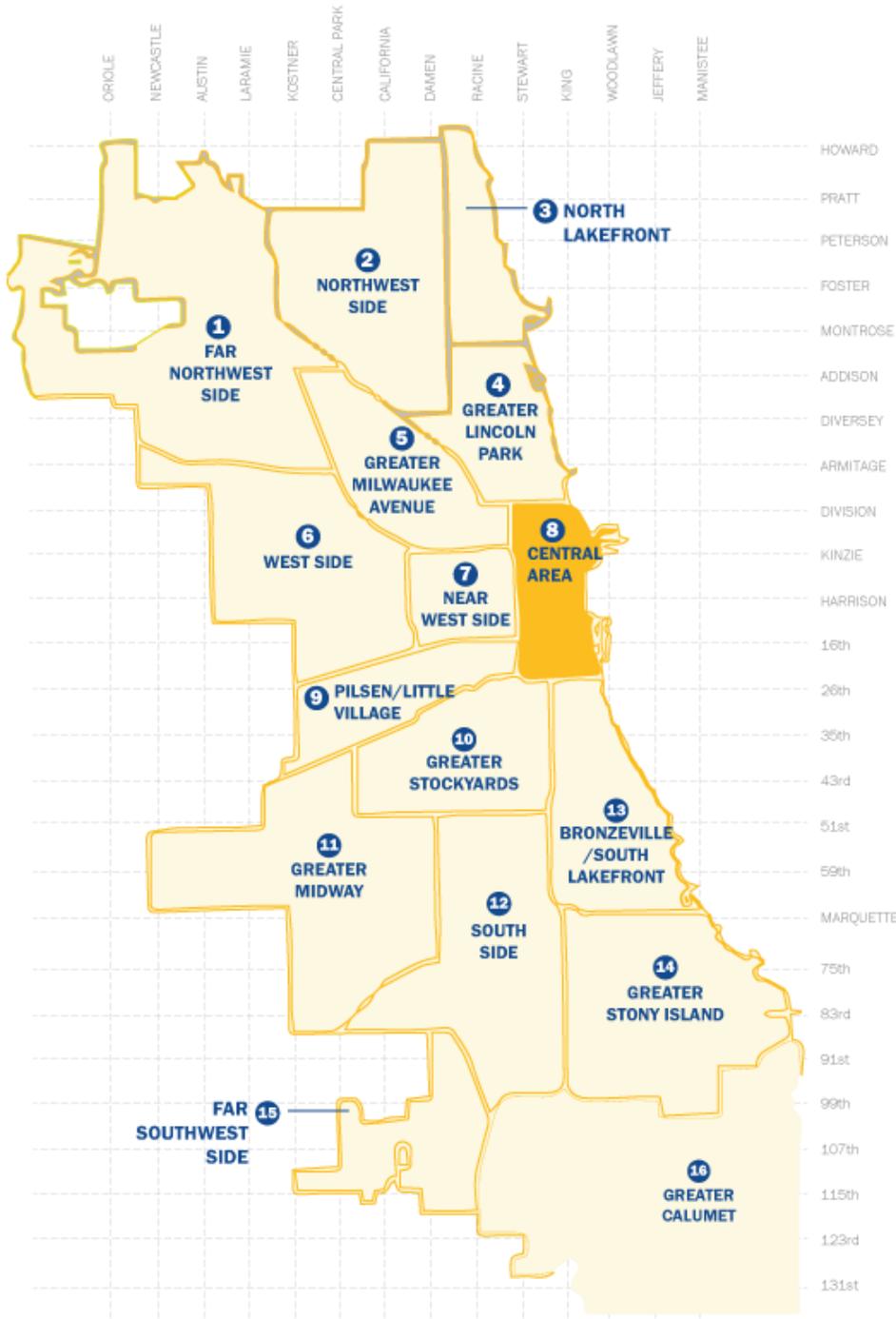


2018-19
ANNUAL REGIONAL ANALYSIS

CENTRAL AREA 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)

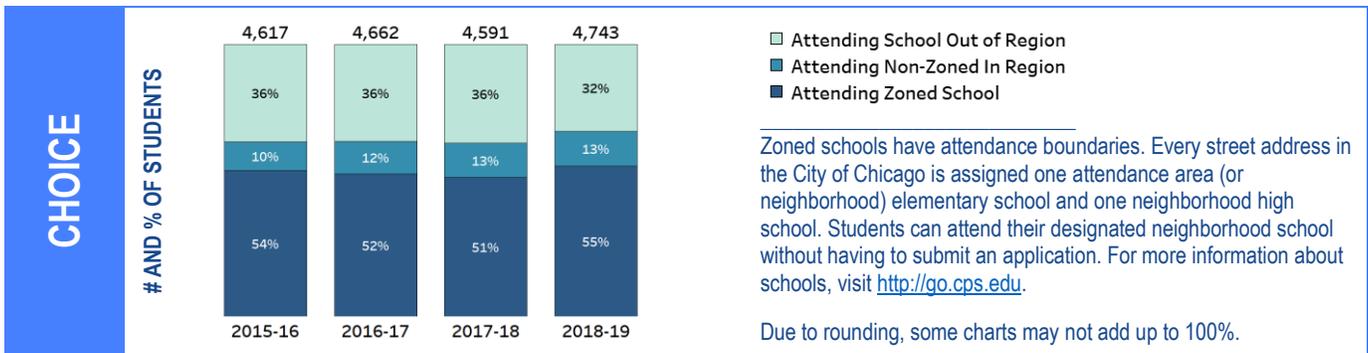
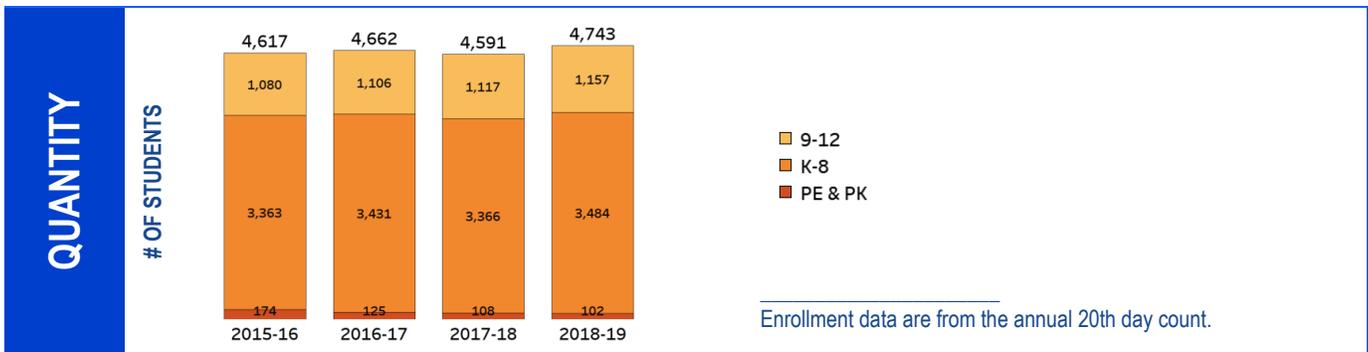
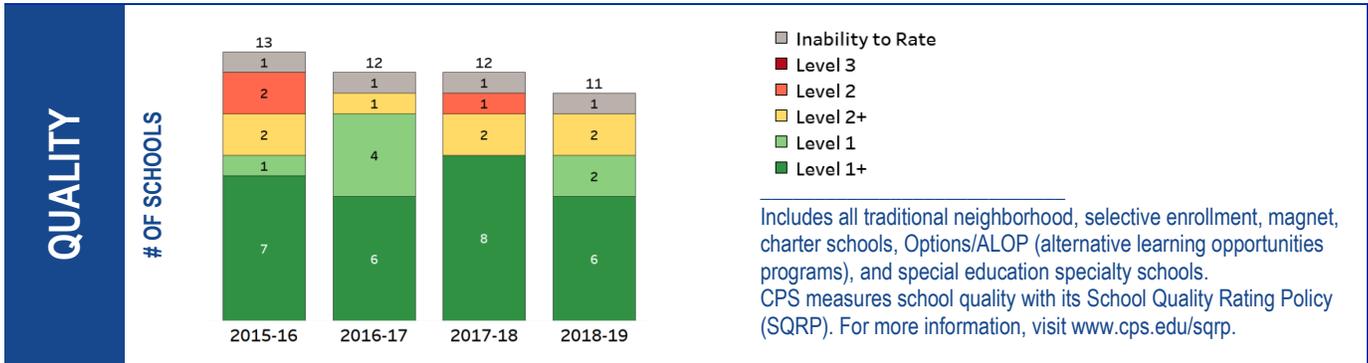
VARIETY

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



EXECUTIVE SUMMARY: 2018-19 SCHOOL YEAR

4,743 STUDENTS IN REGION | 11 SCHOOLS | 11% HISPANIC | 31% AFRICAN AMERICAN | 20% WHITE | 30% ASIAN



- ### VARIETY
- #### ELEMENTARY

 - Fine & Performing Arts Magnet Program
 - International Baccalaureate (IB)
 - Regional Gifted Center / Classical
 - Science, Technology, Engineering, & Math (STEM) Magnet Program

HIGH SCHOOL

 - Career & Technical Education (CTE)
 - Selective Enrollment
- For more information about programs, visit <http://go.cps.edu>.



KEY FINDINGS

QUALITY

- There are 11 schools, 8 of which are Level 1+ or Level 1, 2 are Level 2+, and 1 Inability to Rate. There are no Level 2 or Level 3 schools in the region.
- 95% of elementary students who live in the region attend a Level 1+/1 school, 79% of high school students attend a Level 1+/1 high school, and 35% of Options high school students attend a Level 1+/1 school.
- There are more than 450 unfilled Level 1+/1 elementary seats and approximately 120 unfilled Level 1+/1 high school seats.
- 59% of Level 1+/1 elementary seats have no admissions criteria and 41% of seats are at schools that have some programs with admissions criteria. Of Level 1+/1 high school seats, 23% have no admissions criteria and 77% do have admissions criteria.

QUANTITY

- The student population in the region is 4,743, which has increased by 2.7% (approximately 120 students) since the 2015-16 school year. This is opposite to the 7.9% decline in the total CPS student enrollment.
- Enrollment in schools in the region has increased by 10.1%.
- There are 300 more seats than students enrolled in the region.

