

STATE *of the* DISTRICT 2012

# State of the Schools Report 2012

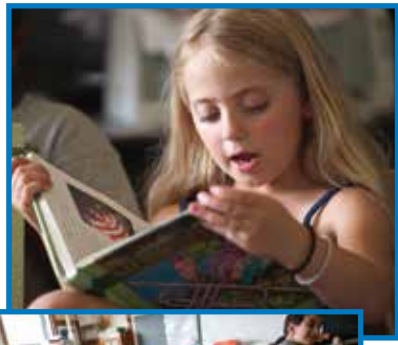


**Pittsburgh  
Public Schools**

**EXCELLENCE**  
FOR ALL

*The Pathway to the Promise.™*

# How is your child's school progressing on the journey to excellence and equity for all?



At Pittsburgh Public Schools, we believe that each of our students is capable of achieving at high levels, and our work is to ensure that all of our schools are successful in unlocking the potential of each student. However, we know that success is more than what can just be measured by a single test score from a state assessment. That's why over the past several years, we have collaborated with our teachers, administrators and parents to design and implement ways to get a comprehensive view of our schools.

We now have more data than we have ever had to show the progress every one of our schools is making on many different levels.

For the first time ever, we are sharing this 360-degree view with our parents and the community. We know that in order for us to become a high performing school system that is continually growing and improving, we must begin by being open, honest and transparent about where our schools are succeeding and where they need to grow.

With so much information to consider, we have selected key data points that show how well we are doing in 12 specific areas that align to our three District goals:

- **Accelerating student achievement**

We know that every child can achieve excellence and that is why we are working to ensure all of our students are career and college-ready.

- **Eliminating racial disparities**

Approximately 55% of our students are African-American and they, on average, have lower achievement scores than other students. We have set a plan in motion to eliminate these differences within seven years.

- **Becoming a District of first choice**

We want all schools to be places where students want to learn, teachers want to teach, and parents want to send their children.

We are also sharing other information that you can use to better understand your school's progress, and how you can get involved to make it better.

All data in this report was collected during the 2011-2012 school year.

## How do you read the chart?

Schools are grouped together by grade configuration. Down the left side of each chart you will see 12 specific areas that align to our District goals, along with a brief description that will help you understand the data better.

Find your school's name on the top of the chart, then read down to see the progress it has made during the past year.

↑ indicates an increase since the 2010-2011 school year

↓ indicates a decrease since the 2010-2011 school year

↔ indicates no change since the 2010-2011 school year

Certain data points are color-coded to show progress. Green typically denotes the highest or most desirable results. Yellow indicates a middle range, signaling that your school could be doing better. Red indicates a definite need for improvement.

In the far right column of the chart, you'll see the averages for all schools in this grade category. By looking at your school data and the last column of the chart, you can compare your school to similar schools, and determine if your school is above or below average in any particular area.\*

**On the following page, is a sample chart to help you understand the data.**

\*The District's Special Schools are not included because data points for progress are different from other schools. These include Pittsburgh Conroy, Pittsburgh Gifted Center, Pittsburgh McNaugher, Pittsburgh Oliver City-Wide Academy, Pittsburgh Student Achievement Center.



# Learn How to Read Your School Data

## Example School 6-12

Example School  
STAR SCHOOL

### Here's an example:

Look at the chart and imagine that your child attends this school. The first thing you may notice is that it is a STAR school. STAR schools are those ranking among the top 25% of all other Pennsylvania schools based upon student growth.

To understand the data, look at it in several ways:

District Goal #1: Accelerating Achievement	
<b>1. Proficiency Levels in Reading and Math</b> Percentage of students who scored Proficient or Advanced on PSSA, PASA or PSSA-M exams during 2011-2012. Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%. Schools that have no historical trend data do not have an arrow.	Reading 66.9% ↓
	Math 62.0% ↑
<b>2. Adequate Yearly Progress (AYP) status</b> AYP = Made AYP, MP = Making Progress, Warning, SI1 = School Improvement 1, SI2 = School Improvement 2, CAI = Corrective Action 1, CAII = Corrective Action 2 (The number indicates number of years the school has been in this status.)	Warning
<b>3. Graduation Rate for Class of 2011</b> Green = greater than 90%. Yellow = between 80-89%. Red = less than 80%. N/A indicates the school did not have a graduating class in 2011. Schools that have no historical trend data do not have an arrow.	92.0% ↓
<b>4. Promise-Readiness Rates for 2011-2012</b> Seniors who had a GPA of 2.5 or higher and a 90% or greater attendance rate. Green = greater than 80%. Yellow = between 60-79%. Red = less than 60%. Schools that have no historical trend data do not have an arrow.	78.0% ↑
<b>5. Student Academic Growth: Value Added Measures (VAM)</b> VAM is calculated using a formula based on students' current and prior performance on assessments to determine a school's contribution to student academic growth as compared to other schools in the state. VAM ranked schools on a scale from 0 to 99, where 50 is the state average. Each school's results are shown in these three ways: <b>Composite</b> —Composite Score; <b>Reading</b> —English/Language Arts Score; <b>Math</b> —Math Score Green = Greater than 50 (**indicates that the score is significantly above the state average), Yellow = Less than 50, Red = Significantly below the state average.	76 Composite
	70 Math
	63 Reading
District Goal #2: Eliminating Racial Disparities	
<b>6. Race-Based Achievement Disparities</b> Difference between percent of white and African-American students who scored Proficient or Advanced on PSSA Math or Reading exams during 2011-2012. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. Schools that have no historical trend data are not shaded. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration. Additional subgroups are not represented.	21.2 pt Reading
	13.3 pt Math
<b>7. Race-Based Graduation Rate Disparities</b> Difference between graduation rate of white and African-American students. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration.	15.0 pt
District Goal #3: Becoming a District of First Choice	
<b>8. Student Perceptions – National Tripod Survey</b> Students share their classroom experiences across “Seven C’s” of teaching – Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate. Results are compiled into one composite number for each school and schools' results are compared to other schools with the same grade configuration.	Middle Third
<b>9. Staff Perceptions – National Teaching &amp; Learning Conditions Survey</b> Staff share perceptions of their school's teaching and learning conditions. A school's score is compared to all schools in the district.	Top Third ↑
<b>10. Parent &amp; Family Perceptions – PPS Parent Survey</b> Percentage of parents that replied to the 2012 Parent Survey and answered “Agree” or “Strongly Agree” when asked if “you would recommend this school to another family.” Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%.	50-75%
Involving the Community	
<b>11. Parent Survey Response Rate</b> Percentage of parent surveys completed for 2011-2012 school year.	8%
<b>12. Chronically Absent Students</b> Percentage of students who missed 10% or more days of school during the 2011-12 school year (including excused and unexcused absences).	26%

