



2018-19

ANNUAL REGIONAL ANALYSIS

District Overview

CEO'S CORNER



DEAR CPS FAMILIES,

Chicago Public Schools is pleased to present the 2018-19 Annual Regional Analysis (ARA). The ARA was created to provide families with a clear set of information about schools in your community.

The ARA is the most comprehensive set of data ever released by our district. It ensures that CPS leadership, educators, students and families are working from the same set of information and helps us make informed, equitable decisions that meet the unique needs of every child.

We released the ARA for the first time in 2018 and engaged more than 1,200 parents, educators, and community members at workshops across the 16 planning regions. District leaders helped CPS families work through the data for their respective communities and gathered their feedback.

Community members were shown the number of available seats in their region, including those in Level 1/1+ schools and a breakdown of the types of schools and programs that are available in their region as well as which were most sought after by students.

Families and school leaders used the data to advocate for academic programs they would like to see added to their schools. More than 100 CPS schools responded to our Academic Program RFP, and we invited 54 of those schools to submit full proposals. Decisions will be made soon about which schools will receive programmatic investments in the fall, and we will repeat this RFP process in the coming months using data from the 2018-19 ARA.

We know that there is nothing more important to you than the health, safety, and education of your children. We share that same passion and are eager to provide you with the valuable information you need to make the best decisions possible for your family. Please review the 2018-19 ARA and consider using this data as a springboard for conversations with your school community about how CPS can better serve you.

Sincerely,

Janice K. Jackson, Ed.D
Chief Executive Officer
Chicago Public Schools

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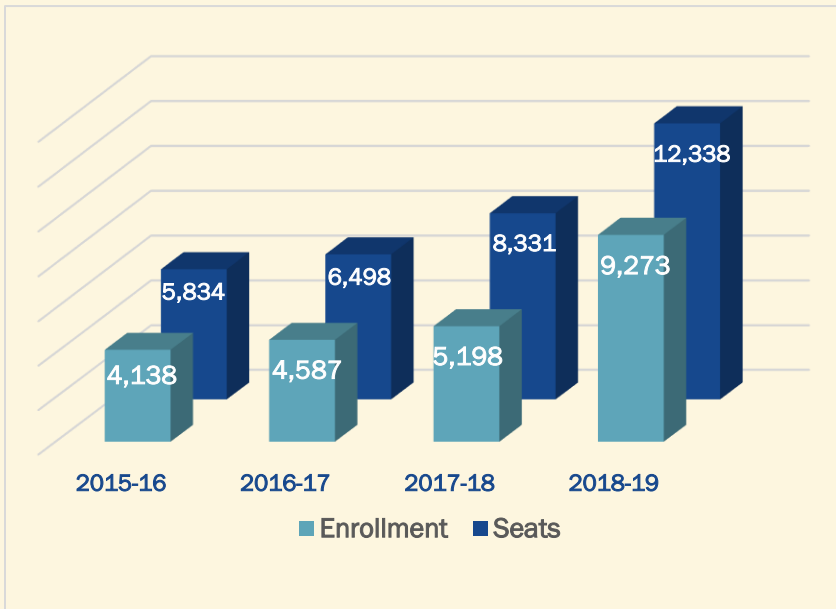
1. FAR NORTHWEST SIDE
2. NORTHWEST SIDE
3. NORTH LAKEFRONT
4. GREATER LINCOLN PARK
5. GREATER MILWAUKEE AVENUE
6. WEST SIDE
7. NEAR WEST SIDE
8. CENTRAL AREA
9. PILSEN/LITTLE VILLAGE
10. GREATER STOCKYARDS
11. GREATER MIDWAY
12. SOUTH SIDE
13. BRONZEVILLE/SOUTH LAKEFRONT
14. GREATER STONY ISLAND
15. FAR SOUTHWEST SIDE
16. GREATER CALUMET

PROGRAM SPOTLIGHT PRE-KINDERGARTEN

Early childhood education is one of the best investments we can make, not just in a child's future, but in our City. We've made this investment a priority and recently announced in collaboration with Community Based Organizations (CBOs) access to free universal full-day pre-kindergarten for 4-year olds. Access to universal full-day pre-kindergarten will roll out gradually over the next four years, prioritizing high-need communities first. During the 2018-19 school year we expanded access to 3,700 full day seats by converting half day classrooms to full day. Future school year expansion efforts will yield approximately 100 new full day classrooms for 4-year olds in 2019-20, with anticipated final expansion efforts reaching a minimum of 500 new classrooms (10,000 seats) by 2021.

- Over 90% of elementary schools with a Pre-K program offer at least 1 full-day preschool classroom
- Opened an additional 180 full-day CPS classrooms to serve the neediest families during SY18-19
- 75% of all Pre-K classrooms are full day

BY THE NUMBERS: FULL-DAY PRE-K EXPANSION FOR 4-YEAR OLDS



ENROLLMENT

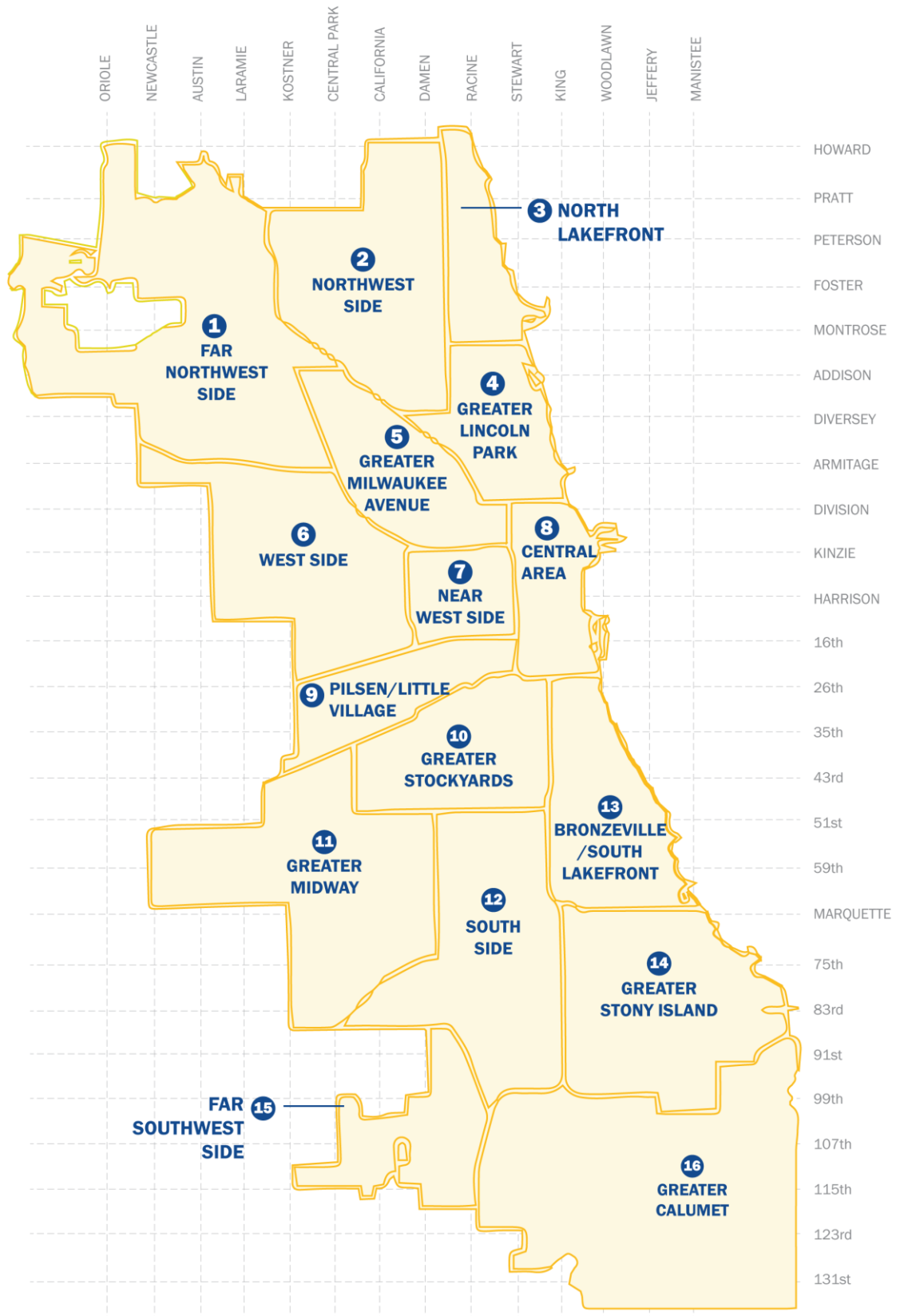
Over the past four years, there has been a 124% increase in enrollment (5,135 students) of 4-year olds in Pre-K programs.

SEATS

Over the past four years, there has been a 111% increase (6,500 seats) in total full-day seats in CPS schools.



REFERENCE MAP



INTRODUCTION

The Annual Regional Analysis is a set of facts to inform community dialogue and district planning.

The purpose of the Annual Regional Analysis (ARA) is to support CPS’s goal of providing every student with a high-quality education in every neighborhood by giving stakeholders a consistent array of information regarding school quality, enrollment patterns, school choice, and program offering by region. The goal is to ensure that every student in Chicago has reasonable access to quality public schools and a variety of schools and programs.

The report includes information on all CPS schools, including traditional neighborhood, selective enrollment, magnet, charter, special education specialty, and Options (alternative) schools.

This document is a common fact base from which to understand the school landscape in communities. The intent of the ARA is not to provide recommendations but rather a set of findings based on the data that serves as input to inform community dialogue and district planning.

STRUCTURE & ORGANIZATION

The ARA is organized in 16 geographic regions, aligned with Chicago Neighborhoods Now planning zones. The regions were created by the City of Chicago’s Department of Planning and Development based on research on housing and jobs. They are defined with natural boundaries, such as rivers and railroads, in mind. These elements and transportation options are likely considerations for families in choosing schools. With the goal of utilizing a consistent structure year to year, these regions are more stable than city wards and school networks.

CENTRAL GUIDING QUESTION | WHAT DO FAMILIES NEED?

In addition to the regional structure, the ARA is organized to better understand what families and communities need in terms of school options. To best answer that question, data is provided in four areas:

QUALITY

HOW MANY LEVEL 1+/1 SEATS ARE THERE?

QUANTITY

HOW MANY SEATS ARE THERE FOR THE STUDENT POPULATION?

CHOICE

ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

(AN INDICATION OF THE AVAILABILITY OF ATTRACTIVE OPTIONS)

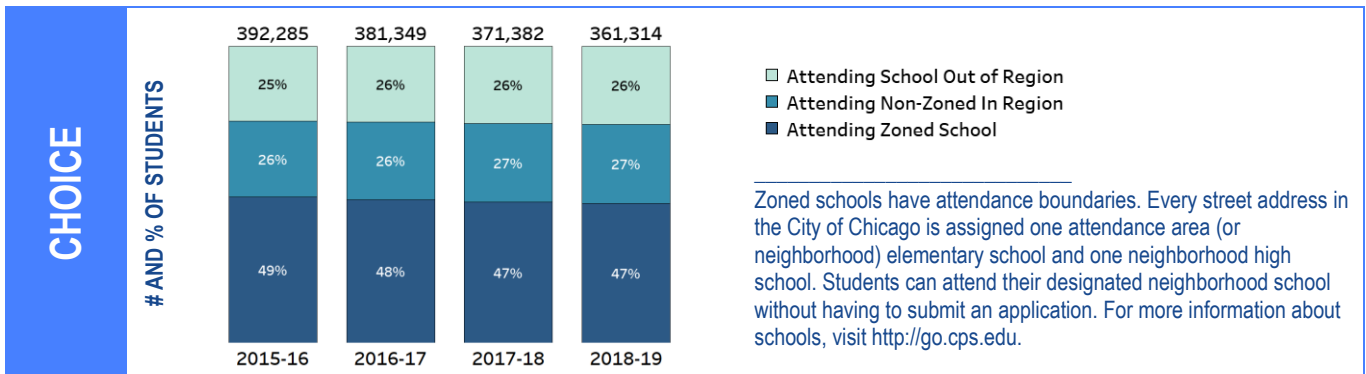
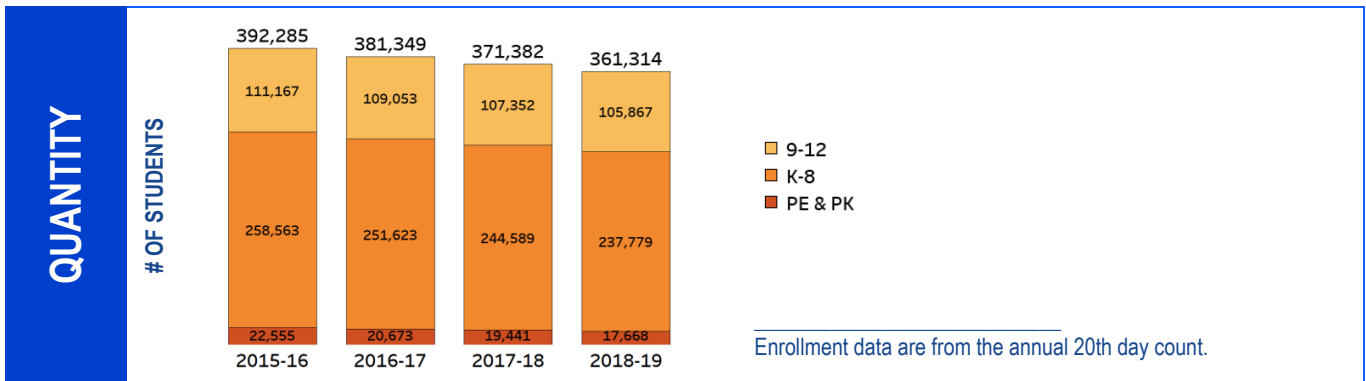
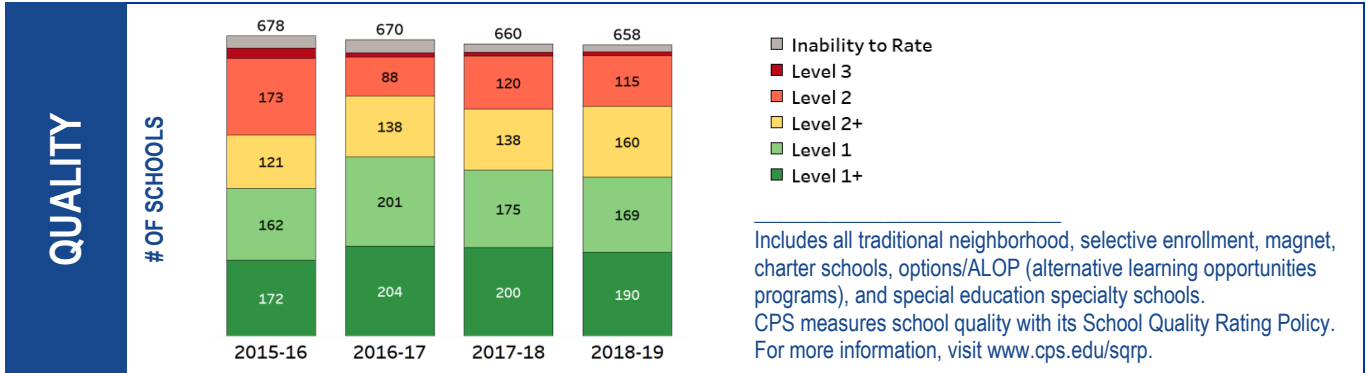
VARIETY

DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?



EXECUTIVE SUMMARY: 2018-19 SCHOOL YEAR

361,314 STUDENTS IN DISTRICT | 658 SCHOOLS | 47% HISPANIC | 37% AFRICAN AMERICAN | 11% WHITE | 4% ASIAN



- VARIETY**
- ELEMENTARY**

 - Academic Center
 - Fine & Performing Arts Magnet Program
 - International Baccalaureate (IB)
 - Personalized Learning
 - Regional Gifted Center (RGC)/Classical
 - Science, Technology, Engineering, & Math (STEM) Magnet Program
 - World Language Magnet Program
 - Dual Language Program

HIGH SCHOOL

 - Career & Technical Education (CTE)
 - Fine & Performing Arts
 - International Baccalaureate (IB)
 - Military Academy / JROTC (Junior Reserve Officer Training Corps)
 - Personalized Learning
 - Selective Enrollment
 - Early College Science, Technology, Engineering, & Math (STEM)
- For more information about programs, visit <http://go.cps.edu>.



KEY FINDINGS

QUALITY

- In the 2018-19 school year, there are 359 Level 1+ or 1 schools in CPS.
- 66% of elementary students attend a Level 1+/1 school, 56% of high school students attend a Level 1+/1 school, and 45% of Options high school students attend a Level 1+/1 schools.
 - However, only 45% of African American students and 68% of Hispanic students attend Level 1+/1 schools versus 89% of White students.
- The Central Area region has the highest concentration of Level 1+/1 elementary seats (100%) and of Level 1+/1 high school seats (88%). The Bronzeville/South Lakefront region has the lowest concentration of Level 1+/1 elementary seats (31%); the West Side and South Side regions have the lowest concentration of Level 1+/1 high school seats (18% and 17% respectively).

QUANTITY

- Since the 2008-09 school year, CPS enrollment has decreased by 11.5% and is forecasted to decline by an additional 5.8% in the next three years.
- There are 361,314 students enrolled and over 138,000 more seats than students enrolled in the district, including 56,000 unfilled Level 1+/1 seats.

CHOICE

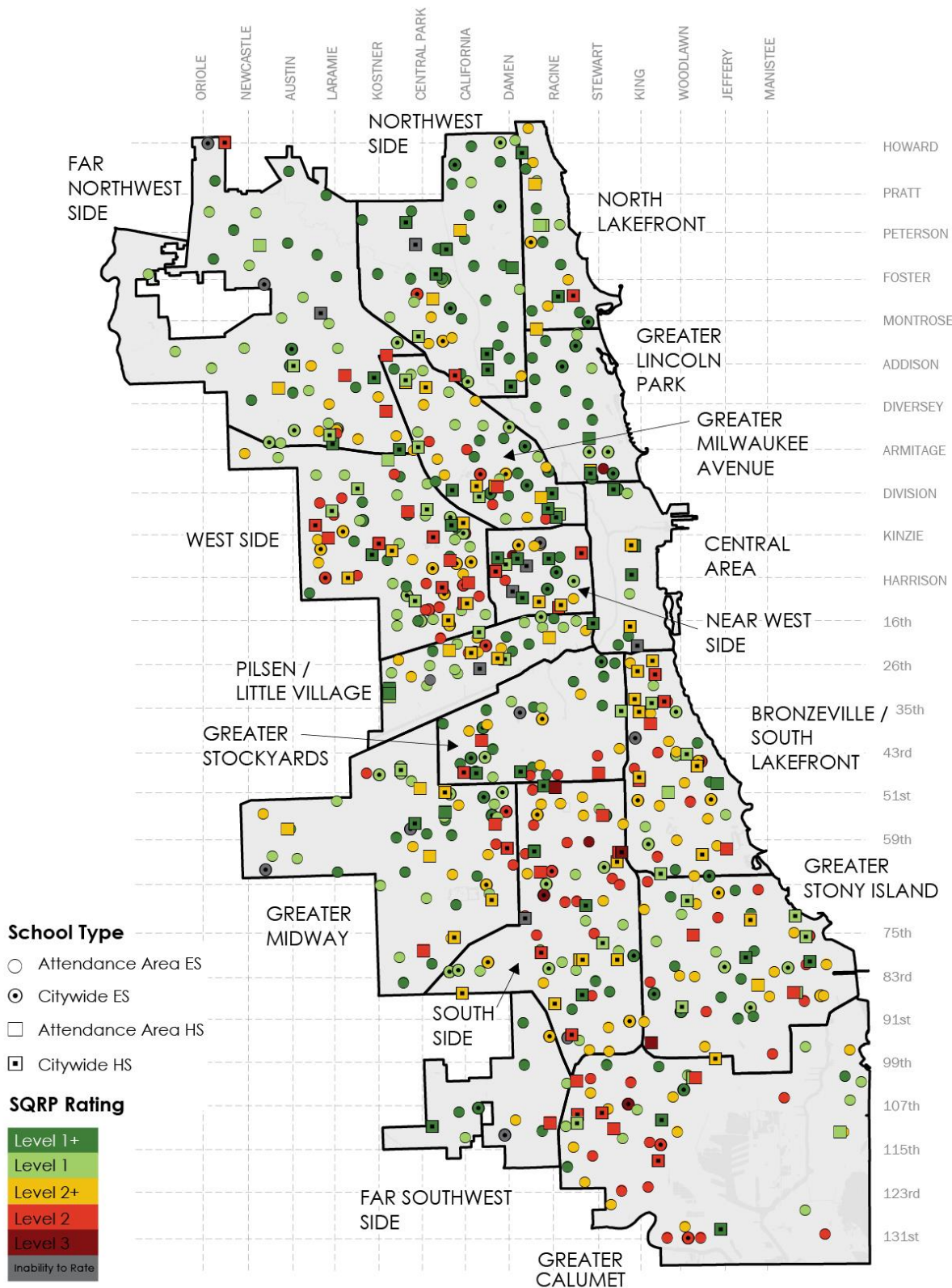
- School choice (which is currently defined as choosing to attend a school that is not a student's zoned school) has increased slightly in the last couple years. In the 2018-19 school year, 53% of students choose to attend a school other than the one they are zoned to and 47% of students attend their zoned schools.
- Elementary students travel 1.4 miles on average with an average commute time of 15 minutes.
 - Distance traveled to school and commute time are highest in the Greater Stony Island region (2.4 miles, 21 minutes) and lowest in the Pilsen/Little Village region (0.7 miles, 9 minutes).
- High school students travel 3.3 miles on average with an average commute time of 28 minutes.
 - Distance traveled to school and commute time are highest in the Far Southwest Side and Greater Stony Island regions (4.6 miles, 35 minutes) and lowest in the Pilsen/Little Village region (2.4 miles, 22 minutes).

