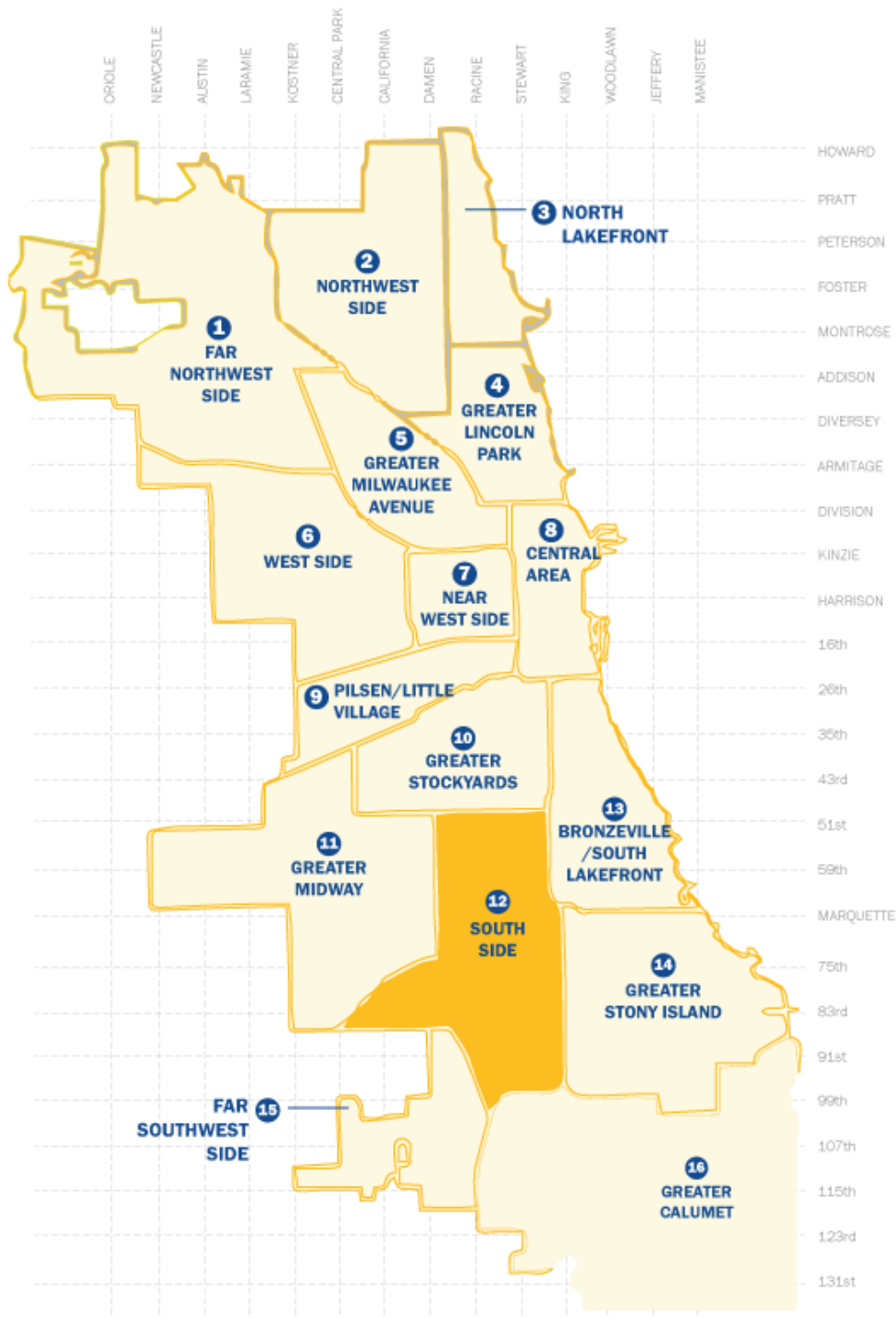




2018-19
ANNUAL REGIONAL ANALYSIS

SOUTH SIDE REGION

REFERENCE MAP



2018-19 Annual Regional Analysis

This document is part of Chicago Public Schools' Annual Regional Analysis.

To access the full document, district analysis, or additional regions, please visit: CPS.EDU.

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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, as well as 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?

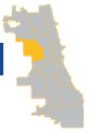
CHOICE

ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

(AN INDICATION OF THE AVAILABILITY OF ATTRACTIVE OPTIONS)

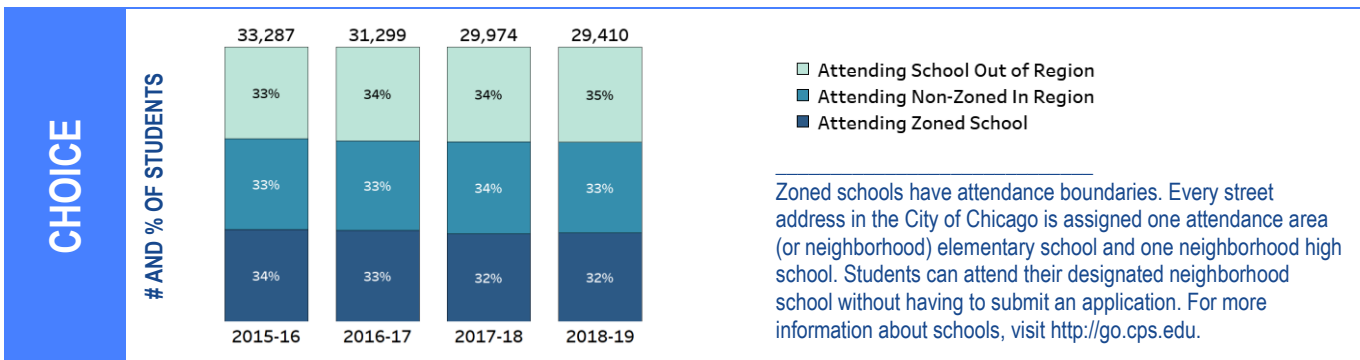
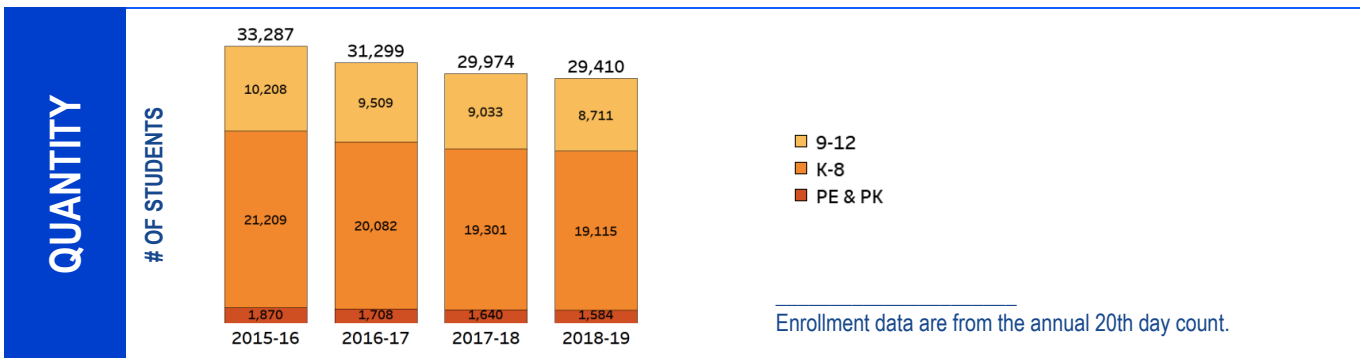
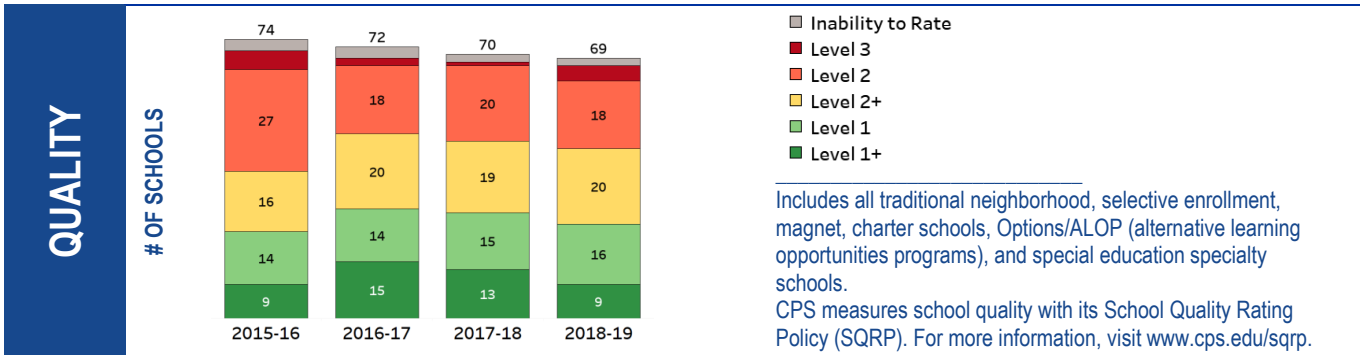
VARIETY

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



EXECUTIVE SUMMARY: 2018-19 SCHOOL YEAR

29,410 STUDENTS IN REGION | 69 SCHOOLS | 13% HISPANIC | 86% AFRICAN AMERICAN | 0% WHITE | 0% ASIAN



- VARIETY**
- ELEMENTARY**

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

HIGH SCHOOL

 - Career & Technical Education (CTE)
 - International Baccalaureate (IB)
 - JROTC (Junior Reserve Officer Training Corps)
 - Personalized Learning
 - Selective Enrollment
- For more information about programs, visit <http://go.cps.edu>.



KEY FINDINGS

QUALITY

- There are 69 schools, 25 of which are Level 1+/1, 20 are Level 2+, 18 are Level 2, 4 are Level 3, and 2 are Inability to Rate.
- 43% of elementary students who live in the region attend a Level 1+/1 school, 33% of high school students attend a Level 1+/1 high school, and 52% of Options high school students attend a Level 1+/1 school.
- There are more than 4,451 unfilled Level 1+/1 elementary seats and 333 unfilled Level 1+/1 high school seats.
- 97% of Level 1+/1 elementary seats have no admissions criteria and 3% are in schools with schoolwide admissions criteria. Of Level 1+/1 high school seats, 41% have no admissions criteria and 59% have schoolwide admissions criteria.

QUANTITY

- The student population in the region is 29,410, which has dropped by 11.6% (approximately 3,900 students) since the 2015-16 school year. This is greater than the decline in the total CPS student enrollment of 7.9%.
- Enrollment in schools in the region has dropped even more (approximately 4,300 students or 13.7%).
- There are approximately 19,000 more seats than students enrolled in the region.

CHOICE

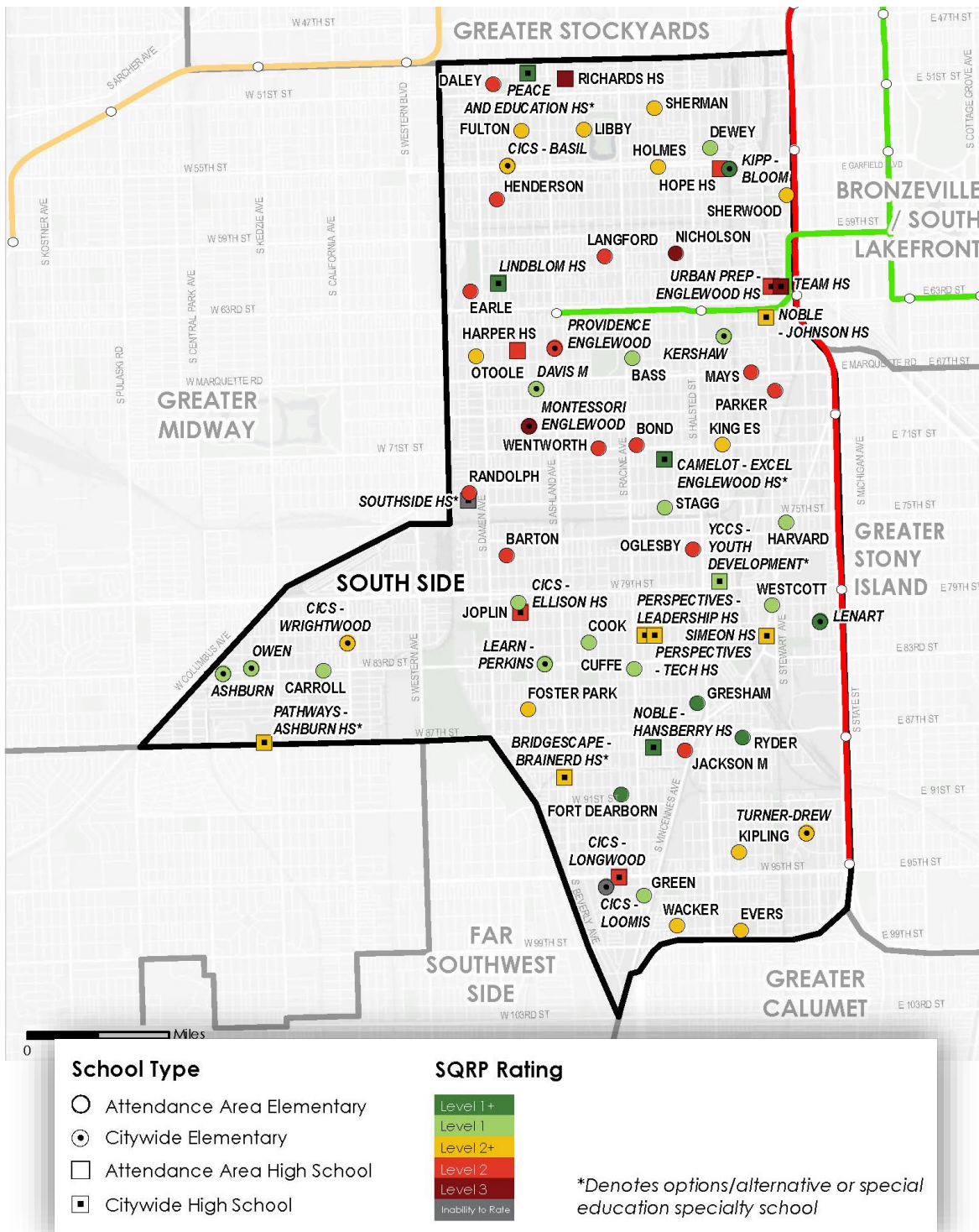
- 32% of students in this region attend their zoned school, 33% of students attend a non-zoned school in the region, and 35% of students attend a non-zoned school out of the region.
- 31% elementary students in the region who do not attend their zoned school travel less than one mile and 35% travel for less than 15 minutes. 57% of high school students in the region who do not attend their zoned school travel more than three miles and 25% travel for more than 45 minutes.

