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
38,275 STUDENTS IN REGION | 79 SCHOOLS | 23% HISPANIC | 75% AFRICAN AMERICAN | 1% WHITE | 0% ASIAN

QUALITY

<table>
<thead>
<tr>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
<td>Level 3</td>
</tr>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
<tr>
<td>Level 2+</td>
<td>Level 2+</td>
<td>Level 2+</td>
<td>Level 2+</td>
</tr>
<tr>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
<tr>
<td>Level 1+</td>
<td>Level 1+</td>
<td>Level 1+</td>
<td>Level 1+</td>
</tr>
</tbody>
</table>

Includes all traditional neighborhood, selective enrollment, magnet, charter schools, Options/ALOP (alternative learning opportunities programs), and special education specialty schools. CPS measures school quality with its School Quality Rating Policy (SQRP). For more information, visit www.cps.edu/sqrp.

QUANTITY

<table>
<thead>
<tr>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>43,315</td>
<td>41,707</td>
<td>39,758</td>
<td>38,275</td>
</tr>
<tr>
<td>12,751</td>
<td>12,197</td>
<td>11,547</td>
<td>11,157</td>
</tr>
<tr>
<td>27,921</td>
<td>27,966</td>
<td>25,912</td>
<td>24,918</td>
</tr>
<tr>
<td>2,543</td>
<td>2,444</td>
<td>2,299</td>
<td>2,199</td>
</tr>
</tbody>
</table>

Enrollment data are from the annual 20th day count.

CHOICE

<table>
<thead>
<tr>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>26%</td>
<td>27%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>41%</td>
<td>41%</td>
<td>41%</td>
<td>40%</td>
</tr>
<tr>
<td>33%</td>
<td>32%</td>
<td>30%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Zoned schools have attendance boundaries. Every street address in the City of Chicago is assigned one attendance area (or neighborhood) elementary school and one neighborhood high school. Students can attend their designated neighborhood school without having to submit an application. For more information about schools, visit http://go.cps.edu.

VARIETY

ELEMENTARY
- Fine & Performing Arts Magnet Program
- International Baccalaureate (IB)
- Personalized Learning
- Science, Technology, Engineering, & Math (STEM) Magnet Program
- World Language Magnet Program

HIGH SCHOOL
- Career & Technical Education (CTE)
- Early College Science, Technology, Engineering, & Math (STEM)
- Personalized Learning
- Selective Enrollment
- JROTC

For more information about programs, visit http://go.cps.edu.
KEY FINDINGS

- There are 79 schools, 39 of which are Level 1+/1, 17 are Level 2+, 23 are Level 2, and none are Level 3.
- 56% of elementary students who live in the region attend a Level 1+/1 school, 49% of high school students attend a Level 1+/1 high school, and 50% of Options high school students attend a Level 1+/1 school.
- There are more than 12,600 unfilled Level 1+/1 elementary seats and 284 unfilled Level 1+/1 high school seats.
- 100% of Level 1+/1 elementary seats have no admissions criteria. Of Level 1+/1 high school seats, 24% have no admissions criteria, 38% have some programs with admissions criteria, and 37% have admissions criteria.

- The population in the region is 38,275 students, which has dropped by 11.6% (approximately 5,000 students) since the 2015-16 school year. This is a greater decline than the total CPS student enrollment of 7.9%.
- Enrollment in schools in the region has dropped even more (approximately 5,900 students or 16.3%).
- There are 29,000 more seats than students enrolled in the region.

- 29% of students in this region attend their zoned school, 40% of students attend a non-zoned school in the region and 31% of students attend a non-zoned school out of the region.
- 29% of 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. 50% of high school students in the region who do not attend their zoned school travel more than three miles and 21% travel for more than 45 minutes.