CHOICE

- 55% of students in this region attend their zoned school, 13% of students attend a non-zoned school in the region, and 32% of students attend a non-zoned school out of the region.
- 19% elementary students in the region who do not attend their zoned school travel less than one mile and 28% travel for less than 15 minutes. 40% of high school students in the region who do not attend their zoned school travel more than three miles and 22% travel for more than 45 minutes.

VARIETY

- The region has International Baccalaureate (IB), Regional Gifted Center / Classical, Science Technology Engineering & Math (STEM), and Fine & Performing Arts programs for elementary school students. It lacks Dual Language, World Language, Academic Center, and Personalized Learning programs.
- For high school students, there is a very high density of Selective Enrollment seats (248 seats per 100 students residing in the region) and some Career & Technical Education (CTE) options. There are no IB, Early College STEM, Personalized Learning, Fine & Performing Arts, or JROTC (Junior Reserve Officer Training Corps) programs for high school students living in the region.



MAP



The Central Area region is bounded by Division Street on the north, Lake Michigan on the east, the Stevenson Expressway on the south, and by North Halsted Street and the Kennedy / Dan Ryan Expressway on the west. It is home to more than 130,000 residents – an increase of 56% since 1970 – and is served by 36 train stops.

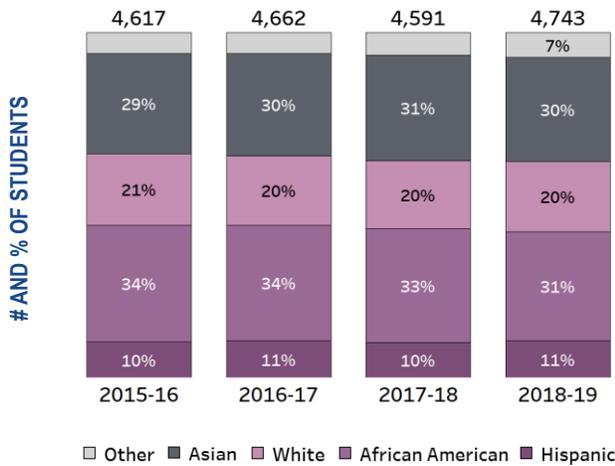
Source: City of Chicago, Neighborhoods Now, <https://www.cityofchicago.org/city/en/depts/dcd/cnn.html>

DEMOGRAPHIC COMPOSITION

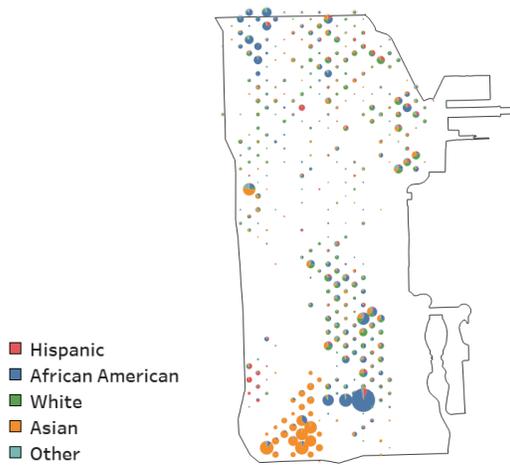
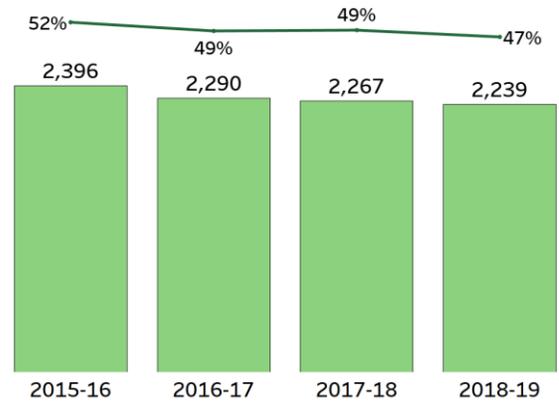
The Central Area region has become slightly less African American in the past four years

The Central Area student population is relatively diverse in terms of racial/ethnic composition. It is 31% African American, 30% Asian, 20% White, and 11% Hispanic. The share of African American students has dropped from 34% to 31% in the past four years and the share of White students has dropped from 21% to 20%, while the share of Hispanic students and Asian students has risen slightly. The percentage of students qualified for Free and Reduced Lunch (FRL) has dropped from 52% to 47% in the past four years, which is lower than the overall district percentage of 77%.

RACIAL/ETHNIC COMPOSITION



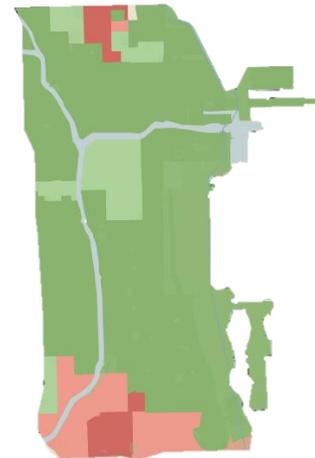
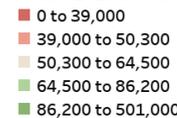
FREE AND REDUCED LUNCH RATES



The Asian student population primarily resides in the southwestern part of the region, while the African American student population resides in the south and north areas. White students are more likely to live in the middle of the 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.

Median 2018 Household Income



The Central Area region mostly encompasses neighborhoods of high median household income, with some lower-income neighborhoods in the north and south.



HOW MANY LEVEL 1+/1 SEATS ARE THERE?

There are 5 elementary schools in the Central Area region, including 3 Level 1+ schools and 2 Level 1 schools.

There are 4 zoned elementary schools in this region. 62% 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



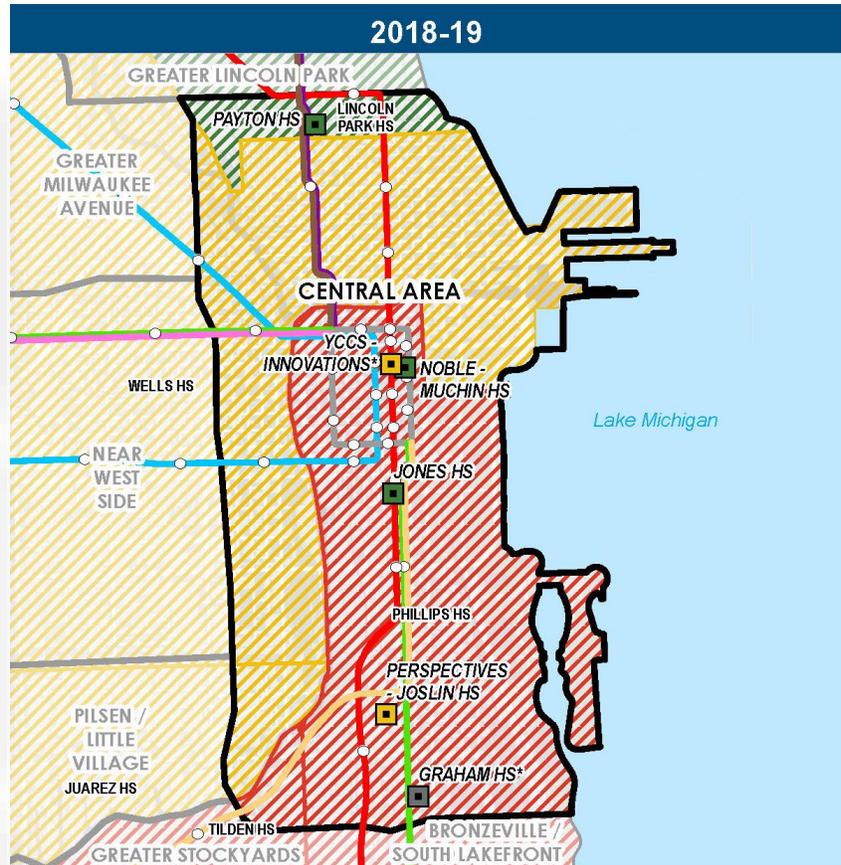
HOW MANY LEVEL 1+/1 SEATS ARE THERE?

There are 5 high schools in the Central Area region, including 3 Level 1+ school, 1 Level 2+ school and 1 Inability to Rate school. In addition, there is 1 Level 2+ Options high school.

There are no zoned high schools in the region. 12% of high school students residing in this region live in the attendance boundaries of Level 1+/1 schools.

