAAS and see your child's school's data here under the School Reports tab: pvaas.sas.com/welcome.html?as=b&aj=b.)

As the 2023 PVAAS data were not available in time for this publication, we looked at overall proficiency by grade level over the past six years to see if there were trends in student cohort achievement (see below).

Percentage of students chronically absent, by grade

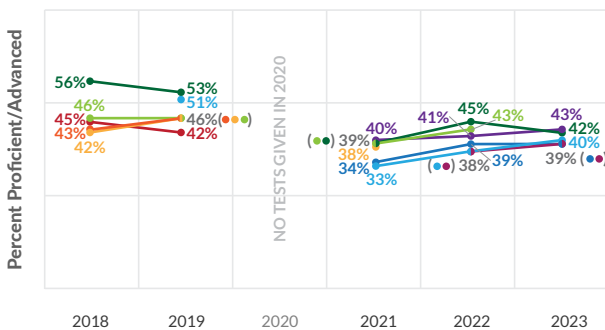
Note: PPS special schools and centers aren't included



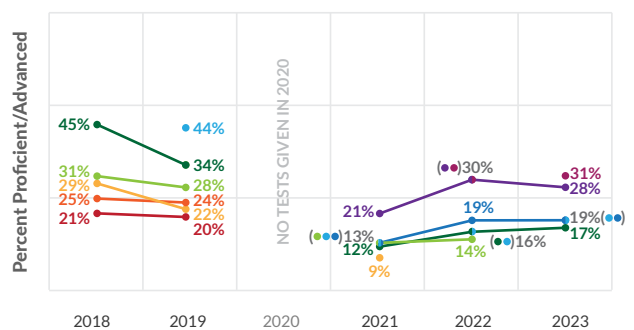
Percentage of students Proficient and Advanced on ELA/Math PSSA over time, grades 3-8

Students who started 3rd grade in: 2014 (red), 2015 (orange), 2016 (yellow), 2017 (light green), 2018 (green), 2019 (blue), 2020 (dark blue), 2021 (purple), 2022 (dark red)

ELA PSSA



Math PSSA



Executive summary 2023

In English Language Arts, Proficient and Advanced scores declined significantly (14 percentage points or 25% overall) for 2018's 3rd graders, who were 8th graders in 2023. Post pandemic, we see slight growth in the number of students who scored Proficient or Advanced who were in 3rd grade in 2020, 2021, and 2022.

In Math, for students who were 3rd graders in 2018, Proficient and Advanced scores also significantly declined (28 percentage points or 62% overall).

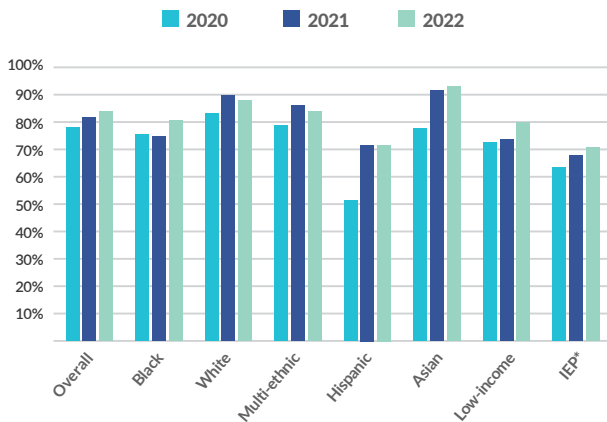
College and trade school readiness

Graduating high school ready for post-secondary education or a career is essential for economic prosperity. Department of Labor data show that the difference in average yearly income for a person without a high school diploma and someone who has a graduate degree or higher is approximately \$40,000 a year. In order to understand whether or not students are graduating ready for college or careers, we look at the following data, which research has shown to be indicators for future success: graduating, getting a GPA of 2.8 or higher, and meeting college ready benchmarks on SAT tests.

Graduation

Overall the graduation rate rose to 84% in 2022, the most recent year available, up from 78% in 2020. Graduation rates for all reported subgroups have increased since 2020.

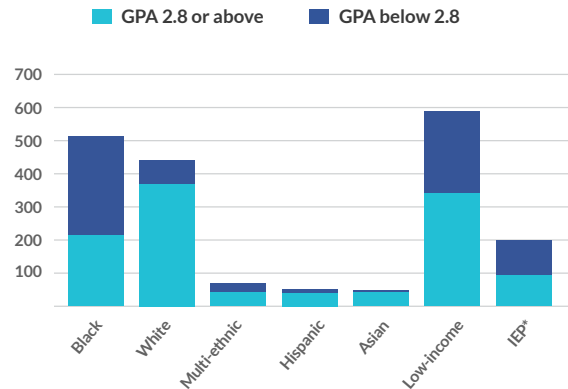
PPS graduation rates over time, by race/ethnicity, low-income, IEP



GPA at or above 2.8

Out of 1,117 seniors for whom we have data, 703 (63%) received a GPA of 2.8 or above, and 414 students (37%) did not. The majority of students (340 out of 414 students, or 82%) who did not receive a GPA of 2.8 or above were students of color.

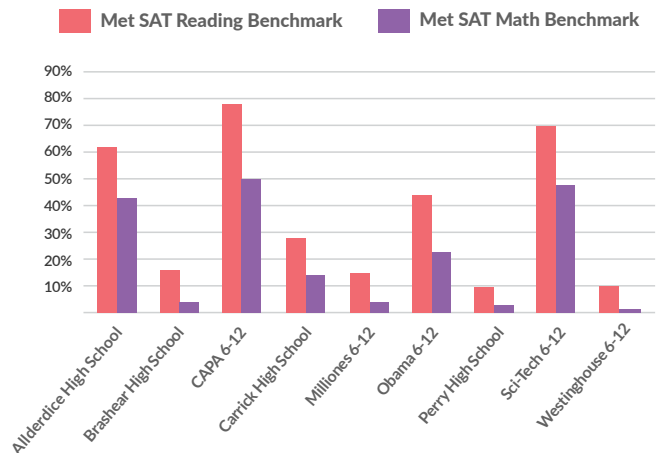
PPS seniors by grade point average



SAT scores

A 2011 study by the College Board of over 68,000 student SAT scores found that those who met the college readiness benchmark scores had a 65% probability of earning a GPA of 2.67 or higher in their first year of college. The study also found that students meeting the benchmark were more likely to enroll in college, return for their second and third year of college, and earn higher grades in both high school and college. In PPS, all juniors and seniors take the SAT. Schools with higher concentrations of low-income students had lower overall rates of meeting the college benchmarks than those that did not.

Percentage of students meeting SAT Benchmarks



6-year college completion rate over time for PPS graduates, by race

Race/ethnicity	Year of high school graduation		
	2015	2016	2017
Overall	32%	31%	30%
Black	20%	18%	18%
White	46%	78%	44%
Hispanic	24%	28%	20%
Asian	33%	30%	40%
Multi-ethnic	51%	26%	31%

Post-secondary success

While there are many factors that play into whether or not students will succeed post-graduation, as a community we all should be invested in getting as many of our young people the college and trade school educations they need to help fuel our local economy and reduce the number of residents living in poverty. The chart on the left shows the six-year college completion and trade school completion rate from the National Student Clearinghouse for PPS graduates, overall and by race. By 2023, 30% of the students who graduated from high school in 2017 had graduated from college or trade school, or 401 students out of 1,336.



Bright spot:

With the Pittsburgh Promise sunsetting in 2028, efforts are underway to create a statewide solution to the college affordability problem, called the Pennsylvania Promise. Visit PaPromise.org to learn more.

Conclusion

Getting every student into every school every day is a mission we hope this entire community will rally around. When students attend our schools they succeed. We also know that district schools with higher rates of socioeconomic integration tend to perform better. Due to neighborhood-based assignment, the current system concentrates low-income students of color in certain buildings. To improve outcomes for children, we need to work together to address the inequities in the current system, and chart a path forward where students have equal access to opportunities and the resources they need to meet all needs.

References

Reardon, S.F., Weathers, E.S., Fahle, E.M., Jang, H., & Kalogrides, D. (2022). *Is Separate Still Unequal? New Evidence on School Segregation and Racial Academic Achievement Gaps*. <https://cepa.stanford.edu/content/separate-still-unequal-new-evidence-school-segregation-and-racial-academic-achievement-gaps>.

Definitions and sources of information

Visit ourschoolspittsburgh.org/2023-executive-summary for definitions and sources of information used only in this section.

Data analysis, best practices, and presentations for your school

At A+ Schools, we value the insight that data analysis can provide for a school, and look to research that highlights local and national best practices to help address systemic barriers to equity in order for all schools to achieve the greatest successes for their students.

Call A+ Schools at 412-697-1298 or email us at info@aplusschools.org 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. These presentations can be customized to look at a particular school's data, a particular set of schools by grade or region, or the whole district.

The new state graduation requirements: What you need to know

Beginning with the class of 2023, Pennsylvania changed its graduation requirements, through what is known as Act 158. The state still requires students to take the Keystone Exams in Literature, Algebra I, and Biology. But now, passing the exams is only one of the ways students can meet state graduation requirements.

Five pathways

The five “pathways” to graduation are:



Keystone Proficiency Pathway

Students score in the Proficient or Advanced ranges on all three Keystone exams (Literature, Algebra I, and Biology), or demonstrate proficiency through successfully completing Keystone-aligned courses.



Keystone Composite Pathway

Students earn a composite score set by the state Board of Education for the three Keystone Exams. Students must score in the Proficient or Advanced range on at least one Keystone exam and receive no Below Basic scores on any Keystone.



Career and Technical Education Pathway

Students in Career and Technical Education (CTE) programs successfully complete Keystone-aligned courses and:

- Pass an industry-based competency certification test in their area of concentration, or
- Demonstrate readiness for careers in their CTE course of study.



Alternative Assessment Pathway

Students successfully complete their Keystone-aligned courses and score at a certain level on approved exams or tests, including Advanced Placement and International Baccalaureate exams. They can also meet the requirements by completing a pre-apprenticeship program, being accepted to a four-year college, or by demonstrating readiness for postsecondary education in other ways.



Evidence-based Pathway

Students demonstrate readiness for postsecondary education or careers through a mix of test scores, industry-recognized credentials, service learning projects, internships, or college-in-high-school courses.

Students with disabilities

Students with disabilities who successfully complete a special education program with an Individualized Education Plan that meets the requirements of federal and state law will be issued a regular high school diploma by their schools, even if their programs don't meet the new requirements.

Which pathway will my child follow?

For help determining which pathway fits your child, talk to the counselor at your child's school (find the name and contact information at pghschools.org/counseling). **You can also contact us at info@apluschools.org or 412-256-8536.**

Please note: The Pittsburgh district also has graduation requirements for students, which you can view at pghschools.org/graduation.

AN EDUCATIONAL LIFELINE: The Education Partnership's resources and impact on student success

By The Education Partnership

The Education Partnership (TEP) provides schools, their students, and teachers with the tools and resources they need to thrive academically and, ultimately, build a brighter future for themselves and their communities.

WHO BENEFITS?

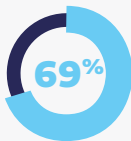
Students & families

TEP's programs support students enrolled in under-resourced Pre-K to 12th-grade schools in Southwestern Pennsylvania. Because of inequalities in the way schools are funded, many can't afford to provide students with what they need. TEP bridges this gap by providing essential school supplies and classroom resources. This support fosters a more equitable learning environment and empowers students to engage fully in their education.

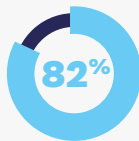
School faculty, staff & administration:

Providing free resources, such as pencils, paper, furniture, and hygiene items, helps teachers deliver effective lessons and create an environment conducive to learning. This support boosts teachers' morale and job satisfaction and positively impacts their students' achievement, attendance, self-esteem, and overall experience in the classroom.

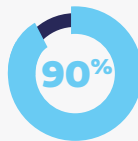
IMPROVEMENT IN STUDENT OUTCOMES



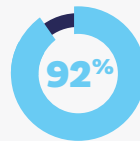
MENTAL HEALTH



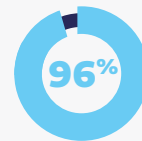
SELF-ESTEEM



ACADEMIC ACHIEVEMENT



CLASSROOM PARTICIPATION



CREATIVITY

Percentage of teachers who reported improvement in outcomes from TEP's programs

WHY SCHOOL SUPPLIES?

Students need basic school supplies in order to learn. Our region's prosperity is tied to its residents' education and future success. By empowering students and educators, TEP contributes to nurturing a well-educated local talent pool capable of contributing to the workforce and the community.

TEP'S PROGRAMS HAVE REACHED



10,000
TEACHERS



69,000
STUDENTS



191
SCHOOLS



\$10 MILLION
SCHOOL SUPPLIES

HOW YOUR SCHOOL CAN BENEFIT

Teachers

Visit theeducationpartnership.org to make an appointment to "shop" for free school supplies at the Teacher Resource Center in Elliot, at 281 Corliss St., 15220, twice a semester. TEP also has a STEAM Lending Library (theeducationpartnership.org/steam-hub).

Parents

Encourage your child's teacher to take advantage of the program, and/or ask which supplies are available for your child.

About this report

This report contains data for each **Pittsburgh public school and all of the charter schools within the city** for the **2022-23** school year.

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

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

The indicators of school progress were originally selected by an A+ Schools committee headed by Alan Lesgold, Ph.D., dean emeritus of the School of Education, University of Pittsburgh. The indicators in our revised report (starting in 2014) were developed with the help of Dr. Shula Nedley, Dr. Daniel Morrow, and the A+ Schools Board and staff. We thank the Pittsburgh Public Schools and each charter school for providing information.

This year, we have moved the “Definitions and sources of information” closer to the front of the report (pages 34-35), included a map of the district’s Early Childhood centers (page 36), and organized our underwriting sponsors into a community resource guide (beginning on page 140). The guide includes information for families about out-of-school time programming, camps, food assistance, mental health supports, and much more. We provide information about the state’s new graduation requirements on page 28.

Visit **ourschoolspittsburgh.org** for:

- “Rising up” stories in the 2019 through 2023 reports with links to relevant research
- An updated school choice and enrollment guide
- Downloadable PDFs of key sections of the report

We encourage readers to consider this report as a tool for framing further questions as they continue to evaluate the quality of our schools. Call us at 412-256-8536 or email us at info@aplusschools.org to schedule a presentation on this report for your school, community group, or agency.

See pages 34-35 for more information about any indicator.

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 usually 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 Algebra I, Literature, and Biology. 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.



Registering for a magnet school or program

Registration for magnet schools and programs takes place the year before a student enters the school or program.

Deadline for registration for the 2024-25 school year: **December 8, 2023**

For more information about the application process, visit pghschools.org/magnet or view our School Choice and Enrollment Guide at ourschoolspittsburgh.org/schoolchoiceguide.

How to read this report

Pages are color-coded by level:

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

School offerings



Career and Technical Education



Program for English Language Learners



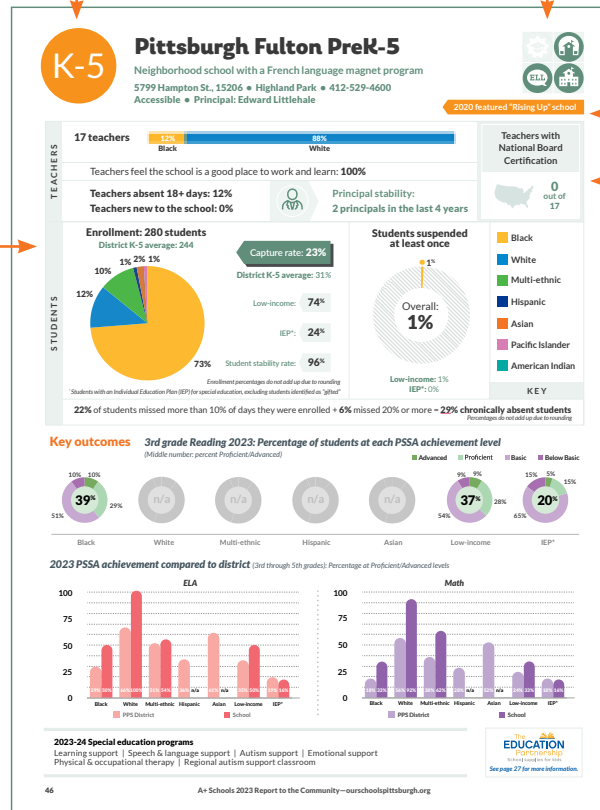
Magnet school or program



Neighborhood school

Who goes to the school?

- Does the school draw students from the neighborhood (“Capture rate”) or do they go elsewhere?
- 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? (“Low-income” and “IEP” reflect the percentages of those subgroups that were suspended.)
- Do students come to school regularly? Missing more than 10% of the school year—just a few days a month—for any reason can negatively impact outcomes.



Schools featured in the “Rising Up” section of the report are flagged on school pages. Find stories from earlier years at ourschoolspittsburgh.org.

Who are the teachers?

- How do they feel about their school, based on responses to the “Teaching and Learning Conditions” survey?
- How many have earned certification by the National Board for Professional Teaching Standards?
- Do teachers stay at the school?
- Do they come to school regularly?
- How many principals did the school have from the 2019-20 school year through the 2022-23 school year?

Continued on page 32

How we report “subgroups”

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

Other than for student enrollment, we only 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 less than 1% 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.

See pages 34-35 for more information about any indicator.

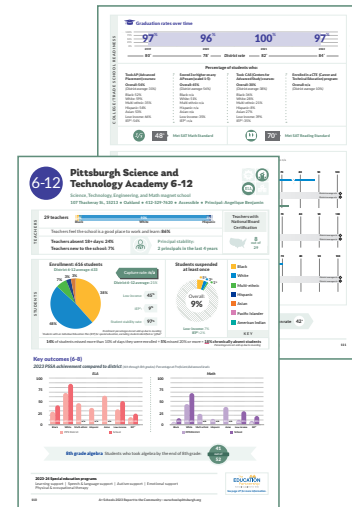
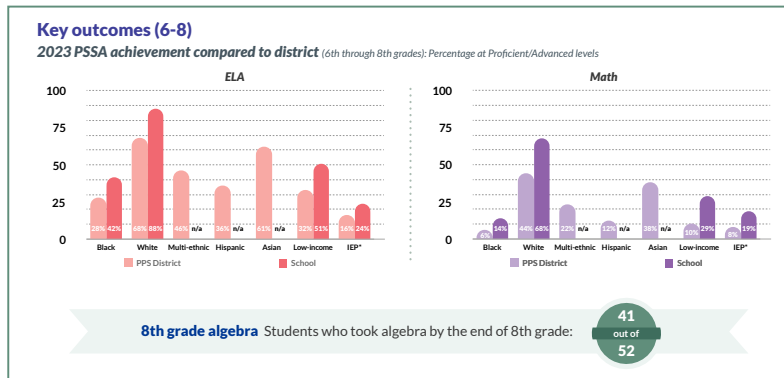
How to read this report

Achievement: K-5, K-8, and 6-8

Are students reading well by 3rd grade—an important indicator of future success?

How did different groups of students score on state tests in English Language Arts (ELA) and Math?

How does that compare to how the same groups scored across the district overall?



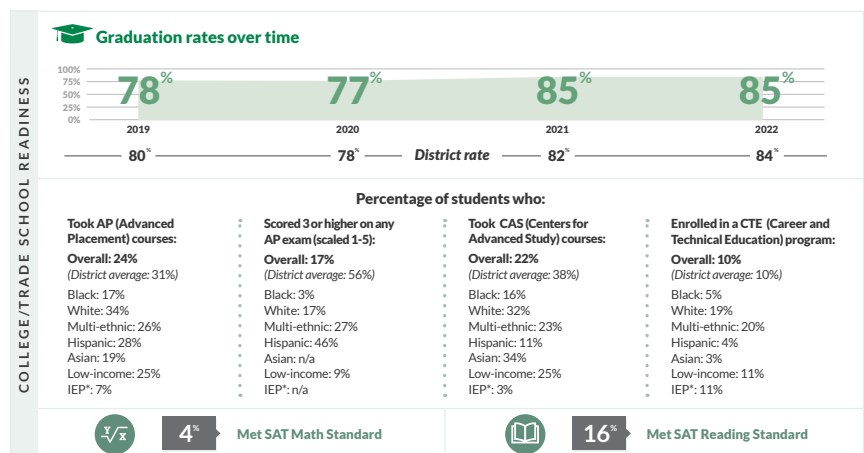
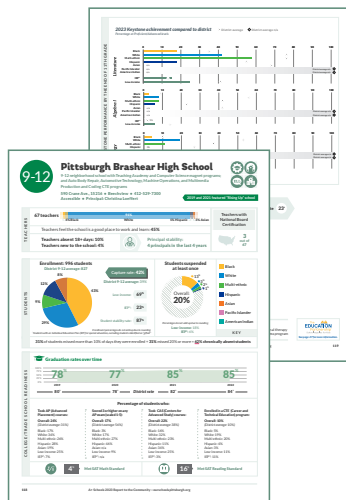
How many students took algebra by the end of 8th grade? (Algebra is a “gatekeeper” course for higher level math achievement, college, and the trades.)

How did different groups of students score on the Algebra I Keystone Exam?

Achievement: 6-12 and 9-12

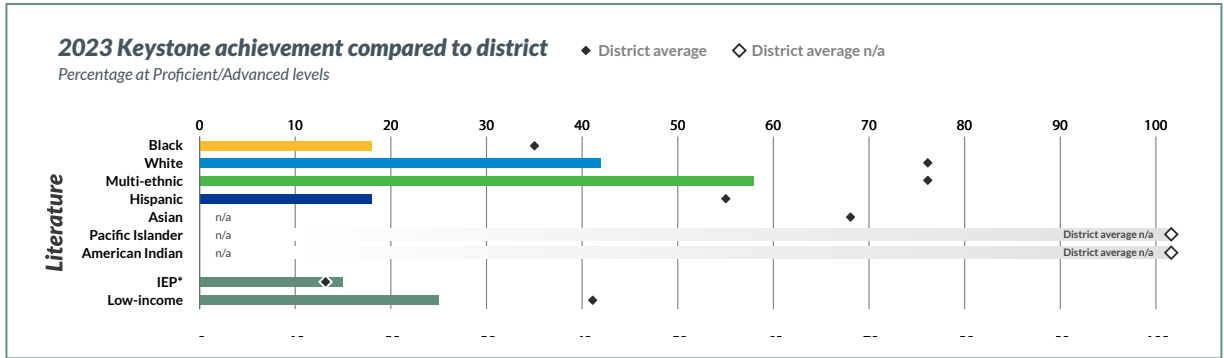
These sections on 6-12 and high school pages show different ways to look at whether students are ready for college and careers.

- How many students graduate? What is the trend over time?
- Which students take advanced courses, such as AP and CAS?
- What percentage of students are enrolled in Career and Technical Education (CTE) programs?
- How did students fare on AP exams?
- How did students fare on the SAT?



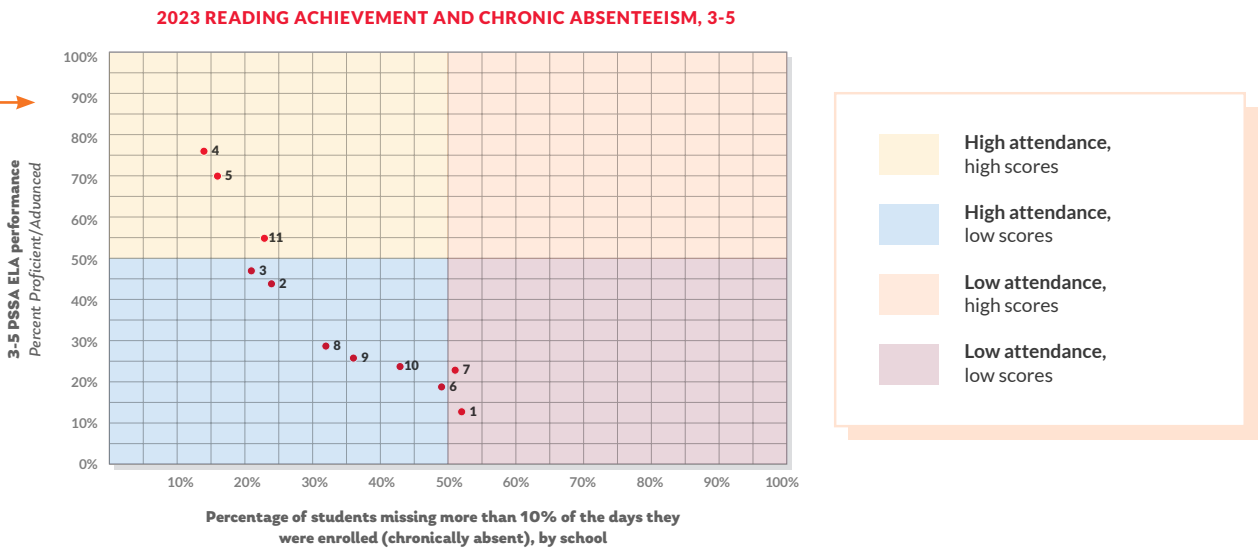
Achievement: 6-12 and 9-12

How did different groups of students score on the Keystone exams in Literature, Algebra I, and Biology, compared to district averages for those groups?



Chronic absenteeism and proficiency on state tests

On the cover pages for each level, we report chronic absenteeism (missing more than 10% of days enrolled for any reason) along with percentages of students who scored in the Proficient and Advanced ranges on state tests, for each school. In general, you can read these graphs this way:



Call A+ Schools at 412-256-8536 or email us at info@aplusschools.org 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 ourschoolspittsburgh.org to support the publication of this report and our other programs and publications through a donation, and for much more information about our schools.

Definitions and sources of information

All information is from the 2022-23 school year unless noted.

PPS: Pittsburgh Public Schools (pghschools.org)

PDE: Pennsylvania Department of Education (education.pa.gov)

School name, address, neighborhood, phone number, principal/administrator

Definition: The current school name and principal, acting principal, or administrator are listed. “PreK” in a PPS school name means the school serves children from ages three to five in an Early Childhood program.

Sources: PPS and charter schools.

School description and icons

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. For a key to the icons on the top right of the page, see page 31.

Source: pghschools.org.

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.

Number of teachers

Definition: Total number of classroom teachers in the school as of fall 2022.

Sources: PPS and charter schools.

Teacher race/ethnicity

Definition: Teachers’ race/ethnicity reflects PPS definitions. Charter schools provided similar information. Percentages may not add to 100 because of rounding.

Sources: PPS and charter schools.

Teachers feel the school is a good place to work and learn

Definition: On the district’s Teaching and Learning Conditions survey, the percentage of teachers at the school who agreed with the statement, “My school is a good place to work and learn.” Some charter schools provided similar information.

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, including short-term leaves.

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 2022. No information was available for Catalyst Academy Charter School.

Sources: PPS and charter schools.

Principal/administrator stability

Definition: Number of different principals/administrators in a school from the 2019-20 school year to the 2022-23 school year, including mid-year changes, except for PPS schools in the 2020-21 school year. Schools with “n/a” opened within the last four years.

Sources: PPS and charter schools.

Teachers with National Board Certification

Definition: Number of teachers in a school who have received professional certification by the National Board for Professional Teaching Standards. For more information, visit nbpts.org.

Sources: PPS and charter schools.

Enrollment

Definition: Total number of students enrolled in the school as of October 2022, excluding PreK students.

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.

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.

“Low-income”/Economically disadvantaged

Definition: Students are identified as “low-income,” or economically disadvantaged, based on the state’s Direct Certification process, which can include poverty data sources such as the Supplemental Nutrition Assistance Program, Transitional Assistance for Families with Dependent Children, or Medicaid eligibility; and children living in foster care.

Sources: PPS and charter schools.

IEP

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

Sources: PPS and charter schools.

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, low-income, and IEP status. Subgroups were reported only if they included more than 10 students. Percentages may not add up due to rounding.

Sources: PPS and charter schools.

Students chronically absent

Definition: By school, the percentage of PPS students who were absent more than 10%, and more than 20%, of the days they were enrolled, excluding students who were enrolled in that school for 90 days or less. For charter schools, the percentage of students who were absent for 10-19% of the school year, and 20% or more of the school year. For Catalyst Academy Charter School, students missing 20% of school days was not available. *Note:* In previous years, we calculated PPS chronic absenteeism based on the school year, rather than on days students were enrolled.

Sources: PPS and charter schools.

Special education programs

Definition: For PPS schools, special education programs at the school in the 2023-24 school year, excluding programs for students identified as “gifted.” 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 and programs to meet students’ needs.

Source: PPS.

Achievement information

PSSA tests and Keystone exams

Definition: (1) Percentages of students, by subgroup, who scored in the Proficient and Advanced ranges on the 2023 PSSA (Pennsylvania System of School Assessment) English Language Arts (ELA) and Mathematics tests for 3rd through 8th grades. (2) Percentages of students, by subgroup, who scored in each achievement range on the 2023 PSSA in ELA in 3rd grade and the Keystone Algebra I Exam in 8th grade. (3) Percentages of students, by subgroup, who scored in the Proficient and Advanced ranges on the 2023 Keystone exams in Literature, Algebra I, and Biology by the end of 11th grade. Keystone results include scores for students who took the exams before 11th grade, and possibly in other schools. Students may take the Keystone exams more than once. Reported information reflects students' highest scores. 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."
- Percentages may not add to 100 due to rounding.

Sources: PPS, PDE, and charter schools.

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, and students who took the class at another school because their home school didn't offer it. Propel Charter School Hazelwood and Propel Charter School Northside don't offer algebra in 8th grade.

Sources: PPS and charter schools.

College/trade school readiness, post high school:

Graduation rates over time

Definition: PDE determined the graduation rate by tracking the number of individual 9th graders in 2018 who graduated in 2022 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, visit education.pa.gov/DataAndReporting/CohortGradRate/Pages/default.aspx. Information is for 2022, the most recent year available.

Source: PDE.

Percentage of students who took AP courses

Definition: Number of students by race/ethnicity, low-income, 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 Programme classes, which are advanced classes. City Charter High School doesn't offer AP classes.

Sources: PPS and Urban Pathways 6-12 Charter School.

Percentage of students who scored 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 exam, divided by total 9-12 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 who took CAS courses

Definition: Number of PPS students by race/ethnicity, low-income, and IEP status who took at least one Centers for Advanced Study (CAS) course divided by total 9-12 student enrollment. Subgroups with 10 or fewer students were reported as "n/a."

Source: PPS.

Percentage of students who enrolled in a CTE program

Definition: Percentage of students taking at least one course in a Career and Technical Education (CTE) program at their home school or another school. Subgroups with 10 or fewer students were reported as "n/a." CAPA, Obama, and Sci-Tech don't offer CTE due to specialized programming.

Sources: PPS and City Charter High School.

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. For more information, visit collegereadiness.collegeboard.org/about/scores/benchmarks. Note: For Urban Pathways 6-12 Charter School, the number of students who took the tests were too small to report.

Sources: PPS and City Charter High School.

6-year college completion rate

Definition: The percentage of students who completed a two- or four-year degree within six years of graduating from high school in 2016. For more information, visit studentclearinghouse.org.

Sources: PPS, Urban Pathways 6-12 Charter School, and City Charter High School (National Student Clearinghouse reports).

The Education Partnership

Definition: The Education Partnership logo on a school page indicates that the group provided school supplies to students and teachers at that school. For more information, see page 29.

Source: The Education Partnership.

Information by level:

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. No information was available for Catalyst Academy Charter School and Manchester Academic Charter School.

Sources: PPS and charter schools.

Additional information in the "Rising up" section:

DIBELS reading assessment

Definition: Percentages of PPS kindergarten students scoring at the Intensive, Strategic, and Core levels at the beginning and end of the 2022-23 school year on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, which is given one-on-one.

Source: PPS.

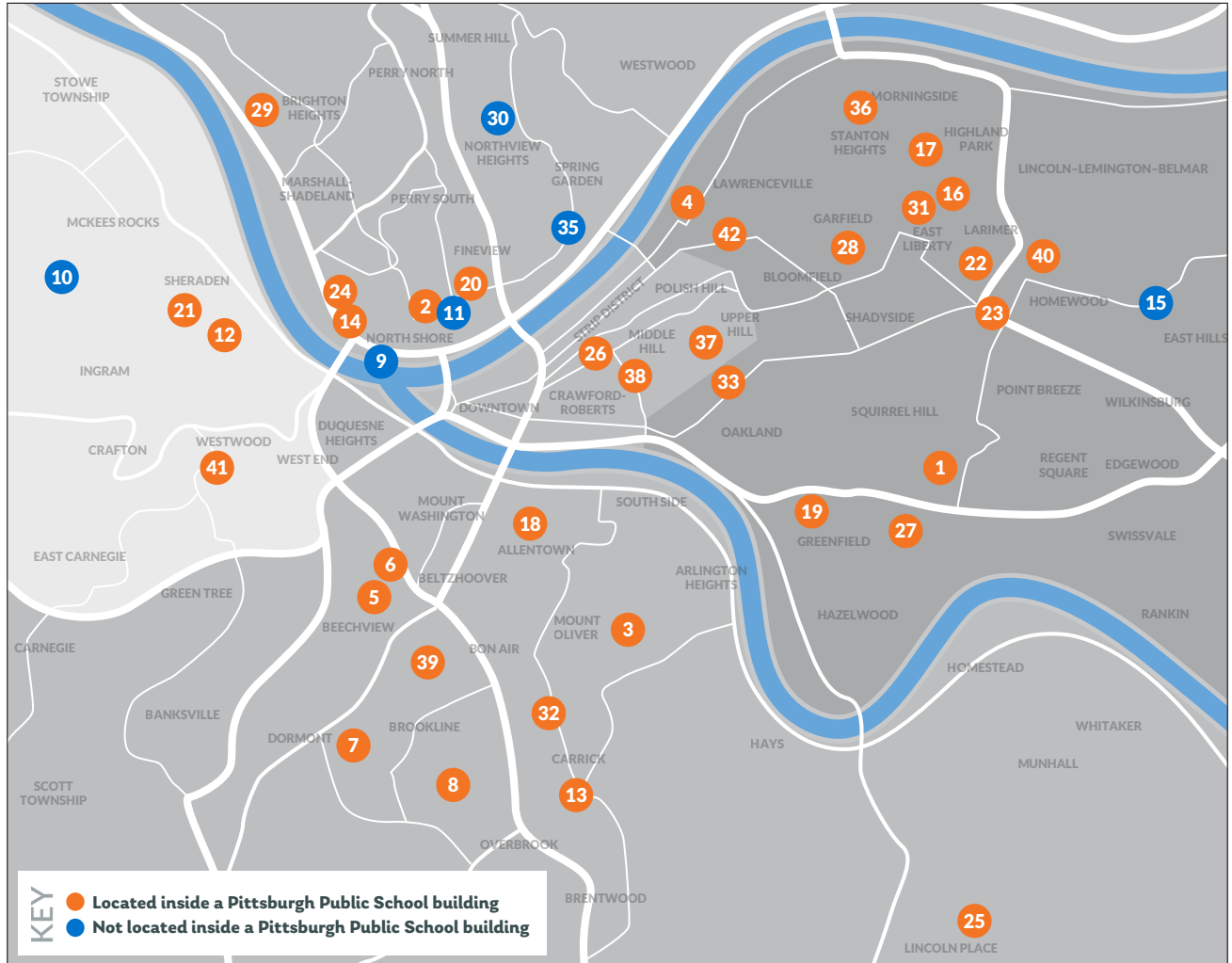
Panorama Social-Emotional Learning: Student Competency & Well-being Survey

Definition: Responses from students in grades 6-12 to selected questions on the Panorama Social-Emotional Learning: Student Competency & Well-being Survey in the spring of 2023. (Questions were edited slightly for space.) The survey is given to students twice a year.

Source: PPS.

PPS Early Childhood centers map

The Pittsburgh district offers pre-k programs for children aged 3-5. The map below shows locations for PPS preschool classrooms in schools, standalone centers, the Children’s Museum, and the Carnegie Science Center. **For help navigating your options, contact A+ Schools at 412-256-8536 (the Family Hotline), or visit bit.ly/PPS-EarlyChildhoodCenters for more information.**



East:

- 1 Allderdice Early Headstart
- 4 Arsenal Early Childhood Center
- 15 Crescent Early Childhood Center
- 16 Dilworth Early Childhood
- 17 Fulton Early Childhood
- 19 Greenfield Early Childhood
- 22 Lincoln Early Childhood
- 23 Linden Early Childhood
- 25 Mifflin Early Childhood
- 27 Minadeo Early Childhood Center
- 28 Montessori Early Childhood
- 31 Obama Early Childhood
- 33 Science & Technology Early Childhood
- 36 Sunnyside Early Childhood
- 40 Westinghouse Early Headstart
- 42 Woolslair Early Childhood

South/West:

- 3 Arlington Early Childhood Center
- 5 Beechwood Early Childhood
- 6 Brashear Early Headstart
- 7 Brookline Early Childhood
- 8 Carmalt Early Childhood Center
- 10 Chartiers Early Childhood Center
- 12 Classical Academy Early Childhood Center
- 13 Concord Early Childhood
- 18 Grandview Early Childhood
- 21 Langley Early Childhood
- 32 Roosevelt Early Childhood
- 39 West Liberty Early Childhood
- 41 Westwood Early Childhood

North/Central:

- 2 Allegheny Early Childhood
- 9 Carnegie Science Center Early Childhood
- 11 Children’s Museum of Pittsburgh Early Childhood
- 14 Conroy Early Childhood
- 20 King Early Childhood Center
- 24 Manchester Early Childhood
- 26 Miller Early Childhood Center
- 29 Morrow Early Childhood
- 30 Northview Heights Early Childhood Center
- 35 Spring Garden Early Childhood Center
- 37 University Prep Early Childhood (Milliones)
- 38 Weil Early Childhood Center

Special schools and centers

The Pittsburgh district serves students with special needs through supports and programs 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 (2023-24) and basic demographical information (2022-23) 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
16 teachers • 41 students
Black: **83%**, White: **5%**, Multi-ethnic: **10%**, Asian: **2%**
Low-income: **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
22 teachers • 171 students
Black: **61%**, White: **31%**, Multi-ethnic: **6%**, Hispanic: **1%**
Low-income: **70%**

Pittsburgh Gifted Center

One day a week program for students in K through 8 with a Gifted Individual Education Plan
1400 Crucible St., 15205 • Crafton Heights • 412-338-3820
Accessible • Principal: David May
19 teachers • 826 students
Black: **15%**, White: **65%**, Multi-ethnic: **12%**, Hispanic: **1%**, Asian: **6%**, Low-income: **30%**

Pittsburgh Oliver Citywide Academy*

For students in grades 3 to 12 who need full-time emotional support
2323 Brighton Rd., 15212 (administrative offices only; programming at King PreK-8, Milliones 6-12, Perry 9-12, and the Greenway facility) • Marshall-Shadeland • 412-529-3125
Accessible • Principal: Bernard Taylor
18 teachers • 85 students
Black: **73%**, White: **9%**, Multi-ethnic: **13%**, Asian: **2%**, Hispanic: **2%**, Low-income: **88%**

Pittsburgh Online Academy 4-12

Online school using Odysseyware 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
96 students • Black: **40%**, White: **44%**, Multi-ethnic: **11%**, Asian: **2%**, Hispanic: **1%**, American Indian: **1%**, Pacific Islander: **1%**, Low-income: **61%**

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
9 teachers • 58 students
Black: **41%**, White: **40%**, Multi-ethnic: **7%**, Asian: **9%**, Hispanic: **2%**, Pacific Islander: **2%**, Low-income: **64%**

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
23 teachers • 155 students
Black: **81%**, White: **12%**, Multi-ethnic: **5%**, Hispanic: **1%**, Asian: **1%**, Low-income: **83%**

Charter schools

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/CEO: Joseph Oliphant
9 teachers • 181 students
Black: **94%**, White: **3%**, Multi-ethnic: **2%**, Hispanic: **1%**
Low-income: **76%**

Provident Charter School

For students in grades 2 to 8 with dyslexia and other language-based learning differences. As a public charter school, anyone can enroll.
1400 Troy Hill Rd., 15212 • Troy Hill • 412-709-5160
Accessible entrance, no elevator • Principal: Kristy Yonushonis
67 teachers • 329 students
Black: **20%**, White: **67%**, Multi-ethnic: **9%**, Hispanic: **3%**, Asian: **1%**
Low-income: **47%**

*The Education Partnership provided school supplies.



