



LEFT BEHIND:

STUDENT ACHIEVEMENT IN CHICAGO'S PUBLIC SCHOOLS

“If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament.”

— *A Nation At Risk*, 1983

The Education Committee

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Left Behind:

A Report of the Education Committee

Civic Committee of The Commercial Club of Chicago,* July 2003

In 1985—and again in 1988 and 1995—the Illinois General Assembly enacted sweeping new educational reform legislation intended to improve dramatically the public schools in Chicago. In 1995, responsibility for managing the Chicago public school system was given to a new reform board, appointed by the Mayor of Chicago. In 1996, further new legislation created a system of standards and assessments that would facilitate accountability and intervention in failing schools throughout the state.

We now have four years of results from the Illinois Standards Achievement Test (ISAT) taken by elementary students throughout Illinois, as well as two years of results for the Prairie State Achievement Exam (PSAE) given to 11th graders throughout Illinois.

We also have a new federal law—*No Child Left Behind*—that requires unprecedented levels of improvement in student test scores, beginning in 2003 and culminating in 2014, when 100% of students will be expected to meet state standards in reading and mathematics.

The 2002 test scores summarized in this report show that Chicago's public schools have an extraordinarily long way to go to meet—or even come close to meeting—such an expectation. Even more important, without fundamental improvement, generations of Chicago's children will proceed through a school system that continues to produce appallingly high levels of dropouts and students who fail to meet state academic standards.

Today, in Chicago's public high schools, only 36% of 11th graders meet or exceed state reading standards. Only 26% of 11th graders meet or exceed state math standards, and only 22% meet or exceed state standards in science. And this is after nearly 40% of the students have dropped out of school.

Pause over these data. By the time students reach the 11th grade in Chicago's high schools, only about 60 of every 100 are left—and of these, roughly two-thirds fail to read at state standards, and about three-fourths fail to meet standards in math or science.

The results are even more disturbing in high poverty schools, which report high percentages of students on free or reduced lunch programs. In these schools—serving close to two-thirds (63%) of high school students tested—only 24% of 11th graders meet or exceed state reading standards, only 13% meet/exceed math standards, and only 10% meet/exceed science standards.

Moreover, recent trends are not promising. Chicago ISAT data for both the elementary level (four-year trends) and high school level (two-year trends) suggest that there has been no significant progress in reading scores over these periods, and only slight gains in math at the elementary level—gains that disappear by the 11th grade.

*The Commercial Club of Chicago, chaired by William A. Osborn, is the region's oldest civic organization representing the business community. The Civic Committee of The Commercial Club, chaired by Andrew J. McKenna, is comprised of approximately 75 senior executives from the Chicago region's leading corporations, professional firms, and universities. The mission of the Civic Committee is to improve the economic and social well-being of the Chicago region.

In Chicago, and throughout the six-county region, the data show high correlations between poverty and ethnicity, on the one hand, and test scores, on the other. Students from low-income families, and from African-American and Latino families, do less well than others. And, as is well known, Chicago has far larger concentrations of poor families and ethnic minorities than do the suburbs.

Clearly, poverty and the factors that often accompany it—lack of pre-school preparation, low parental education or involvement in school work, lack of motivation to achieve academic excellence and other similar factors—are correlated with student achievement.

But correlation is not causation. Poverty and ethnicity are not educational straitjackets. No credible evidence exists to support the notion that children from poor families or from particular ethnic groups are, on average, less capable of learning than others. On the contrary, a large body of evidence confirms the capacity of all children—regardless of poverty or ethnicity—to learn in good schools staffed by excellent teachers. Children from poor families and from minority families can and do succeed when they receive the advantage of consistently good teaching. The most important factor of all in determining student performance is the quality of teaching that students receive.

Too many of Chicago's schools have too few excellent teachers. Many such schools have large percentages of teachers operating on emergency or provisional certificates, or teachers who are teaching out-of-field—or teachers who simply do not have sufficient command of basic teaching skills or subject matters.