- The region has high density for elementary Science, Technology, Engineering & Math (STEM) and Personalized Learning programs. There are some World Language, elementary International Baccalaureate (IB), and Fine & Performing Arts programs. The region does not have Dual Language nor Selective Enrollment elementary programs.
- For high school students, there is high density in Career & Technical Education (CTE) programs and some Selective Enrollment, JROTC (Junior Reserve Officer Training Corps), and Personalized Learning programs. There are no Fine & Performing Arts or IB programs.
The West Side region is bounded generally by West Addison Street to the north, West Grand Avenue to the south, the Metra Union Pacific Northwest railroad line to the east, and the Metra Milwaukee District/North line to the west. It contains parts of 11 wards, 19 neighborhoods, and five community areas. The region is home to 229,000 residents and has the fourth-largest population of all the regions. It is served by 11 CTA train stops and six Metra stops.

DEMOGRAPHIC COMPOSITION

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

The racial/ethnic composition of the West Side student population is majority African American, although in the past four years the share of African American students has dropped from 81% to 75% as the percentage of Hispanic students has risen from 18% to 23%. The percentage of students qualified for Free and Reduced Lunch (FRL) has dropped from 90% to 88% in the past four years. The percentage of qualified students for FRL in the region remains higher than the district average.

RACIAL/ETHNIC COMPOSITION

FREE AND REDUCED LUNCH RATES

The majority of the students in the southern part of the West Side region are African American, with the Northeast section being primarily Hispanic.

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 West Side region is primarily made up of low-income neighborhoods. The northwestern part of the region is the higher-income Galewood area.
How Many Level 1+/1 Seats Are There?

There are 58 elementary schools in the West Side region, including 12 Level 1+ schools, 15 Level 1 schools, 12 Level 2+ schools, and 16 Level 2 schools.

There are 40 zoned elementary schools in this region. 62% of elementary students residing in this region live in the attendance boundaries of Level 1+/1 schools.
**HOW MANY LEVEL 1+/1 SEATS ARE THERE?**

There are 15 high schools in the West Side region; 2 of them are Level 1+/1. Schools with attendance boundaries are mostly Level 2. In addition, there are 6 Options high schools; 4 of them are Level 1+/1 schools.

There are 5 zoned high schools in this region. 8% of high school students residing in this region live in the attendance boundaries of Level 1+/1 schools.
**How Many Level 1+/1 Seats Are There?**

There are currently 79 schools in the region, including 58 elementary schools, 15 high schools, and 6 Options high schools. The number of Level 1+/1 schools has risen from 29 to 39 in the past four years. The number of Level 2 schools has fluctuated but the number of Level 3 schools has dropped from 2 to 0 in the past four years.

### Elementary Schools

<table>
<thead>
<tr>
<th>Year</th>
<th># of Seats</th>
<th>% Level 1+</th>
<th>% Level 2+</th>
<th>% Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>45,855</td>
<td>51%</td>
<td>28%</td>
<td>12%</td>
</tr>
<tr>
<td>2016-17</td>
<td>45,835</td>
<td>19%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>2017-18</td>
<td>44,757</td>
<td>28%</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>2018-19</td>
<td>41,719</td>
<td>22%</td>
<td>41%</td>
<td>23%</td>
</tr>
</tbody>
</table>

### High School

<table>
<thead>
<tr>
<th>Year</th>
<th># of Seats</th>
<th>% Level 1+</th>
<th>% Level 2+</th>
<th>% Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>14,832</td>
<td>62%</td>
<td>34%</td>
<td>25%</td>
</tr>
<tr>
<td>2016-17</td>
<td>14,062</td>
<td>27%</td>
<td>15%</td>
<td>21%</td>
</tr>
<tr>
<td>2017-18</td>
<td>15,166</td>
<td>10%</td>
<td>21%</td>
<td>7%</td>
</tr>
<tr>
<td>2018-19</td>
<td>14,897</td>
<td>62%</td>
<td>20%</td>
<td>11%</td>
</tr>
</tbody>
</table>