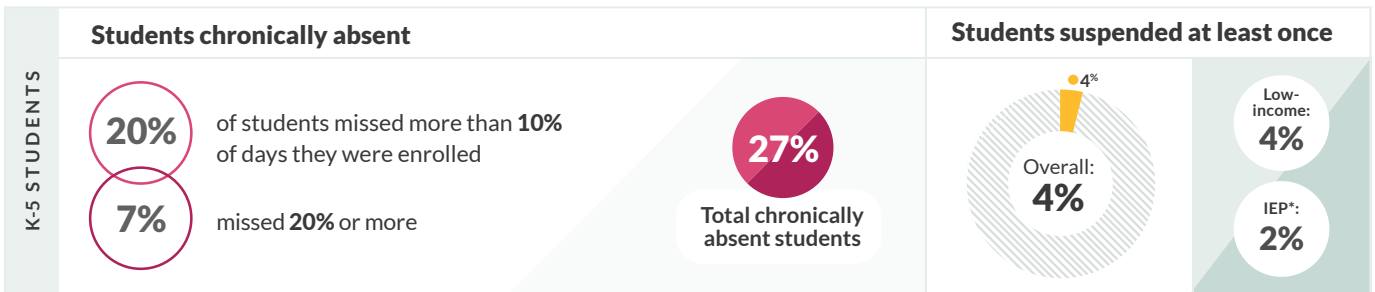
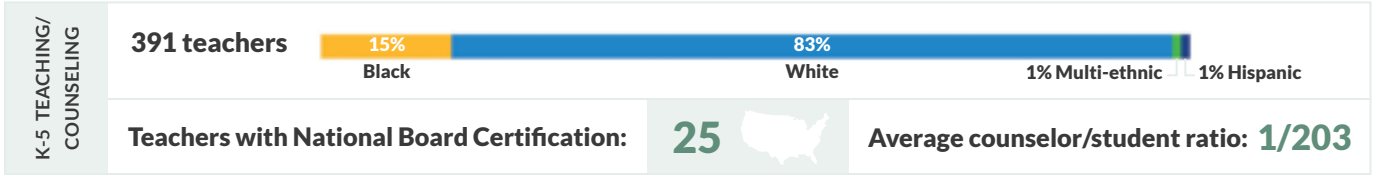
For more information:

- **Pittsburgh Public Schools Program for Students with Exceptionalities:** 412-529-3132, pghschools.org/pse
- **Passport Academy Charter School:** passportacademycharter.org
- **Provident Charter School:** providentcharterschool.org/pcscentral



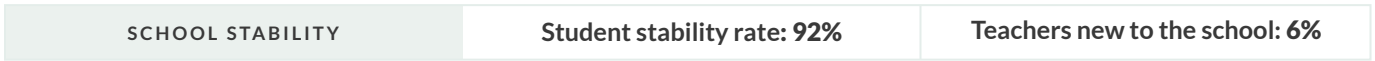
Pittsburgh's elementary schools

- In the 2022-23 school year: PPS had 23 K-5 schools.
- The average K-5 school had 244 students.
- 69% of K-5 students were economically disadvantaged (receiving public assistance).
- 31% of K-5 students attended their school of assignment ("capture rate").

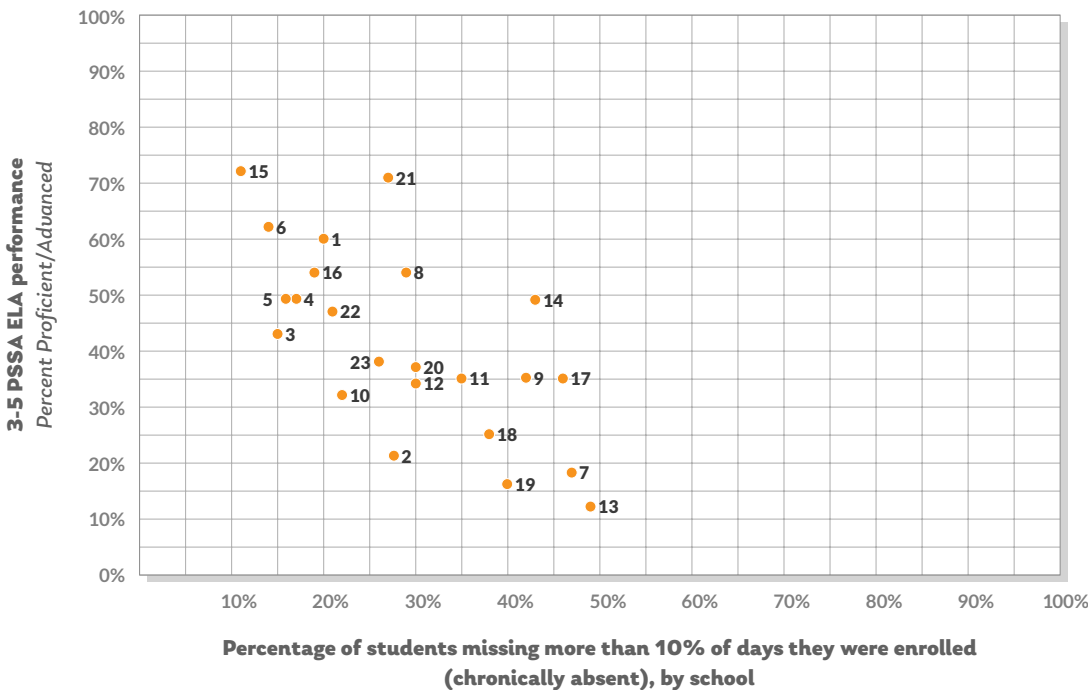


*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

KEY | Black | White | Multi-ethnic | Hispanic | Asian | Pacific Islander | American Indian



2023 READING ACHIEVEMENT AND CHRONIC ABSENTEEISM



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



Pittsburgh Allegheny PreK-5

Traditional Academy magnet school

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

Accessible • Principal: Michael Barbone



2019 featured "Rising Up" school

TEACHERS

31 teachers

19%
Black

81%
White

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

Teachers absent 18+ days: 13%
Teachers new to the school: 3%

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

3
out of
31

STUDENTS

Enrollment: 538 students
District K-5 average: 244

Capture rate: n/a
District K-5 average: 31%

Low-income: **67%**
IEP*: **20%**
Student stability rate: **97%**

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall:
3%

Low-income: 3%
IEP*: 1%

18% of students missed more than 10% of days they were enrolled + **2%** missed 20% or more = **20% chronically absent students**

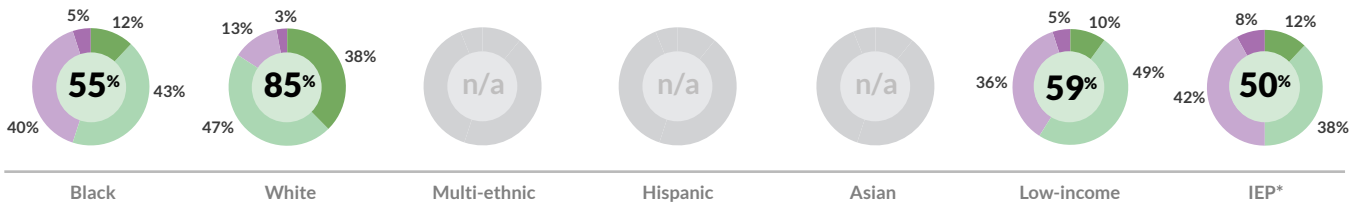
KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

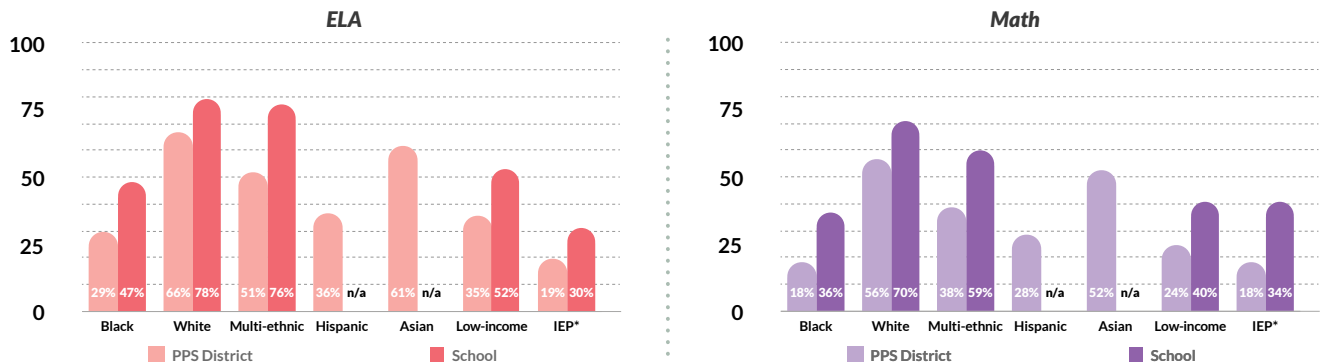
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Arsenal PreK-5

Neighborhood school

215 39th St., 15201 • Lawrenceville • 412-529-7307

Accessible, with exceptions • Principal: Ruthie Rea



TEACHERS

18 teachers

33% Black 61% White 6% Multi-ethnic

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

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

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

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of 18

STUDENTS

Enrollment: 252 students
District K-5 average: 244

Capture rate: **31%**
District K-5 average: 31%

Low-income: **77%**

IEP*: **15%**

Student stability rate: **88%**

Students suspended at least once

Overall: 4%

Low-income: 4%
IEP*: 1%

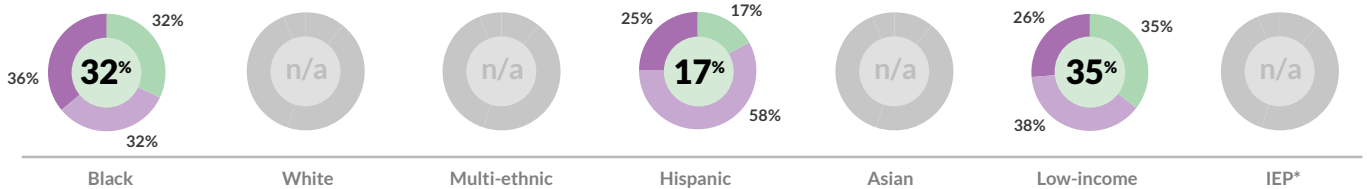
22% of students missed more than 10% of days they were enrolled + **6%** missed 20% or more = **28% chronically absent students**

Key outcomes

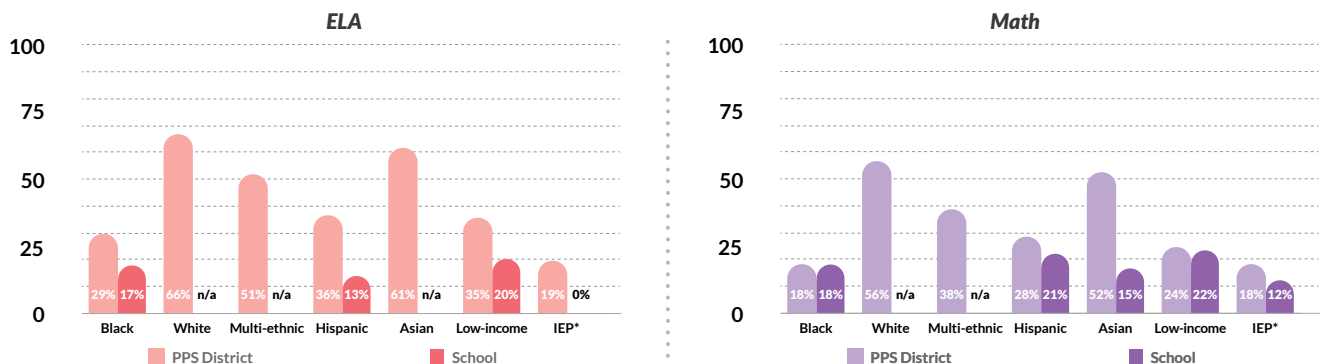
3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Banksville K-5

Neighborhood school

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

Accessible • Principal: Alexis Fadick



TEACHERS

18 teachers 100% White

Teachers feel the school is a good place to work and learn: **96%**

Teachers absent 18+ days: 6%
Teachers new to the school: 22%

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of 18

STUDENTS

Enrollment: 263 students
District K-5 average: 244

Capture rate: 46%
District K-5 average: 31%

Low-income: **57%**

IEP*: **14%**

Student stability rate: **86%**

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

Students suspended at least once

Overall: 1%

Low-income: 1%
IEP*: 0%

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

13% of students missed more than 10% of days they were enrolled + **2%** missed 20% or more = **15% chronically absent students**

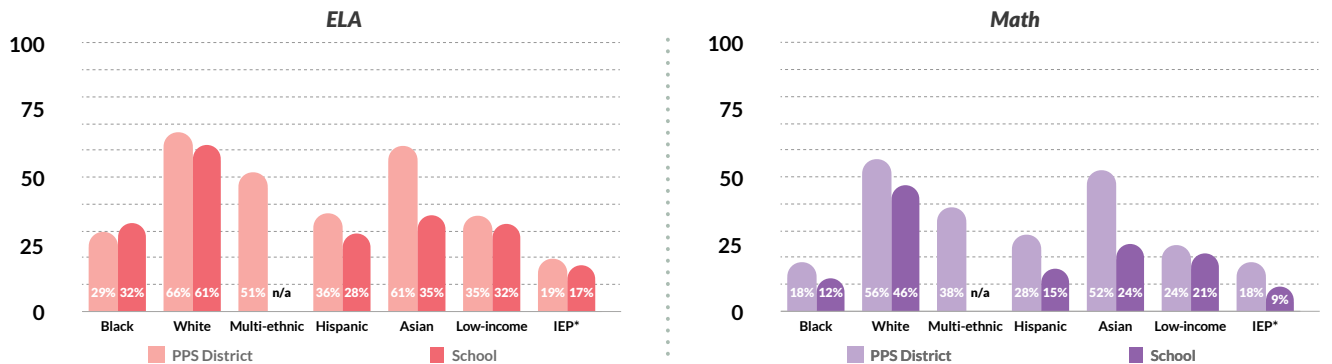
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Beechwood PreK-5

Neighborhood school

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

Accessible, with exceptions • Principal: Lisa Gallagher



2019 and 2021 featured "Rising Up" school

TEACHERS

23 teachers

17% Black
83% White

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

Teachers absent 18+ days: **9%**

Teachers new to the school: **0%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

3
out of
23

STUDENTS

Enrollment: 306 students
District K-5 average: 244

Capture rate: **65%**
District K-5 average: 31%

Low-income: **69%**

IEP*: **19%**

Student stability rate: **90%**

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

Students suspended at least once

Overall: 1%

Subgroups were too small to report

Low-income: 1%
IEP*: 0%

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

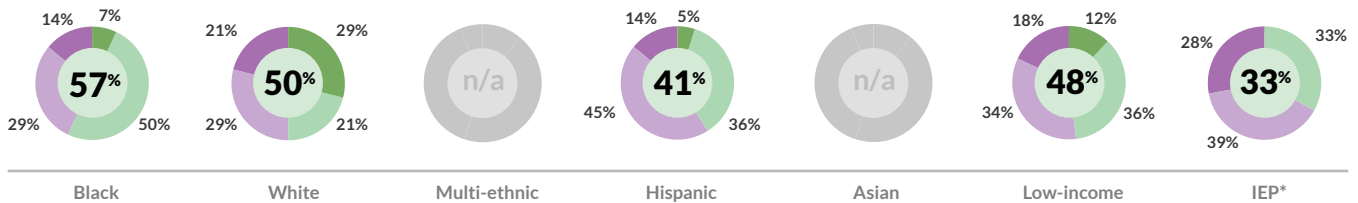
KEY

15% of students missed more than 10% of days they were enrolled + 2% missed 20% or more = 17% chronically absent students

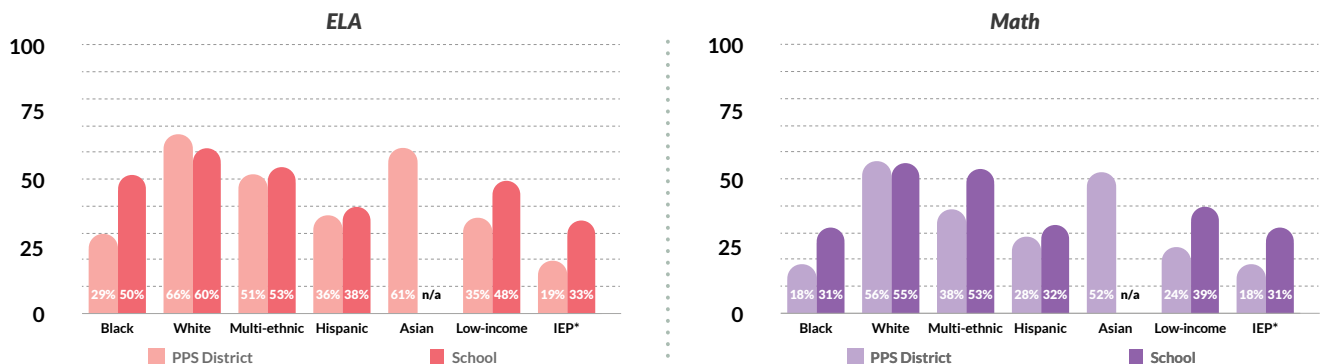
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Concord PreK-5

Neighborhood school

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

Accessible • Principal: Jamie Kinzel-Nath



TEACHERS

34 teachers

3%
Black

97%
White

Teachers feel the school is a good place to work and learn: **97%**

Teachers absent 18+ days: 12%

Teachers new to the school: 9%

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

2
out of
34

STUDENTS

Enrollment: 394 students
District K-5 average: 244

Capture rate: 60%
District K-5 average: 31%

Low-income: **70%**

IEP*: **19%**

Student stability rate: **90%**

Students suspended at least once

Overall: 4%

Low-income: 4%
IEP*: 2%

3% Black
1% White

15% of students missed more than 10% of days they were enrolled + **1%** missed 20% or more = **16% chronically absent students**

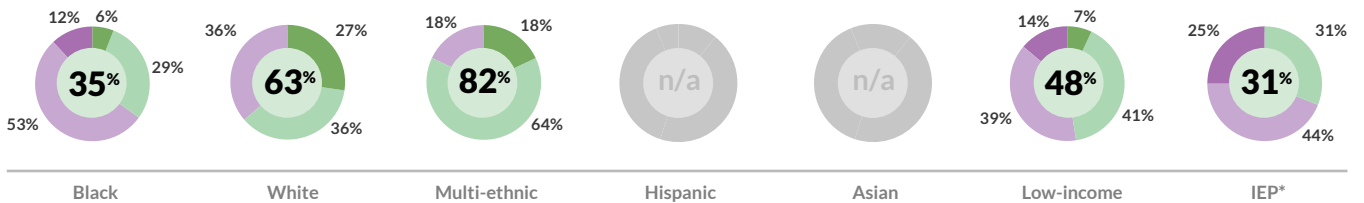
KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

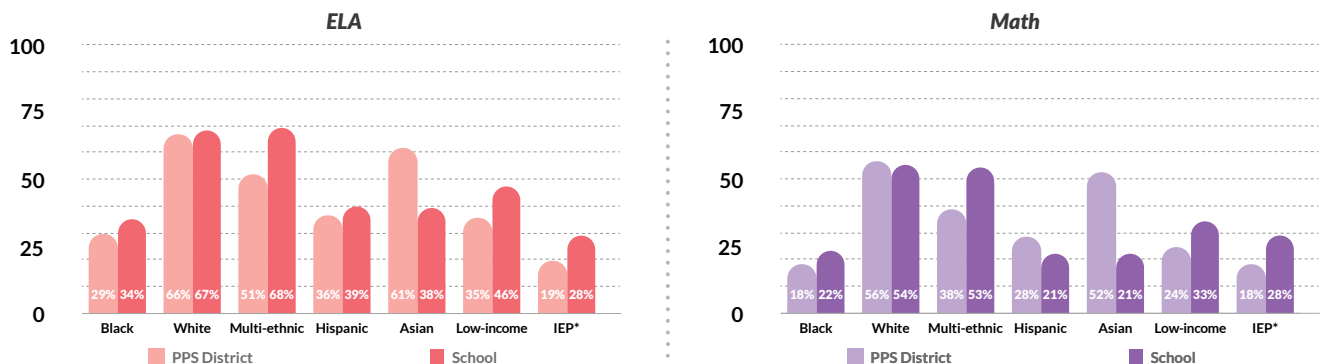
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Dilworth PreK-5

Traditional Academy for the Arts & Humanities magnet school
 6200 Stanton Ave., 15206 • East Liberty • 412-529-5000
 Accessible • Principal: Qualisha Zyhier



2019 featured "Rising Up" school

TEACHERS

22 teachers

23%
Black

77%
White

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

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

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

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

3
out of
22

STUDENTS

Enrollment: 408 students
District K-5 average: 244

Capture rate: **n/a**
District K-5 average: 31%

Low-income: **49%**

IEP*: **16%**

Student stability rate: **98%**

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

Students suspended at least once

Overall: **1%**

Low-income: 1%
IEP*: 0%

12% of students missed more than 10% of days they were enrolled + **2%** missed 20% or more = **14% chronically absent students**

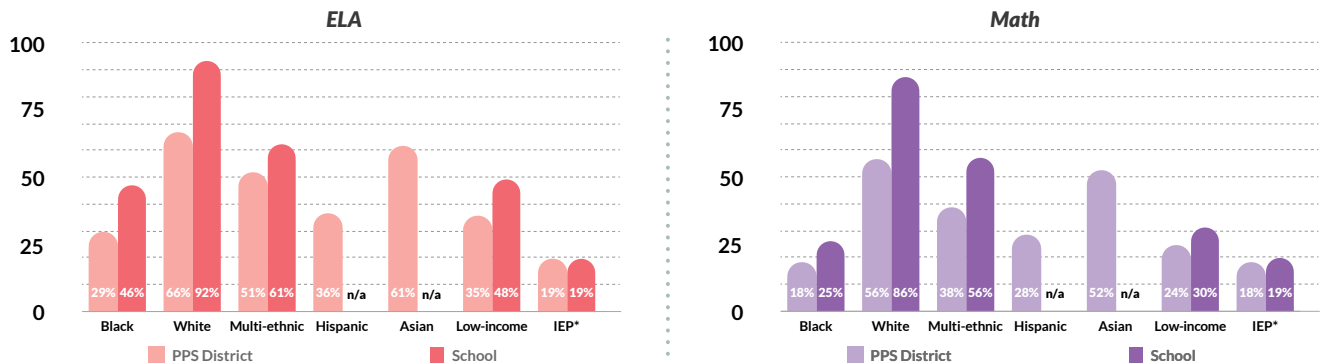
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



TEACHERS

25 teachers

52%

Black

48%

White

Teachers feel the school is a good place to work and learn: **88%**

Teachers absent 18+ days: **16%**
Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
25

STUDENTS

Enrollment: 367 students
District K-5 average: 244

Capture rate: 47%
District K-5 average: 31%

Low-income: **90%**

IEP*: **20%**

Student stability rate: **90%**

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

Students suspended at least once

Overall: **16%**

Low-income: 15%
IEP*: 7%

Percentages do not add up due to rounding

KEY

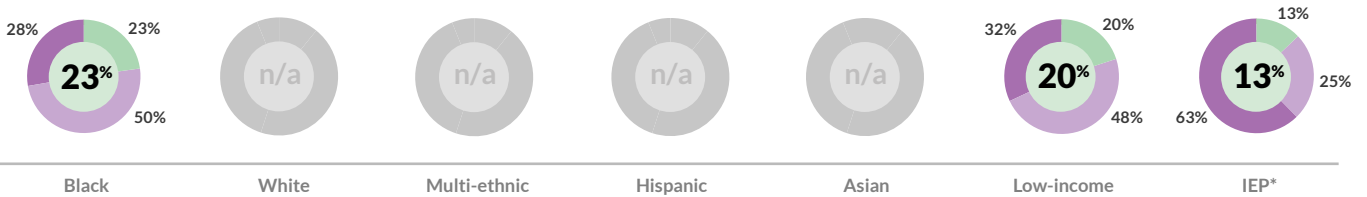
- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

33% of students missed more than 10% of days they were enrolled + **14%** missed 20% or more = **47%** chronically absent students

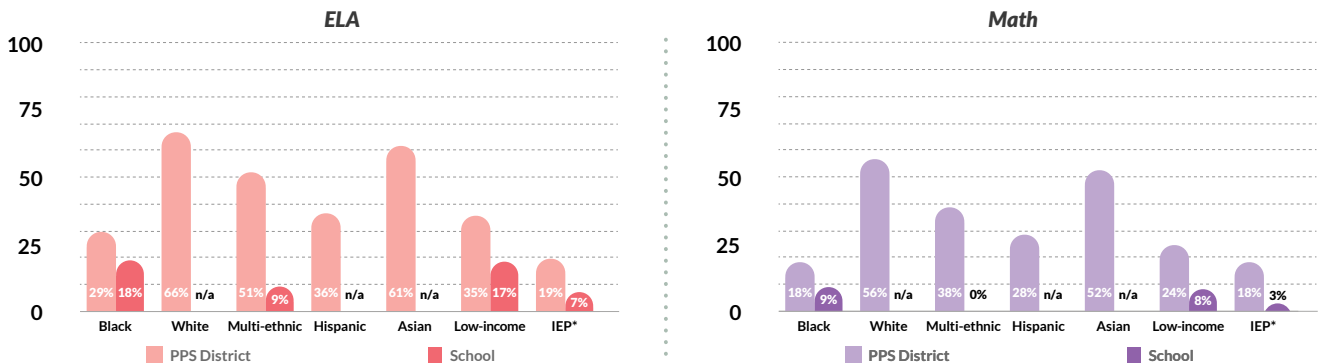
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Fulton PreK-5

Neighborhood school with a French language magnet program
 5799 Hampton St., 15206 • Highland Park • 412-529-4600
 Accessible • Principal: Edward Littlehale



2020 featured "Rising Up" school

TEACHERS	17 teachers 	Teachers with National Board Certification
	Teachers feel the school is a good place to work and learn: 100%	
	Teachers absent 18+ days: 12% Teachers new to the school: 0%	
STUDENTS	Enrollment: 280 students District K-5 average: 244 	Students suspended at least once
	Capture rate: 23% District K-5 average: 31% Low-income: 74% IEP*: 24% Student stability rate: 96%	
	Enrollment percentages do not add up due to rounding <i>*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"</i>	
22% of students missed more than 10% of days they were enrolled + 6% missed 20% or more = 29% chronically absent students <i>Percentages do not add up due to rounding</i>		

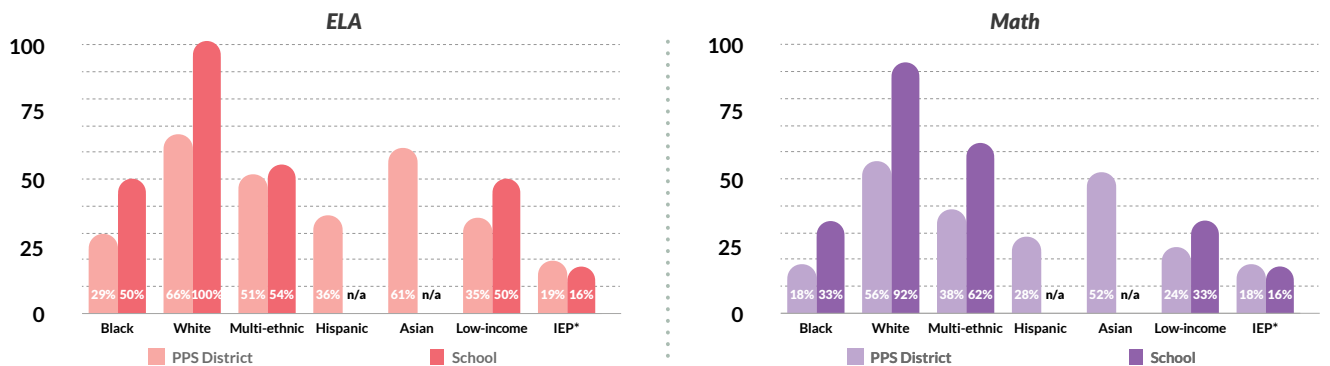
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



TEACHERS

11 teachers

100%
White

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

Teachers absent 18+ days: 9%
Teachers new to the school: 18%

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
11

STUDENTS

Enrollment: 178 students
District K-5 average: 244

Capture rate: 42%
District K-5 average: 31%

Low-income: **86%**
IEP*: **24%**
Student stability rate: **90%**

22% of students missed more than 10% of days they were enrolled + **19%** missed 20% or more = **42% chronically absent students**
Percentages do not add up due to rounding

Students suspended at least once

Overall:
0%

Low-income: 0%
IEP*: 0%

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

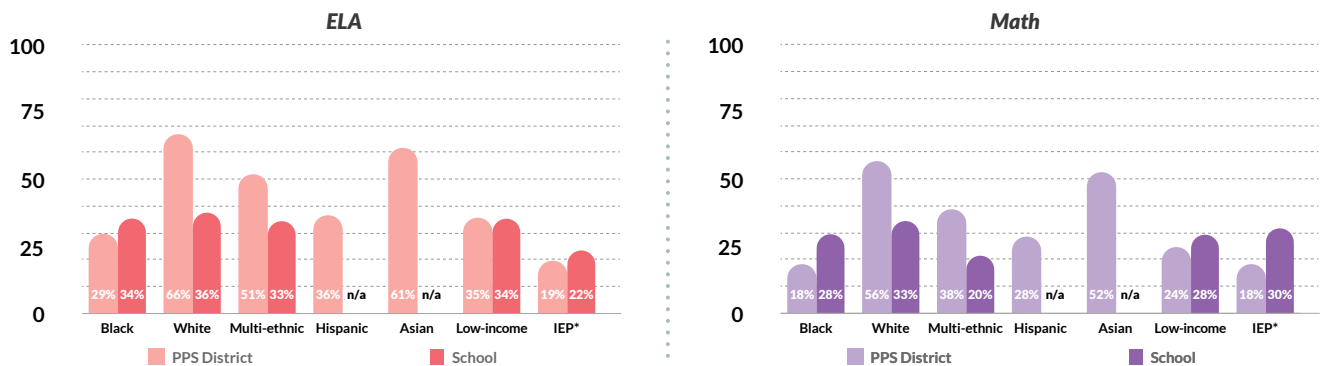
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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: Mieko Garcia



TEACHERS

19 teachers

21% Black
68% White
11% Hispanic

Teachers feel the school is a good place to work and learn: **73%**

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

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

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
19

STUDENTS

Enrollment: 264 students
District K-5 average: 244

Capture rate: **n/a**
District K-5 average: 31%

Low-income: **69%**

IEP*: **23%**

Student stability rate: **97%**

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall:
4%

Low-income: 4%

IEP*: 2%

16% of students missed more than 10% of days they were enrolled + **6%** missed 20% or more = **22% chronically absent students**

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

Group	Advanced	Proficient	Basic	Below Basic
Black	9%	51%	40%	0%
White	n/a	n/a	n/a	n/a
Multi-ethnic	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Low-income	11%	50%	39%	0%
IEP*	9%	27%	45%	18%

2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels

Subject	Group	PPS District	School
ELA	Black	29%	25%
	White	66%	n/a
	Multi-ethnic	51%	n/a
	Hispanic	36%	n/a
	Asian	61%	n/a
	Low-income	35%	27%
	IEP*	19%	12%
Math	Black	18%	18%
	White	56%	n/a
	Multi-ethnic	38%	n/a
	Hispanic	28%	n/a
	Asian	52%	n/a
	Low-income	24%	16%
	IEP*	18%	12%

2023-24 Special education programs

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

48

A+ Schools 2023 Report to the Community—ourschoolspittsburgh.org



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



TEACHERS

10 teachers

40%
Black

60%
White

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

Teachers absent 18+ days: **20%**

Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
10

STUDENTS

Enrollment: 183 students
District K-5 average: 244

Capture rate: **35%**
District K-5 average: 31%

Low-income: **87%**

IEP*: **11%**

Student stability rate: **89%**

Students suspended at least once

Overall: **4%**

Low-income: 4%
IEP*: 1%

KEY

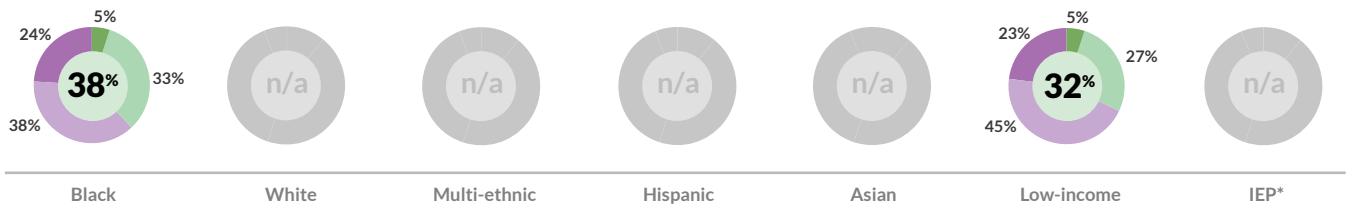
- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

20% of students missed more than 10% of days they were enrolled + 15% missed 20% or more = 35% chronically absent students

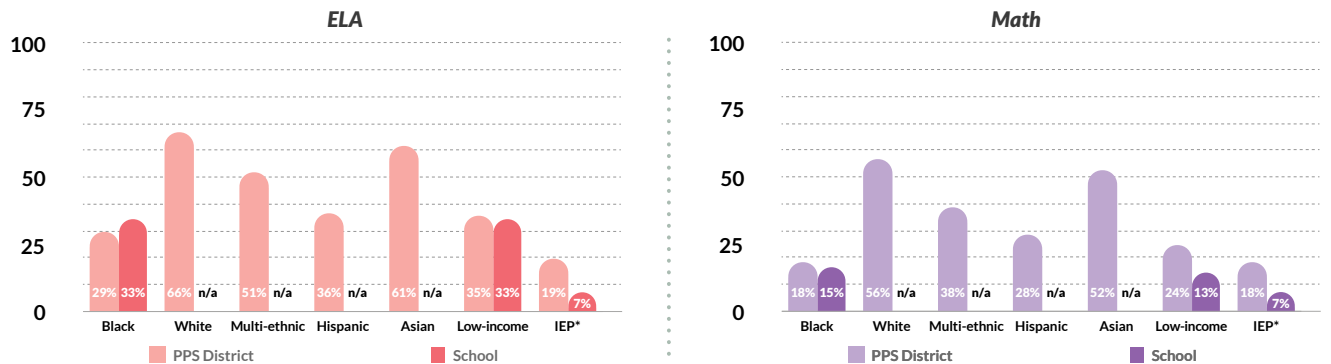
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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: Quinci Wasserman



TEACHERS

10 teachers

10% Black
90% White

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

Teachers absent 18+ days: 10%

Teachers new to the school: 10%

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

0
out of 10

STUDENTS

Enrollment: 135 students
District K-5 average: 244

Capture rate: n/a
District K-5 average: 31%

Low-income: **75%**

IEP*: **19%**

Student stability rate: **93%**

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: 8%

Low-income: 7%
IEP*: 2%

23% of students missed more than 10% of days they were enrolled + 7% missed 20% or more = 30% chronically absent students

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

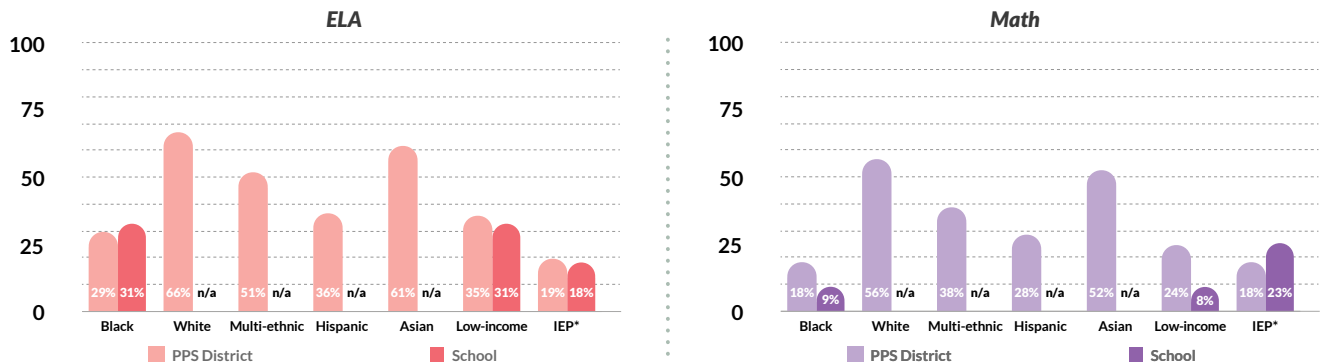
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



TEACHERS

13 teachers

31%
Black

69%
White

Teachers feel the school is a good place to work and learn: **45%**

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

Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
13

STUDENTS

Enrollment: 175 students
District K-5 average: 244

Capture rate: 45%
District K-5 average: 31%

Low-income: **86%**

IEP*: **22%**

Student stability rate: **90%**

*Enrollment percentages do not add up due to rounding
Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **2%**

Low-income: 2%
IEP*: 1%

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

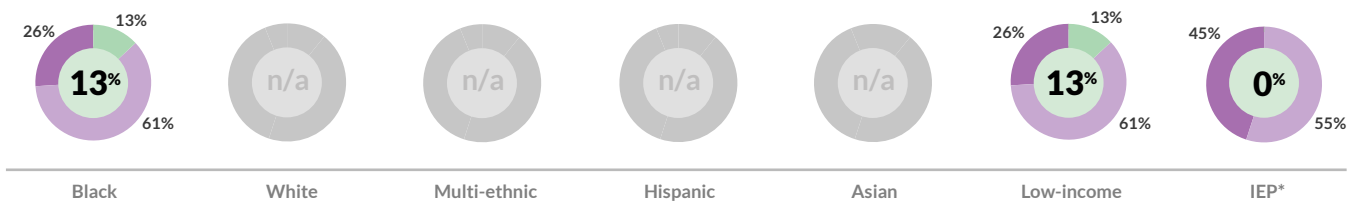
KEY

31% of students missed more than 10% of days they were enrolled + 19% missed 20% or more = 49% chronically absent students
Percentages do not add up due to rounding