A few schools—such as the Kellman Elementary School in the East Garfield Park neighborhood—do an outstanding job with very high percentages of poor and minority students. Other schools also have teachers and principals who are doing a heroic job in difficult circumstances. But there are too few of these outstanding exceptions.

Far too many of Chicago's public schools do not have an effective system for teacher evaluation. In a system in which most students drop out or do not graduate on time and small percentages of remaining 11th graders meet state standards, only about two-tenths of one percent—0.2%—of all Chicago's teachers are evaluated by their principals as "unsatisfactory." Until recently, it was a rare event for a Chicago public school to be closed because of continued failure. It remains a rare event for a tenured Chicago public school teacher to be removed for inadequate performance. Economic incentives to improve performance are weak or nonexistent. Teachers are not paid more for being good teachers, or less for being weak ones. Nor are they paid more for teaching a high-demand subject, such as physics or chemistry—or for teaching in more demanding environments, such as certain inner-city schools.

The data now enable parents and concerned citizens to see how students in their neighborhood schools are performing. They enable people who are thinking about where they want to live to evaluate the schools in their prospective neighborhoods. They enable educators to compare and contrast the performance of similar economic and ethnic groups in the suburbs and the City. They enable school administrators and others to evaluate progress—or lack of it—toward the goals set by the new federal legislation.

Equally important, they enable citizens to see how well—or how badly—we are preparing our children to function and hold jobs in an increasingly high-technology world and to ponder the implications for democratic government and society of a school system that continues to fail.

As citizens ponder these implications, it is essential to keep in mind that this failure is not attributable to the current CEO of the system or to its board. There is probably no more dedicated or talented CEO of a major urban school system in the country than Chicago's current CEO. The same could be said of the members of the Board—all intelligent, conscientious volunteers in public service.

The problem lies in the system, which lacks competitive pressures pushing it to achieve desired results. It responds more to politics and pressures from the school unions than to community or parental demands for quality. Schools, principals and teachers are largely insulated from accountability or responsibility for results. The system is largely decentralized, with limited ability or willingness on the part of the central administration to intervene in failing schools.* The constraints of the city-wide teachers' union contract, including the tenure system and the difficulty of removing teachers for cause, make management of the system's human resources difficult. State achievement tests are not given in every grade every year, so it is impossible to see exactly where gains are made—or where students consistently fail to advance. Success is not rewarded; and failure is not—or only infrequently—penalized.

What the Chicago system desperately needs in order to make fundamental improvement is increasingly large doses of parental choice. It needs competitive alternatives that would give parents the right to vote with their feet. It needs more charter schools—publicly-funded but independent, innovative schools that operate with greater flexibility and give parents whose children attend failing schools an option they do not now have.**

Many parents have choice—they can send their children to private schools, or they can move to a different neighborhood or a suburb which has fine public schools. But far too many who live in Chicago's inner-city neighborhoods lack the economic means to make such choices.

Until the spring of 2003, Illinois law permitted only 15 charter schools in Chicago. Thanks to recent action of the Illinois General Assembly, this number has been raised to 30. But there are 492 public elementary and middle schools—and 93 public high schools—in Chicago. Thirty charter schools will not provide a sufficient alternative for all of Chicago's families. Likewise, Chicago's religious-based, private schools provide an enormous benefit to the city, achieving strong results compared to neighboring public

schools. We believe these schools should be encouraged and supported. However, 30 charter schools and the tuition-charging religious-based schools together do not provide sufficient competition to spur most of the public schools to do a better job.

Chicago should have at least 100 charter schools located predominantly in inner-city neighborhoods that are today served mostly by failing public schools. Charter schools are not perfect, and they are not a panacea. Some fail and are closed. Over time, however, such schools will give more parents real choice. They will also put more pressure on the public schools to perform. They will create a competitive spur to improvement much like Federal Express has caused the postal service to improve.