**By the numbers:** On Line 1, you'll note that 66.9% of students scored proficient in reading. The arrow tells you this score is down from previous years. Also on Line 1, you'll see 62.0% of students were proficient or advanced in math – an upward arrow means there's been an improvement over previous years.

**By color-coding:** See the green boxes? They tell you this school is performing well in those areas. But the three red boxes show that there's work to be done in closing the achievement gap between white and African-American students.

**By analysis:** After you look at all the data, think about how different data points are connected, and what information you can get when you make those connections. For example, look at line 3 and line 4 together. This shows that the graduation rate was 92%, but only 78% of seniors were Promise-Ready. This signals that although the graduation rate is high, not all seniors are graduating ready to take advantage of the Promise. So, this is an area to focus on for growth. Similarly, look at lines 1 and 2 together with line 5. These data show that although achievement is not as high as we would like, the school is making significant contributions to student growth. That means that even though students may not reach proficiency, they have made significant gains compared to where they started. Together, achievement and growth provide a more complete picture, and the goal is for both to be high.

# Pittsburgh Public Schools K-5

Alleggheny K-5  
Arsenal PreK-5  
Banksville K-5  
Beechwood PreK-5  
Concord PreK-5  
Dijworth PreK-5  
STAR SCHOOL ★  
Faison K-5

	Alleggheny K-5	Arsenal PreK-5	Banksville K-5	Beechwood PreK-5	Concord PreK-5	Dijworth PreK-5 STAR SCHOOL ★	Faison K-5
<b>1. Proficiency Levels in Reading and Math</b> Percentage of students who scored Proficient or Advanced on PSSA, PASA or PSSA-M exams during 2011-2012. Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%. Schools that have no historical trend data do not have an arrow.	Reading 69.5% ↑	Reading 34.8% ↓	Reading 66.4% ↓	Reading 55.1% ↓	Reading 49.7% ↓	Reading 77.7% ↓	Reading 27.4%
	Math 72.6% ↑	Math 53.9% ↓	Math 83.6% ↓	Math 73.8% ↓	Math 66.5% ↓	Math 84.0% ↓	Math 32.1%
<b>2. Adequate Yearly Progress (AYP) status</b> AYP = Made AYP, MP = Making Progress, Warning, SI1 = School Improvement 1, SI2 = School Improvement 2, CAI = Corrective Action 1, CAII = Corrective Action 2 (The number indicates number of years the school has been in this status.)	Made AYP	Warning	Warning	Warning	SI1	Made AYP	Warning
<b>3. Graduation Rate for Class of 2011</b> Green = greater than 90%. Yellow = between 80-89%. Red = less than 80%. N/A indicates the school did not have a graduating class in 2011. Schools that have no historical trend data do not have an arrow.							
<b>4. Promise-Readiness Rates for 2011-2012</b> Seniors who had a GPA of 2.5 or higher and a 90% or greater attendance rate. Green = greater than 80%. Yellow = between 60-79%. Red = less than 60%. Schools that have no historical trend data do not have an arrow.							
<b>5. Student Academic Growth: Value Added Measures (VAM)</b> VAM is calculated using a formula based on students' current and prior performance on assessments to determine a school's contribution to student academic growth as compared to other schools in the state. VAM ranked schools on a scale from 0 to 99, where 50 is the state average. Each school's results are shown in these three ways: <b>Composite</b> —Composite Score; <b>Reading</b> —English/Language Arts Score; <b>Math</b> —Math Score Green = Greater than 50 (**indicates that the score is significantly above the state average), Yellow = Less than 50, Red = Significantly below the state average.	47 Composite	31 Composite	61 Composite	61 Composite	45 Composite	71 Composite	41 Composite
	39 Math	39 Math	57 Math	45 Math	55 Math	55 Math	53 Math
	71 Reading	29 Reading	56 Reading	58 Reading	27 Reading	91** Reading	41 Reading
<b>6. Race-Based Achievement Disparities</b> Difference between percent of white and African-American students who scored Proficient or Advanced on PSSA Math or Reading exams during 2011-2012. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. Schools that have no historical trend data are not shaded. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration. Additional subgroups are not represented.	18.7 pt Reading	0 pt Reading	45 pt Reading	38 pt Reading	14.5 pt Reading	27.4 pt Reading	43 pt Reading*
	17.9 pt Math	11 pt Math	33 pt Math	31 pt Math	23.5 pt Math	12.8 pt Math	47 pt Math*
<b>7. Race-Based Graduation Rate Disparities</b> Difference between graduation rate of white and African-American students. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration.							
<b>8. Student Perceptions – National Tripod Survey</b> Students share their classroom experiences across “Seven C’s” of teaching – Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate. Results are compiled into one composite number for each school and schools' results are compared to other schools with the same grade configuration.	Middle Third	Middle Third	Top Third	Top Third	Middle Third	Top Third	Bottom Third
<b>9. Staff Perceptions – National Teaching &amp; Learning Conditions Survey</b> Staff share perceptions of their school's teaching and learning conditions. A school's score is compared to all schools in the district.	Middle Third ↓	Middle Third ↓	Top Third ↓	Top Third ↓	Top Third ↓	Top Third ↓	Bottom Third
<b>10. Parent &amp; Family Perceptions – PPS Parent Survey</b> Percentage of parents that replied to the 2012 Parent Survey and answered “Agree” or “Strongly Agree” when asked if “you would recommend this school to another family.” Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%.	50-75%	50-75%	75% +	75% +	50-75%	75% +	<50%
<b>11. Parent Survey Response Rate</b> Percentage of parent surveys completed for 2011-2012 school year.	18%	5%	15%	14%	13%	26%	5%
<b>12. Chronically Absent Students</b> Percentage of students who missed 10% or more days of school during the 2011-12 school year (including excused and unexcused absences).	10%	16%	14%	14%	20%	5%	33%

