Pittsburgh’s K-8 schools

In the 2017-18 school year:
Pittsburgh had 11 K-8 schools. The average K-8 school had 475 students and 38 teachers. 
70% of K-8 students were economically disadvantaged (receiving public assistance). 
28% of K-8 students attended their school of assignment ("capture rate"). The average site-based cost per K-8 student was $9,305.

Teaching/Counseling
75% of K-8 teachers feel their school is a good place to work and learn.* 
61% of K-8 teachers performed at the Distinguished level. 
Average counselor/student ratio: 1/339

School stability
Student stability rate: 90% 
Teachers new to the school: 7%

Principal stability 2015-18 
7 K-8 schools had one principal. 
3 schools had two principals. 
1 school had three principals.

School climate
81% of parents would recommend their child’s K-8 school.* 
On average, 22% of K-8 students were chronically absent. 
7% of K-8 students were suspended at least once. 
Black: 10% 
White: 4% 
Low-income: 9% 
IEP**: 11%

* Based on survey responses

2018 Reading levels and students’ economic disadvantage (3rd-5th)

State average PSSA performance

Percentage of economically disadvantaged students in the school

1 Arlington PreK-8 4 Colfax K-8 7 Langley K-8 
2 Brookline PreK-8 5 Greenfield PreK-8 8 Manchester PreK-8 
3 Carmalt PreK-8 6 King 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: 202 out of 477

2018 Math achievement and students' economic disadvantage (6th-8th)

For more information, visit www.aplusschools.org/2018-report.
Pittsburgh Arlington PreK-8

Neighborhood school
800 Rectenwald St., 15210 • Mt. Oliver • 412-529-4700 • Accessible
Principal: Holly Ballard • School Board representative: Cynthia Falls

Teaching 36 teachers
Teachers feel the school is a good place to work and learn*: 62%
Teachers new to the school: 6%
Teachers absent 18+ days: 6%
Principal stability: 1 principal in the last 4 years

Enrollment 406 students
(District K-8 average: 475)
Black: 67%, White: 19%,
Multi-ethnic: 10%, Asian: 2%,
Hispanic: 1%, IEP**: 38%
Economically disadvantaged: 94%
(District K-8 average: 70%)
Capture rate 23%
(District K-8 average: 28%)

School climate
Parents recommend school*: 57%
Student stability rate: 78%
Students suspended at least once:
Overall: 13%
Black: 19%
White: 3%
Low-income: 16%
IEP**: 20%

Key outcomes (3-5)

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

<table>
<thead>
<tr>
<th>School</th>
<th>PPS district</th>
<th>4-year trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></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 (6-8)**

8th grade algebra  Students who took algebra by the end of 8th grade: **15 out of 42**

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

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

2018-19 Special education services
Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional life skills, emotional, & autism support classrooms

For more information, visit www.aplusschools.org/2018-report.
Pittsburgh Brookline PreK-8
Neighborhood school
500 Woodbourne Ave., 15226 • Brookline • 412-529-7380 • Accessible
Principal: John Vater • School Board representative: Moira Kaleida

**Teaching** 38 teachers
Teachers feel the school is a good place to work and learn*: 87%
Teachers new to the school: 8%
Teachers absent 18+ days: 13%
Principal stability: 1 principal in the last 4 years

**Enrollment** 509 students
(District K-8 average: 475)
Black: 14%, White: 72%,
Multi-ethnic: 9%, Asian: 2%,
Hispanic: 4%, IEP**: 20%
Economically disadvantaged: 54%
(District K-8 average: 70%)

**Capture rate** 47%
(District K-8 average: 28%)

**School climate**
Parents recommend school*: 92%
Student stability rate: 93%
Students suspended at least once:
Overall: 2%
Black: 3%
White: 3%
Low-income: 3%
IEP**: 6%
* Based on survey responses

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### 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>30%</td>
<td>84%</td>
<td>54%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

![Graph](image)

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

![Graph](image)
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: 26 out of 50

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>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
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<tbody>
<tr>
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<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP**</td>
<td></td>
<td></td>
<td></td>
<td></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

2018-19 Special education services
Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom

For more information, visit www.aplussschools.org/2018-report.
Teaching 37 teachers
- Teachers feel the school is a good place to work and learn*: 95%
- Teachers new to the school: 8%
- Teachers absent 18+ days: 24%
- Principal stability: 2 principals in the last 4 years

Enrollment 538 students
- (District K-8 average: 475)
- Black: 43%, White: 42%, Multi-ethnic: 12%, Asian: 2%, Hispanic: 1%, IEP**: 23%
- Economically disadvantaged: 67%