VARIETY

- Elementary Science, Technology, Engineering, & Math, Fine & Performing Arts, and International Baccalaureate programs are available in nearly every region. World language, Dual Language, and Personalized Learning programs are less widely available in each region. However, each region has some mix of programs and may be reflective of school, community, and student interest.
- IB, Career & Technical Education (CTE) and Military/JROTC (Junior Reserve Officer Training Corps) high school programs are available in nearly every region. Personalized Learning and Selective Enrollment programs are available in most regions. Early College STEM and Fine & Performing Arts programs are available in some regions.



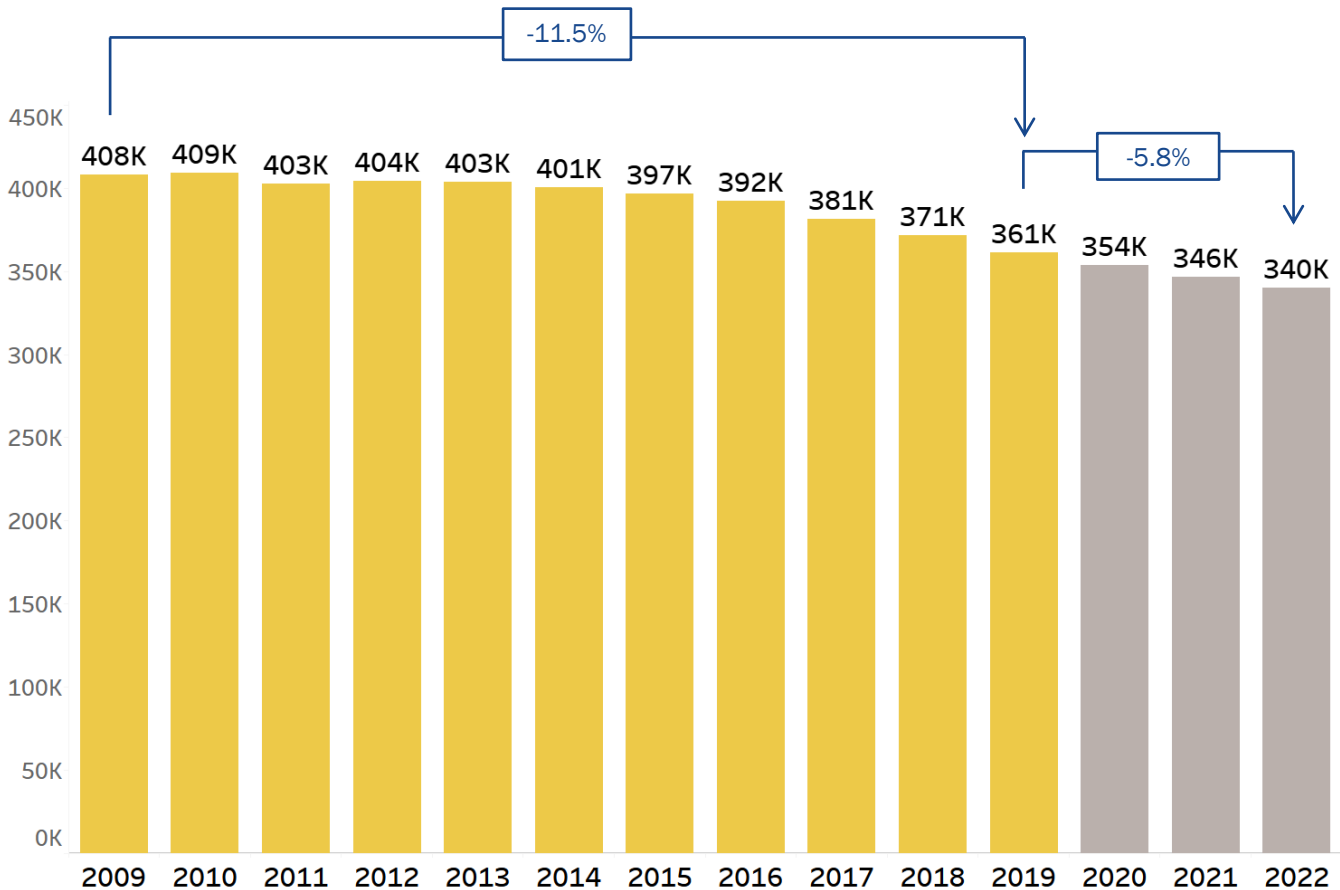
DISTRICT MAP





HISTORICAL ENROLLMENT

Since 2008-09, CPS total enrollment has decreased 11.5% and is projected to continue to decrease more rapidly. The forecast shows an additional 5.8% drop in the next three years.

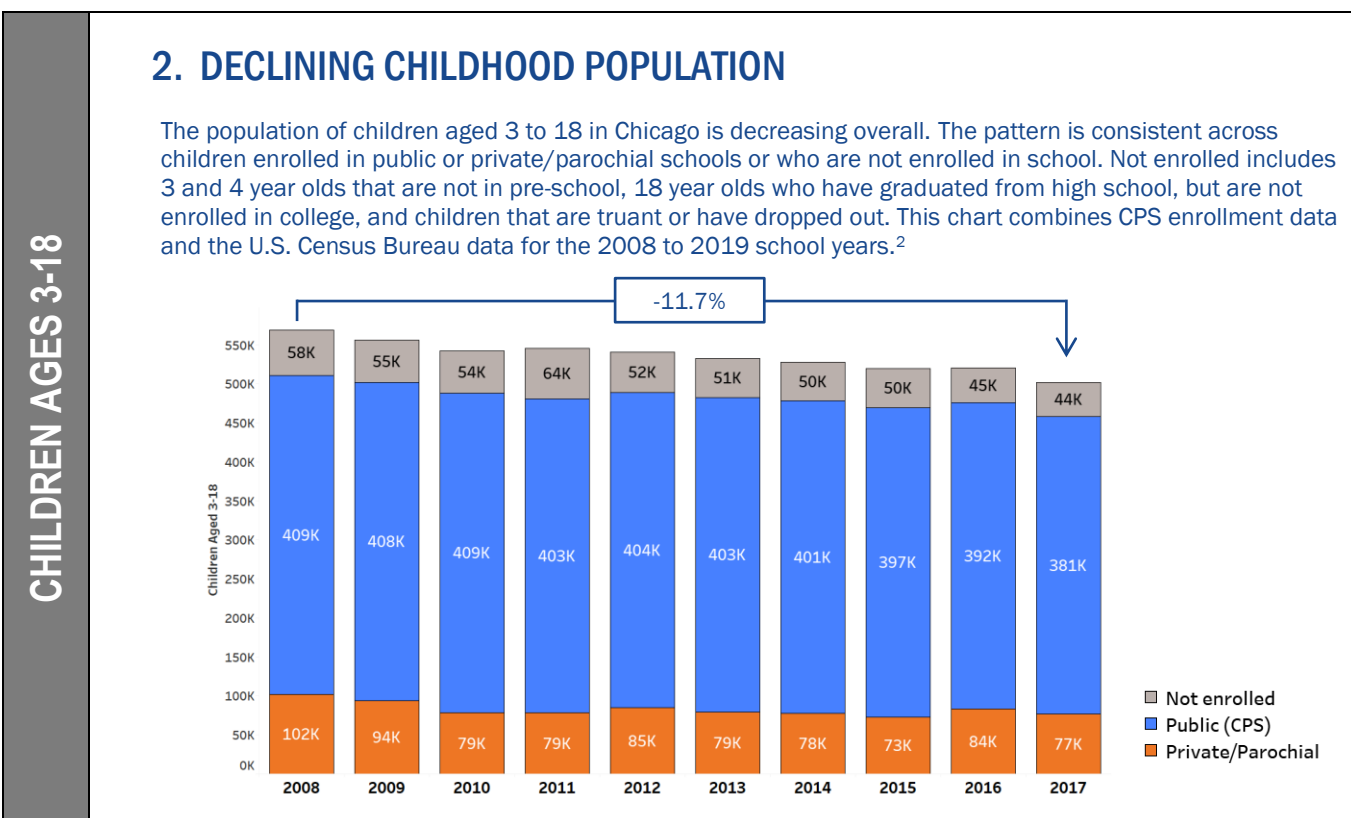
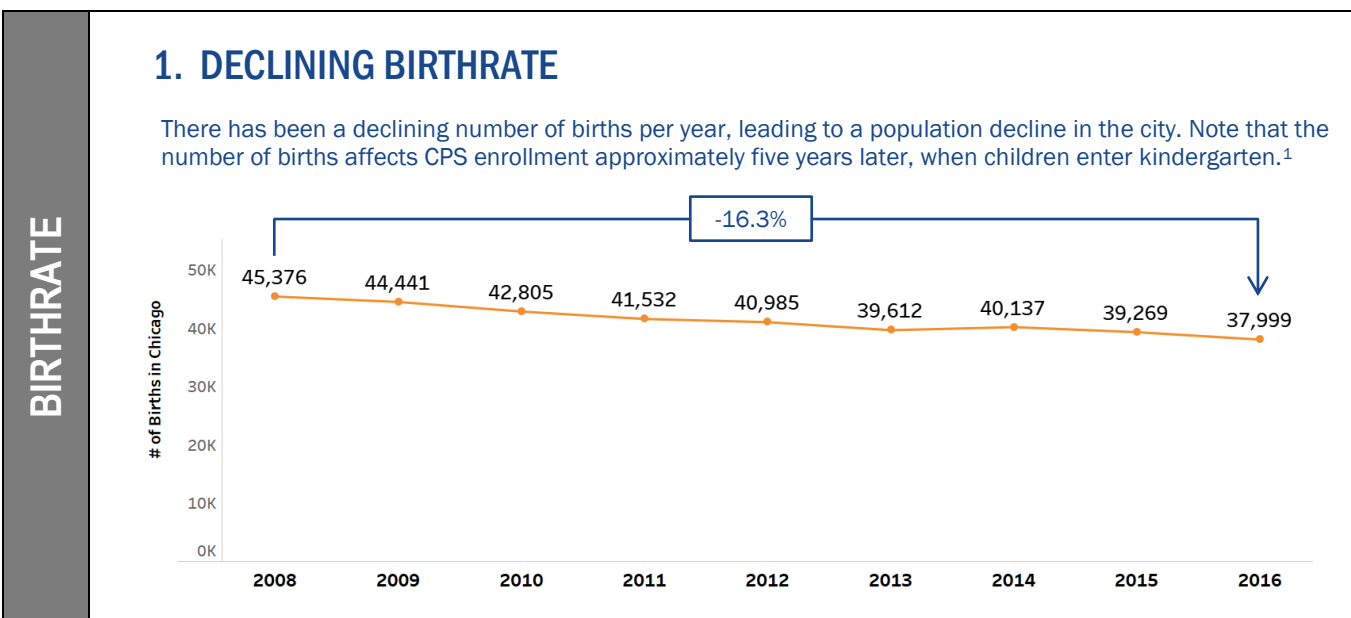


District enrollment numbers include all students in grades pre-kindergarten through 12th grade on the 20th day of each school year. The projections and forecast estimates are determined by CPS Department of Planning and Data Management analysis based on historical enrollment trends at each school. Other cities have seen similar enrollment trends.



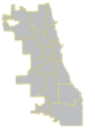
FACTORS IMPACTING ENROLLMENT

Broader citywide population trends indicate continued declining enrollment.



¹ Illinois Department of Public Health

² 1-year American Community Survey census data, <https://www.census.gov/programs-surveys/acs/data/pums.html>



CITY DEMOGRAPHIC COMPOSITION

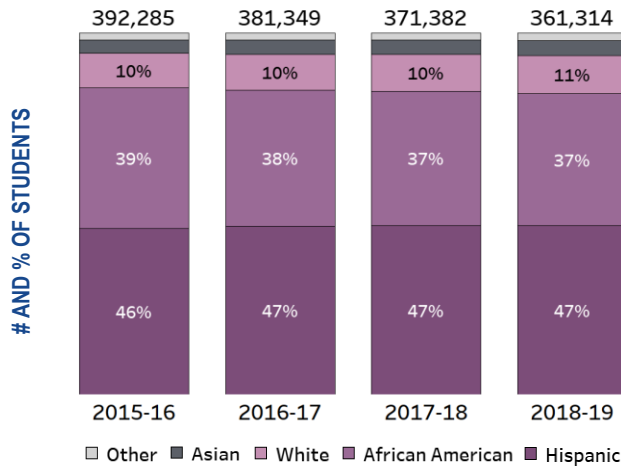
The socioeconomic composition of Chicago has shifted slightly since the 2015-16 school year.

The district has seen a decline in African American and Hispanic enrollment. Over the past four years, African American enrollment has declined by more than 20,000 students, and the percentage of African American students has dropped from 39% to 37%. At the same time, the number of Hispanic students has declined by more than 11,000 students, although the percentage of Hispanic

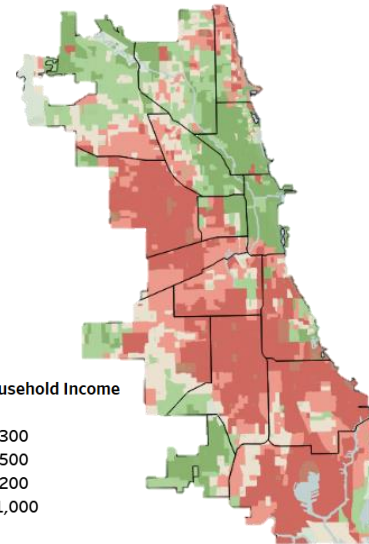
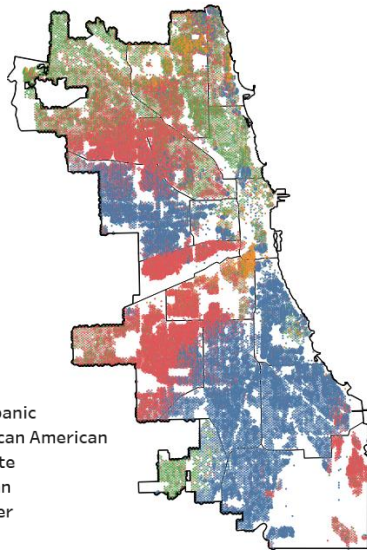
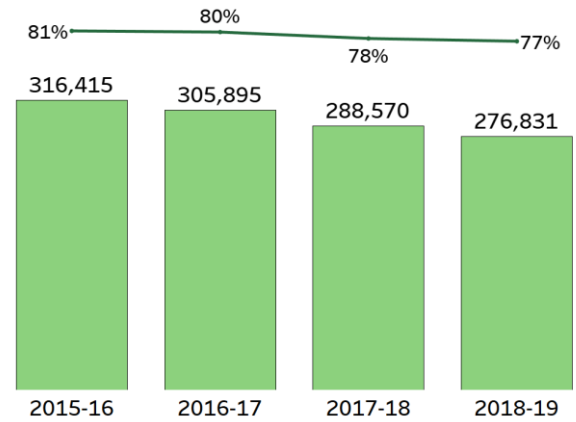
students in the district has risen from 46% to 47%. White students have increased from 10% to 11% of the district population.

The share of students who qualify for a free and reduced lunch (FRL) has decreased by 4%, from 81% in 2015-16 to 77% in 2018-19.³

RACIAL/ETHNIC COMPOSITION



FREE AND REDUCED LUNCH RATES

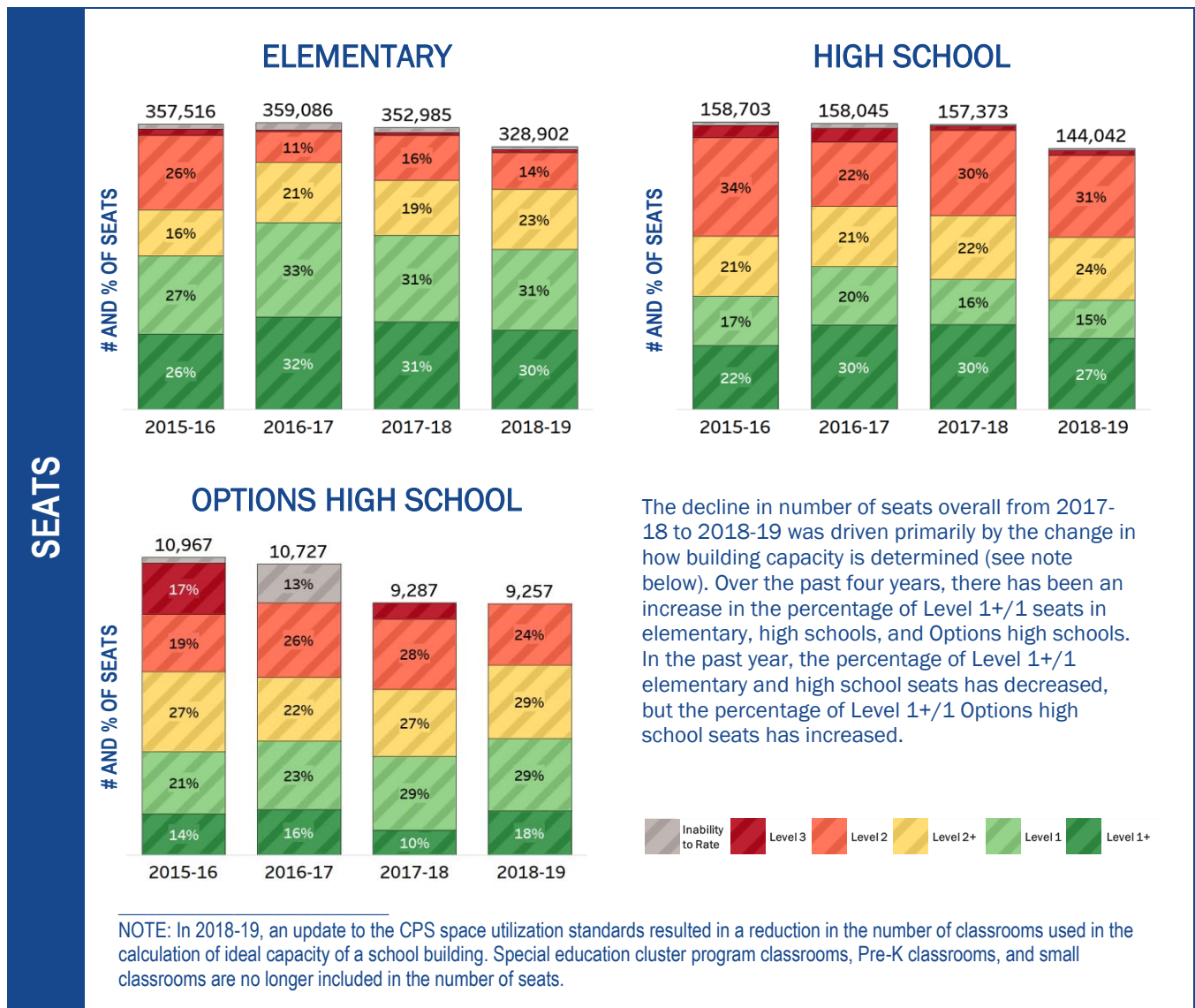
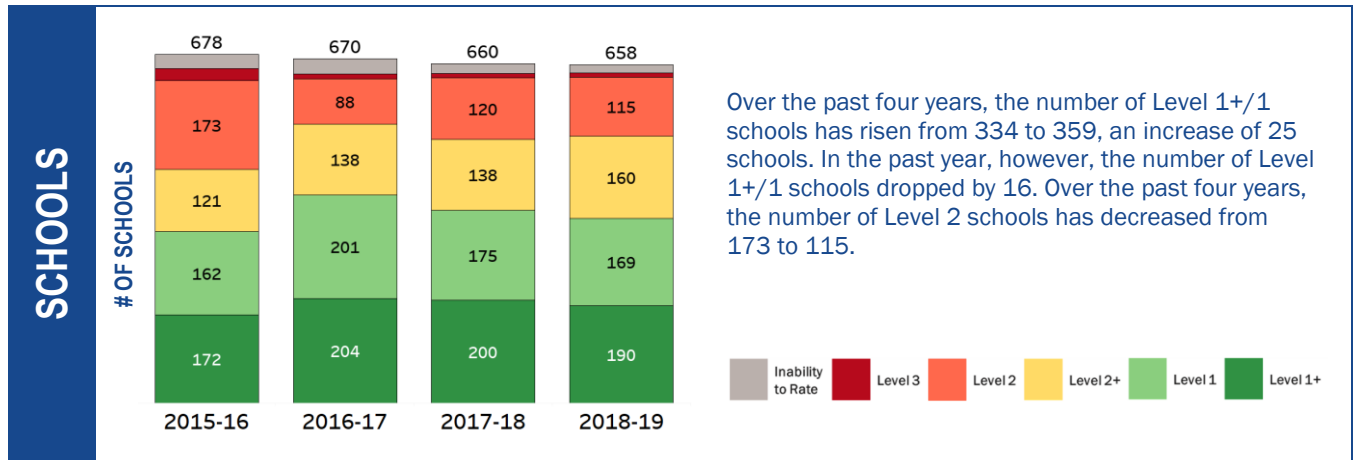


NOTE: The dots on this map are pie charts showing the mix of students residing in an area. It does not show information about individual students. The white spaces in the map are areas where no students live.