Without fundamental reform of the kind offered by more charter schools, Chicago faces a dismal educational future—with continuing high levels of dropouts, academic failure, inadequate progress toward the goals of *No Child Left Behind*, and recriminations over what to do when those goals are not met.

Most important of all, without such fundamental reform, hundreds of thousands of Chicago school children will not be equipped with the knowledge and skills necessary to earn a living, enjoy the benefits of civilized life, and participate in the processes of a democratic society.

As was said 20 years ago, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war." [A Nation at Risk, 1983, p. 1]

Our schools are the way they are not because of Al Qaeda, but because of our collective neglect and an unwillingness to make hard choices or to insist on results. Chicago's public school system is structured for failure. It needs to be fixed.

* The Board was granted intervention powers in 1995. However, actual interventions have been infrequent and largely unsuccessful until 2002, when the new CEO closed three chronically underperforming schools.

** Charter schools do not have selective enrollment. Yet in 2001-2002, 11 of 13 Chicago charters that were evaluated by the CPS Charter Schools Office out-performed comparison schools in their neighborhoods on most of the relevant indicators of quality. Today, Chicago's charter schools have a waiting list of over 5,000 students seeking admission.

I. Chicago's School Children—At Risk

Twenty years ago, the National Commission on Excellence in Education published *A Nation at Risk*, warning that the country's future was threatened by a "rising tide of mediocrity" in American public education. Two years later, the Illinois General Assembly adopted a sweeping new educational accountability law, the "Omnibus Education Reform Act of 1985."

In 1987, U.S. Secretary of Education, William Bennett, took specific aim at the quality of public education in Chicago, proclaiming that Chicago schools were the "worst in the nation." In 1988, and again in 1995, the General Assembly restructured the Chicago Public Schools, enacting one of the boldest set of urban school reform packages ever adopted by a state legislative body.

A crucial ingredient of modern school reform efforts, in Chicago and throughout the state, has been the assessment of student learning. In the late 1980s, the Illinois Goal Assessment Program (IGAP) was developed in concert with Illinois State Goals for Learning and became the first statewide assessment system. In 1997, a second generation of standards-based reform efforts culminated in the formal adoption of the Illinois Learning Standards. Shortly afterward, statewide assessments were updated to ensure close alignment of assessments with new state standards. The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Exam (PSAE) were phased in between 1999 and 2001. Four years of ISAT data are now available for reading and mathematics for grades 3, 5 and 8. Two years of data are available for 11th grade achievement in reading, mathematics, writing, science and social studies.*

* Throughout the development and implementation of the ISAT and PSAE exams, the Chicago Public Schools (CPS) has continued to administer the Iowa Test of Basic Skills (ITBS) in grades 1 through 8, and the Tests of Achievement and Proficiency (TAP) in grades 9, 10 or 11. In 1998, CPS also began to administer the Chicago Academic Standards Exam (CASE) around a newly adopted set of Chicago Learning Standards. Unlike the ISAT and PSAE, which are administered at benchmark grades only, ITBS tests are administered annually to all students throughout the system in grades 3 through 8. While TAP and CASE exams have recently been discontinued, ITBS tests continue to be administered using updated 2000 norms.

Since 1995, annual ITBS results have been the principal metric used by CPS to judge student, school and systemwide progress. Student promotion decisions at grades 3, 6 and 8 are based largely on ITBS reading and math scores. Decisions about performance sanctions for Chicago's 492 elementary and middle schools, including probation, reconstitution and closure, have been directly determined by school-wide ITBS reading and math results.