School climate
- Parents recommend school*: 84%
- Student stability rate: 98%
- Students suspended at least once: Overall: 8%
- Black: 13%
- White: 2%
- Low-income: 10%
- IEP**: 16%

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>Achievement Level</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>36%</td>
<td>40%</td>
<td>32%</td>
<td>8%</td>
<td>24%</td>
<td>32%</td>
<td>6%</td>
</tr>
<tr>
<td>Proficient/Advanced</td>
<td>40%</td>
<td>68%</td>
<td>68%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic (n/a)</td>
<td>36%</td>
<td>40%</td>
<td>32%</td>
<td>8%</td>
<td>24%</td>
<td>32%</td>
<td>6%</td>
</tr>
<tr>
<td>4-year trend</td>
<td>36%</td>
<td>40%</td>
<td>32%</td>
<td>8%</td>
<td>24%</td>
<td>32%</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
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **24 out of 50**

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><strong>n/a</strong></td>
<td>27%</td>
<td>7%</td>
<td>7%</td>
<td>60%</td>
<td>42%</td>
<td>46%</td>
<td><strong>n/a</strong></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

2018-19 Special education services
Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom

For more information, visit www.aplussschools.org/2018-report.
Pittsburgh Colfax K-8
Neighborhood school with an “English as a Second Language” program
2332 Beechwood Blvd., 15217  •  Squirrel Hill  •  412-529-3525  •  Accessible
Principal: Tamara Sanders-Woods  •  School Board representative: Lynda Wrenn

**Teaching** 58 teachers
Teachers feel the school is a good place to work and learn*: **66%**
Teachers new to the school: **16%**
Teachers absent 18+ days: **16%**
Principal stability: 3 principals in the last 4 years

**Enrollment** 907 students
(District K-8 average: 475)
Black: **25%**, White: **49%**, Multi-ethnic: **9%**, Asian: **13%**, Hispanic: **4%**, IEP**: **13%**
Economically disadvantaged: **31%**
(District K-8 average: 70%)
**Capture rate** 27%
(District K-8 average: 28%)

**School climate**
Parents recommend school*: **97%**
Student stability rate: **94%**
Students suspended at least once:
Overall: **3%**
Black: **8%**, White: **2%**, Low-income: **6%**
IEP**: **5%**

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>Category</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>53%</td>
<td>42%</td>
<td>22%</td>
<td>6%</td>
<td>22%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Advanced</td>
<td>16%</td>
<td>4%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Basic</td>
<td>37%</td>
<td>67%</td>
<td>94%</td>
<td>95%</td>
<td>63%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

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

**8th grade algebra**  Students who took algebra by the end of 8th grade: **46 out of 76**

#### 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>n/a</td>
<td>96%</td>
<td>4%</td>
<td>n/a</td>
<td>40%</td>
<td>22%</td>
<td>70%</td>
</tr>
<tr>
<td>Proficient</td>
<td>56%</td>
<td>n/a</td>
<td>52%</td>
<td>n/a</td>
<td>48%</td>
<td>30%</td>
<td>n/a</td>
</tr>
<tr>
<td>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>
<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>

** 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*

#### 2018-19 Special education services

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

**Teaching**
30 teachers
Teachers feel the school is a good place to work and learn*: 94%
Teachers new to the school: 7%
Teachers absent 18+ days: 0%
Principal stability: 1 principal in the last 4 years

**Enrollment**
388 students
(District K-8 average: 475)
Black: 14%, White: 65%, Multi-ethnic: 7%, Asian: 9%, Hispanic: 5%, Pacific Islander: 1%, IEP**: 22%
Economically disadvantaged: 60%
(District K-8 average: 70%)
Capture rate 43%
(District K-8 average: 28%)

**School climate**
Parents recommend school*: 88%
Student stability rate: 95%
Students suspended at least once:
Overall: 1%
Black: 2%
White: 2%
Low-income: 2%
IEP**: 2%

* Based on survey responses

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### 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>82%</td>
<td>65%</td>
<td>12%</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2018 PSSA achievement compared to district** (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: 19 out of 44

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>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
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<tbody>
<tr>
<td>Black</td>
<td>n/a</td>
<td>42%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>White</td>
<td>n/a</td>
<td>75%</td>
<td>21%</td>
<td>21%</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>53%</td>
<td>5%</td>
<td>21%</td>
</tr>
<tr>
<td>Low-income</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>IEP**</td>
<td>n/a</td>
<td>n/a</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”

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

2018-19 Special education services
Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional autism support classroom
Pittsburgh King PreK-8

Neighborhood school
50 Montgomery Pl. 15212 • Allegheny Center • 412-529-4160
Accessible, with exceptions • Principal: Michael Perella
School Board representative: Kevin Carter