VARIETY

- The region has high density of elementary Personalized Learning program seats. There are some Science Technology Engineering & Math (STEM), International Baccalaureate (IB), Academic Center, Regional Gifted Center/Classical, Fine & Performing Arts, and World Language programs. The region does not have Dual Language elementary programs.
- For high school students, there is high density of Personalized Learning program seats. There are some Selective Enrollment, IB, JROTC (Junior Reserve Officer Training Corps), and Career & Technical Education (CTE) programs. There are no Fine & Performing Arts or Early College STEM programs for high school students in the region.



MAP



The South Side region is generally bounded by West 49th Street, the Dan Ryan Expressway, West 87th Street, and South Western Avenue. It is home to 141,000 residents and is served by nine transit stops.

Source: City of Chicago, Neighborhoods Now, <https://www.cityofchicago.org/city/en/depts/dcd/cnn.html>

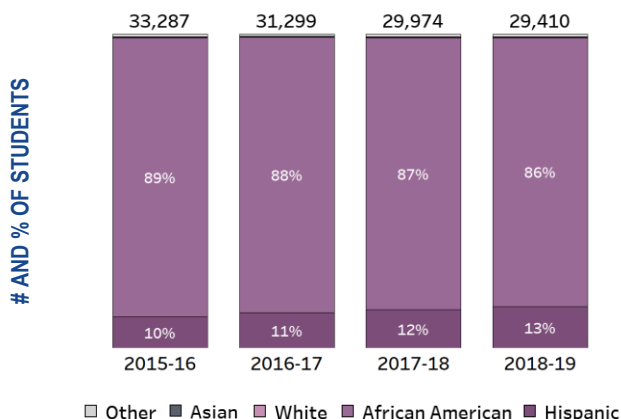


DEMOGRAPHIC COMPOSITION

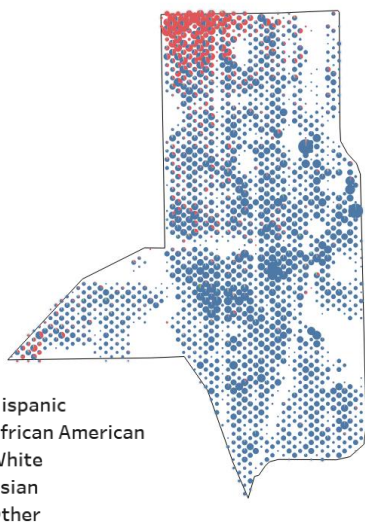
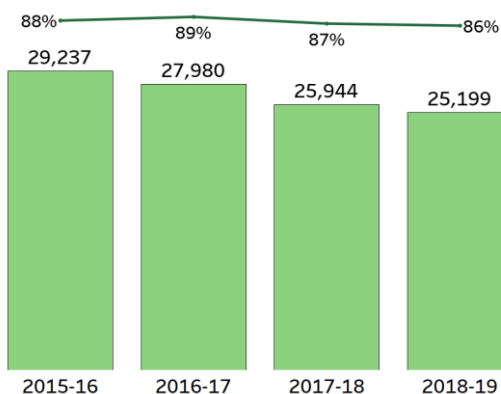
The South Side region has become less African American and more Hispanic

The racial/ethnic composition of the South Side student population is majority African American, although in the past four years the share of African American students has dropped from 89% to 86% as the percentage of Hispanic students has risen from 10% to 13%. The percentage of students qualified for Free and Reduced Lunch (FRL) has dropped from 88% to 86% in the past four years. The percentage of qualified students for FRL in the region remains higher than the district average of 77%.

RACIAL/ETHNIC COMPOSITION

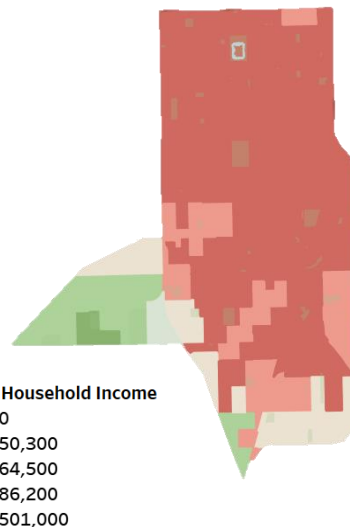


FREE AND REDUCED LUNCH RATES



Students in the northwestern part of the South Side region are mainly Hispanic, with African American students making up the majority of the entire region.

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 South Side region is primarily made up of low-income neighborhoods. The southwestern part of the region is the higher-income Ashburn area.

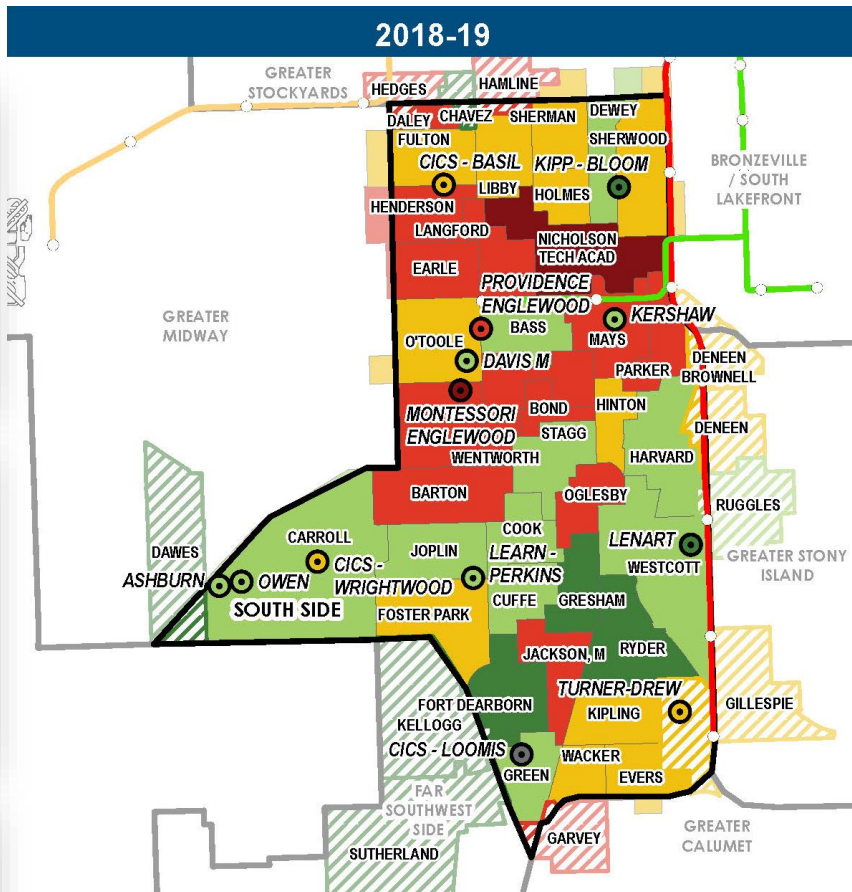
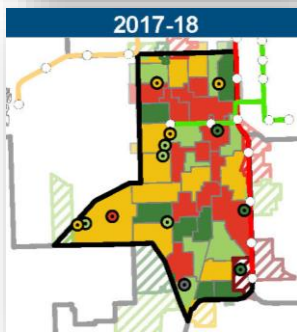
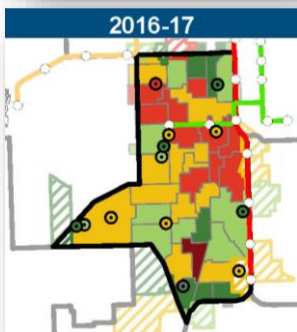
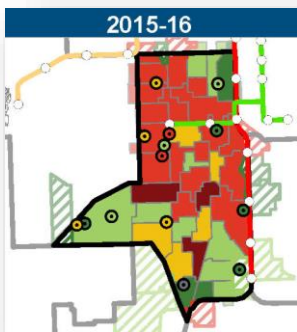


HOW MANY LEVEL 1+/1 SEATS ARE THERE?

There are 50 elementary schools in the South Side region, including 5 Level 1+ schools, 15 Level 1 schools, 14 Level 2+ schools, 13 Level 2 schools, 2 Level 3 schools, and 1 Inability to Rate school.

There are 37 zoned elementary schools in this region. 39% of elementary students residing in this region live in the attendance boundaries of Level 1+/1 schools.

HISTORY



School Type

- Elementary Attendance Area** (School location INSIDE region)
- Elementary Attendance Area*** (School location OUTSIDE region)
- Citywide Elementary School

SQRP Rating

- Level 1+
- Level 1
- Level 2+
- Level 2
- Level 3
- Inability to Rate

*Denotes options/alternative or special education specialty school
 **Attendance areas serving middle school grades are designated by a hollow outline and labeled with the applicable grades, e.g., NORTHWEST (6-8).
 ***Attendance areas with a diagonal line fill represent those where the main school location is outside of the region.

ELEMENTARY

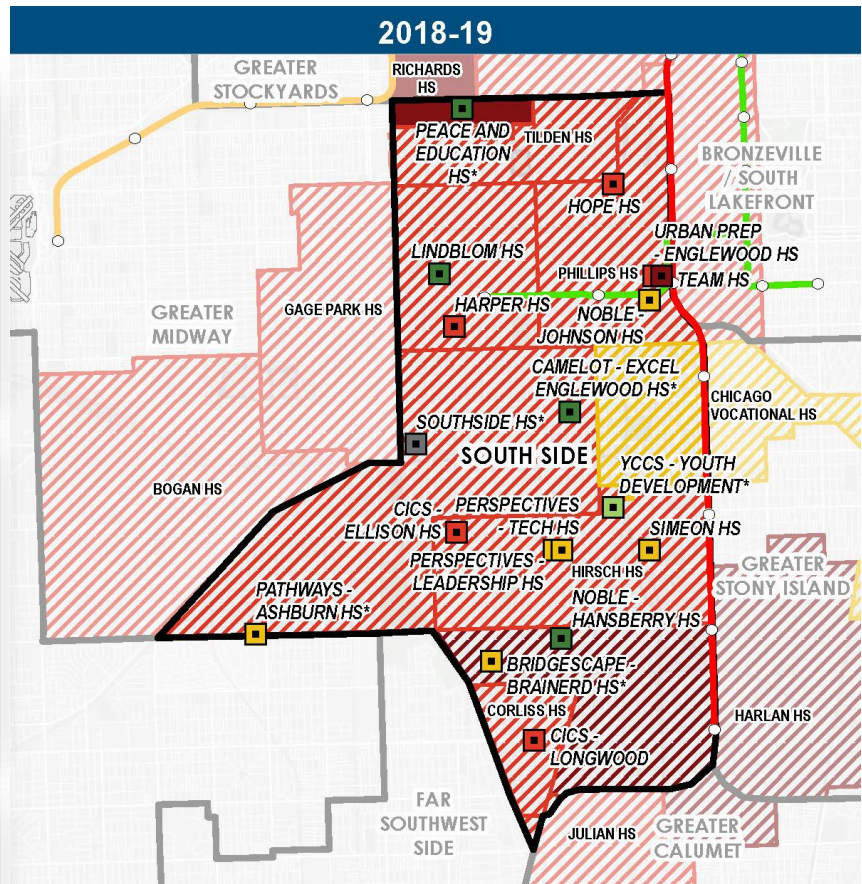
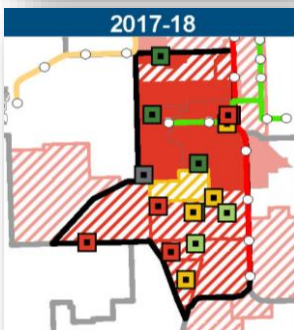
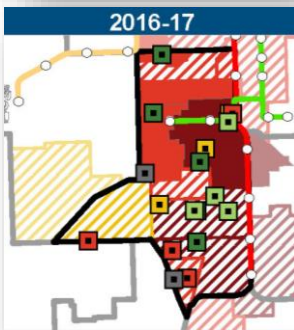
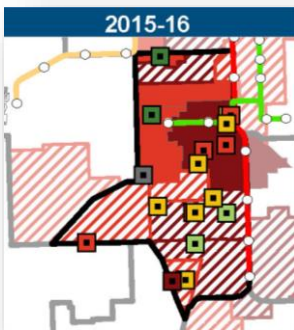


HOW MANY LEVEL 1+/1 SEATS ARE THERE?




There are 14 high schools in the South Side region; 2 are Level 1+/1, 4 are Level 2+, 5 are Level 2, 2 are Level 3, and 1 is Inability to Rate. In addition, there are 5 Options high schools, 3 of which are Level 1+/1 and 2 are Level 2+.

There is 1 zoned high school in this region, 1 new zoned school opening in the 2019-20 school year, and 2 zoned schools that are phasing out. There are no high school students residing in this region who live in the attendance boundaries of Level 1+/1 schools.