From 1995 through 1999, substantial system-wide gains in ITBS reading and math scores were cited to support claims that new reform initiatives had reversed the trend of chronic school failure in Chicago. However, continued reliance on the ITBS has been called into serious question. As Donald Moore and Matthew Hansen of Designs for Change recently wrote, "Nine nationally recognized test experts issued a statement concluding that Chicago's use of the Iowa Test to make decisions about students and schools is fundamentally flawed." They called the Iowa Test, as now used in Chicago, a "broken thermometer" for two reasons. First, the version of the Iowa Test used in the spring of 2001, "is the same identical test that has been administered six times before in the last six years..." Second, the Iowa Test "is not systematically focused on the learning standards required by the Illinois State Board of Education...in such subjects as reading." [Designs For Change release, August 6, 2002]

Problems with the ITBS were recently confirmed by school administrators, who suggested that a drop in reading scores in 2003 was because this year's results might be "more honest." The CEO of CPS was quoted as saying that "a high-profile cheating investigation last year may have discouraged some educators from inappropriately helping students." [Chicago Tribune, June 3, 2002, page 20]



In January 2002, enactment of the federal Elementary and Secondary Education Act, commonly known as *No Child Left Behind*, initiated a major new wave of school reform initiatives throughout the nation. A central requirement of *No Child Left Behind* is the mandate that all children in grades 3 through 8 be tested annually against rigorous state reading and math standards no later than 2006. Another important provision is that children from all major ethnic and socio-economic groups must make “adequate yearly progress” (AYP). Failure to achieve that progress will result in stiff state and federal sanctions (see Appendix V, p. 72). Both of these provisions have important implications for the future roles of ISAT, PSAE and other forms of standardized testing in Chicago and throughout the state.

In 2001, Illinois began to disaggregate student ISAT and PSAE scores by gender, ethnicity, socio-economic status and a number of other demographic categories mandated by *No Child Left Behind*. For the past two years, conventional school and district averages have been augmented with separate achievement results for each of the demographic sub-groups listed above. As a result, it is now possible to assess and compare school and district performance in far more precise ways than ever before. **In particular, it is possible to see how well schools and districts are doing to ensure high levels of student achievement across economic and racial categories.**

Because *No Child Left Behind* has elevated the importance of the Illinois Learning Standards and created the potential of real accountability for student progress against those standards, schools and districts across the state have been forced to pay much closer attention to the disaggregated results of ISAT and PSAE examinations. By 2006, when ISAT reading and math exams must be administered on an annual basis from grades 3 through 8, any value of the Iowa Test of Basic Skills will be greatly diminished. Time, expense and redundancy will discourage its continued use by most districts, including the Chicago Public Schools.

NO CHILD LEFT BEHIND—BOTH A CHALLENGE AND AN OPPORTUNITY FOR CHICAGO’S PUBLIC SCHOOLS

“We do not have a systemic crisis in public education; we have a dire need to improve achievement in high-poverty schools, where performance levels drag down the overall level of achievement. Improving equal opportunity is not the enemy of quality; it is a prerequisite.” [*A Notion at Risk*, Kahlenberg, R., The Century Foundation, 2000, p. 2]

Nowhere is the challenge, opportunity and accountability of *No Child Left Behind* felt more acutely than in large, urban school districts such as the Chicago Public Schools. Chicago accounts for a little more than 21% of all public school enrollments in Illinois, but the demographics of its student body differ dramatically from those of most other Illinois districts.

Outside Chicago, the median low-income enrollment for school districts is 21.3%. Median enrollments by ethnicity for districts outside Chicago are 1.1% African-American, 1.6% Latino, 95.2% White/Non-Latino and 0.6% Asian-American. The median mobility rate for districts outside Chicago is 12.4%. The median rate of limited English proficiency is 0%.

By contrast, 85.3% of Chicago students come from low-income families, 50.8% of Chicago students are African-American, 36.1% are Latino, 9.6% are White/Non-Latino and 3.3% are Asian-American. The average student mobility rate in Chicago is 24.8%; 14.3% of Chicago students are limited-English-proficient.

Chicago’s school organization is larger and significantly more complex than most other schools and districts in the state. The median size of Illinois school districts outside Chicago is three schools. The median enrollment for elementary and middle schools outside Chicago is 286 students. Statewide, only 75 of those schools have enrollments of 900 students or more. Also, statewide, only 80 of 892 districts outside Chicago have low-income student populations of 50% or more. Just 14 of those districts have low-income populations that exceed 80% and only one of those has 15 or more schools.