Teaching 40 teachers
Teachers feel the school is a good place to work and learn*: 42%
Teachers new to the school: 3%
Teachers absent 18+ days: 23%
Principal stability: 1 principal in the last 4 years

Enrollment 459 students
(District K-8 average: 475)
Black: 84%, White: 4%,
Hispanic: 2%, IEP**: 21%
Economically disadvantaged: 95%
(District K-8 average: 70%)
Capture rate 21%
(District K-8 average: 28%)

School climate
Parents recommend school*: n/a
Student stability rate: 80%
Students suspended at least once:
Overall: 16%
Black: 17%
White: 17%
Low-income: 16%
IEP**: 23%

* 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)

2018 PSSA achievement compared to district (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **0 out of 35**
No students took the Algebra I Keystone Exam.

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

2018-19 Special education services
Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional emotional support classroom
Pittsburgh Langley K-8

Neighborhood school
2940 Sheraden Blvd., 15204 • Sheraden • 412-529-2100 • Accessible
Principal: Stephen Sikon • School Board representative: Veronica Edwards

**TEACHING**

58 teachers
Teachers feel the school is a good place to work and learn*: 59%
Teachers new to the school: 2%
Teachers absent 18+ days: 3%
Principal stability: 2 principals in the last 4 years

**Enrollment** 620 students
(District K-8 average: 475)
Black: 68%, White: 13%,
Multi-ethnic: 16%,
Hispanic: 1%, IEP**: 29%
Economically disadvantaged: 92%
(District K-8 average: 70%)
**Capture rate** 28%
(District K-8 average: 28%)

**School climate**
Parents recommend school*: 79%
Student stability rate: 87%
Students suspended at least once:
Overall: 13%
Black: 16%
White: 5%
Low-income: 13%
IEP**: 19%

* 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)

**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: 21 out of 59

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>0%</td>
<td>27%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>48%</td>
<td>n/a</td>
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<tr>
<td>Proficient</td>
<td>73%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>5%</td>
<td>n/a</td>
</tr>
<tr>
<td>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>
<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>

** 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

2018-19 Special education services
Learning support | Speech & language support | Autism support | Emotional support
Physical & occupational therapy | Regional life skills, emotional, & autism support classrooms

For more information, visit www.aplusschools.org/2018-report.
Pittsburgh Manchester PreK-8

**Parents recommend school**: 81%
**Student stability rate**: 92%

**Teachers** 24 teachers
- Teachers feel the school is a good place to work and learn*: 74%
- Teachers new to the school: 13%
- Teachers absent 18+ days: 17%
- Principal stability: **1 principal in the last 4 years**

**Enrollment** 213 students
- (District K-8 average: 475)
- Black: 86%, White: 7%, Multi-ethnic: 5%, Hispanic: 1%, IEP**: 40%
- Economically disadvantaged: 92%
  - (District K-8 average: 70%)

**Capture rate** 23%
- (District K-8 average: 28%)

**School climate**
- Parents recommend school*: 81%
- Student stability rate: 92%
- Students suspended at least once:
  - Overall: 10%
  - Black: 10%
  - White: 10%
  - Low-income: 11%
  - IEP**: 13%

---

**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><strong>Black</strong></th>
<th><strong>White</strong></th>
<th><strong>Multi-ethnic</strong></th>
<th><strong>Asian</strong></th>
<th><strong>Hispanic</strong></th>
<th><strong>Low-income</strong></th>
<th><strong>IEP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
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<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

- **ELA**
  - School (Proficient/Advanced)
  - PPS district (Proficient/Advanced)
  - 4-year trend

- **Math**
  - School (Proficient/Advanced)
  - PPS district (Proficient/Advanced)
  - 4-year trend

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* Based on survey responses

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

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**Teaching effectivenss**
65%
- Distinguished

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**Academic Growth**

| **PVAAS ELA** | **PVAAS Math** |
|---------------|----------------|---|
| Did not meet standard | Did not meet standard | 30% |
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: **4 out of 21**
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

2018-19 Special education services
Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional life skills, emotional, autism, & multiple disabilities support classrooms
Teaching 25 teachers
Teachers feel the school is a good place to work and learn*: 63%
Teachers new to the school: 4%
Teachers absent 18+ days: 28%
Principal stability: 1 principal in the last 4 years

Enrollment 317 students
(District K-8 average: 475)
Black: 35%, White: 57%,
Multi-ethnic: 8%,
Pacific Islander: 1%, IEP**: 19%
Economically disadvantaged: 62%
(District K-8 average: 70%)
Capture rate 39%
(District K-8 average: 28%)

