



# **2011 REPORT TO THE COMMUNITY**

**on Public School Progress in Pittsburgh**

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The artwork on the front cover, "Seeing," was created by Marie O., a 7th grader in the 2010-11 school year. The artwork on the back cover, "City of Pittsburgh at Night," was created by Jenna M., a 4th grader that year. Both works were exhibited in the 2010-11 Pittsburgh Public Schools All-City Arts Showcases. Photography by Greg Blackman.

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# How to use this report

This report is intended to help you define questions and identify areas where you need more information about the Pittsburgh Public Schools and/or the city's charter schools. Here are some ways that you can use the information presented here, as a parent or guardian and/or a concerned citizen.

1. If you have a child in school, ask your principal or a teacher for more information about the data reported here. You might ask:
  - How do you monitor student achievement data for the school?
  - How much did my child's grade grow in achievement according to PVAAS last year? (PVAAS is the Pennsylvania Value-Added Assessment System: see page 13.) Did all students at all achievement levels (Advanced, Proficient, Basic, or Below Basic) make at least a year's worth of growth?
  - What strategies are in place to make sure students make at least a year's worth of growth?
  - What extra supports are available to children in areas where they struggle academically?
  - What can be done to increase student attendance?
  - How does the school keep students on track for the Pittsburgh Promise scholarship?
  - Which students have access to Advanced Placement (AP) courses?
  - What kinds of supports are available for students to help them plan for post-secondary education and training?
  - How can we encourage our students to participate in more academic competitions, service projects, community leadership opportunities, and arts

events and competitions? Which students have access to information about these opportunities?

- What parent organization can I join to be more involved in the school? (If the school doesn't have one, then start one!)
2. If you work for a community organization, consider how you can contribute to the success of a school. Ask the principal or a teacher about the school's overall goals and its plan to raise student achievement. Compare the plan to the information in the report. Does the plan appear to address school needs? Are there gaps that your organization could fill?
  3. Connect with a school near you to find opportunities to mentor, tutor, or volunteer in other ways.
  4. Discuss the report with your school board representative, and ask about ways that the district's leadership is working to address student achievement.

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

Mailed copies of the report include a postage-paid feedback form you can use to comment on any aspect of the report. If your copy doesn't include a feedback form and you'd like to share your views, contact us at 412-697-1298 or [info@aplusschools.org](mailto:info@aplusschools.org). If you find this report valuable, please let us know! Your interest will help us raise resources to continue its publication.

# How to read this report

Pages are color-coded by level:

- Elementary
- K-8
- Middle
- 6-12
- High
- Charter

**The outer columns show**

**Basic information**, such as:

- School location and size

**Background for student achievement information**, such as:

Stability:

- Has the principal changed recently?

Attendance:

- Do students come to school regularly? Do teachers?

Safety:

- How many incidents were reported?

## Pittsburgh Allegheny K-5

Traditional Academy magnet school

810 Arch St., 15212  
Allegheny Center  
412-323-4100  
Principal: Molly Argueta  
Number of teachers: 27

**Enrollment/Attendance**  
473 students (1/11)  
District average (K-5): 333

African-American: 68.5%  
White: 24.3%  
Multi-ethnic: 6.6%  
Other: 0.6%

Principal stability: 1 principal in the last four years

Student daily attendance: 95.7%  
Teacher daily attendance: 94.3%

**Special education staff 2011-12**  
Learning support

**Family income status**  
83.0% of students eligible for free/reduced lunch  
District average (K-5): 73.7%

**Student disciplinary actions 2009-10**  
*For violence, weapons, and controlled substances*  
Number of incidents per 100 students: 1.6

**Percentage of students at Proficient on PSSA tests**

| Allegheny    | Grade 3 | District* | Grade 5 |
|--------------|---------|-----------|---------|
| Reading 2011 | 78.1%   | 63.6%     | 72.1%   |
| Math 2011    | 67.1    | 74.2      | 85.1    |
| Science 2011 | n/a     | n/a       | 73.1    |
| Writing 2011 | n/a     | n/a       | n/a     |

\*All district elementary and K-8 schools

**Reading (Fifth grade)**

| Year | Percentage |
|------|------------|
| 2008 | 42.9%      |
| 2009 | 71.8%      |
| 2010 | 45.9%      |
| 2011 | 54.1%      |

**Percentage of students at each Proficiency level on PSSA tests by subgroup, 2011**

**Reading (3rd through 5th grades)**

| Subgroup     | Advanced | Proficient | Basic | Below Basic |
|--------------|----------|------------|-------|-------------|
| Black        | 13.9%    | 47.0%      | 25.2% | 13.9%       |
| White        | 11.5%    | 50.0%      | 1.9%  | 36.5%       |
| Multi-ethnic | 7.1%     | 50.0%      | 7.1%  | 35.7%       |
| Asian        | n/a      | n/a        | n/a   | n/a         |
| Hispanic     | 13.4%    | 48.0%      | 21.8% | 16.8%       |
| Low-income   | 13.3%    | 40.0%      | 26.7% | 20.0%       |

