Urban Academy of Greater Pittsburgh Charter School

K-5 charter school
437 Turrett St., 15206 • Larimer • 412-361-1008 • Accessible
Principal: Angelique Drakeford

Teaching
13 teachers
Teachers feel the school is a good place to work and learn*: 90%
Teachers new to the school: 71%
Teachers absent 18+ days: 8%
Principal stability: 2 principals in the last 4 years

Enrollment
277 students
Black: 97%
Multi-ethnic: 1%
IEP**: 12%
Economically disadvantaged: 68%

School climate
Parents recommend school*: n/a
Student stability rate: 82%
Students suspended at least once:
Overall: 8%
Black: 8%
White: n/a
Low-income: 6%
IEP**: 17%

* Based on survey responses

Key outcomes
3rd grade Reading 2018: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

2018 PSSA achievement compared to district (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend

www.urbanacademypgh.org
Urban Pathways K-5
College Charter School
K-5 charter school
925 Penn Ave., 15222 • Downtown • 412-325-4075 • Accessible
Principal: Laurel Newberry

Teaching 15 teachers
Teachers feel the school is a good place to work and learn*: 72%
Teachers new to the school: 20%
Teachers absent 18+ days: 0%
Principal stability: 1 principal in the last 4 years

Enrollment 296 students
Black: 92%
White: 1%
Multi-ethnic: 6%
Hispanic: 1%
IEP**: 21%
Economically disadvantaged: 100%

School climate
Parents recommend school**: 95%
Student stability rate: 99%
Students suspended at least once:
Overall: 12%
Black: 12%
White: n/a
Low-income: 13%
IEP**: 27%

Key outcomes
3rd grade Reading 2018: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

2018 PSSA achievement compared to district (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend

For more information, visit www.aplusschools.org/2018-report.

www.upcsk5.net
K-8 charter school housed in two buildings
Lower school (K-3): 309 S. Braddock Ave., 15221  •  Regent Square
412-242-1480  •  Accessible  •  Principal: Ashley Bergman
Upper school (4-8): 829 Milton St., 15218  •  Regent Square  •  412-247-7970
Accessible, with exceptions  •  Principal: Amanda Cribbs

Teaching 52 teachers
Teachers feel the school is a good place to work and learn*: 100%
Teachers new to the school: 6%
Teachers absent 18+ days: 2%
Principal stability: lower school, 2 principals; upper school, 2 principals in the last 4 years

Enrollment 637 students
Black: 16%
White: 71%
Multi-ethnic: 7%
Asian: 3%
Hispanic: 4%
IEP**: 13%
Economically disadvantaged: 28%

School climate
Parents recommend school*: 97%
Student stability rate: 99%
Students suspended at least once:
Overall: 2%
Black: 6%
White: 1%
Low-income: 2%
IEP**: 6%

Key outcomes (3-5)
3rd grade Reading 2018: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>24%</td>
<td>62%</td>
<td>24%</td>
<td>58%</td>
<td>18%</td>
<td>6%</td>
<td>41%</td>
</tr>
<tr>
<td>Advanced</td>
<td>31%</td>
<td>62%</td>
<td>24%</td>
<td>58%</td>
<td>18%</td>
<td>6%</td>
<td>41%</td>
</tr>
<tr>
<td>Basic</td>
<td>8%</td>
<td>62%</td>
<td>24%</td>
<td>58%</td>
<td>18%</td>
<td>6%</td>
<td>41%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

2018 PSSA achievement compared to district (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>White</td>
<td>28%</td>
<td>41%</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22%</td>
<td>34%</td>
</tr>
<tr>
<td>Asian</td>
<td>22%</td>
<td>34%</td>
</tr>
<tr>
<td>Low-income</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>IEP**</td>
<td>23%</td>
<td>21%</td>
</tr>
</tbody>
</table>
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **65 out of 65**

**Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2018**
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>38%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Proficient</td>
<td>86%</td>
<td>48%</td>
<td>38%</td>
<td>48%</td>
<td>38%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Basic</td>
<td>38%</td>
<td>48%</td>
<td>38%</td>
<td>48%</td>
<td>38%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

---

2018 PSSA achievement compared to district  (6th through 8th grades)
Percentage at Proficient/Advanced levels, with school trend

