

## **APPENDIX A DISTRICT AND COMMUNITY DEMOGRAPHICS**

**Introduction.** Chicago has a rich history of economic growth and transformation. Our city set a global standard in the 19th century as an industrial giant, unmatched in its freight network and manufacturing might. It developed a strong base of esteemed manufacturing firms – involved in sectors from metal fabrication and electronics, to chemicals and food processing – supported by robust supply chains and an efficient transport and logistics infrastructure. By the late 20th century, the focus of the city and the region had expanded to embrace a knowledge-based economy, while developing a highly skilled workforce. Today the Chicago region has emerged as a major hub for the headquarters of national and global corporations and the sophisticated business and professional services necessary to support them, including finance, insurance, law, information technology (IT), marketing/PR, and logistics.

The economy of Chicago and the region remains large and diverse, boasting a strong foundation of the physical, human, technological, and institutional assets vital to a developed economy in the 21st century. Chicago is the only inland American city with a global footprint. It is the latest metropolitan area in the United States poised to cross the “megacity” threshold of a total population over 10 million; by 2030 it will have become the United States’ third megacity. Chicago’s performance on productivity, income, and wage levels has consistently exceeded U.S. averages. Its 2010 gross regional product of approximately \$500 billion places the Chicago region third among U.S. metro areas after New York and Los Angeles. If the region were a country, it would be the 20th largest economy in the world. Our city and region are global in character, with a substantial and growing foreign-born population and non-stop flights to over 200 destinations throughout around the world.

### **CHICAGO POPULATION**

**Total population.** As of the 2010 Census, there were 2,695,598 people with 1,045,560 households living in Chicago, making Chicago the third largest city in the US. An estimated 23 percent of the population is under 18 years.

**Race and ethnicity.** According to the U.S. Census Bureau's American Community Survey data estimates for 2009-2013, for people reporting one race alone, 49 percent were White; 33 percent were Black or African American; 6 percent were Asian; less than 0.5 percent were American Indian or Alaska Native less than 0.5 percent were Native Hawaiian and Other Pacific Islander; and 12 percent were some other race. An estimated 2 percent reported two or more races. Across the above ethnic categories, the US Census counts 20 percent of Chicagoans as Hispanic.

**Language:** Among people at least five years old living in Chicago, 36 percent spoke a language other than English at home. Of those speaking a language other than English at home, 68 percent spoke Spanish and 32 percent spoke some other language; 45 percent reported that they did not speak English “very well.”

**Income and poverty.** According to the U.S. Census Bureau's American Community Survey data estimates for 2009-2013, the median income for a household in Chicago was \$47,270. An estimated 17 percent of households had income below \$15,000 a year and 10 percent had income of \$150,000 or more. In 2009-2013, 23 percent of people were in poverty. An estimated 33 percent of related children under 18 were below the poverty level, compared with 17 percent of people 65 years old and over. An

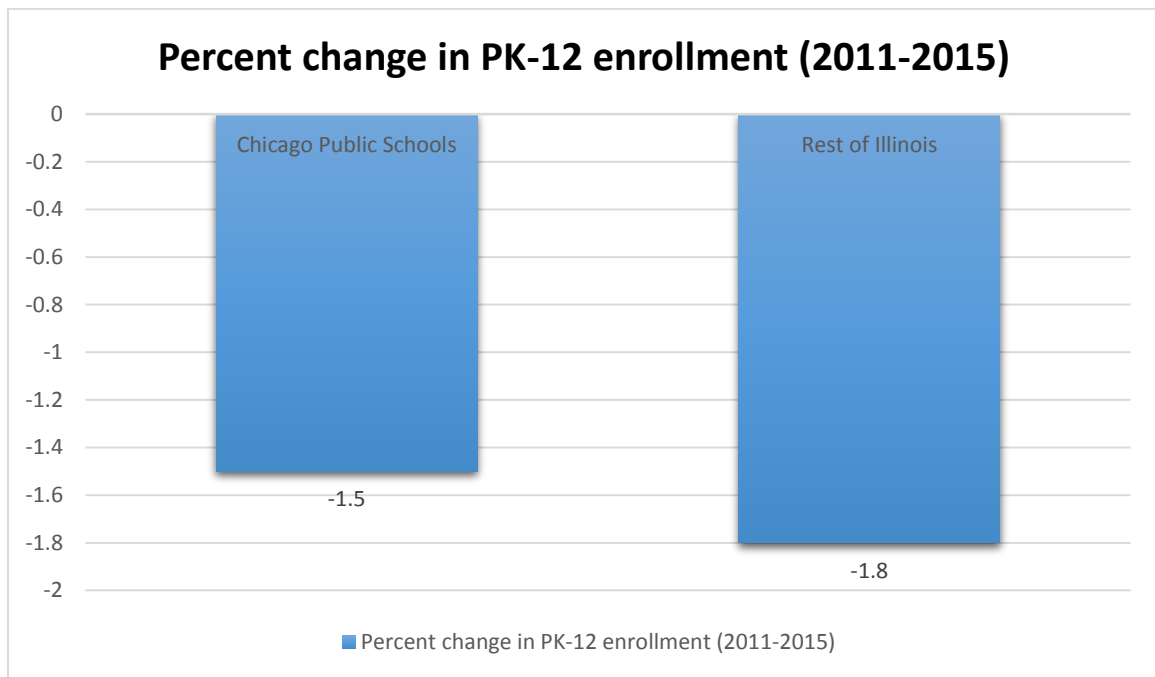
estimated 19 percent of all families and 35 percent of families with a female householder and no spouse present had incomes below the poverty level.