HISTORY

HIGH SCHOOL



School Type

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

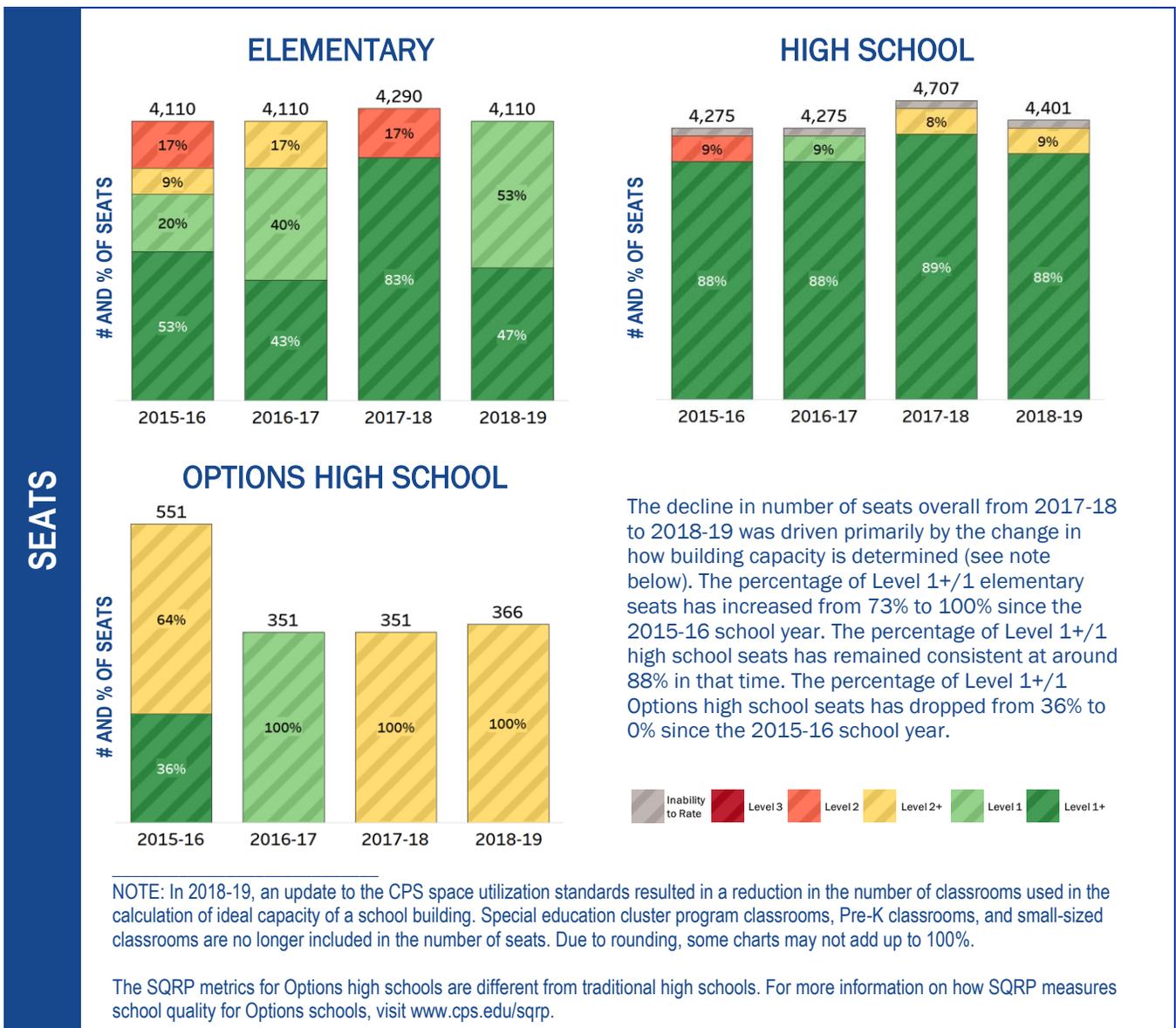
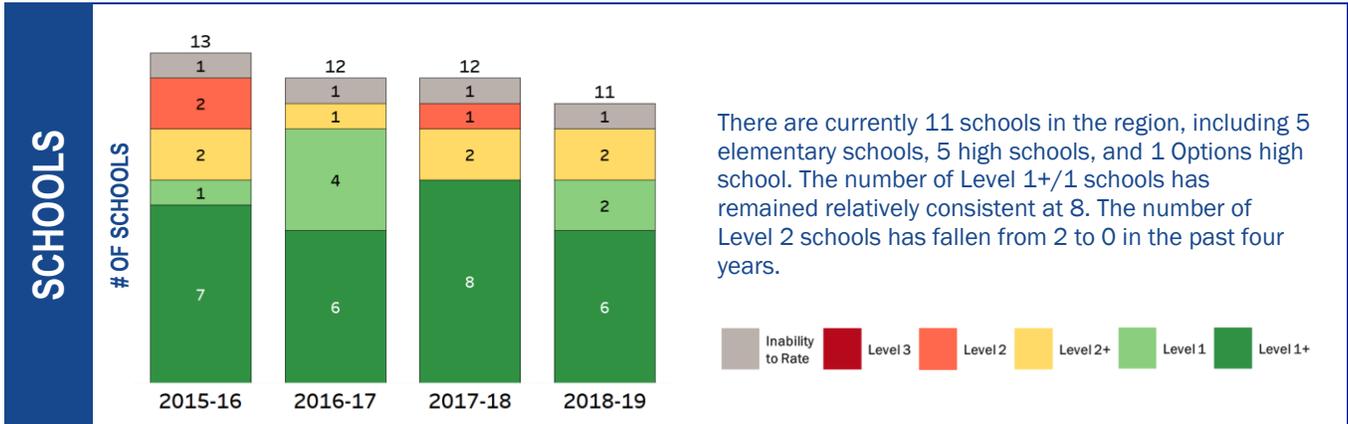
SQRP Rating

-  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



HOW MANY LEVEL 1+ / 1 SEATS ARE THERE?

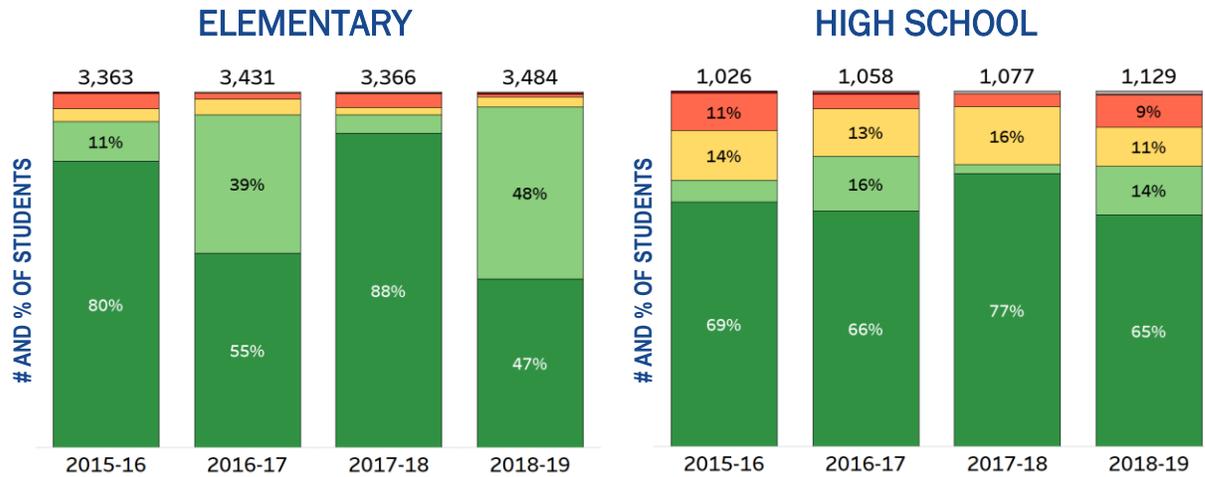




HOW MANY STUDENTS ARE ENROLLED IN LEVEL 1+/1 SCHOOLS?

ENROLLMENT BY SCHOOL

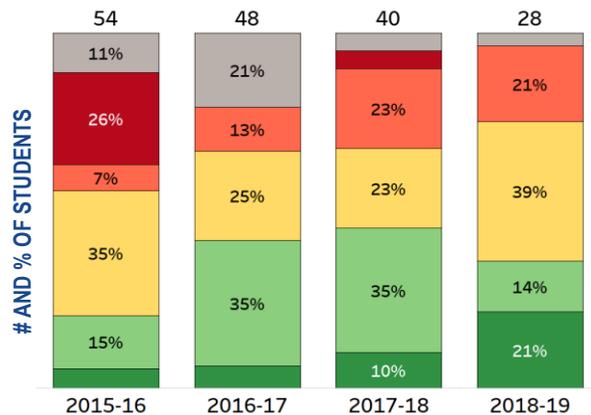
Students who reside in region, including those who attend school out of region



The percentage of elementary students attending schools of each SQRP level has remained relatively consistent over the past four years, although the percentage attending a Level 1+/1 school has increased from 91% to 95%.

In the 2018-19 school year, 79% of 9th-12th grade students are attending a Level 1+/1 school, up from 75% during the 2015-16 school year. The percentage of students who attend a Level 2 school has dropped from 11% to 9% in four years.

OPTIONS HIGH SCHOOL



The past four years have seen 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 increased from 21% to 35%, and the percentage attending a Level 3 school has fallen from 26% to 0%.

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

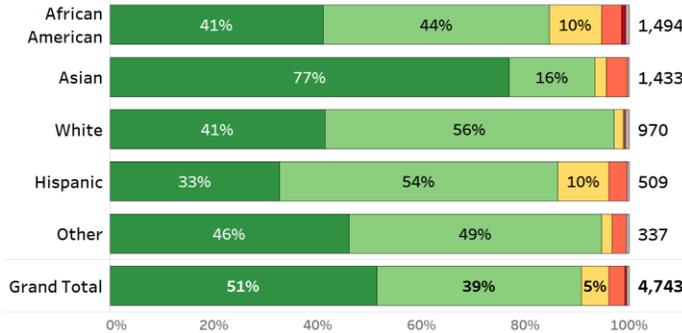




HOW MANY STUDENTS ARE ENROLLED IN LEVEL 1+/1 SCHOOLS?

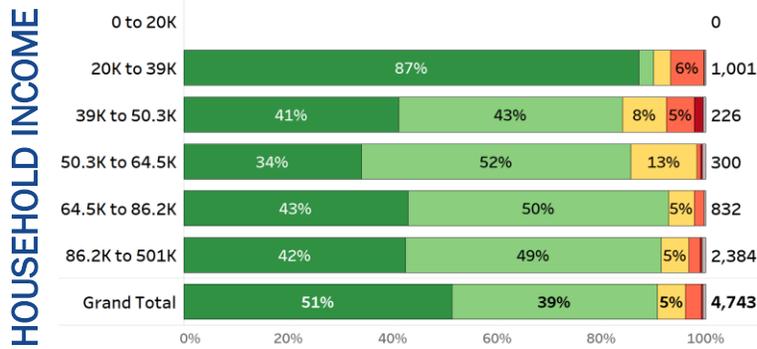
Students who reside in region, including those who attend school out of region

AND % OF STUDENTS



White students in the Central Area region attend Level 1+/1 schools at the highest rate (97%), and Asian students attend Level 1+/1 schools at the second-highest rate (93%). Of African American students in the region, 85% attend a Level 1+/1 school.

AND % OF STUDENTS



There is a slight difference in quality of school attended by students of different household income levels. Most students reside in a census tract with a median household income between \$20,000 and \$39,000 or between \$86,200 and \$501,000. Of students in the lower-income tract, 6% are at Level 2 schools, compared to 2% of students in the higher tract, although they attend Level 1+/1 schools at similar rates.

DEMOGRAPHICS

ETHNICITY

HOUSEHOLD INCOME

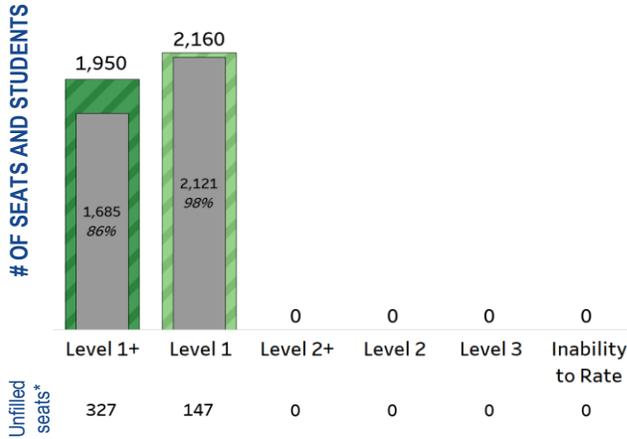




DO STUDENTS HAVE ACCESS TO LEVEL 1+/1 SEATS?