HISTORY



School Type

-  High School Attendance Area (School location INSIDE region)
-  High School Attendance Area** (School location OUTSIDE region)
-  Citywide High School

SQRP Rating

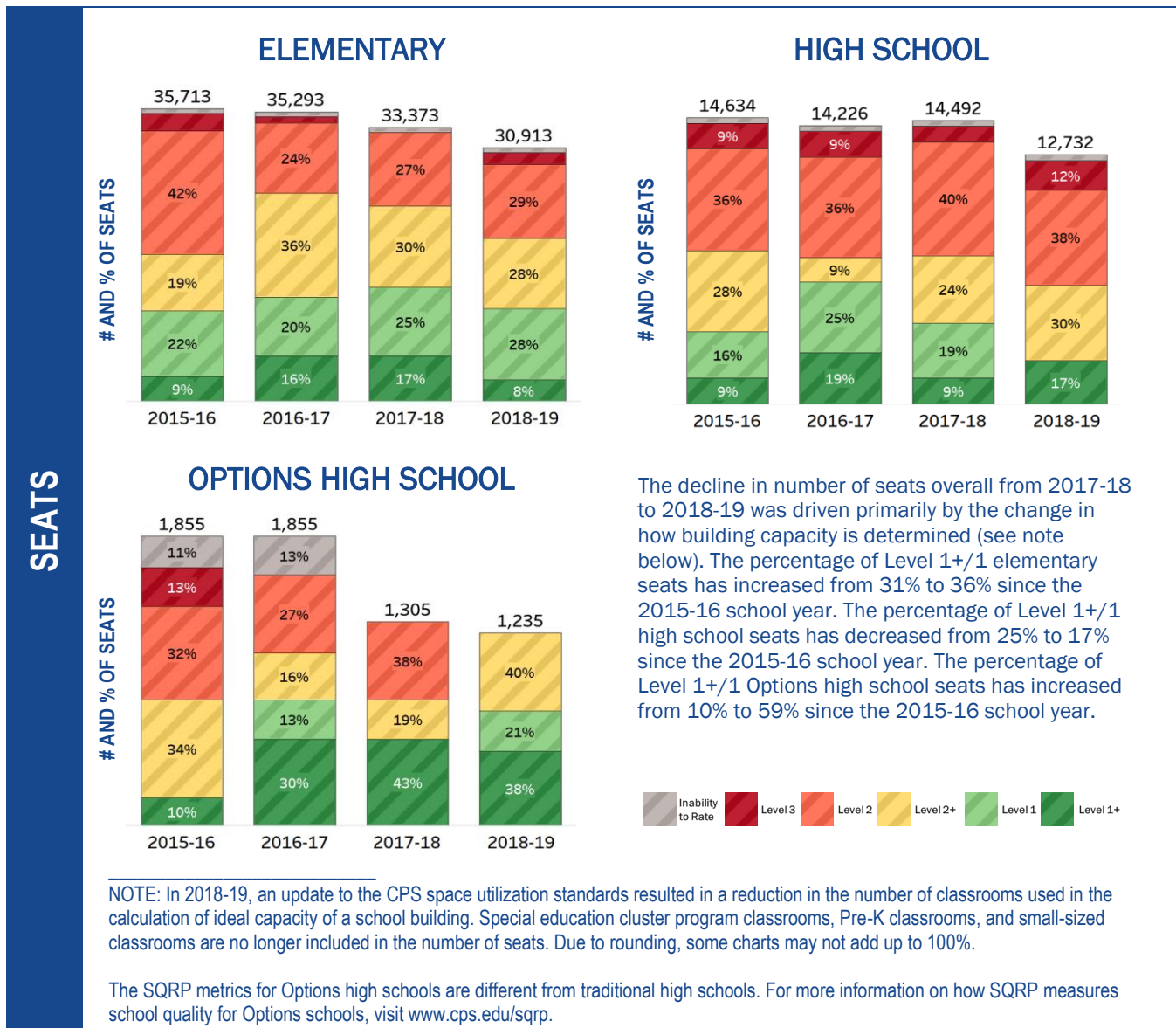
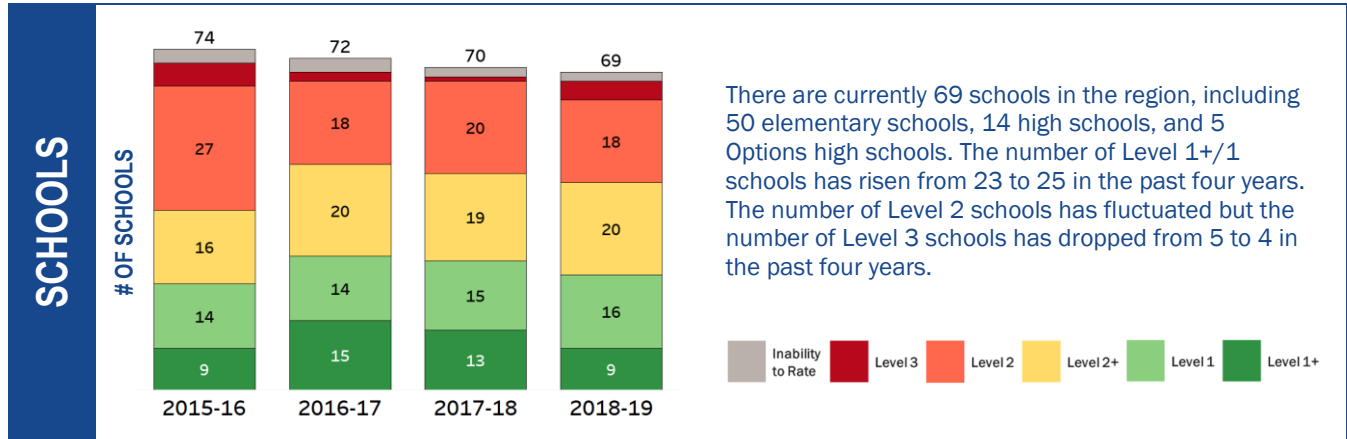
-  Level 1+
-  Level 1
-  Level 2+
-  Level 2
-  Level 3
-  Inability to Rate

*Denotes options/alternative or special education specialty school
 **Attendance areas with a diagonal line fill represent those where the main school location is outside of the region

HIGH SCHOOL



HOW MANY LEVEL 1+/1 SEATS ARE THERE?

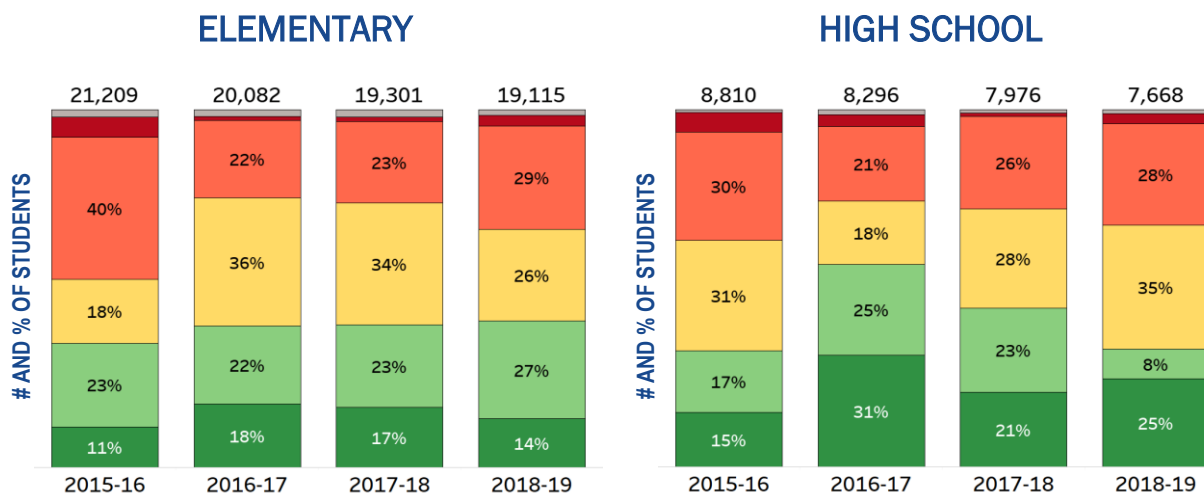




HOW MANY STUDENTS ARE ENROLLED IN LEVEL 1+/1 SCHOOLS?

ENROLLMENT BY SCHOOL

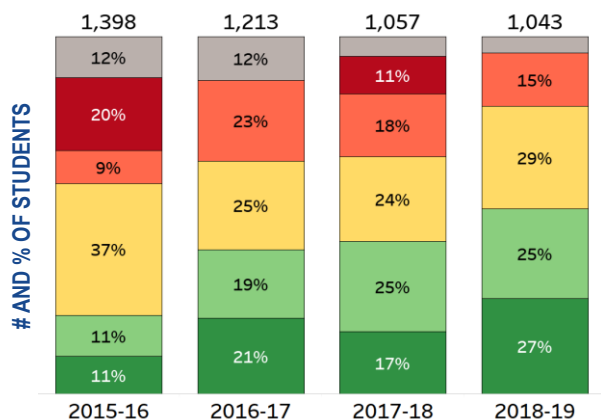
Students who reside in region, including those who attend school out of region



The percentage of elementary students attending Level 1+/1 schools has increased from 34% to 41% since the 2015-16 school year. The percentage attending Level 2 schools has decreased from 40% to 29% in the past four years.

In the 2018-19 school year, 33% of 9th-12th grade students are attending a Level 1+/1 school, up from 32% during the 2015-16 school year. The percentage of students who attend a Level 2 school has dropped from 30% to 28% in four years.

OPTIONS HIGH SCHOOL



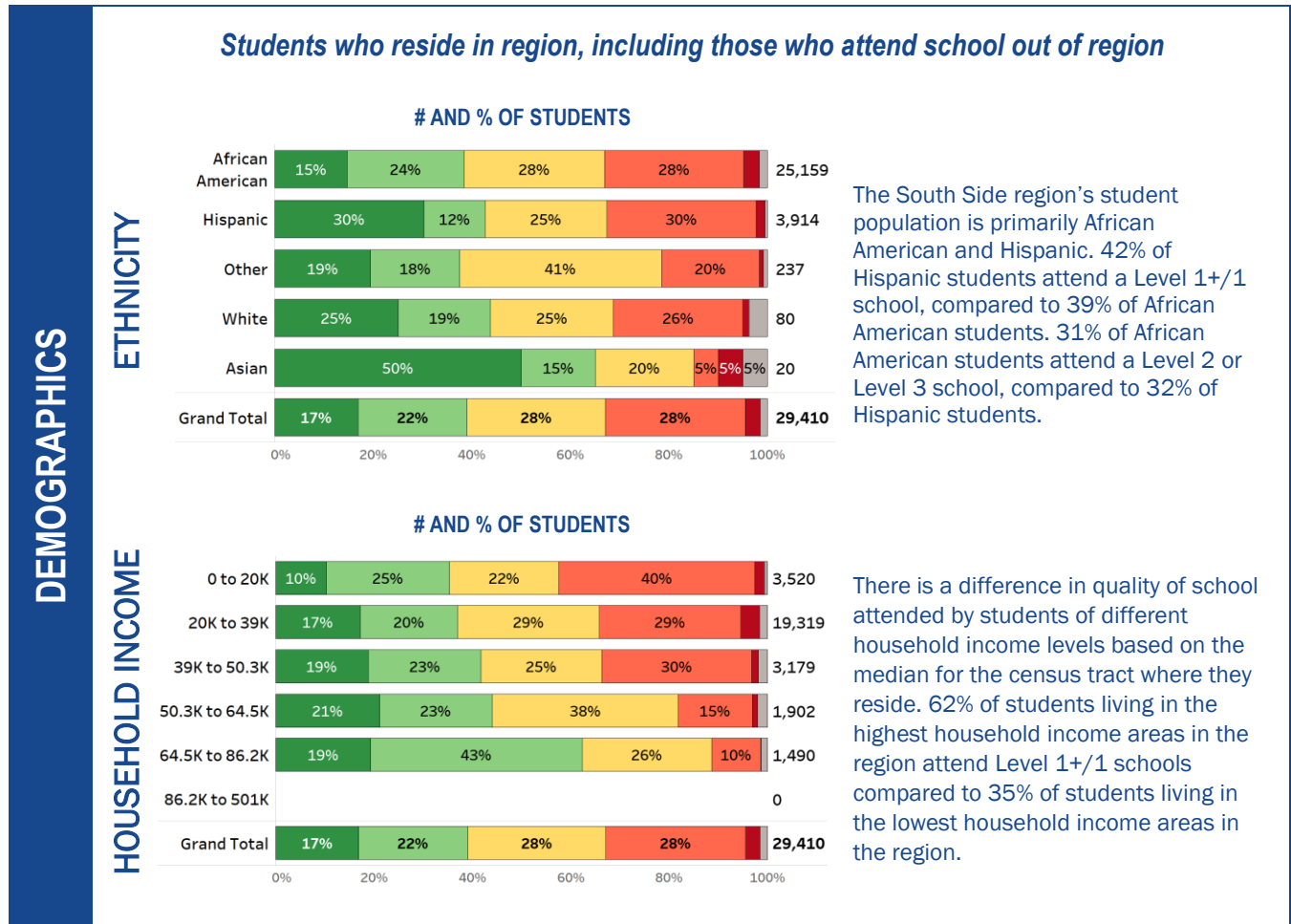
In the past four years, there has been a decrease in enrollment in Options high schools. However, since the 2015-16 school year, the percentage of students enrolled in Level 1+/1 schools has decreased from 22% to 52%.

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





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

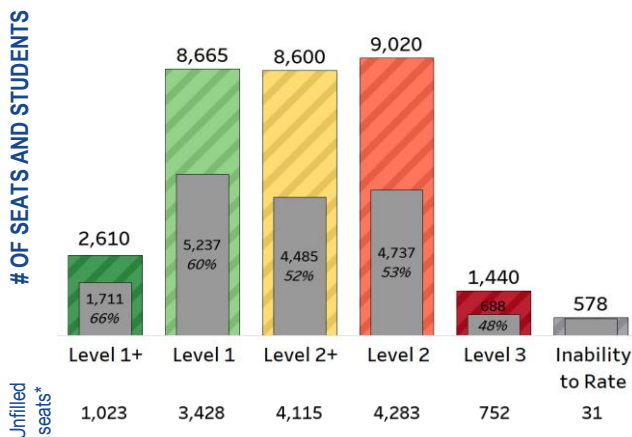




DO STUDENTS HAVE ACCESS TO LEVEL 1+/1 SEATS?

ELEMENTARY

SEATS vs. ENROLLMENT

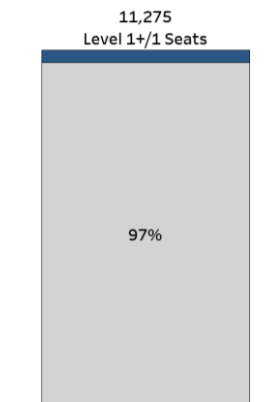


There are 6,948 students enrolled in Level 1+/1 schools in the region. There are 4,485 students enrolled in Level 2+ schools, 4,737 students enrolled in Level 2 schools, and 688 students enrolled in Level 3 schools. There are 4,451 unfilled Level 1+/1 elementary seats in the region.