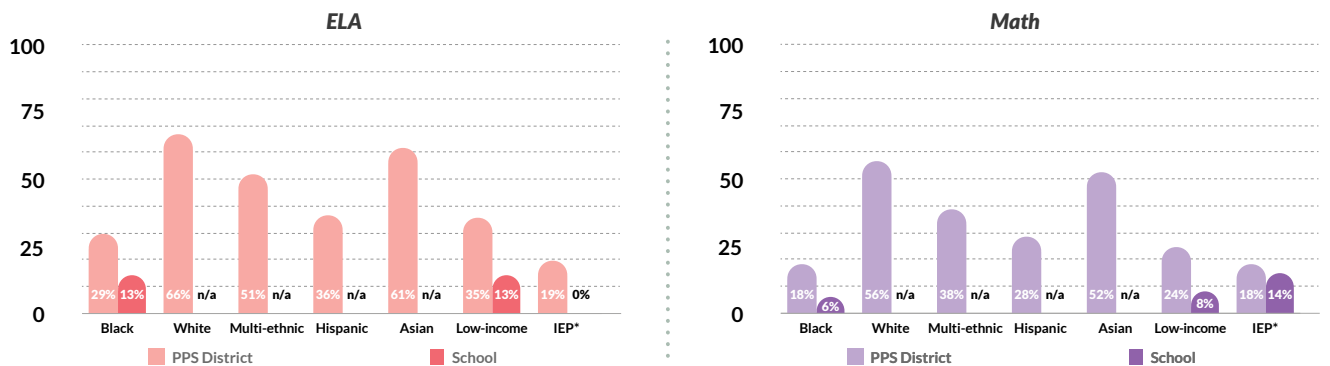
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Minadeo PreK-5

Neighborhood school

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

Accessible • Principal: Michilene Pegher



TEACHERS

18 teachers

BlackWhiteMulti-ethnic

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

Teachers absent 18+ days: 6%

Teachers new to the school: 11%

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

2
out of
18

STUDENTS

Enrollment: 253 students
District K-5 average: 244

Capture rate: 23%
District K-5 average: 31%

Low-income: **68%**

IEP*: **25%**

Student stability rate: **89%**

Students suspended at least once

Black: 11%

White: 1%

Multi-ethnic: 2%

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

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

31% of students missed more than 10% of days they were enrolled + 12% missed 20% or more = 43% chronically absent students

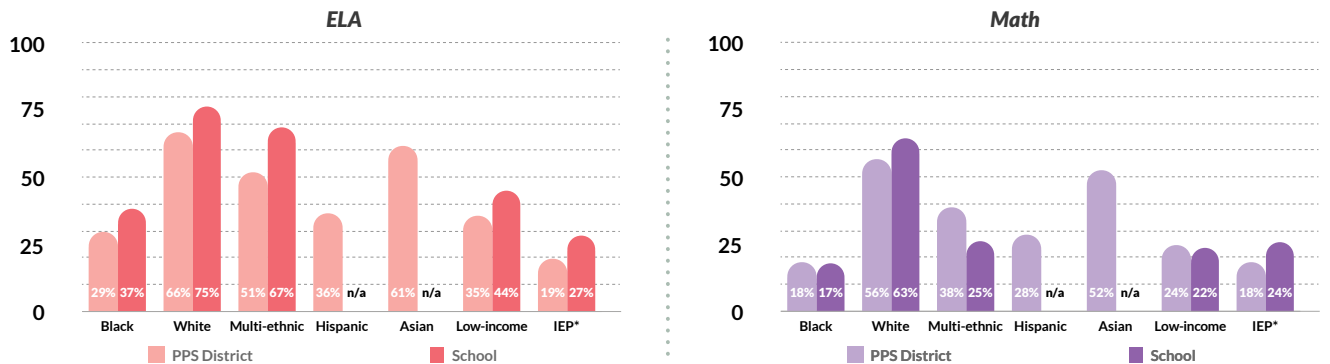
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



TEACHERS

22 teachers

5% Black95% White

Teachers feel the school is a good place to work and learn: **92%**

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

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

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
22

STUDENTS

Enrollment: 241 students
District K-5 average: 244

Capture rate: **n/a**
District K-5 average: 31%

Low-income: **25%**

IEP*: **17%**

Student stability rate: **97%**

Students suspended at least once

Overall:
<1%

Low-income: 0%
IEP*: 0%

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

9% of students missed more than 10% of days they were enrolled + **2%** missed 20% or more = **11% chronically absent students**

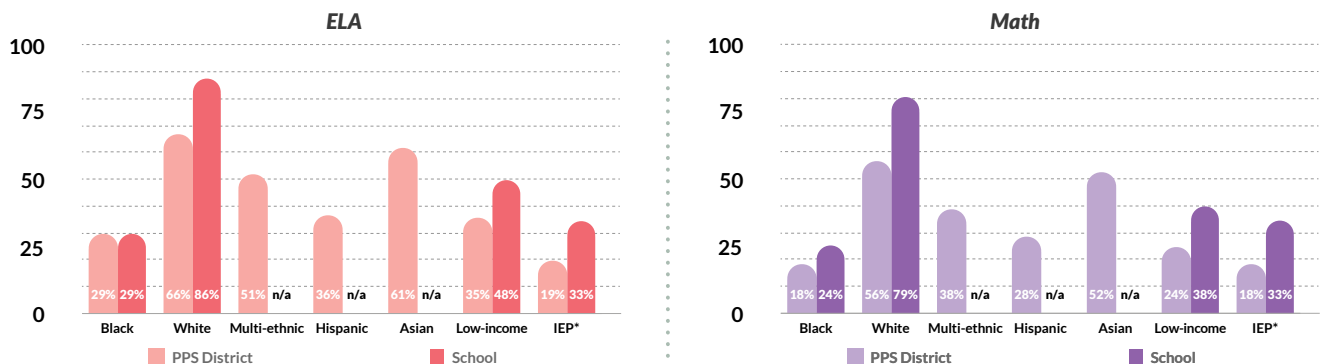
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



TEACHERS

14 teachers

93%
White

7%
Hispanic

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

Teachers absent 18+ days: **0%**
 Teachers new to the school: **0%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

3
out of
14

STUDENTS

Enrollment: 201 students
 District K-5 average: 244

Capture rate: 52%
 District K-5 average: 31%

Low-income: **59%**

IEP*: **23%**

Student stability rate: **96%**

Enrollment percentages do not add up due to rounding
 *Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **2%**

Low-income: 1%
IEP*: 2%

KEY

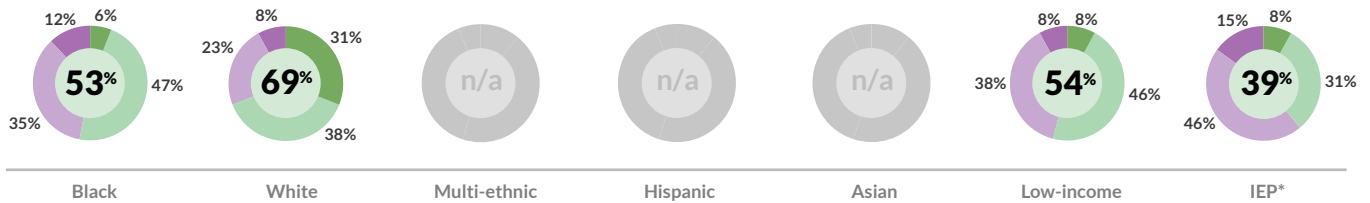
- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

16% of students missed more than 10% of days they were enrolled + **3%** missed 20% or more = **19% chronically absent students**

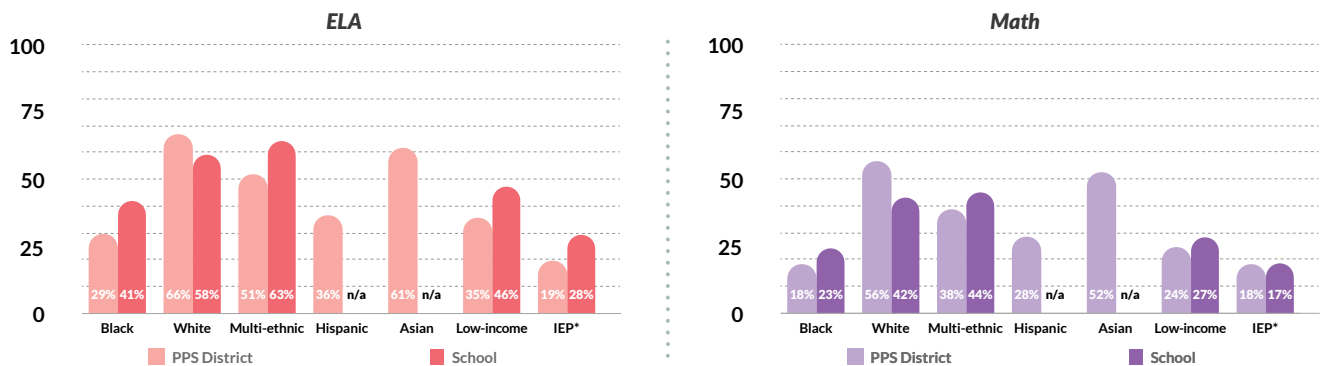
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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

2-5: 17 W. Cherryhill St., 15210 • Carrick • 412-529-7780

Both buildings are accessible • Principal: Leah McCord



TEACHERS

16 teachers

6% Black
94% White

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

Teachers absent 18+ days: **19%**
Teachers new to the school: **13%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
16

STUDENTS

Enrollment: 198 students
District K-5 average: 244

Capture rate: 48%
District K-5 average: 31%

Low-income: **82%**
IEP*: **27%**
Student stability rate: **91%**

Students suspended at least once

Overall: **3%**
Low-income: 3%
IEP*: 2%

29% of students missed more than 10% of days they were enrolled + **17%** missed 20% or more = **46% chronically absent students**

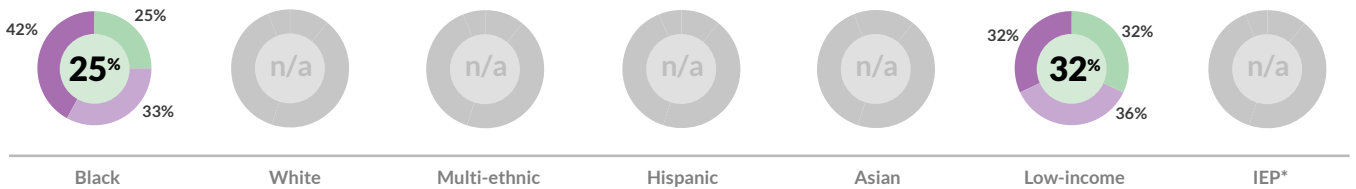
KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

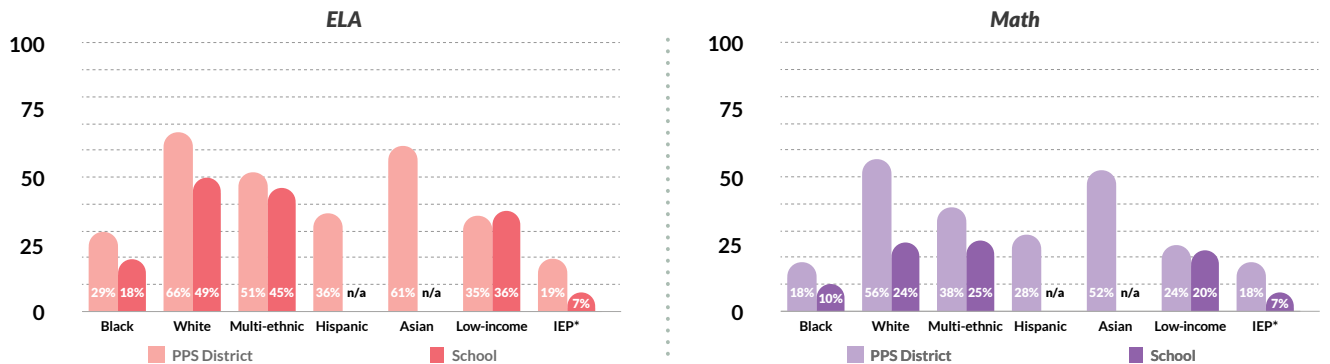
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Spring Hill K-5

Neighborhood school

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

Accessible • Principal: Erin McClay



TEACHERS

9 teachers

89%
White

11%
Hispanic

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

Teachers absent 18+ days: **0%**
Teachers new to the school: **11%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
9

STUDENTS

Enrollment: 104 students
District K-5 average: 244

Capture rate: 40%
District K-5 average: 31%

Low-income: **74%**

IEP*: **20%**

Student stability rate: **91%**

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

Students suspended at least once

Overall: **3%**

Low-income: 2%
IEP*: 2%

Black

White

Multi-ethnic

Hispanic

Asian

Pacific Islander

American Indian

KEY

24% of students missed more than 10% of days they were enrolled + 14% missed 20% or more = 38% chronically absent students

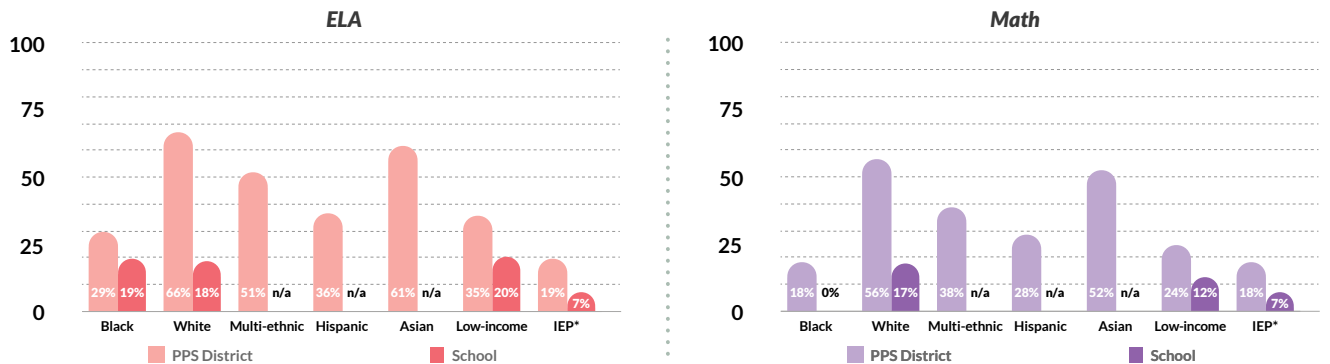
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



TEACHERS

10 teachers

10% Black
70% White
20% Multi-ethnic

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

Teachers absent 18+ days: **0%**
Teachers new to the school: **10%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
10

STUDENTS

Enrollment: 163 students
District K-5 average: 244

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Capture rate: 35%
District K-5 average: 31%

Low-income: **89%**
IEP*: **25%**
Student stability rate: **90%**

Students suspended at least once

Overall: **10%**
Low-income: 10%
IEP*: 4%

KEY

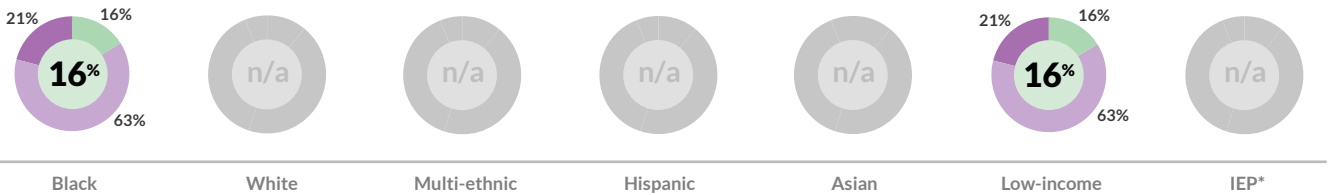
- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

30% of students missed more than 10% of days they were enrolled + **10%** missed 20% or more = **40%** chronically absent students

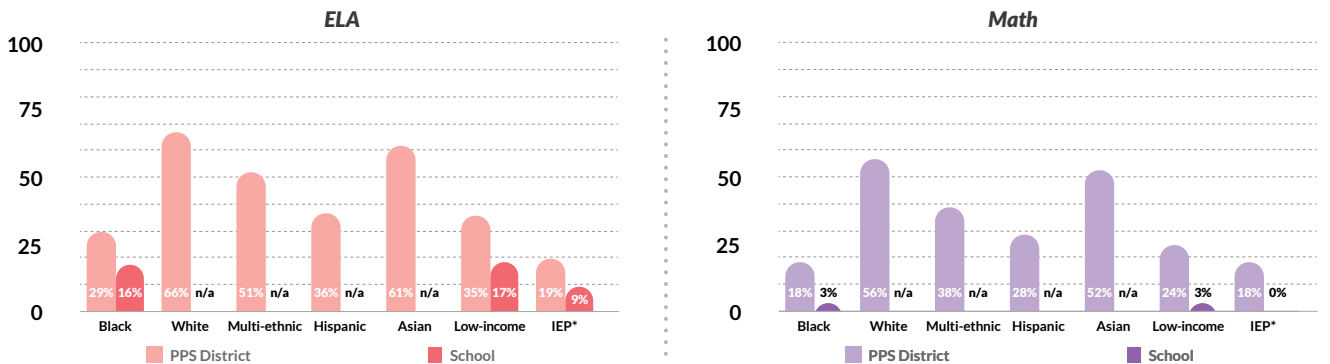
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



TEACHERS

11 teachers

9%

91%

Black
White

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

Teachers absent 18+ days: 9%

Teachers new to the school: 0%

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
11

STUDENTS

Enrollment: 155 students
District K-5 average: 244

Capture rate: 45%
District K-5 average: 31%

Low-income: **62%**

IEP*: **32%**

Student stability rate: **95%**

Students suspended at least once

Overall: 2%

Low-income: 1%
IEP*: 1%

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

21% of students missed more than 10% of days they were enrolled + 9% missed 20% or more = 30% chronically absent students

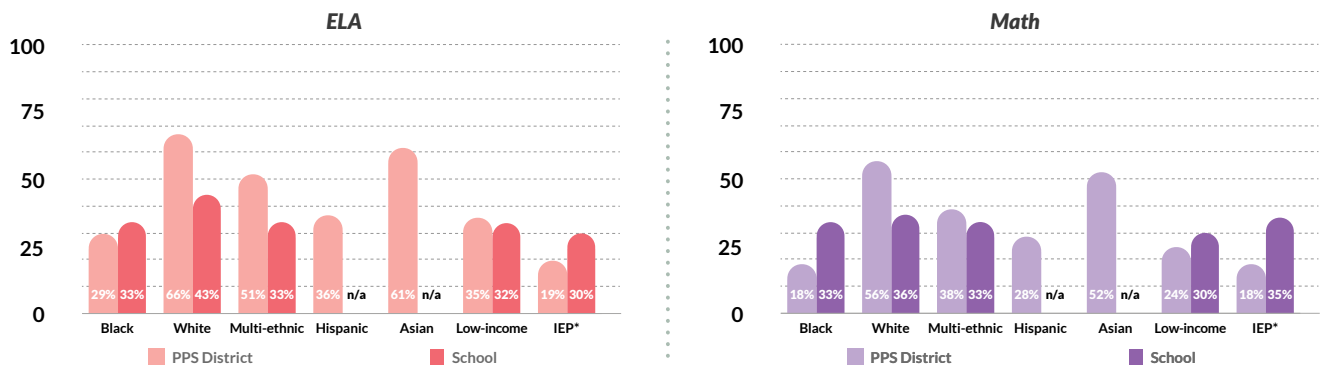
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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: Michael Perella



TEACHERS

16 teachers

13%

88%

Black
White

Teachers feel the school is a good place to work and learn: **96%**

Teachers absent 18+ days: 6%

Teachers new to the school: 0%

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

0
out of 16

STUDENTS

Enrollment: 215 students
District K-5 average: 244

Capture rate: 36%
District K-5 average: 31%

Low-income: **72%**

IEP*: **16%**

Student stability rate: **90%**

Students suspended at least once

Overall: 4%

Low-income: 4%
IEP*: 3%

20% of students missed more than 10% of days they were enrolled + **7%** missed 20% or more = **27% chronically absent students**

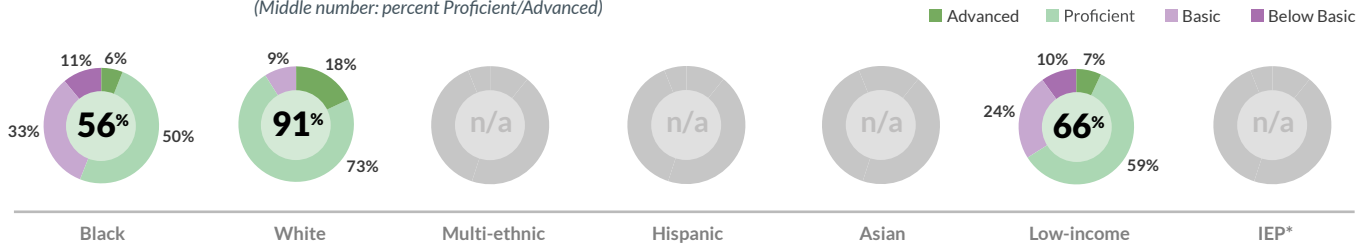
KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

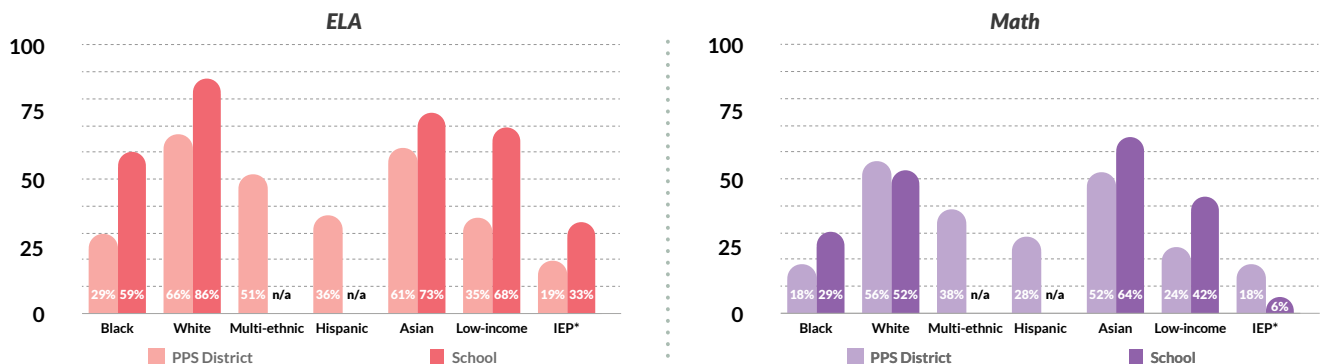
Key outcomes

3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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: Holly Ballard



TEACHERS

12 teachers

8% Black
92% White

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

Teachers absent 18+ days: 17%

Teachers new to the school: 8%

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

3
out of
12

STUDENTS

Enrollment: 154 students
District K-5 average: 244

Capture rate: 52%
District K-5 average: 31%

Low-income: **66%**

IEP*: **21%**

Student stability rate: **91%**

Students suspended at least once

Overall: 1%

Low-income: 1%
IEP*: 0%

14% of students missed more than 10% of days they were enrolled + **7%** missed 20% or more = **21% chronically absent students**

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

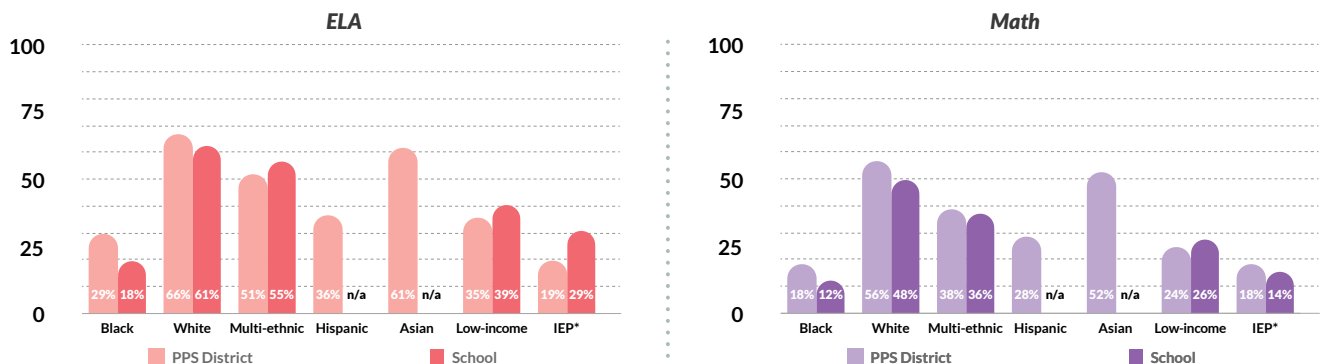
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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: Kimberly Safran



TEACHERS

12 teachers 100% White

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

Teachers absent 18+ days: 8%
Teachers new to the school: 0%

Principal stability:
3 principals in the last 4 years

Teachers with National Board Certification

0

out of 12

STUDENTS

Enrollment: 179 students
 District K-5 average: 244

Capture rate: 24%
 District K-5 average: 31%

Low-income: **62%**

IEP*: **14%**

Student stability rate: **96%**

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

Students suspended at least once

Overall: **2%**

Low-income: 2%
IEP*: 1%

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

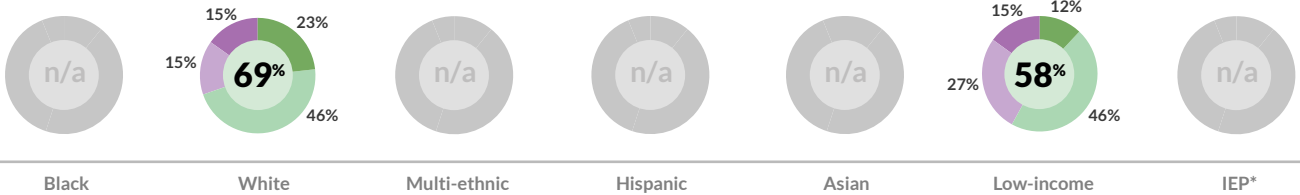
KEY

18% of students missed more than 10% of days they were enrolled + **8%** missed 20% or more = **26% chronically absent students**

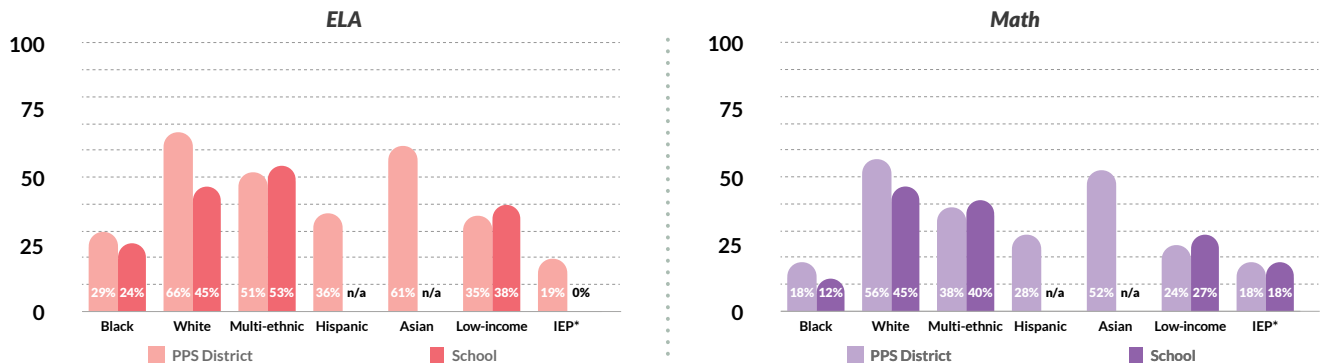
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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






Pittsburgh's K-8 schools

- In the 2022-23 school year: PPS had 11 K-8 schools.
- The average K-8 school had 382 students.
- 64% of K-8 school students were economically disadvantaged (receiving public assistance).
- 28% of K-8 school students attended their school of assignment ("capture rate").

K-8 TEACHING/ COUNSELING

272 teachers

13% Black | 86% White

Teachers with National Board Certification: 13 

Average counselor/student ratio: 1/360

K-8 STUDENTS

Students chronically absent

21% of students missed more than 10% of days they were enrolled

10% missed 20% or more

Students suspended at least once

32% Total chronically absent students
Percentages do not add up due to rounding

Overall: 12%

Low-income: **11%**

IEP*: **4%**

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

KEY | Black White Multi-ethnic Hispanic Asian Pacific Islander American Indian

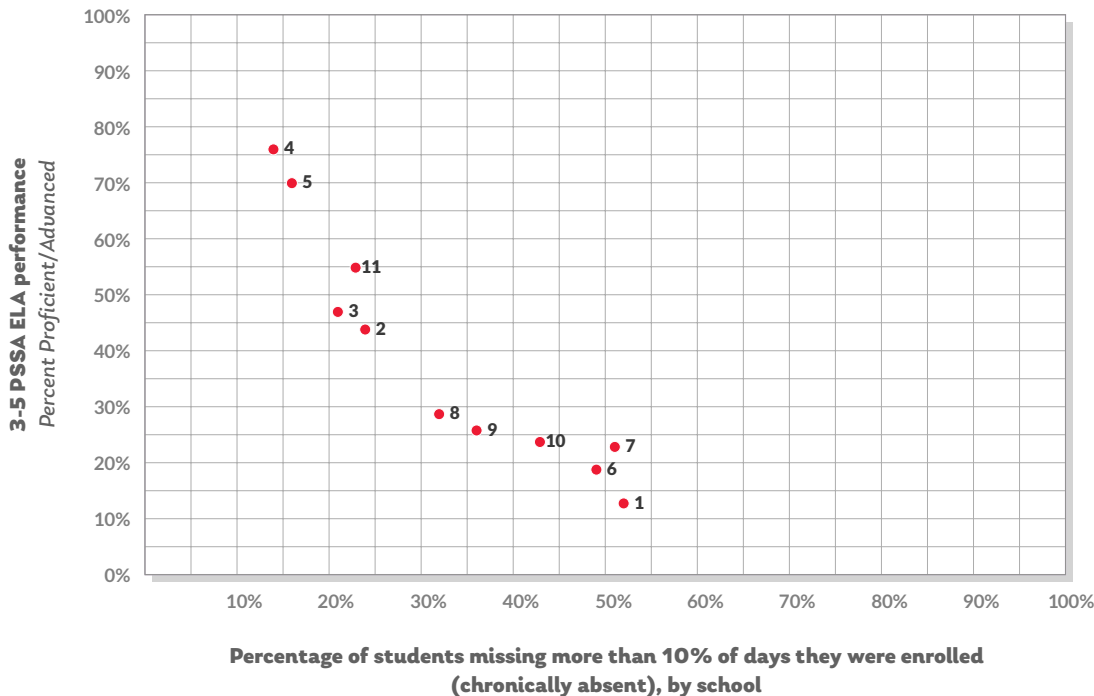
SCHOOL STABILITY

Student stability rate: 91% | **Teachers new to the school: 4%**

PRINCIPAL STABILITY 2020-23

4 schools had one principal. | 3 schools had two. | 4 schools had three or more.

2023 READING ACHIEVEMENT AND CHRONIC ABSENTEEISM, 3-5

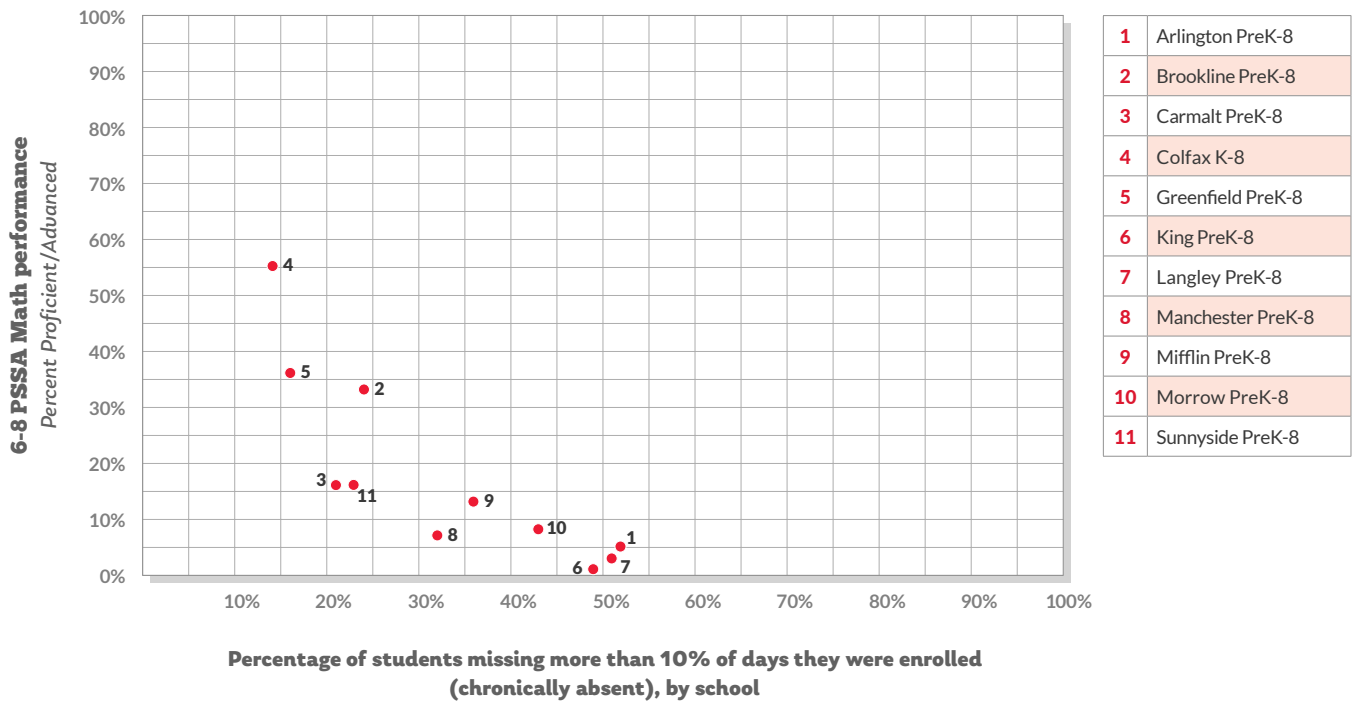


1	Arlington PreK-8
2	Brookline PreK-8
3	Carmalt PreK-8
4	Colfax K-8
5	Greenfield PreK-8
6	King PreK-8
7	Langley PreK-8
8	Manchester PreK-8
9	Mifflin PreK-8
10	Morrow PreK-8
11	Sunnyside PreK-8

8th grade algebra K-8 students who took algebra by the end of 8th grade:

79
out of
445

2023 MATH ACHIEVEMENT AND CHRONIC ABSENTEEISM, 6-8





Pittsburgh Arlington PreK-8

Neighborhood school

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

Accessible • Principal: Crystal Fabina



TEACHERS

23 teachers

9%	87%	4%
Black	White	American Indian

Teachers with National Board Certification: 2 out of 23

Teachers feel the school is a good place to work and learn: 53%

Teachers absent 18+ days: 0%

Teachers new to the school: 4%

Principal stability: 5 principals in the last 4 years

STUDENTS

Enrollment: 329 students
District K-8 average: 382

Capture rate: 33%
District K-8 average: 28%

Low-income: 84%

IEP*: 34%

Student stability rate: 84%

Students suspended at least once: Overall 26%

Low-income: 24%

IEP*: 10%

32% of students missed more than 10% of days they were enrolled + 20% missed 20% or more = 52% chronically absent students

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

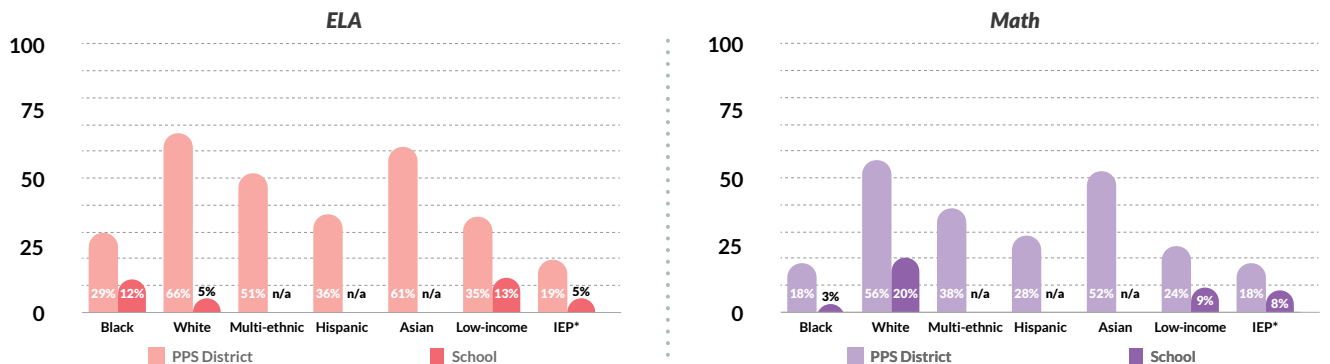
KEY: Black, White, Multi-ethnic, Hispanic, Asian, Pacific Islander, American Indian

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

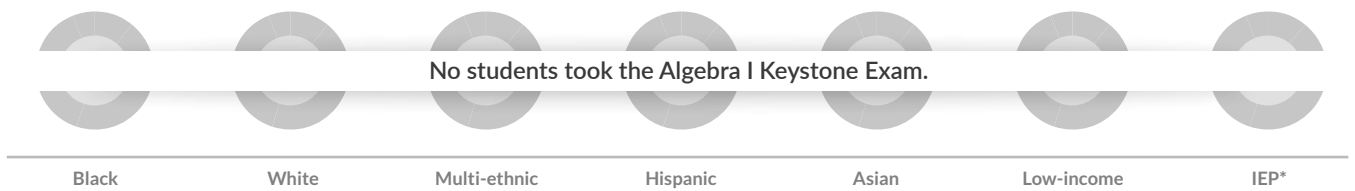
8th grade algebra Students who took algebra by the end of 8th grade:



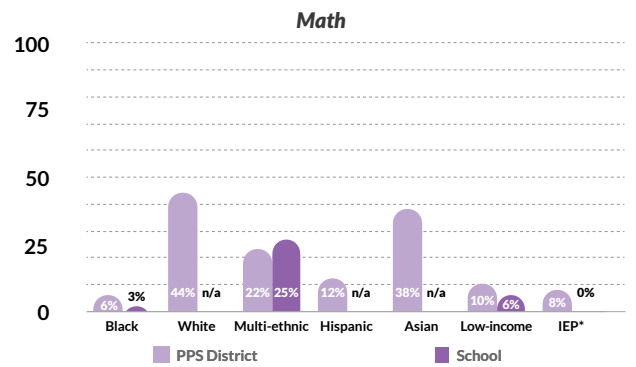
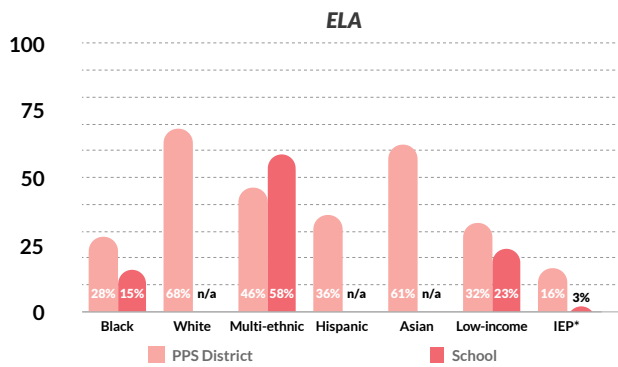
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Brookline PreK-8

Neighborhood school

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

Accessible • Principal: John Vater



24 teachers

BlackWhite

Teachers feel the school is a good place to work and learn: **97%**

Teachers absent 18+ days: **4%**
Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