Fulton PreK-5 STAR SCHOOL ★	Grandview K-5	Liberty K-5	Lincoln PreK-5	Linden K-5	Miller PreK-5	Minadeo PreK-5	Phillips K-5	Roosevelt Pre K-5	Spring Hill K-5	Weil PreK-5 STAR SCHOOL ★	West Liberty K-5	Westwood K-5	Whittier K-5 STAR SCHOOL ★	Woolslair K-5	K-5 AVERAGES
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**District Goal #1: Accelerating Achievement**

Reading 62.1% ↓	Reading 30.7% ↓	Reading 65.7% ↓	Reading 41.0% ↓	Reading 68.1% ↓	Reading 34.6% ↓	Reading 63.0% ↑	Reading 69.1% ↓	Reading 58.7% ↓	Reading 53.2% ↓	Reading 53.9% ↓	Reading 65.0% ↓	Reading 61.5% ↑	Reading 66.9% ↓	Reading 28.8% ↓	Reading 54.7% ↓
Math 87.1% ↓	Math 45.4% ↓	Math 77.3% ↓	Math 42.4% ↓	Math 75.5% ↓	Math 53.8% ↓	Math 68.7% ↓	Math 74.1% ↓	Math 73.2% ↓	Math 58.1% ↓	Math 50.0% ↓	Math 74.4% ↓	Math 62.0% ↓	Math 83.1% ↑	Math 36.9% ↓	Math 64.9% ↓
Warning	Warning	Warning	Warning	Warning	Warning	SI1	Warning	Warning	SI1	Warning	Warning	SI2	Warning	SI1	Warning

Data not reported for grade configuration.

88** Composite	31 Composite	53 Composite	28 Composite	39 Composite	51 Composite	41 Composite	43 Composite	54 Composite	20 Composite	64 Composite	43 Composite	56 Composite	76 Composite	33 Composite	49 Composite
99** Math	43 Math	60 Math	40 Math	39 Math	59 Math	48 Math	52 Math	51 Math	32 Math	55 Math	49 Math	51 Math	70 Math	43 Math	52 Math
66 Reading	39 Reading	43 Reading	45 Reading	33 Reading	40 Reading	46 Reading	49 Reading	56 Reading	22 Reading	79 Reading	42 Reading	57 Reading	63 Reading	39 Reading	50 Reading

**District Goal #2: Eliminating Racial Disparities**

10 pt Reading*	0 pt Reading	46 pt Reading*	29 pt Reading*	41.6 pt Reading	37 pt Reading*	35.2 pt Reading	13.6 pt Reading	8.9 pt Reading	24.6 pt Reading	16 pt Reading*	17 pt Reading	7.8 pt Reading	21.2 pt Reading	17 pt Reading	23.2 pt Reading
7 pt Math*	9 pt Math	20 pt Math*	37 pt Math*	42.4 pt Math	26 pt Math*	39.5 pt Math	0.6 pt Math	16.8 pt Math	26.6 pt Math	30 pt Math*	30 pt Math	17.3 pt Math	13.3 pt Math	32 pt Math	23.1 pt Math

Data not reported for grade configuration.

**District Goal #3: Becoming a District of First Choice**

Bottom Third	Bottom Third	Top Third	Middle Third	Bottom Third	Bottom Third	Top Third	Middle Third	Middle Third	Bottom Third	Top Third	Top Third	Top Third	Middle Third	Bottom Third	Middle Third
Middle Third ↓	Bottom Third ↓	Top Third ↓	Bottom Third ↑	Bottom Third ↓	Middle Third ↓	Middle Third ↑	Top Third ↑	Middle Third ↓	Top Third ↑	Top Third ↑	Top Third ↑	Top Third ↓	Top Third ↑	Top Third ↓	Top Third ↓
75% +	50-75%	75% +	<50%	75% +	50-75%	50-75%	75% +	75% +	50-75%	75% +	50-75%	50-75%	50-75%	75% +	50-75%

**Involving the Community**

10%	11%	22%	8%	24%	7%	34%	27%	11%	10%	7%	14%	14%	8%	12%	14%
14%	27%	6%	N/A	6%	14%	14%	10%	23%	37%	21%	11%	21%	26%	37%	18%