### CHICAGO PUBLIC SCHOOLS ENROLLMENT

**Overview.** Chicago Public Schools is the nation’s third largest school district, having served 396,683 students in the 2014-2015 school year. Since 2011, the enrollment of Chicago Public Schools has declined at a slower rate than for the rest of the state of Illinois (-1.5% vs. -1.8%), with a decline in the births being a driving factor in the enrollment losses for both the state and for the city.

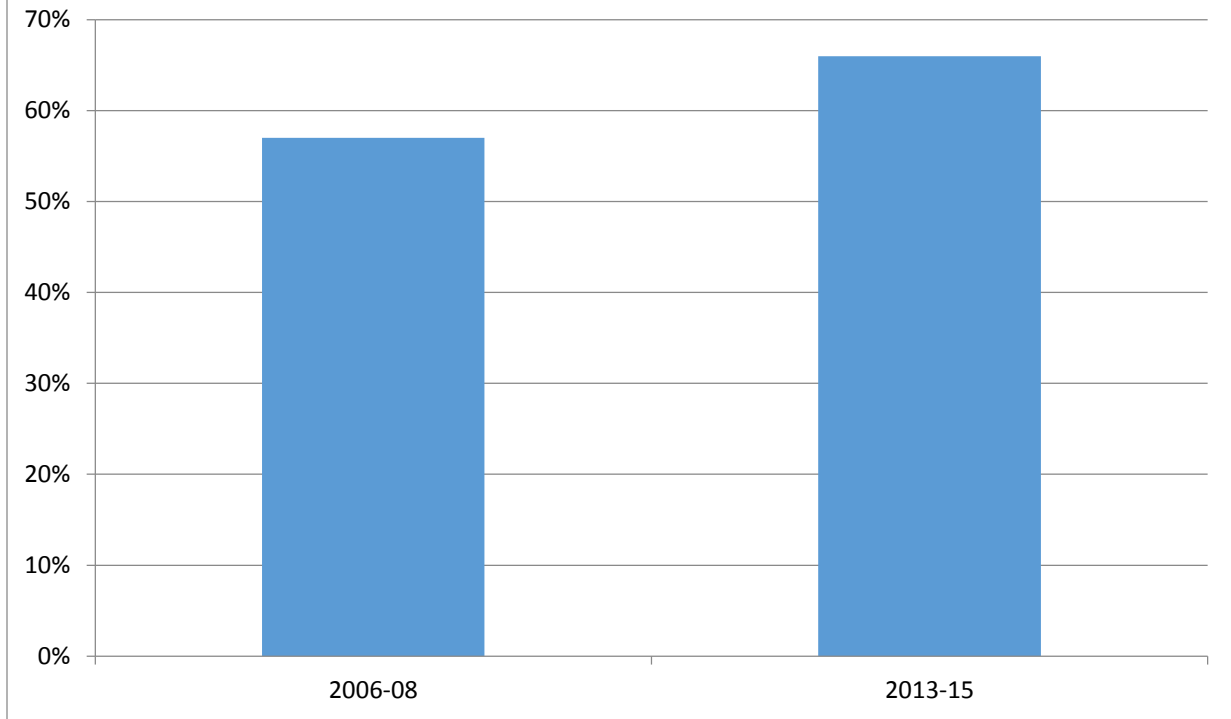
Of all students in the state of Illinois, CPS enrolls 43% of the African Americans, 35% of the Hispanics, 28% of the Native Hawaiian or other Pacific Islanders, 19% of American Indians, 15% of Asians, 8% of Two or More Races, and 4% of Whites. As compared to the rest of the state, Chicago has much higher rates of low income, student mobility, and of English Language Learners.