**ELA**

<table>
<thead>
<tr>
<th></th>
<th>School (Proficient/Advanced)</th>
<th>PPS district (Proficient/Advanced)</th>
<th>4-year trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>47%</td>
<td>30%</td>
<td>🔻</td>
</tr>
<tr>
<td>White</td>
<td>52%</td>
<td>44%</td>
<td>🔺</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>44%</td>
<td>44%</td>
<td>🔺</td>
</tr>
<tr>
<td>Asian</td>
<td>n/a</td>
<td>n/a</td>
<td>🔻</td>
</tr>
<tr>
<td>Low-income</td>
<td>n/a</td>
<td>n/a</td>
<td>🔻</td>
</tr>
<tr>
<td>IEP**</td>
<td>n/a</td>
<td>n/a</td>
<td>🔻</td>
</tr>
</tbody>
</table>

**Math**

<table>
<thead>
<tr>
<th></th>
<th>School (Proficient/Advanced)</th>
<th>PPS district (Proficient/Advanced)</th>
<th>4-year trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>47%</td>
<td>30%</td>
<td>🔻</td>
</tr>
<tr>
<td>White</td>
<td>52%</td>
<td>44%</td>
<td>🔺</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>44%</td>
<td>44%</td>
<td>🔺</td>
</tr>
<tr>
<td>Asian</td>
<td>n/a</td>
<td>n/a</td>
<td>🔻</td>
</tr>
<tr>
<td>Low-income</td>
<td>n/a</td>
<td>n/a</td>
<td>🔻</td>
</tr>
<tr>
<td>IEP**</td>
<td>n/a</td>
<td>n/a</td>
<td>🔻</td>
</tr>
</tbody>
</table>

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Manchester Academic Charter School

K-8 charter school housed in two buildings
Elementary school (K-5): 1214 Liverpool St., 15233 • Manchester
412-322-0585 • Accessible • Principal/CEO: Vasilios Scoumis
Middle school (6-8): 1 Heinz St., 15212 • East Allegheny • 412-889-7278
Accessible • Principal: Phylissa Thomas

**Teaching** 29 teachers
Teachers feel the school is a good place to work and learn*: n/a
Teachers new to the school: 7%
Teachers absent 18+ days: 0%
Principal stability: Elementary, 1 principal in the last 4 years; middle: n/a

**Enrollment** 367 students
Black: 100%
IEP**: 11%
Economically disadvantaged: 100%

**School climate**
Parents recommend school*: n/a
Student stability rate: 98%
Students suspended at least once:
Overall: 15%
Black: 16%
White: n/a
Low-income: 16%
IEP**: n/a

---

### Key outcomes (3-5)

**3rd grade Reading 2018: Percentage of students at each PSSA achievement level**
(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient/Advanced</td>
<td>49%</td>
<td>6%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>43%</td>
<td>6%</td>
</tr>
</tbody>
</table>

---

**2018 PSSA achievement compared to district** (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend

**ELA**

<table>
<thead>
<tr>
<th></th>
<th>School (Proficient/Advanced)</th>
<th>PPS district (Proficient/Advanced)</th>
<th>4-year trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>36%</td>
<td>41%</td>
<td>n/a</td>
</tr>
<tr>
<td>White</td>
<td>56%</td>
<td>40%</td>
<td>n/a</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>n/a</td>
<td>43%</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>49%</td>
<td>41%</td>
<td>n/a</td>
</tr>
<tr>
<td>Low-income</td>
<td>n/a</td>
<td>43%</td>
<td>n/a</td>
</tr>
<tr>
<td>IEP**</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Math**

<table>
<thead>
<tr>
<th></th>
<th>School (Proficient/Advanced)</th>
<th>PPS district (Proficient/Advanced)</th>
<th>4-year trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>22%</td>
<td>18%</td>
<td>n/a</td>
</tr>
<tr>
<td>White</td>
<td>35%</td>
<td>39%</td>
<td>n/a</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>n/a</td>
<td>23%</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>35%</td>
<td>35%</td>
<td>n/a</td>
</tr>
<tr>
<td>Low-income</td>
<td>n/a</td>
<td>26%</td>
<td>n/a</td>
</tr>
<tr>
<td>IEP**</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

---

* Based on survey responses

** Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"
**Key outcomes (6-8)**

**8th grade algebra**  Students who took algebra by the end of 8th grade: **11 out of 23**

**Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2018**

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient</strong></td>
<td>9%</td>
<td>9%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>18%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**2018 PSSA achievement compared to district** (6th through 8th grades)