# Pittsburgh Public Schools K-8

Arlington PreK-8

<p><b>1. Proficiency Levels in Reading and Math</b></p> <p>Percentage of students who scored Proficient or Advanced on PSSA, PASA or PSSA-M exams during 2011-2012. Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%. Schools that have no historical trend data do not have an arrow.</p>	<p><b>Reading</b> 47.2% ↑</p>	<p><b>Math</b> 57.9% ↑</p>
<p><b>2. Adequate Yearly Progress (AYP) status</b></p> <p>AYP = Made AYP, MP = Making Progress, Warning, SI1 = School Improvement 1, SI2 = School Improvement 2, CA1 = Corrective Action 1, CA2 = Corrective Action 2 (The number indicates number of years the school has been in this status.)</p>	<p><b>MP</b></p>	
<p><b>3. Graduation Rate for Class of 2011</b></p> <p>Green = greater than 90%. Yellow = between 80-89%. Red = less than 80%. N/A indicates the school did not have a graduating class in 2011. Schools that have no historical trend data do not have an arrow.</p>		
<p><b>4. Promise-Readiness Rates for 2011-2012</b></p> <p>Seniors who had a GPA of 2.5 or higher and a 90% or greater attendance rate. Green = greater than 80%. Yellow = between 60-79%. Red = less than 60%. Schools that have no historical trend data do not have an arrow.</p>		
<p><b>5. Student Academic Growth: Value Added Measures (VAM)</b></p> <p>VAM is calculated using a formula based on students' current and prior performance on assessments to determine a school's contribution to student academic growth as compared to other schools in the state. VAM ranked schools on a scale from 0 to 99, where 50 is the state average. Each school's results are shown in these three ways: <b>Composite</b>—Composite Score; <b>Reading</b>—English/Language Arts Score; <b>Math</b>—Math Score Green = Greater than 50 (**indicates that the score is significantly above the state average), Yellow = Less than 50, Red = Significantly below the state average.</p>	<p><b>35 Composite</b></p>	<p><b>56 Math</b></p>
	<p><b>29 Reading</b></p>	
<p><b>6. Race-Based Achievement Disparities</b></p> <p>Difference between percent of white and African-American students who scored Proficient or Advanced on PSSA Math or Reading exams during 2011-2012. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. Schools that have no historical trend data are not shaded. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration. Additional subgroups are not represented.</p>	<p><b>21.3 pt Reading</b></p>	<p><b>19.3 pt Math</b></p>
<p><b>7. Race-Based Graduation Rate Disparities</b></p> <p>Difference between graduation rate of white and African-American students. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration.</p>		
<p><b>8. Student Perceptions – National Tripod Survey</b></p> <p>Students share their classroom experiences across “Seven C’s” of teaching – Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate. Results are compiled into one composite number for each school and schools’ results are compared to other schools with the same grade configuration.</p>	<p><b>Top Third</b></p>	
<p><b>9. Staff Perceptions – National Teaching &amp; Learning Conditions Survey</b></p> <p>Staff share perceptions of their school’s teaching and learning conditions. A school’s score is compared to all schools in the district.</p>	<p><b>Bottom Third ↓</b></p>	
<p><b>10. Parent &amp; Family Perceptions – PPS Parent Survey</b></p> <p>Percentage of parents that replied to the 2012 Parent Survey and answered “Agree” or “Strongly Agree” when asked if “you would recommend this school to another family.” Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%.</p>	<p><b>50-75%</b></p>	
<p><b>11. Parent Survey Response Rate</b></p> <p>Percentage of parent surveys completed for 2011-2012 school year.</p>	<p><b>8%</b></p>	
<p><b>12. Chronically Absent Students</b></p> <p>Percentage of students who missed 10% or more days of school during the 2011-12 school year (including excused and unexcused absences).</p>	<p><b>26%</b></p>	

Brookline PreK-8 STAR SCHOOL ★	Carmalt PreK-8	Colfax K-8	Greenfield PreK-8	King PreK-8	Manchester PreK-8	Mifflin PreK-8	Montessori PreK-8	Morrow PreK-8	Sunnyside PreK-8 STAR SCHOOL ★	K-8 AVERAGES
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**District Goal #1: Accelerating Achievement**

Reading 66.8% ↓	Reading 67.1% ↓	Reading 74.0% ↑	Reading 70.0% ↑	Reading 33.2% ↓	Reading 41.5% ↓	Reading 59.8% ↑	Reading 60.7% ↓	Reading 45.1% ↓	Reading 55.7% ↓	Reading 56.5% ↓
Math 81.3% ↓	Math 72.9% ↓	Math 75.8% ↑	Math 75.5% ↔	Math 31.6% ↓	Math 39.5% ↓	Math 67.6% ↓	Math 61.9% ↓	Math 69.0% ↓	Math 66.0% ↓	Math 63.5% ↓
Warning	Warning	CAII	Made AYP	CAII	Warning	Warning	Warning	Warning	Warning	Warning

Data not reported for grade configuration.

63 Composite	43 Composite	45 Composite	52 Composite	35 Composite	33 Composite	54 Composite	53 Composite	37 Composite	65 Composite	47 Composite
65 Math	54 Math	33 Math	46 Math	35 Math	41 Math	53 Math	58 Math	44 Math	61 Math	50 Math
60 Reading	54 Reading	63 Reading	56 Reading	44 Reading	42 Reading	51 Reading	61 Reading	48 Reading	86** Reading	54 Reading

**District Goal #2: Eliminating Racial Disparities**

29 pt Reading	19.6 pt Reading	47.9 pt Reading	13.9 pt Reading	35 pt Reading	33 pt Reading*	32.9 pt Reading	33.8 pt Reading	13.1 pt Reading	13 pt Reading	26.6 pt Reading
20 pt Math	21.1 pt Math	51.2 pt Math	21.9 pt Math	18 pt Math	42 pt Math*	26.7 pt Math	29.8 pt Math	8.7 pt Math	6 pt Math	24.1 pt Math

Data not reported for grade configuration.

**District Goal #3: Becoming a District of First Choice**

Middle Third	Top Third	Middle Third	Top Third	Top Third	Middle Third	Bottom Third	Bottom Third	Bottom Third	Middle Third	Middle Third
Bottom Third ↓	Top Third ↓	Middle Third ↑	Top Third ↓	Bottom Third ↓	Middle Third ↓	Top Third ↓	Top Third ↓	Middle Third ↓	Top Third ↑	Middle Third ↓
75% +	75% +	75% +	75% +	50-75%	<50%	<50%	75% +	50-75%	50-75%	50-75%

**Involving the Community**

17%	19%	30%	14%	13%	10%	14%	25%	9%	11%	15%
16%	13%	11%	15%	28%	30%	17%	6%	21%	14%	18%

\*Pittsburgh Langley K-8 not included because of new school status.