### Options High School

<table>
<thead>
<tr>
<th>Year</th>
<th># of Seats</th>
<th>% Level 1+</th>
<th>% Level 2+</th>
<th>% Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>1,737</td>
<td>53%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>2016-17</td>
<td>1,737</td>
<td>12%</td>
<td>14%</td>
<td>41%</td>
</tr>
<tr>
<td>2017-18</td>
<td>1,437</td>
<td>14%</td>
<td>50%</td>
<td>45%</td>
</tr>
<tr>
<td>2018-19</td>
<td>1,497</td>
<td>13%</td>
<td>58%</td>
<td>41%</td>
</tr>
</tbody>
</table>

The decline in number of seats overall from 2017-18 to 2018-19 was driven primarily by the change in how building capacity is determined (see note below). The percentage of Level 1+/1 elementary seats has increased from 33% to 58% since the 2015-16 school year. The percentage of Level 1+/1 high school seats has increased from 6% to 17% since the 2015-16 school year. The percentage of Level 1+/1 Options high school seats has dropped from 89% to 74% since the 2015-16 school year.

**Note:** In 2018-19, an update to the CPS space utilization standards resulted in a reduction in the number of classrooms used in the calculation of ideal capacity of a school building. Special education cluster program classrooms, Pre-K classrooms, and small-sized classrooms are no longer included in the number of seats. Due to rounding, some charts may not add up to 100%.

The SQRP metrics for Options high schools are different from traditional high schools. For more information on how SQRP measures school quality for Options schools, visit www.cps.edu/sqrp.
HOW MANY STUDENTS ARE ENROLLED IN LEVEL 1+/1 SCHOOLS?

In the 2018-19 school year, 49% of 9th-12th grade students are attending a Level 1+/1 school, an increase from 34% during the 2015-16 school year. The percentage of students who attend a Level 2 school has dropped from 40% to 24% in four years.

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 51% to 50%.

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**

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th># AND % OF STUDENTS</th>
<th># AND % OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>20% 29% 27% 23%</td>
<td>Grand Total 24% 30% 29% 21% 38,275</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34% 33% 17% 15%</td>
<td>Hispanics 67% of Hispanic students attend a Level 1+/1 school, compared to 49% of African American students. 23% of African American students attend a Level 2 school, compared to 15% of Hispanic students.</td>
</tr>
<tr>
<td>Other</td>
<td>32% 32% 22% 14%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>39% 27% 23% 10%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>43% 30% 21% 6%</td>
<td></td>
</tr>
</tbody>
</table>

**HOUSEHOLD INCOME**

<table>
<thead>
<tr>
<th>HOUSEHOLD INCOME</th>
<th># AND % OF STUDENTS</th>
<th># AND % OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 20K</td>
<td>16% 29% 24% 29%</td>
<td>Grand Total 24% 30% 25% 21% 38,275</td>
</tr>
<tr>
<td>20K to 39K</td>
<td>25% 29% 24% 21%</td>
<td></td>
</tr>
<tr>
<td>39K to 50.3K</td>
<td>22% 32% 23% 22%</td>
<td></td>
</tr>
<tr>
<td>50.3K to 64.5K</td>
<td>21% 21% 45% 12%</td>
<td></td>
</tr>
<tr>
<td>64.5K to 86.2K</td>
<td>25% 21% 50% 0</td>
<td></td>
</tr>
<tr>
<td>86.2K to 501K</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

There is a difference in quality of school attended by students of different household income levels based on the median for the census tract where they reside. 46% of students living in the highest household income areas in the region attend Level 1+/1 schools. This is lower than the district trend for the same household income bracket. This is also lower than students living in areas within the West Side region with a median household income of $20,000 to $50,300.
DO STUDENTS HAVE ACCESS TO LEVEL 1+/1 SEATS?

**ELEMENTARY**

There are 11,931 students enrolled in Level 1+/1 schools in the region. There are 5,256 students enrolled in Level 2+ schools and 4,455 students enrolled in Level 2 schools. There are 12,609 unfilled Level 1+/1 elementary seats in the region.

