Pittsburgh’s K-8 schools

In the 2015-16 school year:
Pittsburgh had 11 K-8 schools. The average K-8 school had 494 students and 36 teachers. 56% of K-8 students were economically disadvantaged (receiving public assistance). 36% of K-8 students attended their school of assignment ("capture rate"). The average site-based cost per K-8 student was $8179.

Teaching
73% of K-8 teachers feel their school is a good place to work and learn.* 36% of K-8 teachers performed at the Proficient level. 64% of K-8 teachers performed at the Distinguished level. The average K-8 school had 2 long-term substitutes.

School stability
Student stability rate: 86%
Teachers new to the school: 19%

Principal stability 2013-16
5 K-8 schools had one principal.
1 school had two principals.
5 schools had three or more principals.

School climate
73% of parents would recommend their child’s K-8 school.*
On average, 22% of K-8 students were chronically absent.
16% of K-8 students were suspended at least once.
Black: 22%
White: 8%
Low-income: 19%
IEP**: 21%

Key outcomes (3-5): PPS and state

3rd grade Reading 2016: Percentage of K-8 students at each PSSA achievement level
(Middle number: percent PPS Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>33%</td>
<td>39%</td>
</tr>
<tr>
<td>White</td>
<td>70%</td>
<td>77%</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>Asian</td>
<td>77%</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39%</td>
<td>60%</td>
</tr>
<tr>
<td>Low-income</td>
<td>44%</td>
<td>47%</td>
</tr>
<tr>
<td>IEP**</td>
<td>21%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

Gap: Difference between black students in the district and white students in the state

State white: 39% District white: 43%
State black: 34% District black: 40%

State white: 36% District white: 40%
State black: 37% District black: 39%

GAP in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

State information includes all 3rd graders who took the tests.
** Students with an Individual Education Plan (IEP) for special education, excluding students identified as “gifted”

* Based on survey responses

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
State information includes all 3rd through 5th graders who took the tests.
Key outcomes (6-8): PPS and state

8th grade algebra K-8 students who took algebra by the end of 8th grade: 189 out of 498

Percentage of K-8 students at each Algebra 1 Keystone achievement level by the end of 8th grade, 2016
(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>40%</td>
<td>52%</td>
<td>74%</td>
<td>35%</td>
<td>31%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Proficient</td>
<td>3%</td>
<td>9%</td>
<td>23%</td>
<td>25%</td>
<td>2%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>9%</td>
<td>39%</td>
<td>56%</td>
<td>31%</td>
<td>25%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>19%</td>
<td>35%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

State data were not available for the 8th grade Algebra 1 Keystone exam.

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

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black students in the district and white students in the state

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>GAP 37</td>
<td>GAP 39</td>
<td>GAP 38</td>
<td>GAP 31</td>
</tr>
<tr>
<td>2014</td>
<td>GAP 20</td>
<td>GAP 33</td>
<td>GAP 38</td>
<td>GAP 34</td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
State information includes all 6th through 8th graders who took the tests.
Teaching 42 teachers
Teachers feel the school is a good place to work and learn*: 50%
Teachers new to the school: 19%
Long-term substitutes: 4
Teachers absent 18+ days: 14%
Principal stability: 3 principals in the last 4 years

School climate
Parents recommend school*: 52%
Student stability rate: 75%
Students suspended at least once:
Overall: 28%
Black: 33%
White: 14%
Low-income: 29%
IEP**: 33%

Special accomplishments
• Student-driven White-Out Violence Day
• Students participated in African American History Challenge Bowl

Key outcomes (3-5)
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

* 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: 17 out of 54
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment 441 students (District K-8 average: 494) Capture rate 35% (District K-8 average: 36%)
African-American: 64%, White: 22%, Multi-ethnic: 11%, Asian: 2%, Hispanic: 1%, IEP**: 33%
Economically disadvantaged: 75% (District K-8 average: 58%)
Pittsburgh Brookline PreK-8