NOTE: Enrollment in these charts includes all students who attend schools in the region regardless of where they reside. Admissions criteria refer to test scores, grades, attendance, or other requirements for admissions. Due to rounding, some charts may not add up to 100%.

* The bar graph includes overcrowded schools. The unfilled seat numbers remove those schools from the calculation.

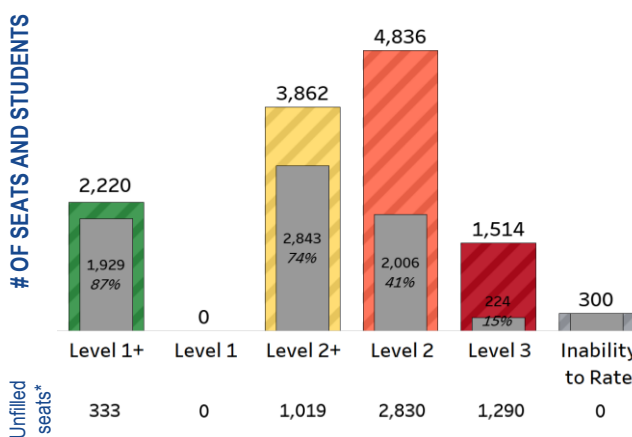
ADMISSION TYPE OF LEVEL 1+/1 SCHOOLS



Of all Level 1+/1 elementary seats in the region, 97% are in schools with no admissions criteria and 3% are in schools with schoolwide admissions criteria. 97% of the 4,451 unfilled Level 1+/1 elementary school seats are in schools that have no admissions criteria.

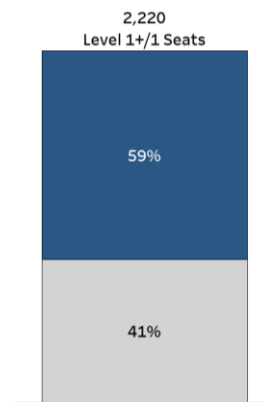
HIGH SCHOOL

SEATS vs. ENROLLMENT

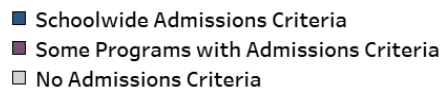


There are 1,929 students enrolled in Level 1+ schools in the region. There are 2,843 students enrolled in Level 2+ schools, 2,006 students enrolled in Level 2 schools, and 224 students enrolled in Level 3 schools. There are 333 unfilled Level 1+ high school seats in the region.

ADMISSION TYPE OF LEVEL 1+/1 SCHOOLS

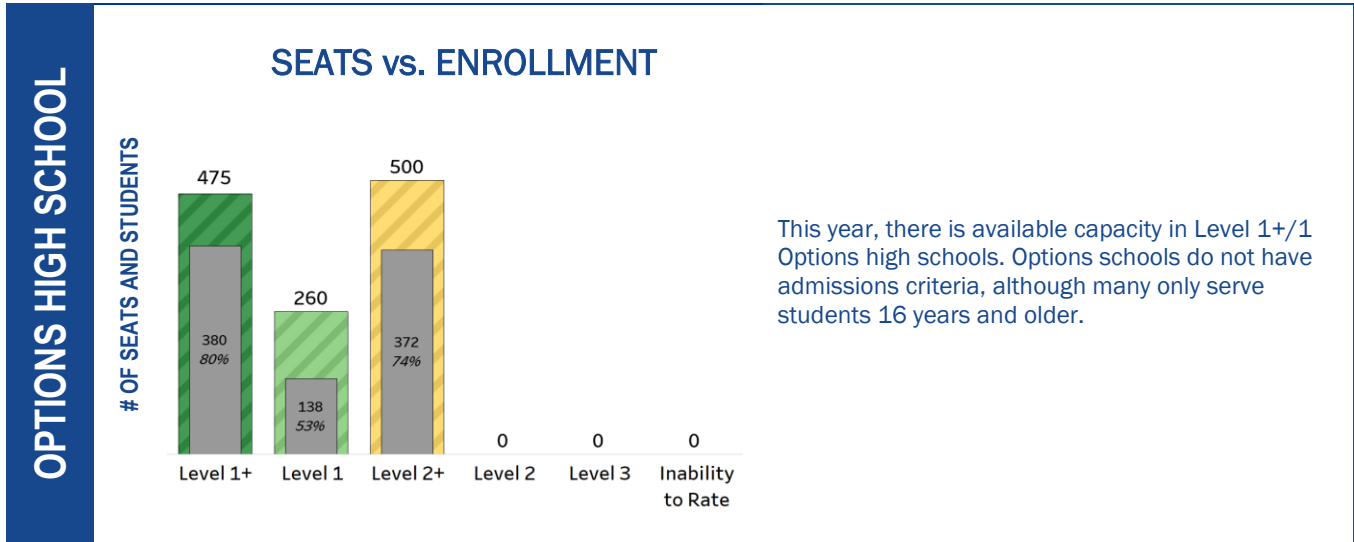


Of all Level 1+/1 high school seats in the region, 59% are in schools with schoolwide admissions criteria and 41% are in schools with no admissions criteria. 100% of the 333 unfilled Level 1+ high school seats are in schools that have no admissions criteria.



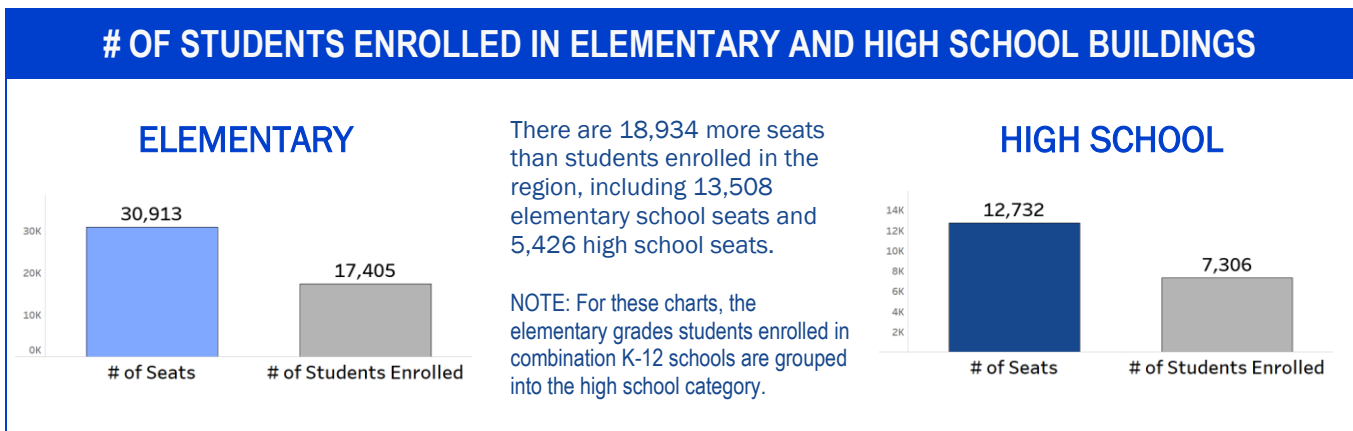
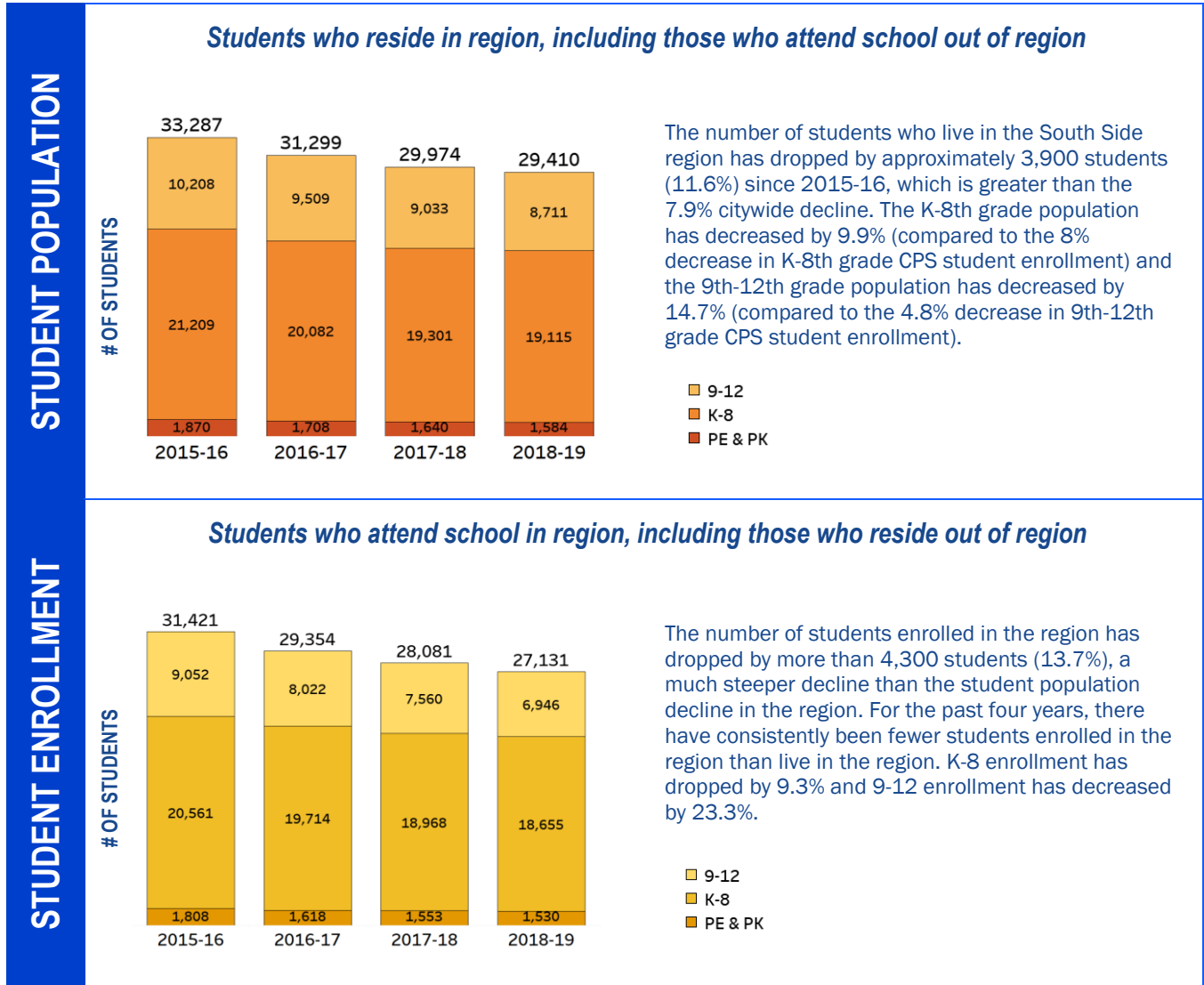


DO STUDENTS HAVE ACCESS TO LEVEL 1+/1 SEATS?





HOW MANY SEATS ARE THERE FOR THE STUDENT POPULATION?

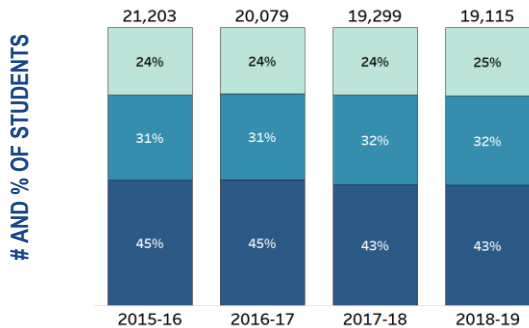




ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

ELEMENTARY SCHOOL 1

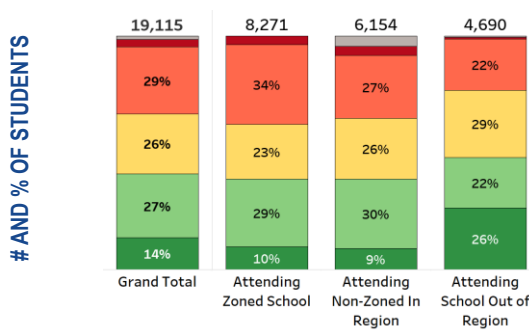
SCHOOL CHOICE OVER TIME



School choice is currently defined as attending a school that is not a student's zoned school. Over the past four years in this region, elementary students attending a non-zoned school (in or out of region) has risen from 55% to 57%. In the same time frame, students attending their zoned school has declined from 45% to 43%.

- Attending School Out of Region
- Attending Non-Zoned In Region
- Attending Zoned School

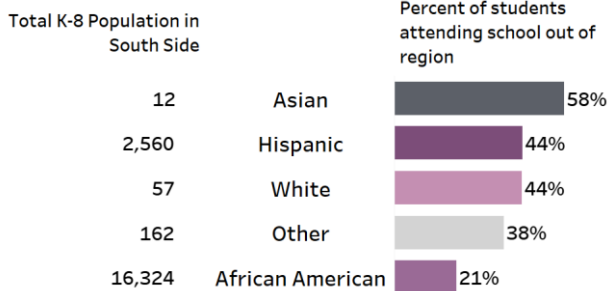
SCHOOL QUALITY AND CHOICE



Of the elementary students residing in the South Side region, 41% attend a Level 1+/1 school. 39% of students who attend their zoned school go to a Level 1+/1 school; for students who attend a non-zoned school in the South Side region, that number is also 39%; and for students who leave the region, that number is 48%.

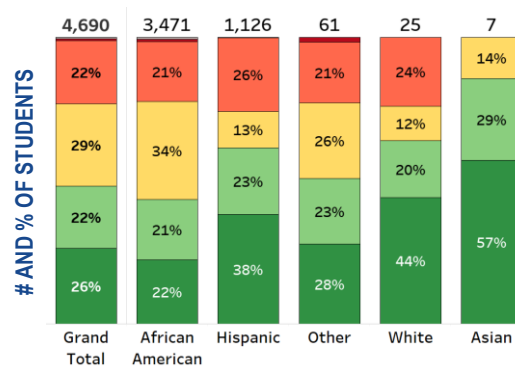
- Inability to Rate
- Level 3
- Level 2
- Level 2+
- Level 1
- Level 1+

STUDENTS WHO ATTEND SCHOOL OUT OF REGION BY ETHNICITY



Of the 4,690 students who attend school out of the region, most are African American and Hispanic. African American students, however, attend a school out of region at a much lower rate than other ethnicities.