100% of Level 1+/1 elementary seats in the region, including the 12,609 unfilled Level 1+/1 elementary seats, are in schools with 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**

There are 2,600 students enrolled in Level 1+/1 schools in the region. There are 1,607 students enrolled in Level 2+ schools and 1,764 students enrolled in Level 2 schools. There are 284 unfilled Level 1+/1 elementary seats in the region.

Of all Level 1+/1 high school seats in the region, 75% are in schools with some admissions criteria and 24% are in schools with no admissions criteria. 86% of the 284 unfilled Level 1+/1 high school seats have no admissions criteria.
DO STUDENTS HAVE ACCESS TO LEVEL 1+/1 SEATS?

This year, there is available capacity in Level 1+/1 Options high schools. Options schools do not have admissions criteria, although many only serve students 16 years old and older.
HOW MANY SEATS ARE THERE FOR THE STUDENT POPULATION?

The number of students who live in the West Side region has dropped by approximately 5,000 students (11.6%) since 2015-16, which is greater than the 7.9% citywide decline. The K-8th grade population has decreased by 10.8% (compared to the 8% decrease in total CPS K-8th grade student enrollment) and the 9th-12th grade population has decreased by 12.5% (compared to the 4.8% decrease in total CPS 9th-12th grade student enrollment).

The number of students enrolled in the region has dropped by more than 5,900 students (16.3%), a much steeper decline than the student population decline in the region. For the past four years, there have been consistently fewer students enrolled in the region than live in the region. K-8 enrollment has dropped by 13.5% and 9-12 enrollment has decreased by 23.3%.

There are 29,003 more seats than students enrolled in the region, including 20,077 elementary school seats and 8,926 high school seats.

NOTE: For these charts, the elementary grades students enrolled in combination K-12 schools are grouped into the high school category.
ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

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 57% to 61%. In the same time frame, students attending their zoned school has declined from 43% to 39%.

Of the elementary students residing in the West Side region, 56% attend a Level 1+/1 school. 62% of students who attend their zoned school go to a Level 1+/1 school; for students who attend a non-zoned school in the West Side region, that number falls to 48%; and for students who leave the region, that number is 57%.

Of the 5,245 students who attend school out of the region, most are African American and Hispanic. African Americans, however, attend a school out of region at a much lower rate than other ethnicities.

Hispanics who attend school out of the region attend Level 1+/1 schools at a higher rate than African Americans 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-kindergarteners are not zoned to a school.
**ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?**

### Elementary School

#### Students Who Attend Non-Zoned School in Region

<table>
<thead>
<tr>
<th>Level</th>
<th># of Students</th>
<th>Magnet</th>
<th>Citywide</th>
<th>Selective Enrollment</th>
<th>Charter/Contract</th>
<th>Other Zoned School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1+</td>
<td>1,638</td>
<td>886</td>
<td>752</td>
<td>1,036</td>
<td>1,955</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>3,195</td>
<td>1,609</td>
<td>1,412</td>
<td>692</td>
<td>3,259</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>2,398</td>
<td>366</td>
<td>505</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Level 2+</td>
<td>1,955</td>
<td>1,955</td>
<td>1,955</td>
<td>1,955</td>
<td>1,955</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

#### Students Who Attend Non-Zoned School Out of Region

<table>
<thead>
<tr>
<th>Level</th>
<th># of Students</th>
<th>Magnet</th>
<th>Citywide</th>
<th>Selective Enrollment</th>
<th>Charter/Contract</th>
<th>Other Zoned School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1+</td>
<td>1,700</td>
<td>444</td>
<td>309</td>
<td>496</td>
<td>1,327</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>3,167</td>
<td>1,367</td>
<td>315</td>
<td>740</td>
<td>1,367</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>315</td>
<td>740</td>
<td>1,367</td>
<td>1,367</td>
<td>1,367</td>
<td></td>
</tr>
<tr>
<td>Level 2+</td>
<td>436</td>
<td>436</td>
<td>436</td>
<td>436</td>
<td>436</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

**40%** 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+ school. Overall, most students attend Charter/Contract schools or another zoned school in the region.