Neighborhood school
500 Woodbourne Ave., 15226 • Brookline • 412-529-7380 • Accessible
Principal: John Vater

### Teaching
36 teachers
- Teachers feel the school is a good place to work and learn*: 95%
- Teachers new to the school: 6%
- Long-term substitutes: 2
- Teachers absent 18+ days: 11%
- Principal stability: 3 principals in the last 4 years

### School climate
- Parents recommend school*: 94%
- Student stability rate: 92%
- Students suspended at least once:
  - Overall: 7%
  - Black: 22%
  - White: 6%
  - Low-income: 11%
- IEP**: 15%

### Special accomplishments
- Dancing Classrooms bronze medalists

### Key outcomes (3-5)

#### 3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

- **Black**
  - Proficient: 45%
  - Advanced: 7%
  - Distinguished: 2%
- **White**
  - Proficient: 79%
  - Advanced: 25%
  - Distinguished: 4%
- **Multi-ethnic**
  - Proficient: 45%
  - Advanced: 27%
  - Distinguished: 2%
- **Asian**
  - Proficient: 69%
  - Advanced: 19%
  - Distinguished: 5%
- **Hispanic**
  - Proficient: 50%
  - Advanced: 26%
  - Distinguished: 2%
- **Low-income**
  - Proficient: 69%
  - Advanced: 19%
  - Distinguished: 5%
- **IEP****:
  - Proficient: 50%
  - Advanced: 26%
  - Distinguished: 19%

#### Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

- **Reading**
  - 2013: 69%
  - 2014: 58%
  - GAP: 44
- **Math**
  - 2013: 80%
  - 2014: 75%
  - GAP: 16

- **ELA**
  - 2015: 65%
  - 2016: 63%
  - GAP: 11
- **Math**
  - 2015: 48%
  - 2016: 50%
  - GAP: 27

* Based on survey responses

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

---

K-8

100
75
50
25
0
100
75
50
25
0

---

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Not all student groups were reportable for every year.
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **33 out of 63**

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016
(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>

8% 93% 35%

Advanced  Proficient  Basic  Below Basic

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

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAP 29</td>
<td>GAP 31</td>
<td>GAP 23</td>
<td>GAP 20</td>
</tr>
<tr>
<td>2013 61%</td>
<td>2014 65%</td>
<td>2013 76%</td>
<td>2014 74%</td>
</tr>
<tr>
<td>2015 53%</td>
<td>2016 52%</td>
<td>2015 34%</td>
<td>2016 31%</td>
</tr>
</tbody>
</table>

Enrollment  556 students  (District K-8 average: 494)
Capture rate  55%  (District K-8 average: 36%)

African-American: **11%**, White: **75%**, Multi-ethnic: **9%**, Asian: **2%**, Hispanic: **3%**, IEP**: **18%**
Economically disadvantaged: **45%**  (District K-8 average: 58%)

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
# Pittsburgh Carmalt PreK-8

Science & Technology magnet school  
1550 Breining St., 15226  •  Overbrook  •  412-529-7760  •  Accessible  
Principal: Vincent Lewandowski

## Teaching
35 teachers

- Teachers feel the school is a good place to work and learn*: 89%
- Teachers new to the school: 11%
- Long-term substitutes: 2
- Teachers absent 18+ days: 20%
- Principal stability: 1 principal in the last 4 years

## School climate
Parents recommend school*: 81%

- Student stability rate: 97%
- Students suspended at least once:
  - Overall: 8%
  - Black: 13%
  - White: 3%
  - Low-income: 10%
  - IEP**: 9%