ELEMENTARY

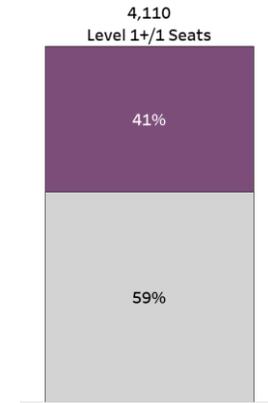
SEATS vs. ENROLLMENT



Unfilled seats*

There are 3,806 students enrolled in Level 1+/1 schools in the region. There are 474 unfilled Level 1+/1 elementary seats in the region.

ADMISSION TYPE OF LEVEL 1+/1 SCHOOLS



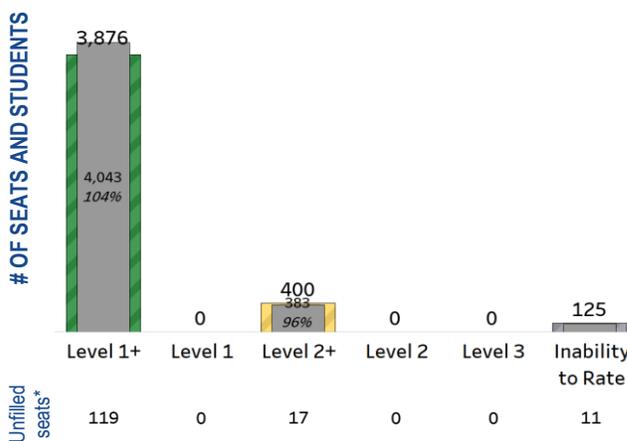
Of all Level 1+/1 elementary seats in the region, 59% are in schools with no admissions criteria and 41% are in schools that have some programs with admissions criteria. 42% of the 474 unfilled Level 1+/1 elementary seats have no admissions criteria.

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.

HIGH SCHOOL

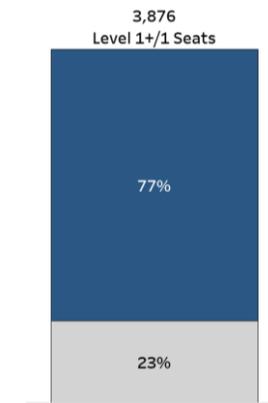
SEATS vs. ENROLLMENT



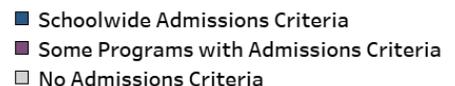
Unfilled seats*

There are 4,043 students enrolled in Level 1+ schools in the region, and 383 students enrolled in Level 2+ schools in the region. There are 119 unfilled Level 1+/1 high school seats in the region.

ADMISSION TYPE OF LEVEL 1+/1 SCHOOLS

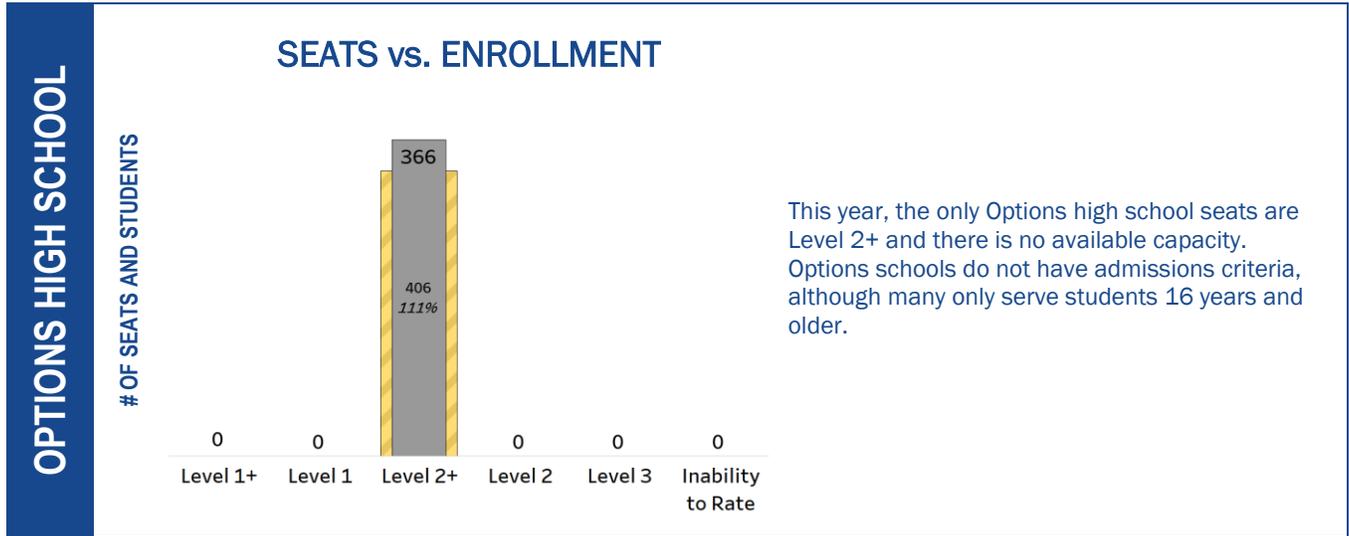


Of all Level 1+/1 high school seats in the region, 77% are in schools with admissions criteria and 23% are in schools with no admissions criteria. None of the unfilled Level 1+/1 high school seats are in schools that have no admissions criteria.



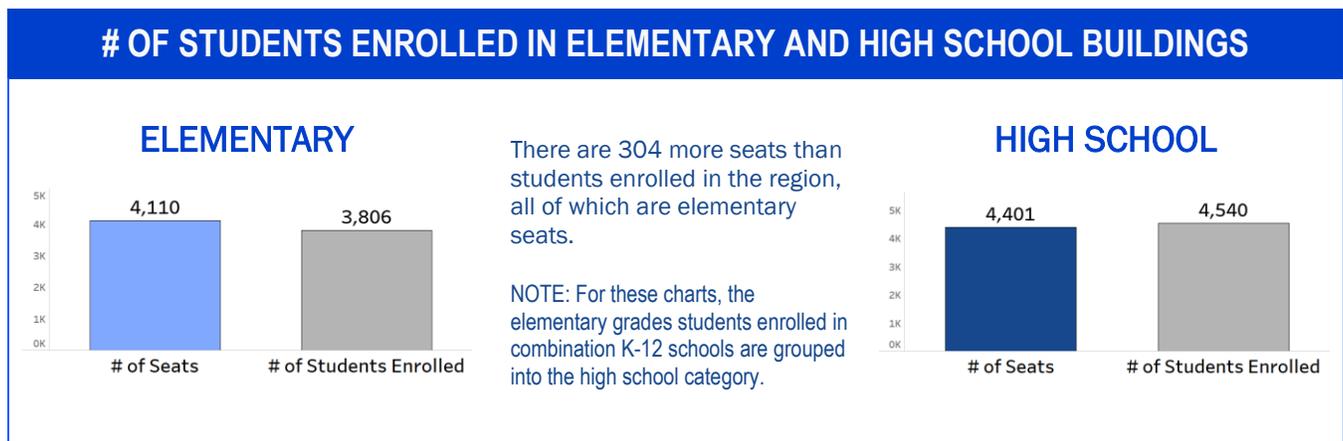
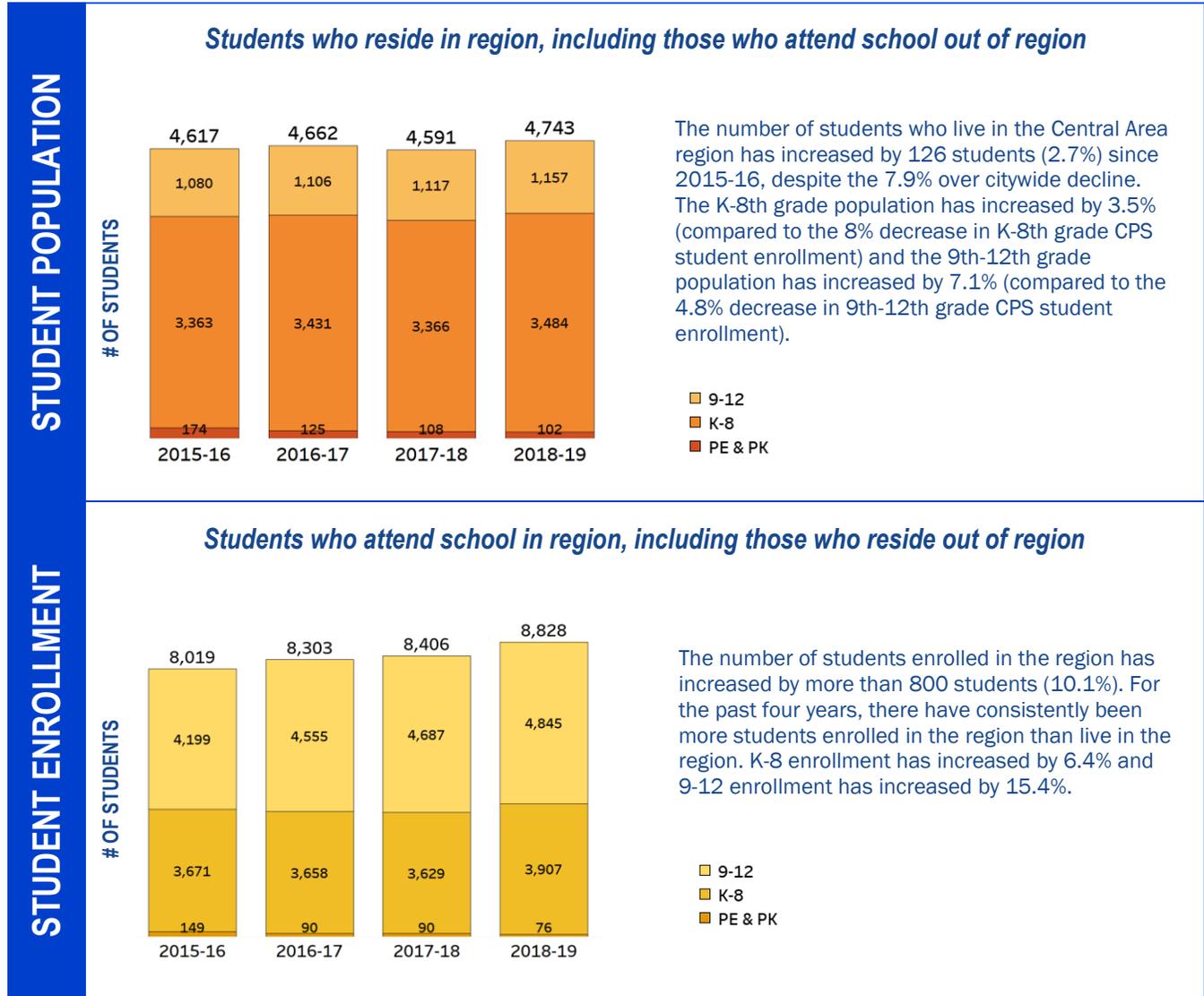


DO STUDENTS HAVE ACCESS TO LEVEL 1+/1 SEATS?