SCHOOL QUALITY OF STUDENTS WHO ATTEND SCHOOL OUT OF REGION BY ETHNICITY



Hispanic students who attend school out of the region attend Level 1+/1 schools at a higher rate than African American students – 61% compared to 43% – but not at as high a rate as other ethnicities.

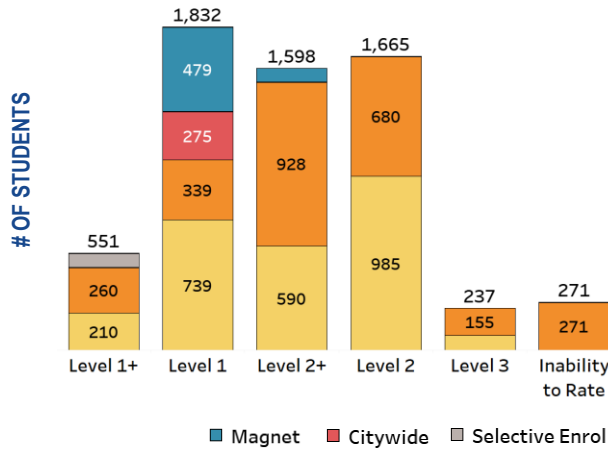
¹ Only kindergarten through 8th grade students are included in school choice calculations, as pre-kindergartners are not zoned to a school.



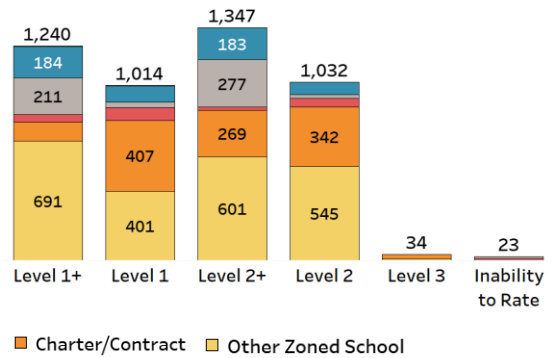
ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

ELEMENTARY SCHOOL

STUDENTS WHO ATTEND NON-ZONED SCHOOL IN REGION



STUDENTS WHO ATTEND NON-ZONED SCHOOL OUT OF REGION

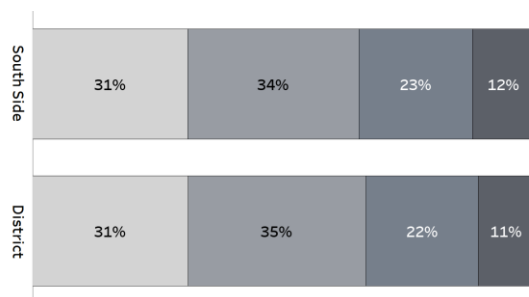


32% of elementary students attend a school in their region that is not their zoned school. The majority of these students attend a Level 1 or a Level 2+/2 school. Overall, most students attend Charter/Contract schools or another zoned school in the region.

25% of elementary students attend a school outside of their region that is not their zoned school. These students are spread evenly between Level 1+/1 and Level 2+/2 schools. Overall, most students attend Charter/Contract schools or another zoned school outside the region.

57% of elementary students do not attend their zoned school. Of those students, 31% stay within one mile of their home and 35% travel more than three miles. The majority - 66% of students - travel for less than 30 minutes.

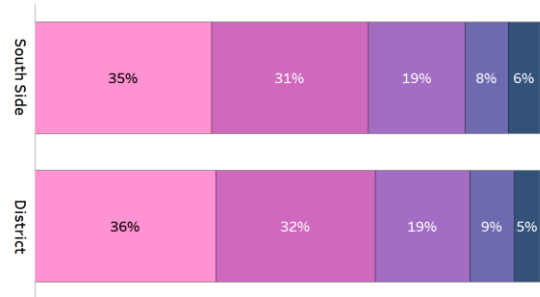
DISTANCE TRAVELED TO SCHOOL IF NOT ATTENDING ZONED SCHOOL



Region average: 2.9 mi. District average*: 2.9 mi.

0-1 miles 1-3 miles 3-6 miles 6+ miles

TIME TRAVELED TO SCHOOL IF NOT ATTENDING ZONED SCHOOL



Region average: 26 min. District average*: 25 min.

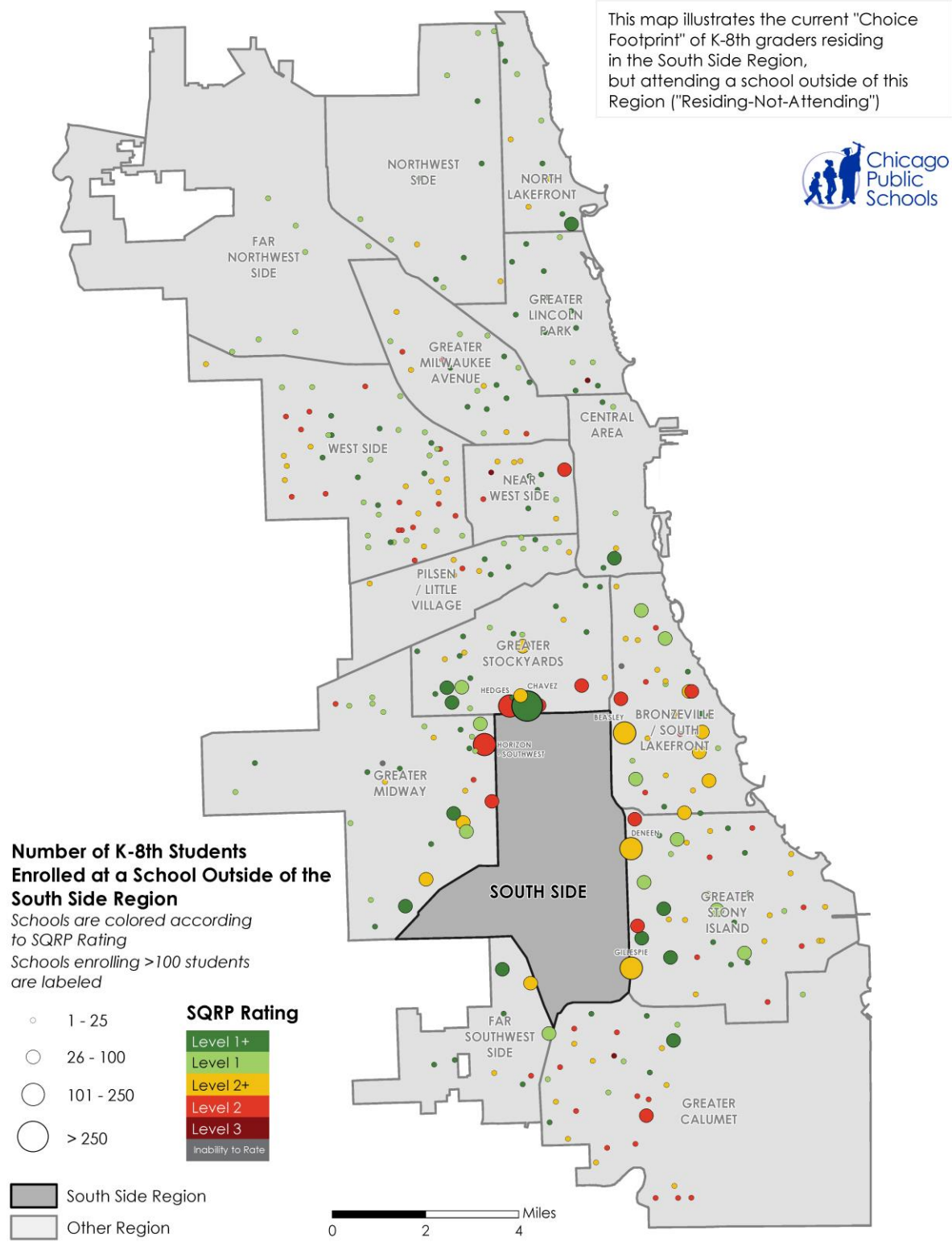
0-15 Min 15-30 Min 30-45 Min 45-60 Min 60+ Min

*NOTE: Average distances and commute times for students residing in the region and districtwide do not include students attending their zoned school. Averages for all students is in the District section of this report. Due to rounding, some charts may not add up to 100%.



SOUTH SIDE: OUT OF REGION "CHOICE FOOTPRINT" (K-8TH)

This map illustrates the current "Choice Footprint" of K-8th graders residing in the South Side Region, but attending a school outside of this Region ("Residing-Not-Attending")

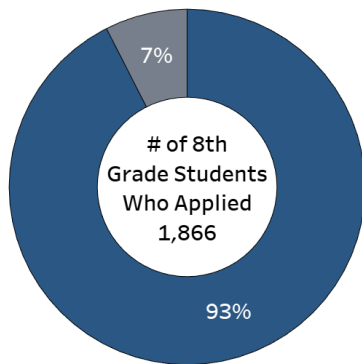




ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

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>.

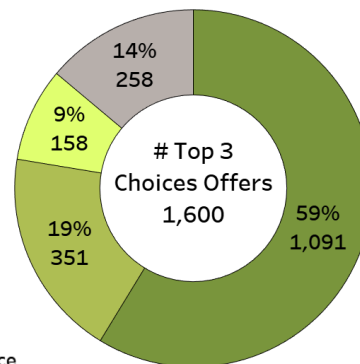
% OF 8TH GRADE STUDENTS WHO APPLIED TO HIGH SCHOOL



- Applied
- Did Not Apply

In the South Side region, 1,866 8th grade students applied to a variety of high school programs in Rounds 1 and 2 of the GoCPS application process.

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



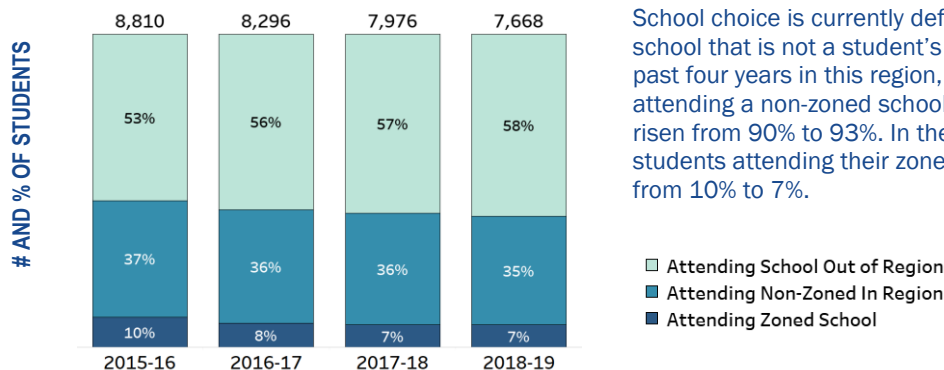
- 1st Choice
- 2nd Choice
- 3rd Choice
- 4th or Lower Choice

Of the 8th grade students who applied in Round 1, 86% received an offer to one of their top 3 choices of high school programs. This figure does not include selective enrollment high schools.

NOTE: This analysis only includes 8th grade applicants who were enrolled on the 20th day of school in 2017-18. Due to rounding, some charts may not add up to 100%.

HIGH SCHOOL

SCHOOL CHOICE OVER TIME



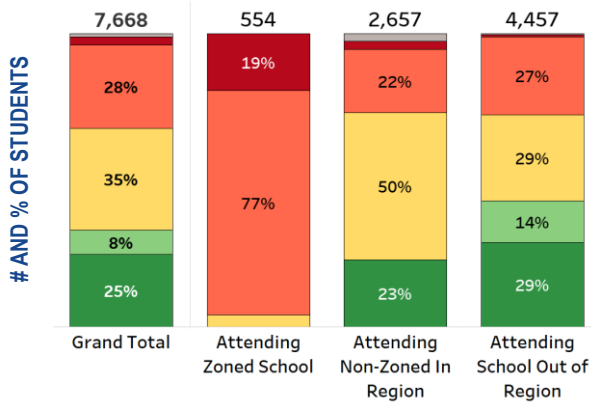
School choice is currently defined as attending a school that is not a student's zoned school. Over the past four years in this region, high school students attending a non-zoned school (in or out of region) has risen from 90% to 93%. In the same time frame, students attending their zoned school has declined from 10% to 7%.

- Attending School Out of Region
- Attending Non-Zoned In Region
- Attending Zoned School



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

QUALITY BY SCHOOL CHOICE

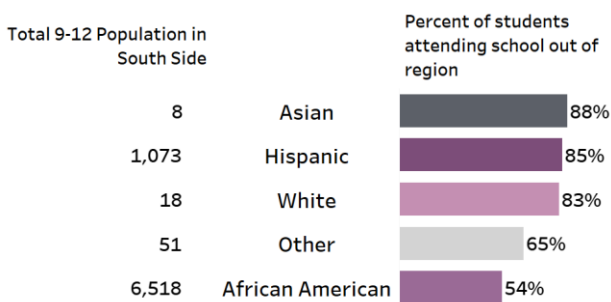


Of the 7,668 high school students residing in the region, 33% attend a Level 1+/1 school. For students attending school out of the region, 43% attend a Level 1+/1 school; for students attending a non-zoned school in the region, that number is 23%. No high school student attending their zoned school attends a Level 1+/1 school.

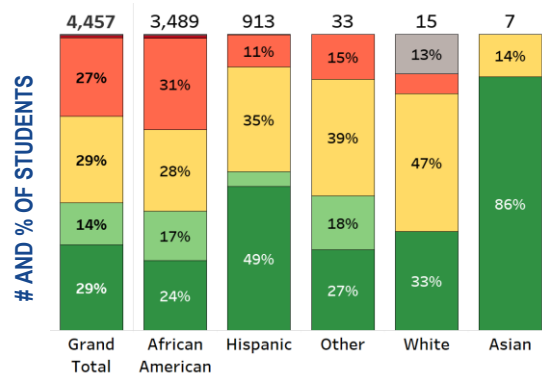


HIGH SCHOOL

STUDENTS WHO ATTEND SCHOOL OUT OF REGION BY ETHNICITY



SCHOOL QUALITY OF STUDENTS WHO ATTEND SCHOOL OUT OF REGION BY ETHNICITY



Of the 4,457 students who attend school out of the region (see above), most are African American or Hispanic. African American students, however, attend a school out of region at a much lower rate than other ethnicities.