## Special accomplishments
- Students raised $1500 for American Heart Association
- Dancing Classrooms bronze medalists

### Key outcomes (3-5)
3rd grade Reading 2016: 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>32%</td>
<td>52%</td>
<td>52%</td>
<td>n/a</td>
<td>n/a</td>
<td>54%</td>
<td>8%</td>
</tr>
<tr>
<td>Advanced</td>
<td>19%</td>
<td>19%</td>
<td>10%</td>
<td>n/a</td>
<td>n/a</td>
<td>28%</td>
<td>8%</td>
</tr>
<tr>
<td>Basic</td>
<td>19%</td>
<td>15%</td>
<td>15%</td>
<td>n/a</td>
<td>n/a</td>
<td>2%</td>
<td>8%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>45%</td>
<td>23%</td>
<td>23%</td>
<td>n/a</td>
<td>n/a</td>
<td>56%</td>
<td>31%</td>
</tr>
</tbody>
</table>

- Advanced: 100% above grade level
- Proficient: 90-99% grade level
- Basic: 80-89% grade level
- Below Basic: 79% or below grade level

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

### Gap in percentage of students at Proficient/Advanced levels on PSSA tests  
(3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
<td>53%</td>
<td>58%</td>
<td>59%</td>
</tr>
<tr>
<td>Black</td>
<td>64%</td>
<td>69%</td>
<td>56%</td>
<td>54%</td>
</tr>
</tbody>
</table>

---

* Based on survey responses

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **20 out of 41**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests  (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th></th>
<th>Math</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
</tr>
<tr>
<td>School</td>
<td>66%</td>
<td>74%</td>
<td>72%</td>
<td>68%</td>
<td>58%</td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>61%</td>
</tr>
</tbody>
</table>

8th grade algebra

Students who took algebra by the end of 8th grade: **20 out of 41**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

Enrollment  545 students  (District K-8 average: 494) Capture rate n/a  (District K-8 average: 36%)

African-American: **43%**, White: **43%**, Multi-ethnic: **11%**, Asian: **2%**, IEP**: **14%**
Economically disadvantaged: **55%**  (District K-8 average: **58%**)

For more information, visit www.aplusschools.org/2016-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

Teaching 49 teachers
Teachers feel the school is a good place to work and learn*: 70%
Teachers new to the school: 21%
Long-term substitutes: 3
Teachers absent 18+ days: 16%
Principal stability: 3 principals in the last 4 years

School climate
Parents recommend school*: 91%
Student stability rate: 92%
Students suspended at least once:
Overall: 8%
Black: 21%
White: 2%
Low-income: 21%
IEP**: 15%

Special accomplishments
• 2015-16 elementary boys’ and girls’ swimming and boys’ track; Interscholastic girls’ basketball and cross country, boys’ swimming and wrestling champions
• Team won 1st place in 2016 Pittsburgh Scholastic Chess Championship
• 6th grade team won citywide Battle of the Books

Key outcomes (3-5)
3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

* 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: 40 out of 73

Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016
(Middle number: percent Proficient/Advanced)

Gap in percentage of students at Proficient/Advanced levels on PSSA tests  (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment  867 students  (District K-8 average: 494) Capture rate  29%  (District K-8 average: 36%)
African-American: 29%, White: 49%, Multi-ethnic: 6%, Asian: 11%, Hispanic: 5%, IEP**: 10%
Economically disadvantaged: 23%  (District K-8 average: 58%)

For more information, visit www.aplussschools.org/2016-report.
**Teaching** 29 teachers
Teachers feel the school is a good place to work and learn*: 97%
Teachers new to the school: 7%
Long-term substitutes: 0
Teachers absent 18+ days: 7%
Principal stability: 1 principal in the last 4 years

**School climate**
Parents recommend school*: 78%
Student stability rate: 96%
Students suspended at least once:
  Overall: 6%
  Black: 13%
  White: 5%
  Low-income: 9%
IEP**: 9%

**Special accomplishments**
  • Students enlisted community support to help fill a bus with food for needy families

---

**Key outcomes (3-5)**

### 3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

- **Black**: 46% Proficient, 7% Distinguished
- **White**: 75% Proficient, 18% Distinguished
- **Multi-ethnic**: 29% Proficient, 18% Distinguished
- **Asian**: n/a
- **Hispanic**: n/a
- **Low-income**: 45% Proficient, 73% Distinguished
- **IEP****: 9% Proficient, 27% Distinguished