By contrast, Chicago—the third largest school district in the nation—has close to 600 elementary, middle and high schools and enrolls over 426,000 students annually. Median enrollment for Chicago elementary and middle schools is 632. Of the 499 Chicago elementary and middle schools that reported ISAT scores in 2002, 110 had enrollments of 900 students or more.

Organizationally, the Chicago School Reform Act of 1988 complicated the management of the Chicago schools. Decentralization of district governance in 1988 gave individual school-communities a degree of control over schools that is unique among large urban districts throughout the nation. Since 1988, Local School Councils (LSCs)—made up of six parents, two non-parent community members, two teachers and the school principal, plus one student at the high school level—control large discretionary budgets and are responsible for virtually all aspects of school-improvement planning. Principals are hired and evaluated directly by LSCs and work without tenure on four-year, performance contracts. Within wide contractual and administrative parameters, principals have broad hiring and staffing authority and are formally accountable for the continuous improvement of student achievement.

In part because many schools and LSCs were unable to effect the kinds of achievement gains that were originally envisioned in 1988, the Chicago School Reform Act of 1995 delegated broad new accountability and intervention powers to the mayor of Chicago and an appointed board of trustees. In 1996, the state legislature also authorized the creation of 15 public charter schools in Chicago to encourage innovation outside the boundaries of normal district regulations.

Since the summer of 2001, an energetic new school administration has sought to bring a fresh approach to Chicago's schools. A systemwide literacy initiative initially deployed

114—now 232—reading specialists to the district's poorest performing elementary schools. In April of 2002, CEO Arne Duncan raised accountability to a new level by closing three chronically-underperforming schools, exercising for the first time the district's right to do so. And in August 2002, after a full year of preparation, an ambitious new Education Plan was unveiled. This plan recognizes that improvement in student performance requires disciplined attention to "best practices," sustained professional development for teachers and a renewed effort to strengthen individual schools.

No Child Left Behind (NCLB), enacted in 2002, created a federally-mandated template for student progress. The NCLB Accountability Plan for Illinois, approved by the U.S. Department of Education in June 2003, requires most Chicago schools to achieve unprecedented levels of progress, beginning in 2003 and continuing throughout the coming decade.

State guidelines call for at least 40% of students, in each demographic category, to meet or exceed standards for reading and math in 2003 and 2004. In 2005 and 2006, this benchmark rises to 47.5%. Beginning in 2007, the minimum performance standard rises by 7.5 points per year until 2012. By 2014, 100% of students will be expected to meet state standards.

During this period, schools and districts that do not meet rising performance benchmarks can avoid state and federal sanctions by making "adequate yearly progress" (AYP) as well as meeting state benchmarks for daily student attendance (elementary/ middle schools) or for graduation rates (high schools).^{*} AYP is defined as 10% of the difference between the prior year's performance level and the 2014 goal of 100%. For example, a school or district in which 80% of low-income students failed to meet standards in 2002 needs to improve in 2003 by at least eight percentage points, reducing its failure rate among low-income students to no more

^{*} The attendance benchmark for elementary and middle schools in 2003 is 88%, rising to 92% by 2014. A total of three CPS elementary and middle schools fell short of the 88% attendance benchmark in 2002. The graduation benchmark for high schools in 2003 is 65%, rising to 85% in 2014. A total of 22 CPS high schools fell short of the 65% graduation benchmark in 2002.