HOW MANY SEATS ARE THERE FOR THE STUDENT POPULATION?

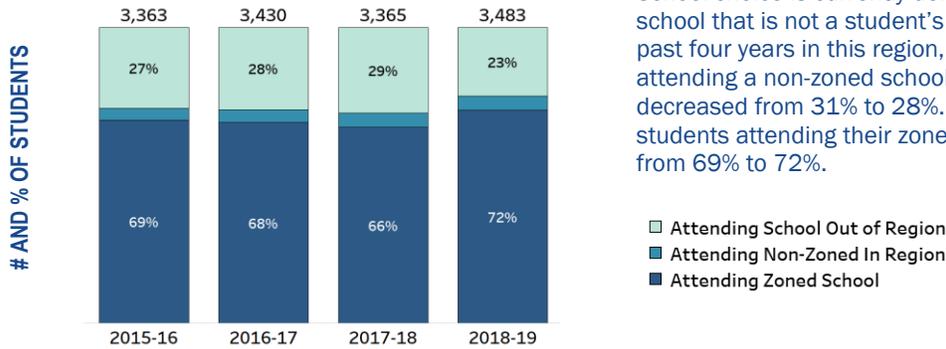




ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

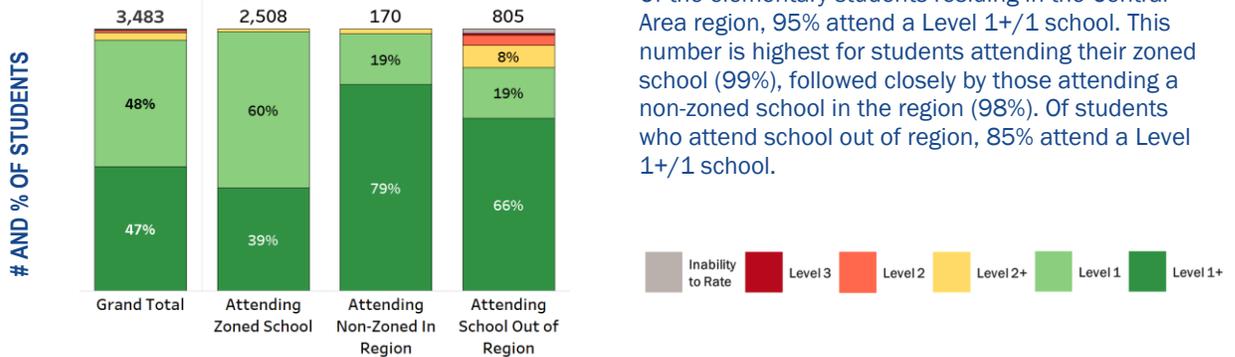
ELEMENTARY SCHOOL 1

SCHOOL CHOICE OVER TIME



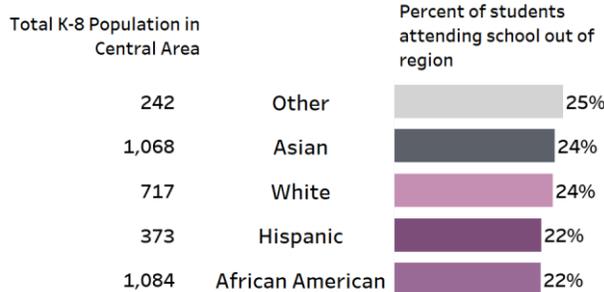
School choice is currently defined as attending a school that is not a student's zoned school. Over the past four years in this region, elementary students attending a non-zoned school (in or out of region) has decreased from 31% to 28%. In the same time frame, students attending their zoned school has increased from 69% to 72%.

SCHOOL QUALITY AND CHOICE



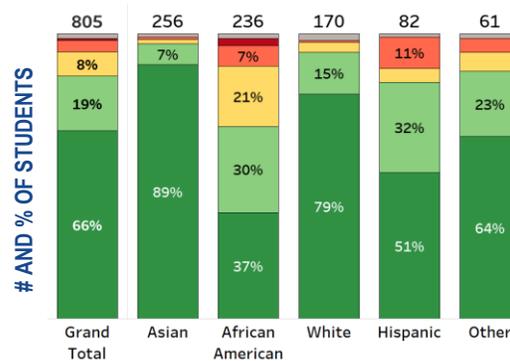
Of the elementary students residing in the Central Area region, 95% attend a Level 1+/¹ school. This number is highest for students attending their zoned school (99%), followed closely by those attending a non-zoned school in the region (98%). Of students who attend school out of region, 85% attend a Level 1+/¹ school.

STUDENTS WHO ATTEND SCHOOL OUT OF REGION BY ETHNICITY



The percentage of students attending school out of the region is relatively consistent across racial/ethnic groups. 24% of Asian students and White students attend school out of the region, compared to 22% of Hispanic and African American students.

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



Of all students who attend school out of the region, African American students attend a Level 1+/¹ school at the lowest rate (67%, compared to the overall percentage of 85%).

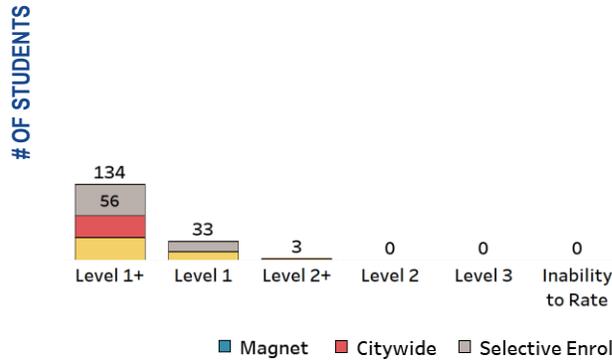
¹ Only kindergarten through 8th grade students are included in school choice calculations, as pre-kindergarteners are not zoned to a school.



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

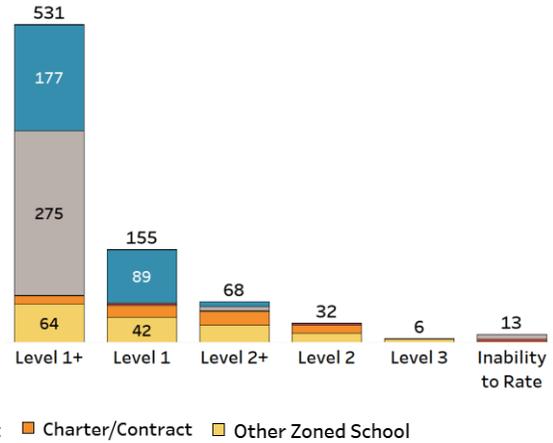
ELEMENTARY SCHOOL

STUDENTS WHO ATTEND NON-ZONED SCHOOL IN REGION



5% of elementary students attend a school in their region that is not their zoned school. The majority of these students attend a Level 1+ school. Overall, most students attend Selective Enrollment schools in the region.

STUDENTS WHO ATTEND NON-ZONED SCHOOL OUT OF REGION



23% of elementary students attend a school outside of their region that is not their zoned school. The majority of these students attend a Level 1+ school. Overall, most students attend Magnet or Selective Enrollment schools outside the region.

28% of elementary students do not attend their zoned school. Of those students, 19% stay within one mile of their home and 60% stay within three miles. The majority – 63% of students – travel for less than 30 minutes.

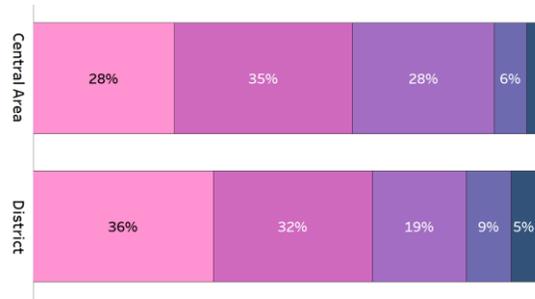
DISTANCE TRAVELED TO SCHOOL IF NOT ATTENDING ZONED SCHOOL



Region average: 3.1 mi. District average*: 2.8 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.