**Advanced** | **Proficient** | **Basic** | **Below Basic**
--- | --- | --- | ---
Black | | | |
White | | | |
Multi-ethnic | 29% | 18% | |
Asian | n/a | n/a | n/a
Hispanic | n/a | n/a | n/a
Low-income | 45% | 73% | 18%
IEP** | 9% | 27% | |

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

---

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

### Reading
- **2013**: School black 71%, District white 69%
- **2014**: School black 69%, District white 64%

### Math
- **2013**: School black 75%, District white 75%
- **2014**: School black 75%, District white 75%

### ELA
- **2015**: School black 64%, District white 63%
- **2016**: School black 62%, District white 62%

2015 and 2016 test scores aren't comparable to previous years. See page 5.
**Key outcomes (6-8)**

**8th grade algebra** Students who took algebra by the end of 8th grade: **16 out of 34**
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** *(6th through 8th grades)*

Gap: Difference between black achievement at the school and white achievement in the district

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**Enrollment** 368 students *(District K-8 average: 494)* **Capture rate** 45% *(District K-8 average: 36%)*

African-American: **16%**, White: **64%**, Multi-ethnic: **7%**, Asian: **8%**, Hispanic: **5%**, IEP**: **22%**

Economically disadvantaged: **42%** *(District K-8 average: 58%)*

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
Pittsburgh King PreK-8

Neighborhood school
50 Montgomery Pl., 15212 • Allegheny Center • 412-529-4160 • Accessible, with exceptions
Principal: Leah McCord

**Teaching**  43 teachers
Teachers feel the school is a good place to work and learn*: 54%
Teachers new to the school: 33%
Long-term substitutes: 2
Teachers absent 18+ days: 14%
Principal stability: 3 principals in the last 4 years

**School climate**
Parents recommend school*: 53%
Student stability rate: 81%
Students suspended at least once: Overall: 28%
Black: 30%
White: 24%
Low-income: 31%
IEP**: 36%

**Special accomplishments**
- Students participated in TapeScape installation at Children’s Museum of Pittsburgh
- Students decorated a Christmas tree at Pittsburgh International Airport

---

**Key outcomes (3-5)**

*Based on survey responses*

3rd grade Reading 2016: 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>15%</td>
<td>39%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>14%</td>
<td>40%</td>
</tr>
</tbody>
</table>

---

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests**  (3rd through 5th grades)

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

---

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

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Pittsburgh King PreK-8

Neighborhood school
50 Montgomery Pl., 15212 • Allegheny Center • 412-529-4160 • Accessible, with exceptions
Principal: Leah McCord
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: **1 out of 27**
No students took the Algebra 1 Keystone Exam.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests  (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>School total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School white</td>
<td>26%</td>
<td>34%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>District white</td>
<td>25%</td>
<td>45%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>School black</td>
<td>47</td>
<td>50</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>District black</td>
<td>35</td>
<td>25</td>
<td>43</td>
<td>37</td>
</tr>
</tbody>
</table>

Enrollment  544 students  (District K-8 average: 494) **Capture rate** 32%  (District K-8 average: 36%)
African-American: 84%, White: 5%, Multi-ethnic: 9%, Hispanic: 1%, IEP**: 17%
Economically disadvantaged: 76%  (District K-8 average: 58%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Langley K-8

Teaching effectiveness

**Teaching** 55 teachers

Teachers feel the school is a good place to work and learn*: 62%

Teachers new to the school: 36%

Long-term substitutes: 8

Teachers absent 18+ days: 5%

Principal stability: 1 principal in the last 4 years

School climate

Parents recommend school*: n/a

Student stability rate: 79%

Students suspended at least once:

**Overall**: 28%

Black: 33%

White: 9%

Low-income: 28%

IEP**: 35%

Special accomplishments

- Students participated in Community Kitchen Pittsburgh’s Project Lunch Tray Jr. Chef program
- After School Academy students hosted Harvestfest in partnership with Citiparks

* Based on survey responses

Key outcomes (3-5)

3rd grade Reading 2016: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Group</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Distinguished</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>30%</td>
<td>36%</td>
<td>35%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>35%</td>
<td>40%</td>
<td>35%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>n/a</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>
<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>
<td>n/a</td>
</tr>
<tr>
<td>Low-income</td>
<td>33%</td>
<td>36%</td>
<td>35%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>IEP**</td>
<td>31%</td>
<td>36%</td>
<td>35%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

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

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>District</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>33%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>2014</td>
<td>35%</td>
<td>37%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Math

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>District</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>42%</td>
<td>37%</td>
<td>41%</td>
</tr>
<tr>
<td>2014</td>
<td>37%</td>
<td>36%</td>
<td>42%</td>
</tr>
</tbody>
</table>

ELA

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>District</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>28%</td>
<td>11%</td>
<td>47%</td>
</tr>
<tr>
<td>2016</td>
<td>22%</td>
<td>13%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Math

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>District</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>11%</td>
<td>13%</td>
<td>47%</td>
</tr>
<tr>
<td>2016</td>
<td>13%</td>
<td>13%</td>
<td>50%</td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

_8th grade algebra_ Students who took algebra by the end of 8th grade: **25 out of 66**

**Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016**
(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>Advanced</td>
<td>17%</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>67%</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>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>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>School total</th>
<th>District total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Reading</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>44%</td>
<td>48%</td>
</tr>
<tr>
<td>2014</td>
<td>Reading</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>44%</td>
<td>48%</td>
</tr>
<tr>
<td>2015</td>
<td>ELA</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>31%</td>
<td>36%</td>
</tr>
<tr>
<td>2016</td>
<td>ELA</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**Enrollment** 725 students (District K-8 average: 494) **Capture rate** 42% (District K-8 average: 36%)

African-American: **70%**, White: **13%**, Multi-ethnic: **15%**, Hispanic: **1%**, IEP**: **26%**

Economically disadvantaged: **75%** (District K-8 average: 58%)

For more information, visit [www.aplusschools.org/2016-report](http://www.aplusschools.org/2016-report).
Pittsburgh Manchester PreK-8

Neighborhood school
1612 Manhattan St., 15233 • Manchester • 412-529-3100 • Accessible
Principal: Michilene Pegher

**Teaching**

- 24 teachers
- Teachers feel the school is a good place to work and learn*: **50%**
- Teachers new to the school: **29%**
- Long-term substitutes: **2**
- Teachers absent 18+ days: **21%**
- Principal stability: **2 principals in the last 4 years**

**School climate**

- Parents recommend school*: **64%**
- Student stability rate: **80%**
- Students suspended at least once:
  - Overall: **24%**
  - Black: **26%**
  - White: **8%**
  - Low-income: **25%**
  - IEP**: **20%**

**Special accomplishments**

- [School did not provide this information]

---

**Key outcomes (3-5)**

3rd grade Reading 2016: Percentage of students at each PSSA achievement level

(Middle number: percent Proficient/Advanced)

<table>
<thead>
<tr>
<th>Race/Group</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>36%</td>
<td>36%</td>
<td>29%</td>
<td>n/a</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>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>IEP**</td>
<td>36%</td>
<td>36%</td>
<td>27%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

**Reading**

- 2013: School 34%, District 47%
- 2014: School 55%, District 62%

**Math**

- 2013: School 18%, District 11%

**ELA**

- 2015: School 31%, District 37%
- 2016: School 31%, District 35%

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)

Gap: Difference between black achievement at the school and white achievement in the district

**Math**

- 2015: School 20%, District 19%

* Based on survey responses

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

2015 and 2016 test scores aren't comparable to previous years. See page 5.
Key outcomes (6-8)