³ Before 2015, CPS relied on the Nutrition Services department to administer, communicate, and collect the FRL forms. When the federal lunch program was expanded to all students, CPS needed to administer a separate "Fee Waiver Form" that replaced the FRL form. This new form, now without connection to a direct benefit to parents and families, did not yield consistent response rates in the first year of implementation and therefore (at least partly) caused a drop in the number of reported FRL students.



HOW MANY LEVEL 1+/1 SEATS ARE THERE?

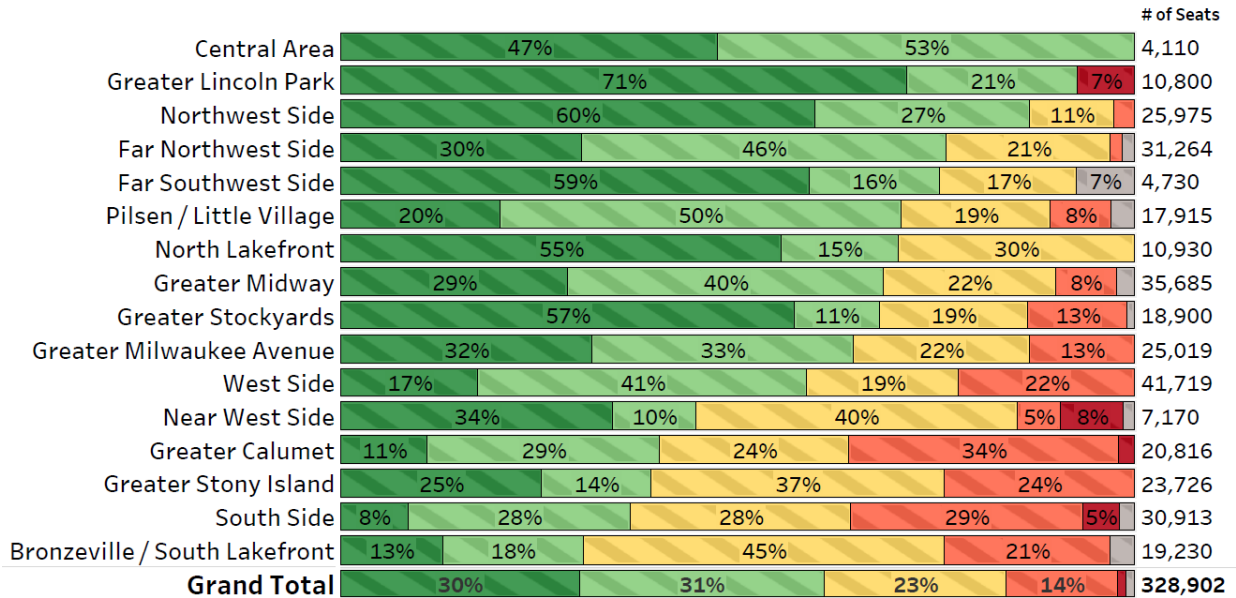




HOW MANY LEVEL 1+/1 SEATS ARE THERE?

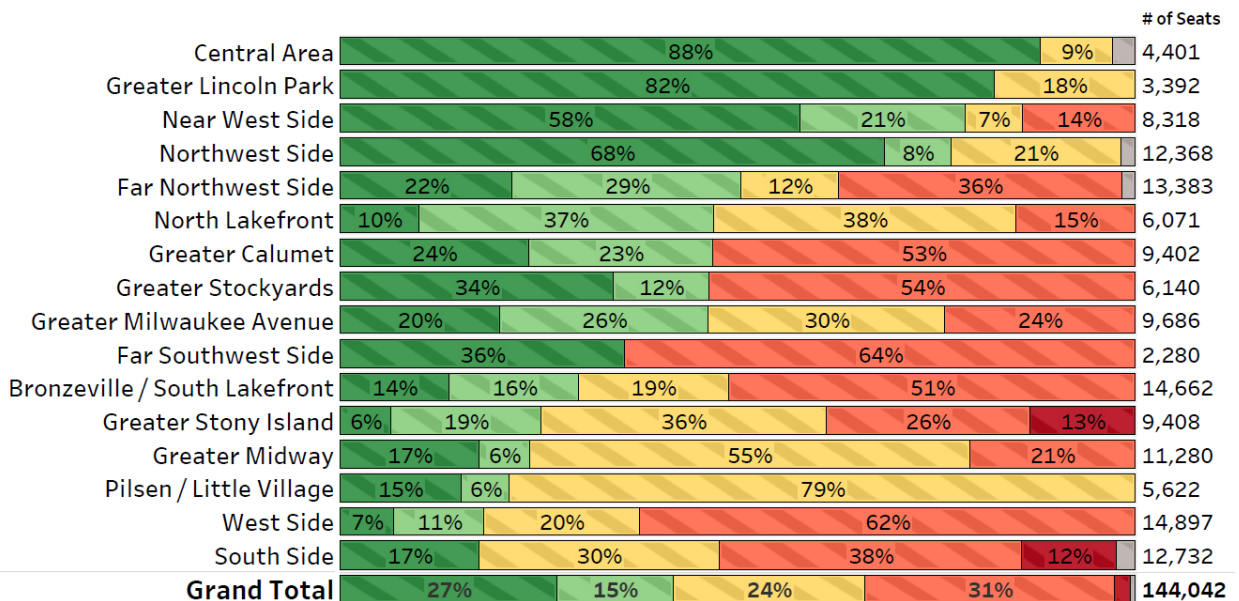
In more than half of the regions, the majority of elementary seats are Level 1+/1. The Central Area region has the highest percentage of Level 1+/1 elementary seats (100%); the Bronzeville/South Lakefront has the lowest (31%).

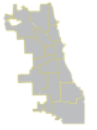
ELEMENTARY SEATS



In only a few regions are the majority of high school seats Level 1+/1. In the Central Area region, 88% of high school seats are Level 1+. The West Side and the South Side regions have the lowest percentage of Level 1+/1 high school seats (18% and 17%, respectively).

HIGH SCHOOL SEATS

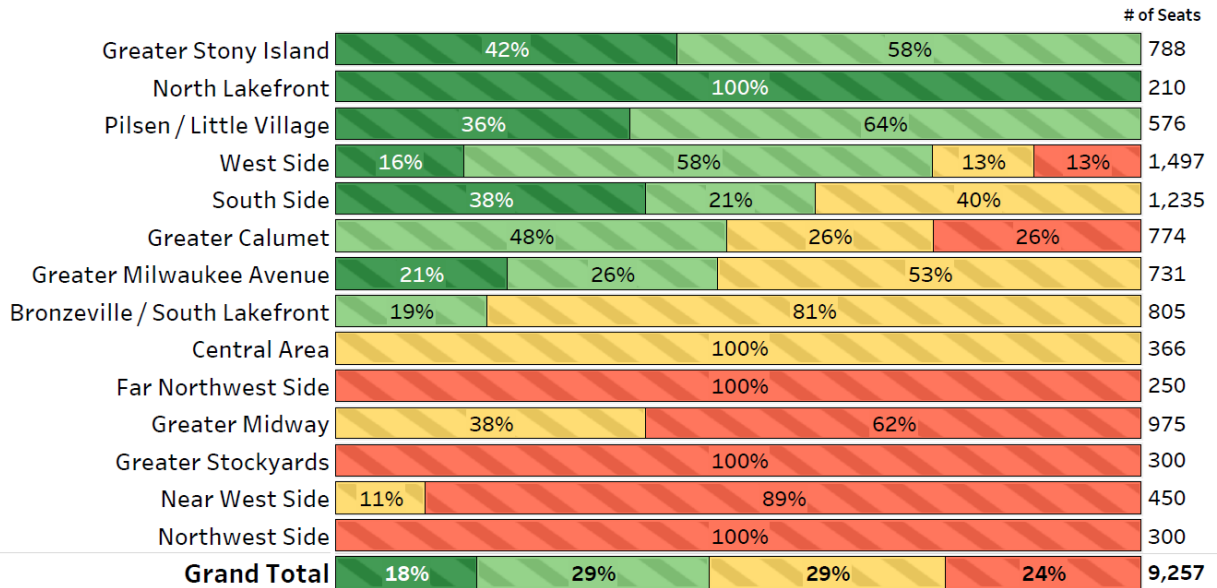




HOW MANY LEVEL 1+/1 SEATS ARE THERE?

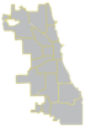
In only a few regions, the majority of Options high school seats are Level 1+/1. In the Greater Stony Island, North Lakefront, and Pilsen/Little Village regions, 100% of Options high school seats are Level 1+/1. In six of the regions, there are no Level 1+/1 Options high school seats.

OPTIONS HIGH SCHOOL SEATS

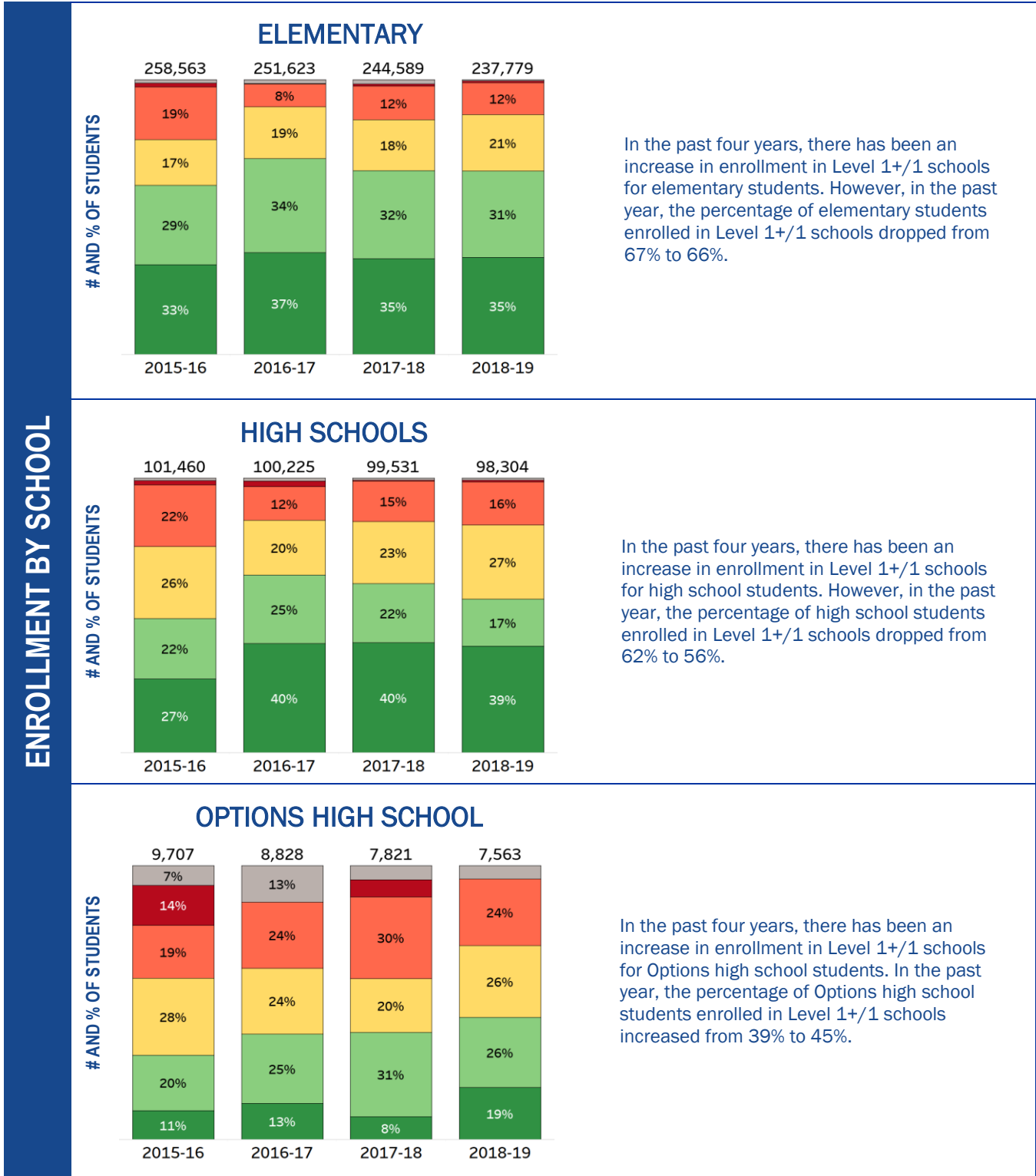


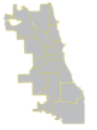
NOTE: The SQRP metrics for Options high schools are different from traditional high schools. For more information on how SQRP measures school quality for Options schools, visit www.cps.edu/sqrp.



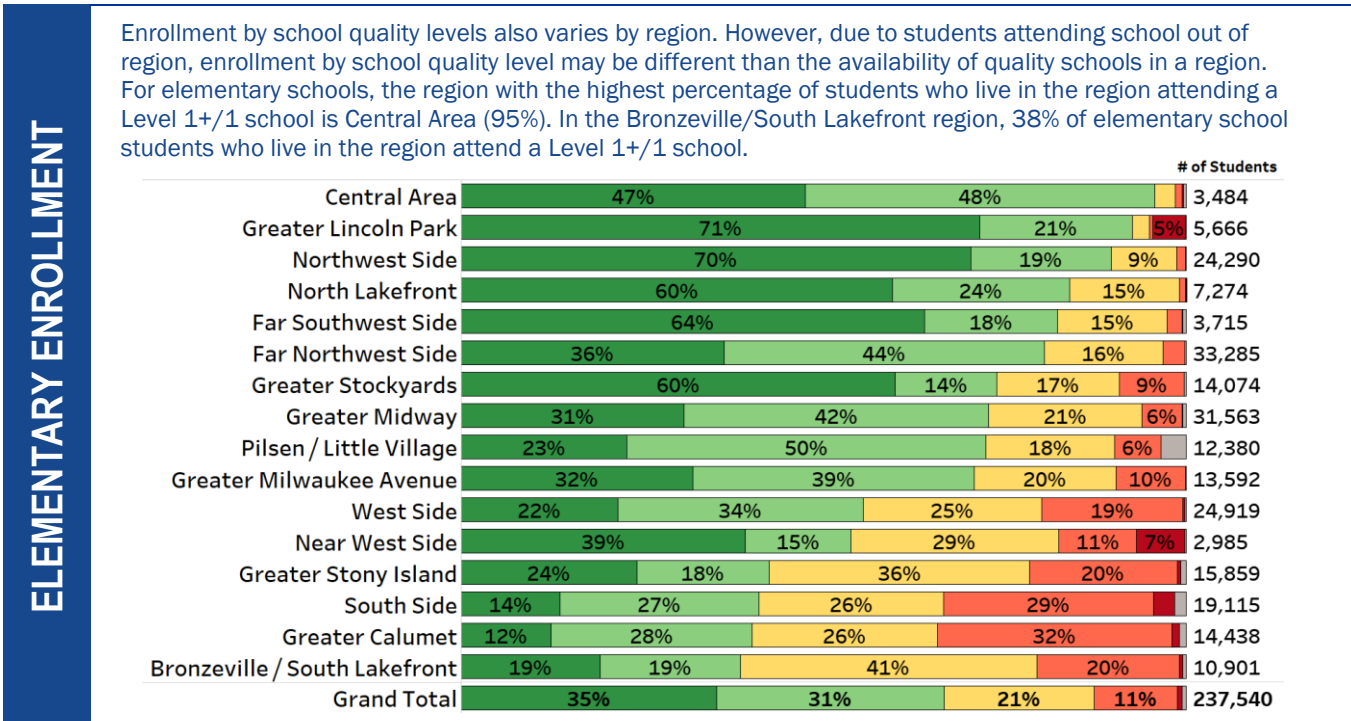
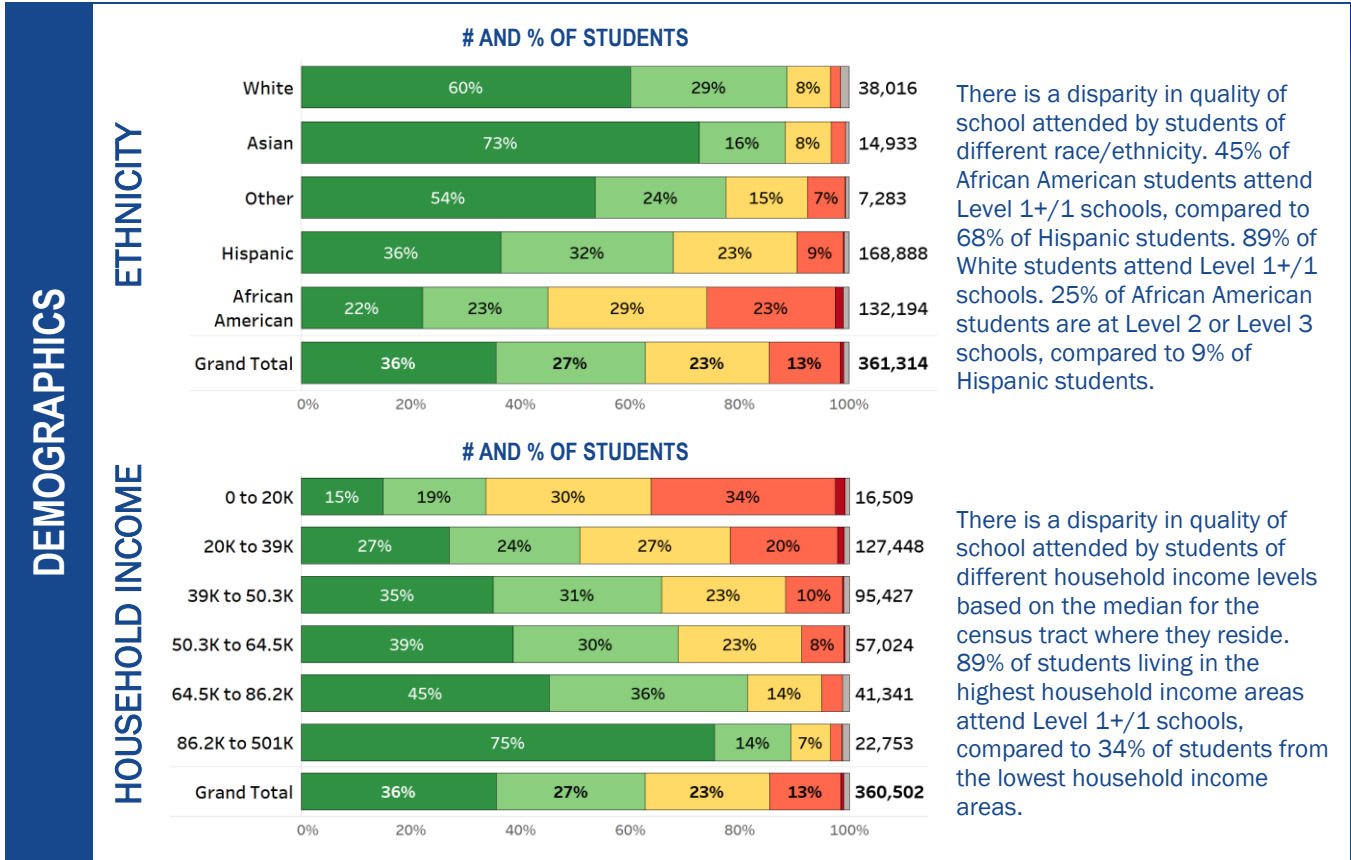


HOW MANY STUDENTS ARE ENROLLED IN LEVEL 1+/1 SCHOOLS?





HOW MANY STUDENTS ARE ENROLLED IN LEVEL 1+/1 SCHOOLS?