Percentage at Proficient/Advanced levels, with school trend

### ELA

- **School (Proficient/Advanced):** 30% Black, 48% White, 52% Multi-ethnic, 48% Asian, 34% Low-income, 14% IEP**
- **PPS district (Proficient/Advanced):** 48% Black, 62% White, 68% Multi-ethnic, 62% Asian, 42% Low-income, 12% IEP**

### Math

- **School (Proficient/Advanced):** 16% Black, 21% White, 13% Multi-ethnic, 21% Hispanic, 46% Asian, 12% Low-income, 7% IEP**
- **PPS district (Proficient/Advanced):** 48% Black, 38% White, 21% Multi-ethnic, 25% Hispanic, 48% Asian, 13% Low-income, 13% IEP**

**www.macsk8.org**
Propel Charter School Hazelwood

K-8 charter school (K-7 in 2017-18)
5401 Glenwood Ave., 15207 • Hazelwood • 412-325-0492
Accessible, with exceptions • Principal: Toni Hurt

**Teaching**
19 teachers
Teachers proud to be part of the school*: 86%
Teachers new to the school: 37%
Teachers absent 18+ days: 0%
Principal stability: 1 principal in the last 4 years

**Enrollment**
307 students
Black: 82%
White: 4%
Multi-ethnic: 7%
Asian: 2%
Hispanic: 5%
IEP**: 13%
Economically disadvantaged: 86%

**School climate**
Parents recommend school*: n/a
Student stability rate: 81%
Students suspended at least once:
Overall: 21%
Black: 24%
White: 8%
Low-income: 22%
IEP**: 38%

---

**Key outcomes**
3rd grade Reading 2018: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

- **Black**: 36% Proficient, 18% Advanced
- **White**: n/a
- **Multi-ethnic**: n/a
- **Asian**: n/a
- **Hispanic**: n/a
- **Low-income**: n/a
- **IEP**: 44%

**2018 PSSA achievement compared to district** (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend

---

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

8th grade algebra Students who took algebra by the end of 8th grade: n/a
Propel Hazelwood did not have an 8th grade in 2017-18.

2018 PSSA achievement compared to district (6th and 7th grades)
Percentage at Proficient/Advanced levels, with school trend

www.propelschools.org/propel-hazelwood
Propel Charter School Northside
K-8 charter school
1805 Buena Vista St., 15212 • Central Northside • 412-325-1412
Accessible • Principal: Meghan Lawrence

**Teaching**
- 26 teachers
- Teachers proud to be part of the school*: 94%
- Teachers new to the school: 31%
- Teachers absent 18+ days: 0%
- Principal stability: 2 principals in the last 4 years

**Enrollment**
- 398 students
- Black: 82%
- White: 8%
- Multi-ethnic: 9%
- Asian: 1%
- Hispanic: 1%
- IEP**: 14%
- Economically disadvantaged: 80%

**School climate**
- Parents recommend school*: 79%
- Student stability rate: 91%
- Students suspended at least once:
  - Overall: 33%
  - Black: 37%
  - White: 3%
  - Low-income: 34%
  - IEP**: 46%

* Based on survey responses

**Key outcomes (3-5)**

**3rd grade Reading 2018: Percentage of students at each PSSA achievement level**
(Middle number: percent Proficient/Advanced)

- **ELA**
  - Black: 32%
  - White: 12%
  - Multi-ethnic: 35%
  - Asian: n/a
  - Hispanic: n/a
  - Low-income: n/a
  - IEP**: 40%

- **Math**
  - Black: 37%
  - White: 47%
  - Multi-ethnic: n/a
  - Asian: n/a
  - Hispanic: n/a
  - Low-income: n/a
  - IEP**: n/a

**2018 PSSA achievement compared to district** (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend

---

**Notes:**
- * Students with an Individual Education Plan (IEP) for special education, excluding students identified as "gifted"
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: 7 out of 41
The subgroups of students who took the Algebra I Keystone Exam were too small for results to be reported.