1
out of
24

Enrollment: 362 students
District K-8 average: 382

Capture rate: 48%
District K-8 average: 28%

Low-income: **57%**
IEP*: **22%**
Student stability rate: **97%**

Students suspended at least once

Overall: **2%**
Low-income: 2%
IEP*: 1%

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

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

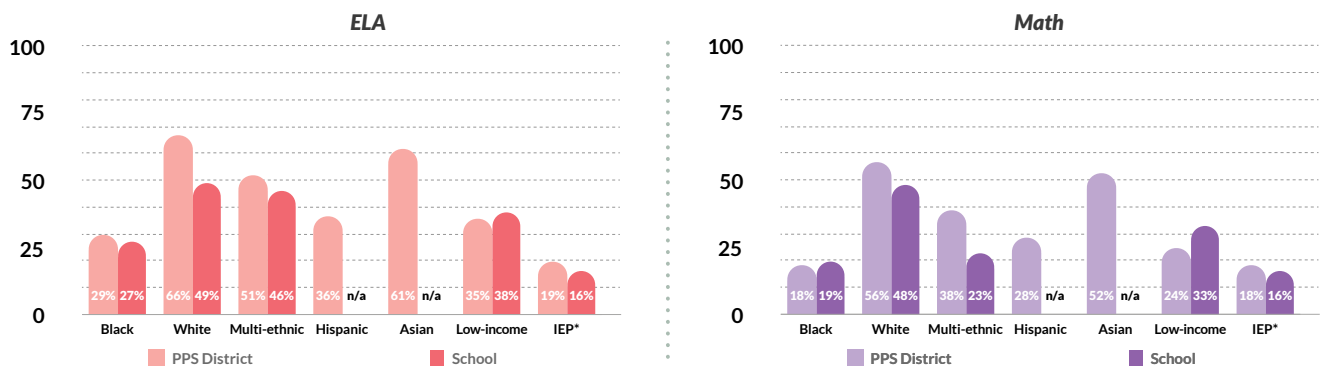
18% of students missed more than 10% of days they were enrolled + **5%** missed 20% or more = **24% chronically absent students**
Percentages do not add up due to rounding

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

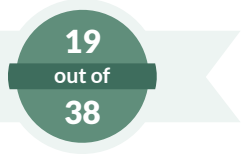


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

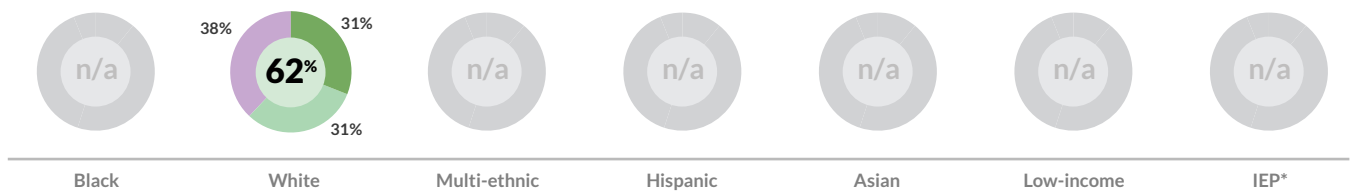
8th grade algebra Students who took algebra by the end of 8th grade:



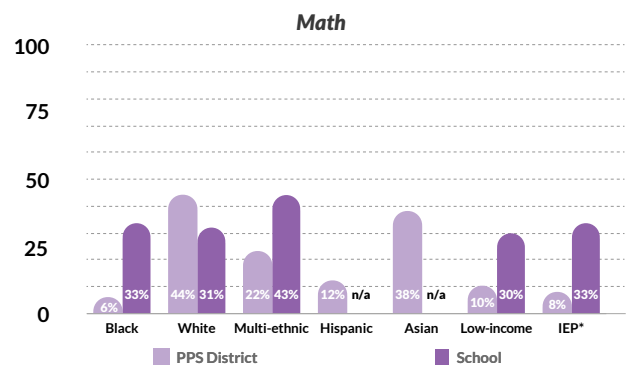
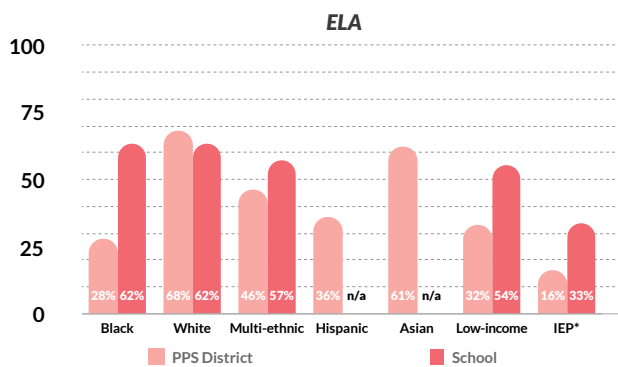
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



TEACHERS

35 teachers

- Black: 3%
- White: 94%
- Multi-ethnic: 3%

Teachers with National Board Certification: 1 out of 35

Teachers feel the school is a good place to work and learn: 63%

Teachers absent 18+ days: 20%

Teachers new to the school: 6%

Principal stability: 2 principals in the last 4 years

STUDENTS

Enrollment: 519 students
District K-8 average: 382

Capture rate: n/a
District K-8 average: 28%

Low-income: 63%

IEP*: 21%

Student stability rate: 95%

Students suspended at least once: Overall 9%

Low-income: 8%

IEP*: 3%

KEY: Black, White, Multi-ethnic, Hispanic, Asian, Pacific Islander, American Indian

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

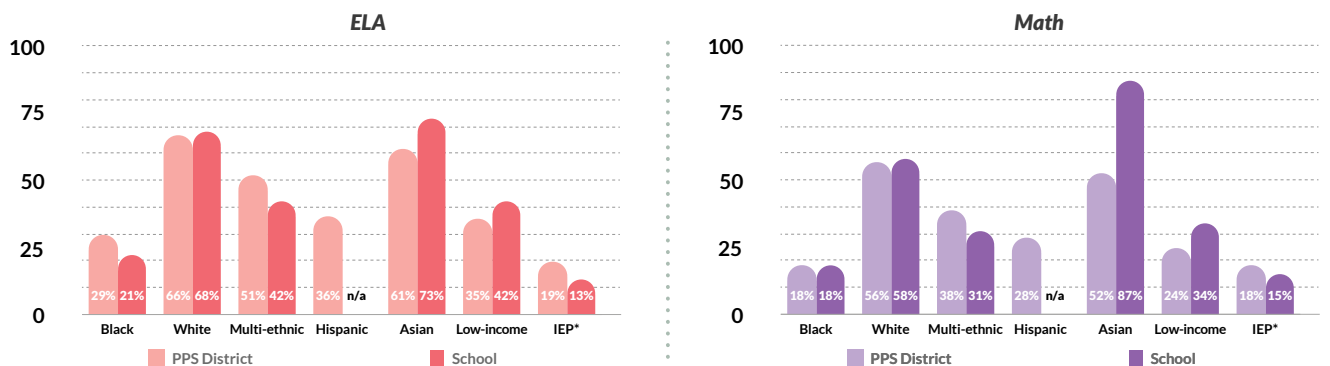
17% of students missed more than 10% of days they were enrolled + 4% missed 20% or more = 21% chronically absent students

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

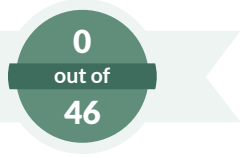


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

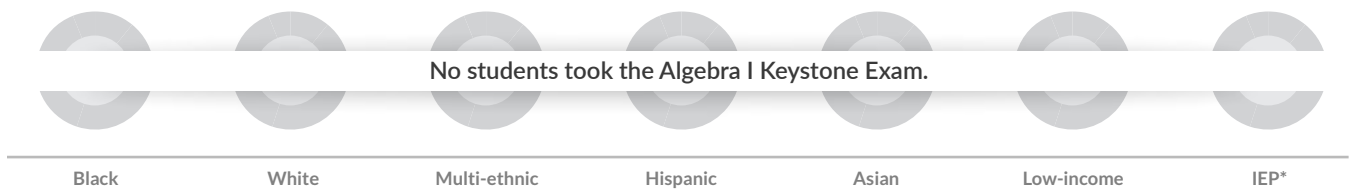
8th grade algebra Students who took algebra by the end of 8th grade:



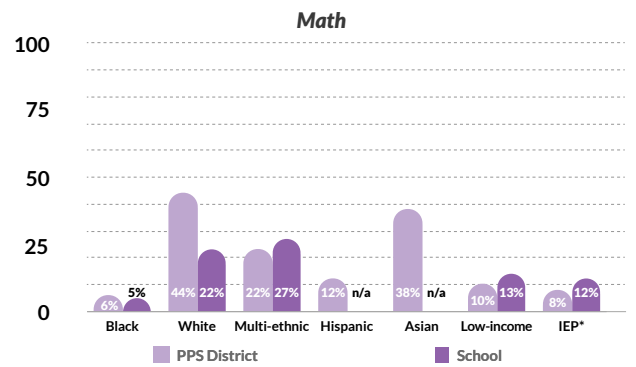
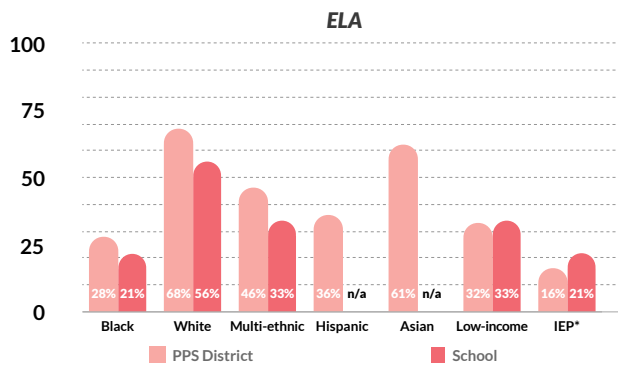
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Colfax K-8

Neighborhood school

2332 Beechwood Blvd., 15217 • Squirrel Hill • 412-529-3525

Accessible • Principal: Tamara Sanders-Woods



2020 featured "Rising Up" school

TEACHERS

36 teachers

- 19% Black
- 78% White
- 3% Asian

Teachers feel the school is a good place to work and learn: **73%**

Teachers absent 18+ days: **8%**
Teachers new to the school: **0%**

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

Teachers with National Board Certification: **1 out of 36**

STUDENTS

Enrollment: 732 students
District K-8 average: 382

Capture rate: 29%
District K-8 average: 28%

Low-income: **29%**
IEP*: **15%**
Student stability rate: **92%**

Students suspended at least once

Overall: **6%**

Low-income: 4%
IEP*: 2%

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

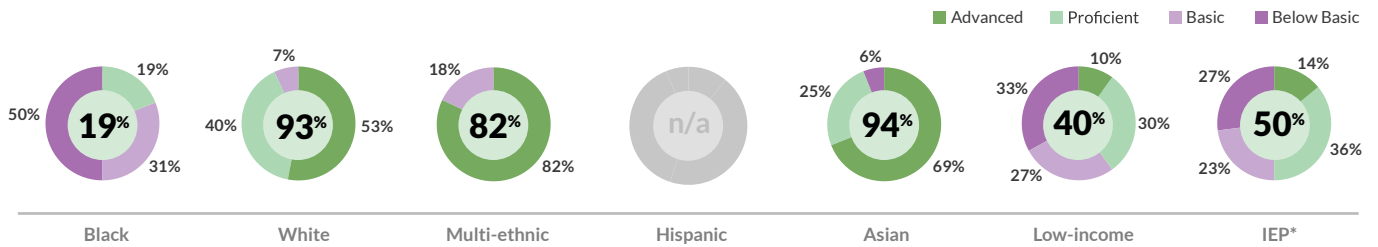
11% of students missed more than 10% of days they were enrolled + 3% missed 20% or more = 14% chronically absent students

KEY

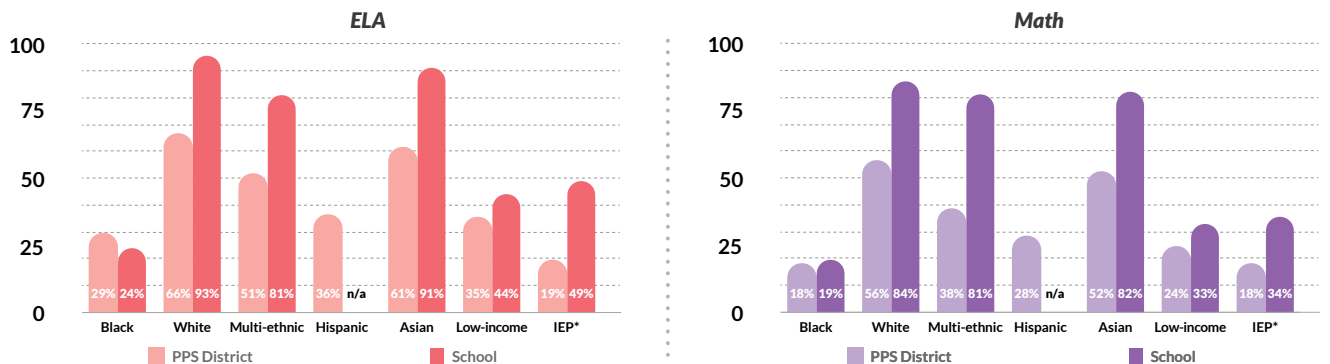
- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

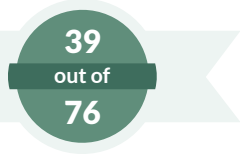


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

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

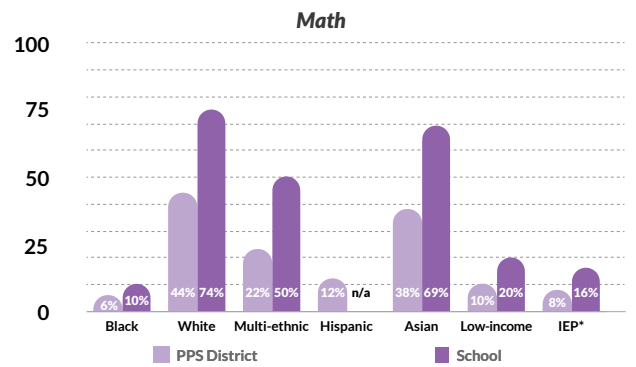
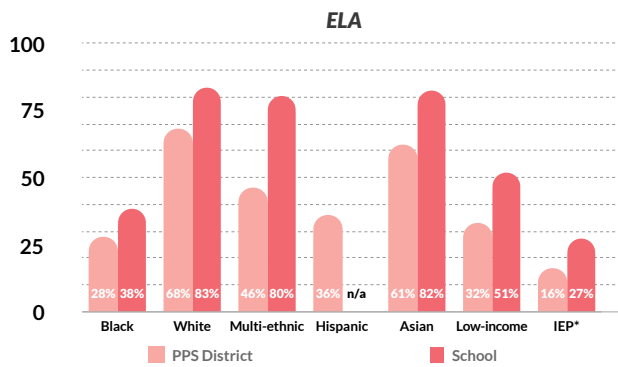


Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Greenfield PreK-8

Neighborhood school

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

Accessible • Principal: Brandon George



2023 featured "Rising Up" school

TEACHERS

21 teachers

14% Black | 86% White

Teachers with National Board Certification: **3 out of 21**

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

Teachers absent 18+ days: **0%**
Teachers new to the school: **0%**

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

STUDENTS

Enrollment: 337 students
District K-8 average: 382

Capture rate: 53%
District K-8 average: 28%

Low-income: **46%**
IEP*: **16%**
Student stability rate: **95%**

Students suspended at least once

Overall: **4%**
Low-income: 3%
IEP*: 1%

13% of students missed more than 10% of days they were enrolled + **3%** missed 20% or more = **16% chronically absent students**

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

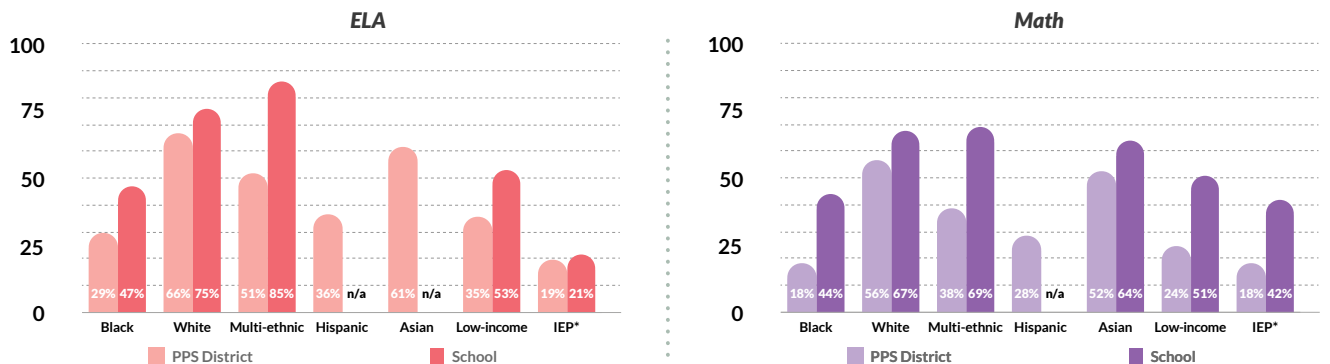
Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

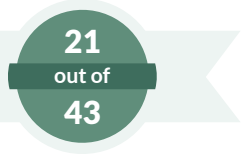


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



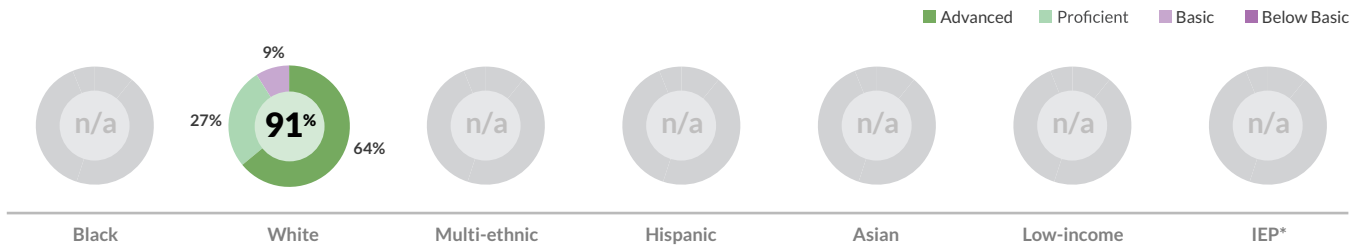
Key outcomes (6-8)

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

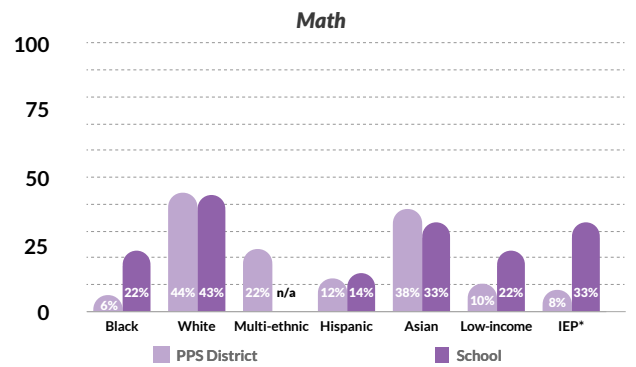
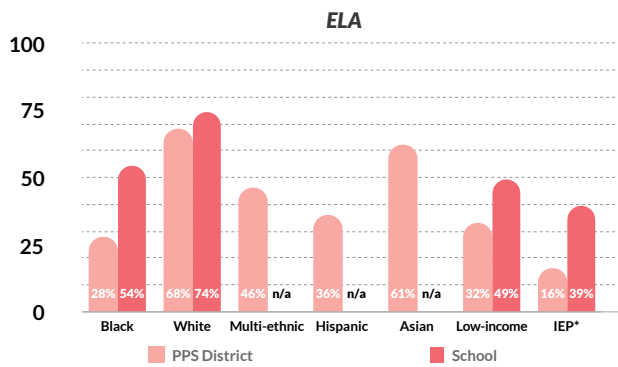


Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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: Dawn Gordon



TEACHERS

16 teachers

38% Black | 63% White

Teachers with National Board Certification: **0** out of 16

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

Teachers absent 18+ days: **19%**
 Teachers new to the school: **6%**

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

STUDENTS

Enrollment: 316 students
 District K-8 average: 382

Capture rate: **25%**
 District K-8 average: 28%

Low-income: **88%**
 IEP*: **24%**
 Student stability rate: **89%**

Students suspended at least once

Overall: **22%**

Low-income: 22%
 IEP*: 8%

21% Black, 1% Multi-ethnic, 1% American Indian

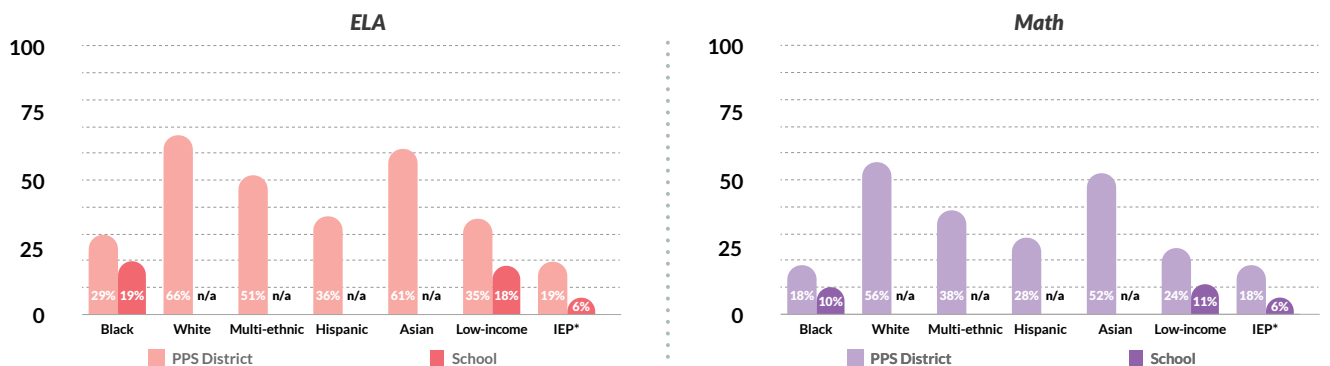
32% of students missed more than 10% of days they were enrolled + 17% missed 20% or more = **49% chronically absent students**

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

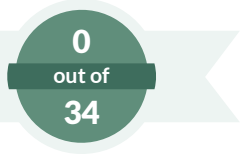


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

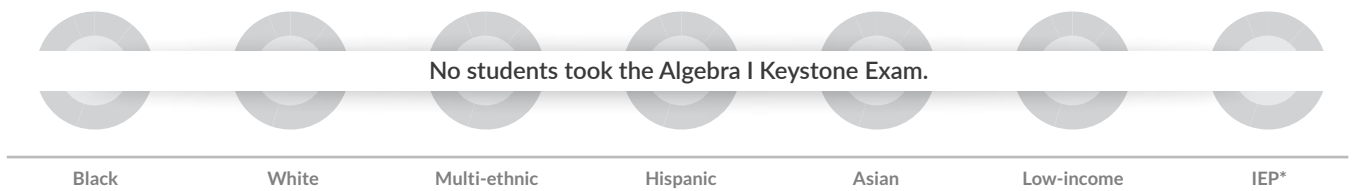
8th grade algebra Students who took algebra by the end of 8th grade:



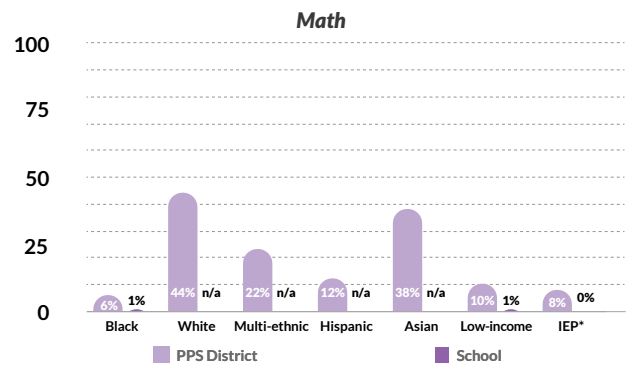
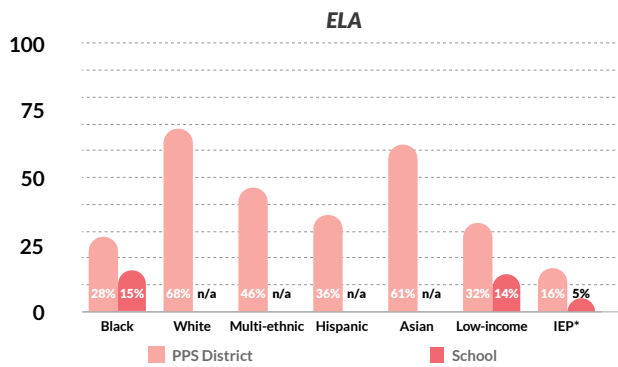
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Langley PreK-8

Neighborhood school

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

Accessible • Principal: Stephen Sikon



2021 and 2022 featured "Rising Up" school

TEACHERS

38 teachers

8% Black | 92% White

Teachers with National Board Certification: **4 out of 38**

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

Teachers absent 18+ days: 5%
Teachers new to the school: 8%

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

STUDENTS

Enrollment: 501 students
District K-8 average: 382

Capture rate: **33%**
District K-8 average: 28%

Low-income: **86%**
IEP*: **31%**
Student stability rate: **84%**

Students suspended at least once

Overall: **21%**

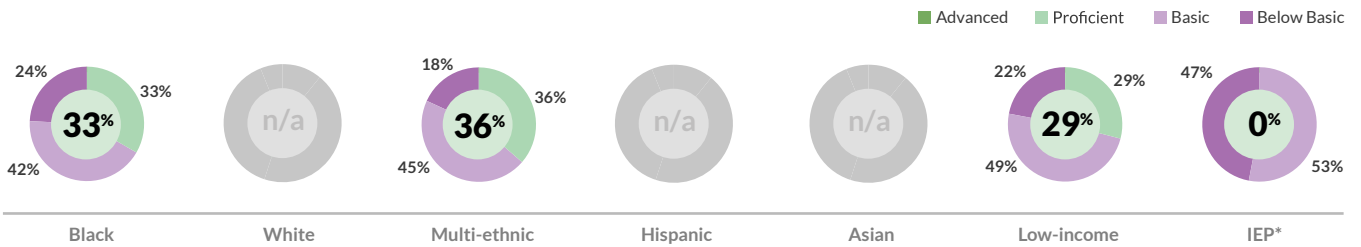
Black: 15%
White: 2%
Multi-ethnic: 3%
Hispanic: 3%
Asian: 0%
Pacific Islander: 0%
American Indian: 0%

Low-income: 20%
IEP*: 7%

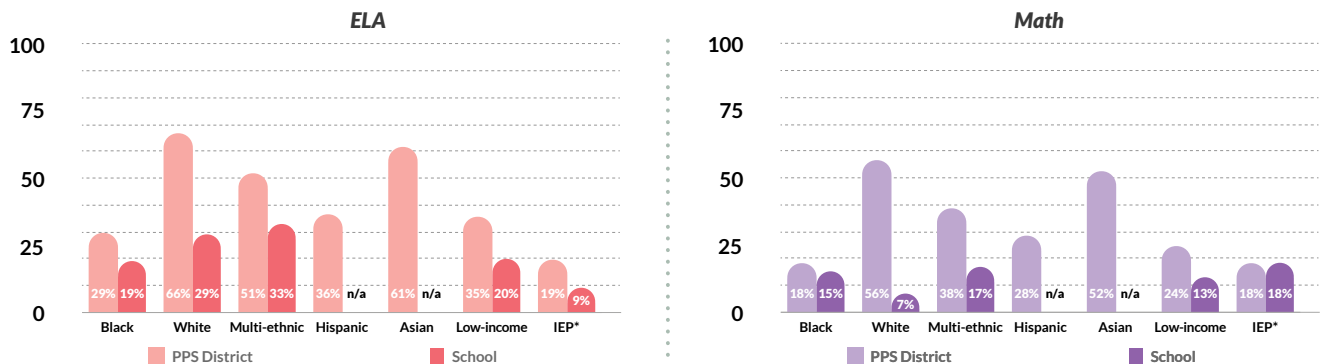
33% of students missed more than 10% of days they were enrolled + 18% missed 20% or more = **51% chronically absent students**

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

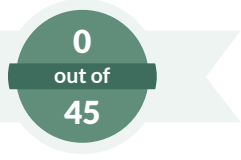


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

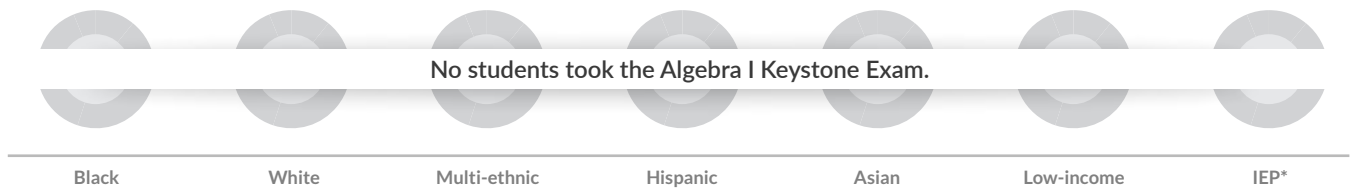
8th grade algebra Students who took algebra by the end of 8th grade:



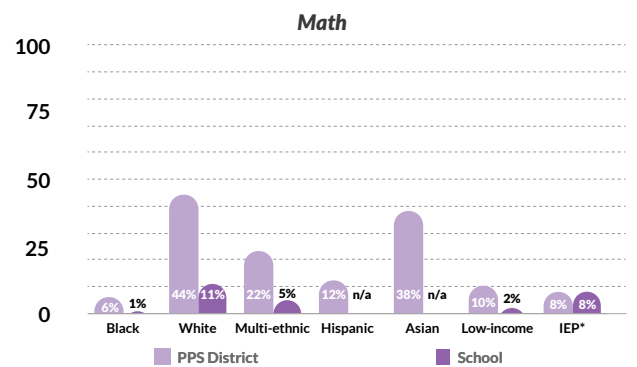
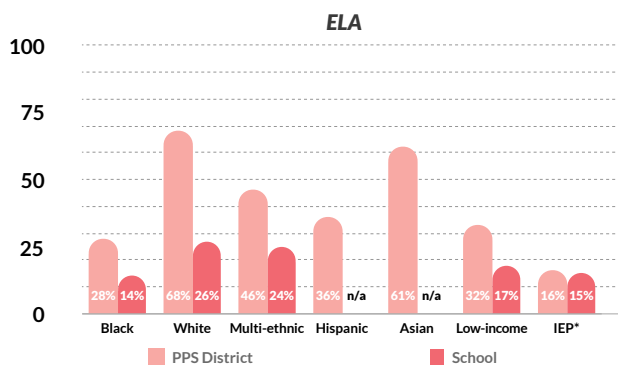
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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 • 412-529-3101

Accessible • Principal: Shavonne Johnson



TEACHERS

17 teachers

18% Black | 82% White

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

Teachers absent 18+ days: **18%**
Teachers new to the school: **6%**

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

Teachers with National Board Certification: **1 out of 17**

STUDENTS

Enrollment: 170 students
District K-8 average: 382

Capture rate: **28%**
District K-8 average: 28%

Low-income: **78%**
IEP*: **40%**
Student stability rate: **91%**

Students suspended at least once

Overall: **14%**

Low-income: 13%
IEP*: 5%

24% of students missed more than 10% of days they were enrolled + 8% missed 20% or more = **32% chronically absent students**

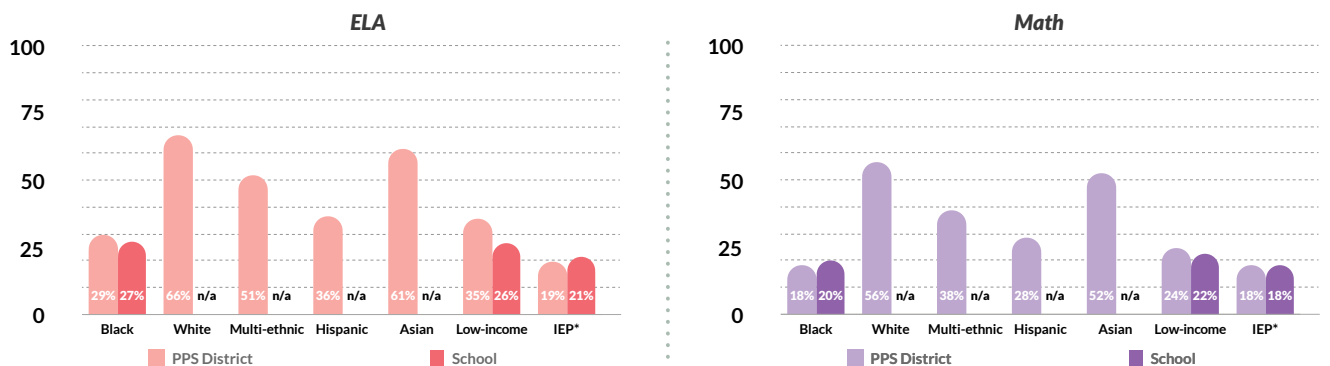
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

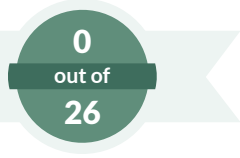


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

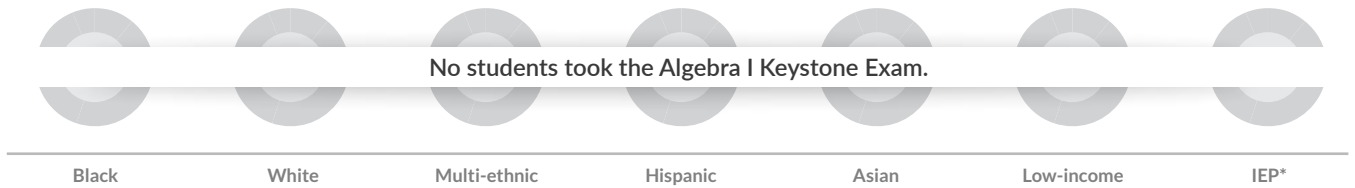
8th grade algebra Students who took algebra by the end of 8th grade:



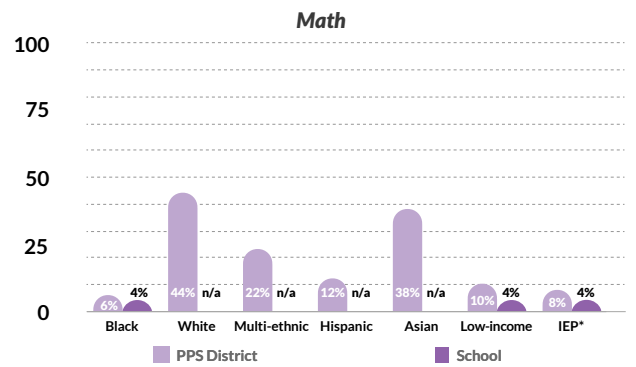
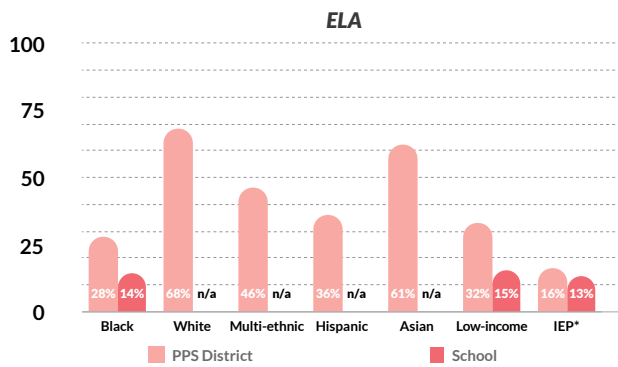
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



TEACHERS

17 teachers 100%
White

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

Teachers absent 18+ days: **6%**
Teachers new to the school: **0%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
17

STUDENTS

Enrollment: 252 students
District K-8 average: 382

Capture rate: **42%**

District K-8 average: 28%

Low-income: **65%**

IEP*: **23%**

Student stability rate: **92%**

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **18%**

Low-income: 16%
IEP*: 6%

Percentages do not add up due to rounding

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

23% of students missed more than 10% of days they were enrolled + **14%** missed 20% or more = **36% chronically absent students**

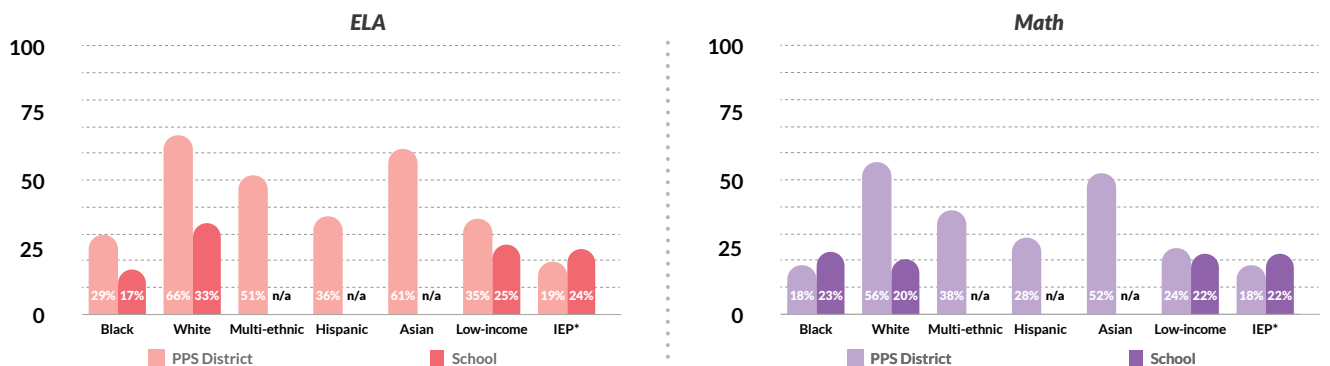
Percentages do not add up due to rounding

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

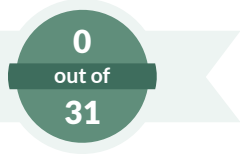


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

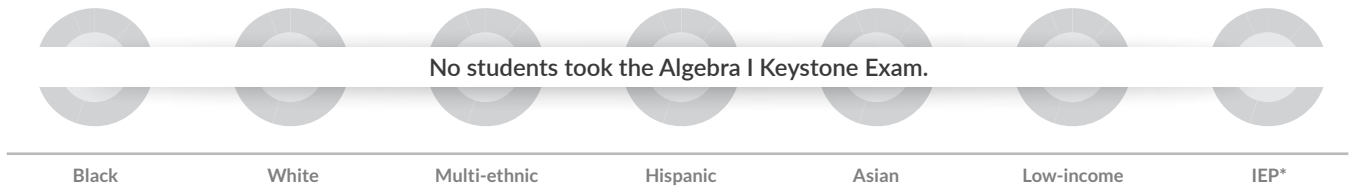
8th grade algebra Students who took algebra by the end of 8th grade:



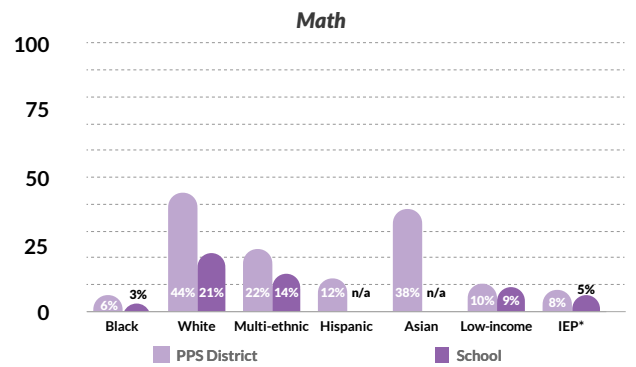
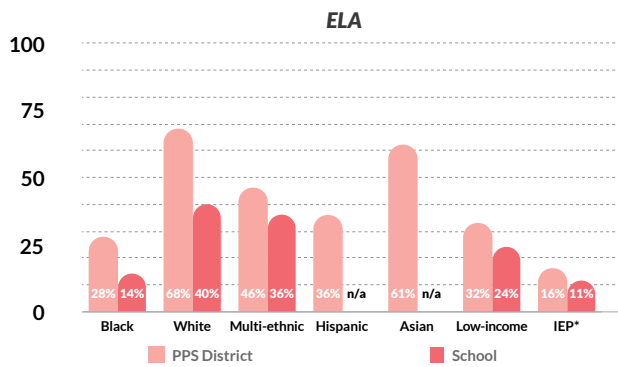
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