**Total Enrollment.** As noted above, since 2011, CPS enrollment has declined by 1.5 percent (5,998 students). Over this same period, enrollment in the rest of Illinois has declined by 1.8 percent (30,667 students). CPS enrollment has been supported by improvements in the graduation of high school students, by expanding our offerings for pre-kindergarten students, and through attracting a greater percentage of Chicago’s children than in years past.



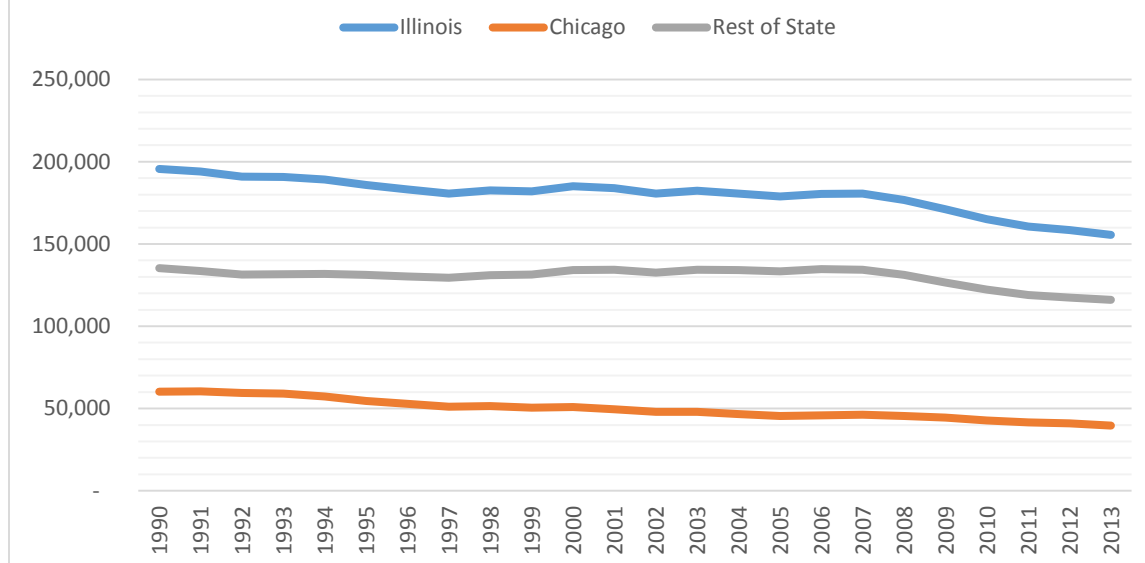
In the most recent three years, 2013-2015, incoming kindergarten classes averaged 66% of the number of students born in Chicago five years earlier. From 2006-2008, for example, CPS drew only 57% of the number of children that had been born in the city five years earlier meaning that a child born in CPS is now 15% more likely to enroll in CPS today than would have been the case less than a decade ago.

## Percent of Children Born in Chicago Five Years Earlier Who Entered a CPS Kindergarten



The primary driver in the enrollment declines has been a decline in the number of children being born. This trend has impacted the nation, the state of Illinois, and the city of Chicago. Nationally, between 1990-2012, fertility rates (defined as births per 1,000 women aged 15-44) declined by 11%. Between 1990 and 2013, births in Illinois declined from 195,499 to 155,528, while births in the city of Chicago dropped from 60,242 to 39,571. During 1998 and 1999, the birth years for most students graduating in 2016, there were on average 50,538 children born in Chicago, while in 2010 and 2011, the birth years for this year's kindergarten class, the number of children born in Chicago averaged 42,167. Even though CPS now attracts a higher percentage of Chicago's children than it once did, the pool of children is smaller than it once was.