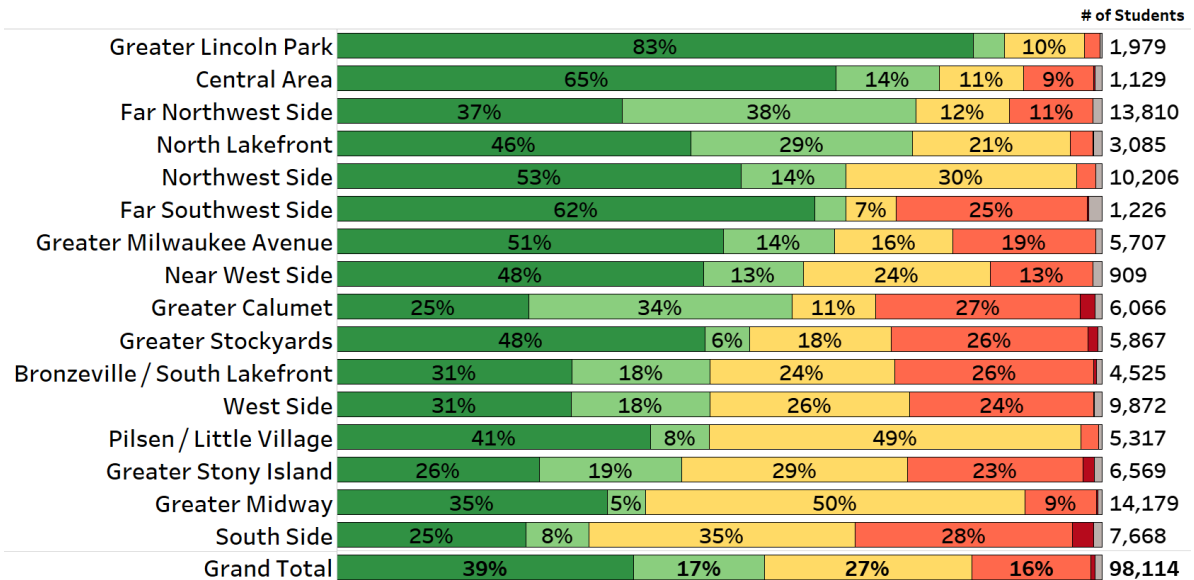




HOW MANY STUDENTS ARE ENROLLED IN LEVEL 1+/1 SCHOOLS?

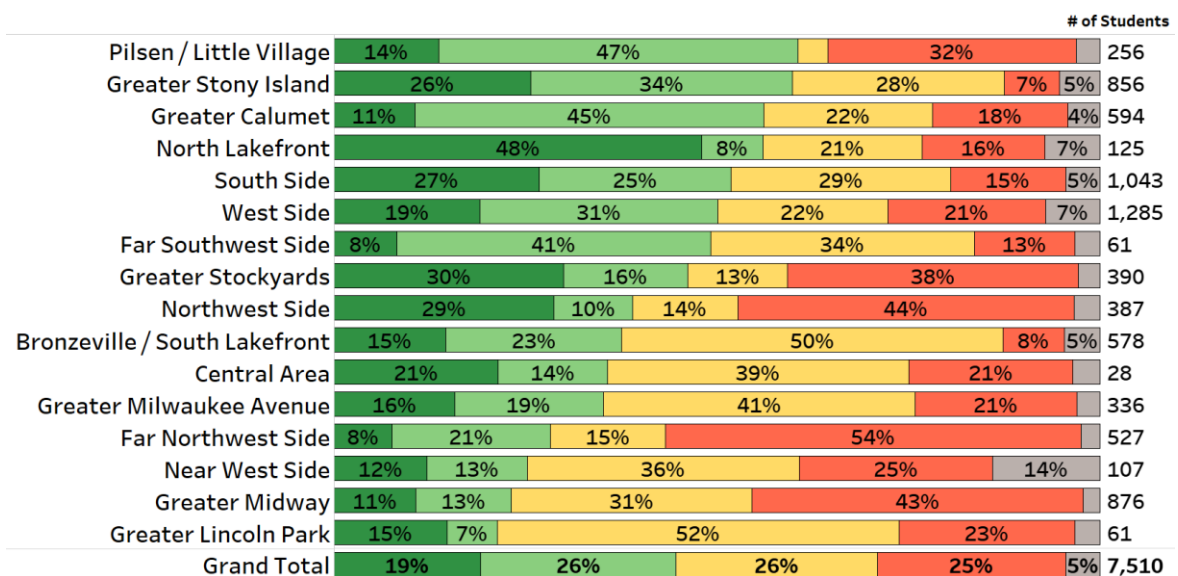
HIGH SCHOOL ENROLLMENT

For high schools, the region with the highest percentage of students who live in the region attending a Level 1+ school is Central Area (87%). In the South Side region, 33% of high school students who live in the region attend a Level 1+/1 school.



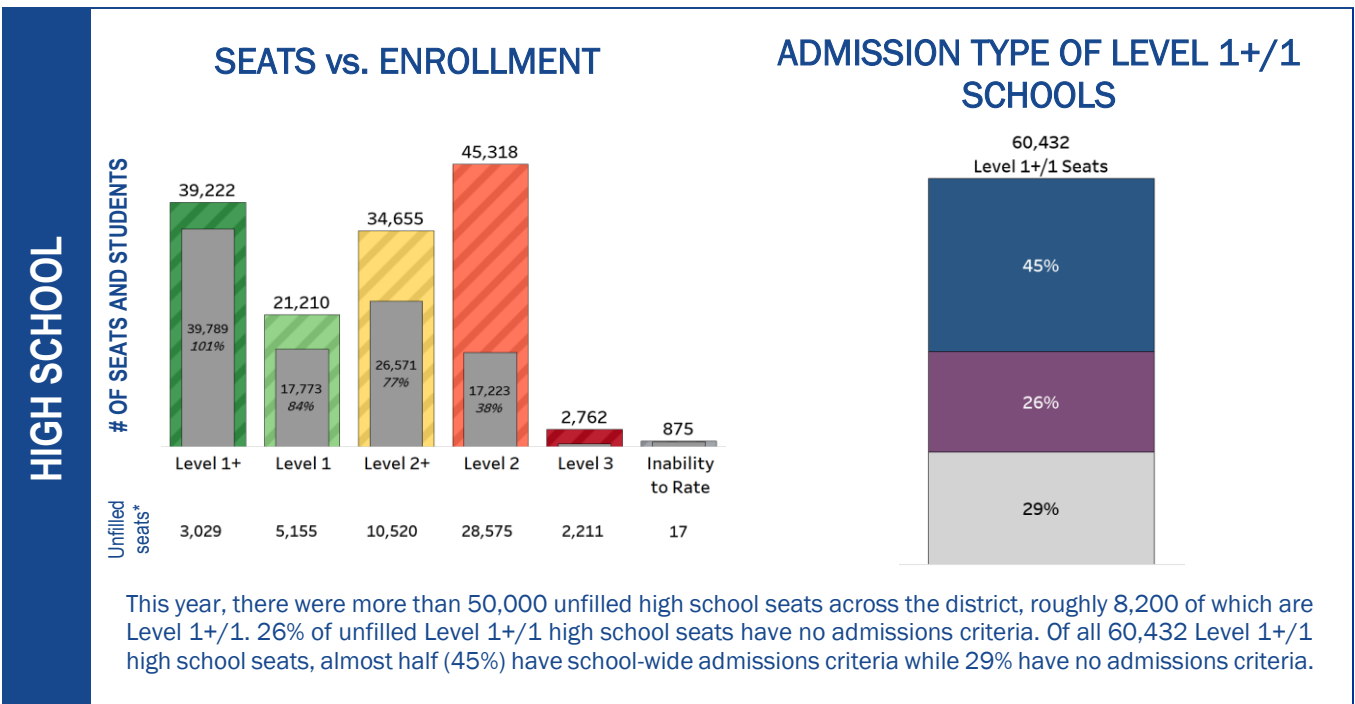
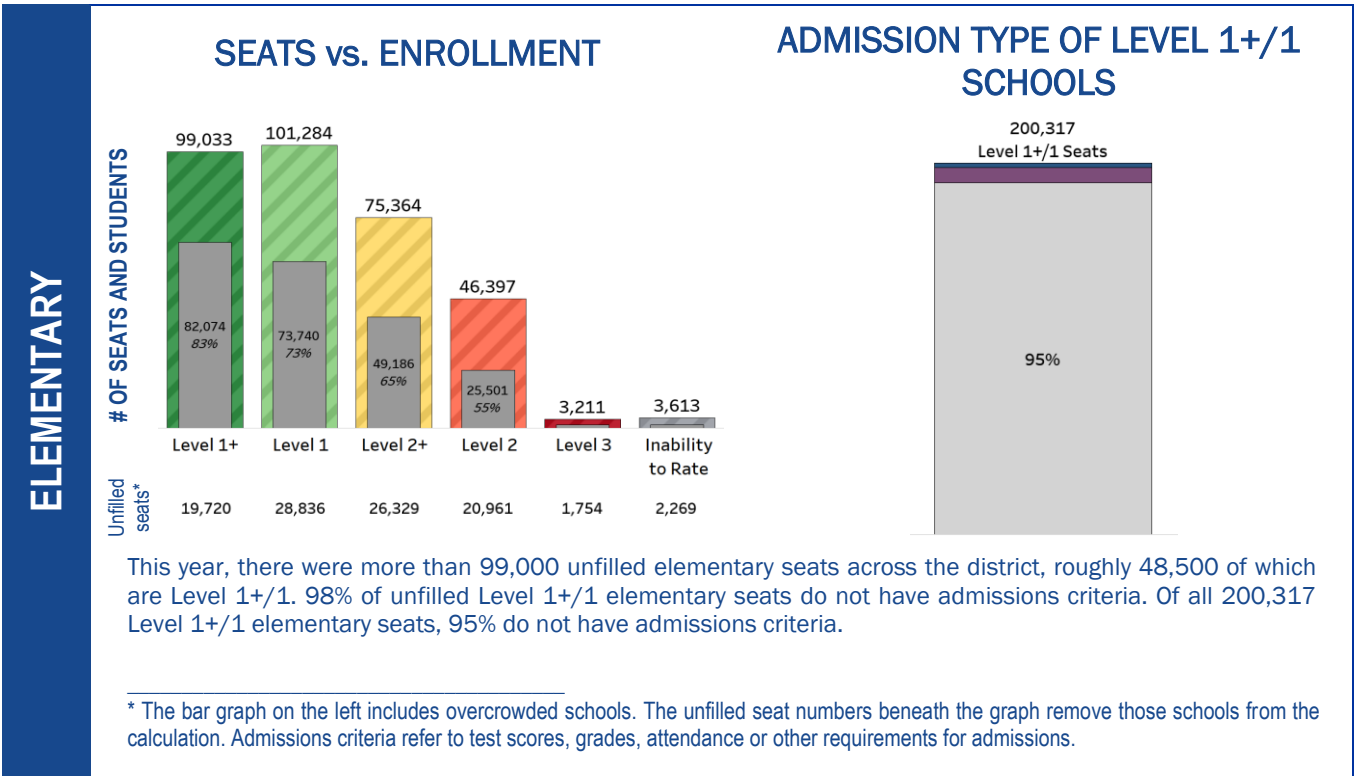
OPTIONS HIGH SCHOOL ENROLLMENT

For Options high schools, the regions with the highest percentage of students who live in the region attending a Level 1+/1 school are Pilsen / Little Village (61%) and Greater Stony Island (60%). In the Greater Lincoln Park region, 22% of Options high school students attend a Level 1+/1 school.



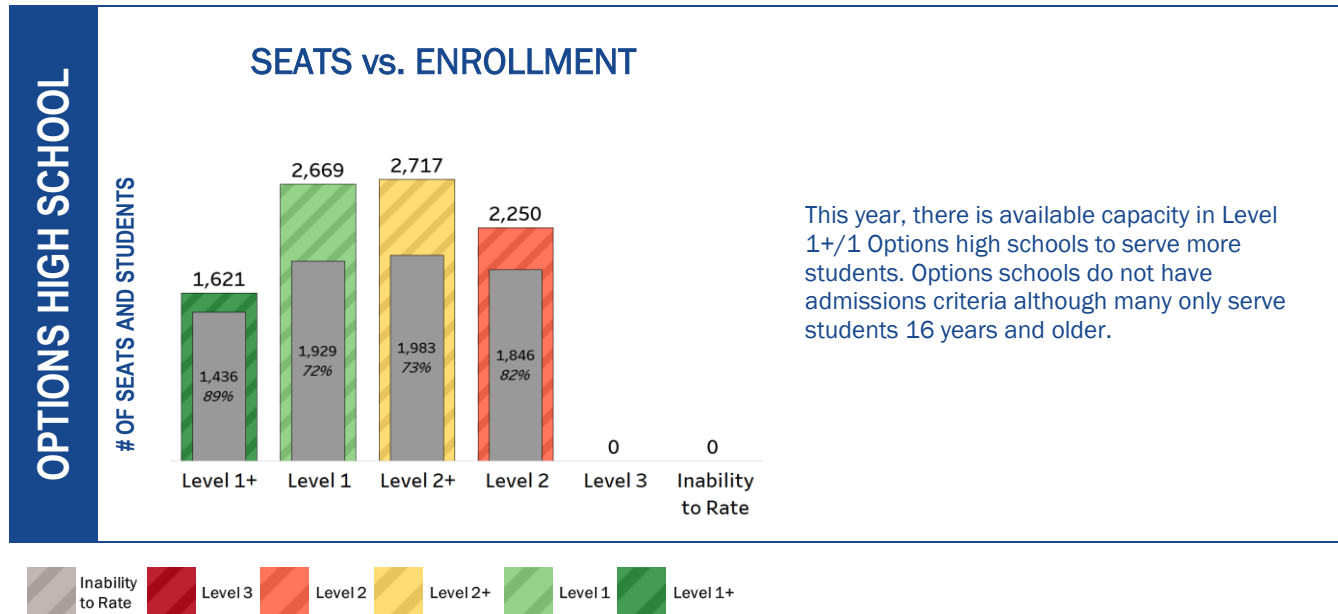


DO STUDENTS HAVE ACCESS TO LEVEL 1+/1 SEATS?



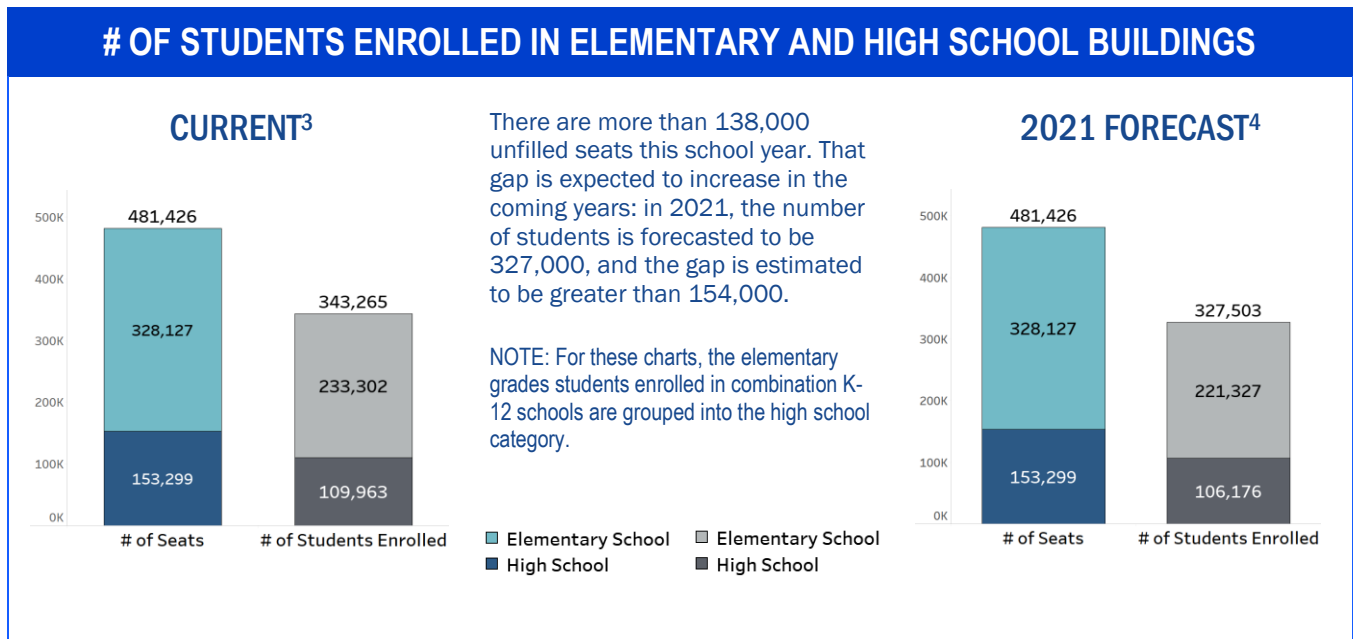
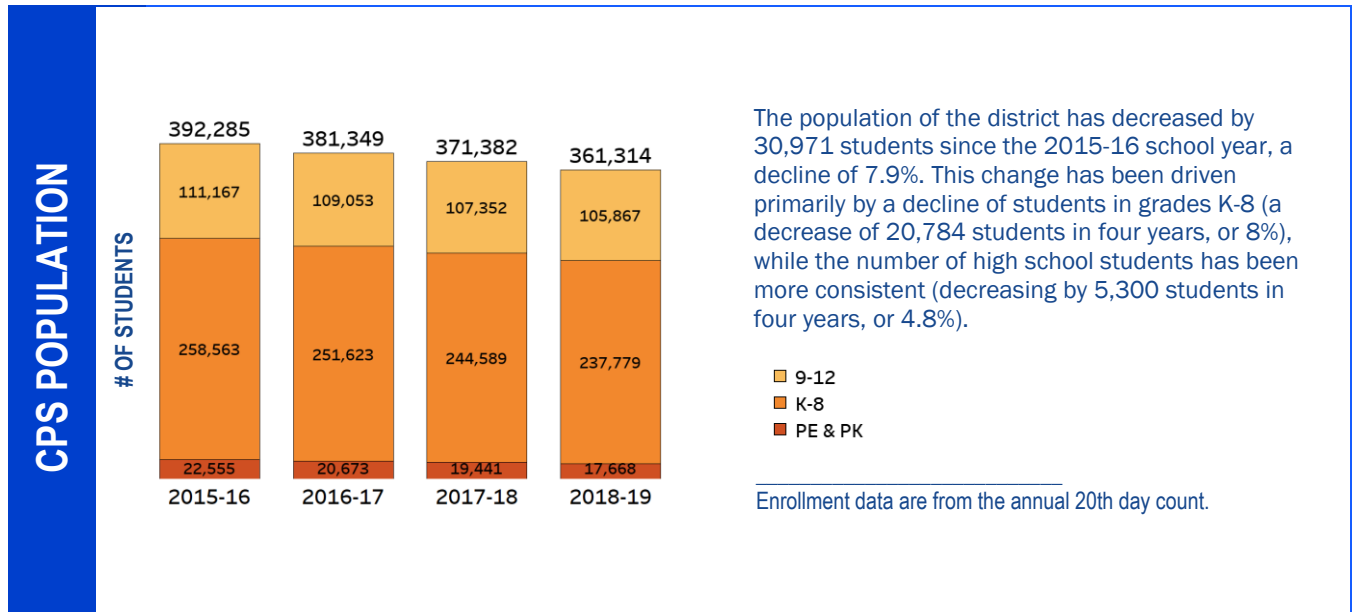


DO STUDENTS HAVE ACCESS TO LEVEL 1+/1 SEATS?





HOW MANY SEATS ARE THERE FOR THE STUDENT POPULATION?



³ Number of seats is the adjusted ideal capacity of the school building or the charter contract enrollment cap.

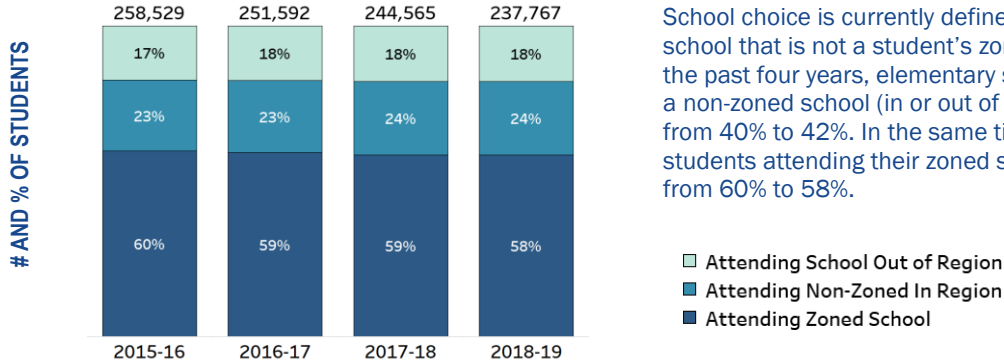
⁴ Projections and forecast estimated based on Department of Planning and Data Management analysis.