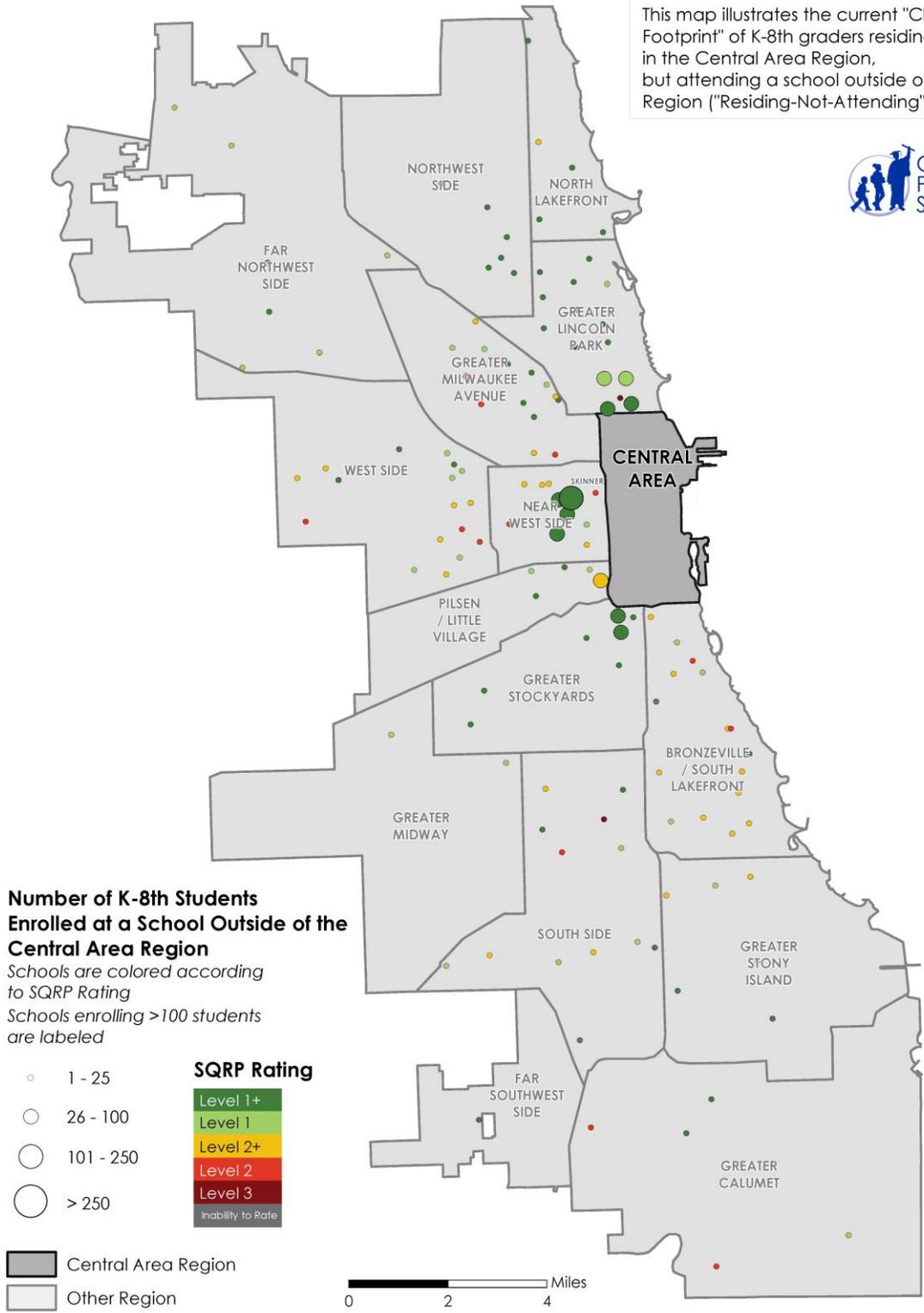
0-15 Min 15-30 Min 30-45 Min 45-60 Min 60+ Min

*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%.



CENTRAL AREA: OUT OF REGION "CHOICE FOOTPRINT" (K-8TH)

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



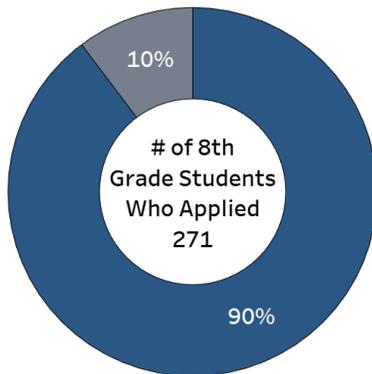


ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

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>.

HIGH SCHOOL

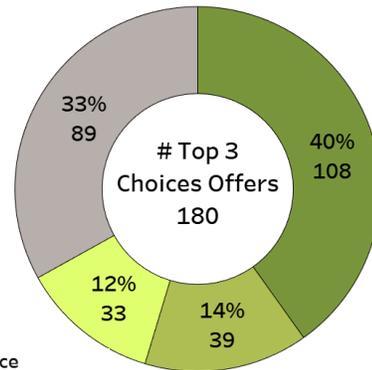
% OF 8TH GRADE STUDENTS WHO APPLIED TO HIGH SCHOOL



- Applied
- Did Not Apply

In the Central Area region, 271 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

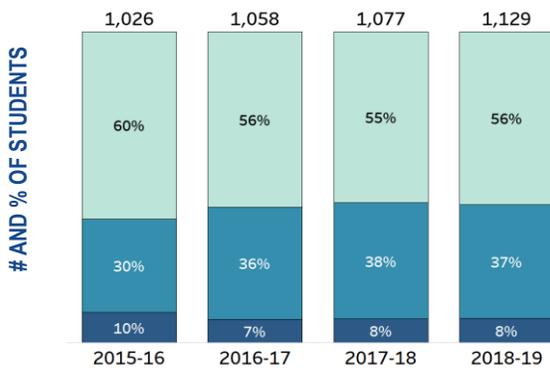


- 1st Choice
- 2nd Choice
- 3rd Choice
- 4th or Lower Choice

Of the 8th grade students who applied in Round 1, 66% 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%.

SCHOOL CHOICE OVER TIME



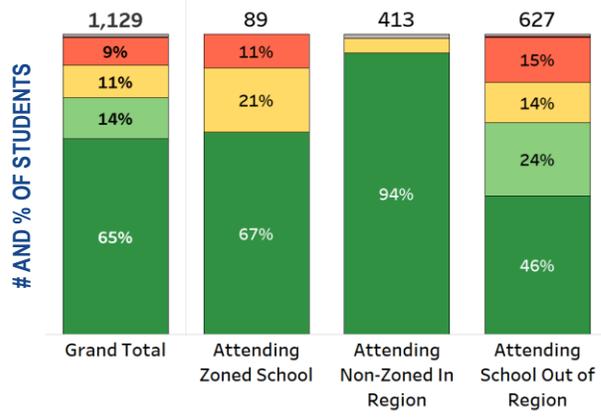
School choice is currently defined as attending a school that is not a student's zoned school. Over the past four years in this region, high school students attending a non-zoned school (in or out of region) has risen from 90% to 93%.

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



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

QUALITY BY SCHOOL CHOICE

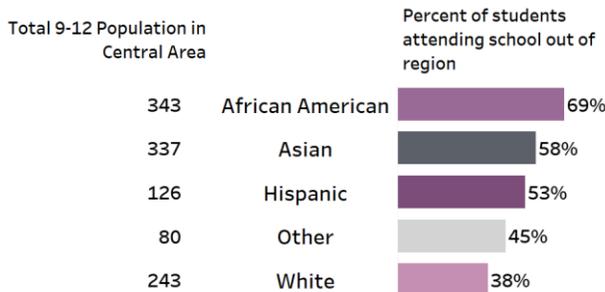


Of the 1,129 high school students residing in the region, 79% attend a Level 1+/1 school. This number is highest for students who attend a non-zoned school in the region (94%). 67% of students who attend their zoned school and 70% of those who leave the region, are at a Level 1+/1 school.



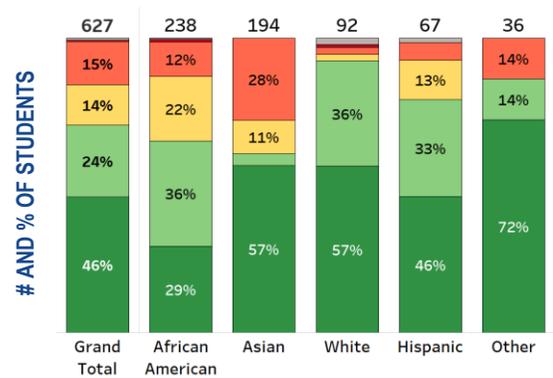
HIGH SCHOOL

STUDENTS WHO ATTEND SCHOOL OUT OF REGION BY ETHNICITY



African American students attend school out of region at the highest rate (69%) and White students attend school out of region at the lowest rate (38%).

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



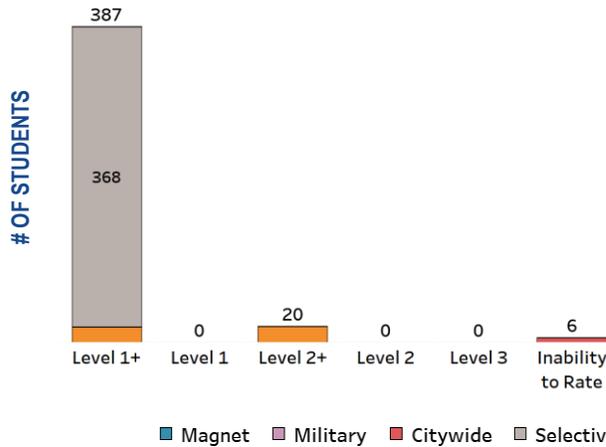
Of all students who attend a non-zoned school outside of the region, Asian students attend Level 1+/1 schools at the lowest rate (61%) and Level 2 schools at the highest rate (28%). 93% of White students attend a Level 1+/1 school.



ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

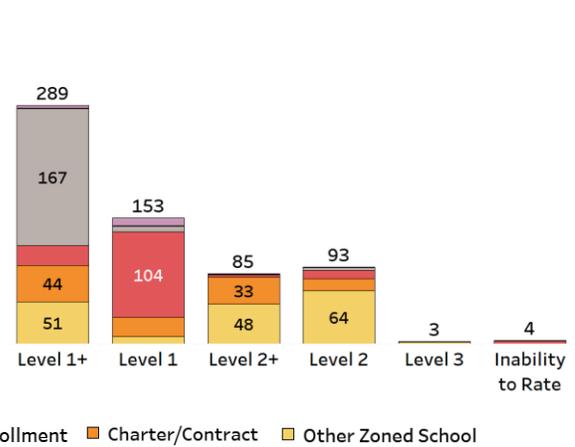
HIGH SCHOOL

STUDENTS WHO ATTEND NON-ZONED SCHOOL IN REGION



37% of high school students attend a school in their region that is not their zoned school. The majority of these students attend Level 1+ schools. Overall, most students attend Selective Enrollment schools in the region.

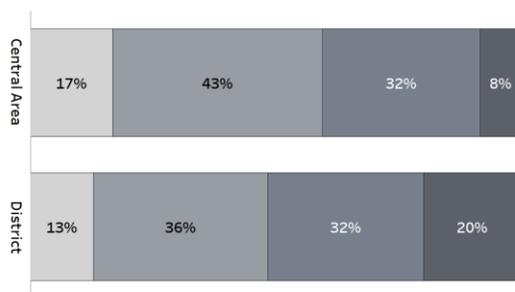
STUDENTS WHO ATTEND NON-ZONED SCHOOL OUT OF REGION



56% 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+/1 schools. Overall, most students attend a Selective Enrollment or another zoned school outside the region.

92% of high school students do not attend their zoned school. Of those students, 60% stay within three miles of their home; 8% travel more than six miles. 67% of students who do not attend their zoned school travel for less than 30 minutes, while 8% travel for more than 45 minutes.