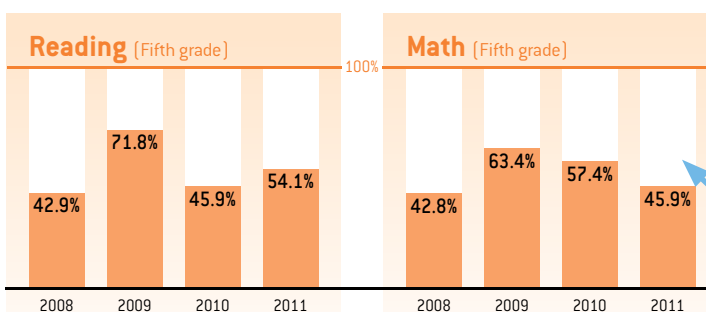
\*\* Students with an Individual Education Plan (IEP) for special education

**Special accomplishments**

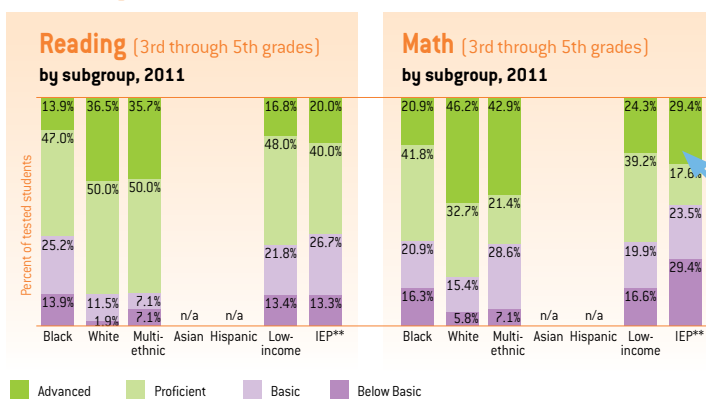
### Percentage of students at Proficient/Advanced levels on PSSA tests

| Allegheny    | Grade 3 | District* | Grade 4 | District* | Grade 5 | District* |
|--------------|---------|-----------|---------|-----------|---------|-----------|
| Reading 2011 | 78.1%   | 63.6%     | 72.2%   | 62.5%     | 54.1%   | 56.6%     |
| Math 2011    | 67.1    | 74.2      | 85.1    | 79.0      | 45.9    | 67.4      |
| Science 2011 | n/a     | n/a       | 73.3    | 65.7      | n/a     | n/a       |
| Writing 2011 | n/a     | n/a       | n/a     | n/a       | 64.9    | 51.4      |

\*All district elementary and K-8 schools



### Percentage of students at each PSSA achievement level



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

### Special accomplishments

- Students recorded their writing through the Hear Me project
- Kindergartners presented their learning from year-long circuits study to CMU CREATE Lab researchers
- 5th graders wrote, illustrated, and designed books

The center of the page shows student achievement information:

What percentage of students scored satisfactory or better last year?

What percentage of students have scored satisfactory or better over time?

How did different groups of students perform last year?



# Five ways A+ Schools makes a difference

We know you are concerned about the quality of education in Pittsburgh's public schools. We know you want a school district that is fair and equitable for all students. A+ Schools is your resource. We work for you, collecting the critical information you need and providing specific ways for you to help make our schools great.

Let A+ Schools be your partner: bookmark our Web site, visit our site often, attend our meetings and learn more about what's happening in our schools. If you have the time, volunteer for one of our programs (see page 80 for more information about volunteer opportunities).

## Here are five key ways we're helping to partner with you and the community to improve Pittsburgh's schools.

### 1. We keep watch over Pittsburgh's schools.

A strong public school system needs effective leadership that is fully accountable, fiscally responsible, and strategically focused to ensure a high quality education for all students. Our oversight helps to ensure both district- and school-level accountability.

- Our **Board Watch** volunteers serve as independent observers and evaluators of the Board's performance. Report cards and recommendations based on their reports are issued quarterly. The School Board has addressed about half of our Board Watch recommendations, resulting in better scores from volunteers.
- A **financial consultant** hired recently by A+ Schools provided an independent analysis of the district's financial situation and spending reduction plans.

### 2. We mobilize the community.

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

Pittsburgh Promise, Coro Center for Civic Leadership, the Urban League, and the Black Political Empowerment Project.

- Our **School Works** volunteers conduct confidential interviews with teachers, principals, and guidance counselors in the Pittsburgh Public Schools. More than 300 volunteers have interviewed over 150 school staff in the past three years.
- **Teen Bloc** involves city high school students in a leadership development and community organizing program aimed at improving public education in Pittsburgh. More than 75 students have been involved to date.