**21%** 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+/1 school or a Level 2+ school. Overall, most students attend another zoned school outside the region.

61% of elementary students do not attend their zoned school. Of those students, 29% stay within one mile of their home and 32% travel more than three miles. The majority – 70% of students – travel for less than 30 minutes.

### Distance Traveled to School if Not Attending Zoned School

- **Region average:** 2.6 mi. **District average*:** 2.9 mi.

### Time Traveled to School if Not Attending Zoned School

- **Region average:** 24 min. **District average*:** 25 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.
This map illustrates the current “Choice Footprint” of K-8th graders residing in the West Side Region, but attending a school outside of this Region (“Residing-Not-Attending”).

Number of K-8th Students Enrolled at a School Outside of the West Side Region
Schools are colored according to SQRP Rating.
Schools enrolling >100 students are labeled.

- 1 - 25
- 26 - 100
- 101 - 250
- > 250

SQRP Rating:
- Level 1
- Level 2
- Level 3
- No Data

West Side Region
Other Region

Miles
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.

In the West Side region, 2,545 8th grade students applied to a variety of high school programs in Rounds 1 and 2 of the GoCPS application process. Of the 8th grade students who applied in Round 1, 83% 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 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 88% to 93%.
Are students choosing schools in their region?

Quality by School Choice

Of the 9,872 high school students residing in the region, 49% attend a Level 1+/1 school. For students attending school out of the region, 64% attend a Level 1+/1 school; for students attending a non-zoned school in the region, that number is 32%. 17% of students attending their zoned school attend a Level 1+/1 school.

Students who attend school out of region by ethnicity

Of the 5,413 students who attend school out of the region (see above), most are African American or Hispanic. African Americans, however, attend a school out of region at a much lower rate than other ethnicities.

School quality by students who attend school out of region by ethnicity

African American students attend Level 1+/1 schools at a lower rate than Hispanic students – 59% compared to 72%.
ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

**HIGH SCHOOL**

38% of high school students attend a school in their region that is not their zoned school. The majority of these students attend Level 2+/2 schools. Overall, most students attend Charter/Contract schools in the region.

55% 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+ schools. Overall, most students attend Charter/Contract schools outside the region.

93% of high school students do not attend their zoned school. Of those students, 50% travel more than three miles for school and 16% travel more than six miles. 51% of students who do not attend their zoned school travel for less than 30 minutes while 21% travel for more than 45 minutes.

### DISTANCE TRAVELED TO SCHOOL IF NOT ATTENDING ZONED SCHOOL

- **West Side**
  - Region average: 3.6 mi.
  - District average*: 3.9 mi.

- **District**
  - Region average: 3.6 mi.
  - District average*: 3.9 mi.

### TIME TRAVELED TO SCHOOL IF NOT ATTENDING ZONED SCHOOL

- **West Side**
  - Region average: 32 min.
  - District average*: 32 min.

- **District**
  - Region average: 32 min.
  - District average*: 32 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%.

---

**STUDENTS WHO ATTEND NON-ZONED SCHOOL IN REGION**

- **Level 1+**
  - Region: 565
  - District: 565

- **Level 1**
  - Region: 647
  - District: 647

- **Level 2**
  - Region: 334
  - District: 334

- **Level 3**
  - Region: 263
  - District: 263

**STUDENTS WHO ATTEND NON-ZONED SCHOOL OUT OF REGION**

- **Level 1+**
  - Region: 1,392
  - District: 1,392

- **Level 1**
  - Region: 1,106
  - District: 1,106

- **Level 2**
  - Region: 538
  - District: 538

- **Level 3**
  - Region: 590
  - District: 590
This map illustrates the current "Choice Footprint" of 9th-12th graders residing in the West Side Region, but attending a school outside of this Region ("Residing-Not-Attending").