School climate
Parents recommend school*: 65%
Student stability rate: 91%
Students suspended at least once:
Overall: 3%
Black: 7%
White: 1%
Low-income: 5%
IEP**: 2%

* 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)

2018 PSSA achievement compared to district (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend
Key outcomes (6-8)

8th grade algebra Students who took algebra by the end of 8th grade: 17 out of 34

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

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

2018-19 Special education services
Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional autism support classroom

For more information, visit www.aplusschools.org/2018-report.
Pittsburgh Morrow PreK-8

Neighborhood school housed in two buildings
PreK-4: 1611 Davis Ave., 15212 • Brighton Heights • 412-529-6600
Accessible entrance, no elevator
Grades 5-8: 3530 Fleming Ave., 15212 • Brighton Heights • 412-529-6600
Accessible • Principal: Michael Calvert • School Board representative: Veronica Edwards

Teaching 43 teachers
Teachers feel the school is a good place to work and learn*: 96%
Teachers new to the school: 7%
Teachers absent 18+ days: 7%
Principal stability: 2 principals in the last 4 years

Enrollment 609 students
(District K-8 average: 475)
Black: 65%, White: 20%, Multi-ethnic: 13%, Hispanic: 1%, IEP**: 25%
Economically disadvantaged: 87%
(District K-8 average: 70%)
Capture rate 26%
(District K-8 average: 28%)

School climate
Parents recommend school*: n/a
Student stability rate: 90%
Students suspended at least once:
Overall: 5%
Black: 7%
White: 1%
Low-income: 5%
IEP**: 9%

* 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)

2018 PSSA achievement compared to district (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend
**Key outcomes (6-8)**

*8th grade algebra* Students who took algebra by the end of 8th grade: **21 out of 45**

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

![Graph showing percentage of students at each achievement level](image)

<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>13%</td>
<td>n/a</td>
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<td>n/a</td>
</tr>
<tr>
<td>Proficient</td>
<td>38%</td>
<td>50%</td>
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<td>n/a</td>
<td>10%</td>
<td>43%</td>
</tr>
<tr>
<td>Basic</td>
<td>48%</td>
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<td>n/a</td>
<td>48%</td>
<td>43%</td>
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<tr>
<td>Below Basic</td>
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</tr>
</tbody>
</table>

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

![Graph comparing school and district achievement](image)

**2018-19 Special education services**

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: Laura Dadey • School Board representative: Regina Holley

**Teaching**
- Teachers feel the school is a good place to work and learn*: 87%
- Teachers new to the school: 4%
- Teachers absent 18+ days: 4%
- Principal stability: **1 principal in the last 4 years**

**Enrollment**
- **264 students**
  - (District K-8 average: 475)
  - Black: 63%, White: 24%, Multi-ethnic: 8%, Asian: 1%, Hispanic: 3%
  - American Indian: 1%, IEP**: 31%
  - Economically disadvantaged: 81%
  - (District K-8 average: 70%)

**Capture rate**
- **20%**
  - (District K-8 average: 28%)

**School climate**
- Parents recommend school*: **86%**
- Student stability rate: **89%**
- Students suspended at least once:
  - Overall: 8%
  - Black: 8%
  - White: 0%
  - Low-income: 8%
  - IEP**: 10%
* Based on survey responses

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**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>
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</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>70%</td>
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</tr>
<tr>
<td>Advanced</td>
<td>22%</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>9%</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>9%</td>
<td>n/a</td>
<td>n/a</td>
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**2018 PSSA achievement compared to district** (3rd through 5th grades)
Percentage at Proficient/Advanced levels, with school trend

**ELA**

<table>
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<tr>
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<th>Asian</th>
<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>53%</td>
<td>53%</td>
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<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Advanced</td>
<td>23%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>23%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>23%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>

**Math**

<table>
<thead>
<tr>
<th></th>
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<th>Low-income</th>
<th>IEP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>23%</td>
<td>23%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Advanced</td>
<td>23%</td>
<td>23%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>23%</td>
<td>23%</td>
<td>n/a</td>
<td>n/a</td>
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<td>n/a</td>
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<tr>
<td>Below Basic</td>
<td>23%</td>
<td>n/a</td>
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</tbody>
</table>
**Key outcomes (6-8)**

**8th grade algebra** Students who took algebra by the end of 8th grade: **9 out of 21**
The subgroups of students who took the Algebra I Keystone Exam were too small for results to be reported.

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

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**2018-19 Special education services**
Learning support | Speech & language support | Autism support | Emotional support | Physical & occupational therapy
Regional multiple disabilities & visually impaired support classrooms

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