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

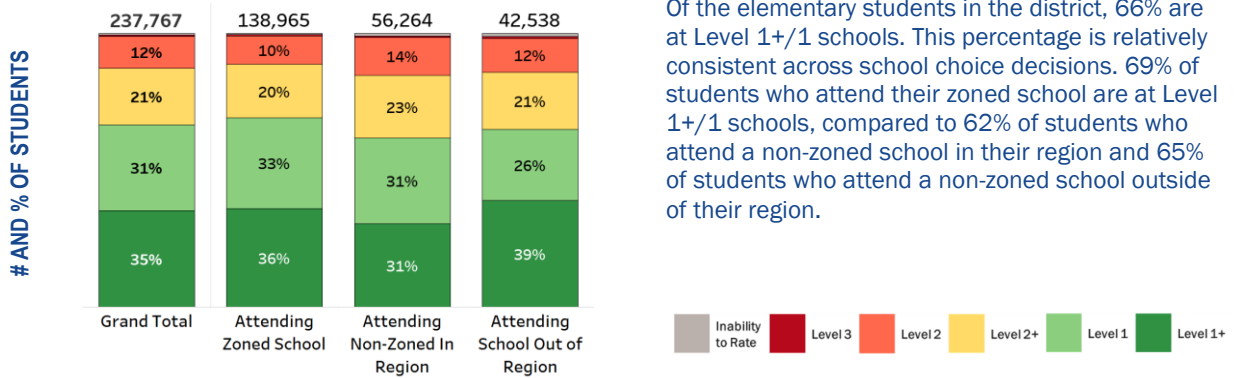
ELEMENTARY SCHOOL⁵

SCHOOL CHOICE OVER TIME



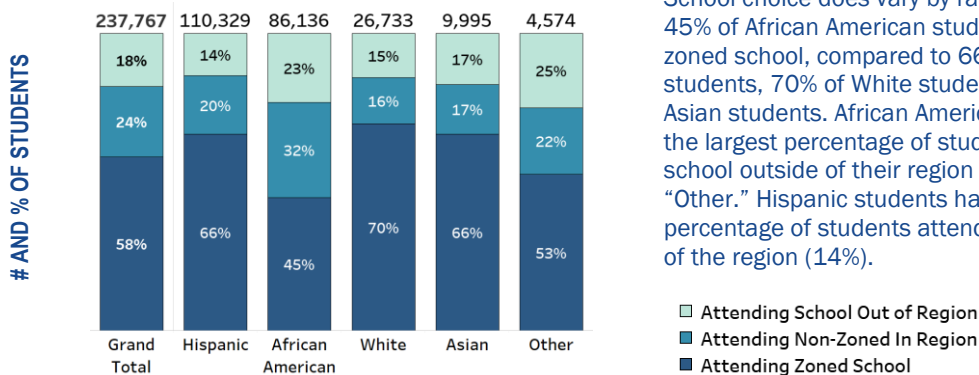
School choice is currently defined as attending a school that is not a student's zoned school. Over the past four years, elementary students attending a non-zoned school (in or out of region) has risen from 40% to 42%. In the same time frame, students attending their zoned school has declined from 60% to 58%.

SCHOOL QUALITY AND CHOICE



Of the elementary students in the district, 66% are at Level 1+ schools. This percentage is relatively consistent across school choice decisions. 69% of students who attend their zoned school are at Level 1+ schools, compared to 62% of students who attend a non-zoned school in their region and 65% of students who attend a non-zoned school outside of their region.

SCHOOL CHOICE BY RACE



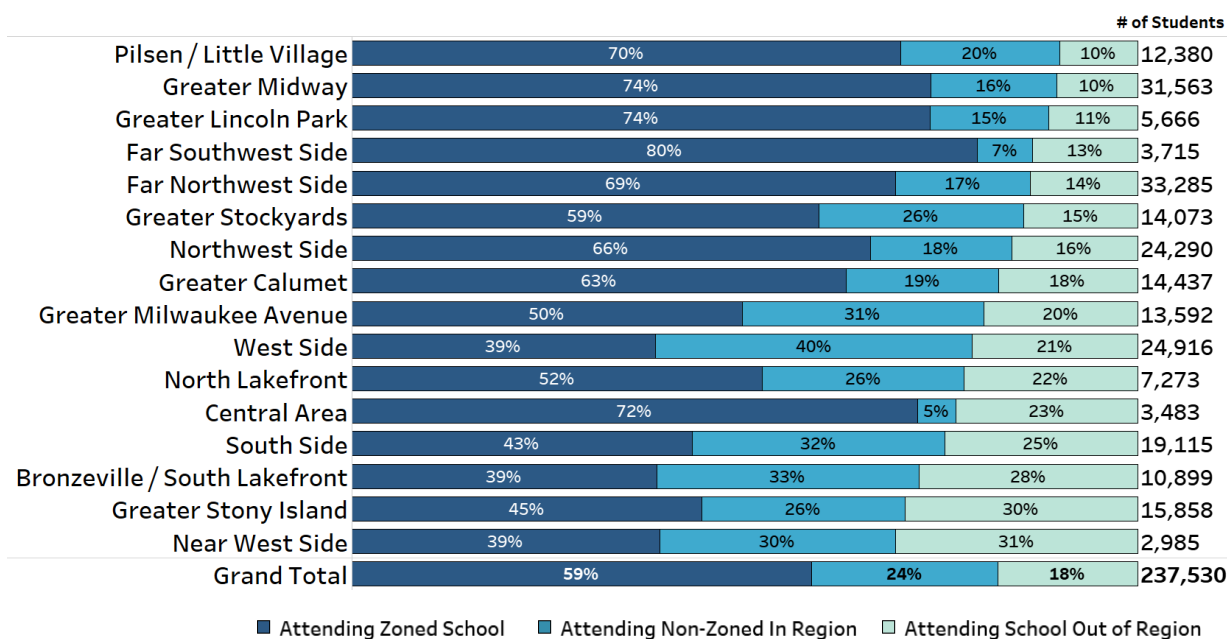
School choice does vary by race. In this past year, 45% of African American students attended their zoned school, compared to 66% of Hispanic students, 70% of White students, and 66% of Asian students. African American students are also the largest percentage of students attending a school outside of their region (23%), except for "Other." Hispanic students have the lowest percentage of students attending a school outside of the region (14%).

⁵ Only kindergarten through 8th grade students are included in school choice calculations, as pre-kindergarteners are not zoned to a school.



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

ELEMENTARY SCHOOL CHOICE

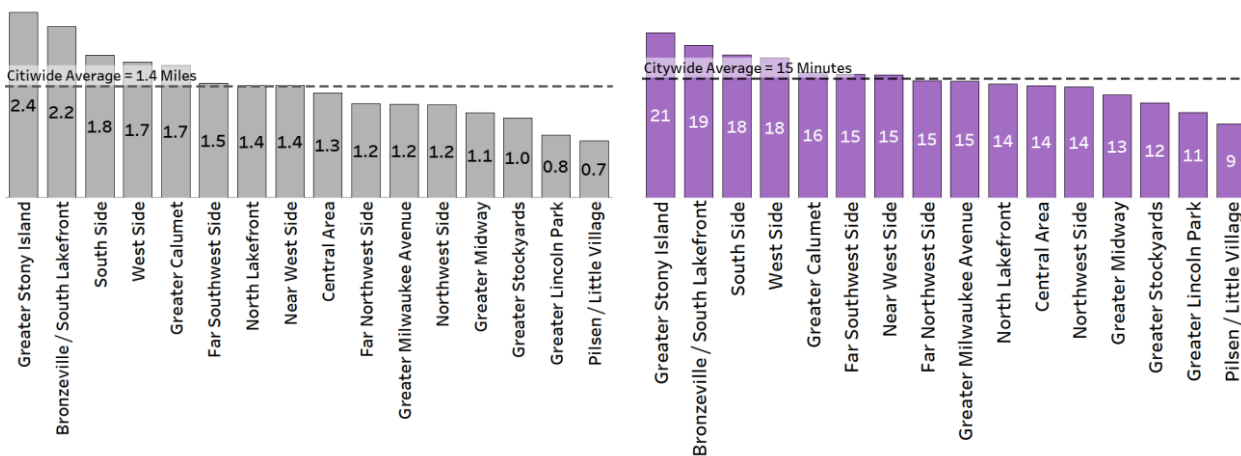


The Pilsen/Little Village region has the highest percentage of students who attend school in region (zoned or non-zoned school) at 90% and the Near West Side region has the lowest percentage (69%).

NOTE: Due to rounding, some charts may not add up to 100%.

DISTANCE AND TIME TRAVELED

These graphs show the average distance traveled and commute time for elementary school students who live in each region, regardless of whether they attend school in or out of the region. The average elementary student in the district travels 1.4 miles or 15 minutes to school. The regions with the lowest average commute are Greater Lincoln Park (0.8 miles, 11 minutes) and Pilsen/Little Village (0.7 miles, 9 minutes). The regions with the longest commute are Greater Stony Island (2.4 miles, 21 minutes) and Bronzeville/South Lakefront (2.2 miles, 19 minutes).



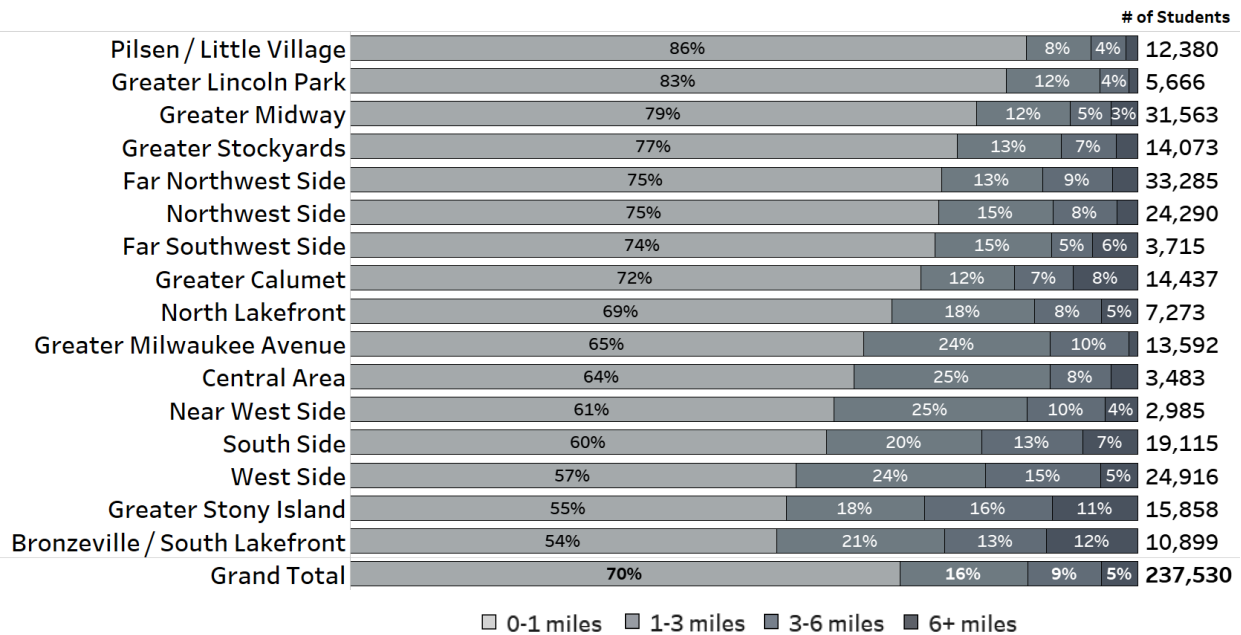
Distance traveled and commute time are calculated based on the students' home address and the address of their school. Commute time was calculated using Google Maps travel time estimations using the shorter travel time between walking and public transit.



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

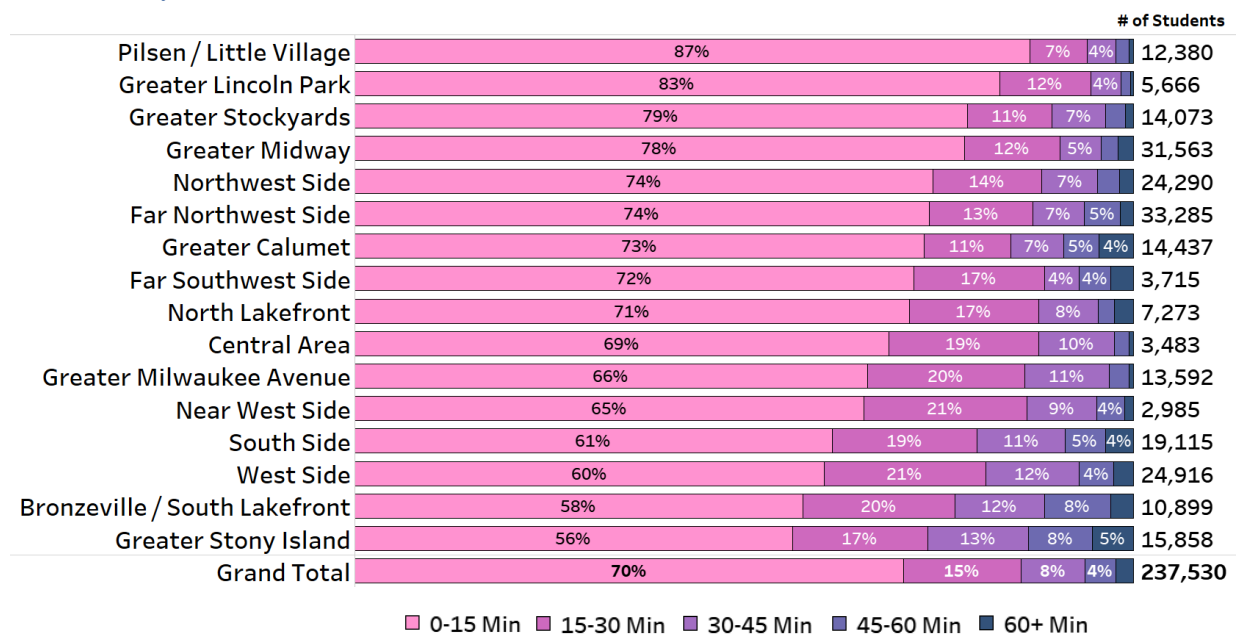
DISTANCE TRAVELED TO SCHOOL

Elementary students travel an average of 1.4 miles to school. However, 70% of students travel 0-1 miles to school and 14% of students travel more than 3 miles to school. There is significant variation by region. 86% of students residing in Pilsen/Little Village travel 0-1 miles compared to 54% of students in Bronzeville/South Lakefront.



TIME TRAVELED TO SCHOOL

Elementary students travel an average of 15 minutes to school. However, 70% of students travel 0 to 15 minutes to school and 6% of students travel more than 45 minutes to school. There is significant variation by region. 87% of students residing in Pilsen/Little Village travel 0 to 15 minutes compared to 56% of students in Greater Stony Island.

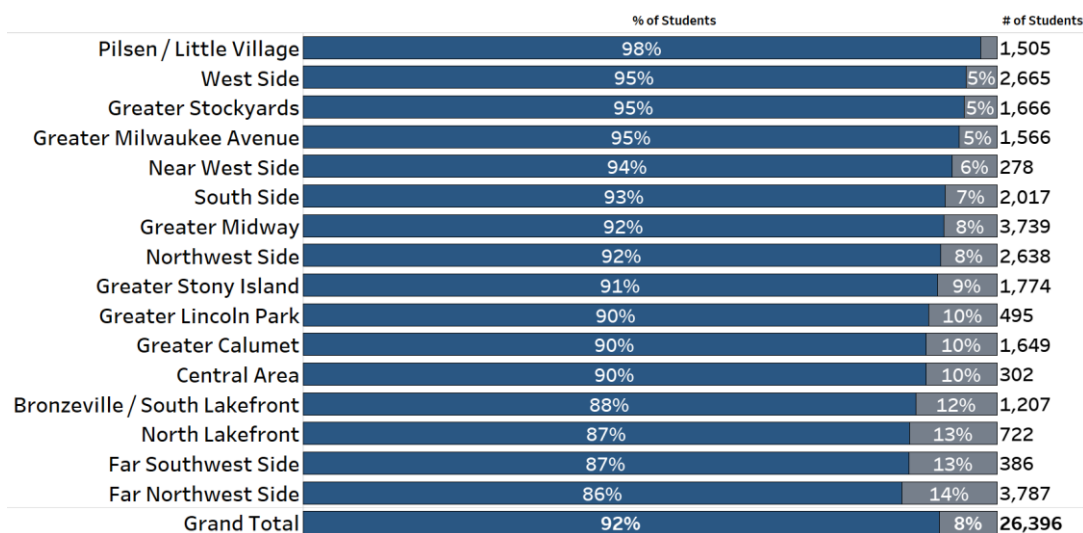




ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

In the 2017-18 school year, CPS launched a new high school application process, GoCPS, which created a single application and timeline for all high schools. Only high school programs that require an application for admissions are included. Applicants were asked to rank the schools and programs on their application in order of preference. Students are guaranteed a seat in the general education program at their zoned/neighborhood high school and did not have to submit an application for that program. For more information about the GoCPS application process, visit <http://go.cps.edu>.

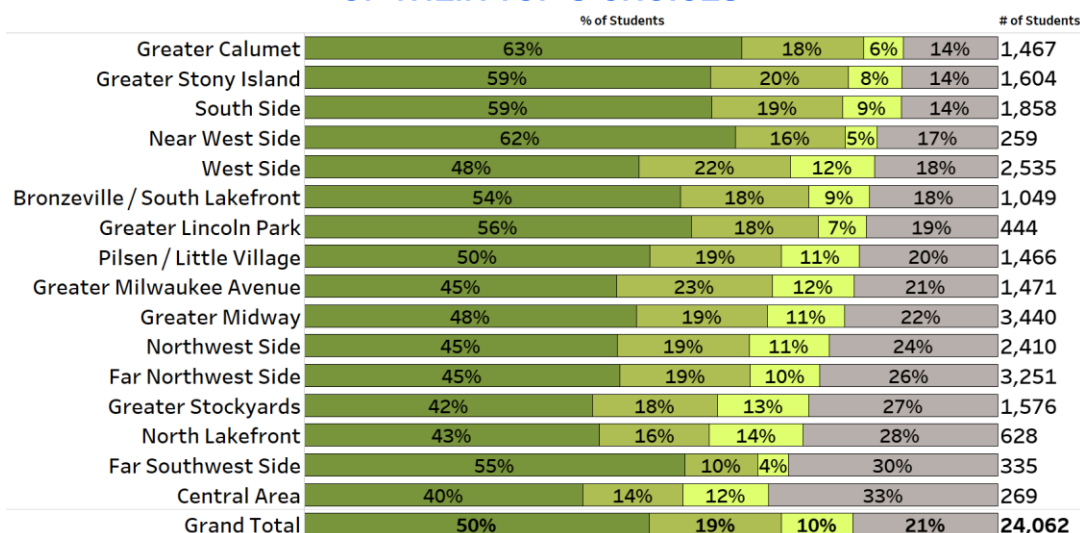
% OF 8TH GRADE STUDENTS WHO APPLIED TO HIGH SCHOOL



92% of all 8th grade CPS students applied to high school programs across Rounds 1 and 2 of the GoCPS application process. Pilsen/Little Village Region had the highest application rate (98%) while the Far Northwest Side had the lowest (86%).

■ Applied
■ Did Not Apply

% OF STUDENTS THAT RECEIVED AN OFFER FROM ONE OF THEIR TOP 3 CHOICES



Of all 8th grade CPS students that applied to high school programs in Round 1, 79% received an offer from one of their top three choices. (This figure does not include selective enrollment high schools.) In the Greater Calumet, Greater Stony Island, and South Side regions, 86% of students received an offer from one of their top 3 choices.

■ 1st Choice
■ 2nd Choice
■ 3rd Choice
■ 4th or Lower Choice

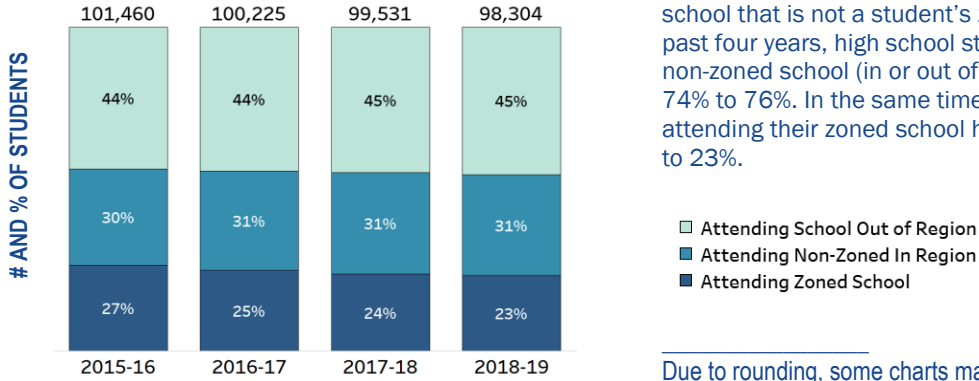
HIGH SCHOOL

NOTE: This analysis only includes 8th grade applicants who were enrolled on the 20th day of school in 2017-18.