■ Advanced ■ Proficient ■ Basic ■ Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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
 5-8: 3530 Fleming Ave., 15212 • Brighton Heights • 412-529-6600
 Accessible • Principal: Carlton Watson



TEACHERS

29 teachers

21% Black | 79% White

Teachers with National Board Certification: 0 out of 29

Teachers feel the school is a good place to work and learn: 74%

Teachers absent 18+ days: 17%
 Teachers new to the school: 10%

Principal stability: 4 principals in the last 4 years

STUDENTS

Enrollment: 455 students
 District K-8 average: 382

Capture rate: 28%
 District K-8 average: 28%

Low-income: 80%
 IEP*: 16%
 Student stability rate: 89%

Students suspended at least once: Overall 11%
 Low-income: 10%
 IEP*: 4%

24% of students missed more than 10% of days they were enrolled + 19% missed 20% or more = 43% chronically absent students

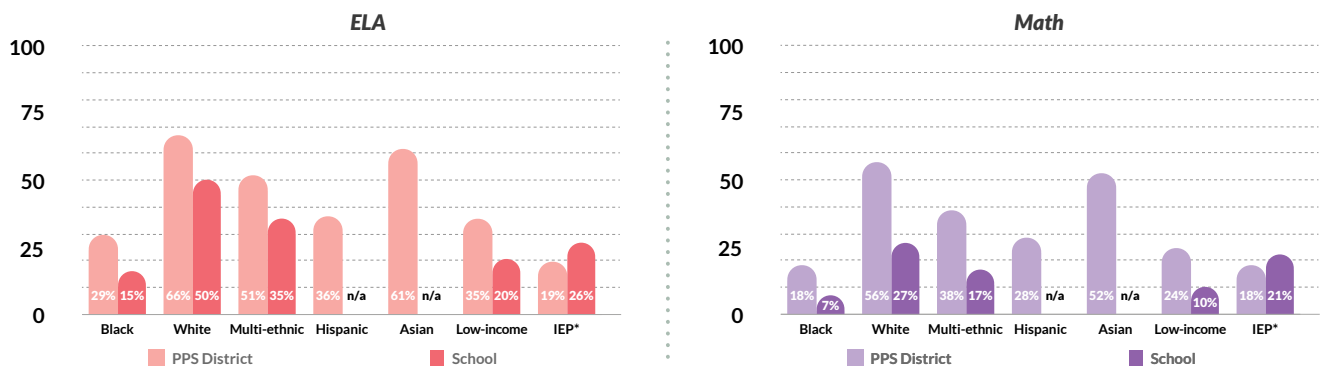
KEY: Black, White, Multi-ethnic, Hispanic, Asian, Pacific Islander, American Indian

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

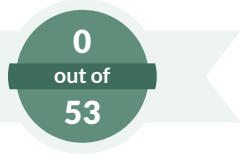


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

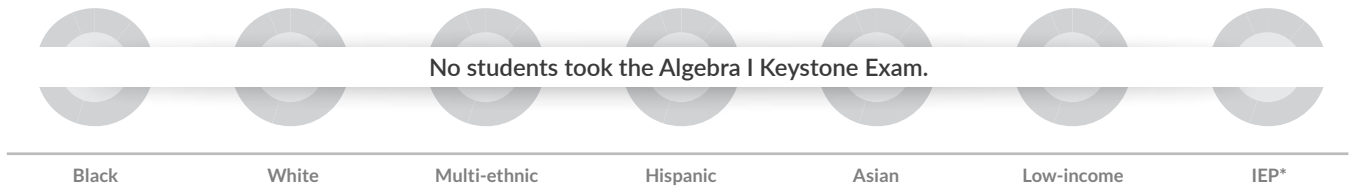
8th grade algebra Students who took algebra by the end of 8th grade:



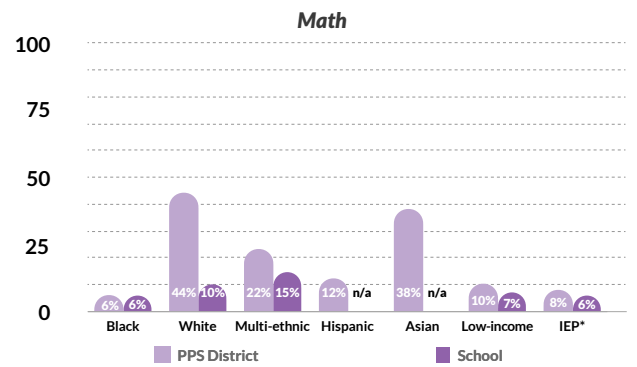
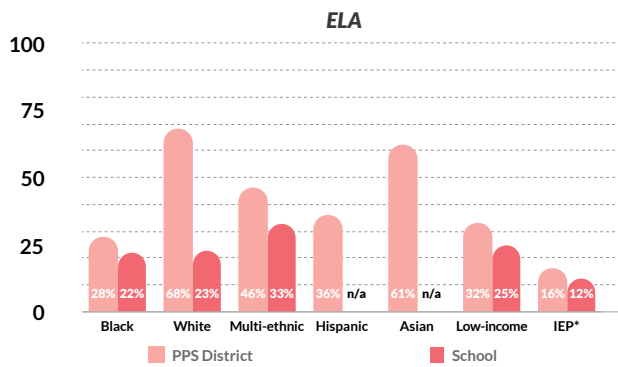
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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





Pittsburgh Sunnyside PreK-8

Neighborhood school

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

Accessible • Principal: Ashanti Jones



2023 featured "Rising Up" school

TEACHERS

16 teachers

6% Black, 94% White

Teachers with National Board Certification: 0 out of 16

Teachers feel the school is a good place to work and learn: **92%**

Teachers absent 18+ days: 6%
Teachers new to the school: 0%

Principal stability: 3 principals in the last 4 years

STUDENTS

Enrollment: 234 students
District K-8 average: 382

Capture rate: **25%**
District K-8 average: 28%

Low-income: **61%**
IEP*: **25%**
Student stability rate: **92%**

Students suspended at least once

Overall: **7%**
Low-income: 7%
IEP*: 3%

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

16% of students missed more than 10% of days they were enrolled + **7%** missed 20% or more = **23%** chronically absent students

KEY

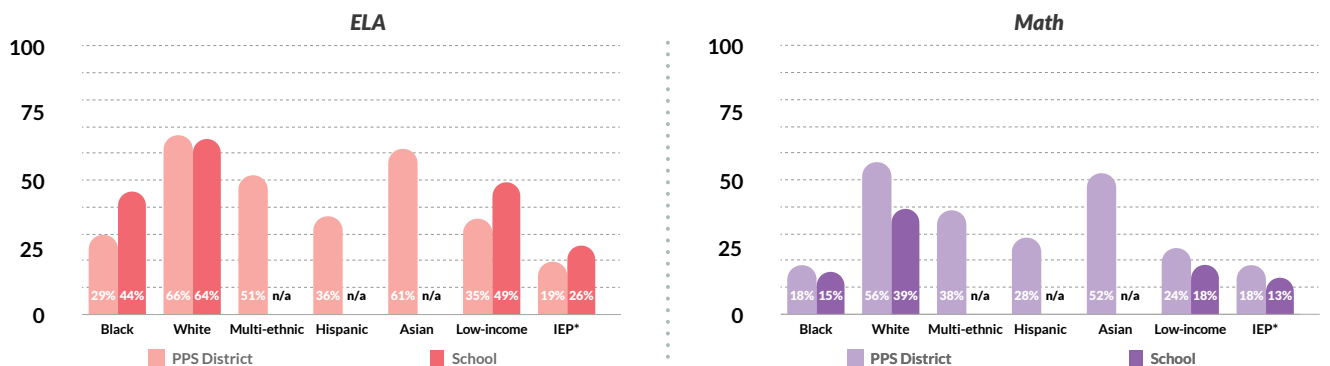
- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

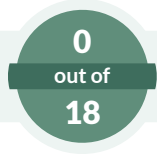


2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

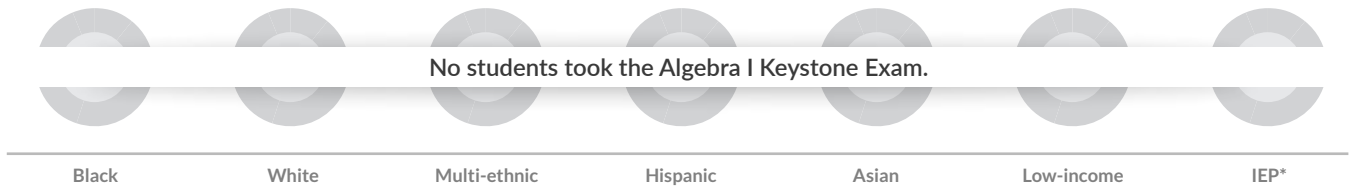
8th grade algebra Students who took algebra by the end of 8th grade:



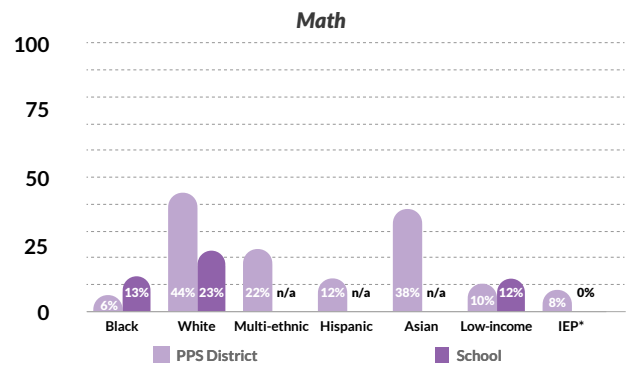
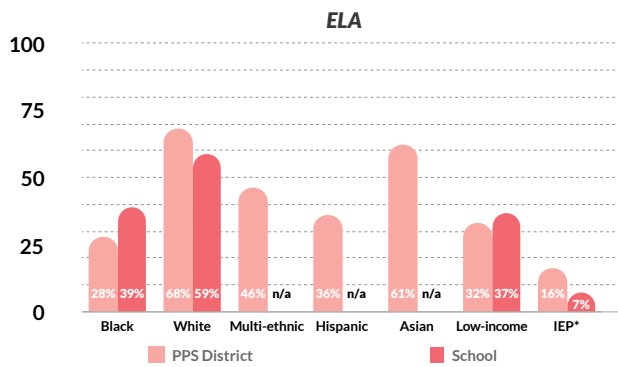
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023-24 Special education programs

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



Helping your child with reading and math at home

Following are tips for helping children of all ages with reading and math at home, from Pittsburgh-based OpenLiteracy (openliteracy.com), GreatSchools (greatschools.org) and other sources.



GENERAL SUPPORT

- Post a list of what your children need to bring to school each day by the front door. Break big tasks into smaller tasks. Create a calendar with due dates, including steps along the way for long-term projects.
- Set a time to complete homework that works for your child.
- Encourage children to find a quiet space to work. Teens often believe they can do their homework with the TV on and/or phones in hand, but research suggests multi-tasking is not efficient.
- The Carnegie Library of Pittsburgh (carnegielibrary.org) is a resource for more than books. The main and branch libraries offer homework help, tutoring, and activities for children and teens. Library cards are free for city residents and fines are no longer charged for overdue materials.
- Visit the Ed Navigator (ednavigator.org/guide) for many resources, including what your child should know and be able to do at each grade level.
- If you need to brush up on your own skills to help your child, you can take free online courses at Khan Academy (khanacademy.org), find free help at Literacy Pittsburgh (literacypittsburgh.org), or check out the grade level guides at Great Schools.



READING

- Learn simple activities to build your child's comprehension and phonics knowledge by viewing videos at OpenLiteracy (openliteracy.org), "Literacy Resources" and 412 Rhymes (pghreads.com/412rhymes).
- Help children develop pre-reading skills by reading text that is highlighted graphically or visually first, such as titles, headings, subheadings, photo captions, and text in bold or italics. Forming an idea of what a text is going to be about before reading it can help children better understand it.
- Talk about books your child is reading to help build vocabulary and comprehension.
- Dolly Parton's Imagination Library (imaginationlibrary.com) sends free, high quality books to any child each month from birth to age five.



MATH

You can help your children become mathematical thinkers through daily activities. For example:

- Ask your child to help measure ingredients for a recipe.
- Work with them to make charts, tables, and graphs of information that interests them.
- Compare prices while shopping.
- If you're doing "mental math," say it out loud around your children.
- Ask young children to count, sort, and compare groups of objects, and place them in rows.
- See how many triangles, squares, and rectangles you can find together in a room.
- On a walk or in your home, look for shapes that tessellate (fit together in a pattern with no overlap, like a honeycomb), and shapes with symmetry.

Homework

You can help your child—without doing problems for them—even if you don't completely understand how they're being taught.

Consider asking these questions:

- Let's look at the directions. What are you being asked to find out?
- Where could you begin?
- Is there any part of the problem you already know how to do?
- Would it help to make a list, a drawing, a chart, or a table?
- What do you estimate the answer will be?
- Does your answer seem reasonable? Is there another way to check it?

If you are interested in learning more about tutoring options around the city, visit bit.ly/Request-A-Tutor or call 412-256-8536.




Pittsburgh's middle schools

- In the 2022-23 school year: PPS had 7 middle (6-8) schools.
- The average 6-8 school had 240 students.
- 75% of 6-8 school students were economically disadvantaged (receiving public assistance).
- 33% of 6-8 school students attended their school of assignment ("capture rate").

6-8 TEACHING/ COUNSELING

119 teachers

12% Black | 85% White | 2% Multi-ethnic | 2% Hispanic

Teachers with National Board Certification: 10  **Average counselor/student ratio: 1/202**

6-8 STUDENTS

Students chronically absent

23% of students missed more than 10% of days they were enrolled

11% missed 20% or more

Students suspended at least once

33% Total chronically absent students

Percentages do not add up due to rounding

Overall: **23%**

Percentages do not add up due to rounding

Low-income: **21%**

IEP*: **7%**

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

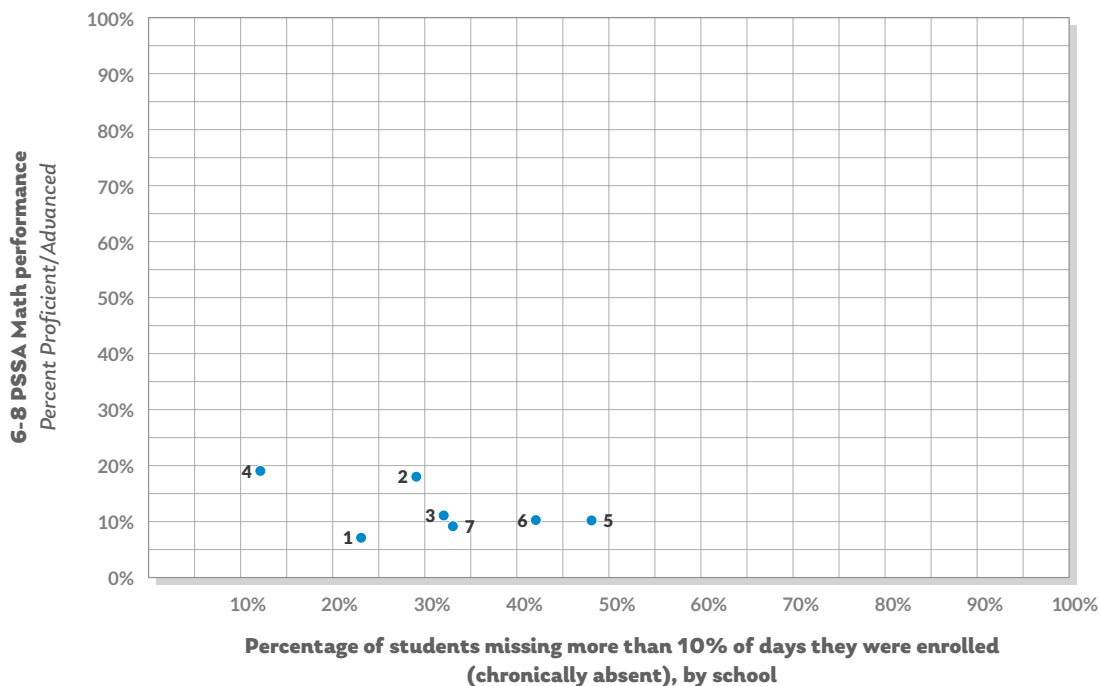
KEY | Black | White | Multi-ethnic | Hispanic | Asian | Pacific Islander | American Indian

SCHOOL STABILITY | **Student stability rate: 89%** | **Teachers new to the school: 6%**

PRINCIPAL STABILITY 2020-23 | 5 schools had one principal. | 1 school had two. | 1 school had three.

8th grade algebra 6-8 students who took algebra by the end of 8th grade: **137 out of 564**

2023 MATH ACHIEVEMENT AND CHRONIC ABSENTEEISM



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



Pittsburgh Allegheny 6-8

Traditional Academy magnet school

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

Accessible • Principal: Yarra Howze



TEACHERS

11 teachers

18% Black | 82% White

Teachers feel the school is a good place to work and learn: **94%**

Teachers absent 18+ days: **0%**
Teachers new to the school: **18%**

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

Teachers with National Board Certification: **1 out of 11**

STUDENTS

Enrollment: 156 students
District 6-8 average: 240

Capture rate: **n/a**
District 6-8 average: 33%

Low-income: **85%**
IEP*: **23%**
Student stability rate: **92%**

Students suspended at least once

Overall: **26%**

Low-income: 24%
IEP*: 8%

Percentages do not add up due to rounding

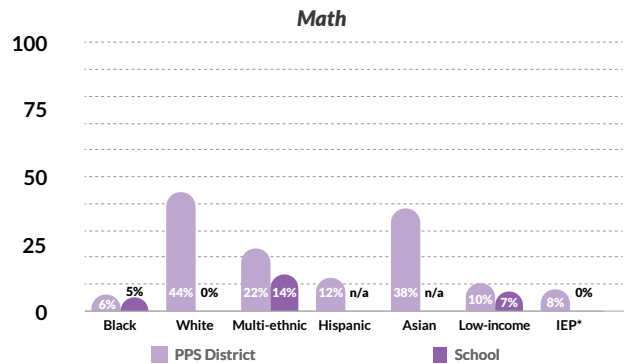
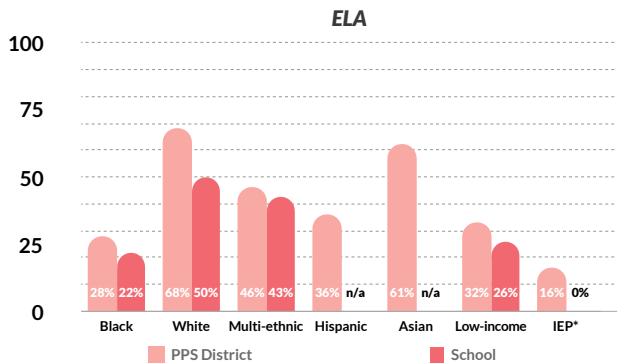
KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

20% of students missed more than 10% of days they were enrolled + 3% missed 20% or more = 23% chronically absent students

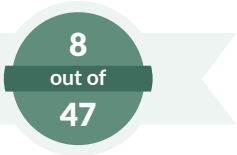
Key outcomes

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



Key outcomes

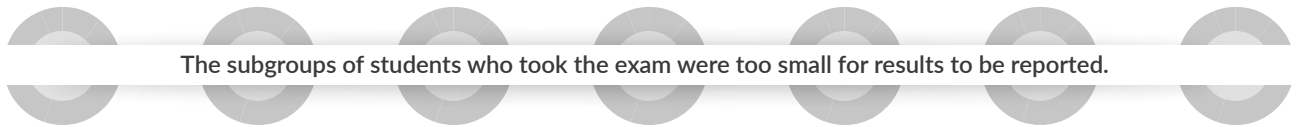
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



Black

White

Multi-ethnic

Hispanic

Asian

Low-income

IEP*

2023-24 Special education programs

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



Pittsburgh Arsenal 6-8

Neighborhood school

220 40th St., 15201 • Lawrenceville • 412-529-5740

Accessible, with exceptions • Principal: Anthony Varlotta



2019 featured "Rising Up" school

TEACHERS

13 teachers

8% Black | 85% White | 8% Multi-ethnic

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

Teachers absent 18+ days: **8%**
Teachers new to the school: **0%**

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

Teachers with National Board Certification: **0 out of 13**

STUDENTS

Enrollment: 150 students
District 6-8 average: 240

Capture rate: 27%
District 6-8 average: 33%

Low-income: **72%**
IEP*: **25%**
Student stability rate: **85%**

Students suspended at least once

Overall: **21%**

Low-income: 19%
IEP*: 9%

Percentages do not add up due to rounding

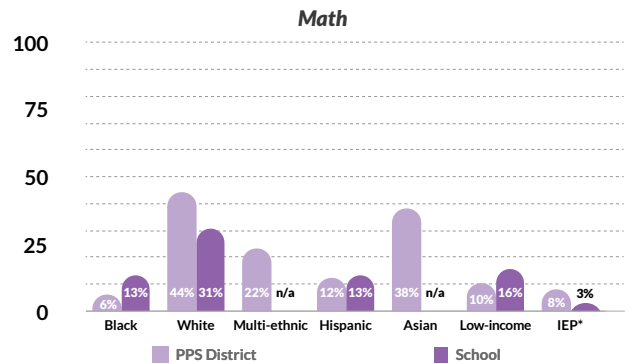
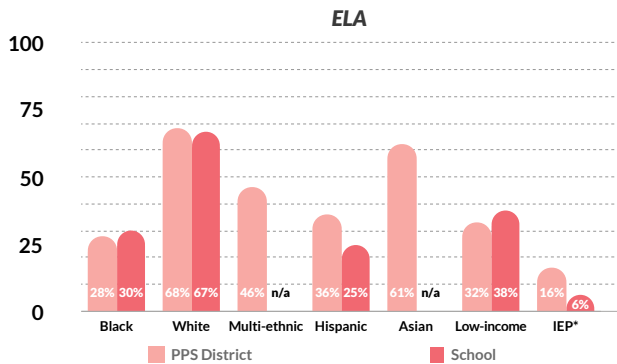
KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

22% of students missed more than 10% of days they were enrolled + **8%** missed 20% or more = **29% chronically absent students**
Percentages do not add up due to rounding

Key outcomes

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



Key outcomes

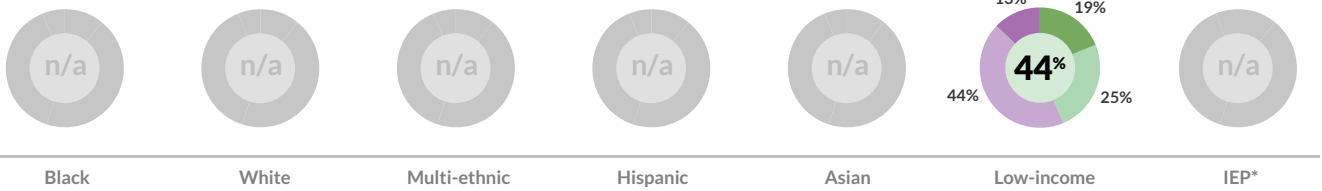
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023-24 Special education programs

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



TEACHERS

16 teachers

13% Black | 88% White

Teachers feel the school is a good place to work and learn: **63%**

Teachers absent 18+ days: **6%**
 Teachers new to the school: **0%**

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

Teachers with National Board Certification: **0 out of 16**

STUDENTS

Enrollment: 253 students
 District 6-8 average: 240

Capture rate: **n/a**
 District 6-8 average: 33%

Low-income: **75%**
 IEP*: **31%**
 Student stability rate: **91%**

Students suspended at least once

Overall: **23%**

Low-income: 20%
 IEP*: 9%

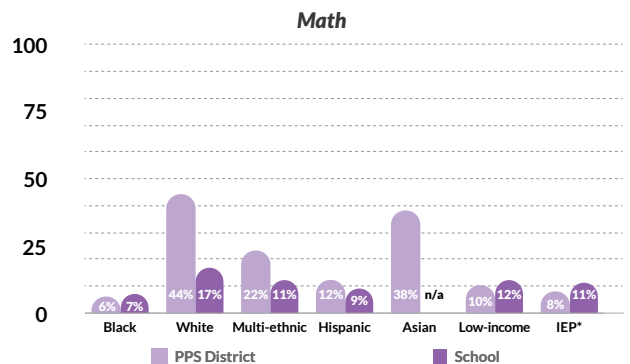
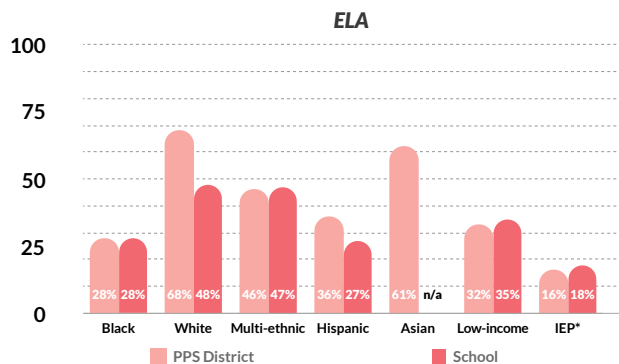
KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

24% of students missed more than 10% of days they were enrolled + **9%** missed 20% or more = **32% chronically absent students**
Percentages do not add up due to rounding

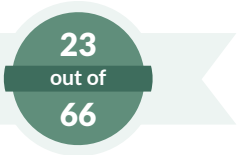
Key outcomes

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



Key outcomes

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



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)



2023-24 Special education programs

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





Pittsburgh Schiller 6-8

Neighborhood school with a Science, Technology, Engineering, Arts, and Math magnet program

1018 Peralta St., 15212 • East Allegheny • 412-529-4190
 Accessible, with exceptions • Principal: Paula Heinzman



2019 featured "Rising Up" school

TEACHERS

15 teachers

13% Black | 87% White

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

Teachers absent 18+ days: **0%**
 Teachers new to the school: **7%**

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

Teachers with National Board Certification: **1 out of 15**

STUDENTS

Enrollment: 244 students
 District 6-8 average: 240

Capture rate: 34%
 District 6-8 average: 33%

Low-income: **65%**
 IEP*: **19%**
 Student stability rate: **93%**

Students suspended at least once

Overall: **5%**

Low-income: 4%
 IEP*: 1%

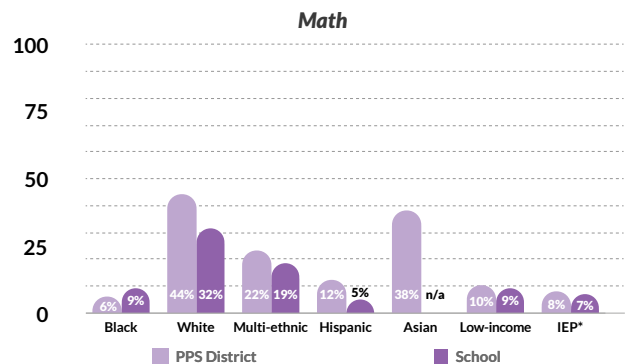
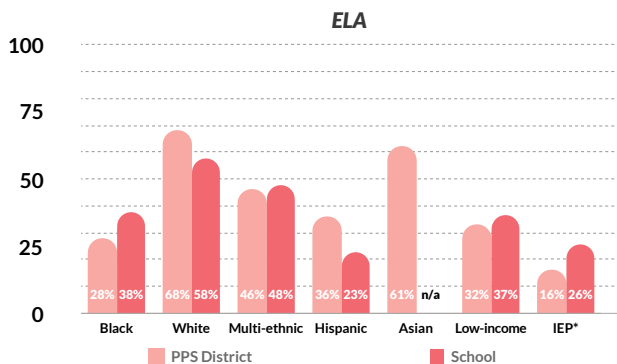
KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

11% of students missed more than 10% of days they were enrolled + **1%** missed 20% or more = **12% chronically absent students**

Key outcomes

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



Key outcomes

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

26
out of
81

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

■ Advanced ■ Proficient ■ Basic ■ Below Basic

The subgroups of students who took the exam were too small for results to be reported.

Black

White

Multi-ethnic

Hispanic

Asian

Low-income

IEP*

2023-24 Special education programs

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



2020 and 2023 featured "Rising Up" school

TEACHERS

20 teachers

5% Black | 95% White

Teachers with National Board Certification: 5 out of 20

Teachers feel the school is a good place to work and learn: **96%**

Teachers absent 18+ days: 20%
Teachers new to the school: 10%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment: 272 students
District 6-8 average: 240

Capture rate: 46%
District 6-8 average: 33%

Low-income: 78%
IEP*: 25%
Student stability rate: 88%

Students suspended at least once: Overall 25%
Low-income: 23%
IEP*: 8%

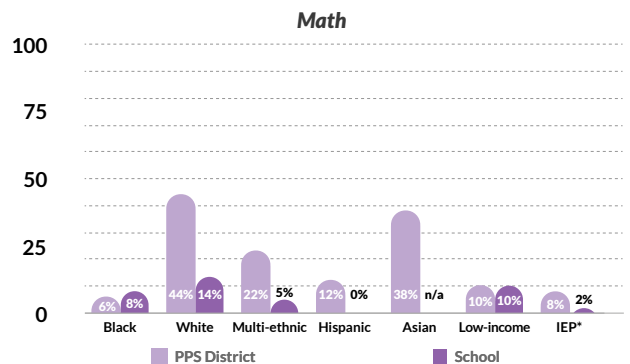
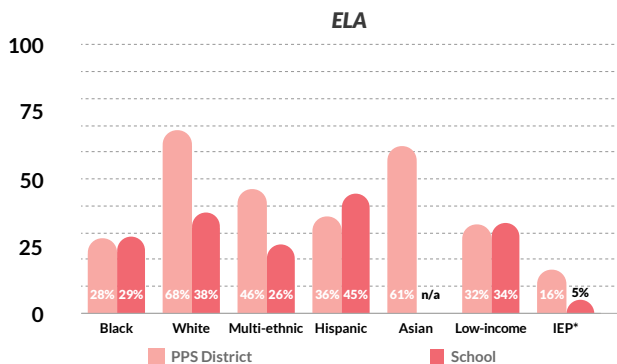
29% of students missed more than 10% of days they were enrolled + 19% missed 20% or more = **48% chronically absent students**

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

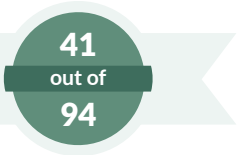
Key outcomes

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



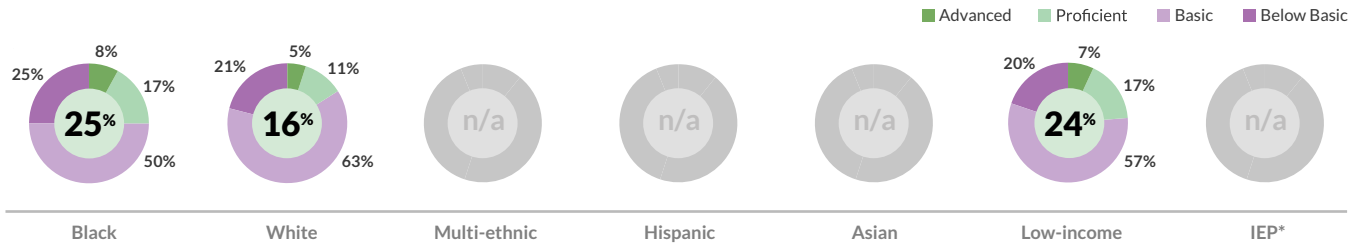
Key outcomes

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



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)



2023-24 Special education programs

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





Pittsburgh South Hills 6-8

Neighborhood school

595 Crane Ave., 15216 • Beechview • 412-529-8130

Accessible • Principal: Robert Frioni



TEACHERS

27 teachers

7% Black | 93% White

Teachers feel the school is a good place to work and learn: **91%**

Teachers absent 18+ days: **15%**
Teachers new to the school: **0%**

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

Teachers with National Board Certification: **2 out of 27**

STUDENTS

Enrollment: 400 students
District 6-8 average: 240

Capture rate: 36%
District 6-8 average: 33%

Low-income: **75%**
IEP*: **29%**
Student stability rate: **82%**

Students suspended at least once

Overall: **31%**
Low-income: 27%
IEP*: 10%

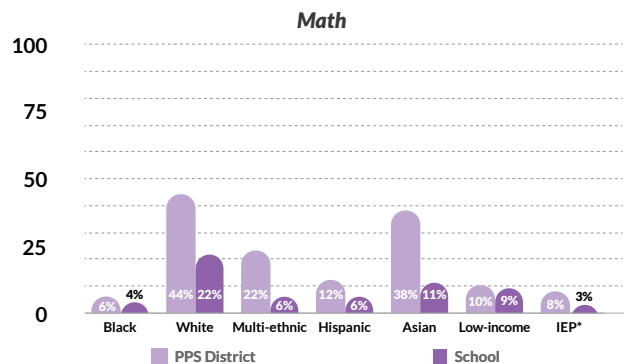
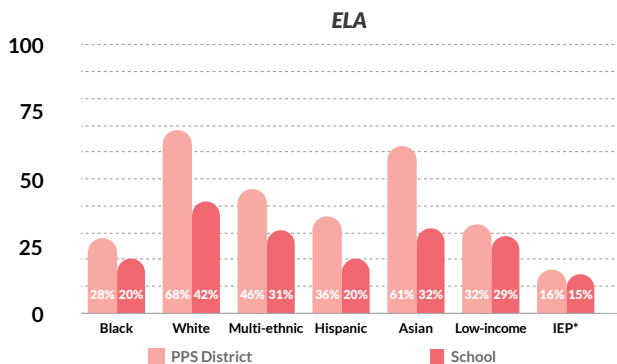
25% of students missed more than 10% of days they were enrolled + **17%** missed 20% or more = **42% chronically absent students**

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

Key outcomes

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



Key outcomes

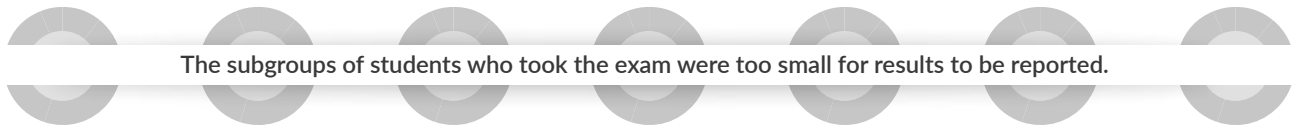
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

■ Advanced ■ Proficient ■ Basic ■ Below Basic



Black

White

Multi-ethnic

Hispanic

Asian

Low-income

IEP*

2023-24 Special education programs

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



TEACHERS

17 teachers

24% Black, 59% White, 6% Multi-ethnic, 12% Hispanic

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

Teachers absent 18+ days: **29%**
Teachers new to the school: **6%**

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

Teachers with National Board Certification: **1 out of 17**

STUDENTS

Enrollment: 208 students
District 6-8 average: 240

Capture rate: **18%**
District 6-8 average: 33%

Low-income: **78%**
IEP*: **25%**
Student stability rate: **91%**

Students suspended at least once

Overall: **27%**
Low-income: 25%
IEP*: 5%

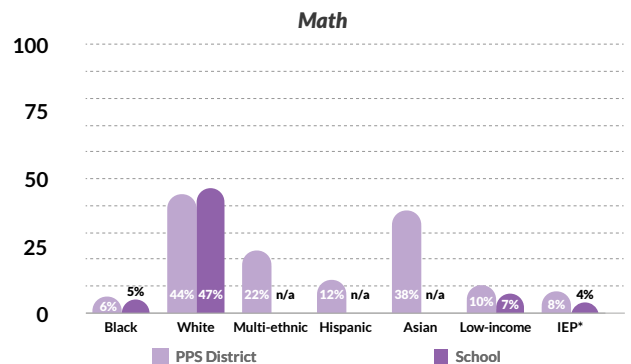
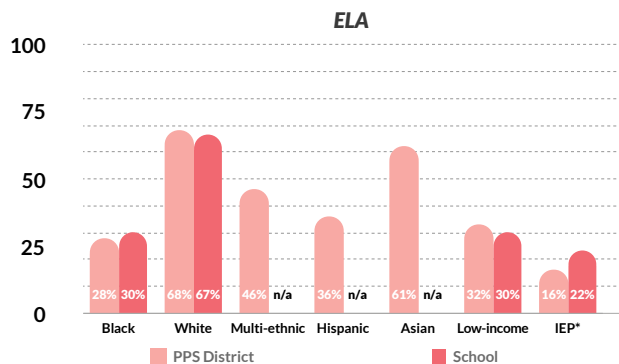
25% of students missed more than 10% of days they were enrolled + 9% missed 20% or more = **33% chronically absent students**
Percentages do not add up due to rounding

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

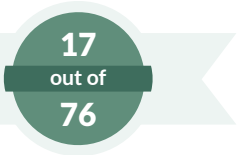
Key outcomes

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



Key outcomes

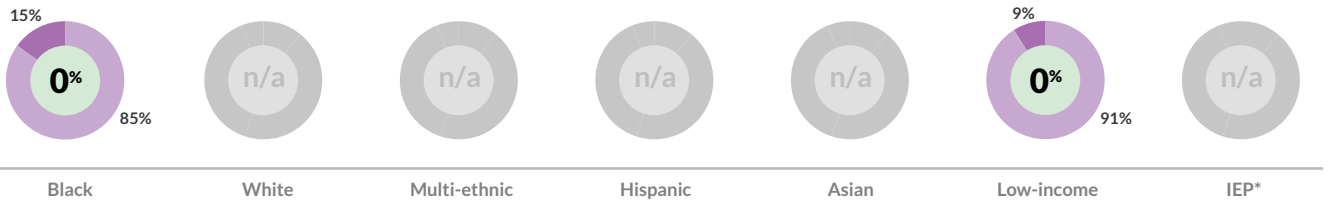
8th grade algebra Students who took algebra by the end of 8th grade:



Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023-24 Special education programs

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





Pittsburgh's 6-12 schools

- In the 2022-23 school year: PPS had 5 6-12 schools.
 - The average 6-12 school had 633 students.
 - 56% of 6-12 school students were economically disadvantaged (receiving public assistance).
 - 21% of 6-12 school students attended their school of assignment ("capture rate").
- (Data represent the two neighborhood schools.)