## Number of births per year

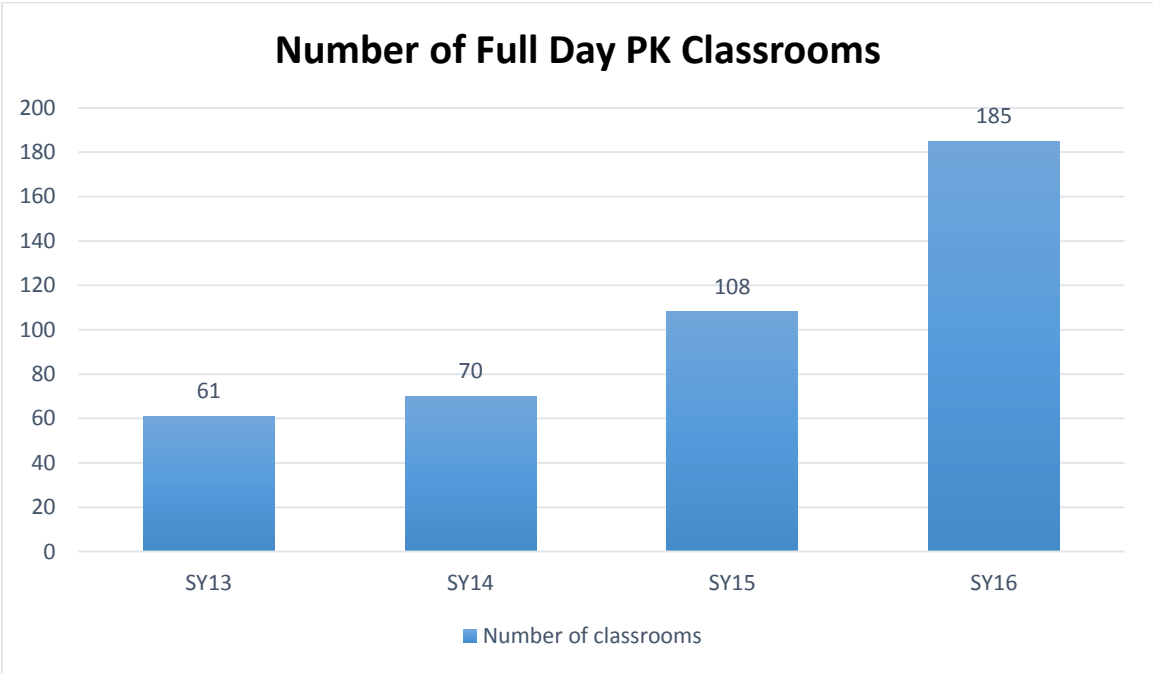


CPS's recent enrollment history (as of 20<sup>th</sup> day) and the projection for 2016 are shown below. Early childhood enrollment projections are also shown, but funding for early childhood programs is based on a number of factors beyond enrollment. The official enrollment snapshot is taken on the 20th day of each school year.

	Fall 2005 (FY06)	Fall 2006 (FY07)	Fall 2007 (FY08)	Fall 2008 (FY09)	Fall 2009 (FY10)	Fall 2010 (FY11)	Fall 2011 (FY12)	Fall 2012 (FY13)	Fall 2013 (FY14)	Fall 2014 (FY15)	Fall 2015 (FY16 proj)
<b>School-based PK*</b>	21,363	21,388	23,325	24,370	24,247	23,705	24,232	24,507	23,671	22,873	21,916
<b>Elementary Schools (K-8)</b>	280,767	274,672	271,464	269,139	269,010	265,336	266,046	266,555	264,845	261,803	258,976
<b>High schools (9-12)</b>	111,564	112,541	113,166	115,770	115,314	113,640	113,873	112,399	112,029	112,007	113,299
<b>Total Enrollment</b>	<b>413,694</b>	<b>408,601</b>	<b>407,955</b>	<b>409,279</b>	<b>408,571</b>	<b>402,681</b>	<b>404,151</b>	<b>403,461</b>	<b>400,545</b>	<b>396,683</b>	<b>394,191</b>