TABLE 1
**CHICAGO PUBLIC SCHOOLS 2002 ISAT & PSAE READING & MATH ACHIEVEMENT AND
 MINIMUM GAINS NEEDED TO MEET NCLB REQUIREMENTS FOR 2003**

	ALL STUDENTS	LOW-INCOME STUDENTS ONLY	AFRICAN-AMERICAN STUDENTS ONLY	LATINO STUDENTS ONLY	WHITE/NON-LATINO STUDENTS ONLY	ASIAN-AMERICAN STUDENTS ONLY
READING						
GRADES 3, 5 & 8	41.6	38.2	34.5	44.2	69.1	73.9
MINIMUM GAIN NEEDED	0 POINTS	1.8 POINTS	5.5 POINTS	0 POINTS	0 POINTS	0 POINTS
GRADE 11	36.3	31.1	29.8	34.7	59.7	57.0
MINIMUM GAIN NEEDED	3.7 POINTS	6.9 POINTS	7.0 POINTS	5.3 POINTS	0 POINTS	0 POINTS
MATHEMATICS						
GRADES 3, 5 & 8	37.8	34.5	28.4	43.0	68.1	79.3
MINIMUM GAIN NEEDED	2.2 POINTS	5.5 POINTS	7.2 POINTS	0 POINTS	0 POINTS	0 POINTS
GRADE 11	26.1	20.8	16.0	25.6	54.7	61.3
MINIMUM GAIN NEEDED	7.4 POINTS	7.9 POINTS	8.4 POINTS	7.4 POINTS	0 POINTS	0 POINTS

than 72%. If the failure rate does turn out to be 72% in 2003, then, in 2004, at least 7.2 percentage points of gain will need to be made by low-income students in order for progress to be “adequate.”

To meet even the fairly modest NCLB performance requirements for 2003, individual schools—and the Chicago Public Schools as a whole—must make unprecedented gains in reading and math achievement in a number of demographic categories. In later years, equivalent or larger gains will also be required. Table 1 illustrates these requirements for 2003 for the district as a whole. Similar information is available in Appendix VIII (pp. 78–103) for all individual schools in the Chicago system.

As shown in Table 1, above, system-wide performance gains are needed in 13 of 24 categories during 2003. In seven of those areas where gains are needed, AYP guidelines have been used. Before these guidelines can be applied, however, graduation and student attendance benchmarks must also be met. In the event the district does not meet those benchmarks, the full difference between 40% and 2002 achievement levels must be closed to avoid state and federal sanction.*

CAN THE CHICAGO PUBLIC SCHOOLS MEET THE REQUIREMENTS OF *NO CHILD LEFT BEHIND*?

“All, regardless of race or class or economic status, are entitled to a fair chance, and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children, by virtue of their own efforts, competently guided, can hope to obtain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself.” [*A Nation At Risk*, 1983, p. 1]

In 1983, *A Nation at Risk* began its devastating critique of American public education by reaffirming faith in the ability of public education to ensure economic and social mobility and to sustain the nation’s vitality. *No Child Left Behind* is premised on that faith. By 2014, every American child, in every American school, “regardless of race or class or economic status,” will be expected to meet or exceed state standards in reading and mathematics.

* Chicago’s reported district-wide elementary and middle school attendance rate in 2002 was 93.6%. The reported average graduation rate for CPS high schools in 2002 was 68.5%.



The values embodied in *A Nation at Risk, No Child Left Behind* and the Education Plan of the Chicago Public Schools belie any notion that the most important factors affecting student achievement lie outside the control of the schools—or that economic or ethnic factors tightly limit what excellent schools and teachers can accomplish. In 1966, James Coleman lent his authority to such notions in his landmark study, *Equality of Educational Opportunity*, in which he found that most of the variation in American student achievement could be correlated with family income level. As late as 1994, Herrnstein and Murray’s widely read, *The Bell Curve: Intelligence and Class Structure in American Life*, reinforced this view by arguing that economic and social classification acted as a genetically based sorting device for student intelligence, school performance and later economic success.

However, correlation is not causation. The past four decades have seen an explosion of scholarship relating to student performance and to school and teacher effectiveness. This recent research strongly supports the proposition—reinforced by the experience of generations of parents and students—that student learning depends heavily on the effectiveness of teachers in classrooms. Family and community factors clearly have an impact on student achievement. But good teaching and effective schools are the most important factors in student learning.