### 3. We collect critical data.

As an independent community advocate for improvement in public education, we serve as a resource for facts, evidence, best practices, and research. Based on such data, we make recommendations that take the needs of all students into account.

- Findings and recommendations resulting from our **Tools, Rules, and Schools** initiative independently confirmed the need for change—particularly in our most vulnerable schools—and led to our support of the Pittsburgh School District and Pittsburgh Federation of Teachers' Empowering Effective Teachers Plan.
- Interviews conducted by **School Works** volunteers during visits with school staff each fall yield information on current conditions and supports available for quality teaching and learning. Our School Works recommendations have resulted in improved practices in schools.

### 4. We keep you informed.

As a parent or concerned city resident, you need access to the facts to understand what is being proposed, to talk things through, and to provide feedback on important issues. A+ Schools brings the public together in community meetings to provide information, discuss findings, and determine priorities.

- More than 300 community members took part in our online survey and community forum entitled **Choosing our Next Superintendent**.

## Measuring our reach

Web site hits: **50,000+ yearly**

Volunteers: **790**

Community events: **20**

Participants in community events/discussions: **1,378**

- At least 400 Pittsburgh residents attended a series of neighborhood meetings in July and August of 2011 to weigh in on the massive **budget cuts** facing the school district.
- This annual **Report to the Community** provides detailed information so families can monitor progress in each of Pittsburgh's public schools and charter schools, and make informed decisions on school choice.

### 5. We inspire community action.

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

- **Our Community Campaign for Empowering Effective Teachers** collected more than 1,800 signatures supporting the plan. Supporters wore campaign t-shirts, signed petitions, texted their support, and carried signs at public events. The innovative Empowering Effective Teachers program is now being implemented in every school in the district.
- Our **Voter Registration Drive** challenged city residents to register and vote in the Pittsburgh Public School Board elections. Community volunteers and partner organizations helped A+ Schools collect pledges through canvassing, phone calls, meetings, and mailings. We also conducted a candidate forum and issued a voter guide.

## JOIN US!

A+ Schools believes we all share a responsibility—and have a role to play—in making sure Pittsburgh's public schools provide the best education possible for all students. We invite you to join us in this collaborative effort. Visit our Web site at [www.aplusschools.org](http://www.aplusschools.org) to sign up for email alerts, find out about events, donate, and volunteer. **Stand with us as partners for excellence in education!**

# Introduction

The 2010-11 school year was another year of change for the Pittsburgh Public Schools, with a superintendent transition, the closing of two high schools, and significant budget challenges partly due to a large drop in state funding for the current school year.

Here's how A+ Schools responded. In the fall, after the surprise resignation of Mark Roosevelt, we held a public forum and posted an online survey to solicit community members' views on Pittsburgh's next superintendent. In the spring and summer, we gathered community members to educate themselves about the budget and to identify priorities. Meanwhile, we continued to identify and address inequities in the system (School Works), to support efforts to empower effective teaching (Tools, Rules, and Schools), to evaluate the performance of the Pittsburgh School Board (Board Watch), and to support emerging youth leaders (Teen Bloc). This is what you can expect from A+ Schools: We will facilitate the community's timely response to critical events. We will persist in the difficult work of advocating for equity, for every student to benefit from great teaching, and for effective school board leadership—work that is shaped by community input and the efforts of our volunteers.

We also continue to produce this report. As always, the *Report to the Community* aims to provide readers with common, accessible data about the Pittsburgh Public Schools and the city's charter schools. Each year, we hope the report will answer some questions and raise others—in particular, questions about differences in student outcomes. We also hope the report will lead schools and communities to ask what they can do to ensure all students are on a path to thrive and build their families and futures in Pittsburgh.

In last year's report, we expanded our reporting on student achievement on the state test, the PSSA, by including information for each subgroup of students: black, white, multi-ethnic, Asian, and Hispanic. This year, we have added even more. Rather than selecting grade levels, we now report on **every grade and content area tested by the PSSA**.

Once again, **all of the charter schools within the city have been included** in this report. (Charter schools are free, public

*Continued on page 6*

# Introduction

*(continued from page 5)*

schools operated independently of school districts.) The charter schools section begins immediately after district high schools. We thank the schools for providing information.

Again this year, the report includes an **executive summary**. The executive summary, beginning on page 6, is an analysis of some aspects of the reported data and an examination of trends.