6-12 TEACHING/ COUNSELING

180 teachers

16% Black | 80% White | 1% Multi-ethnic | 2% Hispanic | 1% Asian

Teachers with National Board Certification: 17

Average counselor/student ratio: 1/194

6-12 STUDENTS

Students chronically absent

19% of students missed more than 10% of days they were enrolled

15% missed 20% or more

Students suspended at least once

34% Total chronically absent students

Overall: 15%

Percentages do not add up due to rounding

Low-income: **13%**

IEP*: **4%**

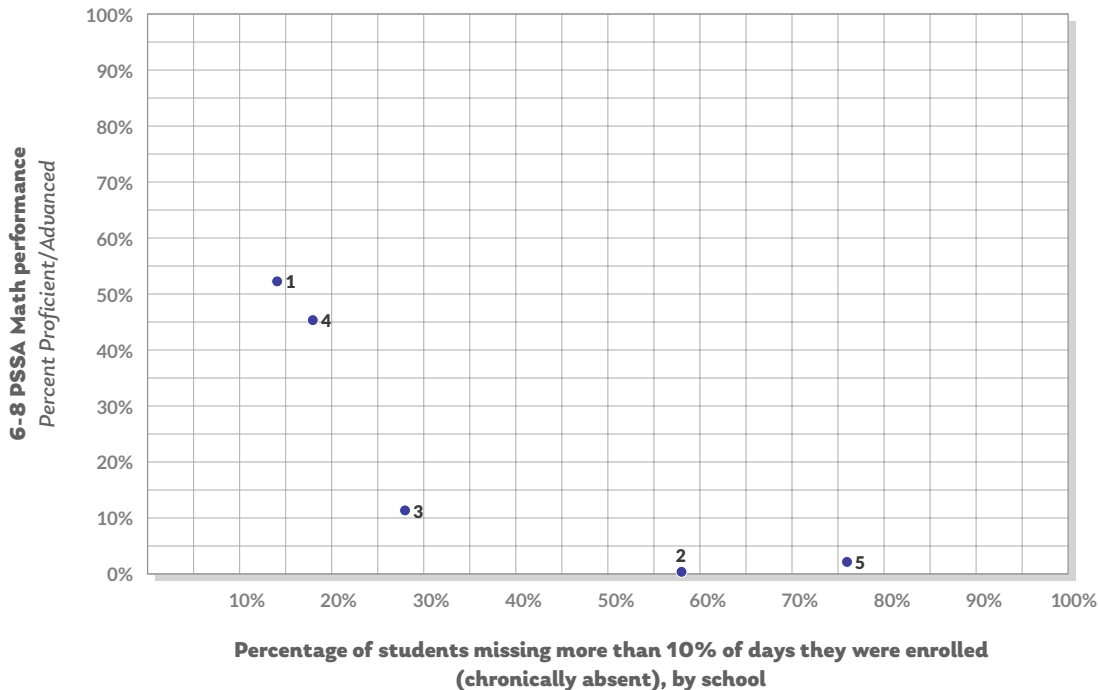
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

KEY | Black | White | Multi-ethnic | Hispanic | Asian | Pacific Islander | American Indian

SCHOOL STABILITY | Student stability rate: **91%** | Teachers new to the school: **5%**

PRINCIPAL STABILITY 2020-23 | 2 schools had one principal. | 2 schools had two. | 1 school had three.

2023 MATH ACHIEVEMENT AND CHRONIC ABSENTEEISM

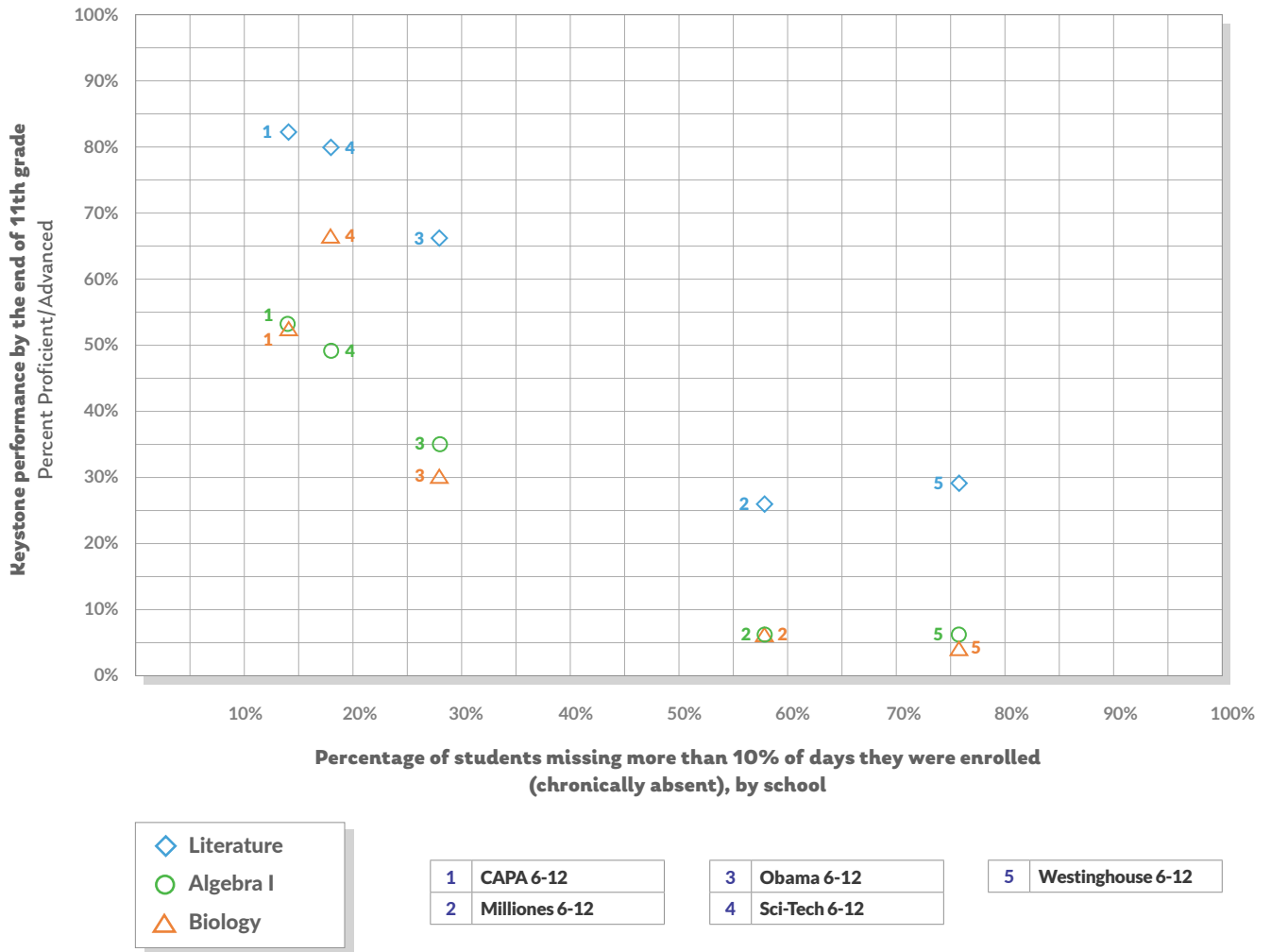


1	CAPA 6-12
2	Milliones 6-12
3	Obama 6-12
4	Sci-Tech 6-12
5	Westinghouse 6-12

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

139
out of
368

2023 Reading, Math, & Science achievement and chronic absenteeism



Pennsylvania's graduation requirements have changed. For more information, see page 28.



Pittsburgh CAPA 6-12

Creative & Performing Arts magnet school

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

Accessible • Principal/Assistant Superintendent: Melissa Pearlman



TEACHERS

30 teachers

3% Black | 97% White

Teachers feel the school is a good place to work and learn: **92%**

Teachers absent 18+ days: **10%**
Teachers new to the school: **3%**

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

Teachers with National Board Certification: **7 out of 30**

STUDENTS

Enrollment: **846 students**
District 6-12 average: 633

Capture rate: **n/a**
District 6-12 average: 21%

Low-income: **29%**
IEP*: **8%**
Student stability rate: **99%**

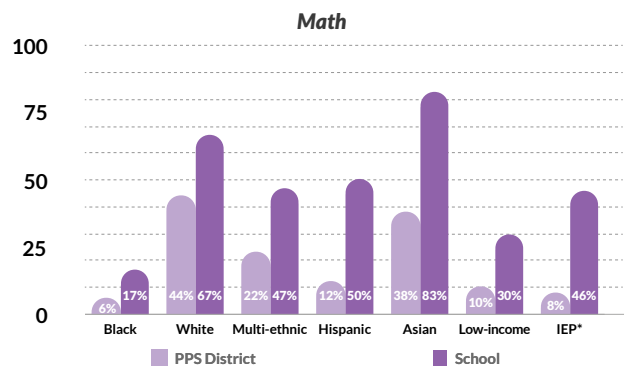
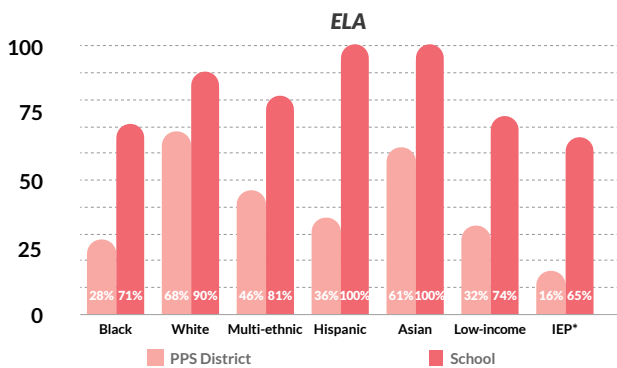
Students suspended at least once: **Overall: 5%**
Low-income: 3%
IEP*: 1%

10% of students missed more than 10% of days they were enrolled + 4% missed 20% or more = **14% chronically absent students**

KEY: Black, White, Multi-ethnic, Hispanic, Asian, Pacific Islander, American Indian

Key outcomes (6-8)

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



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

48
out of
108

2023-24 Special education programs

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



Graduation rates over time



Percentage of students who:

Took AP (Advanced Placement) courses:	Scored 3 or higher on any AP exam (scaled 1-5):	Took CAS (Centers for Advanced Study) courses:	Enrolled in a CTE (Career and Technical Education) program:
Overall: 64% (District average: 31%)	Overall: 68% (District average: 56%)	Overall: 66% (District average: 38%)	Overall: n/a (District average: 10%)
Black: 41%	Black: 52%	Black: 58%	
White: 75%	White: 69%	White: 70%	
Multi-ethnic: 51%	Multi-ethnic: 82%	Multi-ethnic: 65%	
Hispanic: 73%	Hispanic: n/a	Hispanic: 73%	
Asian: n/a	Asian: n/a	Asian: n/a	
Low-income: 63%	Low-income: 60%	Low-income: 75%	
IEP*: 21%	IEP*: n/a	IEP*: 23%	



50%

Met SAT Math Standard



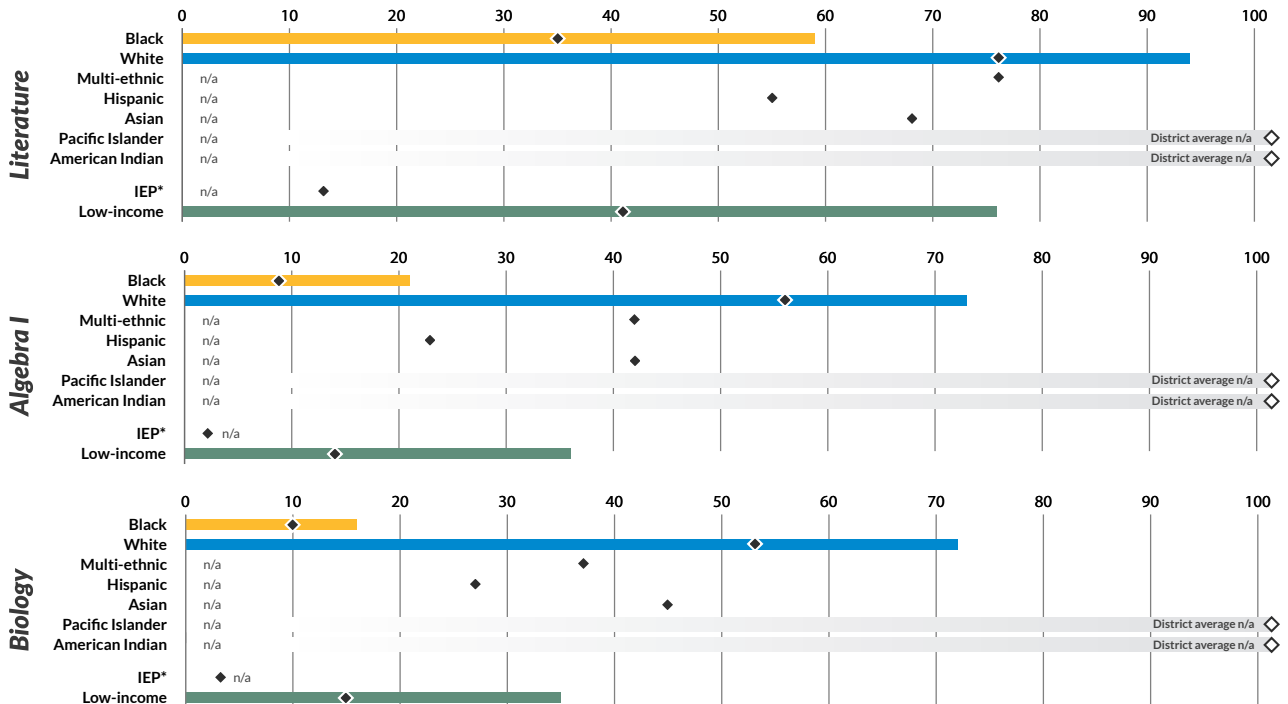
78%

Met SAT Reading Standard

2023 Keystone achievement compared to district

Percentage at Proficient/Advanced levels

◆ District average ◇ District average n/a



POST HIGH SCHOOL

6-year college completion rate **59%**



Pittsburgh Milliones 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: Eric Graf



TEACHERS

26 teachers

19% Black | 81% White

Teachers with National Board Certification: 0 out of 26

Teachers feel the school is a good place to work and learn: 66%

Teachers absent 18+ days: 15%
Teachers new to the school: 0%

Principal stability: 3 principals in the last 4 years

STUDENTS

Enrollment: 292 students
District 6-12 average: 633

Capture rate: 16%
District 6-12 average: 21%

Low-income: 86%
IEP*: 30%
Student stability rate: 84%

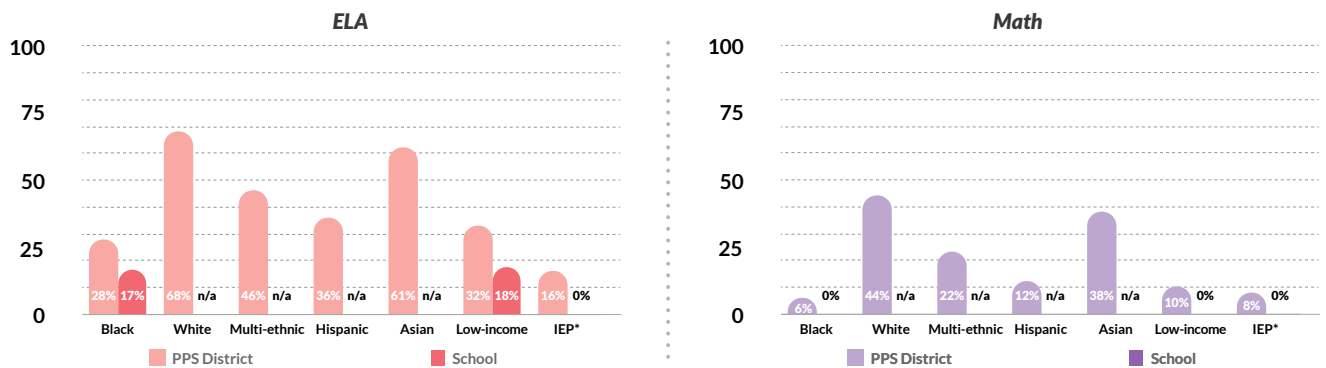
Students suspended at least once: Overall: 35%
Low-income: 33%
IEP*: 10%

29% of students missed more than 10% of days they were enrolled + 29% missed 20% or more = 58% chronically absent students

KEY: Black, White, Multi-ethnic, Hispanic, Asian, Pacific Islander, American Indian

Key outcomes (6-8)

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



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

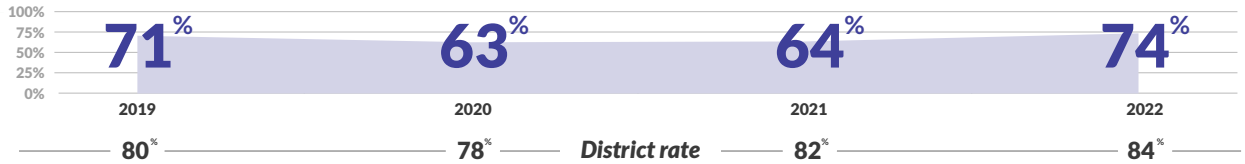


2023-24 Special education programs

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



Graduation rates over time



Percentage of students who:

Took AP (Advanced Placement) courses:

Overall: 17%
(District average: 31%)
Black: 16%
White: 19%
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 18%
IEP*: 6%

Scored 3 or higher on any AP exam (scaled 1-5):

Overall: 17%
(District average: 56%)
Black: 9%
White: n/a
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 18%
IEP*: n/a

Took CAS (Centers for Advanced Study) courses:

Overall: 29%
(District average: 38%)
Black: 27%
White: 31%
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 32%
IEP*: 14%

Enrolled in a CTE (Career and Technical Education) program:

Overall: 12%
(District average: 10%)
Black: 10%
White: 44%
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 12%
IEP*: 14%



4%

Met SAT Math Standard



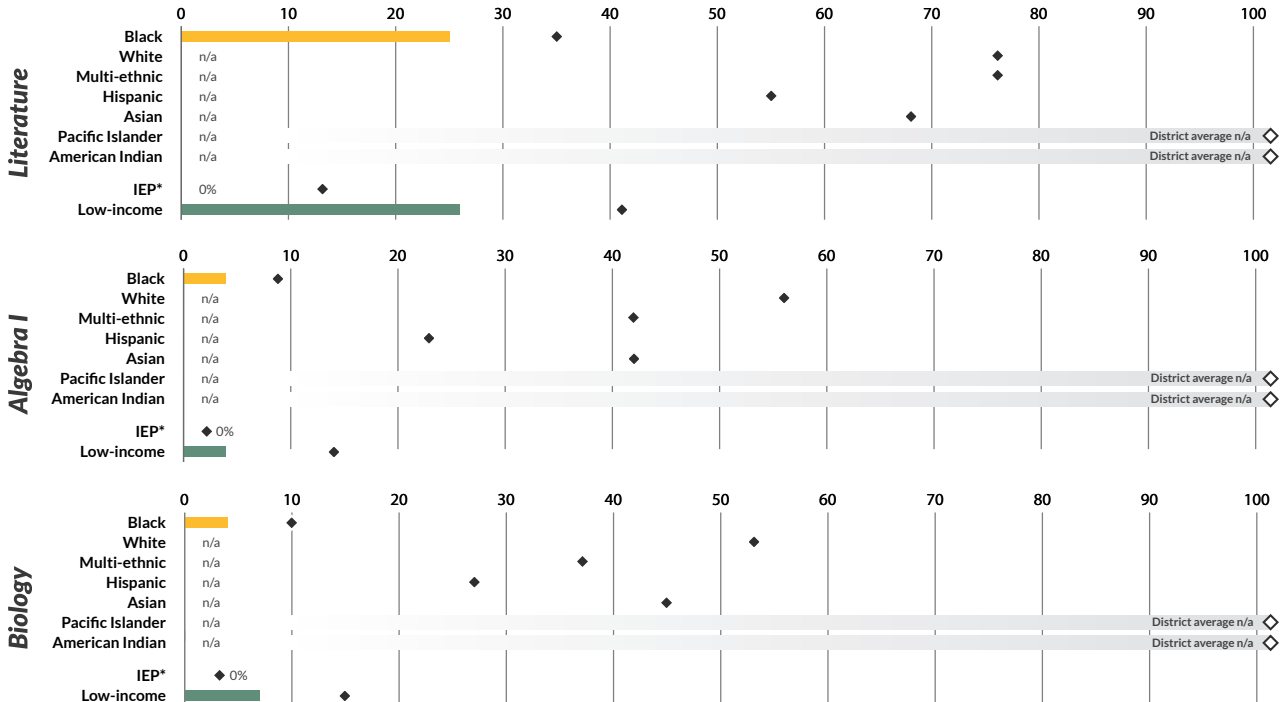
15%

Met SAT Reading Standard

2023 Keystone achievement compared to district

Percentage at Proficient/Advanced levels

◆ District average ◇ District average n/a



POST HIGH SCHOOL

6-year college completion rate **12%**



Pittsburgh Obama 6-12

International Baccalaureate magnet school

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

Accessible • Principal: Yalonda Colbert



TEACHERS

43 teachers

16% Black, 77% White, 2% Hispanic, 5% Asian

Teachers feel the school is a good place to work and learn: **73%**

Teachers absent 18+ days: **28%**
Teachers new to the school: **5%**

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

Teachers with National Board Certification: **2 out of 43**

STUDENTS

Enrollment: **750 students**
District 6-12 average: 633

Capture rate: **n/a**
District 6-12 average: 21%

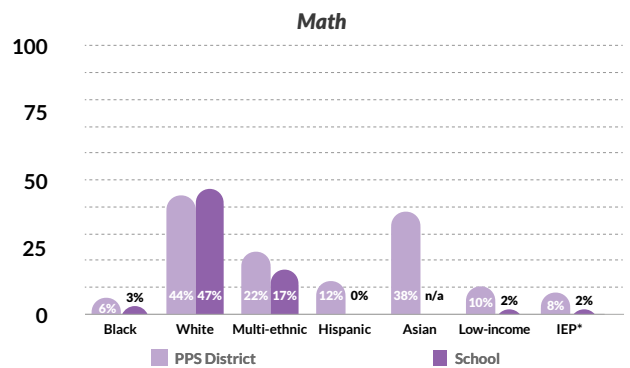
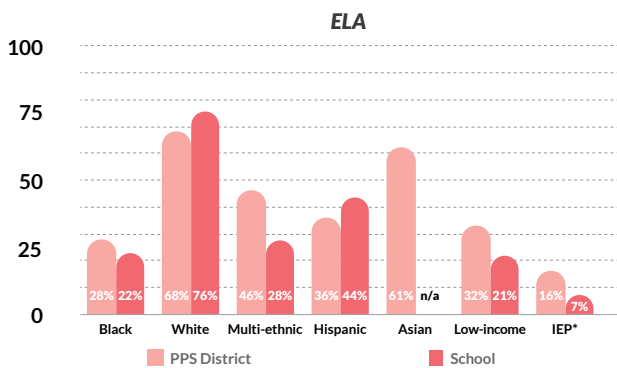
Low-income: **60%**
IEP*: **17%**
Student stability rate: **95%**

Students suspended at least once: **Overall: 13%**
Low-income: 11%, IEP*: 3%

20% of students missed more than 10% of days they were enrolled + 7% missed 20% or more = **28% chronically absent students**
Percentages do not add up due to rounding

Key outcomes (6-8)

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



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

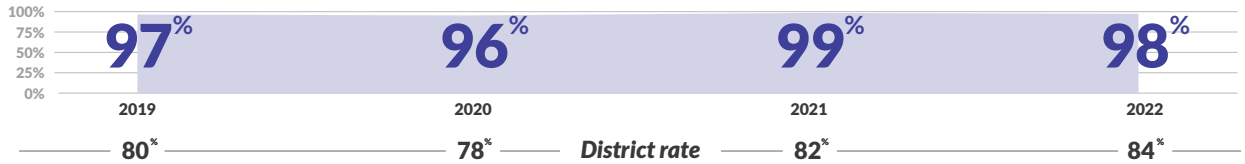
18
out of
105

2023-24 Special education programs

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



Graduation rates over time



Percentage of students who:

Took IB (International Baccalaureate) classes (11th and 12th grades only):
Overall: 100%

Took CAS (Centers for Advanced Study) courses:
Overall: 51%
(District average: 38%)
Black: 55%
White: 38%
Multi-ethnic: 52%
Hispanic: n/a
Asian: n/a
Low-income: 67%
IEP*: 57%

Percentage of students taking CTE (Career and Technical Education) courses:
Overall: n/a
(District average: 10%)



23%

Met SAT Math Standard



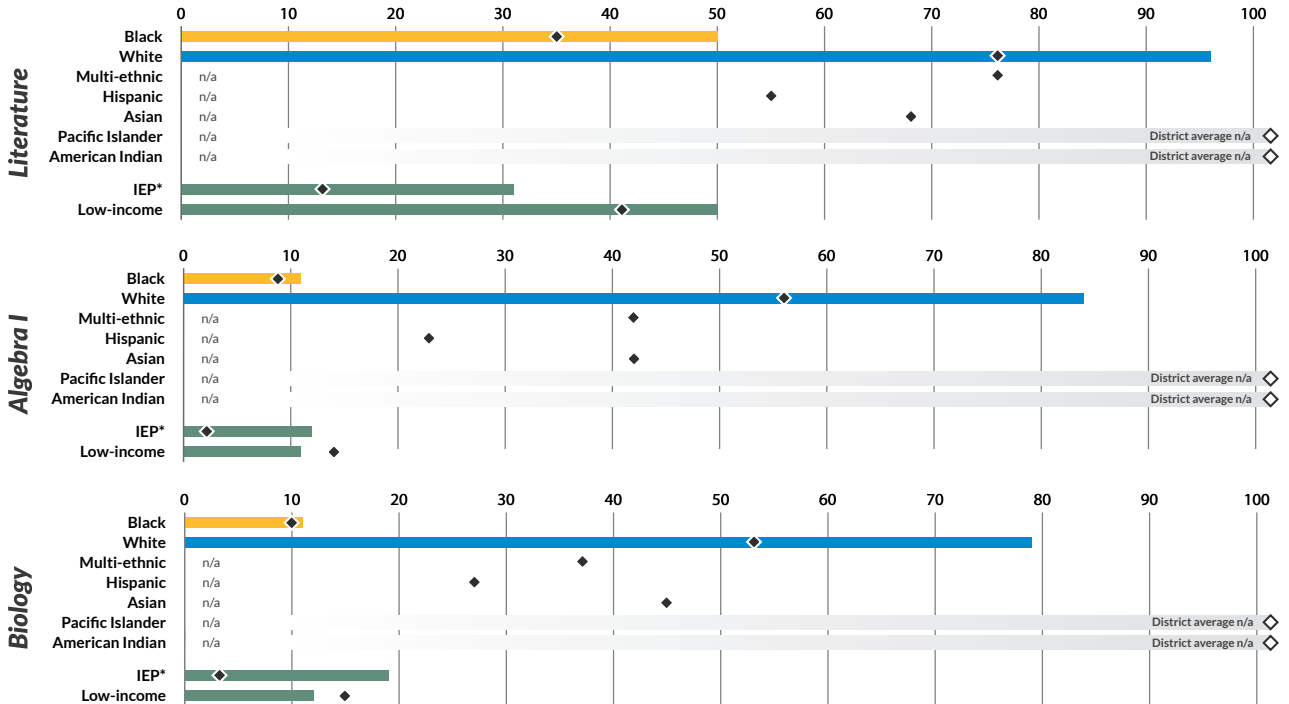
44%

Met SAT Reading Standard

2023 Keystone achievement compared to district

Percentage at Proficient/Advanced levels

◆ District average ◇ District average n/a



POST HIGH SCHOOL

6-year college completion rate **53%**



Pittsburgh Science and Technology Academy 6-12

Science, Technology, Engineering, and Math magnet school

107 Thackeray St., 15213 • Oakland • 412-529-7620 • Accessible • Principal: Angelique Benjamin



TEACHERS

29 teachers

3% Black, 93% White, 3% Hispanic

Teachers with National Board Certification: 8 out of 29

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

Teachers absent 18+ days: 24%
Teachers new to the school: 7%

Principal stability: 2 principals in the last 4 years

STUDENTS

Enrollment: 616 students
District 6-12 average: 633

Capture rate: n/a
District 6-12 average: 21%

Low-income: 45%
IEP*: 9%
Student stability rate: 97%

Students suspended at least once: Overall 9%
Low-income: 7%
IEP*: 2%

14% of students missed more than 10% of days they were enrolled + 5% missed 20% or more = **18% chronically absent students**
Percentages do not add up due to rounding

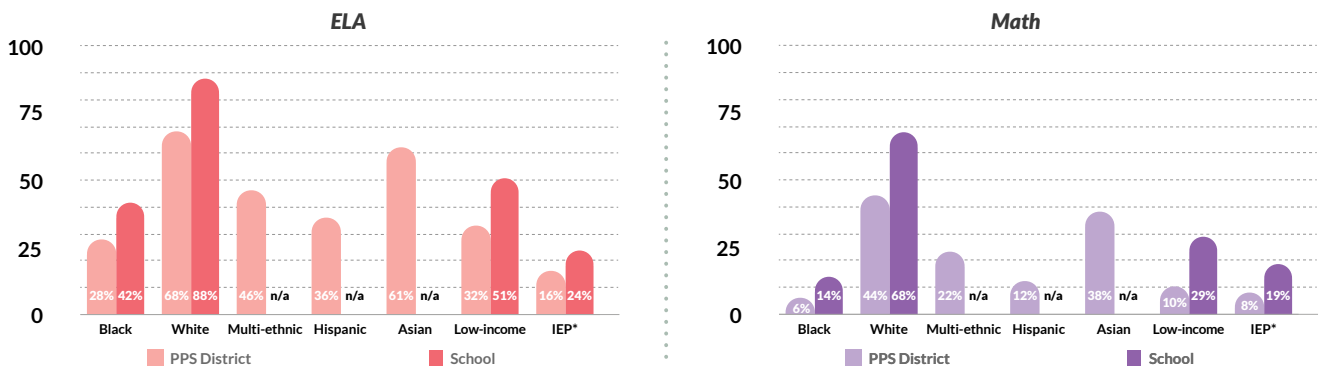
Enrollment pie chart: Black 38%, White 48%, Multi-ethnic 7%, Hispanic 3%, Asian 3%

Suspension pie chart: Black 5%, White 3%, Multi-ethnic 1%, Hispanic 1%, Asian 1%, Pacific Islander 1%, American Indian 1%

KEY: Black, White, Multi-ethnic, Hispanic, Asian, Pacific Islander, American Indian

Key outcomes (6-8)

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



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

41 out of 52

2023-24 Special education programs

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



Graduation rates over time



Percentage of students who:

Took AP (Advanced Placement) courses:

Overall: 54%
(District average: 31%)

Black: 52%
White: 59%
Multi-ethnic: 35%
Hispanic: 54%
Asian: 53%
Low-income: 66%
IEP*: 54%

Scored 3 or higher on any AP exam (scaled 1-5):

Overall: 45%
(District average: 56%)

Black: n/a
White: 51%
Multi-ethnic: n/a
Hispanic: n/a
Asian: n/a
Low-income: 35%
IEP*: n/a

Took CAS (Centers for Advanced Study) courses:

Overall: 30%
(District average: 38%)

Black: 36%
White: 28%
Multi-ethnic: 21%
Hispanic: 8%
Asian: 27%
Low-income: 39%
IEP*: 35%

Enrolled in a CTE (Career and Technical Education) program:

Overall: n/a
(District average: 10%)



48%

Met SAT Math Standard



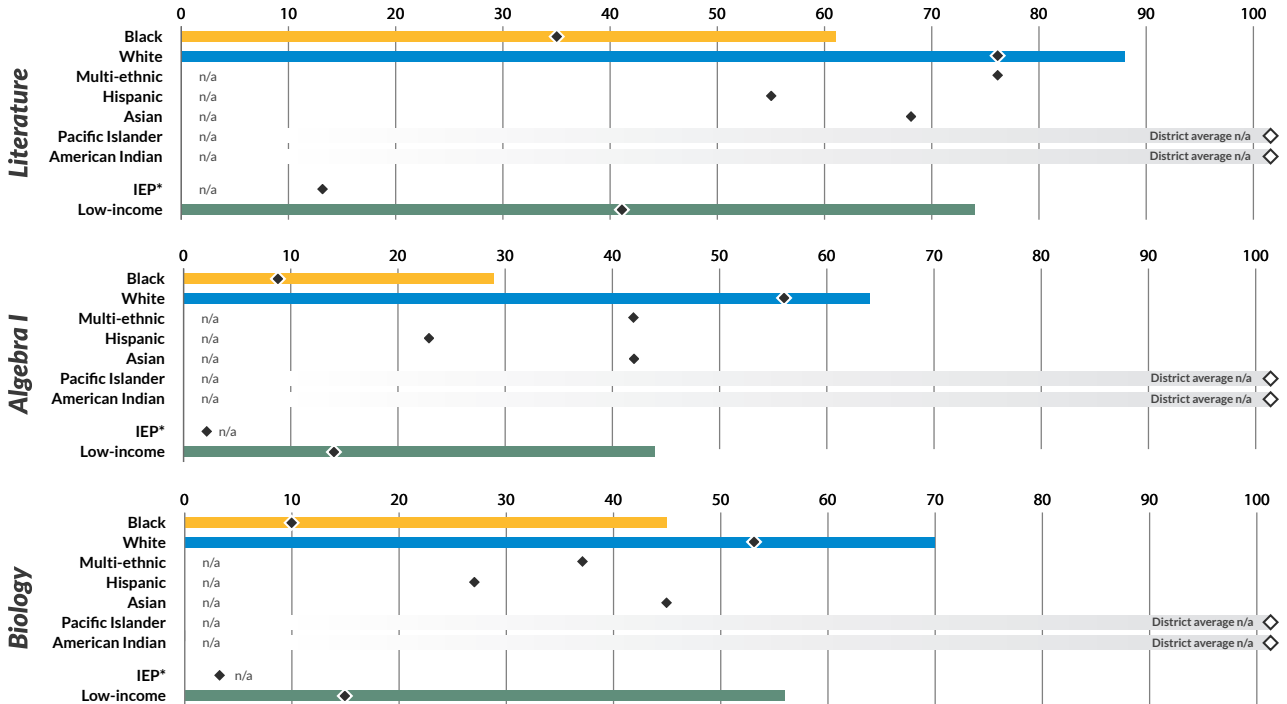
70%

Met SAT Reading Standard

2023 Keystone achievement compared to district

Percentage at Proficient/Advanced levels

◆ District average ◇ District average n/a



POST HIGH SCHOOL

6-year college completion rate **42%**



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: James Clawson



52 teachers

Black
White
4% Multi-ethnic
Hispanic

Teachers with National Board Certification

0

out of 52

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

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

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

Principal stability:
2 principals in the last 4 years

Enrollment: 661 students
District 6-12 average: 633

Capture rate: **26%**

District 6-12 average: 21%

Low-income: **84%**

IEP*: **30%**

Student stability rate: **79%**

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Overall: **24%**

Low-income: 23%

IEP*: 9%

Black: 23%

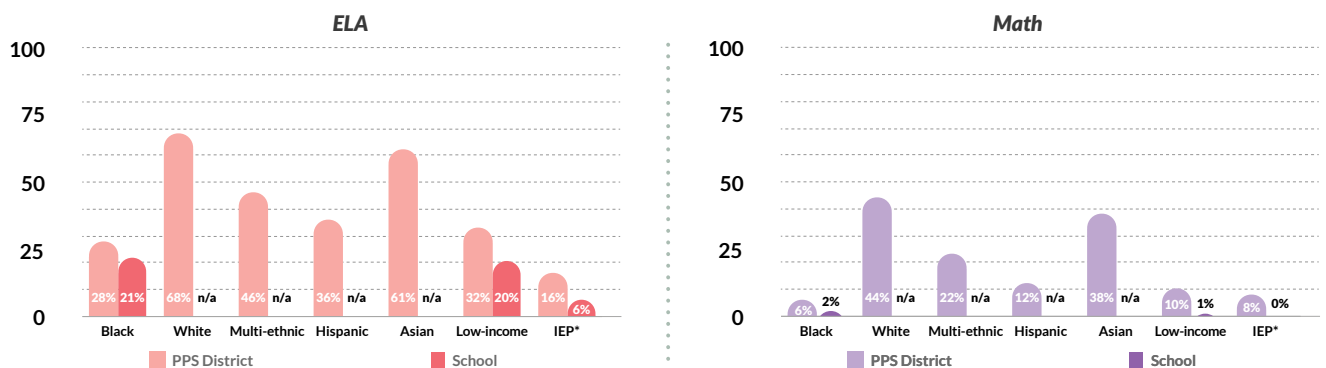
White: 1%

30% of students missed more than 10% of days they were enrolled + 45% missed 20% or more = 76% chronically absent students

Percentages do not add up due to rounding

Key outcomes (6-8)

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



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

16

out of

79

2023-24 Special education programs

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



Graduation rates over time



Percentage of students who:

Took AP (Advanced Placement) courses:	Scored 3 or higher on any AP exam (scaled 1-5):	Took CAS (Centers for Advanced Study) courses:	Enrolled in a CTE (Career and Technical Education) program:
Overall: 18% (District average: 31%)	Overall: 26% (District average: 56%)	Overall: 22% (District average: 38%)	Overall: 34% (District average: 10%)
Black: 18%	Black: 25%	Black: 23%	Black: 33%
White: 18%	White: n/a	White: 9%	White: 82%
Multi-ethnic: 33%	Multi-ethnic: n/a	Multi-ethnic: 29%	Multi-ethnic: 38%
Hispanic: n/a	Hispanic: n/a	Hispanic: n/a	Hispanic: n/a
Asian: n/a	Asian: n/a	Asian: n/a	Asian: n/a
Low-income: 21%	Low-income: 24%	Low-income: 26%	Low-income: 39%
IEP*: 2%	IEP*: n/a	IEP*: 5%	IEP*: 43%



1%

Met SAT Math Standard



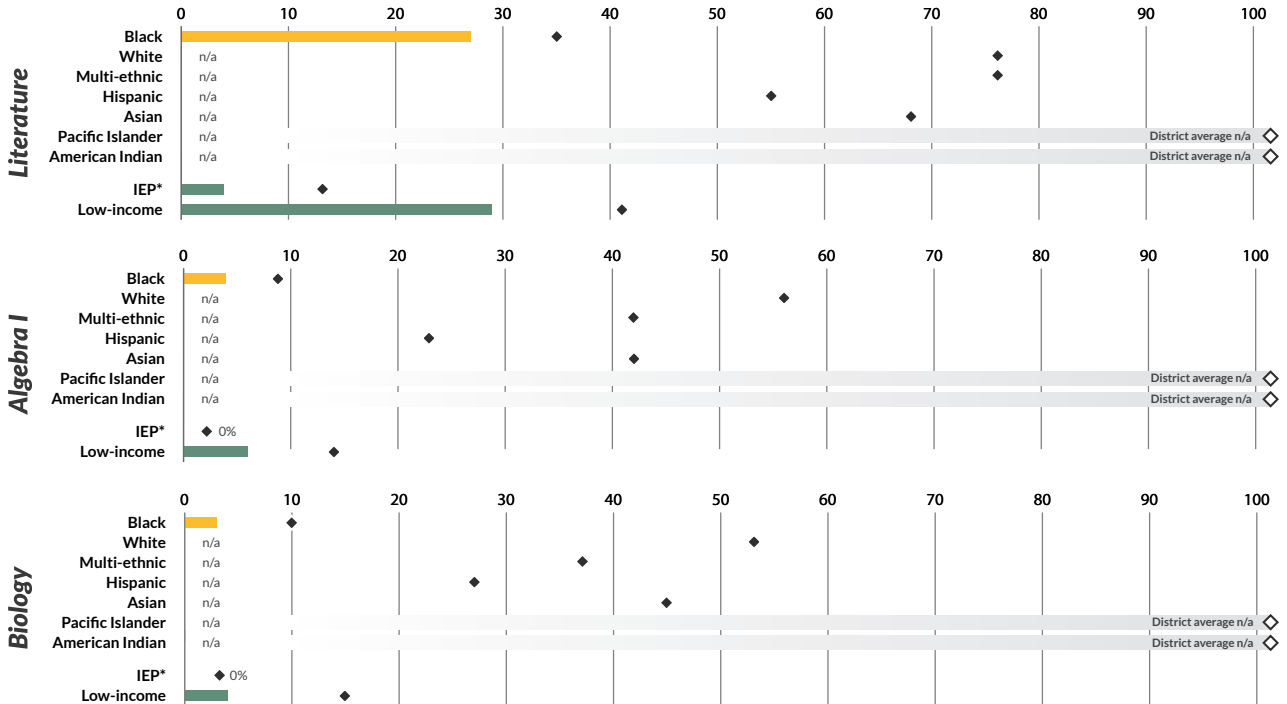
10%

Met SAT Reading Standard

2023 Keystone achievement compared to district

Percentage at Proficient/Advanced levels

◆ District average ◇ District average n/a



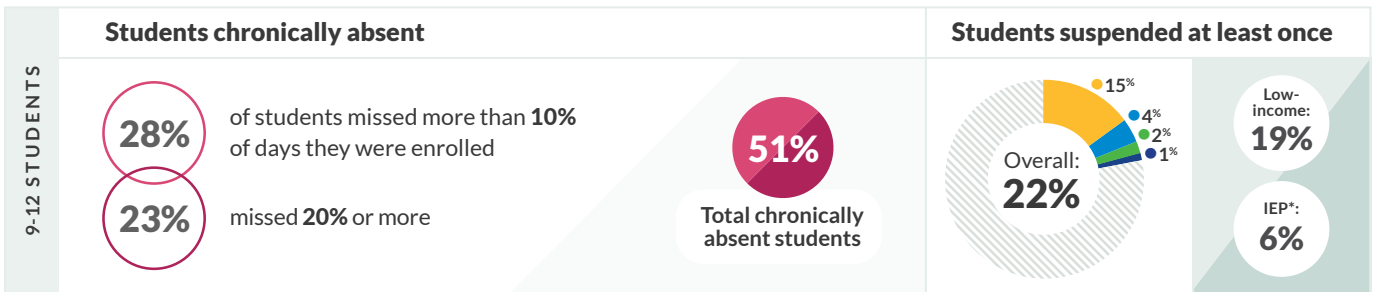
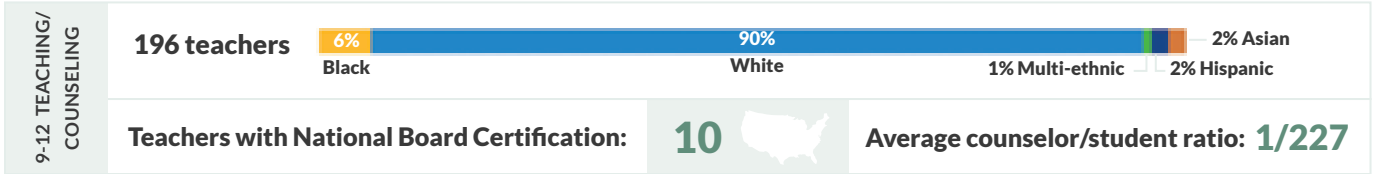
POST HIGH SCHOOL

6-year college completion rate 9%



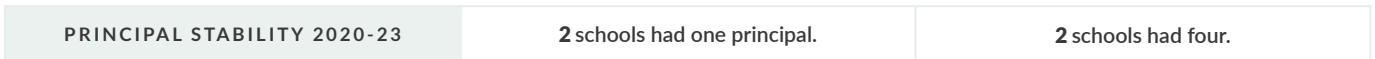
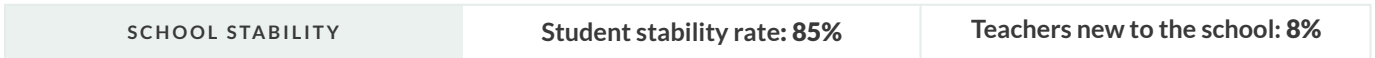
Pittsburgh's high schools

- In the 2022-23 school year: PPS had 4 high (9-12) schools.
- The average 9-12 school had 827 students.
- 58% of 9-12 school students were economically disadvantaged (receiving public assistance).
- 39% of 9-12 school students attended their school of assignment ("capture rate").