# Pittsburgh Public Schools 6-8

Allegheny 6-8	Arsenal 6-8	Classical 6-8	South Brook 6-8	Schiller 6-8	South Hills 6-8 ★ STAR SCHOOL	Sterrett 6-8	6-8 AVERAGES
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## District Goal #1: Accelerating Achievement

<b>1. Proficiency Levels in Reading and Math</b> Percentage of students who scored Proficient or Advanced on PSSA, PASA or PSSA-M exams during 2011-2012. Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%. Schools that have no historical trend data do not have an arrow.	Reading 54.8% ↑	Reading 39.9% ↓	Reading 59.3% ↓	Reading 64.1% ↑	Reading 52.6% ↓	Reading 60.7% ↓	Reading 72.7% ↑	Reading 57.7% ↓
	Math 61.4% ↓	Math 54.3% ↑	Math 60.1% ↓	Math 63.1% ↓	Math 56.4% ↑	Math 69.2% ↓	Math 70.7% ↑	Math 62.2% ↓
<b>2. Adequate Yearly Progress (AYP) status</b> AYP = Made AYP, MP = Making Progress, Warning, SI1 = School Improvement 1, SI2 = School Improvement 2, CAI = Corrective Action 1, CAII = Corrective Action 2 (The number indicates number of years the school has been in this status.)	CAI	CAII	Warning	Warning	SI1	CAI	Warning	SI1
<b>3. Graduation Rate for Class of 2011</b> Green = greater than 90%. Yellow = between 80-89%. Red = less than 80%. N/A indicates the school did not have a graduating class in 2011. Schools that have no historical trend data do not have an arrow.	Data not reported for grade configuration.							
<b>4. Promise-Readiness Rates for 2011-2012</b> Seniors who had a GPA of 2.5 or higher and a 90% or greater attendance rate. Green = greater than 80%. Yellow = between 60-79%. Red = less than 60%. Schools that have no historical trend data do not have an arrow.								
<b>5. Student Academic Growth: Value Added Measures (VAM)</b> VAM is calculated using a formula based on students' current and prior performance on assessments to determine a school's contribution to student academic growth as compared to other schools in the state. VAM ranked schools on a scale from 0 to 99, where 50 is the state average. Each school's results are shown in these three ways: <b>Composite</b> —Composite Score; <b>Reading</b> —English/Language Arts Score; <b>Math</b> —Math Score Green = Greater than 50 (**indicates that the score is significantly above the state average), Yellow = Less than 50, Red = Significantly below the state average.	36 Composite	52 Composite	34 Composite	33 Composite	38 Composite	65 Composite	47 Composite	44 Composite
	53 Math	75** Math	35 Math	45 Math	56 Math	68** Math	55 Math	55 Math
	24 Reading	38 Reading	40 Reading	20 Reading	38 Reading	76** Reading	58 Reading	42 Reading

## District Goal #2: Eliminating Racial Disparities

<b>6. Race-Based Achievement Disparities</b> Difference between percent of white and African-American students who scored Proficient or Advanced on PSSA Math or Reading exams during 2011-2012. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. Schools that have no historical trend data are not shaded. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration. Additional subgroups are not represented.	19.6 pt Reading	23 pt Reading	20 pt Reading	20.3 pt Reading	15.9 pt Reading	29.9 pt Reading	13.6 pt Reading	20.3 pt Reading
	17.7pt Math	15 pt Math	20 pt Math	17.7 pt Math	9.2 pt Math	17.6 pt Math	17.8 pt Math	16.4 pt Math
<b>7. Race-Based Graduation Rate Disparities</b> Difference between graduation rate of white and African-American students. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration.	Data not reported for grade configuration.							

## District Goal #3: Becoming a District of First Choice

<b>8. Student Perceptions of Classroom Experiences - National Tripod Survey</b> Students share their classroom experiences across "Seven C's" of teaching – Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate. Results are compiled into one composite number for each school and schools' results are compared to other schools with the same grade configuration.	Bottom Third	Top Third	Bottom Third	Middle Third	Middle Third	Top Third	Middle Third	Middle Third
<b>9. Staff Perceptions – National Teaching &amp; Learning Conditions Survey</b> Staff share perceptions of their school's teaching and learning conditions. A school's score is compared to all schools in the district.	Bottom Third ↓	Middle Third ↓	Top Third ↓	Bottom Third ↓	Middle Third ↓	Middle Third ↓	Bottom Third ↓	Middle Third ↓
<b>10. Parent &amp; Family Perceptions – PPS Parent Survey</b> Percentage of parents that replied to the 2012 Parent Survey and answered "Agree" or "Strongly Agree" when asked if "you would recommend this school to another family." Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%.	50-75%	50-75%	50-75%	50-75%	50-75%	50-75%	50-75%	50-75%

## Involving the Community

<b>11. Parent Survey Response Rate</b> Percentage of parent surveys completed for 2011-2012 school year.	15%	9%	20%	11%	11%	13%	19%	14%
<b>12. Chronically Absent Students</b> Percentage of students who missed 10% or more days of school during the 2011-12 school year (including excused and unexcused absences).	31%	18%	22%	33%	36%	25%	18%	26%



# Pittsburgh Public Schools 6-12

CAPA 6-12  
 Milliones 6-12  
 Obama 6-12  
 Science & Technology Academy 6-12  
 Westinghouse Academy 6-12  
 6-12 AVERAGES