The report also contains:

- Data about each school for the **2010-11 school year**
- Comparisons of each school to district averages
- Achievement information: how each school measures up to the state standard, “proficiency” on PSSA tests, and whether proficiency levels are increasing or decreasing over time
- Information about each level (elementary, K-8, middle, 6-12, and high) on the cover page of each section, along with comparable state-level data, and special education test participation

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

- School names, names of principals/administrators, and contact information
- Special education services by school

- School descriptions, including magnet, “English as a Second Language,” and Career and Technical Education (CTE) program sites

Peabody and Schenley high schools have been closed, and therefore haven’t been included in the report. Other changes that affect schools this year aren’t reflected here, however, because the report is based on the 2010-11 school year. Those changes include:

- Faison and Lincoln, previously K-8 schools, have become elementaries. (Each had a second campus, now closed.) Both schools appear in the K-8 section with their current names.
- Westinghouse High School has been reconfigured as a 6-12 school. Pending board approval of its new name, we refer to it simply as “Westinghouse.” Westinghouse is listed in the high school section.

Propel Schools and Urban Pathways Charter Schools opened elementary charter schools in the city this fall. Those schools will be included in next year’s report.

Once again, we didn’t include any information about the district’s **special education centers** due to the lack of meaningful achievement indicators for groups of students with diverse special needs. (Test scores and proficiency levels we report for each school include all students who took the tests, regardless of special education status.)

The **indicators of school progress** were originally selected by an A+ Schools committee headed by Alan Lesgold, Ph.D., dean of the School of Education, University of Pittsburgh. These indicators are based on the best data currently available from schools. We thank the Pittsburgh Public Schools for its cooperation in making data available to A+ Schools.

## No Child Left Behind

The primary rating of schools today is by their “Adequate Yearly Progress” (AYP) under federal “No Child Left Behind” guidelines, which indicates whether or not the overall performance of students in the school and the performance of various subgroups are meeting federal goals. We believe this one-dimensional “grade” is inadequate. AYP relies almost solely on PSSA results in reading and math. Although it’s based on two years of

## What is the PSSA?

The Pennsylvania System of School Assessment, or PSSA, is the state test. Testing takes place in the spring.

| Content area   | Grades tested |
|----------------|---------------|
| Reading & Math | 3-8, 11       |
| Science        | 4, 8, 11      |
| Writing        | 5, 8, 11      |

Scores 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.

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

Please visit our Web site at [www.aplusschools.org](http://www.aplusschools.org) to donate to A+ Schools via [Pittsburghgives.org](http://Pittsburghgives.org), a resource of The Pittsburgh Foundation.

test scores, AYP is not the true measure of progress its name suggests because it fails to take into account where a school started. One school not making AYP may actually have made great progress, while a school surpassing the AYP threshold may be stagnating. Because our goal is to help identify educational effectiveness, and because we understand that is a complex matter, there is no reference here to a school's AYP status. Please note: PSSA results for AYP purposes may reflect statistical changes (such as two-year averaging, and differences in which students' results are counted), and so may not match information reported here.

### Reporting by race and family income

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

### Interpreting the report

Much of this report is based on test scores. However, we urge readers to approach test scores with caution. Test results may not adequately represent students' achievement due to personal factors such as students' test anxiety, and/or technical reasons for score fluctuations including changes in the test itself.

This report isn't a substitute for visiting schools and observing in classrooms. Many aspects of student learning and school quality can't be translated into numbers. We urge readers to consider this report as a tool for framing further questions as they continue to seek information about the quality of our schools.

**See pages 122 through 124 for more information about any indicator.**

### Key dates for school choice

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

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

Deadline for registration: December 16, 2011

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

*Note:* A child who attends a Pittsburgh Public Schools Early Childhood program (preschool) has a better chance of being accepted into an elementary or K-8 magnet program. For more information about "preference" and the magnet/CTE application process, visit the district Web site at [www.pps.k12.pa.us](http://www.pps.k12.pa.us), or call the parent hotline at 412-622-7920.

# Executive summary

This executive summary provides an overall analysis of trends across public schools in Pittsburgh, based on data in this and previous A+ Schools reports. While this summary does not address every indicator, we hope it will help readers who want to take a closer look at progress.

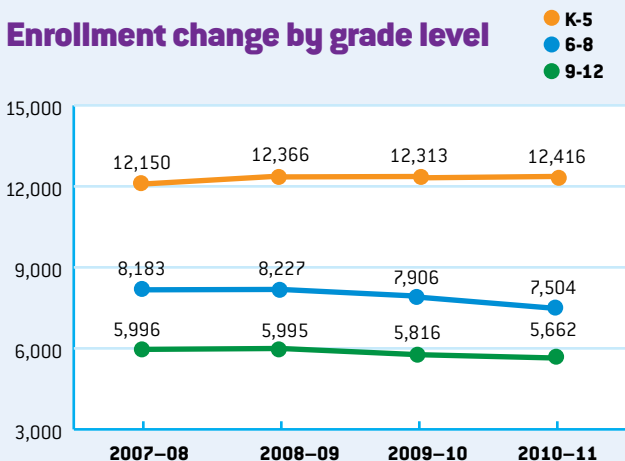
This summary seeks to address the following questions.