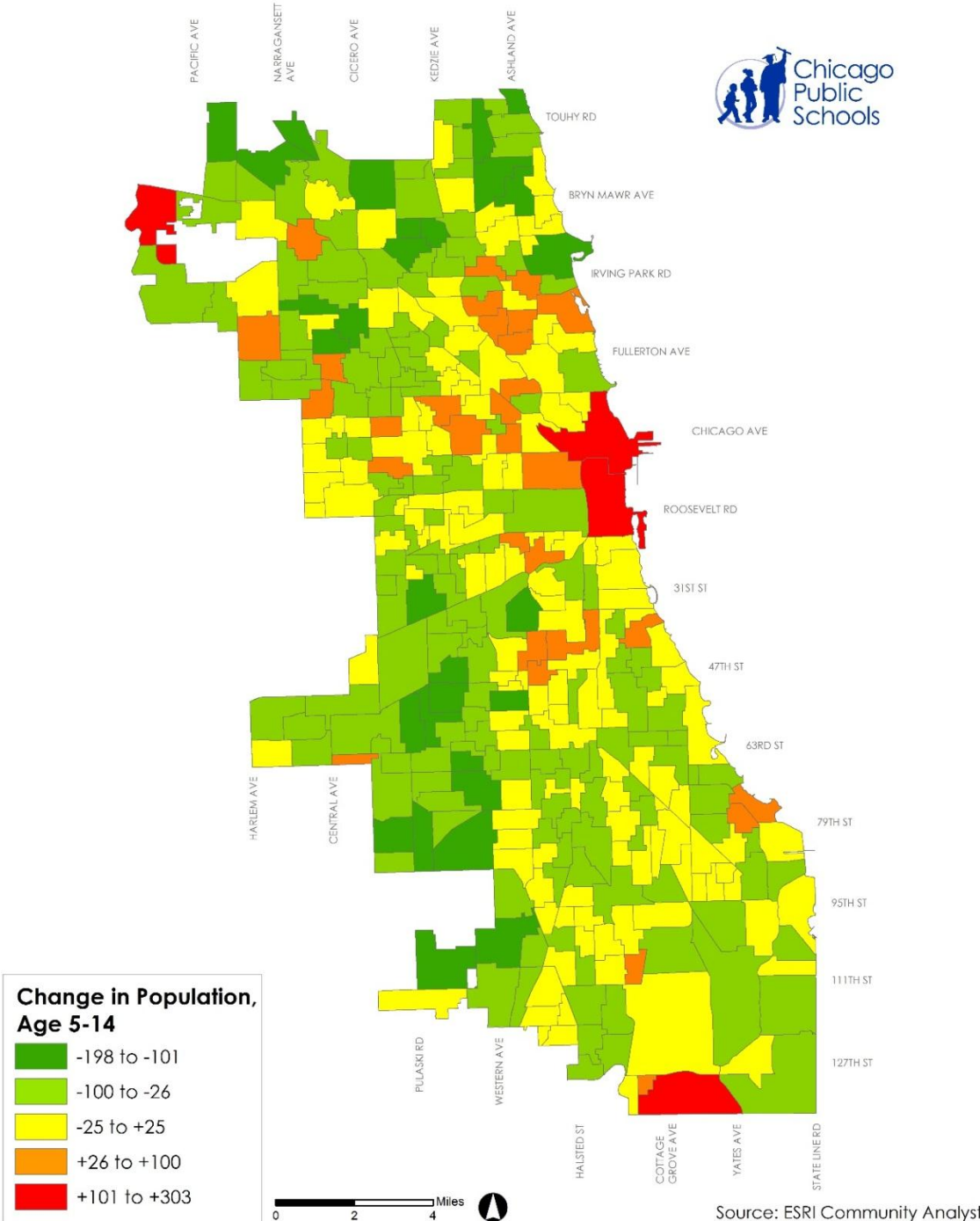
\* Does not include nearly 10,000 students that are in community partnership programs. From FY06 to FY15, School-based PK includes preschool students at charter schools (355 in FY15); in FY16, these students will be enrolled in the community partner that operates the preschool program at the charter school.

**Early Childhood Enrollment.** While births in the city overall are declining, there are more three-year-olds enrolling in pre-kindergarten classrooms. CPS’s official enrollment figures do not include many students that are served by community partnership programs. CPS receives state Preschool for All (PFA) funding and federal Head Start funding, which provide for a number of preschool seats that exceed enrollment projections. CPS also continues to expand the number of pre-kindergarten students enrolled in full day, rather than half day, programs. CPS has increased the number of full day pre-kindergarten classrooms from 61 in school year 2013 to 185 in school year 2016.