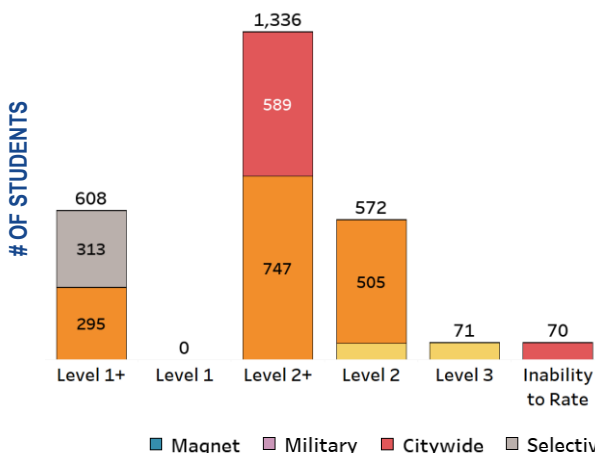
African American students attend Level 1+/1 schools at a lower rate than Hispanic students – 41% compared to 54%.



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

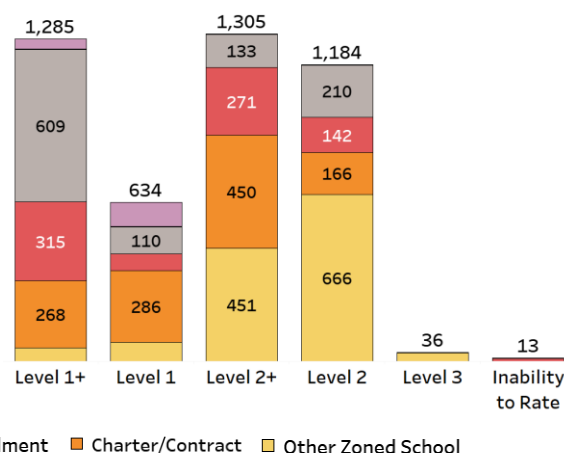
HIGH SCHOOL

STUDENTS WHO ATTEND NON-ZONED SCHOOL IN REGION



35% of high school students attend a school in their region that is not their zoned school. The majority of these students attend Level 2+ schools. Overall, most students attend Charter/Contract schools in the region.

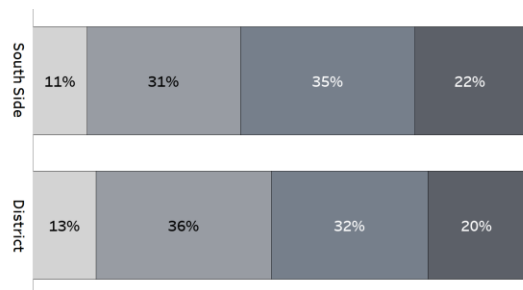
STUDENTS WHO ATTEND NON-ZONED SCHOOL OUT OF REGION



58% of high school students attend a school outside of their region that is not their zoned school. The majority of these students attend Level 1+ or Level 2+/2 schools. Overall, most students attend Charter/Contract or Selective Enrollment schools or another zoned school outside the region.

93% of high school students do not attend their zoned school. Of those students, 57% travel more than three miles to school and 22% travel more than six miles. 45% of students who do not attend their zoned school travel for less than 30 minutes while 25% travel for more than 45 minutes.

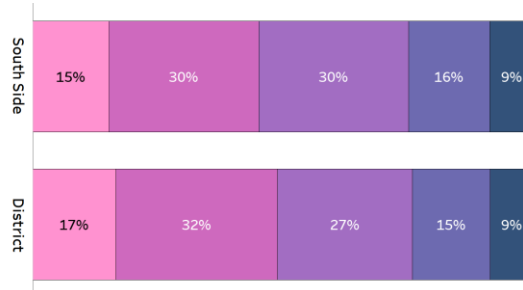
DISTANCE TRAVELED TO SCHOOL IF NOT ATTENDING ZONED SCHOOL



Region average: 4.2 mi. District average*: 3.9 mi.

0-1 miles 1-3 miles 3-6 miles 6+ miles

TIME TRAVELED TO SCHOOL IF NOT ATTENDING ZONED SCHOOL



Region average: 34 min. District average*: 32 min.

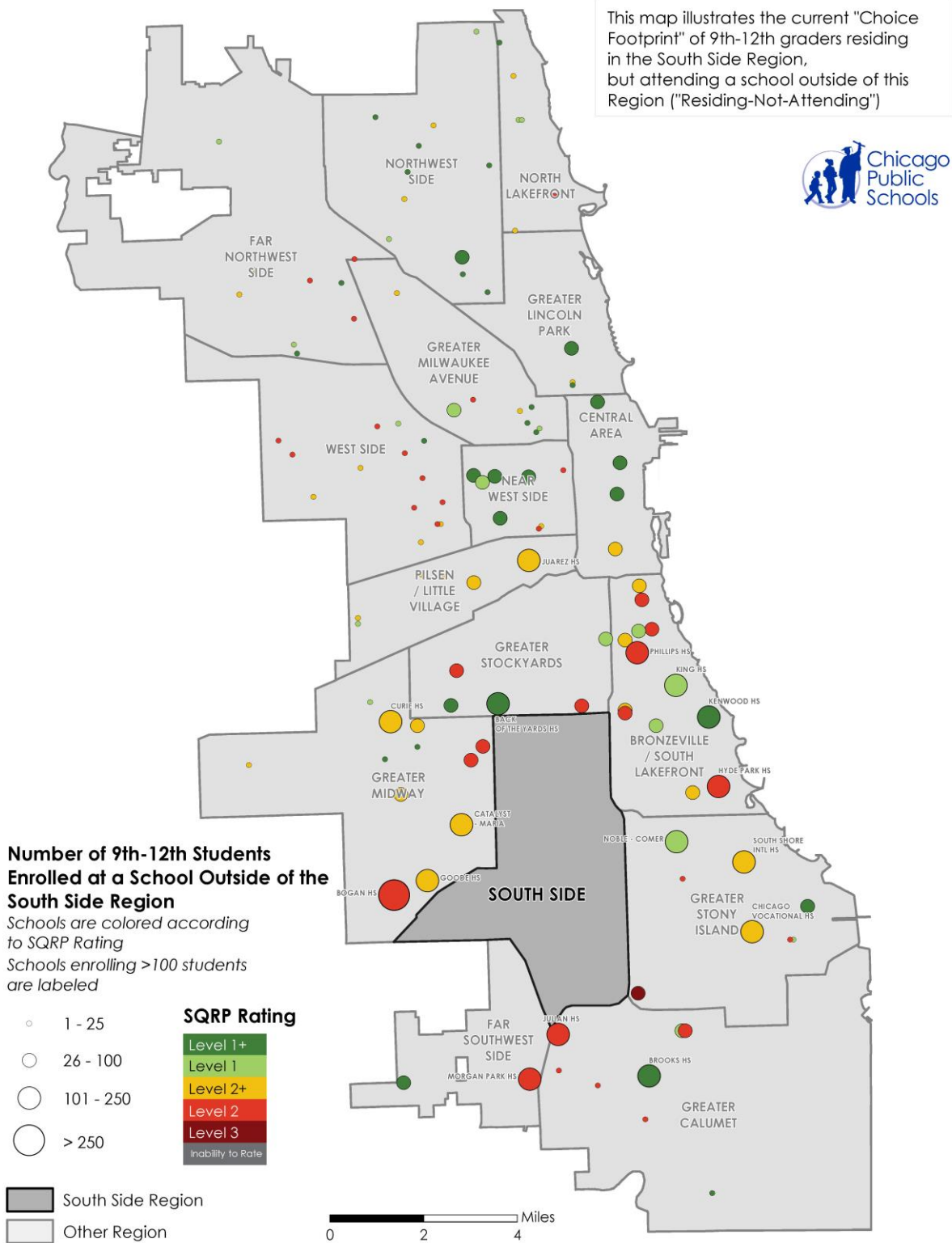
0-15 Min 15-30 Min 30-45 Min 45-60 Min 60+ Min

*NOTE: Average distances and commute times for students residing in the region and districtwide do not include students attending their zoned school. Averages for all students is in the District section of this report. Due to rounding, some charts may not add up to 100%.



SOUTH SIDE: OUT OF REGION "CHOICE FOOTPRINT" (9TH-12TH)

This map illustrates the current "Choice Footprint" of 9th-12th graders residing in the South Side Region, but attending a school outside of this Region ("Residing-Not-Attending")





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>.

ELEMENTARY

PROGRAM DENSITY INDEX (NUMBER OF PROGRAM 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. 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 INDEX (NUMBER OF PROGRAM 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 and 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?

ELEMENTARY	NUMBER OF SEATS
Academic Center	270
Dual Language	0
Fine & Performing Arts	3,240
International Baccalaureate (IB)	390
Personalized Learning	3,758
Regional Gifted Center / Classical	390
STEM	2,940
World Language	450
HIGH SCHOOL	NUMBER OF SEATS
CTE: Building/Transportation	0
CTE: Business/Law	32
CTE: Career Academy	460
CTE: Culinary	60
CTE: Health	0
CTE: IT	0
CTE: Media/Communication	0
CTE: Other	0
Fine & Performing Arts	0
International Baccalaureate (IB)	295
Military/JROTC	63
Personalized Learning	395
Selective Enrollment	145
STEM	0

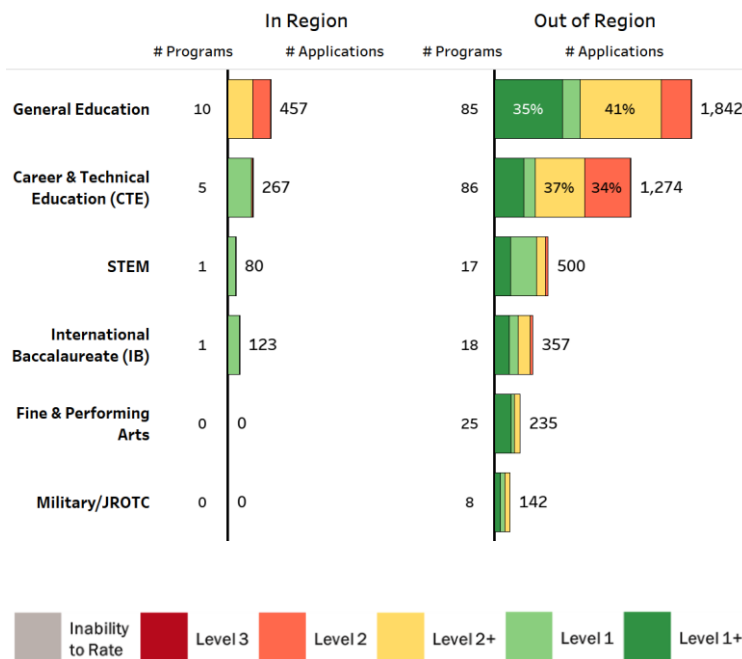


DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

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 No. 1, 2, or 3 by applicants in Round 1 of the GoCPS application process. This data does not include applications to selective enrollment high schools. These graphs compare the number of applications to different programs and the total number of programs in their region and outside of their region. The applications to programs within the region are contingent on the availability of programs.

TOP 3 HIGH SCHOOL PROGRAM CHOICES APPLIED TO BY 8TH GRADE STUDENTS



Of the Top 3 Choice applications from 8th grade students in the South Side region, 18% were to programs within region.

Of the applications to programs out of region, general education and CTE programs had the highest number of applications. Those programs are also the most prevalent. Less than half (47%) of Top 3 Choice applications to programs outside of the region were to programs in Level 1+/1. For some programs, such as STEM and Fine & Performing Arts, most of the Top 3 Choices applications outside of the region were to Level 1+/1 schools.

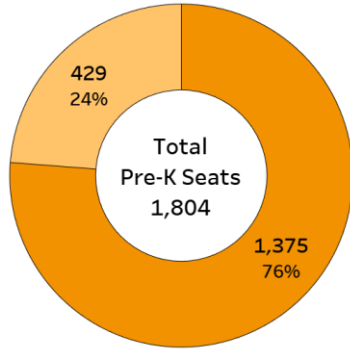
NOTE: This chart shows schools' SQRP Level for the 2017-2018 school year, the year in which these 8th grade students applied to high school.



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

PRE-K SEATS

AND % OF SEATS

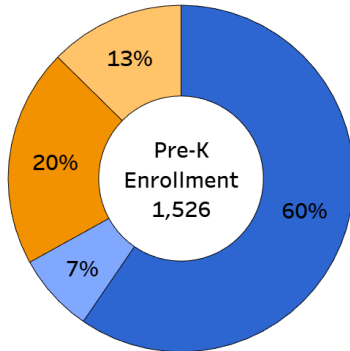


In the South Side region, there are 1,804 Pre-K seats, 76% of which are in full-day programs and 24% in half-day programs.

- Full Day
- Half Day

PRE-K ENROLLMENT

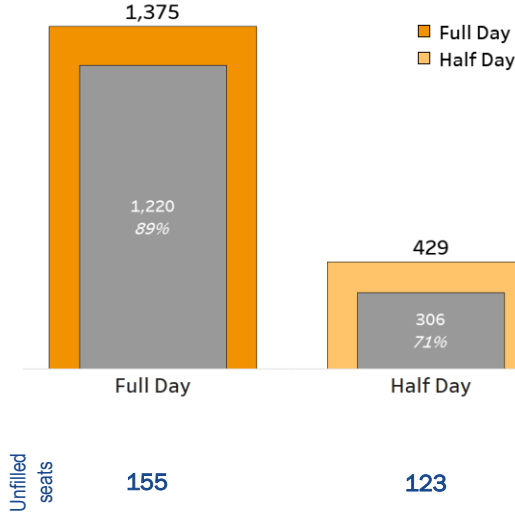
AND % OF STUDENTS



In the South Side region, there were 1,526 students enrolled in Pre-K as of the 20th day of school (October 1st), 80% of which were in a full-day program. 67% of Pre-K students were 4-year-olds while 33% were 3-year-olds. Pre-K enrollment continues to occur over the course of the school year.

- Full Day, Age 4
- Half Day, Age 4
- Full Day, Age 3
- Half Day, Age 3

PRE-K SEATS vs. ENROLLMENT



There were 278 unfilled Pre-K seats in the South Side region as of the 20th day of school (October 1st), 155 of which were full-day seats. The full-day programs were 89% filled while the half-day programs were 71% filled.