2018 PSSA achievement compared to district (6th through 8th grades)
Percentage at Proficient/Advanced levels, with school trend

www.propelschools.org/propel-northside
Provident Charter School

2-6 charter school (3-5 in 2017-18) with a focus on dyslexia and other language-based learning differences

1400 Troy Hill Rd., 15212 • Troy Hill • 412-709-5160

Accessible, with exceptions • Elementary grades principal: Connie Joseph
Middle grades principal: Leah Haile

<table>
<thead>
<tr>
<th>Teaching</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers feel the school is a good place to work and learn*: n/a</td>
<td></td>
</tr>
<tr>
<td>Teachers new to the school: n/a</td>
<td></td>
</tr>
<tr>
<td>Teachers absent 18+ days: n/a</td>
<td></td>
</tr>
<tr>
<td>Principal stability: n/a</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black: n/a</td>
<td></td>
</tr>
<tr>
<td>White: n/a</td>
<td></td>
</tr>
<tr>
<td>Multi-ethnic: n/a</td>
<td></td>
</tr>
<tr>
<td>Hispanic: n/a</td>
<td></td>
</tr>
<tr>
<td>IEP**: n/a</td>
<td></td>
</tr>
<tr>
<td>Economically disadvantaged: n/a</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School climate</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents satisfied or highly satisfied with the school*: n/a</td>
<td></td>
</tr>
<tr>
<td>Student stability rate: n/a</td>
<td></td>
</tr>
<tr>
<td>Students suspended at least once: Overall: n/a</td>
<td></td>
</tr>
<tr>
<td>Black: n/a, White: n/a</td>
<td></td>
</tr>
<tr>
<td>Low-income: n/a, IEP**: n/a</td>
<td></td>
</tr>
</tbody>
</table>

* Based on survey responses

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

Key outcomes

3rd grade Reading 2018: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

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

2018 PSSA achievement compared to district (3rd through 5th grades)

Percentage at Proficient/Advanced levels, with school trend

![Graph showing ELA and Math achievement levels for different categories (Black, White, Multi-ethnic, Asian, Low-income, IEP**).](image)

www.providentcharterschool.org
Urban Pathways 6-12 Charter School

6-12 charter school
914 Penn Ave., Third Floor, 15222 • Downtown • 412-392-4601
Accessible • Principal: Kathleen Garland

**Teaching**
31 teachers
Teachers feel the school is a good place to work and learn*: n/a
Teachers new to the school: 26%
Teachers absent 18+ days: 0%
Principal stability: 1 principal in the last 4 years

**Enrollment**
342 students
- Black: 96%
- White: 1%
- Multi-ethnic: 2%
- Hispanic: 1%
- IEP**: 22%
- Economically disadvantaged: 74%

**School climate**
Parents recommend school*: n/a
Student stability rate: 94%
Students suspended at least once:
- Overall: 33%
- Black: 34%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 40%
- IEP**: 47%

**College/trade school readiness** / Graduation rates over time

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall</th>
<th>Black</th>
<th>White</th>
<th>Multi-ethnic</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>97%</td>
<td>96%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>78%</td>
<td>0%</td>
</tr>
<tr>
<td>2015</td>
<td>87%</td>
<td>96%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>78%</td>
<td>0%</td>
</tr>
<tr>
<td>2016</td>
<td>97%</td>
<td>96%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>78%</td>
<td>0%</td>
</tr>
<tr>
<td>2017</td>
<td>81%</td>
<td>96%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>78%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):**
- Overall: 70%
- Black: 69%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 78%
- IEP**: n/a

**Percentage of students taking AP (Advanced Placement) courses:**
- Overall: 27%
- Black: 27%
- White: n/a
- Multi-ethnic: n/a
- Hispanic: n/a
- Asian: n/a
- Low-income: 24%
- IEP**: 10%

**Average combined SAT scores:**
- Overall: n/a

**Key outcomes (6-8)**

2018 PSSA achievement compared to district (6th through 8th grades)
Percentage at Proficient/Advanced levels, with school trend

**ELA**

<table>
<thead>
<tr>
<th></th>
<th>School (Proficient/Advanced)</th>
<th>PPS district (Proficient/Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>66%</td>
<td>n/a</td>
</tr>
<tr>
<td>White</td>
<td>48%</td>
<td>n/a</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>42%</td>
<td>n/a</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34%</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Low-income</td>
<td>4%</td>
<td>n/a</td>
</tr>
<tr>
<td>IEP**</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Math**

<table>
<thead>
<tr>
<th></th>
<th>School (Proficient/Advanced)</th>
<th>PPS district (Proficient/Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>42%</td>
<td>n/a</td>
</tr>
<tr>
<td>White</td>
<td>28%</td>
<td>n/a</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>28%</td>
<td>n/a</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13%</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Low-income</td>
<td>13%</td>
<td>n/a</td>
</tr>
<tr>
<td>IEP**</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>


8th grade algebra  Students who took algebra by the end of 8th grade: 0 out of 49