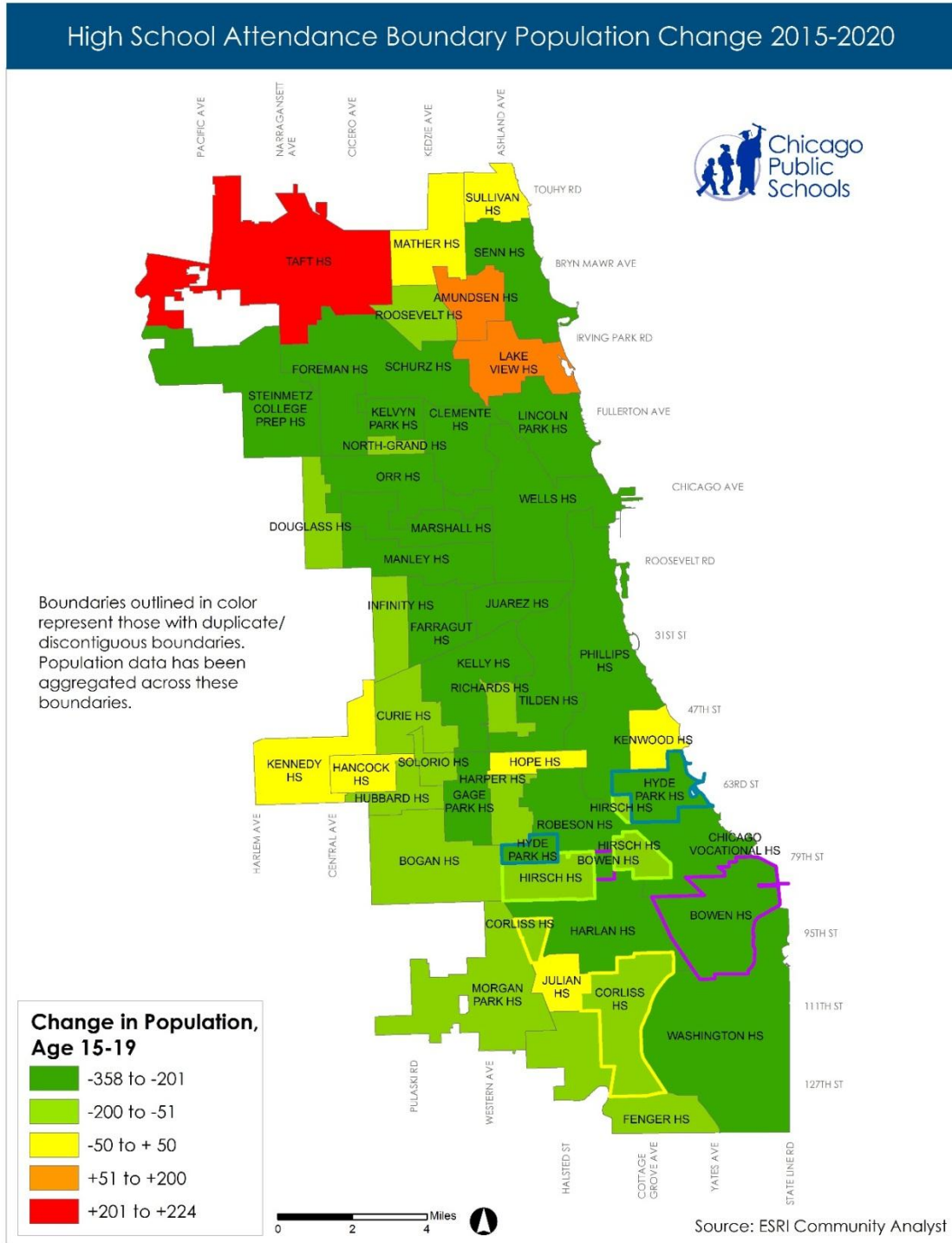


**Areas of population growth.** CPS expects that there will continue to be several geographic areas of population and enrollment growth that will put space pressures on the schools in those areas, particularly in the central business area, South Loop, Near West, Northwest and the Southwest side of the city. Below is a map of our elementary school boundaries colored to show areas of expected population change between the years 2014-19, among children aged 5-14. While population change does not always coincide with a change in enrollment, it is a strong indicator.