8th grade algebra  Students who took algebra by the end of 8th grade: 3 out of 16
The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

Gap in percentage of students at Proficient/Advanced levels on PSSA tests  (6th through 8th grades)
Gap: Difference between black achievement at the school and white achievement in the district

Enrollment  198 students  (District K-8 average: 494) Capture rate 27%  (District K-8 average: 36%)
African-American: 82%, White: 7%, Multi-ethnic: 9%, Asian: 1%, Hispanic: 2%, IEP**: 47%
Economically disadvantaged: 70%  (District K-8 average: 58%)

For more information, visit www.aplusschools.org/2016-report.
Pittsburgh Mifflin PreK-8

Neighborhood school
1290 Mifflin Rd., 15207 • Lincoln Place • 412-529-4350 • Accessible
Principal: Edward Littlehale

Teaching 22 teachers
Teachers feel the school is a good place to work and learn*: 67%
Teachers new to the school: 18%
Long-term substitutes: 0
Teachers absent 18+ days: 9%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: 68%
Student stability rate: 88%
Students suspended at least once:
   Overall: 8%
   Black: 12%
   White: 5%
   Low-income: 11%
IEP**: 14%

Special accomplishments
• Carson Scholarship recipient

Key outcomes (3-5)
3rd grade Reading 2016: 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>33%</td>
<td>59%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Distinguished</td>
<td>33%</td>
<td>45%</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>14%</td>
<td>3%</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>8%</td>
<td>3%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Based on survey responses

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
Key outcomes (6-8)

**8th grade algebra** Students who took algebra by the end of 8th grade: **16 out of 39**

The subgroups of students who took the Algebra 1 Keystone Exam were too small for results to be reported.

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

![Graph showing reading, math, ELA, and math gap percentages over years for school and district, with school subgroups indicated.]  

**Enrollment** 307 students *(District K-8 average: 494)* **Capture rate** 46% *(District K-8 average: 36%)*

African-American: **33%**, White: **58%**, Multi-ethnic: **7%**, Hispanic: **1%**, IEP**: **16%**

Economically disadvantaged: **47%** *(District K-8 average: 58%)*

For more information, visit www.aplusschools.org/2016-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: Darrel Prioleau

**Teaching** 41 teachers
Teachers feel the school is a good place to work and learn*: 75%
Teachers new to the school: 24%
Long-term substitutes: 3
Teachers absent 18+ days: 7%
Principal stability: 3 principals in the last 4 years

**School climate**
Parents recommend school*: n/a
Student stability rate: 81%
Students suspended at least once:
Overall: 14%
Black: 18%
White: 7%
Low-income: 17%
IEP**: 24%

**Special accomplishments**
- Parents and community members partnered to build new playground
- Students received awards from Daughters of the American Revolution and Sons of the American Revolution

---

**Key outcomes (3-5)**

3rd grade Reading 2016: Percentage of students at each PSSA achievement level
(Middle number: percent Proficient/Advanced)

- **Black**
  - Advanced: 3%
  - Proficient: 24%
  - Basic: 9%
  - Below Basic: 22%

- **White**
  - Advanced: 45%
  - Proficient: 39%
  - Basic: 30%
  - Below Basic: 15%

- **Multi-ethnic**
  - Advanced: 29%
  - Proficient: 48%
  - Basic: 69%
  - Below Basic: 15%

- **Asian**
  - Advanced: 15%
  - Proficient: 15%
  - Basic: 15%
  - Below Basic: 15%

- **Hispanic**
  - Advanced: 36%
  - Proficient: 36%
  - Basic: 4%
  - Below Basic: 24%

- **Low-income**
  - Advanced: n/a
  - Proficient: n/a
  - Basic: 36%
  - Below Basic: 36%

- **IEP**
  - Advanced: n/a
  - Proficient: n/a
  - Basic: 4%
  - Below Basic: 24%

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

- **Reading**
  - 2013: School black 34%, District black 31%
  - 2014: School black 25%, District black 27%

- **Math**
  - 2013: School black 46%, District black 44%
  - 2014: School black 45%, District black 43%

---

* 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: **0 out of 46**
No students took the Algebra 1 Keystone Exam.