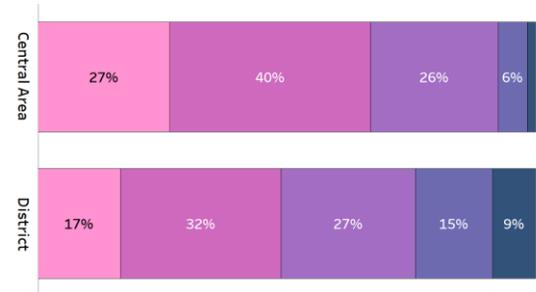
DISTANCE TRAVELED TO SCHOOL IF NOT ATTENDING ZONED SCHOOL



Region average: 3.0 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: 25 min. District average*: 32 min.

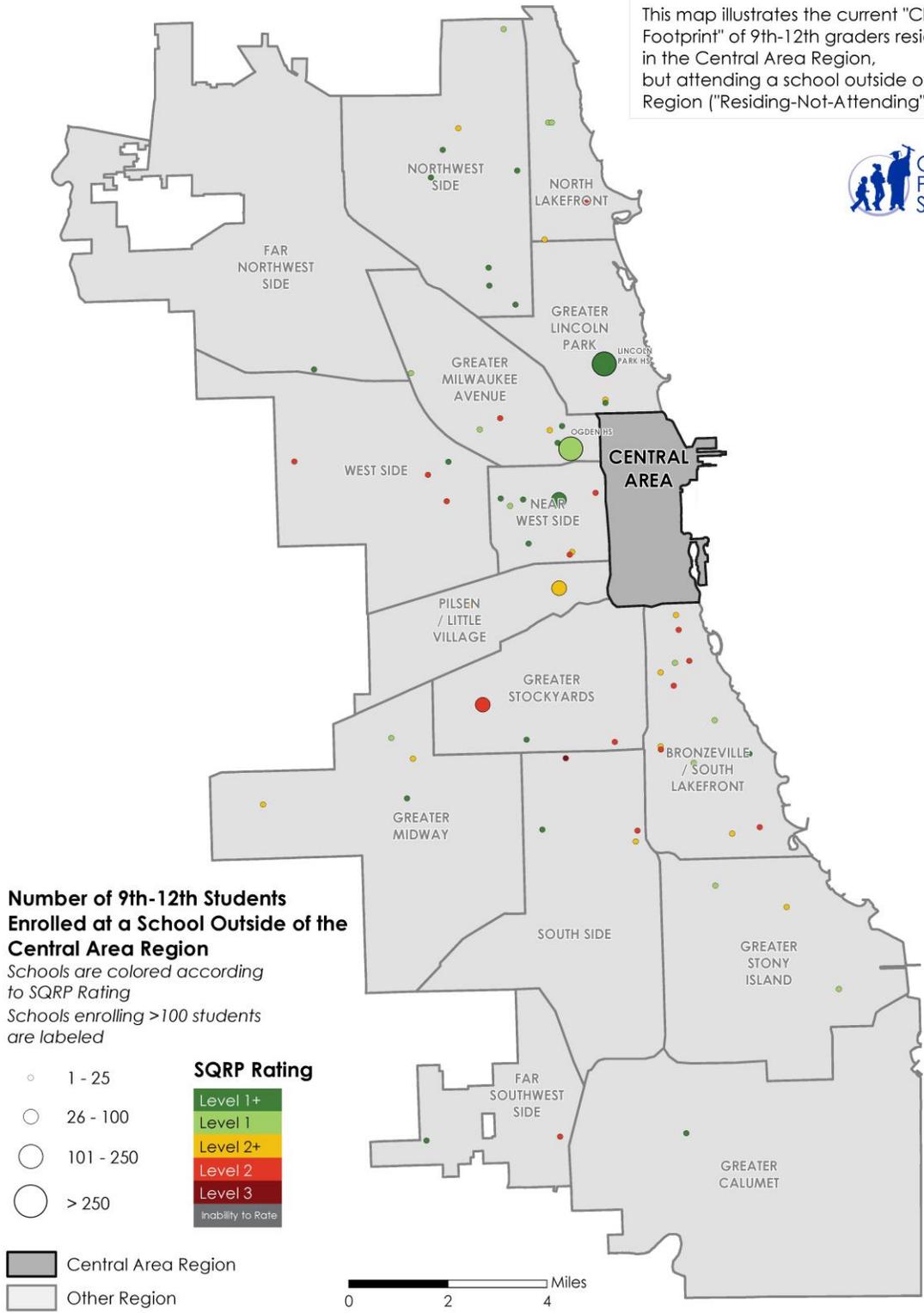
0-15 Min 15-30 Min 30-45 Min 45-60 Min 60+ Min

*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%.



CENTRAL AREA: OUT OF REGION "CHOICE FOOTPRINT" (9TH-12TH)

This map illustrates the current "Choice Footprint" of 9th-12th graders residing in the Central Area 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?

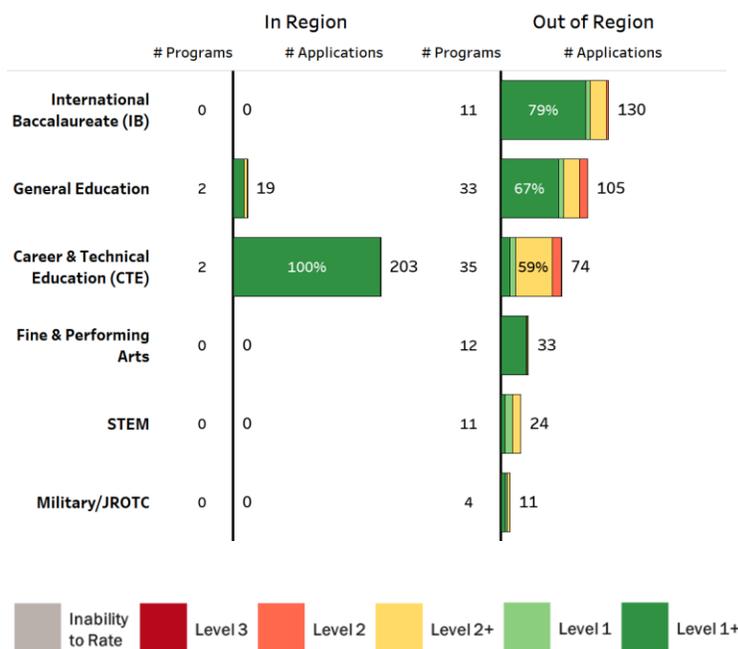
ELEMENTARY	NUMBER OF SEATS
Academic Center	0
Dual Language	0
Fine & Performing Arts	690
International Baccalaureate (IB)	450
Personalized Learning	0
Regional Gifted Center / Classical	960
STEM	600
World Language	0
HIGH SCHOOL	NUMBER OF SEATS
CTE: Building/Transportation	38
CTE: Business/Law	38
CTE: Career Academy	0
CTE: Culinary	0
CTE: Health	0
CTE: IT	0
CTE: Media/Communication	0
CTE: Other	0
Fine & Performing Arts	0
International Baccalaureate (IB)	0
Military/JROTC	0
Personalized Learning	0
Selective Enrollment	789
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 Central Area region, 37% were to programs within region.

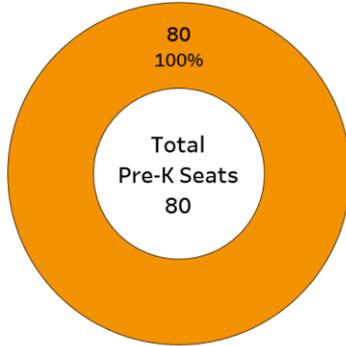
Of the applications to programs out of region, International Baccalaureate and general education had the highest number of applications. General education is also the most prevalent program. The majority of applications to programs outside of the region were to programs in Level 1+/1 schools for all types of programs, except for CTE programs.

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

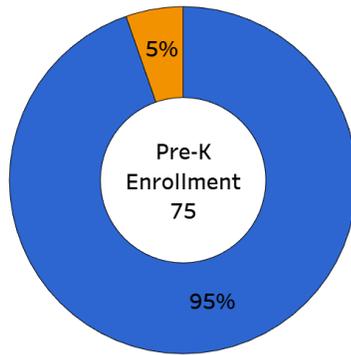


In the Central Area region, there are 80 Pre-K seats, all of which are in full-day programs.

- Full Day
- Half Day

PRE-K ENROLLMENT

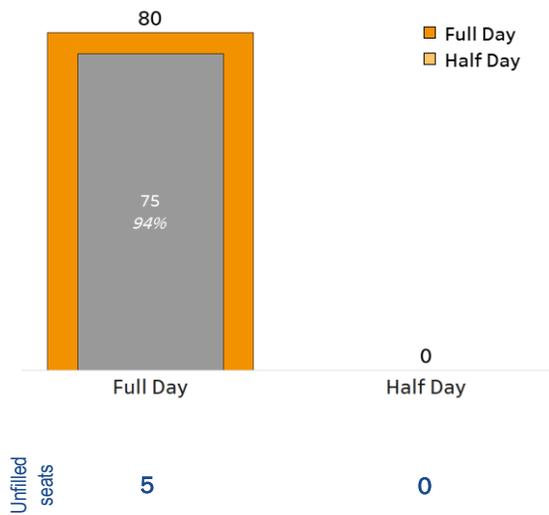
AND % OF STUDENTS



In the Central region, there were 75 students enrolled in Pre-K as of the 20th day of school (October 1st). 95% of students were 4-year-olds and 5% 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 5 unfilled Pre-K seats in the Central Area region as of the 20th day of school (October 1st), all of which were full-day seats. The full-day programs were 94% filled.