- What are the characteristics of the district and its schools?
- Compared to past years, what has been the trend in academic achievement as measured by PSSA scores?

## Methodology

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

## Enrollment change by grade level



- What progress has been made in reducing the racial achievement gap?
- To what extent are students making growth as measured by PVAAS? (See page 13 for more information.)
- To what extent are high school students being prepared for post-secondary education and training?

## Findings for the 2011 Report to the Community

### Characteristics of the district and its schools

#### Pittsburgh Public Schools snapshot

##### Enrollment

The table on page 9 describes the general student population within each type of school configuration in the Pittsburgh Public Schools (PPS) in the 2010-11 school year. Compared to previous years, Asian and Hispanic enrollment has grown. Fewer elementary students were eligible for free/reduced lunch (a measure of family poverty), but percentages rose in middle and high schools.

The chart to the left shows that district enrollment has declined slightly overall, by 453 students. (Sources: PPS and PDE.)

### Academic achievement as measured by the PSSA

#### PPS compared to PA

We looked at achievement trends for all PPS students and all students in Pennsylvania, from 2007-08 to 2010-11, in Reading and Math. The chart on page 9 shows that all PPS grades made gains greater than the state’s gains except for grade 11 in Math, which has declined for the second year in a row.

## Student demographic information at each grade-level configuration for 2010-11

|          | Number of schools | Average enrollment | Range of enrollment | Percent black | Percent white | Percent multi-ethnic | Percent Asian | Percent Hispanic | Percent other | Percent eligible for free/reduced lunch | Average student attendance |
|----------|-------------------|--------------------|---------------------|---------------|---------------|----------------------|---------------|------------------|---------------|---|----------------------------|
| District | 56                | 486                | 183 to 1331         | 54.7%         | 35.6%         | 5.8%                 | 2.3%          | 1.5%             | 0.1%          | 68.3%                                   | 91.5%                      |
| K-5      | 21                | 333                | 183 to 567          | 52.1          | 35.7          | 7.7                  | 2.4           | 1.9              | 0.2           | 73.7                                    | 93.7                       |
| K-8      | 17                | 413                | 257 to 664          | 61.0          | 30.1          | 5.8                  | 1.7           | 1.2              | 0.1           | 74.3                                    | 92.7                       |
| Middle   | 7                 | 356                | 243 to 460          | 50.7          | 39.7          | 5.2                  | 2.5           | 1.7              | 0.2           | 76.6                                    | 92.7                       |
| 6-12     | 4                 | 612                | 328 to 863          | 59.0          | 33.0          | 4.4                  | 2.3           | 1.2              | 0.1           | 57.6                                    | 92.2                       |
| 9-12     | 7*                | 716                | 314 to 1331         | 49.2          | 42.5          | 4.1                  | 2.9           | 1.2              | 0.1           | 68.2                                    | 85.0                       |

\*Excludes Schenley and Peabody, which closed at the end of the 2010-11 school year.  
Percents may not add to 100 because of rounding.

We looked at the achievement of black students in PPS and statewide. Compared to black achievement statewide, the percentage of PPS Proficient/Advanced black students was approximately 1.5 percentage points lower in Math and 4.5 percentage points lower in Reading. However, these differences are smaller than in previous years.

### PPS achievement by grade-level configuration

We looked at achievement for each grade-level configuration. The chart on page 10 shows that:

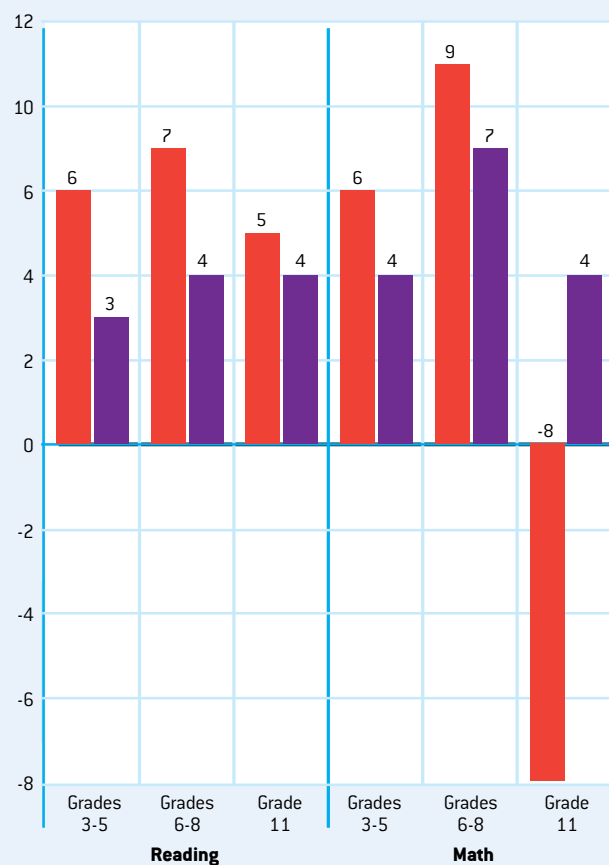
- While Reading achievement is generally higher than Math achievement, Reading achievement declines as the grade level increases.
- Math achievement is fairly consistent across grades, with a slight decline in the higher grades.
- In both cases, state patterns are similar.