---

Gap in percentage of students at Proficient/Advanced levels on PSSA tests  (6th through 8th grades)

*Gap: Difference between black achievement at the school and white achievement in the district*

<table>
<thead>
<tr>
<th></th>
<th>School white</th>
<th>District white</th>
<th>School black</th>
<th>District black</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>39%</td>
<td>48%</td>
<td>43%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>2013</td>
<td>2014</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>2013 37%</td>
<td>2014 40%</td>
<td>2013 24%</td>
<td>2014 47%</td>
</tr>
<tr>
<td><strong>ELA</strong></td>
<td>2013 18%</td>
<td>2016 22%</td>
<td>2015 2%</td>
<td>2016 4%</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>2013 8%</td>
<td>2014 10%</td>
<td>2015 35%</td>
<td>2016 34%</td>
</tr>
</tbody>
</table>

2015 and 2016 test scores aren’t comparable to previous years. See page 5.

---

**Enrollment**  **582 students**  (District K-8 average: **494**) **Capture rate** **31%**  (District K-8 average: **36%**)

African-American: **65%**, White: **23%**, Multi-ethnic: **10%**, Hispanic: **1%**, IEP**: **19%**

Economically disadvantaged: **69%**  (District K-8 average: **58%**)

---

For more information, visit [www.aplussschools.org/2016-report](http://www.aplussschools.org/2016-report).
Pittsburgh Sunnyside PreK-8

Neighborhood school
4801 Stanton Ave., 15201 • Stanton Heights • 412-529-2040 • Accessible
Principal: Laura Dadey

Teaching  26 teachers
Teachers feel the school is a good place to work and learn*: 90%
Teachers new to the school: 4%
Long-term substitutes: 0
Teachers absent 18+ days: 4%
Principal stability: 1 principal in the last 4 years

School climate
Parents recommend school*: 72%
Student stability rate: 90%
Students suspended at least once:
Overall: 21%
Black: 26%
White: 10%
Low-income: 22%
IEP**: 21%

Special accomplishments
• 2015-16 Interscholastic boys’ volleyball champions
• Students helped design and build new playground at Pittsburgh Zoo & PPG Aquarium

* Based on survey responses

Key outcomes (3-5)
3rd grade Reading 2016: 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>Advanced</td>
<td>57%</td>
<td>55%</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Proficient</td>
<td>36%</td>
<td>35%</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Basic</td>
<td>21%</td>
<td>20%</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Below Basic</td>
<td>21%</td>
<td>15%</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>

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

Gap in percentage of students at Proficient/Advanced levels on PSSA tests (3rd through 5th grades)
Gap: Difference between black achievement at the school and white achievement in the district

2015 and 2016 test scores aren’t comparable to previous years. See page 5.
**Key outcomes (6-8)**

**8th grade algebra** Students who took algebra by the end of 8th grade: **18 out of 39**

**Percentage of students at each Algebra I Keystone achievement level by the end of 8th grade, 2016**

(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>46%</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>54%</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>

* Advanced, Proficient, Basic, Below Basic

**Gap in percentage of students at Proficient/Advanced levels on PSSA tests** (6th through 8th grades)

Gap: Difference between black achievement at the school and white achievement in the district

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>17</td>
<td>23</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</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>
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</tr>
<tr>
<td>Low-income</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>IEP**</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Enrollment** 300 students  *(District K-8 average: 494)*  **Capture rate** 22%  *(District K-8 average: 36%)*

African-American: **69%**, White: **19%**, Multi-ethnic: **9%**, Hispanic: **3%**, IEP**: **29%**

Economically disadvantaged: **64%**  *(District K-8 average: 58%)*