# Elementary School Attendance Boundary Population Change 2015-2020

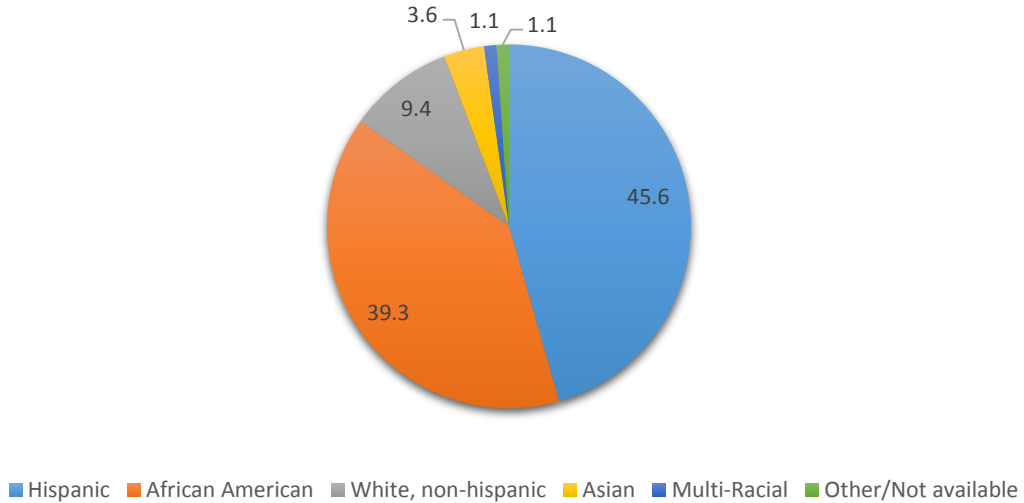


At the high school level, population growth is expected to be most pronounced on the North and Northwest sides of the city, with growth also in the central business area/south lakefront, and in the Southwest.

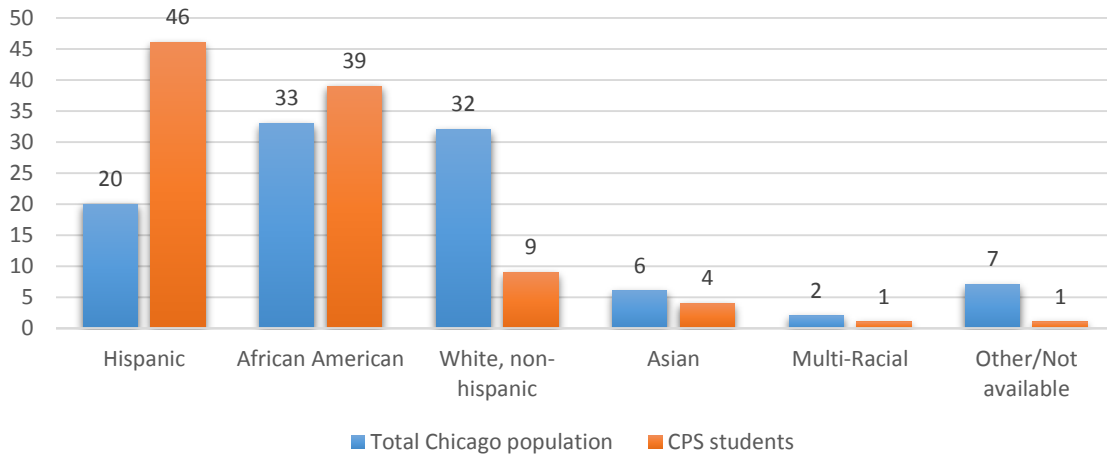


**Race and Ethnicity.** In the 2014-15 school year, the student racial breakdown was as follows:

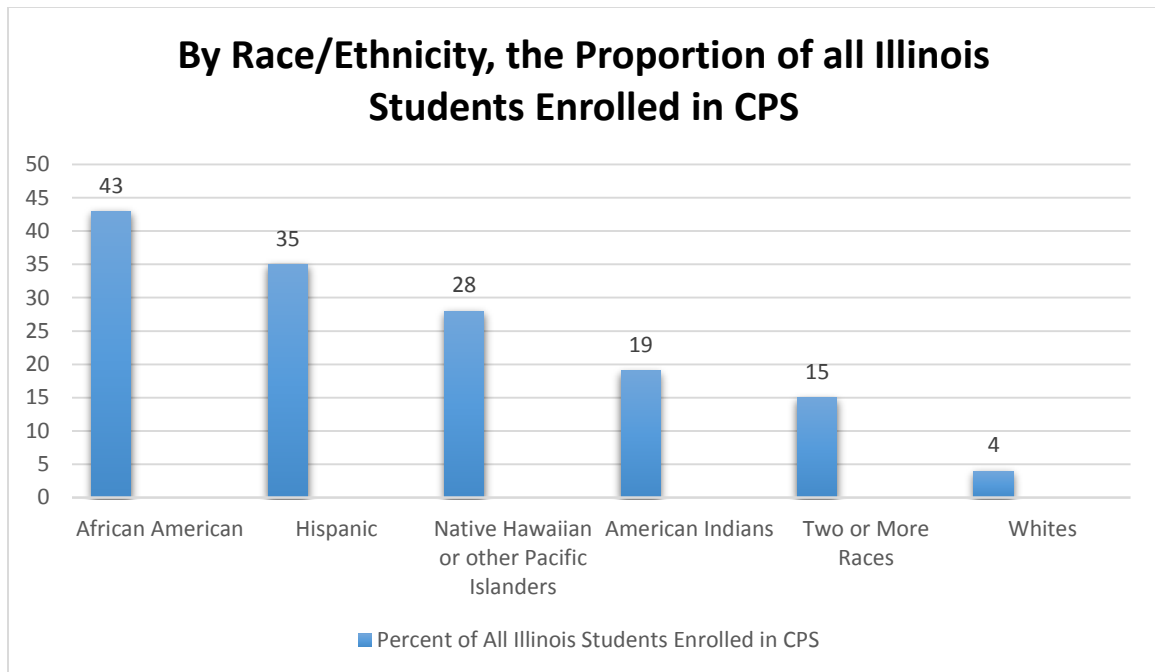
### Race/Ethnicity of CPS students Percent of CPS enrollment