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

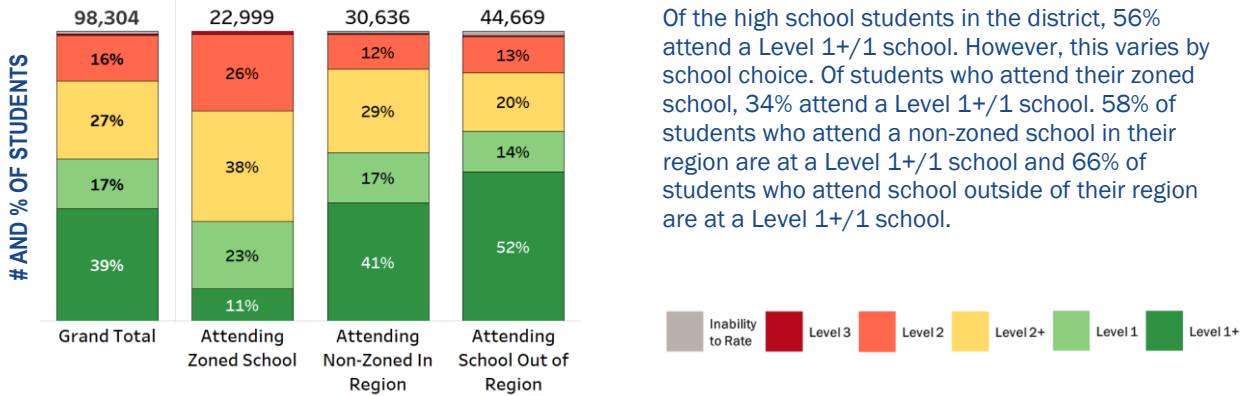
SCHOOL CHOICE OVER TIME



School choice is currently defined as attending a school that is not a student’s zoned school. Over the past four years, high school students attending a non-zoned school (in or out of region) has risen from 74% to 76%. In the same time frame, students attending their zoned school has declined from 27% to 23%.

Due to rounding, some charts may not add up to 100%.

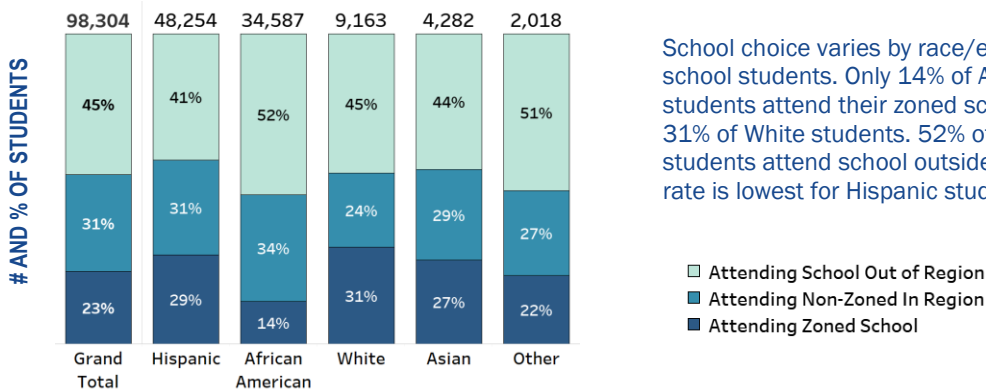
SCHOOL QUALITY AND CHOICE



Of the high school students in the district, 56% attend a Level 1+/1 school. However, this varies by school choice. Of students who attend their zoned school, 34% attend a Level 1+/1 school. 58% of students who attend a non-zoned school in their region are at a Level 1+/1 school and 66% of students who attend school outside of their region are at a Level 1+/1 school.

HIGH SCHOOL

SCHOOL CHOICE BY RACE

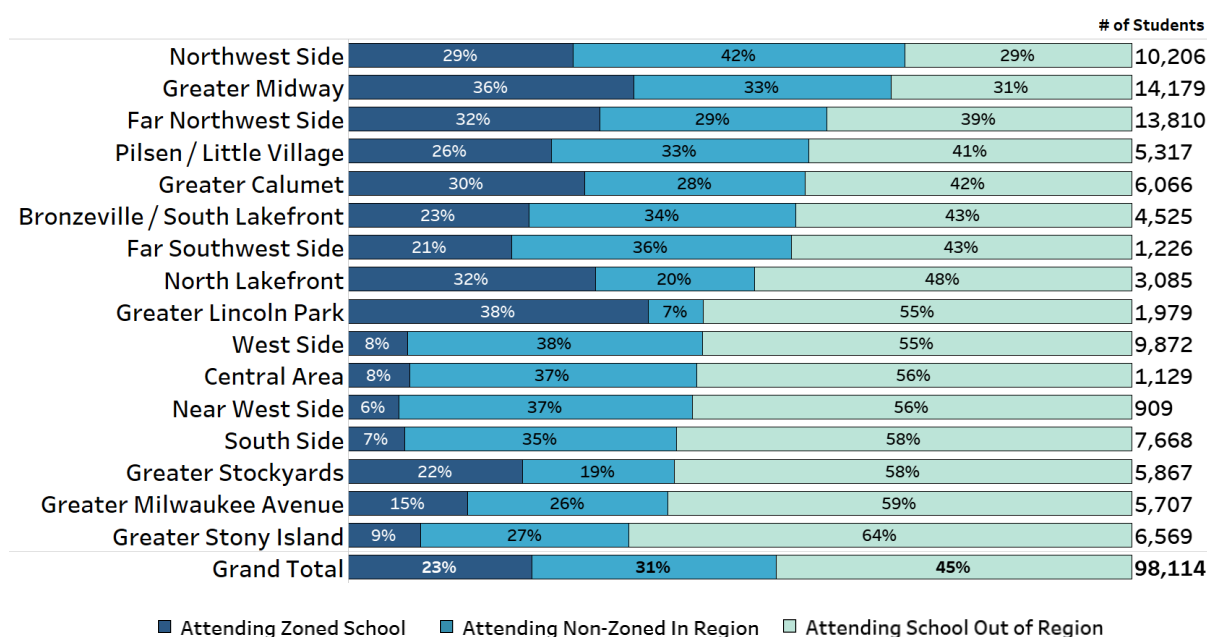


School choice varies by race/ethnicity for high school students. Only 14% of African American students attend their zoned school compared to 31% of White students. 52% of African American students attend school outside of their region. This rate is lowest for Hispanic students (41%).



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

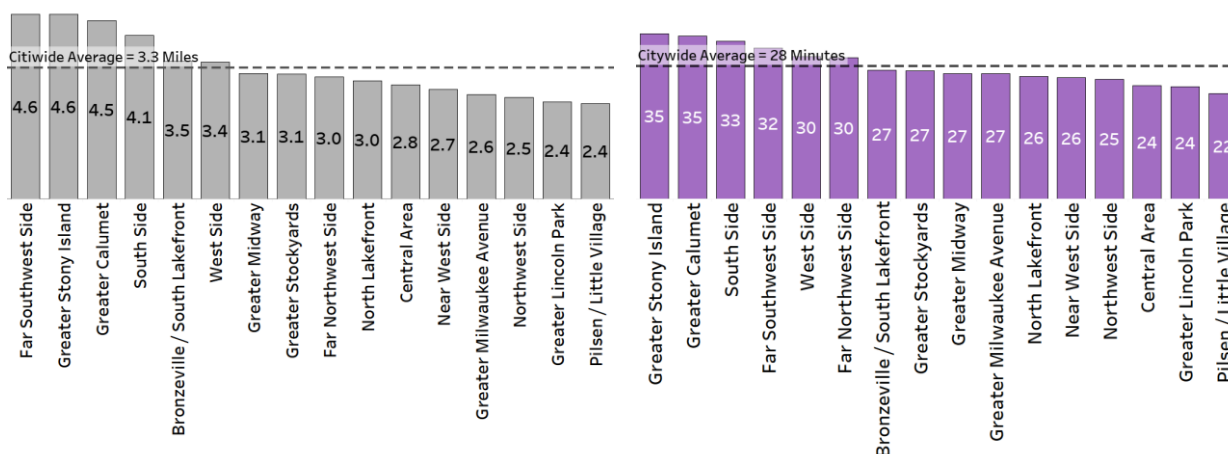
HIGH SCHOOL CHOICE



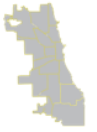
More high school students attend school out of region than elementary students. The Greater Milwaukee Avenue and Greater Stony Island regions have the highest rates of students attending school out of region (59% and 64%, respectively).

DISTANCE AND TIME TRAVELED

These graphs show the average distance traveled and commute time for high school students who live in each region, regardless of whether they attend school in or out of the region. The average high school student in the district travels 3.3 miles or 28 minutes to school. The regions with the shortest commute are Greater Lincoln Park (2.4 miles, 24 minutes) and Pilsen / Little Village (2.4 miles, 22 minutes). The regions with the longest commute are the Far Southwest Side (4.6 miles, 32 minutes) and Greater Stony Island (4.6 miles, 35 minutes) regions.



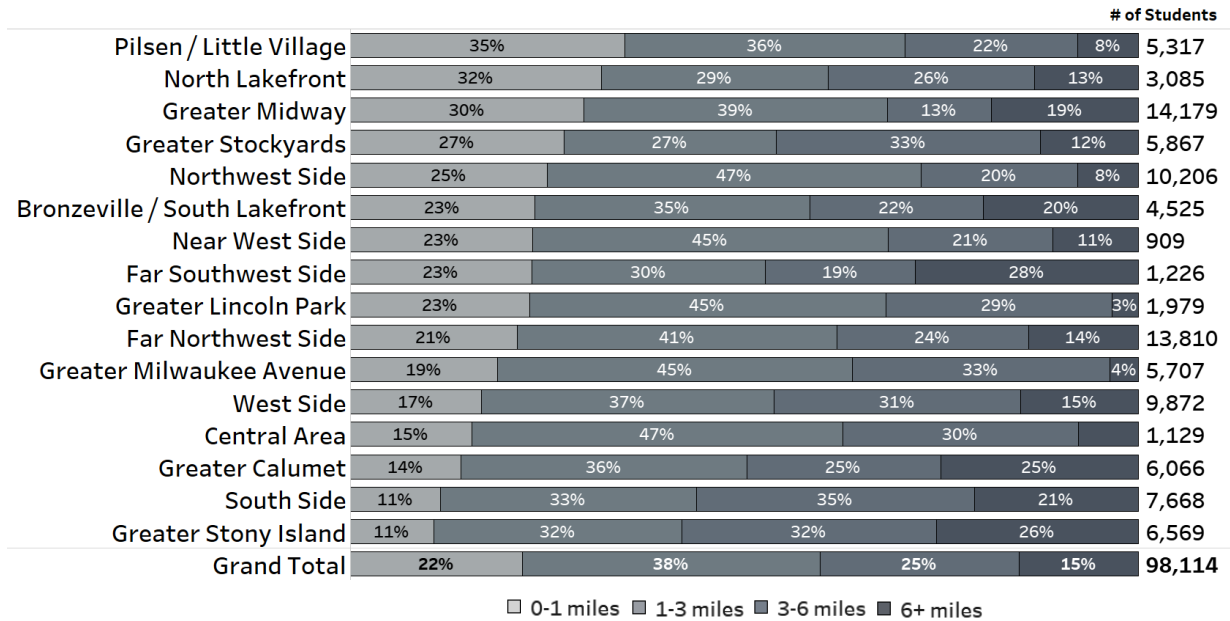
Distance traveled and commute time are calculated based on the student's home address and the address of their school. Commute time was calculated using Google Maps travel time estimations using the shorter travel time between walking and public transit.



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

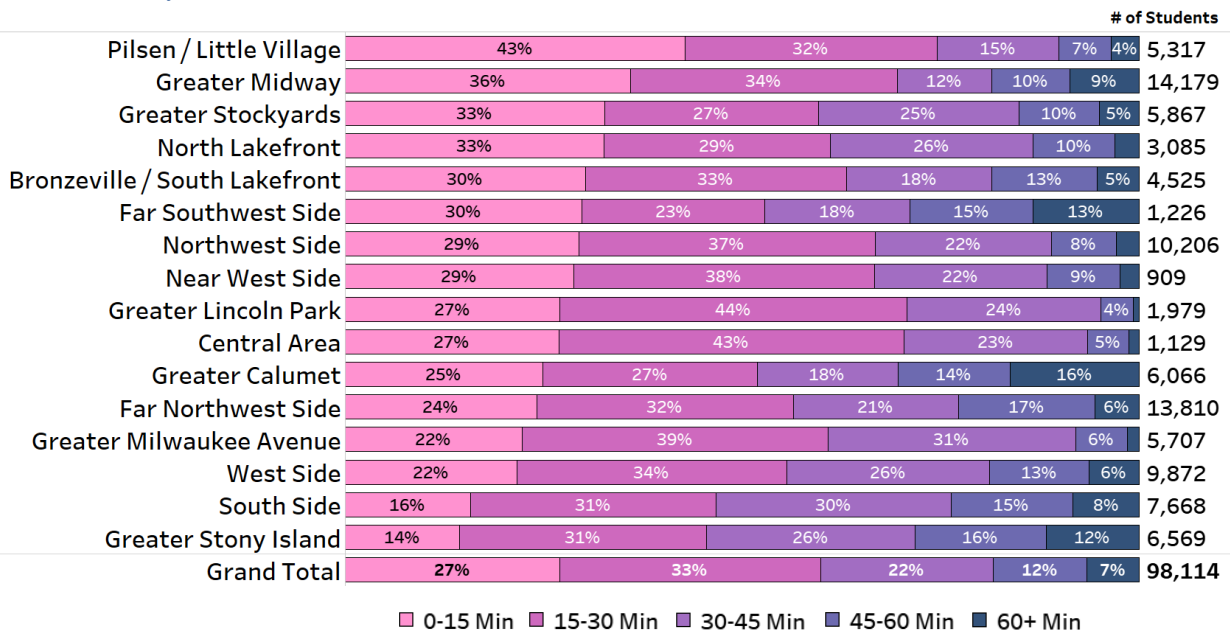
DISTANCE TRAVELED TO SCHOOL

High school students travel an average of 3.3 miles to school. However, 22% of students travel 0-1 miles to school and 40% of students travel more than 3 miles to school. There is significant variation by region. 35% of students residing in Pilsen/Little Village travel 0-1 miles compared to 11% of students in Greater Stony Island.



TIME TRAVELED TO SCHOOL

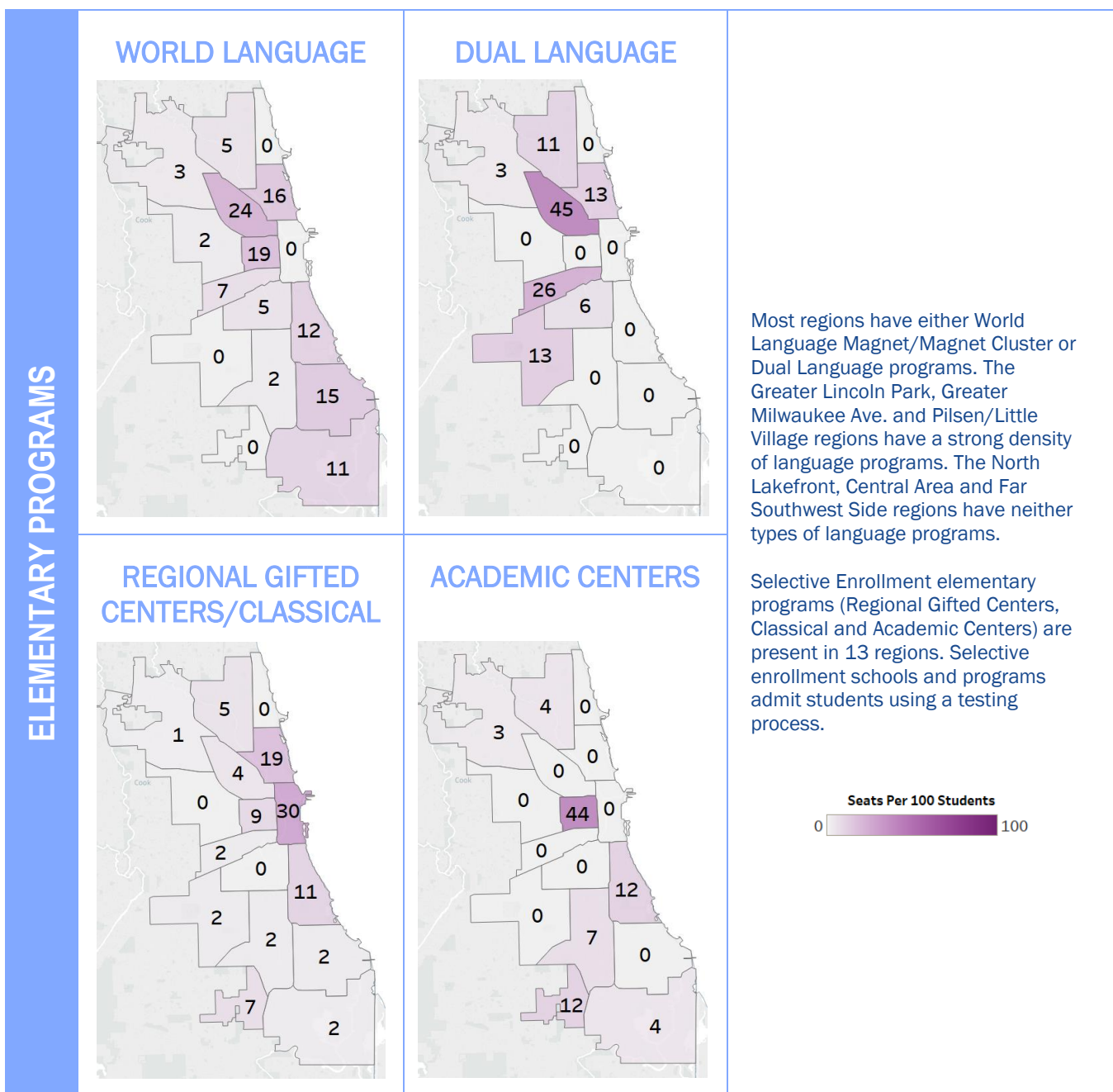
High school students travel an average of 28 minutes to school. However, 27% of students travel 0 to 15 minutes to school and 19% of students travel more than 45 minutes to school. There is significant variation by region. 43% of students residing in Pilsen/Little Village travel 0 to 15 minutes compared to 14% of students in Greater Stony Island.





DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

PROGRAM DENSITY: The Program Density Index measures the “density” of certain academic programs in each region. The index is calculated as the number of program seats per 100 age-eligible CPS students who reside in the region; this index can be used to compare program availability across regions. For high school programs, this index is calculated using the number of seats available for 9th grade via the GoCPS application process and the number of 9th graders who reside in the region. For more information about types of programs, visit <https://cps.edu/Pages/AcademicProgramRFP.aspx>.



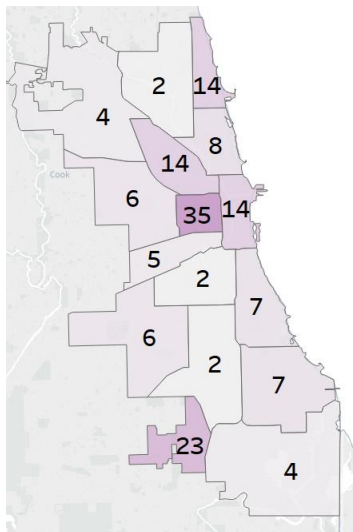
NOTE: The following elementary schools have been selected to begin Dual Language programming next school year: Clark (West Side), Cleveland (Northwest Side), Funston (Greater Milwaukee Ave.), Hibbard (Northwest Side), Nixon (Far Northwest Side), Nobel (West Side), Prieto (Far Northwest Side) and Sandoval (Greater Midway).



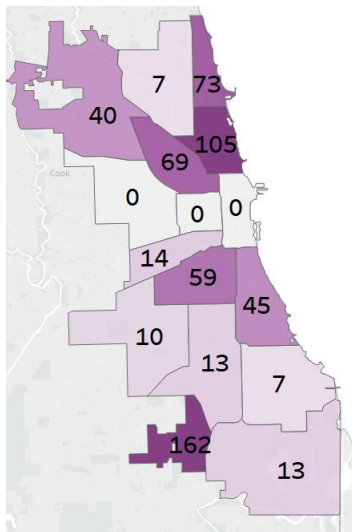
DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

INTERNATIONAL BACCALAUREATE

ELEMENTARY IB



HIGH SCHOOL IB



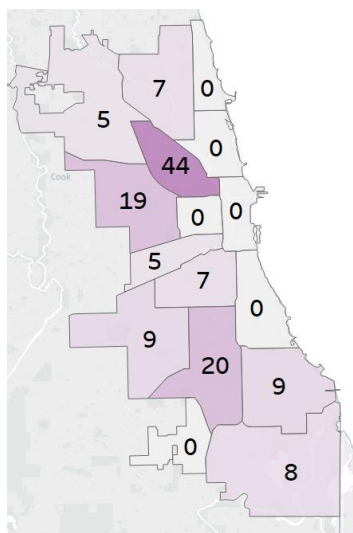
All regions offer some elementary IB programming. The Near West Side and Far Southwest Side regions have the highest density of seats-per-students.

Most regions offer high school IB programs, although there is a greater disparity in density. The Far Southwest Side and Greater Lincoln Park regions have 100+ seats per 100 students. The West Side, Near West Side, and Central Area regions have no high school IB programs. Elementary IB programs have no admissions criteria but high school IB diploma programs do.

