

# How to read this report

## Pages are color-coded by level:

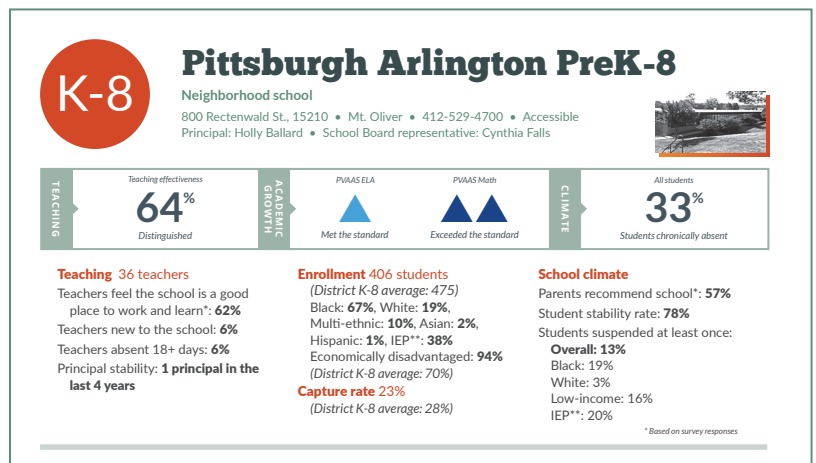
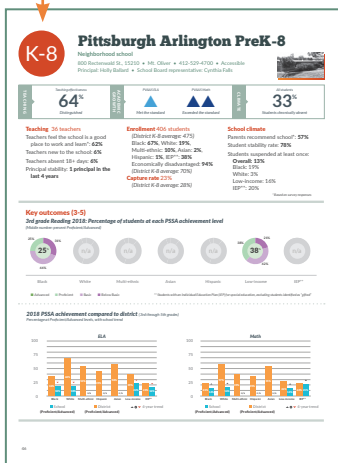
- K-5
- 6-12
- K-8
- 9-12
- 6-8
- Charter

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

What percentage of teachers reached the highest performance level?

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

Do students come to school regularly?



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

### Teaching:

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

### Enrollment:

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

### School climate:

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

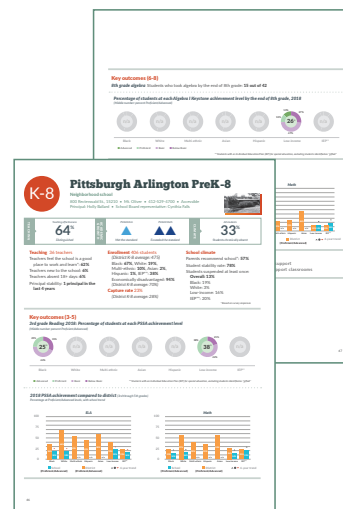
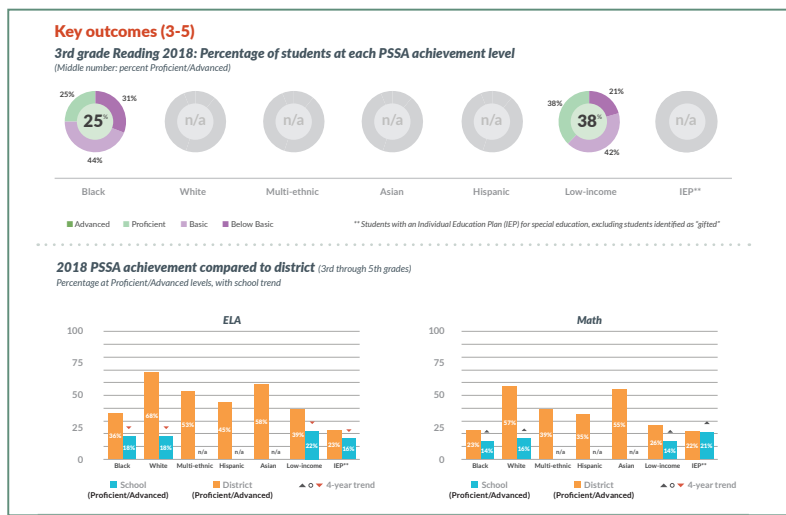
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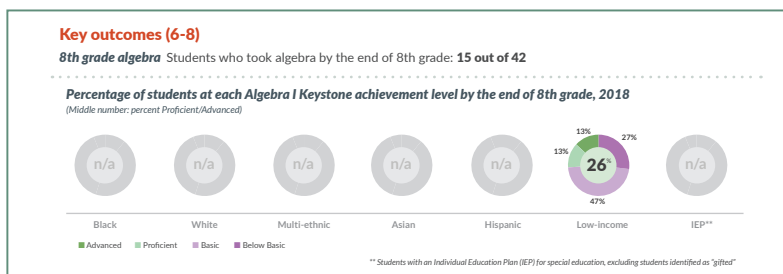
## The middle of the page shows key information about student achievement.