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

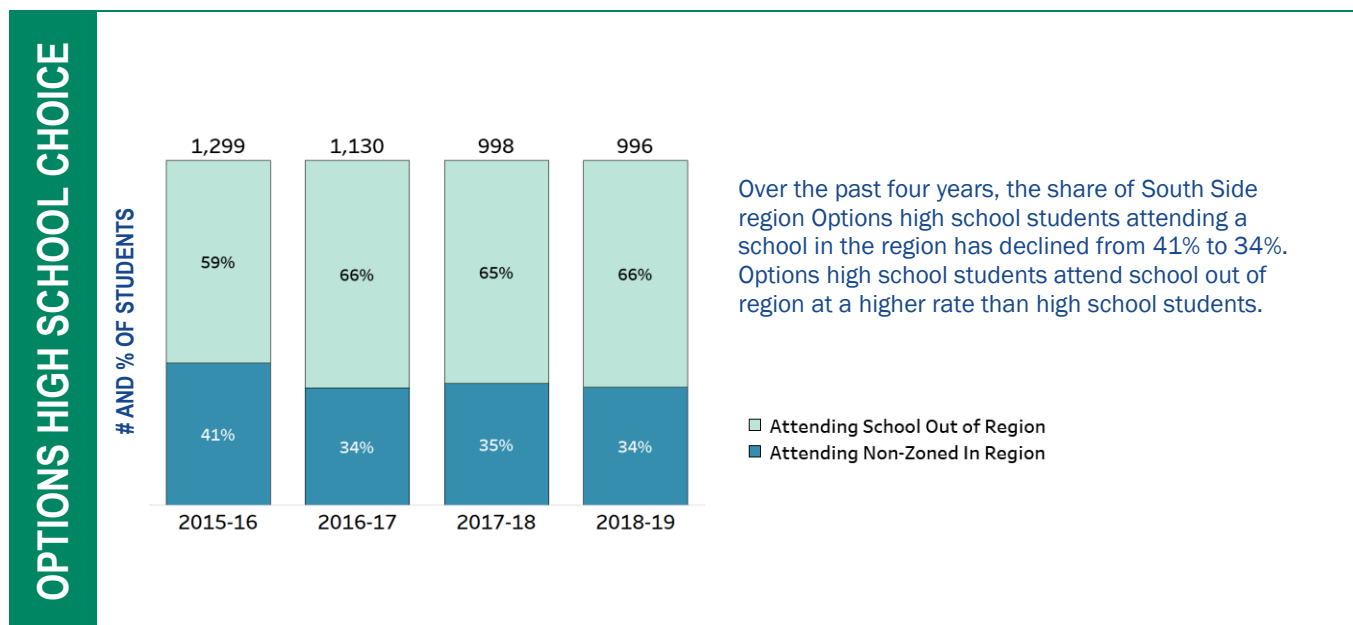




ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

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%



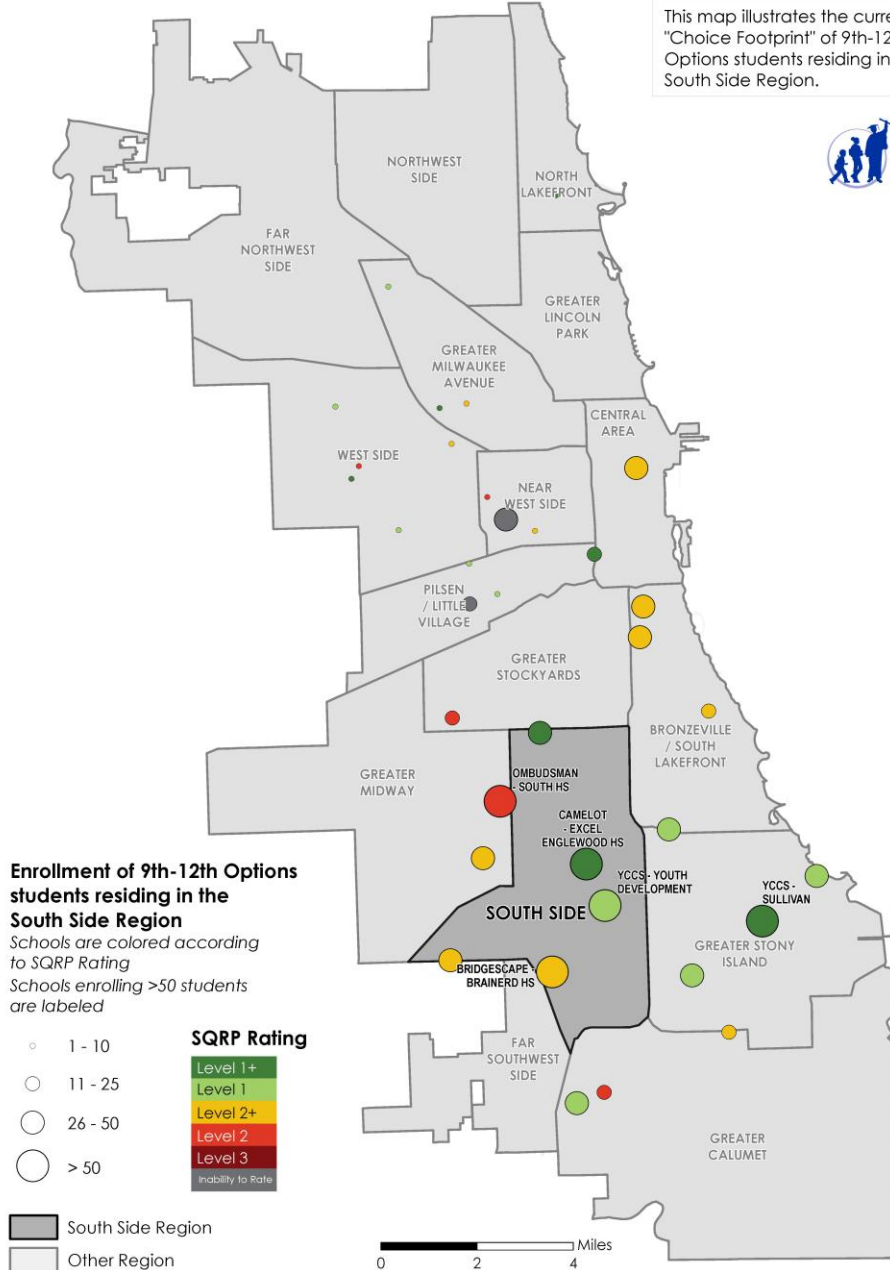


ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

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

SOUTH SIDE: OPTIONS STUDENT "CHOICE FOOTPRINT" (9TH-12TH)

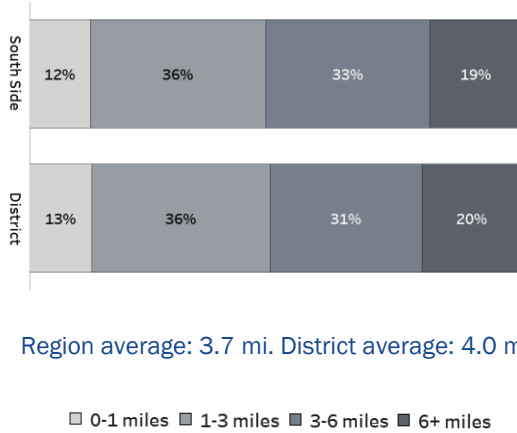
This map illustrates the current "Choice Footprint" of 9th-12th Options students residing in the South Side Region.





ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

DISTANCE TRAVELED

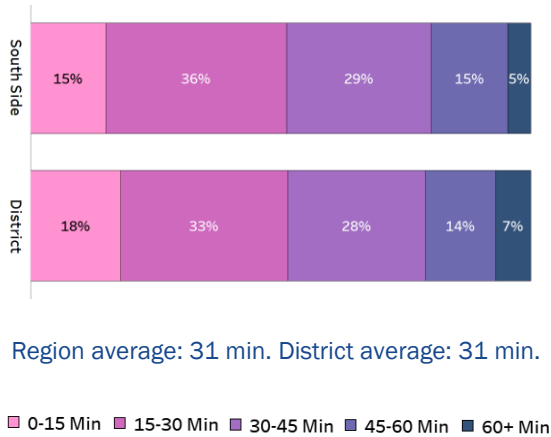


The average Options high school student in the South Side region travels 3.7 miles to school, which is 0.3 miles less than the district average. 12% travel less than a mile and 52% travel more than 3 miles.

Region average: 3.7 mi. District average: 4.0 mi.

0-1 miles 1-3 miles 3-6 miles 6+ miles

TIME TRAVELED



The average Options high school student in the South Side region travels for 31 minutes to school, which is the same as the district average. 15% travel for less than 15 minutes and 20% travel for more than 45 minutes.

Region average: 31 min. District average: 31 min.

0-15 Min 15-30 Min 30-45 Min 45-60 Min 60+ Min

Elementary Schools

QUALITY

QUANTITY

CHOICE

School Quality Ratings

Enrollment

Seats

School Name	2015-16		2016-17		2017-18		2018-19		2015-16				2016-17				2017-18				2018-19				Seats		Pre-K Seats		RA/TR*		Students From	
	Level	Inability to Rate	Level	Inability to Rate	Level	Inability to Rate	Level	Inability to Rate	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	Full Day	Half Day	RA/TR*	In Region	Out of Region	In Region	Out of Region					
ASHBURN	Level 2+	Inability to Rate	Level 1+	Inability to Rate	Level 2+	Inability to Rate	Level 1	Inability to Rate	486	507	517	452	510	20	0	N/A	64%	36%														
BARTON	Level 3	Inability to Rate	Level 2+	Inability to Rate	Level 2+	Inability to Rate	Level 2	Inability to Rate	463	434	389	386	720	20	34	49%	96%	4%														
BASS	Level 2+	Inability to Rate	Level 2	Inability to Rate	Level 1	Inability to Rate	Level 1	Inability to Rate	494	449	447	461	720	20	34	47%	89%	12%														
BOND	Level 1	Inability to Rate	Level 2+	Inability to Rate	Level 1	Inability to Rate	Level 2	Inability to Rate	333	321	291	268	450	41	0	53%	87%	13%														
CARROLL	Level 1	Inability to Rate	Level 2+	Inability to Rate	Level 2+	Inability to Rate	Level 1	Inability to Rate	479	502	422	489	720	20	40	34%	89%	11%														
CICS - BASIL	Level 2+	Inability to Rate	Level 2	Inability to Rate	Level 2+	Inability to Rate	Level 2+	Inability to Rate	719	749	737	711	750	0	0	N/A	64%	36%														
CICS - LOOMIS	Level 1	Inability to Rate	Level 2+	Inability to Rate	Level 2	Inability to Rate	Level 2+	Inability to Rate	571	550	563	547	578	0	0	N/A	50%	50%														
CICS - WRIGHTWOOD	Level 2	Inability to Rate	Level 2+	Inability to Rate	Level 2	Inability to Rate	Level 2+	Inability to Rate	730	784	766	751	800	0	0	N/A	53%	47%														
COOK	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 1	Inability to Rate	416	366	383	351	930	40	0	46%	93%	7%														
CUFFE	Level 1	Inability to Rate	Level 1	Inability to Rate	Level 1+	Inability to Rate	Level 1	Inability to Rate	421	358	319	304	540	40	0	41%	91%	9%														
DALEY	Level 2	Inability to Rate	Level 2+	Inability to Rate	Level 2+	Inability to Rate	Level 2	Inability to Rate	609	612	595	563	660	20	0	66%	77%	23%														
DAVIS M	Level 1	Inability to Rate	Level 1+	Inability to Rate	Level 1	Inability to Rate	Level 1	Inability to Rate	279	261	250	238	570	0	0	N/A	69%	31%														
DEWEY	Level 1	Inability to Rate	Level 1+	Inability to Rate	Level 1	Inability to Rate	Level 1	Inability to Rate	403	419	420	398	450	80	0	48%	78%	22%														
EARLE	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 1+	Inability to Rate	Level 2	Inability to Rate	486	454	416	352	600	40	34	49%	85%	15%														
EVERS	Level 1	Inability to Rate	Level 1+	Inability to Rate	Level 1+	Inability to Rate	Level 2+	Inability to Rate	364	316	279	282	450	40	0	52%	76%	24%														
FORT DEARBORN	Level 2+	Inability to Rate	Level 2+	Inability to Rate	Level 2	Inability to Rate	Level 1+	Inability to Rate	386	404	367	358	480	20	34	34%	89%	11%														
FOSTER PARK	Level 2+	Inability to Rate	Level 1	Inability to Rate	Level 2+	Inability to Rate	Level 2+	Inability to Rate	398	378	360	356	630	20	44	39%	85%	15%														
FULTON	Level 2	Inability to Rate	Level 2+	Inability to Rate	Level 1	Inability to Rate	Level 2+	Inability to Rate	419	378	335	371	900	20	34	33%	94%	6%														
GREEN	Level 1+	Inability to Rate	Level 1	Inability to Rate	Level 1	Inability to Rate	Level 1	Inability to Rate	365	379	368	337	390	20	0	45%	63%	37%														
GRESHAM	Level 2+	Inability to Rate	Level 1+	Inability to Rate	Level 1+	Inability to Rate	Level 1+	Inability to Rate	345	339	325	325	900	20	0	46%	88%	12%														
HARVARD	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 2+	Inability to Rate	Level 1	Inability to Rate	425	427	392	367	540	20	0	42%	89%	11%														
HENDERSON	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 2	Inability to Rate	338	263	275	280	630	40	0	35%	85%	15%														
HOLMES	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 2+	Inability to Rate	238	212	163	137	750	40	0	16%	91%	9%														
JACKSON M	Level 3	Inability to Rate	Level 3	Inability to Rate	Level 1	Inability to Rate	Level 2	Inability to Rate	349	320	354	383	660	40	0	31%	75%	25%														
JOPLIN	Level 1	Inability to Rate	Level 1	Inability to Rate	Level 1+	Inability to Rate	Level 1	Inability to Rate	416	407	411	431	570	40	0	37%	90%	10%														
KEPshaw	Level 1+	Inability to Rate	Level 2+	Inability to Rate	Level 1+	Inability to Rate	Level 1	Inability to Rate	293	278	265	272	390	40	0	N/A	64%	36%														
KING ES	Level 2+	Inability to Rate	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 2+	Inability to Rate	241	235	244	229	780	40	0	51%	86%	14%														
KIPLING	Level 1	Inability to Rate	Level 2+	Inability to Rate	Level 2+	Inability to Rate	Level 2+	Inability to Rate	368	310	295	286	510	20	0	42%	80%	20%														
KIPP - BLOOM	Not Open	Inability to Rate	Not Open	Inability to Rate	Level 2+	Inability to Rate	Level 1+	Inability to Rate	Not Open	Not Open	357	484	360	0	0	N/A	54%	46%														
LANGFORD	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 2	Inability to Rate	Level 2	Inability to Rate	373	316	267	238	480	40	0	35%	92%	8%														

NOTE: RA/TR* - RA/TR is a measure of whether students who reside in the attendance boundary of a zoned school attend that school. RA refers to Kindergarten students who reside in the school's attendance boundary and attend the school. TR refers to the total number of Kindergarten students who reside in the attendance boundary and attend any CPS school. Citywide schools do not have an attendance boundary and are listed as N/A.