Number of 9th-12th Students Enrolled at a School Outside of the West Side Region
Schools are colored according to SQRP Rating. Schools enrolling >100 students are labeled.

- 1 - 25
- 26 - 100
- 101 - 250
- > 250

SQRP Rating

West Side Region
Other Region

0 2 4
Miles
**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)**

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

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)**

<table>
<thead>
<tr>
<th>Region</th>
<th>Selective Enrollment</th>
<th>International Baccalaureate (IB)</th>
<th>Early College STEM</th>
<th>Personalized Learning</th>
<th>Fine &amp; Performing Arts</th>
<th>Military/JROTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronzville / South Lakefront</td>
<td>30</td>
<td>45</td>
<td>0</td>
<td>11</td>
<td>6</td>
<td>17</td>
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<td>Far Northwest Side</td>
<td>0</td>
<td>40</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
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<td>0</td>
<td>162</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
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<tr>
<td>Greater Calumet</td>
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<td>13</td>
<td>18</td>
<td>14</td>
<td>0</td>
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<td>105</td>
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<td>0</td>
<td>15</td>
<td>4</td>
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<tr>
<td>Greater Midway</td>
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<td>10</td>
<td>16</td>
<td>8</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Greater Milwaukee Avenue</td>
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<td>69</td>
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<td>0</td>
<td>11</td>
<td>6</td>
</tr>
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<td>Greater Stockyards</td>
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<td>59</td>
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<td>30</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
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<td>14</td>
<td>7</td>
<td>7</td>
<td>19</td>
<td>0</td>
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<td>Near West Side</td>
<td>138</td>
<td>0</td>
<td>182</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>North Lakefront</td>
<td>0</td>
<td>73</td>
<td>58</td>
<td>55</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>Northwest Side</td>
<td>51</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Pilsen / Little Village</td>
<td>0</td>
<td>14</td>
<td>7</td>
<td>0</td>
<td>8</td>
<td>17</td>
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<tr>
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<td>13</td>
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<td>18</td>
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<tr>
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<td>0</td>
<td>13</td>
<td>7</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

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.
### West Side Region

**Do students have access to the variety of schools and programs offered?**

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Number of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Center</td>
<td>0</td>
</tr>
<tr>
<td>Dual Language</td>
<td>0</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>990</td>
</tr>
<tr>
<td>International Baccalaureate (IB)</td>
<td>1,332</td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>4,665</td>
</tr>
<tr>
<td>Regional Gifted Center / Classical</td>
<td>0</td>
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<tr>
<td>STEM</td>
<td>9,780</td>
</tr>
<tr>
<td>World Language</td>
<td>600</td>
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</table>

<table>
<thead>
<tr>
<th>High School</th>
<th>Number of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE: Building/Transportation</td>
<td>210</td>
</tr>
<tr>
<td>CTE: Business/Law</td>
<td>325</td>
</tr>
<tr>
<td>CTE: Career Academy</td>
<td>112</td>
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<tr>
<td>CTE: Culinary</td>
<td>185</td>
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<tr>
<td>CTE: Health</td>
<td>35</td>
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<tr>
<td>CTE: IT</td>
<td>100</td>
</tr>
<tr>
<td>CTE: Media/Communication</td>
<td>50</td>
</tr>
<tr>
<td>CTE: Other</td>
<td>50</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>0</td>
</tr>
<tr>
<td>International Baccalaureate (IB)</td>
<td>0</td>
</tr>
<tr>
<td>Military/JROTC</td>
<td>113</td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>200</td>
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<tr>
<td>Selective Enrollment</td>
<td>315</td>
</tr>
<tr>
<td>STEM</td>
<td>362</td>
</tr>
</tbody>
</table>
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](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 graders in the West Side region, 26% 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. The majority of applications to programs outside of the region were to programs in Level 1+/1 schools for all types of 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?