- Are students reading well by 3rd grade—an important indicator of future success?
- How did different groups of students score on the state test, in English Language Arts (ELA) and Math? How does that compare to how the same groups scored across the district overall?
- What is the school's trend: Are scores for each group rising (▲), falling (▼), or staying about the same (○) over the past four years? (No symbol over a bar means we don't have trend data for that group.)



## Additional achievement information.

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



## How we report “subgroups”

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

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

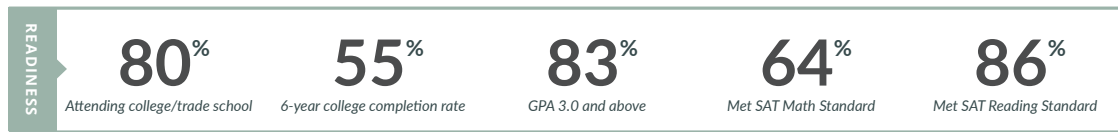
“Asian: n/a” means there were 0-10 students—not enough to report.

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

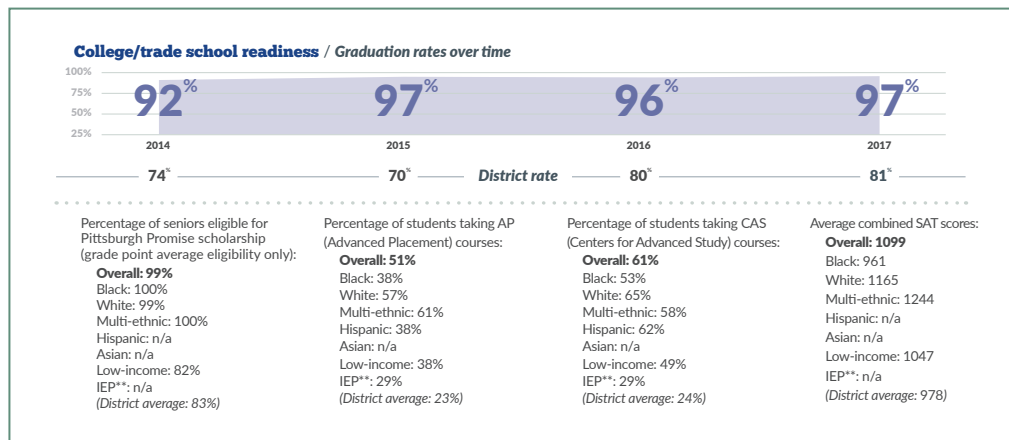
Percentages for subgroups refer to the subgroup rather than the whole group. For example, if the percentage of black students taking AP courses is 11%, that means 11% of black students took AP courses, not that 11% of all students who took AP courses were black.

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

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



- How many students graduate? What is the trend over time?
- Which students take advanced courses, such as AP and CAS?
- Who is eligible for the Pittsburgh Promise college scholarship?
- How did students fare on the SAT?



## Student achievement and economic disadvantage

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