KIPP - Bloom is co-located with Hope HS.

KIPP - Bloom is in the process of adding grades to reach its intended full grade structure.

Elementary Schools

		QUALITY					QUANTITY					SCHOOL CHOICE					
		School Quality Rating					Enrollment					Seats		RA/TR*		Students From	
School Name		2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	2018-19	Seats	Pre-K Seats	Full Day	Half Day	RA/TR*	In Region	Out of Region
LEARN - PERKINS		Level 2+	Level 2+	Level 1	Level 1	495	497	503	502	655	0	0	0	N/A	68%	32%	
LENART		Level 1+	Level 1+	Level 1+	Level 1+	290	288	284	267	390	20	0	0	N/A	12%	88%	
LIBBY		Level 2	Level 1	Level 2+	Level 2+	360	375	354	344	570	0	0	0	53%	87%	13%	
MAYS		Level 2	Level 2	Level 2	Level 2	480	423	371	400	690	40	0	0	40%	92%	8%	
MONTESSORI ENGLEWOOD		Level 2+	Level 1	Level 1	Level 3	279	293	309	334	540	100	0	0	N/A	63%	37%	
NICHOLSON		Level 2	Level 2+	Level 2	Level 3	567	519	472	461	900	40	0	0	44%	89%	11%	
OGLESBY		Level 3	Level 2+	Level 2	Level 2	498	466	489	483	540	34	0	0	52%	90%	10%	
OTOOLE		Level 2	Level 1	Level 2+	Level 2+	416	401	357	343	750	40	0	0	30%	81%	19%	
OWEN		Level 1+	Level 1	Level 1	Level 1	260	263	268	259	300	0	0	0	N/A	67%	33%	
PARKER		Level 2	Level 2	Level 1	Level 2	699	563	491	504	1,500	100	6	0	52%	76%	24%	
PROVIDENCE ENGLEWOOD		Level 2	Level 2+	Level 2+	Level 2	493	502	511	467	500	0	0	0	N/A	63%	37%	
RANDOLPH		Level 2	Level 2+	Level 2+	Level 2	510	505	509	498	720	20	34	0	46%	94%	6%	
RYDER		Level 1	Level 1	Level 1	Level 1+	402	395	401	403	480	40	7	0	64%	74%	26%	
SHERMAN		Level 1	Level 1+	Level 2+	Level 2+	321	290	257	261	600	20	0	0	45%	92%	8%	
SHERWOOD		Level 1+	Level 1	Level 1+	Level 2+	356	334	335	290	420	20	43	0	44%	80%	20%	
STAGG		Level 2	Level 2	Level 2+	Level 1	507	440	416	402	780	0	37	0	34%	94%	6%	
TURNER-DREW		Level 1+	Level 2+	Level 1+	Level 2+	275	263	248	212	450	0	0	0	N/A	38%	62%	
WACKER		Level 1+	Level 1+	Level 1+	Level 2+	274	289	298	265	240	40	0	0	63%	67%	33%	
WENTWORTH		Level 2	Level 2+	Level 2	Level 2	560	508	449	433	870	40	14	0	39%	88%	12%	
WESTCOTT		Level 2	Level 1	Level 2	Level 1	390	422	399	400	600	20	34	0	51%	87%	13%	

NOTE: RA/TR* - RA/TR is a measure of whether students who reside in the attendance boundary of a zoned school attend that school. RA refers to Kindergarten students who reside in the school's attendance boundary and attend the school. TR refers to the total number of Kindergarten students who reside in the attendance boundary and attend any CPS school. Citywide schools do not have an attendance boundary and are listed as N/A.

Montessori Englewood is in the process of adding grades to reach its intended full grade structure.

REFERENCE

High Schools

		QUALITY					QUANTITY					SCHOOL CHOICE					
		School Quality Rating					Enrollment					Seats					
School Name		2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	RA/TR*	RA/TR*	Students From In Region	Students From Out of Region
CICS - ELLISON HS	Level 2+	Level 2+	Level 2+	Level 2	Level 2	458	441	417	349	619			N/A	N/A	64%	36%	
CICS - LONGWOOD	Level 2+	Level 2	Level 2+	Level 2	Level 2	1331	1361	1335	1288	1,435			N/A	N/A	44%	56%	
HARPER HS	Level 2	Level 2	Level 2	Level 2	Level 2	253	167	134	87	1,344			N/A	N/A	72%	28%	
HOPE HS	Level 2	Level 2	Level 2	Level 2	Level 2	199	136	95	22	840			N/A	N/A	18%	82%	
LINDBLOM HS	Level 1+	Level 1+	Level 1+	Level 1+	Level 1+	1254	1294	1325	1362	1,320			N/A	N/A	27%	73%	
NOBLE - HANSBERRY HS	Level 1	Level 1+	Level 1	Level 1+	Level 1+	769	709	642	567	900			N/A	N/A	52%	48%	
NOBLE - JOHNSON HS	Level 2+	Level 1	Level 2+	Level 2+	Level 2+	860	864	802	776	850			N/A	N/A	52%	48%	
PERSPECTIVES - LEADERSHIP HS	Level 2	Level 1	Level 2+	Level 2+	Level 2+	546	481	437	406	1,080			N/A	N/A	59%	41%	
PERSPECTIVES - TECH HS	Level 2+	Level 1+	Level 1	Level 2+	Level 2+	420	381	334	316	540			N/A	N/A	57%	43%	
RICHARDS HS	Level 2	Level 2	Level 2	Level 2	Level 2	276	252	217	224	768			6%	6%	76%	24%	
SIMEON HS	Level 1	Level 1	Level 1	Level 1	Level 2+	1363	1323	1336	1345	1,392			N/A	N/A	44%	56%	
SOUTHSIDE HS	Inability to Rate	Inability to Rate	Inability to Rate	Inability to Rate	Inability to Rate	222	270	269	304	300			N/A	N/A	23%	77%	
TEAM HS	Level 2	Level 2	Level 3	Level 3	Level 3	272	160	92	0	746			N/A	N/A	0%	0%	
URBAN PREP - ENGLEWOOD HS	Level 2+	Level 2+	Level 2	Level 2	Level 2	443	325	263	260	598			N/A	N/A	38%	62%	

NOTE: RA/TR* - RA/TR is a measure of whether students who reside in the attendance boundary of a zoned school attend that school. RA refers to 9th grade students who reside in the school's attendance boundary and attend the school. TR refers to the total number of 9th grade students who reside in the attendance boundary and attend any CPS school. Citywide schools do not have an attendance boundary and are listed as N/A

Hope HS is co-located with KIPP - Bloom. Team HS is co-located with Urban Prep - Englewood.

Options High Schools

		QUALITY					QUANTITY					SCHOOL CHOICE					
		School Quality Rating					Enrollment					Seats					
School Name		2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	RA/TR*	RA/TR*	Students From In Region	Students From Out of Region
BRIDGESCAPE - BRAINERD HS	Not Open	Not Open	Not Open	Level 2	Level 2+	Not Open	Not Open	173	106	200					57%	43%	
CAMELOT - EXCEL ENGLEWOOD HS	Level 2+	Level 1+	Level 1+	Level 1+	Level 1+	284	215	252	277	375					51%	49%	
PATHWAYS - ASHBURN HS	Level 2	Level 2	Level 2	Level 2	Level 2+	226	199	278	266	300					10%	90%	
PEACE AND EDUCATION HS	Level 1+	Level 1+	Level 1+	Level 1+	Level 1+	130	113	103	103	100					38%	62%	
YCCS - YOUTH DEVELOPMENT	Level 2+	Level 1	Level 2+	Level 1	Level 1	161	187	156	138	260					54%	46%	

REFERENCE

ELEMENTARY SCHOOL PROGRAMS

Short Name	Admissions Criteria	Boundary	Academic Center	Dual Language	Fine & Performing Arts	International Baccalaureate	Personalized Learning	RGC/Classical	STEM	World Language	Other
ASHBURN	No Admissions Criteria	Citywide					●				
BARTON	No Admissions Criteria	Attendance Boundary									
BASS	No Admissions Criteria	Attendance Boundary			●		●				
BOND	No Admissions Criteria	Attendance Boundary									
CARROLL	No Admissions Criteria	Attendance Boundary									
CICS - BASIL	No Admissions Criteria	Citywide									
CICS - LOOMIS	No Admissions Criteria	Citywide					●				
CICS - WRIGHTWOOD	No Admissions Criteria	Citywide									
COOK	No Admissions Criteria	Attendance Boundary									
CUFFE	No Admissions Criteria	Attendance Boundary									
DALEY	No Admissions Criteria	Attendance Boundary					●				
DAVIS M	No Admissions Criteria	Citywide							●		
DEWEY	No Admissions Criteria	Attendance Boundary			●						
EARLE	No Admissions Criteria	Attendance Boundary							●		
EVERS	No Admissions Criteria	Attendance Boundary			●						
FORT DEARBORN	No Admissions Criteria	Attendance Boundary			●						
FOSTER PARK	No Admissions Criteria	Attendance Boundary			●						
FULTON	No Admissions Criteria	Attendance Boundary									
GREEN	No Admissions Criteria	Attendance Boundary									
GRESHAM	No Admissions Criteria	Attendance Boundary									

ELEMENTARY SCHOOL PROGRAMS

Short Name	Admissions Criteria	Boundary	Academic Center	Dual Language	Fine & Performing Arts	International Baccalaureate	Personalized Learning	RGC/Classical	STEM	World Language	Other
HARVARD	No Admissions Criteria	Attendance Boundary									
HENDERSON	No Admissions Criteria	Attendance Boundary									
HOLMES	No Admissions Criteria	Attendance Boundary									
JACKSON M	No Admissions Criteria	Attendance Boundary									
JOPLIN	No Admissions Criteria	Attendance Boundary									
KERSHAW	No Admissions Criteria	Citywide				●					
KING ES	No Admissions Criteria	Attendance Boundary									
KIPLING	No Admissions Criteria	Attendance Boundary			●		●				
KIPP - BLOOM	No Admissions Criteria	Citywide									
LANGFORD	No Admissions Criteria	Attendance Boundary									
LEARN - PERKINS	No Admissions Criteria	Citywide									
LEMART	Admissions Criteria	Citywide						●			
LIBBY	No Admissions Criteria	Attendance Boundary									
LINDBLOM HS	Admissions Criteria	Citywide	●								
MAYS	No Admissions Criteria	Attendance Boundary									
MONTESSORI ENGLEWOOD	No Admissions Criteria	Citywide									●
NICHOLSON	No Admissions Criteria	Attendance Boundary							●		
OGLESBY	No Admissions Criteria	Attendance Boundary									
OTOOLE	No Admissions Criteria	Attendance Boundary									
OWEN	No Admissions Criteria	Citywide									●

ELEMENTARY SCHOOL PROGRAMS

Short Name	Admissions Criteria	Boundary	Academic Center	Dual Language	Fine & Performing Arts	International Baccalaureate	Personalized Learning	RGC/Classical	STEM	World Language	Other
PARKER	No Admissions Criteria	Attendance Boundary									
PROVIDENCE ENGLEWOOD	No Admissions Criteria	Citywide									
RANDOLPH	No Admissions Criteria	Attendance Boundary									●
RYDER	No Admissions Criteria	Attendance Boundary									
SHERMAN	No Admissions Criteria	Attendance Boundary									
SHERWOOD	No Admissions Criteria	Attendance Boundary									
STAGG	No Admissions Criteria	Attendance Boundary					●				
TURNER-DREW	No Admissions Criteria	Citywide								●	
WACKER	No Admissions Criteria	Attendance Boundary									
WENTWORTH	No Admissions Criteria	Attendance Boundary									●
WESTCOTT	No Admissions Criteria	Attendance Boundary									

HIGH SCHOOL PROGRAMS

CAREER & TECHNICAL EDUCATION

Short Name	Admissions Criteria	Boundary	Fine & Performing Arts	International Baccalaureate	Military/JROTC	Personalized Learning	Selective Enrollment	STEM	Other	CTE: Building/Transportation	CTE: Business/Law	CTE: Career Academy	CTE: Culinary	CTE: Health	CTE: IT	CTE: Media/Communication	CTE: Other
CICS - ELLISON HS	No Admissions Criteria	Citywide															
CICS - LONGWOOD	No Admissions Criteria	Citywide															
HARPER HS	No Admissions Criteria	Attendance Boundary			●												
HOPE HS	No Admissions Criteria	Attendance Boundary															
LINDBLOM HS	Admissions Criteria	Citywide			●	●	●										
NOBLE - HANSBERRY HS	No Admissions Criteria	Citywide		●													
NOBLE - JOHNSON HS	No Admissions Criteria	Citywide															
PERSPECTIVES-LEADERSHIP HS	No Admissions Criteria	Citywide				●											
PERSPECTIVES - TECH HS	No Admissions Criteria	Citywide															
RICHARDS HS	No Admissions Criteria	Attendance Boundary								●			●				
SIMEON HS	Admissions Criteria	Citywide										●					
SOUTHSIDE HS	No Admissions Criteria	Citywide															
TEAM HS	Admissions Criteria	Citywide															
UREHAM PREP-ENGLEWOOD HS	No Admissions Criteria	Citywide															