Key outcomes (9-12)

Percentage of students at each Keystone achievement level by the end of 11th grade, 2018
(Middle number: percent Proficient/Advanced)

Literature

<table>
<thead>
<tr>
<th>Race</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>23%</td>
<td>42%</td>
<td>1%</td>
<td>35%</td>
</tr>
<tr>
<td>White</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Hispanic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Low-income</td>
<td>18%</td>
<td>44%</td>
<td>30%</td>
<td>4%</td>
</tr>
<tr>
<td>IEP**</td>
<td>4%</td>
<td>65%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Algebra I

<table>
<thead>
<tr>
<th>Race</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>7%</td>
<td>41%</td>
<td>52%</td>
<td>7%</td>
</tr>
<tr>
<td>White</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Hispanic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Low-income</td>
<td>49%</td>
<td>45%</td>
<td>n/a</td>
<td>46%</td>
</tr>
<tr>
<td>IEP**</td>
<td>0%</td>
<td>54%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Biology

<table>
<thead>
<tr>
<th>Race</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>9%</td>
<td>69%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Asian</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Hispanic</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Low-income</td>
<td>20%</td>
<td>71%</td>
<td>n/a</td>
<td>9%</td>
</tr>
<tr>
<td>IEP**</td>
<td>14%</td>
<td>86%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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

www.upcs.net

For more information, visit www.aplussschools.org/2018-report.
City Charter High School
9-12 charter school
201 Stanwix St., Suite 100, 15222 • Downtown • 412-690-2489
Accessible • Principal/CEO: Dara Ware Allen

**Teaching** 59 teachers
Teachers feel the school is a good place to work and learn*: 72%
Teachers new to the school: 5%
Teachers absent 18+ days: 0%
Principal stability: 1 principal in the last 4 years

**Enrollment** 581 students
Black: 50%
White: 37%
Multi-ethnic: 10%
Asian: 1%
Hispanic: 2%
IEP**: 22%
Economically disadvantaged: 60%

**School climate**
Parents recommend school*: 93%
Student stability rate: 88%
Students suspended at least once:
Overall: 23%
Black: 27%
White: 12%
Low-income: 24%
IEP**: 34%

* Based on survey responses

### College/trade school readiness / Graduation rates over time

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of seniors eligible for Pittsburgh Promise scholarship (grade point average eligibility only):</th>
</tr>
</thead>
</table>
| 2014 | Overall: 92%
|      | Black: 86%
|      | White: 97%
|      | Multi-ethnic: n/a
|      | Hispanic: n/a
|      | Asian: n/a
|      | Low-income: 90%
|      | IEP**: 80%                                                                                             |

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of students taking AP (Advanced Placement) courses: n/a</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Average combined ACT scores (Scaled from 1-36):</th>
</tr>
</thead>
</table>
| 2014 | Overall: n/a
|      | Black: 16
|      | White: 21
|      | Multi-ethnic: 19
|      | Hispanic: n/a
|      | Asian: n/a
|      | Low-income: 18
|      | IEP**: 16                                                                                 |

www.cityhigh.org
Key outcomes

Percentage of students at each Keystone achievement level by the end of 11th grade, 2018

(Middle number: percent Proficient/Advanced)

**Literature**

- Black: 45% Advanced, 78% Proficient, 75% n/a
- White: 46% Advanced, 66% Proficient, 59% 61%
- Multi-ethnic: 8% Advanced, 25% Proficient, 33% 29%
- Asian: n/a
- Hispanic: n/a
- Low-income: 18% Advanced, 54% Proficient, 29% 22%
- IEP*: 18% Advanced, 54% Proficient, 29% 22%

**Algebra I**

- Black: 22% Advanced, 61% Proficient, n/a
- White: 56% Advanced, 43% Proficient, 41% 33%
- Multi-ethnic: 18% Advanced, 31% Proficient, n/a
- Asian: n/a
- Hispanic: n/a
- Low-income: 15% Advanced, 44% Proficient, 22% 15%
- IEP*: 15% Advanced, 44% Proficient, 22% 15%

**Biology**

- Black: 32% Advanced, 71% Proficient, n/a
- White: 32% Advanced, 48% Proficient, n/a
- Multi-ethnic: 23% Advanced, 48% Proficient, n/a
- Asian: n/a
- Hispanic: n/a
- Low-income: 43% Advanced, 41% Proficient, 29% 24%
- IEP*: 28% Advanced, 48% Proficient, 24% 22%

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