## District Goal #1: Accelerating Achievement

<b>1. Proficiency Levels in Reading and Math</b> Percentage of students who scored Proficient or Advanced on PSSA, PASA or PSSA-M exams during 2011-2012. Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%. Schools that have no historical trend data do not have an arrow.	Reading 90.7% ↓	Reading 29.6% ↓	Reading 68.9% ↓	Reading 82.7% ↑	Reading 26.4%	Reading 59.7% ↓
	Math 81.7% ↓	Math 35.3% ↑	Math 69.9% ↓	Math 77.6% ↓	Math 28.4%	Math 58.6% ↓
<b>2. Adequate Yearly Progress (AYP) status</b> AYP = Made AYP, MP = Making Progress, Warning, SI1 = School Improvement 1, SI2 = School Improvement 2, CAI = Corrective Action 1, CAII = Corrective Action 2 (The number indicates number of years the school has been in this status.)	Made AYP	SI2	Made AYP	Made AYP	Warning	Made AYP
<b>3. Graduation Rate for Class of 2011</b> Green = greater than 90%. Yellow = between 80-89%. Red = less than 80%. N/A indicates the school did not have a graduating class in 2011. Schools that have no historical trend data do not have an arrow.	98% ↓	N/A	N/A	N/A	N/A	N/A
<b>4. Promise-Readiness Rates for 2011-2012</b> Seniors who had a GPA of 2.5 or higher and a 90% or greater attendance rate. Green = greater than 80%. Yellow = between 60-79%. Red = less than 60%. Schools that have no historical trend data do not have an arrow.	88% ↑	21%	64%	N/A	17%	34%
<b>5. Student Academic Growth: Value Added Measures (VAM)</b> VAM is calculated using a formula based on students' current and prior performance on assessments to determine a school's contribution to student academic growth as compared to other schools in the state. VAM ranked schools on a scale from 0 to 99, where 50 is the state average. Each school's results are shown in these three ways: <b>Composite</b> —Composite Score; <b>Reading</b> —English/Language Arts Score; <b>Math</b> —Math Score Green = Greater than 50 (**indicates that the score is significantly above the state average), Yellow = Less than 50, Red = Significantly below the state average.	56 Composite	31 Composite	30 Composite	61 Composite	18 Composite	39 Composite
	33 Math	35 Math	23 Math	48 Math	24 Math	33 Math
	71 Reading	32 Reading	43 Reading	46 Reading	23 Reading	43 Reading

## District Goal #2: Eliminating Racial Disparities

<b>6. Race-Based Achievement Disparities</b> Difference between percent of white and African-American students who scored Proficient or Advanced on PSSA Math or Reading exams during 2011-2012. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. Schools that have no historical trend data are not shaded. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration. Additional subgroups are not represented.	9.1 pt Reading	53 pt Reading*	33.8 pt Reading	16.1 pt Reading	61 pt Reading*	34.6 pt Reading
	20.5 pt Math	63 pt Reading*	28.0 pt Math	25.3 pt Math	67 pt Math*	40.8 pt Math
<b>7. Race-Based Graduation Rate Disparities</b> Difference between graduation rate of white and African-American students. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration.	-2 pt	N/A	N/A	N/A	N/A	N/A

## District Goal #3: Becoming a District of First Choice

<b>8. Student Perceptions – National Tripod Survey</b> Students share their classroom experiences across “Seven C’s” of teaching – Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate. Results are compiled into one composite number for each school and schools' results are compared to other schools with the same grade configuration.	Middle Third	Middle Third	Bottom Third	Top Third	Bottom Third	Middle Third
<b>9. Staff Perceptions – National Teaching &amp; Learning Conditions Survey</b> Staff share perceptions of their school's teaching and learning conditions. A school's score is compared to all schools in the district.	Bottom Third ↓	Bottom Third ↓	Middle Third ↔	Top Third ↑	Bottom Third	Bottom Third ↓
<b>10. Parent &amp; Family Perceptions – PPS Parent Survey</b> Percentage of parents that replied to the 2012 Parent Survey and answered “Agree” or “Strongly Agree” when asked if “you would recommend this school to another family.” Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%.	75% +	50-75%	50-75%	75% +	<50%	50-75%

## Involving the Community

<b>11. Parent Survey Response Rate</b> Percentage of parent surveys completed for 2011-2012 school year.	27%	8%	18%	25%	7%	17%
<b>12. Chronically Absent Students</b> Percentage of students who missed 10% or more days of school during the 2011-12 school year (including excused and unexcused absences).	22%	54%	17%	17%	38%	30%

# Pittsburgh Public Schools High School

Allerdice High School  
 Brashear High School  
 Carrick High School  
 Perry High School  
 HIGH SCHOOL AVERAGES

## District Goal #1: Accelerating Achievement

<b>1. Proficiency Levels in Reading and Math</b> Percentage of students who scored Proficient or Advanced on PSSA, PASA or PSSA-M exams during 2011-2012. Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%. Schools that have no historical trend data do not have an arrow.	Reading 65.2% ↓	Reading 50.2% ↑	Reading 53.7% ↓	Reading 32.8% ↓	Reading 50.5% ↓
	Math 51.2% ↓	Math 38.7% ↓	Math 33.9% ↓	Math 20.7% ↓	Math 36.1% ↓
<b>2. Adequate Yearly Progress (AYP) status</b> AYP = Made AYP, MP = Making Progress, Warning, SI1 = School Improvement 1, SI2 = School Improvement 2, CAI = Corrective Action 1, CAII = Corrective Action 2 (The number indicates number of years the school has been in this status.)	CAII2	CAII3	CAII4	CAII4	CAII
<b>3. Graduation Rate for Class of 2011</b> Green = greater than 90%. Yellow = between 80-89%. Red = less than 80%. N/A indicates the school did not have a graduating class in 2011. Schools that have no historical trend data do not have an arrow.	80% ↓	68% ↓	62% ↑	80% ↓	73% ↓
<b>4. Promise-Readiness Rates for 2011-2012</b> Seniors who had a GPA of 2.5 or higher and a 90% or greater attendance rate. Green = greater than 80%. Yellow = between 60-79%. Red = less than 60%. Schools that have no historical trend data do not have an arrow.	67% ↔	52% ↑	39% ↔	48% ↑	51% ↑
<b>5. Student Academic Growth: Value Added Measures (VAM)</b> VAM is calculated using a formula based on students' current and prior performance on assessments to determine a school's contribution to student academic growth as compared to other schools in the state. VAM ranked schools on a scale from 0 to 99, where 50 is the state average. Each school's results are shown in these three ways: <b>Composite</b> —Composite Score; <b>Reading</b> —English/Language Arts Score; <b>Math</b> —Math Score Green = Greater than 50 (**indicates that the score is significantly above the state average), Yellow = Less than 50, Red = Significantly below the state average.	35 Composite	34 Composite	41 Composite	17 Composite	32 Composite
	34 Math	33 Math	42 Math	23 Math	33 Math
	40 Reading	29 Reading	44 Reading	15 Reading	32 Reading