### Black student achievement and the black/white achievement gap

#### Black and white Proficient/Advanced students, with state trend

We also looked at the achievement gap across the district by comparing Proficient/Advanced white students and Proficient/Advanced black students. The charts on page 11 show the gap over time, with state trends as a comparison. The information

### Percentage point change of Proficient/Advanced on PSSA for all students from 2008 to 2011



Continued on page 10

# Executive summary

*(continued from page 9)*

represents all tested grade levels for all students across the district for each year from 2007-08 to 2010-11.

These charts show that for PPS 2011 Reading and Math, achievement gaps have been narrowing for four years, to 30.6 in Reading and 27.2 in Math. In both content areas, a rise in black achievement narrowed the gap.

## School-level racial achievement gap

When we looked at individual schools, we saw that some have much smaller achievement gaps than others. Here, we defined the gap as the difference between black Proficient/Advanced students in individual schools and white Proficient/Advanced students for the relevant grade levels districtwide. The table on page 11 shows the number of schools in each grade-level configuration with gaps of less than 10 percentage points and those with gaps of greater than 50 percentage points. The table shows:

- 6 schools had gaps of fewer than 10 percentage points in Reading, though those schools were limited to elementary and 6-12 schools. (In 2010, this number was 4.)
- 12 schools had gaps of fewer than 10 percentage points in Math (compared to 8 in 2010).

- 2 high schools had gaps greater than 50 percentage points in Reading and Math (compared to 3 in Reading and 1 in Math in 2010).

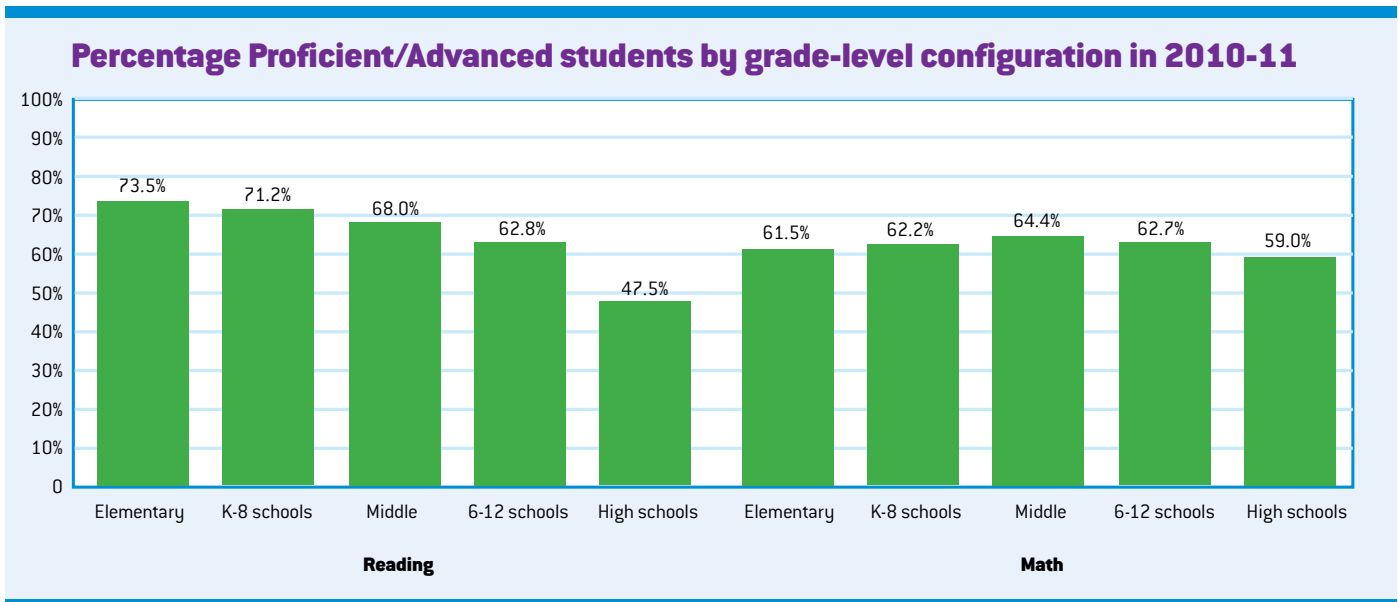
## Growth as measured by PVAAS

While changes in percentages of Proficient/Advanced students show school and district-level change from year to year and provide important points for comparison, those changes do not show whether or not students have improved over time. PVAAS does provide this information by measuring the growth of groups of students from one year to the next. (Note: We report PVAAS for grades 4-8 only.)