In the West Side region, there are 2,384 Pre-K seats, 86% of which are in full-day programs and 14% in half-day programs.

In the West Side region, there were 1,974 students enrolled in Pre-K as of the 20th day of school (October 1st), 89% of which were in a full-day program. 69% of Pre-K students were 4-year-olds while 31% were 3-year-olds. Pre-K enrollment continues to occur over the course of the school year.

There were 410 unfilled Pre-K seats in the West Side region as of the 20th day of school (October 1st), 305 of which were full-day seats. The full-day programs were 85% filled while the half-day programs were 68% filled.
HOW MANY PRE-KINDERGARTEN SEATS ARE THERE FOR THE STUDENT POPULATION?

In the West Side region, there has been an increase of 660 full-day seats over the past four years, a 47% increase.

Over the past four years, there has been a 30% increase in enrollment (~300 students) of 4-year-olds in Pre-K programs.
ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

Over the past four years, the share of West Side region Options high school students attending a school in the region has declined from 54% to 52%. Options high school students attend school out of region at a higher rate than elementary students but not as high as high school students.
ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

For more information about Options programs, visit https://cps.edu/About_CPS/Departments/Pages/EducationOptions.aspx
ARE OPTIONS STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

**DISTANCE TRAVELED**

Region average: 3.4 mi. District average: 4.0 mi.

- 17% travel 0-1 miles
- 46% travel 1-3 miles
- 23% travel 3-6 miles
- 10% travel more than 6 miles

The average Options high school student in the West Side region travels 3.4 miles to school, which is 0.6 miles less than the district average. 17% travel less than a mile and 36% travel more than 3 miles.

**TIME TRAVELED**

Region average: 28 min. District average: 31 min.

- 26% travel 0-15 min
- 39% travel 15-30 min
- 23% travel 30-45 min
- 14% travel 45-60 min
- 6% travel more than 60 minutes

The average Options high school student in the West Side region travels for 28 minutes to school, which is 3 minutes less than the district average. 26% travel for less than 15 minutes and 13% travel for more than 45 minutes.

**NOTE:** Due to rounding, some charts may not add up to 100%.
# Elementary Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>QUALITY</th>
<th>QUANTITY</th>
<th>CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1+</td>
<td>Level 2</td>
<td>Level 1+</td>
</tr>
<tr>
<td>Beidler</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Brunson</td>
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<tr>
<td>Cameron</td>
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<tr>
<td>Catalyst - Circle Rock</td>
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<td>KIPP - Academy</td>
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<tr>
<td>Learn-Butler</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Herzl is co-located with Frazier Charter. Penn is co-located with KIPP - Ascend. KIPP – One is co-located with Orr HS. KIPP - Academy is in the process of adding grades to reach its intended full grade structure.
### Elementary Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>2015-16 Seat</th>
<th>2016-17 Seat</th>
<th>2017-18 Seat</th>
<th>2018-19 Seat</th>
<th>Seats Pre-K Full Day</th>
<th>Seats Pre-K Half Day</th>
<th>RA/TR* Students From In Region</th>
<th>RA/TR* Students From Out Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARN - CAMPBELL</td>
<td>Level 2</td>
<td>Level 2+</td>
<td>Level 1</td>
<td>Level 2+</td>
<td>453</td>
<td>439</td>
<td>402</td>
<td>408</td>
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<tr>
<td>LEARN - EXCEL</td>
<td>Level 2</td>
<td>Level 1</td>
<td>Level 1+</td>
<td>Level 1</td>
<td>456</td>
<td>451</td>
<td>452</td>
<td>438</td>
</tr>
<tr>
<td>LEARN - MIDDLE</td>
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**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.

Moving Everest is in the process of adding grades to reach its intended full grade structure.
# School Choice

## Quality

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## Seats

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**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.

Collins is co-located with North Lawndale – Collins. Orr is co-located with KIPP – One.
## Options High Schools

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