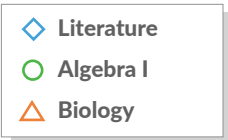
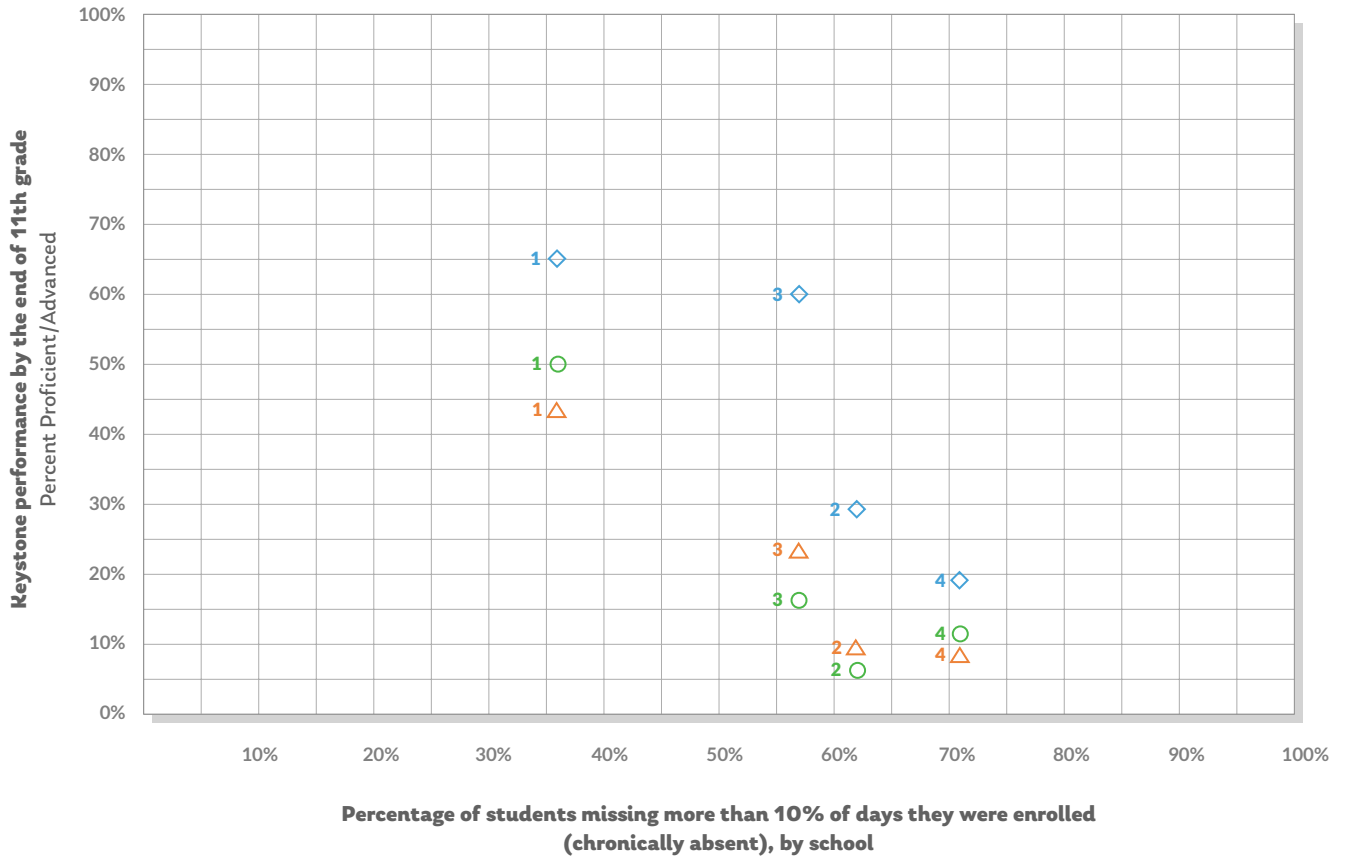


*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

KEY | ■ Black ■ White ■ Multi-ethnic ■ Hispanic ■ Asian ■ Pacific Islander ■ American Indian



2023 Reading, Math, & Science achievement and chronic absenteeism



1	Allderdice High School
2	Brashear High School

3	Carrick High School
4	Perry High School

Pennsylvania's graduation requirements have changed. For more information, see page 28.



Pittsburgh Allderdice High School

9-12 neighborhood school with a Pre-engineering magnet program; and Engineering Technology, and Refrigeration, Heating, Ventilation, and Air Conditioning CTE programs

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



TEACHERS

60 teachers

95% White, 2% Black, 2% Hispanic, 2% Asian

Teachers with National Board Certification: **3 out of 60**

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

Teachers absent 18+ days: **12%**
Teachers new to the school: **2%**

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

STUDENTS

Enrollment: 1,364 students
District 9-12 average: 827

Capture rate: 47%
District 9-12 average: 39%

Low-income: **40%**
IEP*: **14%**
Student stability rate: **89%**

Students suspended at least once

Overall: **14%**
Low-income: 11%
IEP*: 4%

23% of students missed more than 10% of days they were enrolled + 13% missed 20% or more = **36% chronically absent students**

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time

2019: **87%**
2020: **88%**
2021: **92%**
2022: **91%**

District rate: 80% (2019), 78% (2020), 82% (2021), 84% (2022)

Percentage of students who:

<ul style="list-style-type: none"> Took AP (Advanced Placement) courses: Overall: 45% (District average: 31%) Black: 22% White: 62% Multi-ethnic: 40% Hispanic: 36% Asian: 63% Low-income: 30% IEP*: 9% 	<ul style="list-style-type: none"> Scored 3 or higher on any AP exam (scaled 1-5): Overall: 73% (District average: 56%) Black: 46% White: 75% Multi-ethnic: 93% Hispanic: 63% Asian: 63% Low-income: 52% IEP*: n/a 	<ul style="list-style-type: none"> Took CAS (Centers for Advanced Study) courses: Overall: 55% (District average: 38%) Black: 41% White: 64% Multi-ethnic: 67% Hispanic: 39% Asian: 77% Low-income: 51% IEP*: 15% 	<ul style="list-style-type: none"> Enrolled in a CTE (Career and Technical Education) program: Overall: 3% (District average: 10%) Black: 4% White: 2% Multi-ethnic: 1% Hispanic: 0% Asian: 4% Low-income: 4% IEP*: 6%
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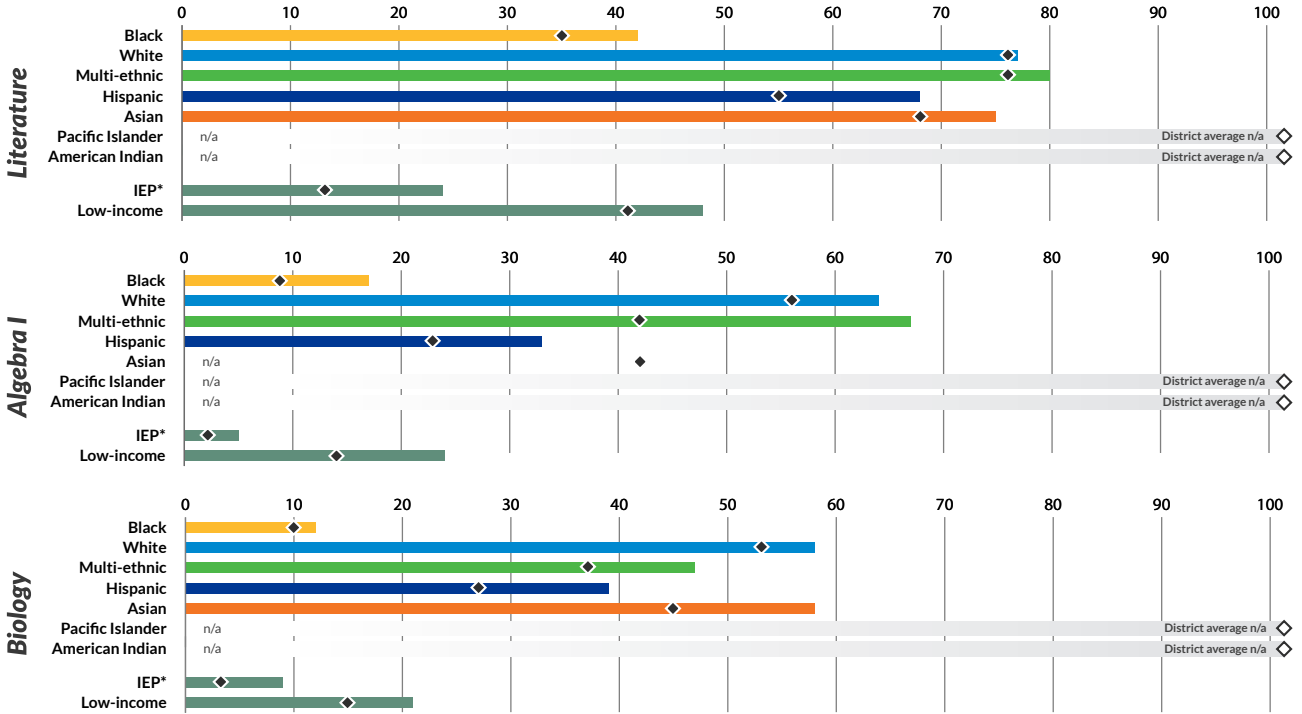
Met SAT Math Standard: **43%**

Met SAT Reading Standard: **62%**

2023 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL → 6-year college completion rate **47%**

2023-24 Special education programs

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





Pittsburgh Brashear High School

9-12 neighborhood school with Teaching Academy and Computer Science magnet programs; and Auto Body Repair, Automotive Technology, Machine Operations, and Multimedia Production and Coding CTE programs

590 Crane Ave., 15216 • Beechview • 412-529-7300
 Accessible • Principal: Christina Loeffert



2019 and 2021 featured "Rising Up" school

TEACHERS

67 teachers

4% Black 91% White 1% Hispanic 3% Asian

Teachers with National Board Certification

Teachers feel the school is a good place to work and learn: **45%**

Teachers absent 18+ days: **10%**
 Teachers new to the school: **4%**

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

3 out of 67

STUDENTS

Enrollment: 996 students
 District 9-12 average: 827

Capture rate: 42%
 District 9-12 average: 39%

Low-income: **69%**
 IEP*: **23%**
 Student stability rate: **87%**

Students suspended at least once

Overall: **20%**

Black: 13%
 White: 3%
 Multi-ethnic: 2%
 Hispanic: 1%

Percentages do not add up due to rounding

Low-income: 18%
 IEP*: 6%

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

31% of students missed more than 10% of days they were enrolled + 31% missed 20% or more = 62% chronically absent students

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time

2019: **78%** 2020: **77%** 2021: **85%** 2022: **85%**

District rate: 80% 78% 82% 84%

Percentage of students who:

<ul style="list-style-type: none"> • Took AP (Advanced Placement) courses: Overall: 24% (District average: 31%) • Black: 17% • White: 34% • Multi-ethnic: 26% • Hispanic: 28% • Asian: 19% • Low-income: 25% • IEP*: 7% 	<ul style="list-style-type: none"> • Scored 3 or higher on any AP exam (scaled 1-5): Overall: 17% (District average: 56%) • Black: 3% • White: 17% • Multi-ethnic: 27% • Hispanic: 46% • Asian: n/a • Low-income: 9% • IEP*: n/a 	<ul style="list-style-type: none"> • Took CAS (Centers for Advanced Study) courses: Overall: 22% (District average: 38%) • Black: 16% • White: 32% • Multi-ethnic: 23% • Hispanic: 11% • Asian: 34% • Low-income: 25% • IEP*: 3% 	<ul style="list-style-type: none"> • Enrolled in a CTE (Career and Technical Education) program: Overall: 10% (District average: 10%) • Black: 5% • White: 19% • Multi-ethnic: 20% • Hispanic: 4% • Asian: 3% • Low-income: 11% • IEP*: 11%
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Met SAT Math Standard: **4%**

Met SAT Reading Standard: **16%**

2023 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL → 6-year college completion rate **23***

2023-24 Special education programs

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





Pittsburgh Carrick High School

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

125 Parkfield St., 15210 • Carrick • 412-529-7700
 Accessible • Principal: Angel Washington



2021 featured "Rising Up" school

TEACHERS

39 teachers

8% Black | 92% White

Teachers with National Board Certification: 2 out of 39

Teachers feel the school is a good place to work and learn: 94%

Teachers absent 18+ days: 18%
 Teachers new to the school: 8%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment: 593 students
 District 9-12 average: 827

Capture rate: 39%
 District 9-12 average: 39%

Students suspended at least once: Overall 29%

Low-income: 68%
 IEP*: 27%
 Student stability rate: 75%

Low-income: 25%
 IEP*: 11%

32% of students missed more than 10% of days they were enrolled + 26% missed 20% or more = 57% chronically absent students
Percentages do not add up due to rounding

KEY: Black, White, Multi-ethnic, Hispanic, Asian, Pacific Islander, American Indian

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time

2019: 78% | 2020: 77% | 2021: 68% | 2022: 66%

District rate: 80% | 78% | 82% | 84%

Percentage of students who:

- Took AP (Advanced Placement) courses: Overall: 12% (District average: 31%)
- Scored 3 or higher on any AP exam (scaled 1-5): Overall: 50% (District average: 56%)
- Took CAS (Centers for Advanced Study) courses: Overall: 14% (District average: 38%)
- Enrolled in a CTE (Career and Technical Education) program: Overall: 22% (District average: 10%)

Demographic breakdown for AP, CAS, and CTE:

- Black: 7%, 12%, 16%
- White: 15%, 47%, 16%
- Multi-ethnic: 6%, n/a, 5%
- Hispanic: 8%, n/a, 17%
- Asian: 71%, n/a, 59%
- Low-income: 11%, 39%, 14%
- IEP*: 1%, n/a, 2%

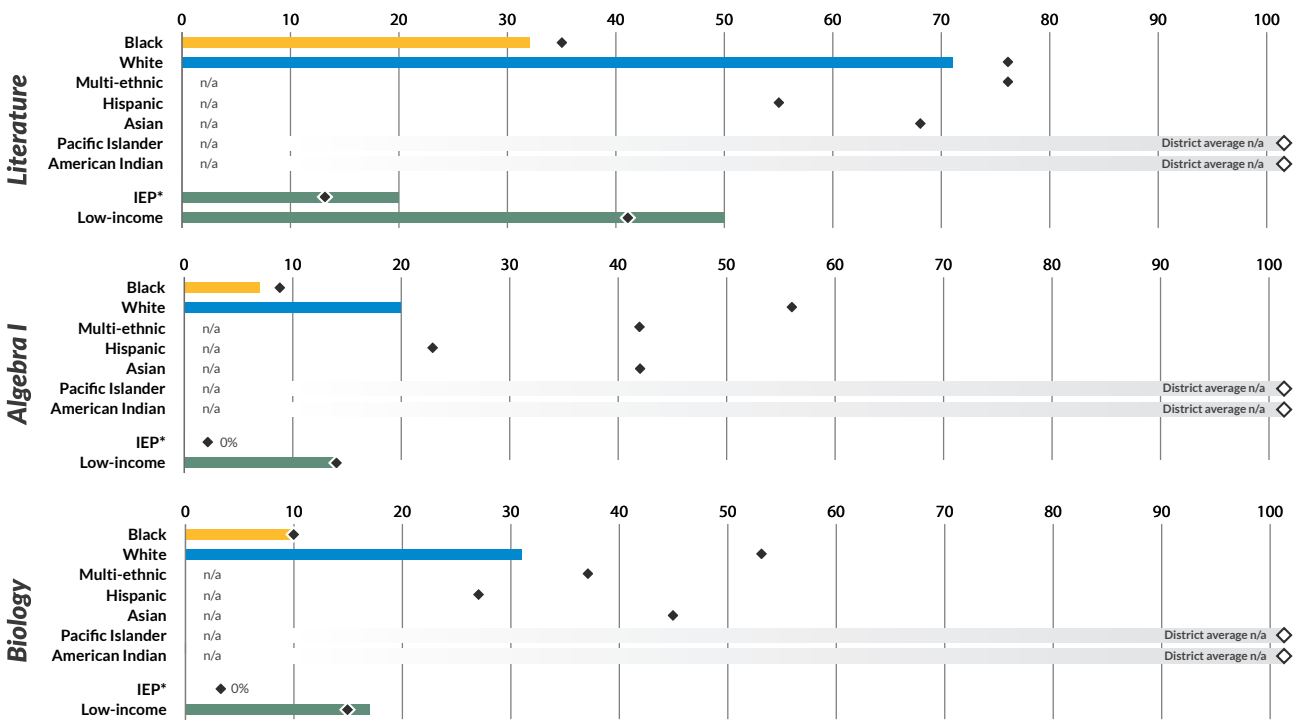
14% Met SAT Math Standard

28% Met SAT Reading Standard

2023 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL → 6-year college completion rate **22***

2023-24 Special education programs

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





Pittsburgh Perry High School

9-12 neighborhood school with JROTC, and Science, Technology, Engineering, Arts, and Math magnet programs; and Cosmetology and Health Careers Technology CTE programs

3875 Perrysville Ave., 15214 • Perry North • 412-529-3400
 Accessible • Principal: Molly O'Malley-Argueta



2020 featured "Rising Up" school

TEACHERS

30 teachers

13% Black, 77% White, 3% Multi-ethnic, 3% Hispanic, 3% Asian

Teachers with National Board Certification: 2 out of 30

Teachers feel the school is a good place to work and learn: **74%**

Teachers absent 18+ days: **10%**
 Teachers new to the school: **17%**

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

STUDENTS

Enrollment: 355 students
 District 9-12 average: 827

Capture rate: 23%
 District 9-12 average: 39%

Low-income: **82%**
 IEP*: **27%**
 Student stability rate: **87%**

Students suspended at least once

Overall: **44%**
 Black: 38%, White: 2%, Multi-ethnic: 3%, Hispanic: 2%, Asian: 2%, Pacific Islander: 0%, American Indian: 0%

Low-income: 41%, IEP*: 9%

34% of students missed more than 10% of days they were enrolled + **36%** missed 20% or more = **71% chronically absent students**

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time

2019: **78%**, 2020: **72%**, 2021: **83%**, 2022: **71%**

District rate: 80%, 78%, 82%, 84%

Percentage of students who:

<ul style="list-style-type: none"> Took AP (Advanced Placement) courses: Overall: 15% (District average: 31%) Black: 15% White: 16% Multi-ethnic: 23% Hispanic: n/a Asian: n/a Low-income: 16% IEP*: 6% 	<ul style="list-style-type: none"> Scored 3 or higher on any AP exam (scaled 1-5): Overall: 0% (District average: 56%) Black: 0% White: n/a Multi-ethnic: n/a Hispanic: n/a Asian: n/a Low-income: 0% IEP*: n/a 	<ul style="list-style-type: none"> Took CAS (Centers for Advanced Study) courses: Overall: 27% (District average: 38%) Black: 27% White: 32% Multi-ethnic: 29% Hispanic: n/a Asian: n/a Low-income: 29% IEP*: 22% 	<ul style="list-style-type: none"> Enrolled in a CTE (Career and Technical Education) program: Overall: 21% (District average: 10%) Black: 20% White: 8% Multi-ethnic: 42% Hispanic: n/a Asian: n/a Low-income: 24% IEP*: 14%
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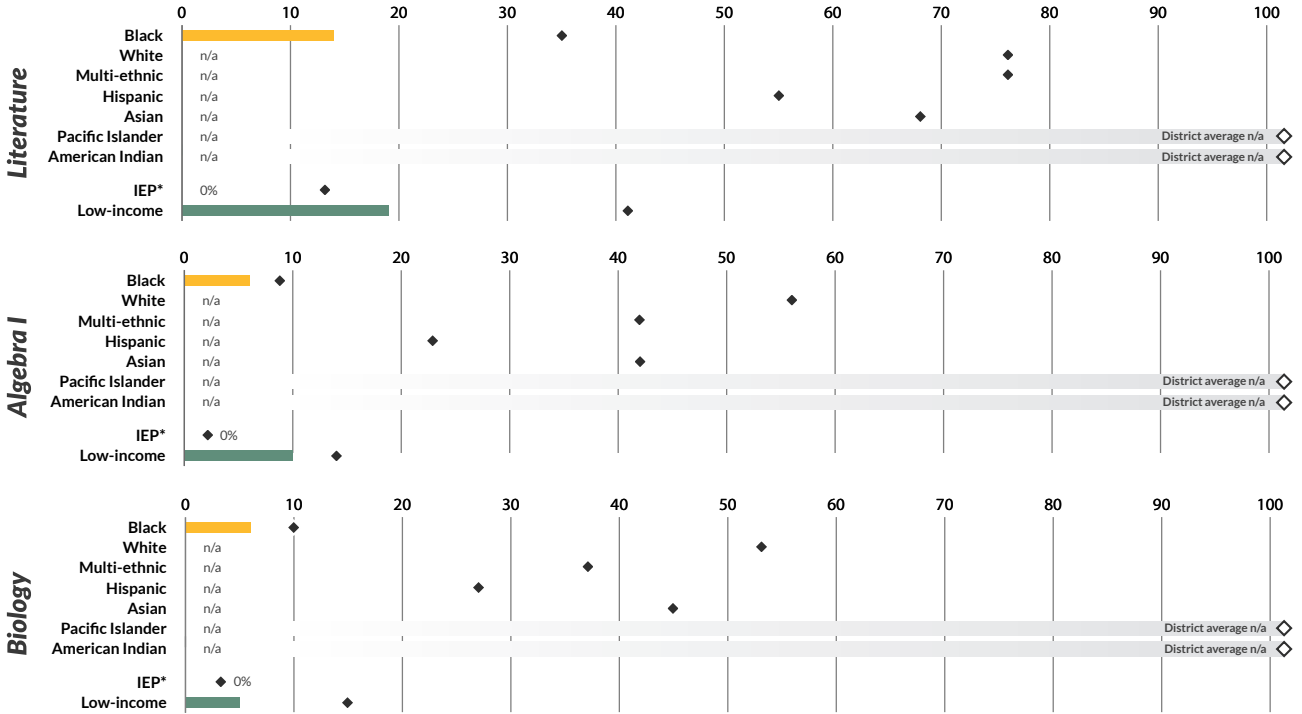
3% Met SAT Math Standard

10% Met SAT Reading Standard

2023 Keystone achievement compared to district

◆ District average ◇ District average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL → 6-year college completion rate **7%**

2023-24 Special education programs

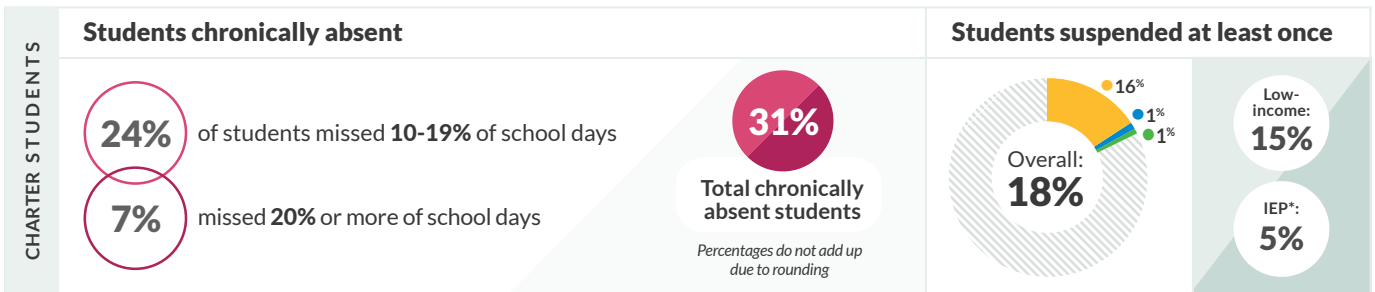
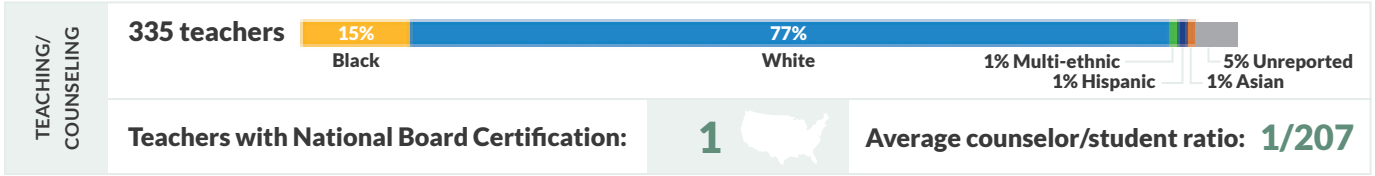
Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
 Regional emotional, autism & life skills support classrooms | Start On Success program



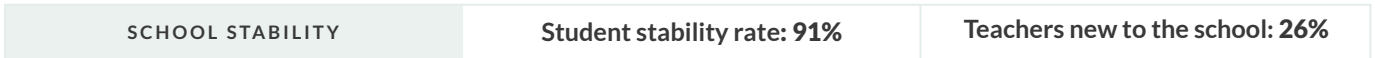
Pittsburgh's charter schools

In the 2022-23 school year:

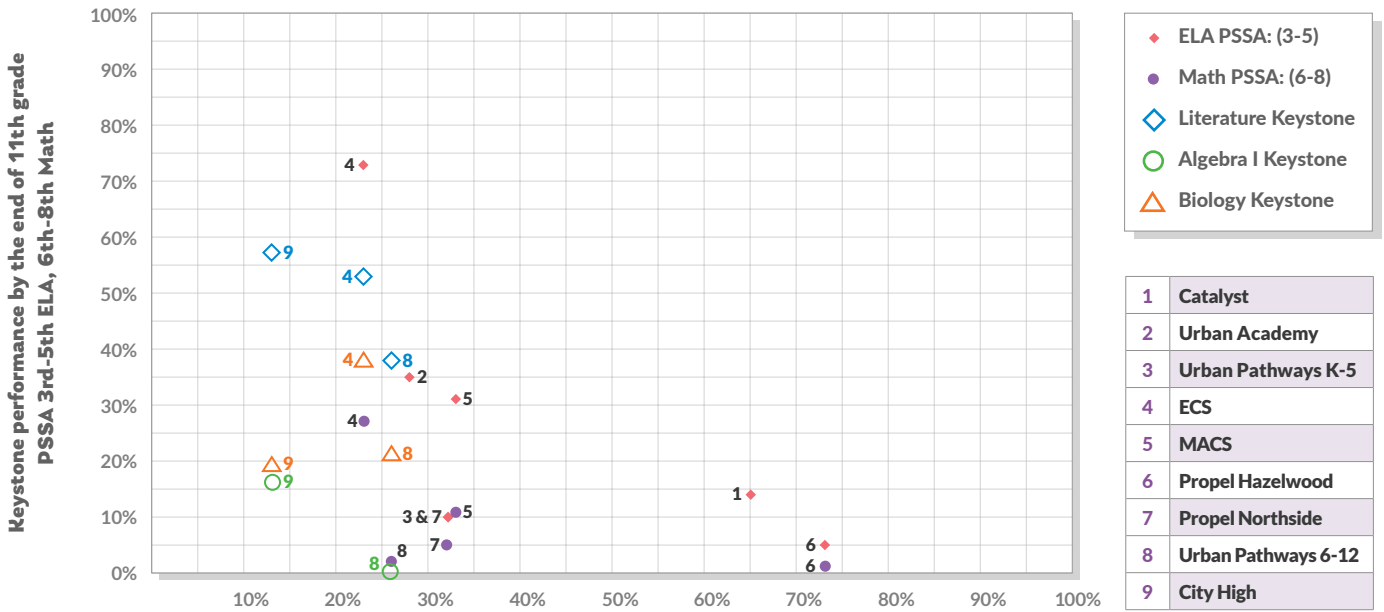
- Of the charter schools we report in this section, the average school had 427 students and 37 teachers.
- 73% of charter school students were economically disadvantaged (receiving public assistance).



KEY ■ Black ■ White ■ Multi-ethnic ■ Hispanic ■ Asian ■ Pacific Islander ■ American Indian



2023 Reading, Math, & Science achievement and chronic absenteeism



Percentage of students missing 10% or more of the school year (chronically absent), by school

Note: The number of students who took the 11th grade Algebra 1 Keystone at ECS was too small to report.



Catalyst Academy Charter School

K-4 charter school (K-3 in 2021-22)

7061 Lemington Ave., 15206 • Lemington • 412-684-2400 • Accessible, with exceptions

Principal: Meghan Lawrence

TEACHERS

17 teachers

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

Teachers absent 18+ days: **0%**
Teachers new to the school: **n/a**

Principal stability: **n/a**

Teachers with National Board Certification

0 out of 17

STUDENTS

Enrollment: 248 students

Low-income: **90%**
IEP*: **15%**
Student stability rate: **84%**

Students suspended at least once: **0%**
Low-income: 0%
IEP*: 0%

*Enrollment percentages do not add up due to rounding
Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

KEY

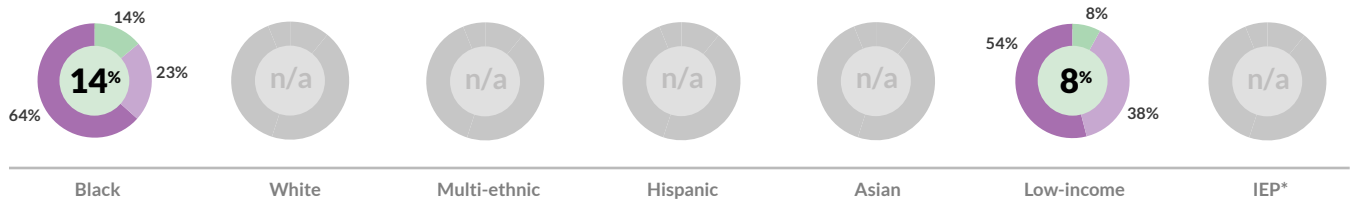
- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

65% of students missed 10% of school days or more. *(Breakdown by rate was unavailable)*

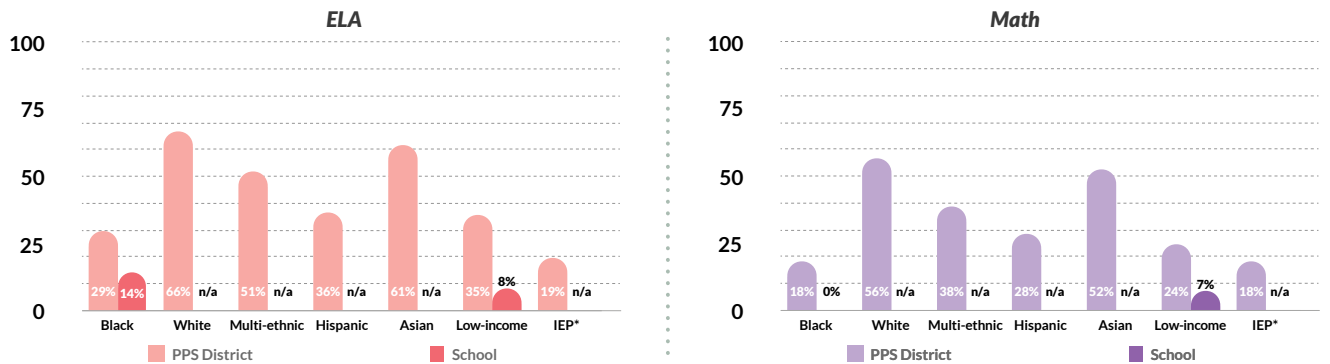
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels





Urban Academy of Greater Pittsburgh Charter School

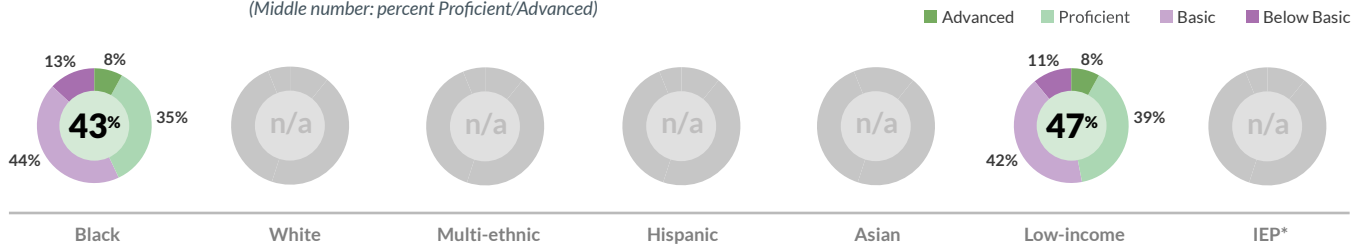
K-5 charter school

437 Turrett St., 15206 • Larimer • 412-361-1008 • Accessible • Principal: Angelique Drakeford

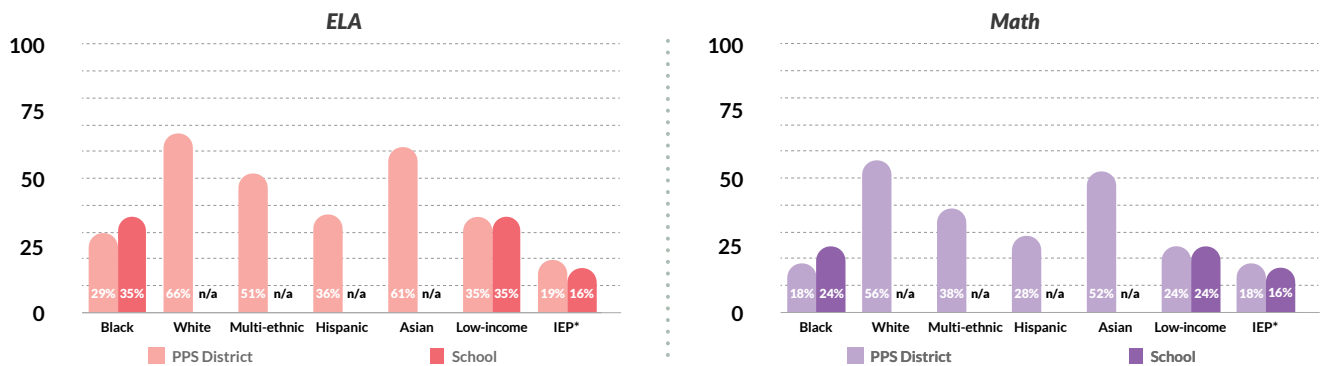
TEACHERS	29 teachers 	Teachers with National Board Certification
	Teachers feel the school is a good place to work and learn: 98%	
	Teachers absent 18+ days: 7% Teachers new to the school: 10%	
STUDENTS	Enrollment: 329 students 	Students suspended at least once
	Low-income: 90% IEP*: 16% Student stability rate: 100%	
	<small>*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"</small>	
16% of students missed 10-19% of school days + 12% missed 20% or more = 28% chronically absent students		

Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



urbanacadempgh.org



Urban Pathways K-5 Charter School

K-5 charter school housed in two buildings

Grades K-2: 925 Penn Ave., 15222 • Downtown • 412-325-4075 • Accessible

Grades 3-5: 933 Penn Ave., 15222 • Downtown • 412-325-4075 • Accessible

Principal: Ashlee Anthony

TEACHERS	24 teachers 	Teachers with National Board Certification
	Teachers feel the school is a good place to work and learn: n/a	
	Teachers absent 18+ days: 4% Teachers new to the school: 54%	
STUDENTS	Enrollment: 328 students 	Students suspended at least once
	Low-income: 96% IEP*: 18% Student stability rate: 88%	
	<small>*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"</small>	
24% of students missed 10-19% of school days + 8% missed 20% or more = 32% chronically absent students		