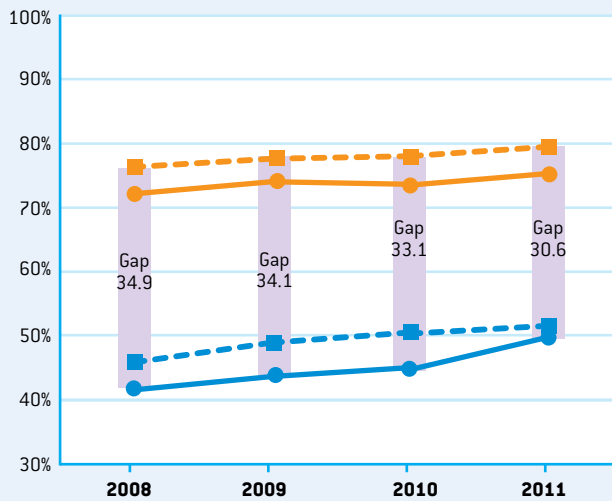
The chart on page 12 shows that in each grade, in Reading and Math, most schools made a year’s growth or more. In Reading, the percentage of schools showing growth increased as the grade level increased. In Math, the largest majority of schools showed growth in 7th grade (89%).

## Post-secondary readiness

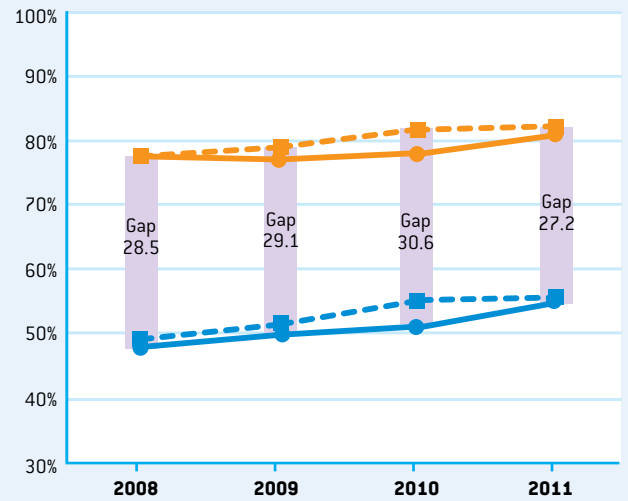
We looked at four indicators to describe post-secondary readiness: graduation rate, SAT participation and average scores, percentage of students qualifying for the Pittsburgh Promise by grade point average, and percentage of students enrolled in Advanced Placement (AP) courses.



### PSSA Reading: Black/white gap in % Proficient and Advanced



### PSSA Math: Black/white gap in % Proficient and Advanced



- In 2009-10 (the most recent data available), the district graduation rate was 89.2%, an increase of 6.8 percentage points over the previous year.
- 64.9% of the district’s seniors took the SAT, an increase of 4.2 percentage points compared to the previous year. The average SAT combined score was 933—20 points higher than the 2010 combined score. The state 2011 average was 994.
- 59.1% of the district’s seniors earned grade point averages that qualified them for the Pittsburgh Promise scholarship program (2.5), 4 percentage points higher than in 2010. The increase was shared among both black and white students, yet there is still a large disparity between these two groups.
- Districtwide, 14.5% of students enrolled in one or more AP course, 2.9 percentage points higher than in 2010. This percentage increase included both black and white students.

### Number of schools at each grade-level configuration with black/white achievement gaps less than 10 and greater than 50 percentage points

|                | Total number of schools | Number of schools with achievement gaps of less than 10 percentage points | Number of schools with achievement gaps of greater than 50 percentage points |
|----------------|-------------------------|---|--|
| <b>Reading</b> |                         |   |  |
| Elementary     | 21                      | 3   | 0  |
| K-8            | 17                      | 0   | 1  |
| Middle         | 7                       | 0   | 0  |
| 6-12           | 4                       | 3   | 0  |
| 9-12           | 7                       | 0   | 2  |
| <b>Math</b>    |                         |   |  |
| Elementary     | 21                      | 7   | 0  |
| K-8            | 17                      | 2   | 0  |
| Middle         | 7                       | 0   | 0  |
| 6-12           | 4                       | 3   | 0  |
| 9-12           | 7                       | 0   | 2  |