## District Goal #2: Eliminating Racial Disparities

<b>6. Race-Based Achievement Disparities</b> Difference between percent of white and African-American students who scored Proficient or Advanced on PSSA Math or Reading exams during 2011-2012. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. Schools that have no historical trend data are not shaded. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration. Additional subgroups are not represented.	43.8 pt Reading	35.2 pt Reading	16.6 pt Reading	22 pt Reading	29.4 pt Reading
	48.6 pt Math	30.9 pt Reading	12.7 pt Math	24 pt Math	29.1 pt Math
<b>7. Race-Based Graduation Rate Disparities</b> Difference between graduation rate of white and African-American students. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration.	25 pt	11 pt	20 pt	4 pt	15 pt

## District Goal #3: Becoming a District of First Choice

<b>8. Student Perceptions – National Tripod Survey</b> Students share their classroom experiences across “Seven C’s” of teaching – Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate. Results are compiled into one composite number for each school and schools' results are compared to other schools with the same grade configuration.	Top Third	Top Third	Top Third	Bottom Third	Top Third
<b>9. Staff Perceptions – National Teaching &amp; Learning Conditions Survey</b> Staff share perceptions of their school's teaching and learning conditions. A school's score is compared to all schools in the district.	Middle Third ↑	Bottom Third ↑	Middle Third ↓	Middle Third ↑	Middle Third ↑
<b>10. Parent &amp; Family Perceptions – PPS Parent Survey</b> Percentage of parents that replied to the 2012 Parent Survey and answered “Agree” or “Strongly Agree” when asked if “you would recommend this school to another family.” Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%.	50-75%	50-75%	<50%	<50%	50-75%

## Involving the Community

<b>11. Parent Survey Response Rate</b> Percentage of parent surveys completed for 2011-2012 school year.	22%	12%	12%	10%	14%
<b>12. Chronically Absent Students</b> Percentage of students who missed 10% or more days of school during the 2011-12 school year (including excused and unexcused absences).	24%	45%	59%	60%	47%

# How do you compare local charter schools to other schools in the District?

Charter schools are independent public schools operated under a charter from the local board of school directors in which students are enrolled or attend. The following charter schools are all chartered by the Pittsburgh Public Schools (PPS). In order to give you a more complete picture of all schools within our District, we have completed the data fields that are public knowledge or that were received by the administration at each of the following charter schools. In some of the areas, the information received is different from what the District reports but we wanted to provide their information in a similar format for your review. If information is not included it means we were unable to obtain the data from the charter school or the charter school does not collect the type of data we were requesting.

## Charter Schools\*

*Propel Northside Charter School K-5*    
 *Urban League of Greater Pittsburgh Charter School K-5*    
 *Urban Pathways Charter School K-5*    
 *The Environmental Charter School at Frick Park K-8*    
 *Manchester Academic Charter School K-8*    
 *Urban Pathways Charter School 6-12*    
 *City Charter High School 9-12*