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

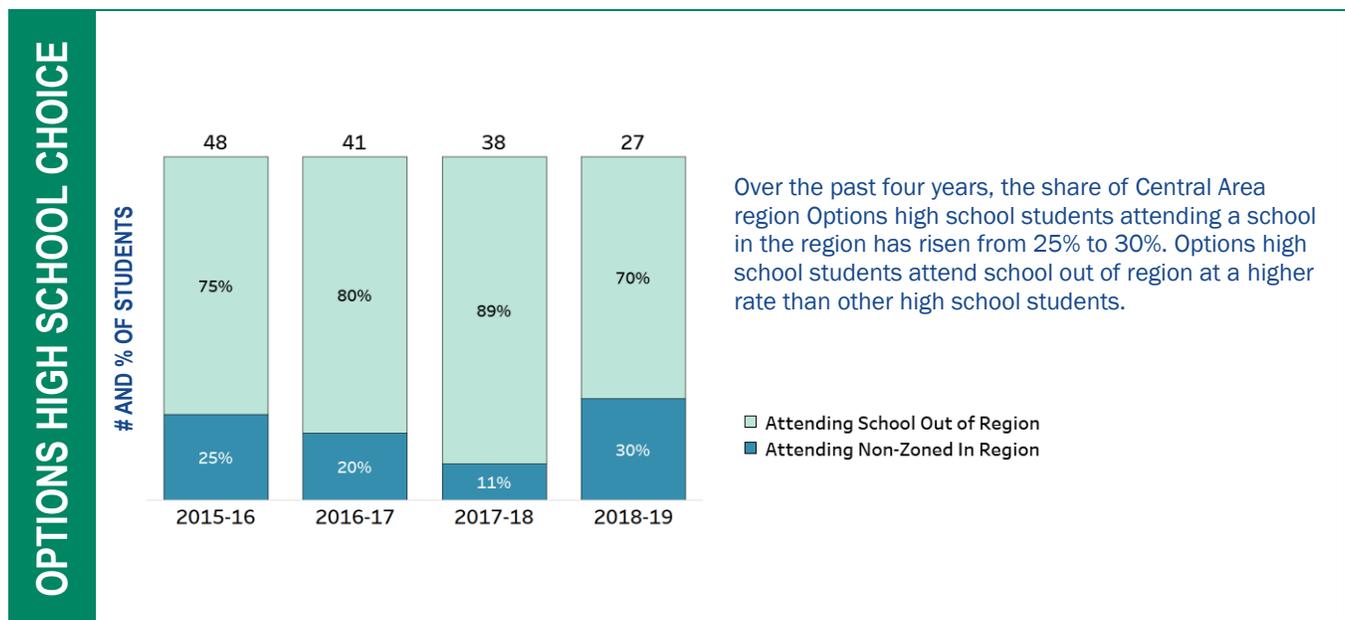




ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

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%



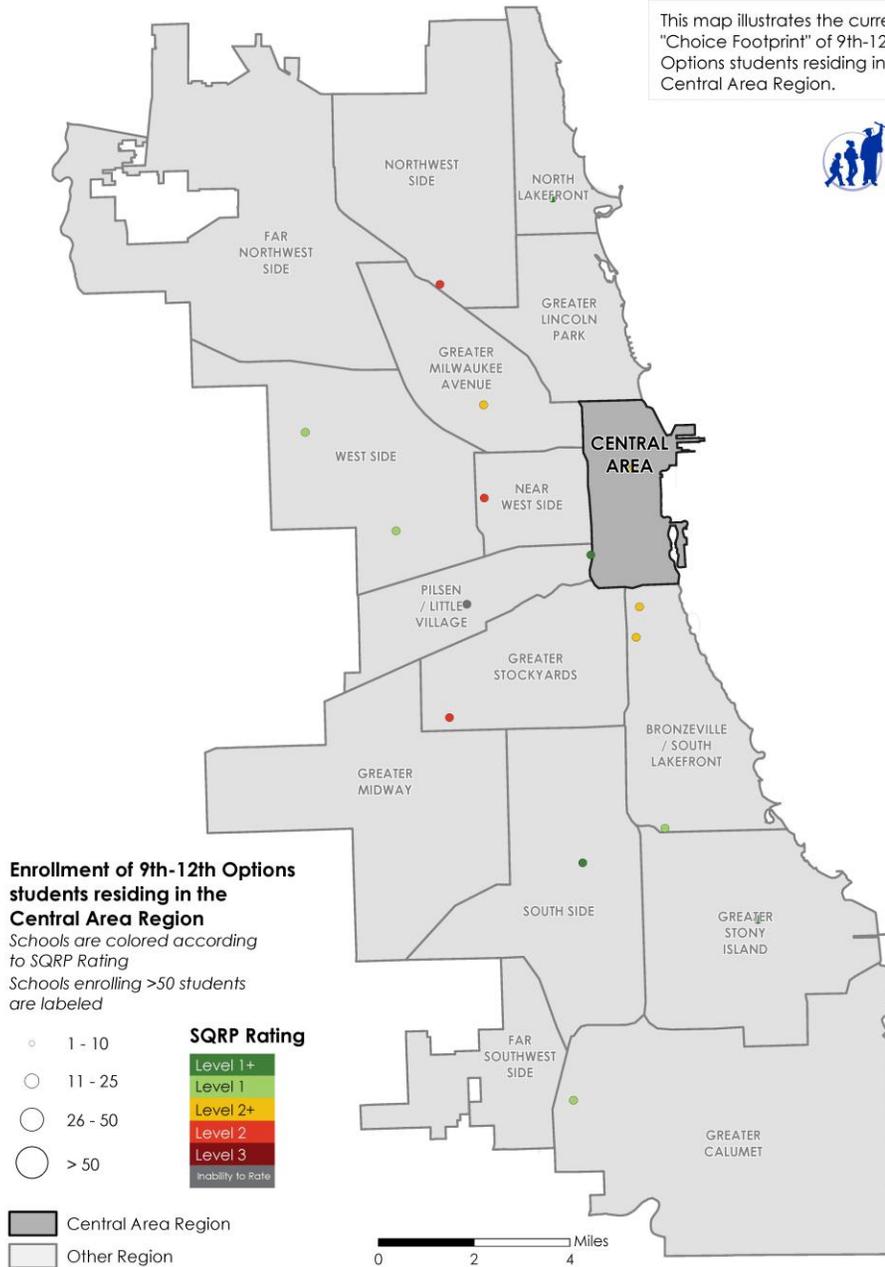


ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

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

CENTRAL AREA: OPTIONS STUDENT "CHOICE FOOTPRINT" (9TH-12TH)

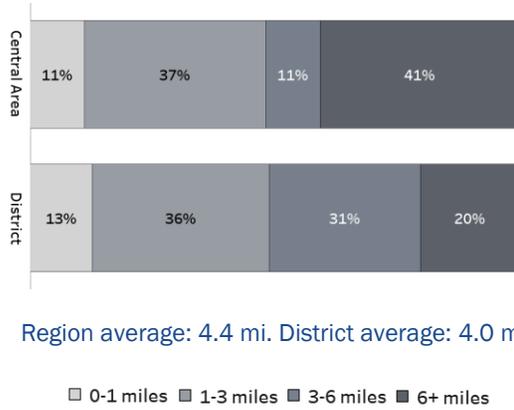
This map illustrates the current "Choice Footprint" of 9th-12th Options students residing in the Central Area Region.





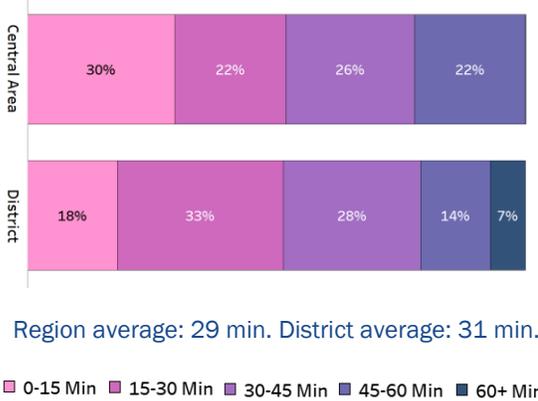
ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

DISTANCE TRAVELED



The average Options high school student in the Central Area region travels 4.4 miles to school, which is 0.4 miles higher than the district average. 11% travel less than a mile and 52% travel more than 3 miles.

TIME TRAVELED



The average Options high school student in the Central Area region travels for 29 minutes to school, which is 2 minutes less than the district average. 30% travel for less than 15 minutes and 22% travel for more than 45 minutes.

Elementary Schools

School Name	QUALITY				QUANTITY				CHOICE			
	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	Seats	RA/TR*	In Region	Out of Region
HAINES	Level 1+	Level 1+	Level 1+	Level 1+	659	671	686	682	600	92%	75%	25%
NATIONAL TEACHERS	Level 1	Level 1	Level 1+	Level 1+	649	706	723	735	990	76%	51%	49%
OGDEN ES	Level 1+	Level 1	Level 1+	Level 1	865	836	806	1343	1,470	77%	79%	21%
SALAZAR	Level 2+	Level 1+	Level 1+	Level 1+	364	366	345	324	360	N/A	14%	86%
SOUTH LOOP	Level 1+	Level 1+	Level 1+	Level 1	868	779	780	798	690	75%	81%	19%

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.

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*	In Region	Out of Region
GRAHAM HS	Inability to Rate	Inability to Rate	Inability to Rate	Inability to Rate	132	119	117	114	125	N/A	5%	95%	N/A	5%	95%
JONES HS	Level 1+	Level 1+	Level 1+	Level 1+	1670	1819	1865	1916	1,704	N/A	15%	85%	N/A	15%	85%
NOBLE - MUCHIN HS	Level 1+	Level 1+	Level 1+	Level 1+	885	946	959	974	900	N/A	2%	98%	N/A	2%	98%
PAYTON HS	Level 1+	Level 1+	Level 1+	Level 1+	887	979	1072	1153	1,272	N/A	7%	93%	N/A	7%	93%
PERSPECTIVES - JOSLIN HS	Level 2	Level 1	Level 2+	Level 2+	394	394	389	383	400	N/A	6%	94%	N/A	6%	94%

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

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*	In Region	Out of Region
YCCS - INNOVATIONS	Level 2+	Level 1	Level 2+	Level 2+	400	450	414	406	366	N/A	2%	98%	N/A	2%	98%

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
HAINES	No Admissions Criteria	Attendance Boundary							●		
NATIONAL TEACHERS	Some Programs With Admissions Criteria	Attendance Boundary						●			
OGDEN ES	No Admissions Criteria	Attendance Boundary				●					
SALAZAR	No Admissions Criteria	Citywide									
SOUTH LOOP	Some Programs With Admissions Criteria	Attendance Boundary			●			●			

HIGH SCHOOL PROGRAMS

CAREER & TECHNICAL EDUCATION

Short Name	Admissions Criteria	Boundary	Fine & Performing Arts	International Baccalaureate	STEM	Selective Enrollment	Personalized Learning	Other	CTE: Building/Transportation	CTE: Business/Law	CTE: Career Academy	CTE: Culinary	CTE: Health	CTE: IT	CTE: Media/Communication
GRAHAM HS	No Admissions Criteria	Citywide				●									
JONES HS	Admissions Criteria	Citywide							●	●					
NOBLE - MUCHIN HS	No Admissions Criteria	Citywide													
PAYTON HS	Admissions Criteria	Citywide				●									
PERSPECTIVES - JOSLIN HS	No Admissions Criteria	Citywide													