## Closing

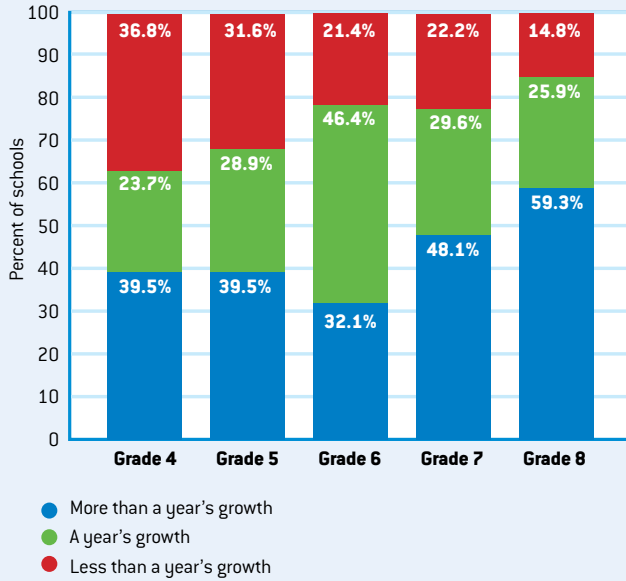
With a few exceptions, we see progress across the Pittsburgh Public Schools on all the indicators we examined. The majority of schools showed growth as measured by PVAAS. Black

Continued on page 12

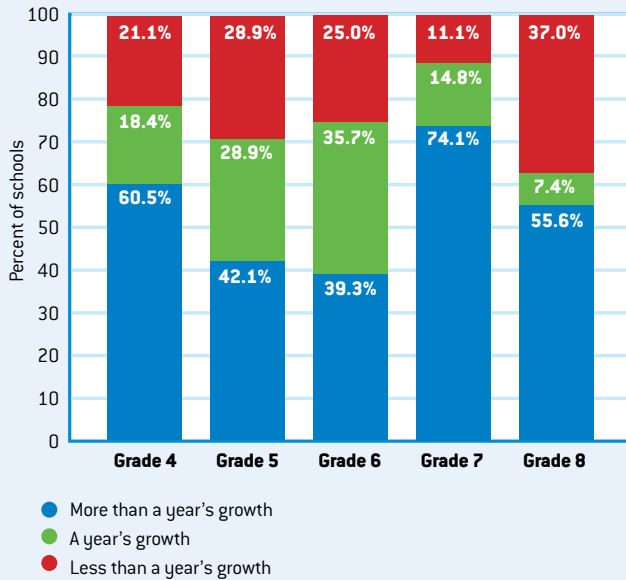
# Executive summary

(continued from page 11)

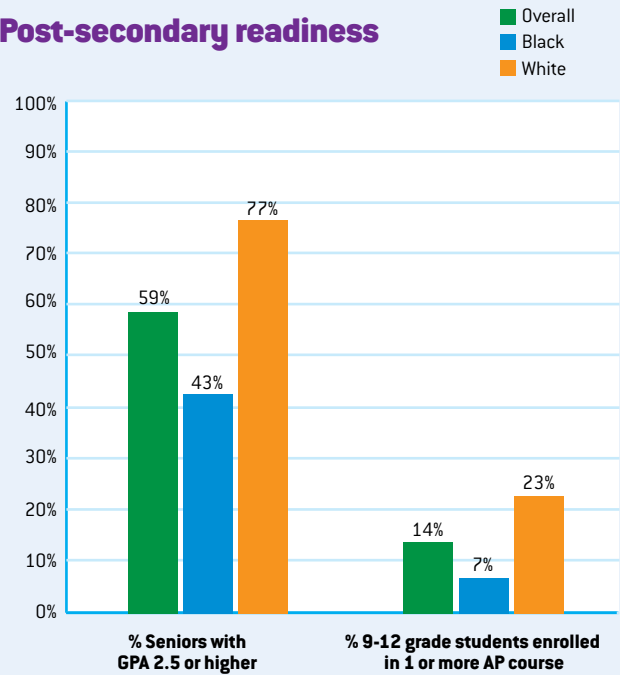
## PVAAS: Percent of schools at each grade demonstrating growth in Reading



## PVAAS: Percent of schools at each grade demonstrating growth in Math



## Post-secondary readiness



student achievement has increased. While overall high school achievement still lags, the increase in AP course-taking for both black and white students, the increase in SAT scores, and the increase in the percentage of students taking the SAT are signs of positive change. For the 2010-11 school year, we find more progress than we have seen in the years since we began publishing this report. We congratulate students, teachers, principals, families, and community service providers for the hard work that has produced great results.

Much more work remains to be done to make sure that for every child, in every school, school works, regardless of family background or circumstances. While the racial achievement gap has narrowed, it is still far too large. We know our students and our schools have what it takes to close the gap—witness the progress shown here, and consider what we can collectively accomplish if more of us are willing to help students excel.

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