Accelerating Achievement							
<b>1. Proficiency Levels in Reading and Math</b> Percentage of students who scored Proficient or Advanced on PSSA, PASA or PSSA-M exams during 2011-2012. Green = greater than 75%. Yellow = between 50-74%. Red = less than 50%. Schools that have no historical trend data do not have an arrow.	Reading 55%	Reading 67% ↓	Reading 28%	Reading 76% ↓	Reading 59% ↓	Reading 48% ↓	Reading 85% ↑
	Math 73%	Math 70% ↓	Math 34%	Math 78% ↓	Math 60% ↓	Math 44% ↓	Math 78% ↑
<b>2. Adequate Yearly Progress (AYP) status</b> AYP = Made AYP, MP = Making Progress, Warning, SI1 = School Improvement 1, SI2 = School Improvement 2, CAI = Corrective Action 1, CAII = Corrective Action 2 (The number indicates number of years the school has been in this status.)	Warning	Warning	Warning	Warning	Warning	SI1	Made AYP
<b>3. Graduation Rate for Class of 2011</b> Green = greater than 90%. Yellow = between 80-89%. Red = less than 80%. N/A indicates the school did not have a graduating class in 2011. Schools that have no historical trend data do not have an arrow.	Data not reported for grade configurations					100%	94%
<b>4. Promise-Readiness Rates for 2011-2012</b> Seniors who had a GPA of 2.5 or higher and a 90% or greater attendance rate. Green = greater than 80%. Yellow = between 60-79%. Red = less than 60%. Schools that have no historical trend data do not have an arrow.	Data not reported for grade configurations					20%	55%
<b>5. Student Academic Growth: Value Added Measure (VAM)</b> How did the school contribute to students' academic growth?	Data not available						
Eliminating Racial Disparities							
<b>6. Race-Based Achievement Disparities</b> Difference between percent of white and African-American students who scored Proficient or Advanced on PSSA Math or Reading exams during 2011-2012. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. Schools that have no historical trend data are not shaded. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration. Additional subgroups are not represented.	29 pts	3 pts*	41 pts*	31 pts	17 pts*	44 pts*	20 pts
	15 pts	9 pts*	43 pts*	35 pts	23 pts*	44 pts*	19 pts
<b>7. Race-Based Graduation Rate Disparities</b> Difference between graduation rate of white and African-American students. Green = difference is less than 10 percentage points. Yellow = difference is more than 10 percentage points but has decreased since 2010-2011. Red = difference is more than 10 percentage points. *Indicates that the school does not have a large enough white sub-group to calculate within-school disparity, so difference shown is between African-American students in the school and white students in all schools within this grade configuration.	Data not reported for grade configurations					-2 pts*	3 pt difference
Becoming a District of First Choice							
<b>8. Student Perceptions</b> What are student perceptions of their classroom experiences?	100% of students surveyed gave their school a grade of "A" or "B."	Data not available	85% of students surveyed responded that they are "proud to be a student at Urban Pathways Charter Schools."	Data not available	85% of students surveyed agreed or strongly agreed with the statement "I like going to this school."	75% of students surveyed responded that they are "proud to be a student at Urban Pathways Charter Schools."	67% of students surveyed indicated that the school significantly contributed to their growth in "preparing for college."
<b>9. Staff Perceptions</b> What are staff perceptions of teaching and learning conditions within the school?	100% of teachers surveyed agreed or strongly agreed to the statement "I enjoy working at this school and would recommend this school to other teachers seeking employment."	Data not available	91% of teachers surveyed responded that they are "proud to work at Urban Pathways Charter Schools."	Data not available	100% of teachers surveyed agreed or strongly agreed with the statement "I like working at this school."	82% of teachers surveyed responded that they are "proud to work at Urban Pathways Charter Schools."	84% of teachers surveyed indicated that it was "Mostly" or "Completely" true that the school had a "safe and caring environment" and 78% indicated that it was "Mostly" or "Completely" true that the school provided "continuous challenge and growth."
<b>10. Parent and Family Perceptions</b> What percent of parents are satisfied with the school?	75% of parents surveyed rated the school "Much Stronger" or "Somewhat Stronger" than other schools	Data not available	92% of parents surveyed responded that they are "satisfied that Urban Pathways Charter Schools are doing a good job of educating the children of our community."	Data not available	Data not available	90% of parents surveyed responded that they are "satisfied that Urban Pathways Charter Schools are doing a good job of educating the children of our community."	94% of parents surveyed gave the school a grade of "A" or "B"
Involving the Community							
<b>11. Parent Survey Response Rate</b> What was the response rate for the parent survey?	75%	Data not available	44%	Data not available	37%	41%	40%
<b>12. Chronically Absent Students</b> Percentage of students who missed 10% or more days of school during the 2011-12 school year (including excused and unexcused absences).	4%	Data not available	14%	Data not available	11%	12%	Data not available

\*Career Connections Charter School is not included among the list of charter schools because PPS Board of Directors voted not to renew their charter in March 2012.

↑ indicates an increase since 2010-2011    ↓ indicates a decrease since 2010-2011    ↔ indicates no change since 2010-2011  
 Green = Highest Result    Yellow = Middle Range    Red = Need for Improvement

# We're on the right path.

We know that where parents choose to send their children to school is a personal choice. And, we are committed to making our District the first choice of parents, families and students.

To do what is best for all students, our work must align with our core beliefs, which is why for the past six years, we have been on a journey of transformational change. We must make sure all of our students achieve excellence so they can earn the Pittsburgh Promise® scholarship.

Our path has not always been smooth. We've endured some bumpy stretches of road, rickety bridges and the occasional traffic jam. We are, however, making progress. Our commitment is strong; our mission is clear.

We ask our students to "dream big" and "work hard" to realize their full potential and walk two stages – at the completion of high school and college or trade school. We as a District must also "dream big" and "work hard" by keeping our eye on advancing student achievement while also investing our resources wisely. We must re-envision and reshape the District to support a competitive and sustainable model for public education that prepares all students to be college-and-career-ready.

We welcome your support in helping us stay on course and making positive change within each Pittsburgh Public School.

## Join us.

We are determined to be open and honest about where our schools are and where we want them to be. Although we still have work to do, we feel confident that by working together, by having honest dialogue, and the support of teachers, principals, parents, the community, and students, we can ensure that all of our schools are achieving excellence and equity for all.

We need you. Your involvement is vital to our success. If you have not done so already, please look at the information on the last two lines of the school information. You'll see data that relates most directly to parent/community involvement and school attendance.

There are two specific ways that you can join us to advance our schools and the District.

### Parents:

We urge you to **take the parent survey for your children's school in April 2013** and encourage other families to do the same. Your feedback is vital to our understanding of your family's needs and concerns.

**Make sure your child is in school on time every day.** Students missing more than 10% of school days (that's one day every two weeks) for any reason are more likely to have lower academic success and are at higher risk of dropping or failing out of school. When a student misses class time it's much more difficult for the student to learn and participate in the activities and services.

### Community Groups:

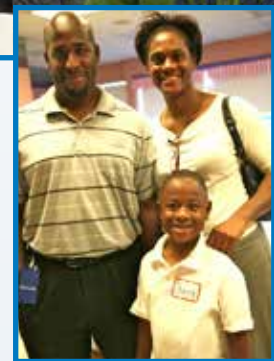
Community groups can play a role in communicating the importance of good attendance and providing support to address particular barriers students face in getting to school. We encourage you to join your school communities by participating in monthly Parent School Community Council Meetings.

## Continue the conversation.

We encourage you to continue the conversation about your school's progress by reaching out to your principal. You can also visit [www.stateofthedistrict.org](http://www.stateofthedistrict.org) or join us on Facebook and/or Twitter.

Pittsburgh Public Schools is committed to advancing student achievement, eliminating racial disparities, and becoming a District of first choice. We need everyone's help in reaching our goals. We call on parents and the community to partner with us to support our efforts.

Together, we have the power to make positive change.



*The Pathway to the Promise.™*