### Percent Distribution of Race/Ethnicity Total Chicago Population compared to CPS enrollment





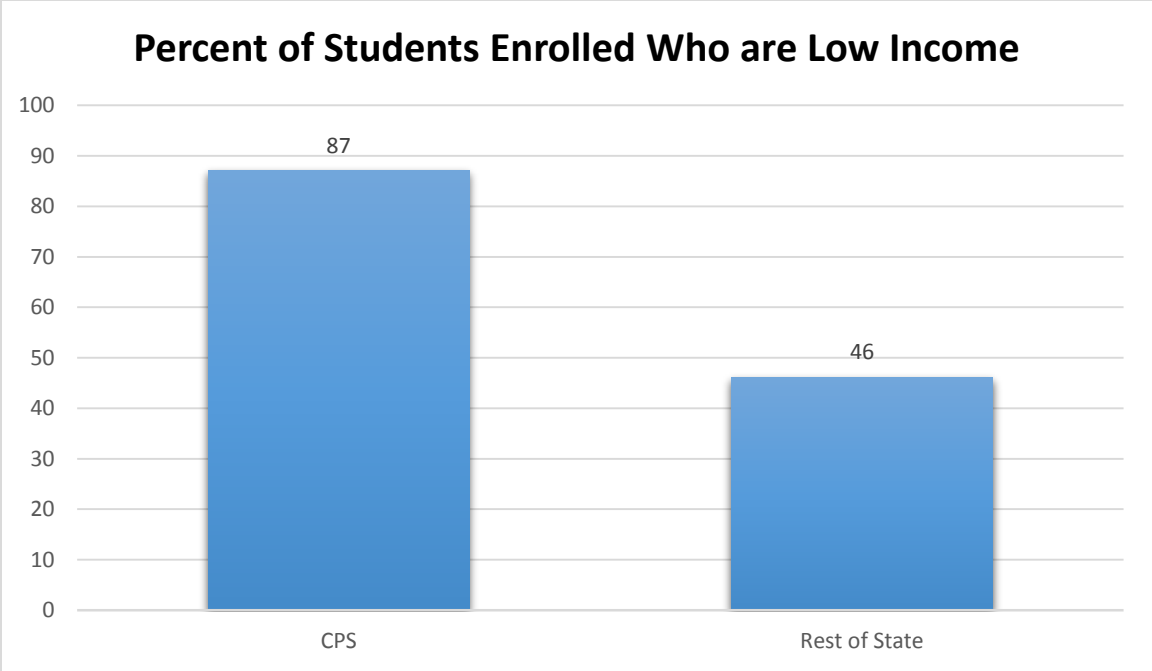


#### English Language Learners

English Language Learner (ELL) students are those eligible for transitional bilingual education, and for whom English is not considered their native language. In the 2014-15 school year, 66,231 CPS students were ELLs. ELLs comprised 16.7% of CPS student enrollment, which amounts to 32% of the ELLs in the State of Illinois. An average of 8.5% percent of students are identified as ELL in schools districts throughout the rest of Illinois. CPS offers bilingual education programs in 14 languages – including Spanish, Mandarin, Cantonese, Polish, Ukrainian, Arabic, and Urdu – to address the needs of ELL students. In addition to bilingual education programs, transitional language programs serve students from 110 different language backgrounds.

#### Income and Poverty

Socioeconomically, CPS students are disproportionately low-income as compared to the rest of the state. Students defined as low-income are those students, aged 3 through 17, who come from families receiving public assistance, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches. Approximately 87 percent of CPS students are from low income families, nearly twice the percentage in the rest of the state (46%).



**Student mobility**

The student mobility rate is based on the number of times students enroll in or leave a school during the school year. In 2014, the mobility rate of students in CPS was 17.5%. The rate was 12.3% across Illinois. Students who left more than once were counted multiple times.