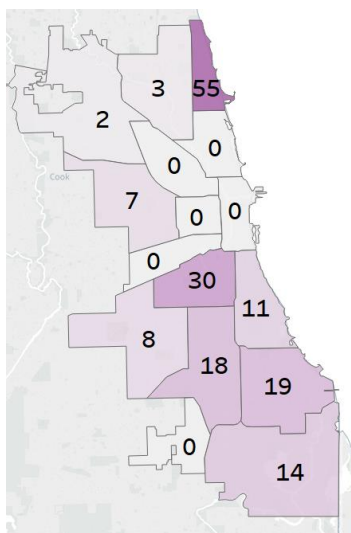


PERSONALIZED LEARNING

ELEMENTARY PL



HIGH SCHOOL PL



Personalized Learning is a learner-driven instructional model that fosters 21st century skills by empowering every student to actively co-design their learning path, pace, and environment according to their individual needs, strengths, and interests. These data include schools that are on the path to schoolwide adoption of this approach. The Greater Milwaukee Avenue, South Side, and West Side regions have the highest density of elementary seats-per-students. The North Lakefront, Greater Stockyards, Greater Stony Island, and South Side regions have the highest density of high school seats-per-students.



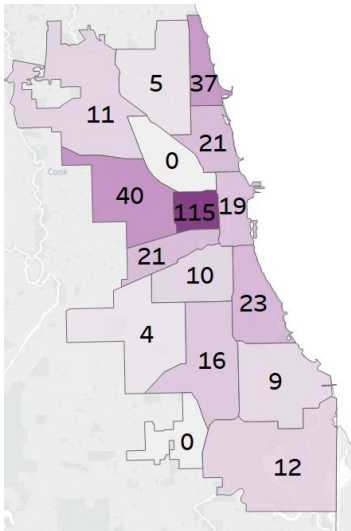
NOTE: The following schools are in the pre-candidacy phase towards becoming IB schools are not included in the figures above: Belding (Northwest Side), Fiske for the Primary Years program (Bronzeville/South Lakefront), Little Village (Pilsen/Little Village) and Pickard (Pilsen/Little Village).



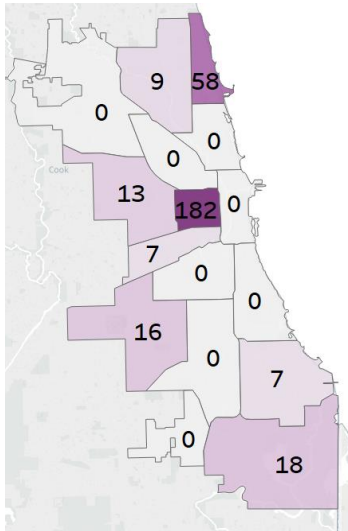
DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

STEM

ELEMENTARY STEM



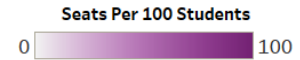
EARLY COLLEGE STEM (HIGH SCHOOL)



STEM elementary programs includes STEM, STEAM, Math, Science, Engineering, and Technology Magnet and Magnet Cluster programs. The Near West Side has the highest density of seats (115 seats per 100 eligible students).

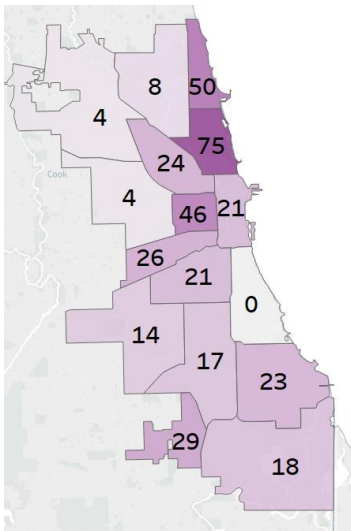
Early College STEM high schools offer technology curricula, college credit and corporate partnerships. They are in eight regions across the city.

Note: Many schools may offer STEM programming outside of magnet schools/magnet cluster programs and early college STEM schools.

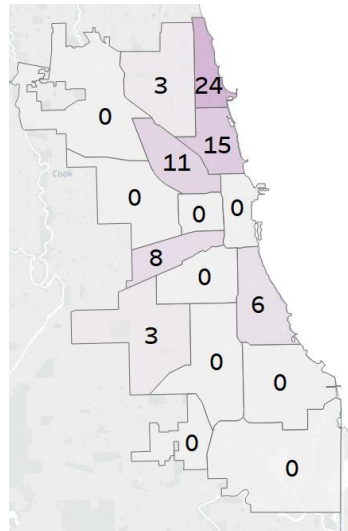


FINE & PERFORMING ARTS

ELEMENTARY ARTS



HIGH SCHOOL ARTS



Nearly all regions have Magnet/Magnet Cluster Fine & Performing Arts programs. The Greater Lincoln Park, North Lakefront and Near West Side regions have the highest densities of seats-per-students.

Fine & Performing Arts high school programs are available in seven regions across the city.

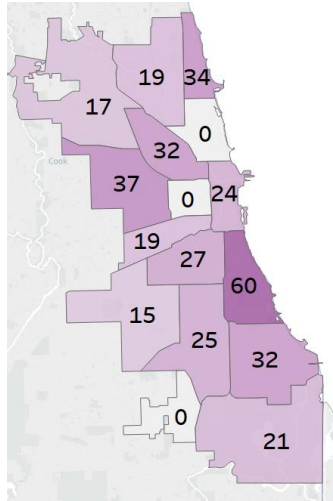
NOTE: Many schools offer arts programming outside of magnet schools/magnet cluster programs. Schools receive a Creative Schools Certification indicating the strength of their arts programming. More information can be found on each school's profile page.



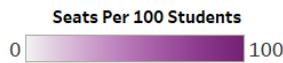


DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

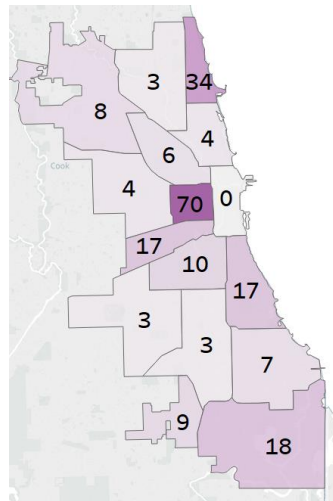
CTE



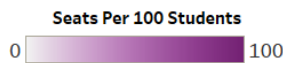
Career & Technical Education (CTE) high school programs are relatively dispersed throughout the city. All regions offer some type of CTE programming except for the Greater Lincoln Park, Near West Side and Far Southwest Side regions. Some CTE programs have admissions criteria, but others are open enrollment.



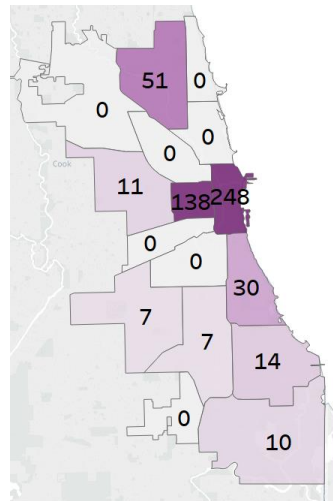
MILITARY / JROTC



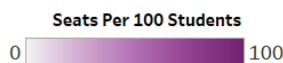
Military high schools have specific admissions criteria and are in six regions, but those regions are relatively spread out across the district. There are 39 traditional JROTC (Junior Reserve Officer Training Corps) programs in high schools across nearly all regions.



SELECTIVE ENROLLMENT



There is disparity in Selective Enrollment high schools and program availability and density throughout the city – the Central Area, Northwest Side, and Near West Side regions have a high number of selective enrollment seats relative to the student population. Selective enrollment programs have admissions criteria.





DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

ELEMENTARY

PROGRAM DENSITY (SEATS PER 100 STUDENTS)

Region	International Baccalaureate (IB)	STEM	Personalized Learning	Fine & Performing Arts	Dual Language	World Language
Bronzeville / South Lakefront	7	23	0	0	0	12
Central Area	14	19	0	21	0	0
Far Northwest Side	4	11	5	4	3	3
Far Southwest Side	23	0	0	29	0	0
Greater Calumet	4	12	8	18	0	11
Greater Lincoln Park	8	21	0	75	13	16
Greater Midway	6	4	9	14	13	0
Greater Milwaukee Avenue	14	0	44	24	45	24
Greater Stockyards	2	10	7	21	6	5
Greater Stony Island	7	9	9	23	0	15
Near West Side	35	115	0	46	0	19
North Lakefront	14	37	0	50	0	0
Northwest Side	2	5	7	8	11	5
Pilsen / Little Village	5	21	5	26	26	7
South Side	2	16	20	17	0	2
West Side	6	40	19	4	0	2

1. Programs listed do not have admissions criteria for enrollment.

2. STEM elementary programs includes STEM, STEAM, Math, Science, Engineering and Technology magnet and magnet cluster programs. Many schools may offer STEM programming outside of magnet schools/magnet cluster programs.

3. Personalized Learning is a learner-driven instructional model that fosters 21st century skills by empowering every student to actively co-design their learning path, pace, and environment according to their individual needs, strengths, and interests. This data includes schools that are on the path to schoolwide adoption of this approach.

4. Many schools offer arts programming outside of magnet schools/magnet cluster programs. Schools receive a Creative Schools Certification indicating the strength of their arts programming. More information can be found on each school's profile page.

NOTE: The following elementary schools have been selected to begin Dual Language programming next school year: Clark (West Side), Cleveland (Northwest Side), Funston (Greater Milwaukee Ave.), Hibbard (Northwest Side), Nixon (Far Northwest Side), Nobel (West Side), Prieto (Far Northwest Side) and Sandoval (Greater Midway). The following schools are in the pre-candidacy phase towards becoming IB schools are not included in the figures above: Belding (Northwest Side), Fiske for the Primary Years program (Bronzeville/South Lakefront), Little Village (Pilsen/Little Village) and Pickard (Pilsen/Little Village).



DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

HIGH SCHOOL

PROGRAM DENSITY (SEATS PER 100 STUDENTS)

Region	Selective Enrollment	International Baccalaureate (IB)	Early College STEM	Personalized Learning	Fine & Performing Arts	Military/JROTC
Bronzeville / South Lakefront	30	45	0	11	6	17
Central Area	248	0	0	0	0	0
Far Northwest Side	0	40	0	2	0	8
Far Southwest Side	0	162	0	0	0	9
Greater Calumet	10	13	18	14	0	18
Greater Lincoln Park	0	105	0	0	15	4
Greater Midway	7	10	16	8	3	3
Greater Milwaukee Avenue	0	69	0	0	11	6
Greater Stockyards	0	59	0	30	0	10
Greater Stony Island	14	7	7	19	0	7
Near West Side	138	0	182	0	0	70
North Lakefront	0	73	58	55	24	34
Northwest Side	51	7	9	3	3	3
Pilsen / Little Village	0	14	7	0	8	17
South Side	7	13	0	18	0	3
West Side	11	0	13	7	0	4

1. Selective Enrollment, Military, and IB programs have admissions criteria for enrollment.

2. Many schools may offer STEM programming outside of early college STEM schools.

3. Personalized Learning is a learner-driven instructional model that fosters 21st century skills by empowering every student to actively co-design their learning path, pace, and environment according to their individual needs, strengths, and interests. This data includes schools that are on the path to schoolwide adoption of this approach.

4. Many schools offer arts programming outside of these specific Fine & Performing Arts programs. Schools receive a Creative Schools Certification indicating the strength of their arts programming. More information can be found on each school's profile page.



DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

CAREER & TECHNICAL EDUCATION (CTE)

PROGRAM DENSITY (SEATS PER 100 STUDENTS)

Region	CTE: Building/ Transportation	CTE: Business/ Law	CTE: Career Academy	CTE: Culinary	CTE: Health	CTE: IT	CTE: Media/ Communication	CTE: Other
Bronzeville / South Lakefront	4	0	30	0	11	0	15	0
Central Area	12	12	0	0	0	0	0	0
Far Northwest Side	3	1	5	0	1	2	5	0
Far Southwest Side	0	0	0	0	0	0	0	0
Greater Calumet	3	3	0	3	3	3	6	0
Greater Lincoln Park	0	0	0	0	0	0	0	0
Greater Midway	3	5	0	1	0	2	2	2
Greater Milwaukee Avenue	0	6	0	10	5	6	5	0
Greater Stockyards	3	7	0	5	0	0	12	0
Greater Stony Island	12	0	0	3	6	0	3	8
Near West Side	0	0	0	0	0	0	0	0
North Lakefront	0	5	0	0	9	0	0	20
Northwest Side	2	3	0	2	2	8	0	2
Pilsen / Little Village	5	2	0	5	2	5	0	0
South Side	0	1	21	3	0	0	0	0
West Side	7	11	4	6	1	4	2	2

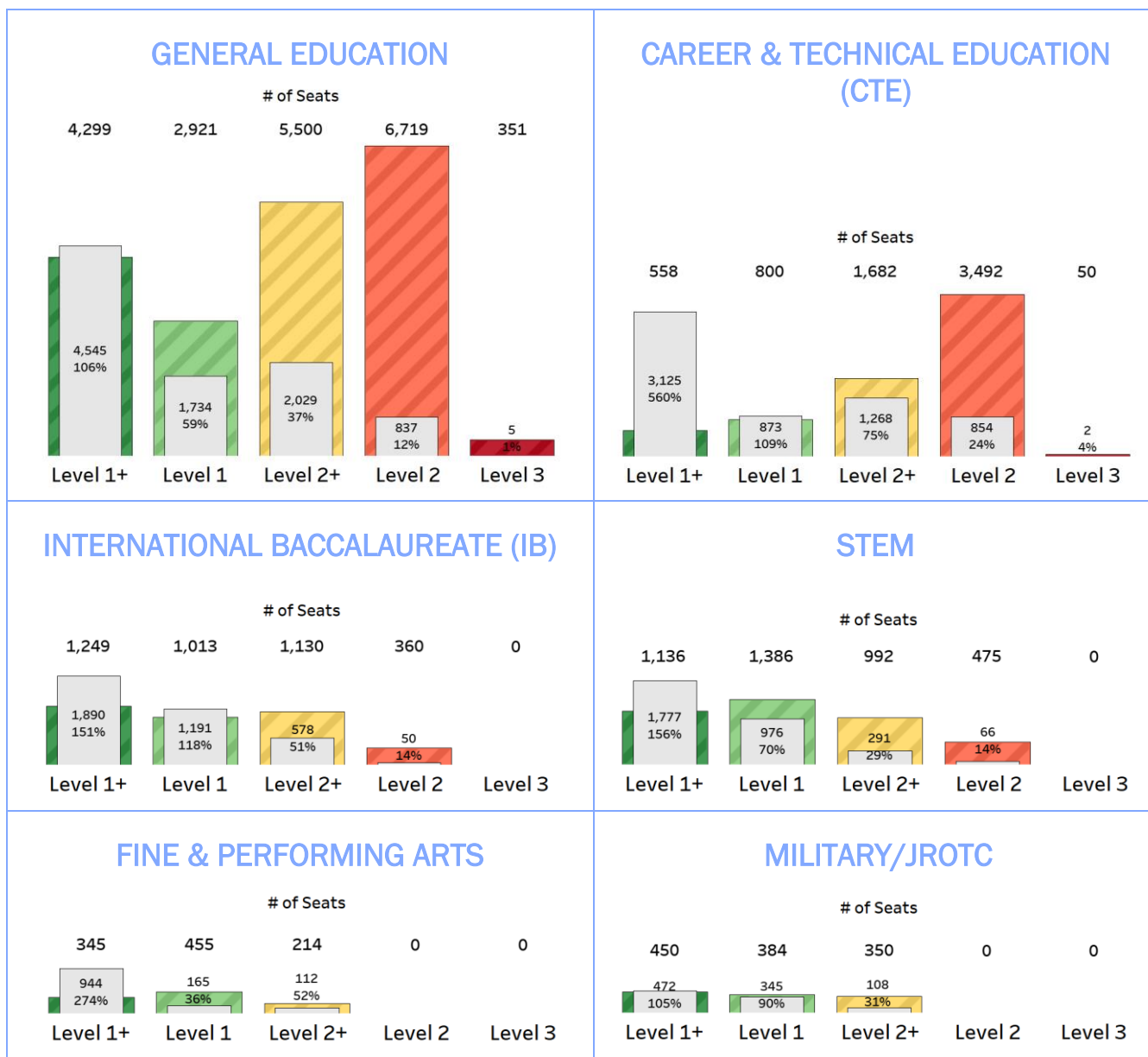
CTE: Building/Transportation includes Manufacturing and Engineering pathways. CTE: Other includes Agriculture & Horticulture, Personal Care Services, and Family & Consumer Services. Pre-Engineering, Pre-Law, and Health Sciences programs have admissions criteria.



HOW DOES STUDENT DEMAND COMPARE TO CURRENT PROGRAM SEATS?

In the 2017-18 school year, CPS launched a new high school application process, GoCPS, which created a single application and timeline for all high schools. Only high school programs that require an application for admissions are included. Applicants were asked to rank order the schools and programs on their application in order of preference. Students are guaranteed a seat in the general education program at their zoned/neighborhood high school and did not have to submit an application for that program. For more information about the GoCPS application process, visit <http://go.cps.edu>.

These graphs show high school program choices that were ranked #1 by applicants using the GoCPS application. These graphs compare the number of applications to different programs and the total number of program seats. Programs of all types in Level 1+ schools had the highest number of applications. For example, there were 4,545 applications to general education programs at Level 1+ schools, but only 4,299 program seats. Similarly, there were 3,125 applications to CTE programs at Level 1+ schools, but only 558 program seats.



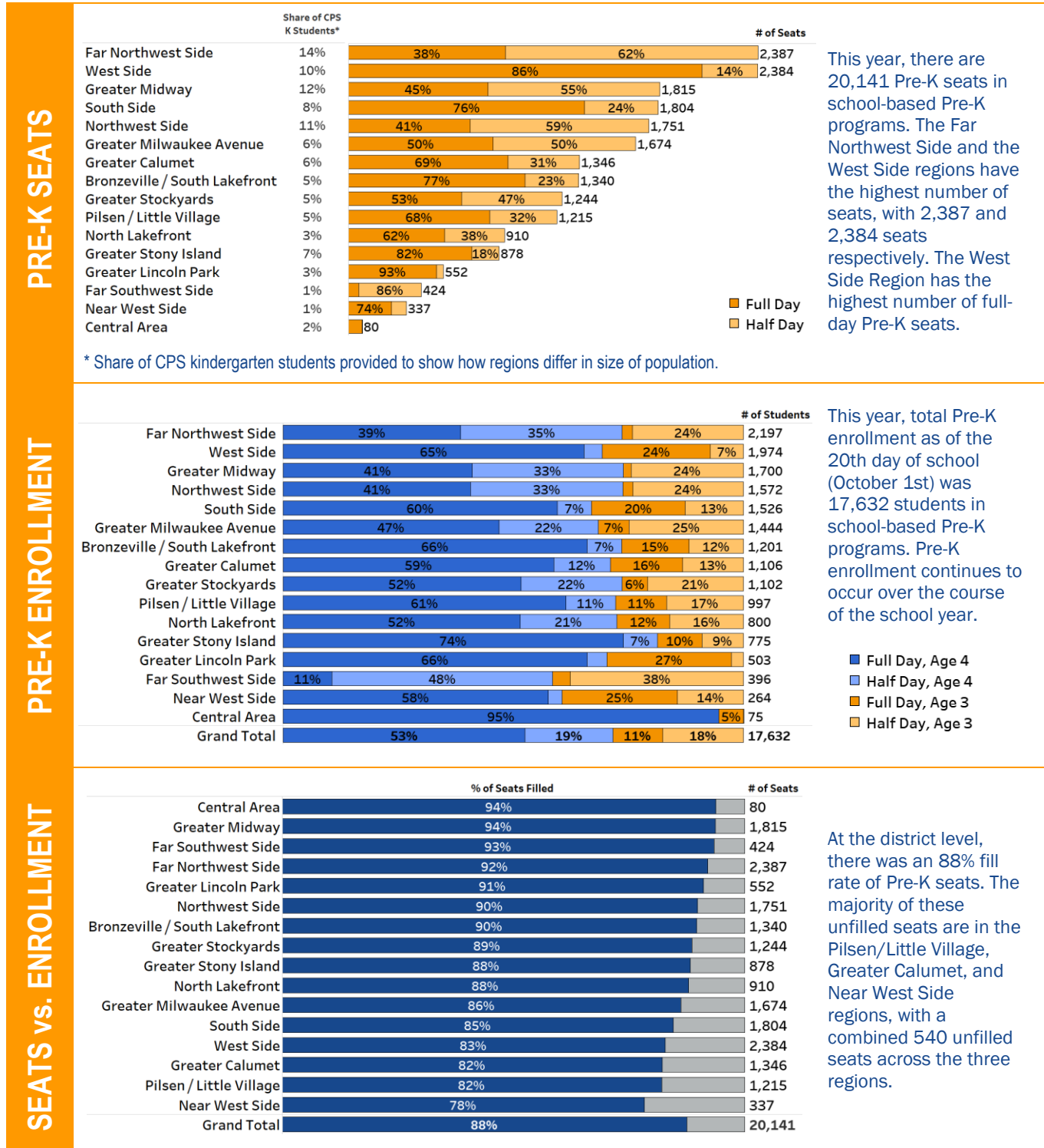
NOTE: This chart shows schools' SQRP Level for the 2017-2018 school year, the year in which these 8th grade students applied to high school.