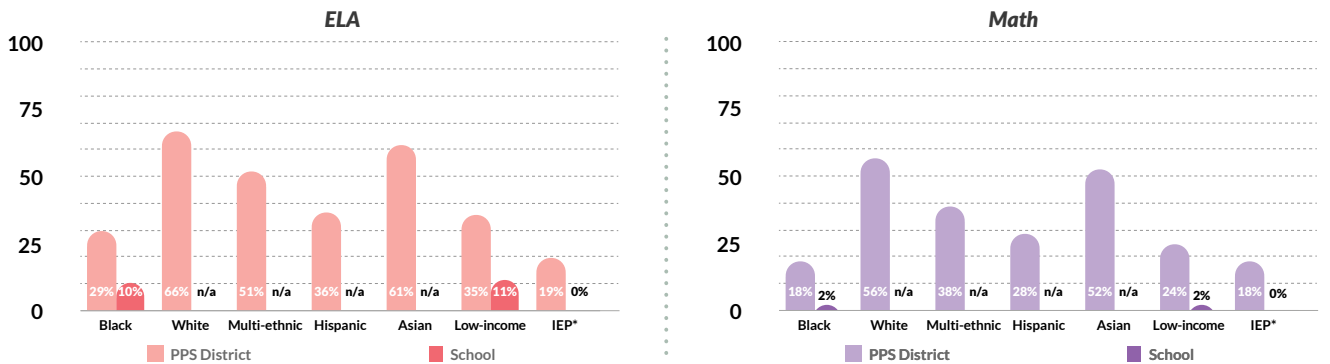
Key outcomes 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



upk5ccs.org



Environmental Charter School at Frick Park

K-12 charter school housed in four buildings (K-11 in 2022-23)

Primary (K-2): 309 S. Braddock Ave., 15221 • Regent Square • 412-247-7970 • Accessible • Principal: Ashley Bergman

Intermediate (3-5): 829 Milton St., 15218 • Regent Square • 412-247-7970 • Accessible, with exceptions • Laura Williams

Middle (6-8): 5525 Columbo St., 15206 • Garfield • 412-247-7970 • Accessible • Principal: Nick Tutolo

High (9-12): 1154 Chislett St., 15206 • Morningside • 412-247-7970 • Accessible • Principal: Abrianna Leeper

94 teachers

3%

Black

95%

White

2%

Asian

Teachers feel the school is a good place to work and learn: **80%**

Teachers absent 18+ days: **0%**
Teachers new to the school: **29%**

Principal stability:
K-2: 1 principal in the last 4 years
3-5: 1 principal in the last 4 years
6-8: 1 principal in the last 4 years, 9-12: n/a

Teachers with National Board Certification

0
out of
94

Enrollment: 1,025 students

Low-income: **35%**

IEP*: **10%**

Student stability rate: **97%**

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

Students suspended at least once

Low-income: **2%**
IEP*: **2%**

KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

20% of students missed 10-19% of school days + 4% missed 20% or more = 23% chronically absent students

Percentages do not add up due to rounding

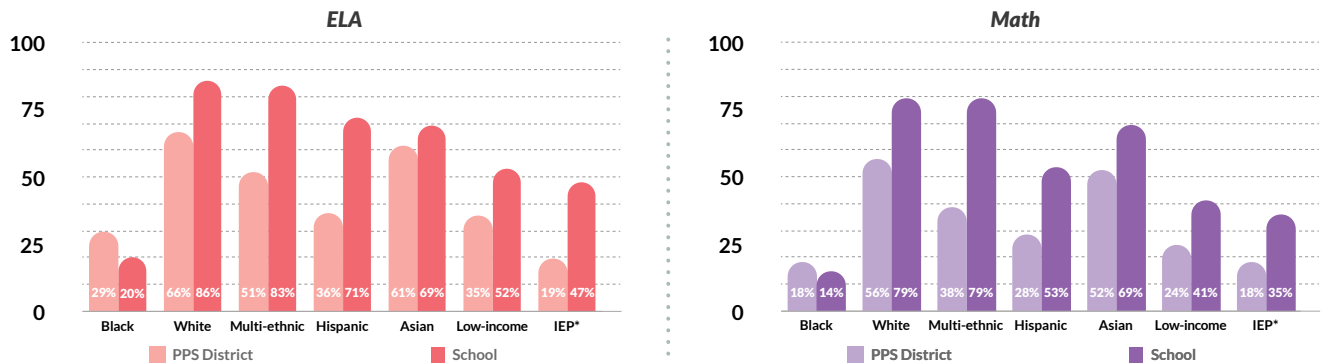
Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



ecspgh.org/primary

ecspgh.org/intermediate

ecspgh.org/middle

ecspgh.org/high-school

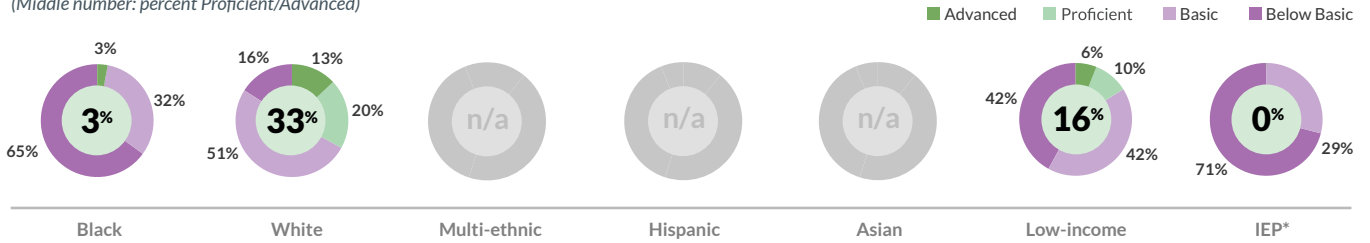
Key outcomes (6-8)

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

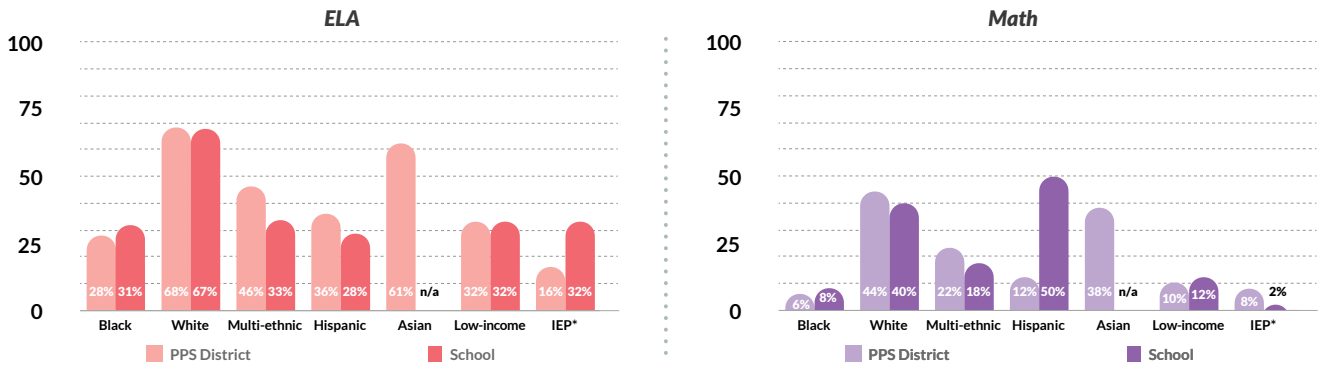
91
out of
100

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)



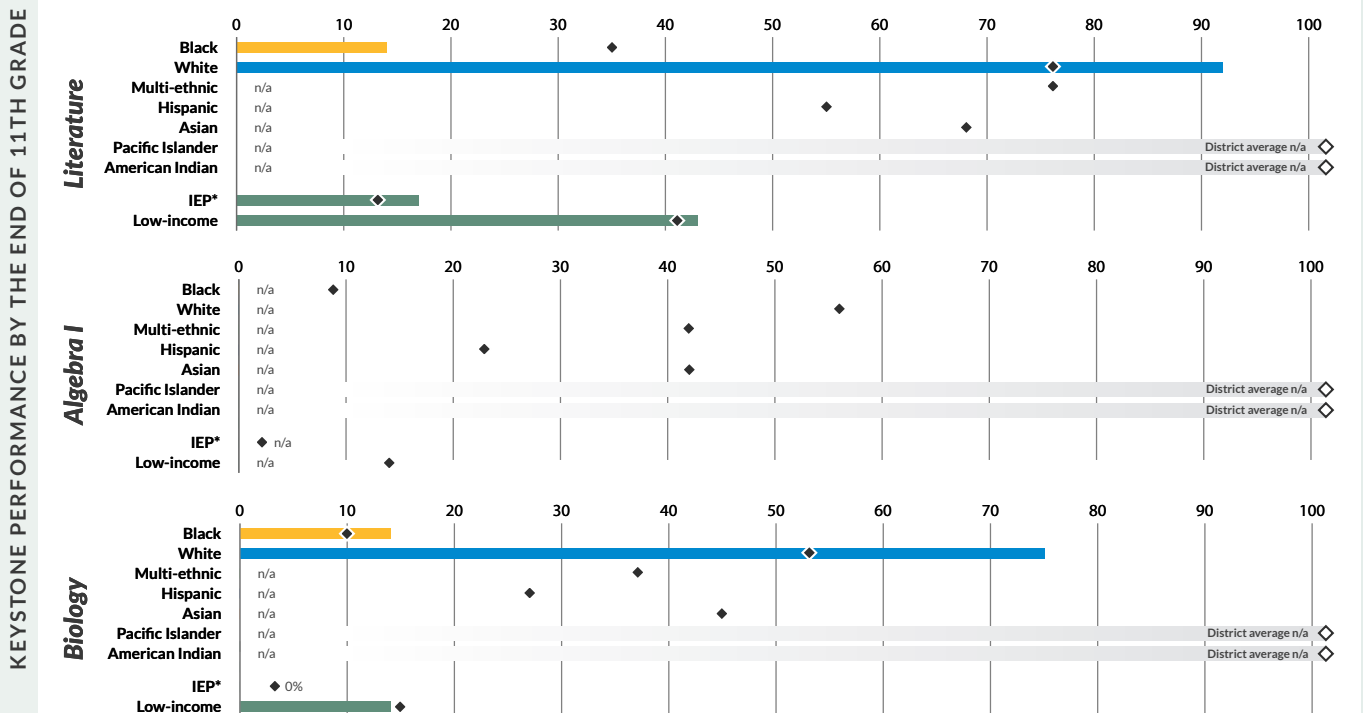
2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



2023 Keystone achievement compared to district

Percentage at Proficient/Advanced levels

◆ PPS district average ◇ PPS district average n/a



KEYSTONE PERFORMANCE BY THE END OF 11TH GRADE



Manchester Academic Charter School

K-8 charter school housed in two buildings

Elementary school (K-6): 1214 Liverpool St., 15233 • Manchester • 412-322-0585 • Accessible

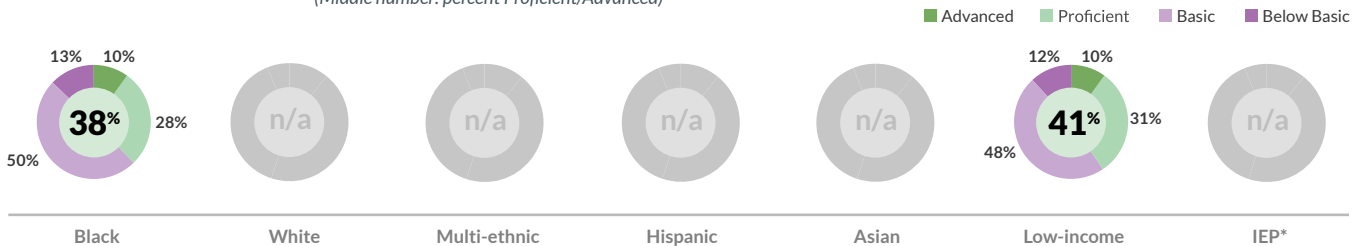
Middle school (7-8): 6 Allegheny Square, E Suite 101, 15212 • Allegheny Center • 412-325-5070

Accessible • Principal/CEO: Vasilius Scoumis

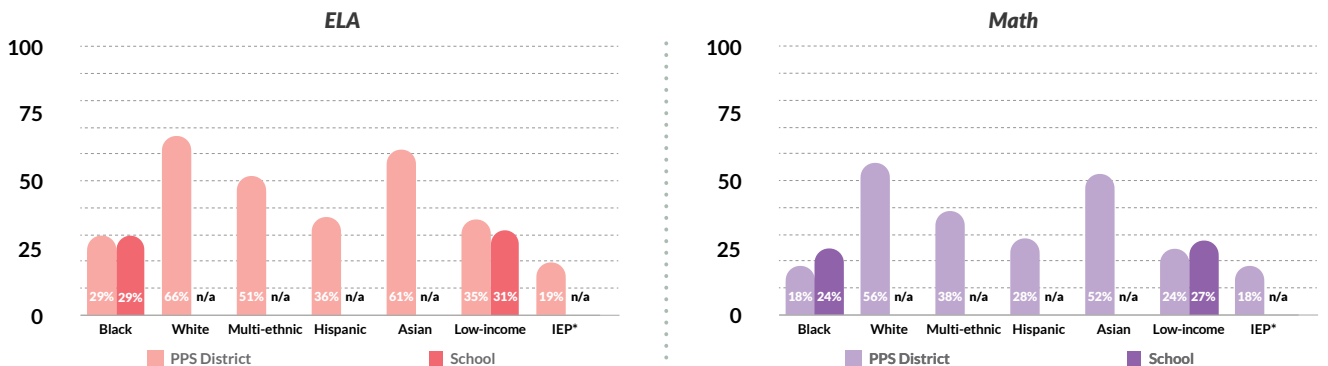
TEACHERS	28 teachers 	Teachers with National Board Certification
	Teachers feel the school is a good place to work and learn: n/a	
	Teachers absent 18+ days: 0% Teachers new to the school: 7%	
STUDENTS	Enrollment: 393 students 	Students suspended at least once
	Low-income: 100% IEP*: 17% Student stability rate: 99%	
	*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"	
32% of students missed 10-19% of school days + 1% missed 20% or more = 33% chronically absent students		

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2023 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:

21
out of
36

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic

The subgroups of students who took the exam were too small for results to be reported.

Black

White

Multi-ethnic

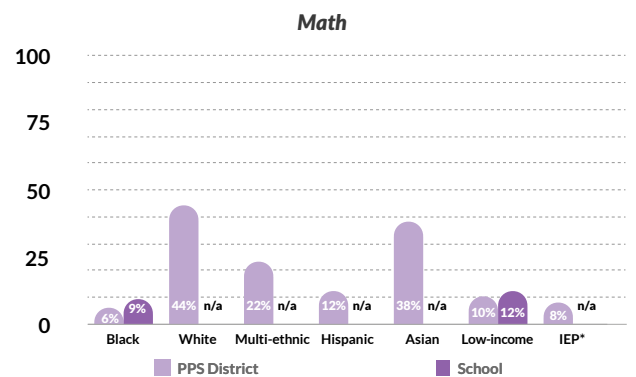
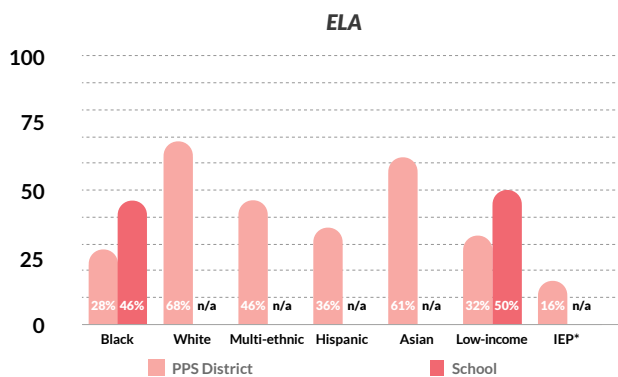
Hispanic

Asian

Low-income

IEP*

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels





Propel Charter School Hazelwood

K-8 charter school

5401 Glenwood Ave., 15207 • Hazelwood • 412-325-0492 • Accessible • Principal: Meryl Johnson

TEACHERS

19 teachers 100% White

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

Teachers absent 18+ days: **11%**
Teachers new to the school: **47%**

Principal stability:
2 principals in the last 4 years

Teachers with National Board Certification

0 out of 19

STUDENTS

Enrollment: 271 students

Low-income: **96%**

IEP*: **16%**

Student stability rate: **92%**

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Percentages do not add up due to rounding

Low-income: 31%
IEP*: 6%

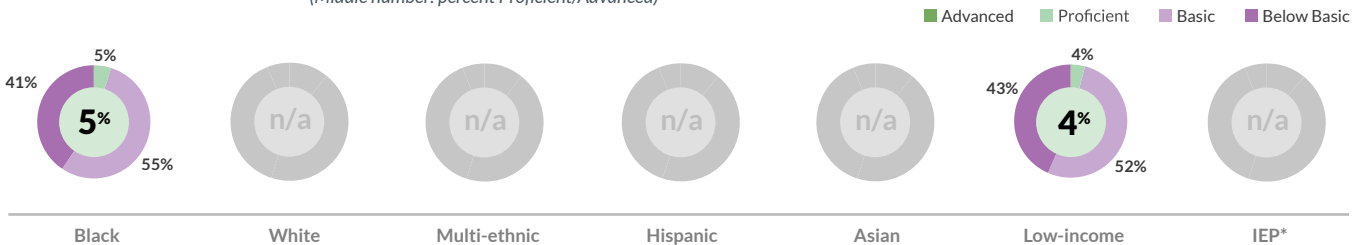
KEY

- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

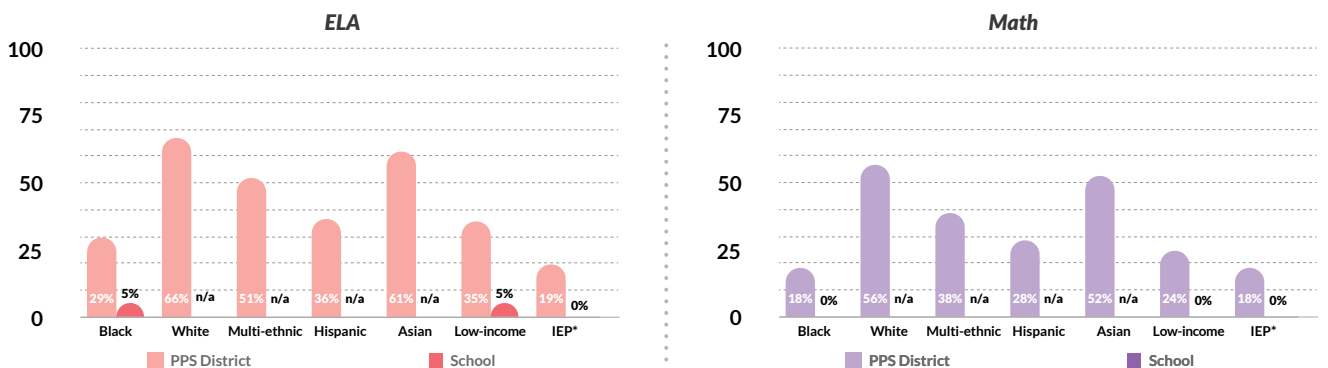
40% of students missed 10-19% of school days + 33% missed 20% or more = 73% chronically absent students

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

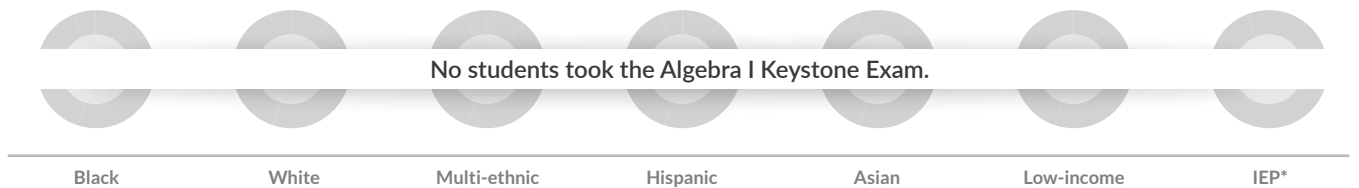
8th grade algebra Students who took algebra by the end of 8th grade:

n/a
out of
38

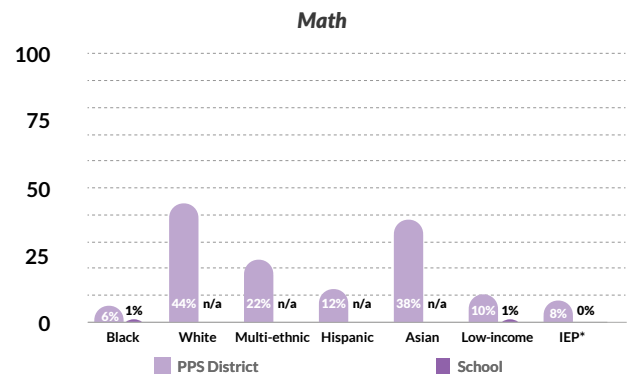
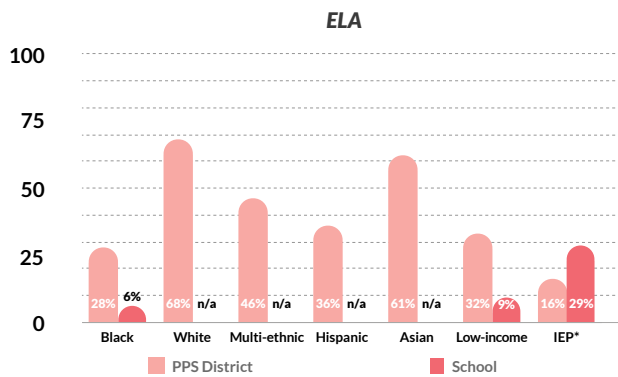
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels





Propel Charter School Northside

K-8 charter school

1805 Buena Vista St., 15212 • Central Northside • 412-325-1412 • Accessible
Principal: Robert Powell

TEACHERS

23 teachers

Black
White
Hispanic

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

Teachers absent 18+ days: **0%**
Teachers new to the school: **48%**

Principal stability:
1 principal in the last 4 years

Teachers with National Board Certification

0
out of
23

STUDENTS

Enrollment: 381 students

Enrollment percentages do not add up due to rounding
*Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"

Students suspended at least once

Percentages do not add up due to rounding

Low-income: **91%**

IEP*: **18%**

Student stability rate: **90%**

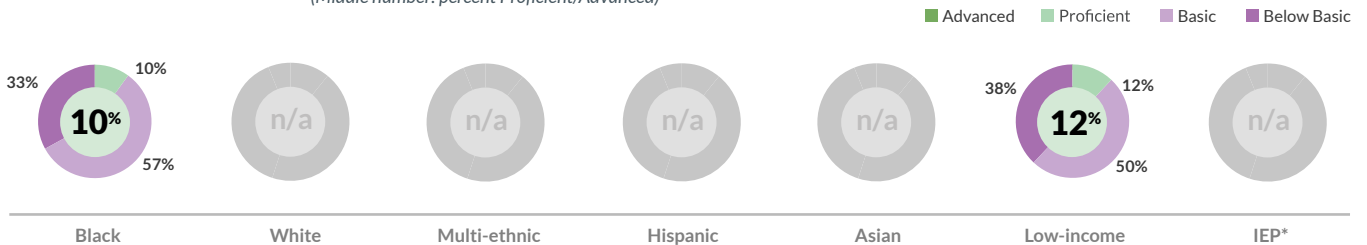
23% of students missed 10-19% of school days + **9%** missed 20% or more = **32%** chronically absent students

KEY

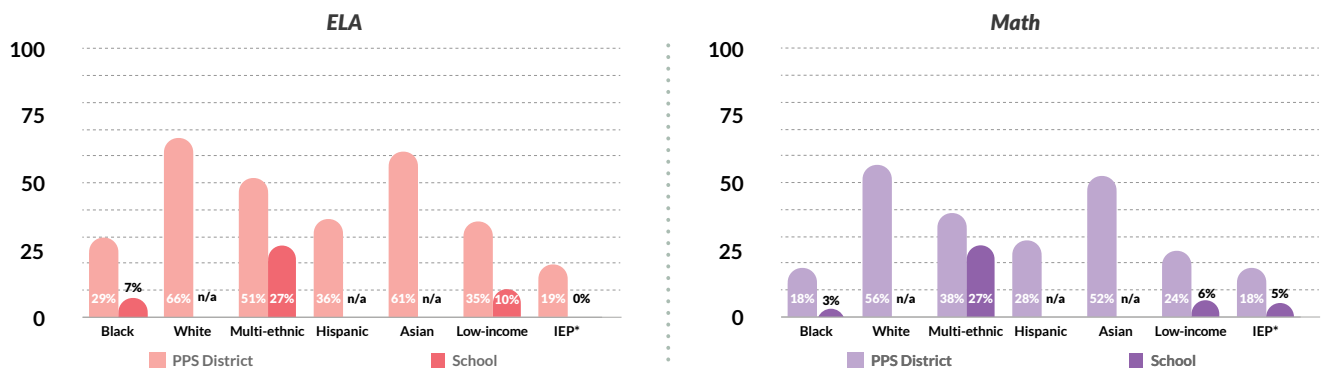
- Black
- White
- Multi-ethnic
- Hispanic
- Asian
- Pacific Islander
- American Indian

Key outcomes (3-5) 3rd grade Reading 2023: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)



2023 PSSA achievement compared to district (3rd through 5th grades): Percentage at Proficient/Advanced levels



Key outcomes (6-8)

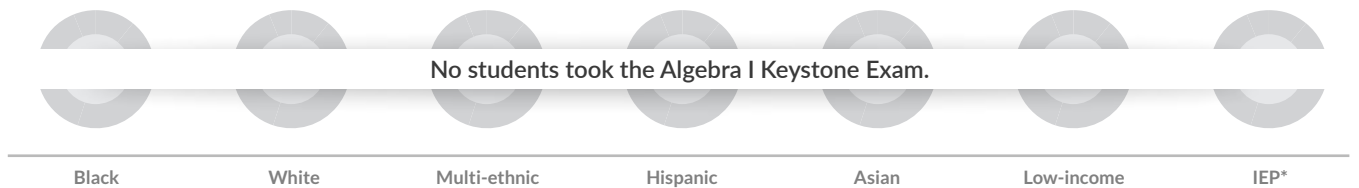
8th grade algebra Students who took algebra by the end of 8th grade:

n/a
out of
47

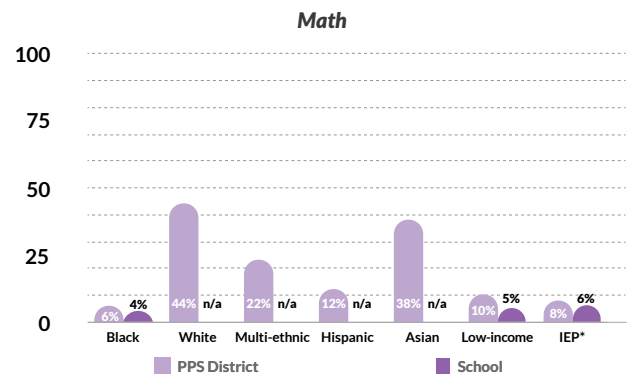
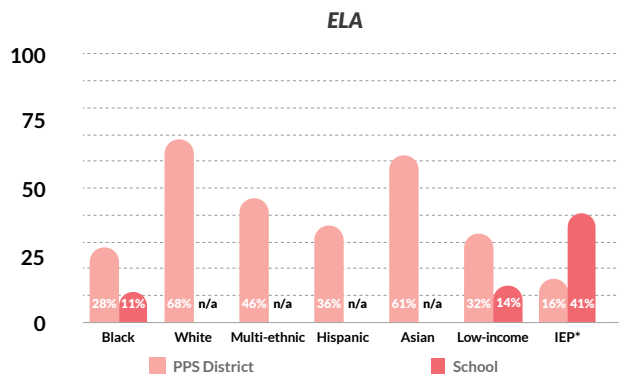
Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2023

(Middle number: percent Proficient/Advanced)

Advanced Proficient Basic Below Basic



2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels





Urban Pathways 6-12 Charter School

6-12 charter school

914 Penn Ave., Third Floor, 15222 • Downtown • 412-392-4601 • Accessible

Principal/CEO: Kathleen Garland

TEACHERS

35 teachers

3% Black, 94% White, 3% Pacific Islander

Teachers with National Board Certification: 0 out of 35

Teachers feel the school is a good place to work and learn: 69%

Teachers absent 18+ days: 3%
Teachers new to the school: 3%

Principal stability: 1 principal in the last 4 years

STUDENTS

Enrollment: 311 students

95% Black, 2% White, 1% Multi-ethnic, 2% Hispanic, 1% Asian

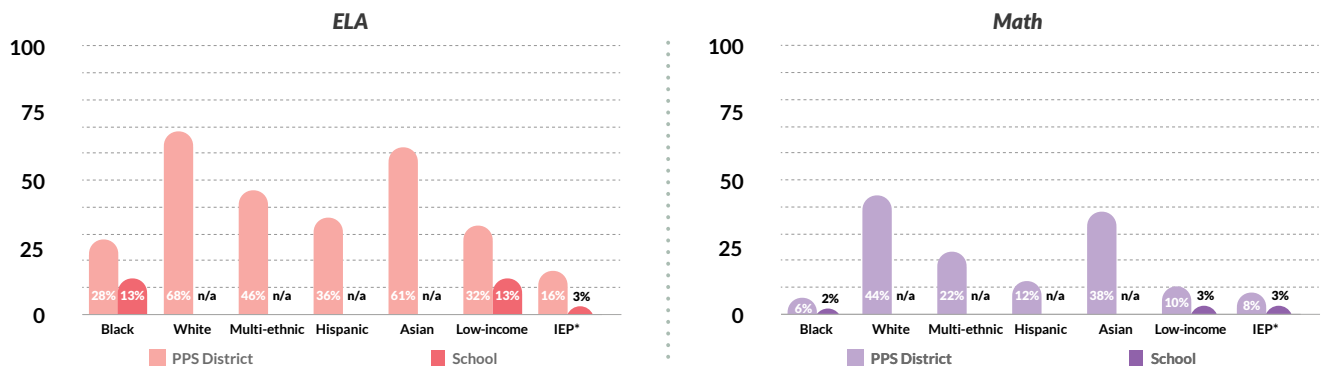
Low-income: 85%
IEP*: 28%
Student stability rate: 79%

Students suspended at least once: 37% overall (35% Low-income, 10% IEP*)

21% of students missed 10-19% of school days + 5% missed 20% or more = 26% chronically absent students

Key outcomes (6-8)

2023 PSSA achievement compared to district (6th through 8th grades): Percentage at Proficient/Advanced levels



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



Graduation rates over time



Percentage of students who:

Took AP (Advanced Placement) courses:

- Overall: 16%
- Black: 16%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 15%
- IEP*: 11%

Scored 3 or higher on any AP exam (scaled 1-5):

- Overall: 12%
- Black: 13%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 16%
- IEP*: n/a



n/a

Met SAT Math Standard



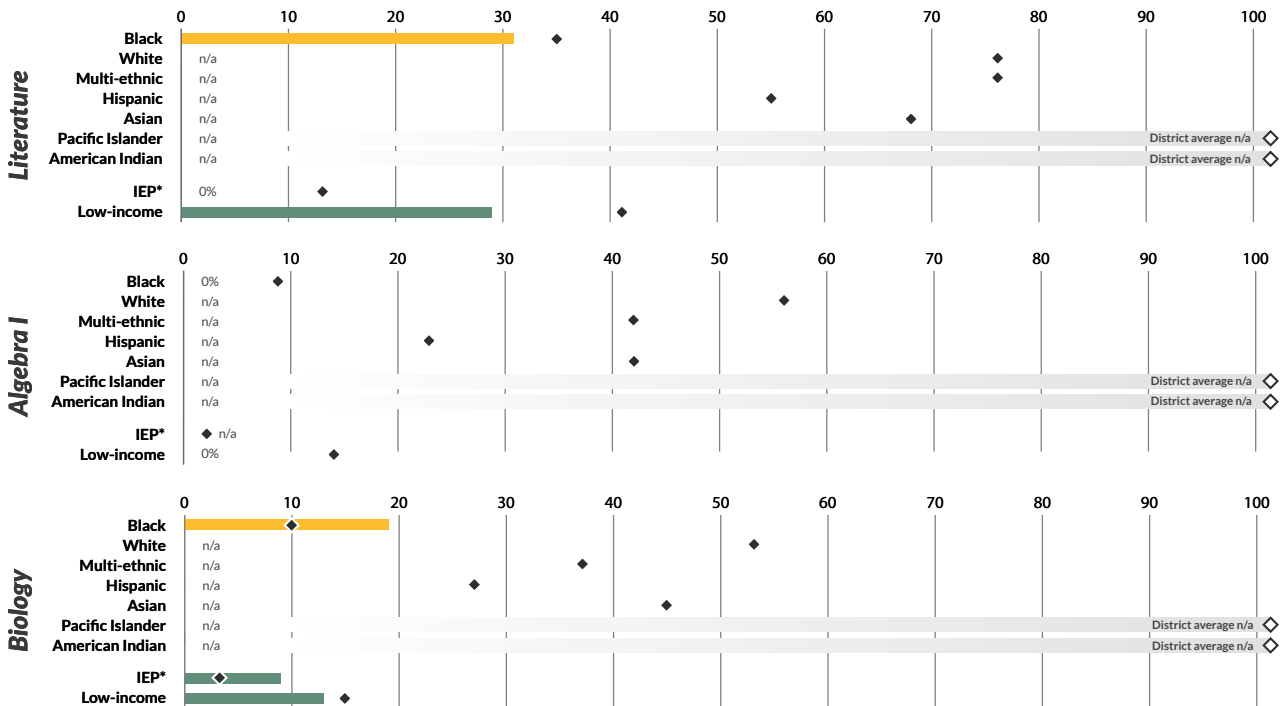
n/a

Met SAT Reading Standard

2023 Keystone achievement compared to district

◆ PPS district average ◇ PPS district average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL

6-year college completion rate **15%**



City Charter High School

9-12 charter school

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

Accessible • Principal/CEO: Dara Ware Allen

2019 featured "Rising Up" school

TEACHERS

66 teachers

8% Black, 85% White, 5% Multi-ethnic, 2% Hispanic, 2% Asian

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

Teachers absent 18+ days: **2%**
Teachers new to the school: **9%**

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

Teachers with National Board Certification: **0 out of 66**

STUDENTS

Enrollment: 559 students

55% Black, 28% White, 12% Multi-ethnic, 2% Hispanic, 2% Asian, 1% American Indian

Low-income: **60%**
IEP*: **17%**
Student stability rate: **94%**

Students suspended at least once

Overall: **25%**
Low-income: 17%, IEP*: 7%

11% of students missed 10-19% of school days + 2% missed 20% or more = **13% chronically absent students**

COLLEGE/TRADE SCHOOL READINESS

Graduation rates over time

2019: **95%**, 2020: **91%**, 2021: **92%**, 2022: **100%**

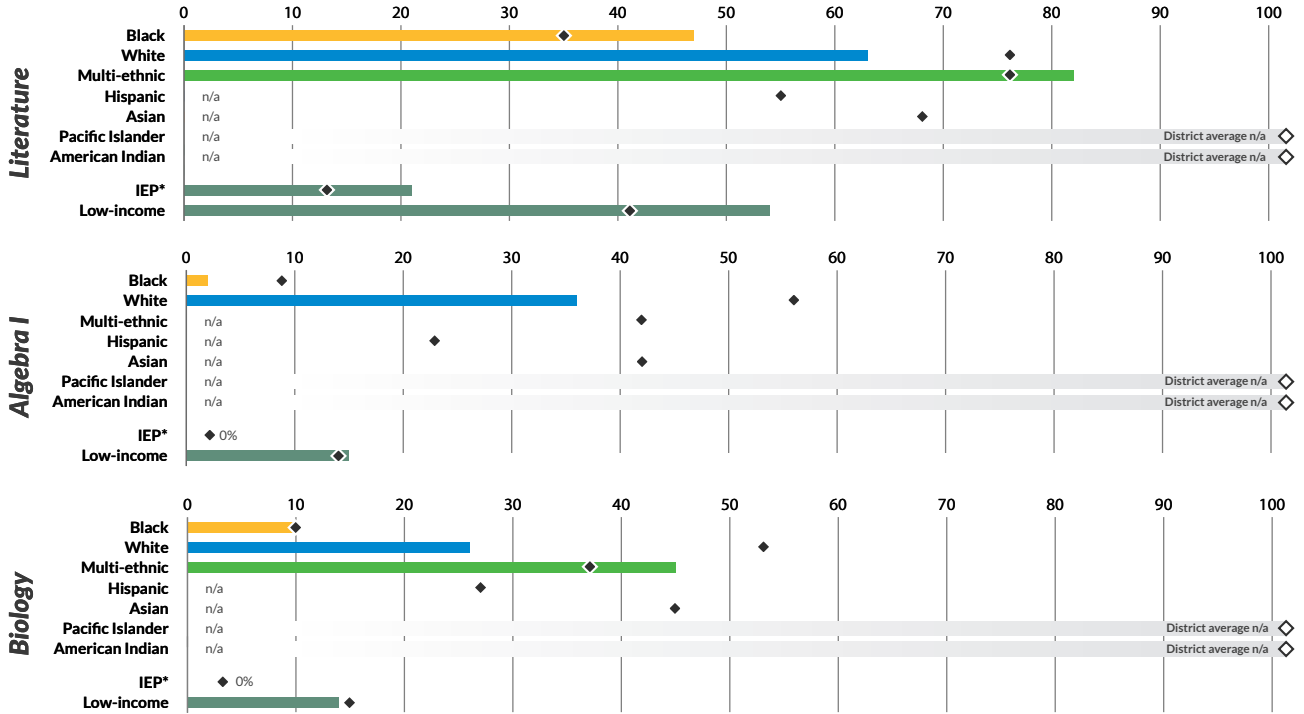
Percentage of students who:

- Enrolled in a CTE (Career and Technical Education) program: **Overall: 27%**
Black: 28%, White: 28%, Multi-ethnic: 24%, Hispanic: 18%, Asian: 15%, Low-income: 21%, IEP: 24%
- Met SAT Math Standard: **15%**
- Met SAT Reading Standard: **33%**

2023 Keystone achievement compared to district

◆ PPS district average ◇ PPS district average n/a

Percentage at Proficient/Advanced levels



POST HIGH SCHOOL → 6-year college completion rate **30%**

2023 Report to the Community

Community Resources Guide

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to all of the
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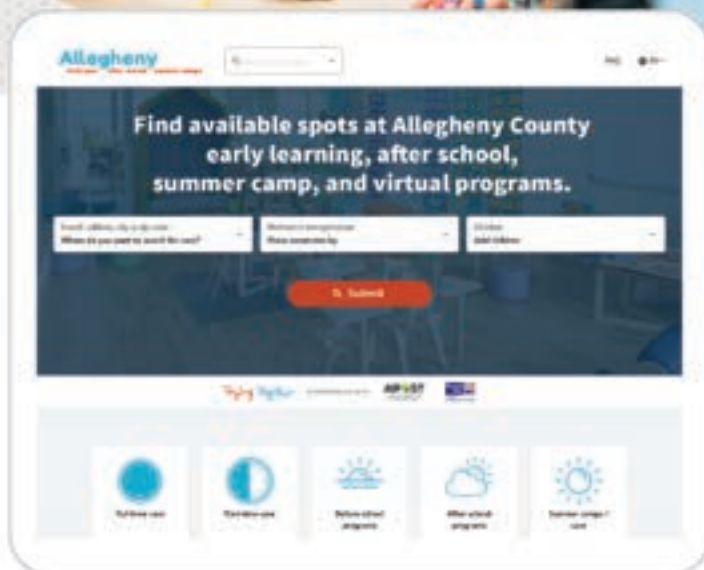


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MentoringPittsburgh.org



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Community Wellness Center

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SATURDAYS • 10 a.m. until supplies are gone

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FEBRUARY 3 & 17

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