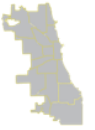




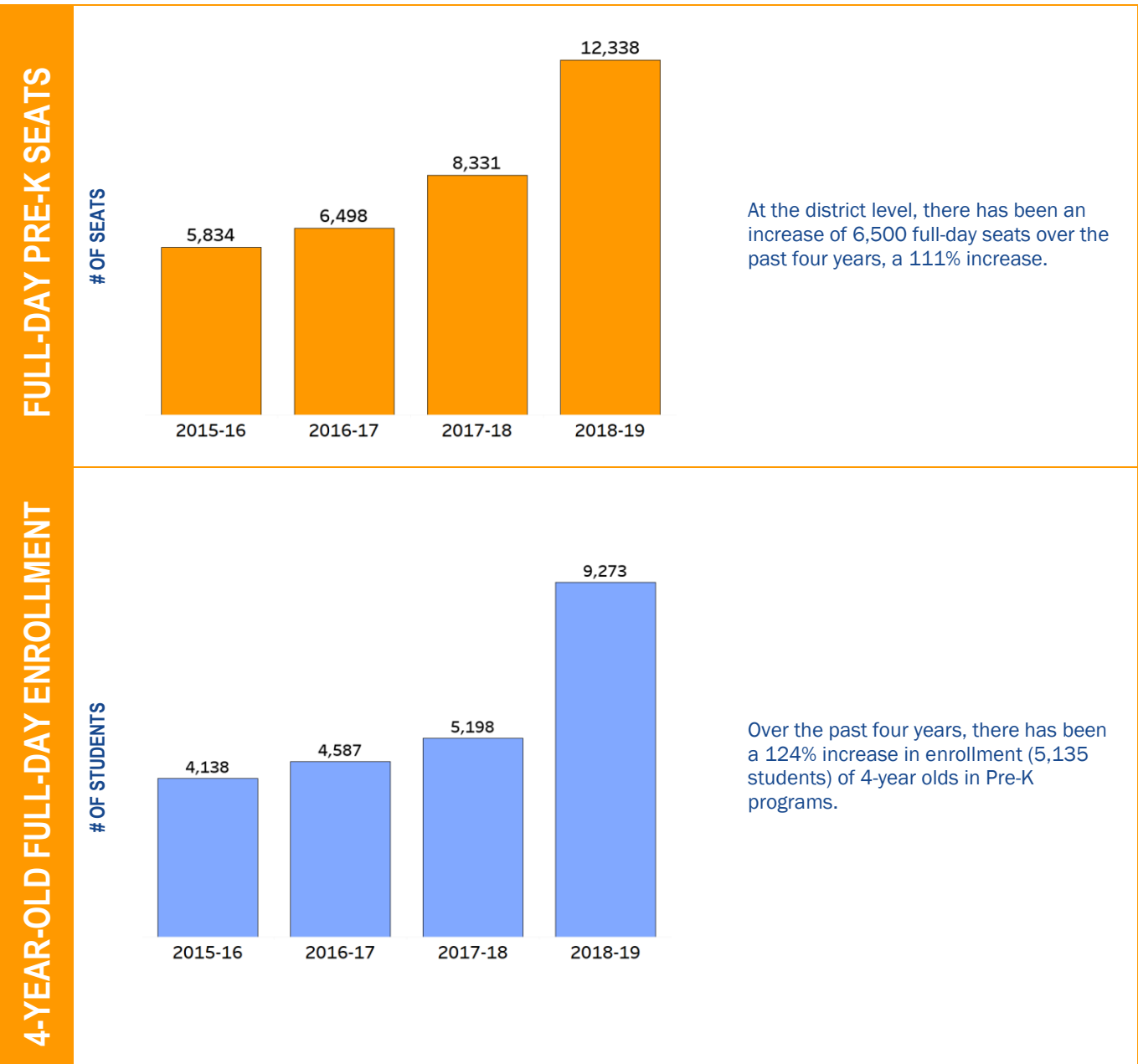
HOW MANY PRE-KINDERGARTEN SEATS ARE THERE FOR THE STUDENT POPULATION?

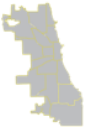
This section covers all pre-kindergarten students enrolled in school-based programs including general education, special education, tuition-based, Charter, and Montessori. It does not include community based programs. For more information about Pre-K programs, visit <https://cps.edu/readytolearn>.





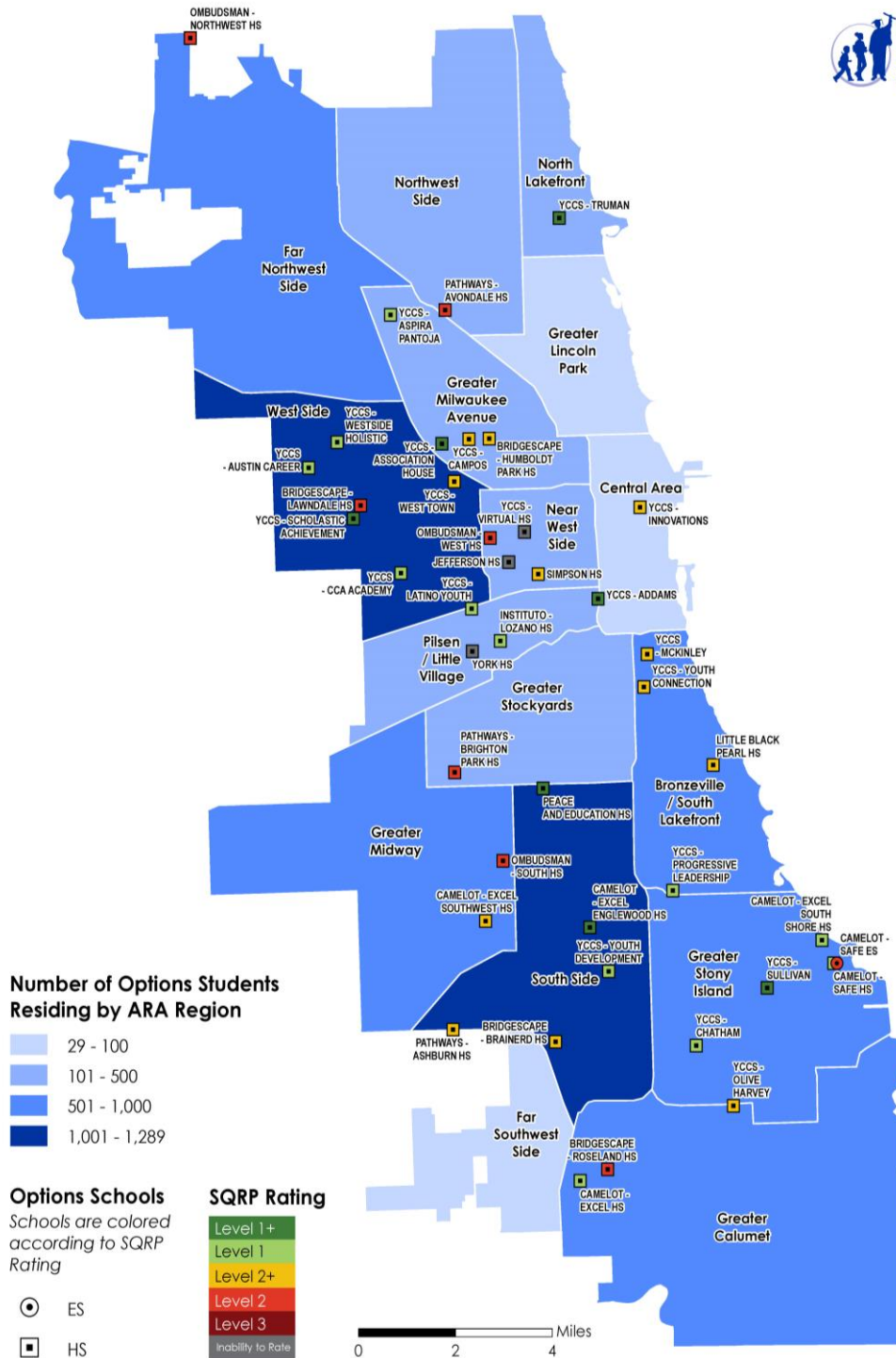
HOW MANY PRE-KINDERGARTEN SEATS ARE THERE FOR THE STUDENT POPULATION?





WHERE DO STUDENTS ENROLLED IN OPTIONS HIGH SCHOOLS RESIDE AND WHERE ARE OPTIONS SCHOOLS?

For more information about Options programs, visit https://cps.edu/About_CPS/Departments/Pages/EducationOptions.aspx

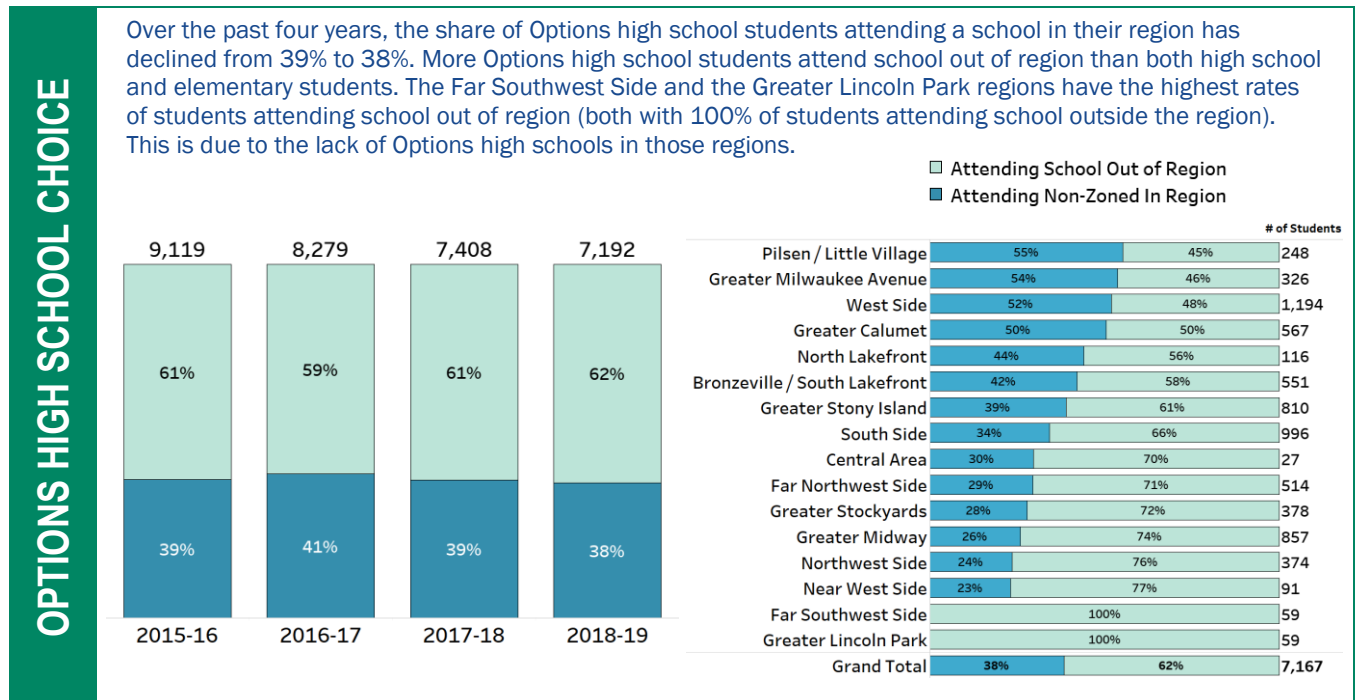


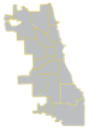


ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

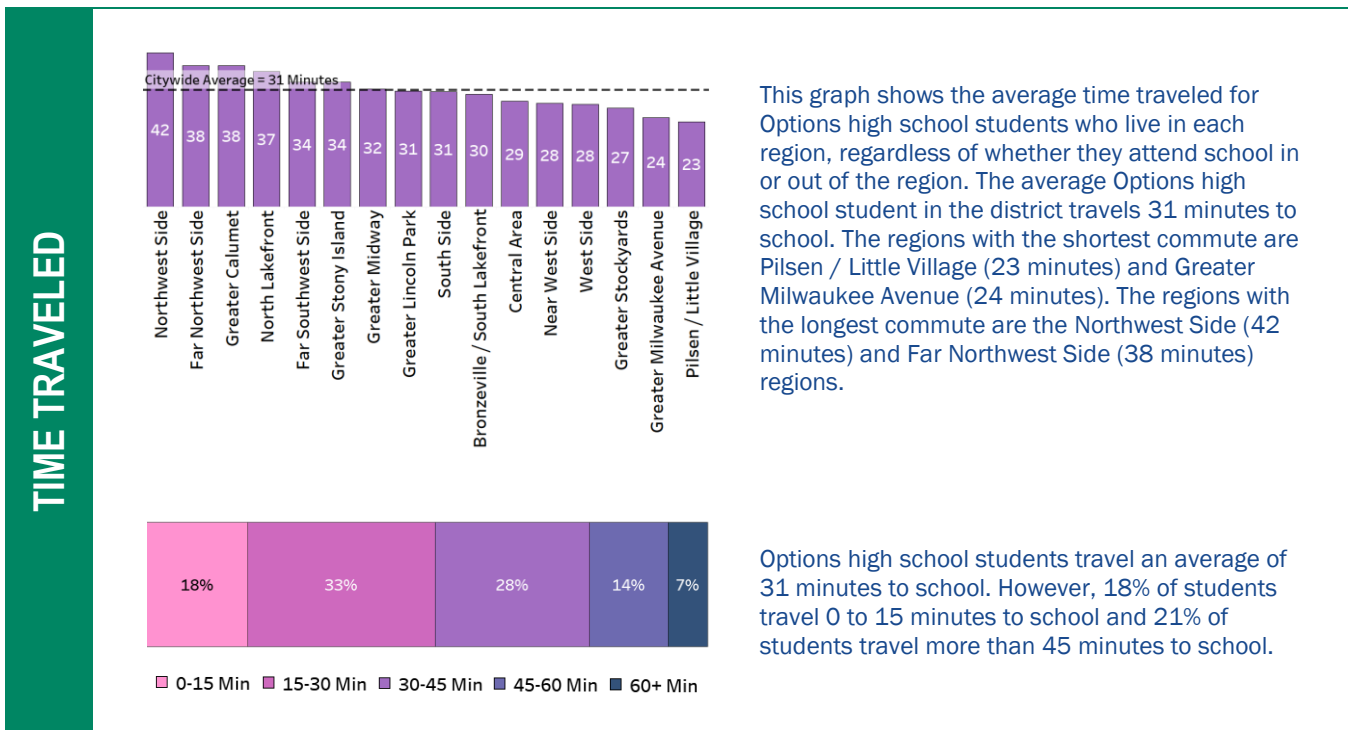
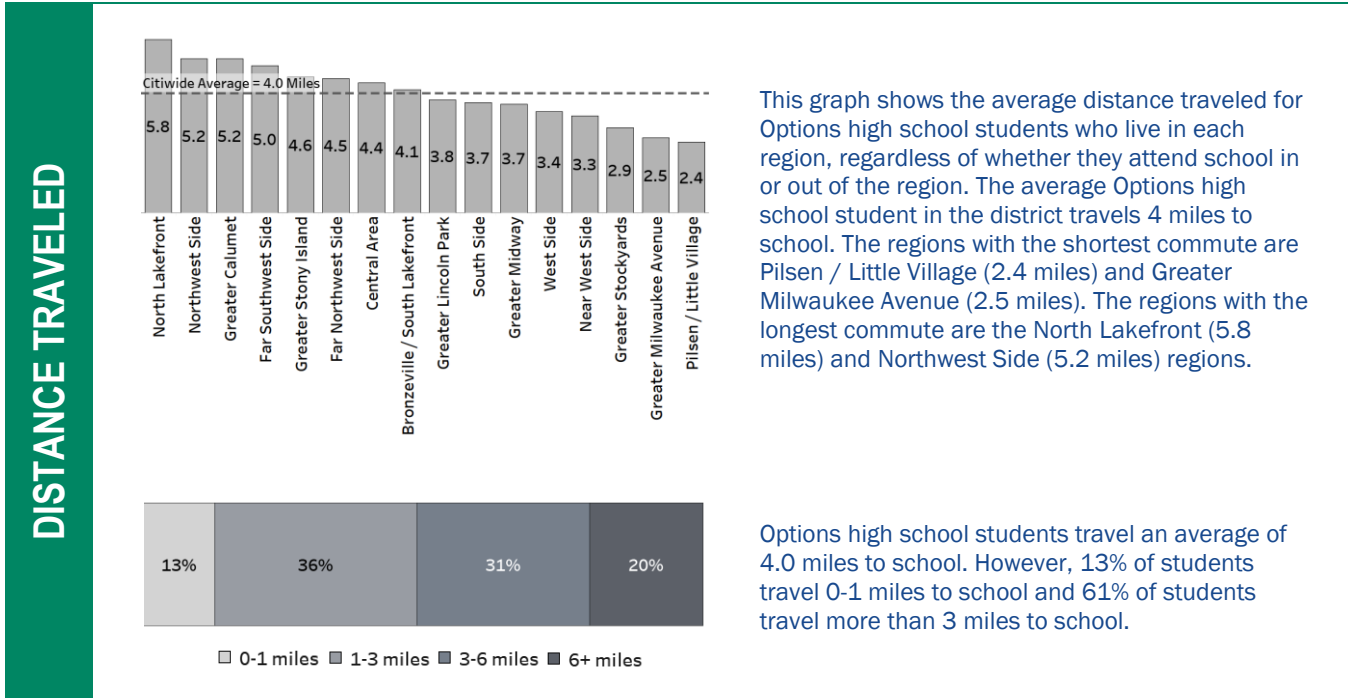
OPTIONS HIGH SCHOOL STUDENTS

Home Region	# of Options Students	% of HS Students In Options Schools
South Side	1,043	12%
Greater Stony Island	856	12%
West Side	1,285	12%
Bronzeville / South Lakefront	578	11%
Near West Side	107	11%
Greater Calumet	594	9%
Greater Stockyards	390	6%
Greater Midway	876	6%
Greater Milwaukee Avenue	336	6%
Far Southwest Side	61	5%
Pilsen / Little Village	256	5%
North Lakefront	125	4%
Far Northwest Side	527	4%
Northwest Side	387	4%
Greater Lincoln Park	61	3%
Central Area	28	2%





ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?



CPS POLICIES REFERENCED IN THIS REPORT

To build common understanding, this report references the following Chicago Public School policies outlined below.

School Quality Rating Policy (SQRP)

The School Quality Rating Policy (SQRP) is CPS' policy for measuring annual school performance. The ratings for the 2018-19 school year (based on 2017-18 data) are the fifth set of school ratings determined under SQRP. The SQRP is a five-tiered performance rating based on a broad range of indicators of success, including, but not limited to, student test score performance, student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. The metrics for elementary, traditional high schools and Options high schools are different, but the rating levels (Level 1+, 1, 2+, 2 and 3) are consistent across school types. For more information, visit www.cps.edu/sqrp.

Space Utilization Standards

CPS calculates seats based on the total number of instructional classrooms available in the main/permanent building. An elementary school building's ideal capacity (IC) is derived first by multiplying the total number of classrooms by 77%, rounding down to the nearest whole number, and then multiplying this product by 30. Each high school's maximum capacity is identified as a function of the total number of classroom spaces multiplied by 30. In 2018-19, an update to the CPS space utilization standards resulted in a reduction in the number of classrooms used in the calculation of ideal capacity of a school building. Special education cluster program classrooms, Pre-K classrooms, and small classrooms are no longer included in the number of seats. For more information, visit https://www.cps.edu/About_CPS/Policies_and_guidelines/Pages/facilitystandards.aspx

Zoned schools and applying to schools

Zoned schools have attendance boundaries. Every street address in the city of Chicago is assigned one attendance area (or neighborhood) elementary school and one neighborhood high school. To identify specific school boundaries, use the CPS School Locator, <https://cps.edu/ScriptLibrary/Map-SchoolLocator/index.html>. Students can attend their designated zoned school without having to submit an application. Students can apply to attend another zoned school that has available seats and admissions is determined by a lottery.

Selective enrollment elementary (regional gifted centers, classical, academic centers) and selective enrollment high schools have academic criteria for admissions. Magnet schools and magnet cluster programs specialize in one particular area, such as math/science, Montessori, or Humanities. Some are citywide and others have an attendance boundary, but they do not have admissions criteria.

In most cases, school bus transportation is provided to K-8 students attending elementary magnet schools who live more than 1.5 miles but less than 6 miles from the school. School bus transportation is provided to K-8 students attending selective enrollment elementary schools, within specified parameters.

School level admissions criteria referenced in this report are for students applying in the Fall of 2018. For more information about the school application process and admissions criteria, visit <http://go.cps.edu>. For descriptions of the program types, visit <https://cps.edu/Pages/AcademicProgramRFP.aspx>

Distance Traveled and Commute Time

Distance traveled and commute time are calculated based on the student's home address and the address of their school. Commute time was calculated using Google Maps travel time estimations using the shorter travel time between walking and public transit. The analysis takes into account school start times and chooses routes that minimize travel and wait time. Any wait time before a trip starts is not included, but wait times due to transfers are included.