The Civic Committee’s analysis of ISAT and PSAE achievement supports the twin premises of *No Child Left Behind*—that children of all economic and ethnic groups can succeed in school, and that fundamental improvement is urgently needed. The futures of hundreds of thousands of children, as well as the economic prosperity and civic vitality of the entire Chicago metropolitan region, depend on making these premises a reality.

EDUCATION REFORM TIMELINE

- 1983 National Commission on Excellence in Education warns of a “rising tide of mediocrity” in public education
- 1985 Illinois General Assembly adopts Omnibus Education Reform Act of 1985
- 1987 U.S. Secretary of Education William Bennett says Chicago has the “worst schools in the nation”
- 1988 General Assembly restructures Chicago Public Schools, concentrating power in elected Local School Councils
- 1988 First statewide assessment system (Illinois Goal Assessment Program) adopted by Illinois State Board of Education
- 1995 General Assembly restructures Chicago Public Schools—again—delegating broad new accountability and intervention measures to the Mayor and a Board of Trustees appointed by him
- 1996 CPS begins using Iowa Test of Basic Skills (ITBS) results as the high-stakes metric for judging individual students, schools and system-wide progress
- 1996 General Assembly passes charter school legislation authorizing 15 charter schools in Chicago
- 1997 Second generation of standards-based reform (Illinois Learning Standards) adopted by Illinois State Board of Education
- 1998 Chicago Public Schools begin administering Chicago Academic Standards Exam (CASE)
- 1999 Phase-in of Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Exam (PSAE) commences
- 2001 Illinois begins to disaggregate ISAT and PSAE scores by gender, ethnicity, socio-economic status and other required sub-groups
- 2001 System-wide CPS literacy program deployed in district’s poorest performing schools
- 2002 *No Child Left Behind* initiates major new wave of school reform, requiring meaningful annual progress in all major ethnic and socio-economic groups
- 2002 First-ever closing of under-performing Chicago schools
- 2002 For the first time, parent notification is required if classroom instruction is provided for more than four weeks by an instructor who is not “highly qualified” under NCLB; limited school choice and supplemental educational support options implemented by CPS under NCLB
- 2003 System-wide CPS math and science initiative launched
- 2003 First year of required “annual yearly progress” by schools and school districts in both reading and math and in all demographic sub-groups
- 2005 First year when chronically failing Illinois schools may be moved into “state intervention status”
- 2006 Yearly ISAT reading and math testing required statewide for all students in grades 3 through 8
- 2006 All classes, without exception, must be taught by “highly qualified” teachers; all paraprofessionals must also be “highly qualified”

II. Student Achievement in Chicago's Public Schools

The 2002 Illinois Test Results

THE CIVIC COMMITTEE'S ANALYSIS SHOWS TRENDS, QUANTIFIES CHALLENGES OF NCLB

Since 1999, when statewide ISAT reading and math exams were first administered, the Civic Committee of The Commercial Club of Chicago has analyzed statewide test results with two major goals in mind.

The first goal is to see how students in Chicago and elsewhere are performing against Illinois Learning Standards. These standards, developed by Illinois educators, provide us with yardsticks of what students should know at each stage of their development from the early elementary school years (3rd grade) through high school (11th grade). Test results are reported by school and by grade, in percentages, using four achievement categories: 1) exceeds standard; 2) meets standard; 3) below standard; 4) academic warning. The data summarized in the following pages focus on the percentages of students who meet or exceed standards (groups 1 and 2) or the percentages of students who fail to meet standards (groups 3 and 4).

The second goal of the Civic Committee analysis is to compare, over time, the performance of students from different locations, different economic circumstances, and different ethnic backgrounds, and to compare the performance of different schools where the economic and ethnic compositions of the student body are similar. This form of analysis allows us to see where improvements occur and where slippage occurs, on a school-by-school basis. It enables us to see where students and schools are more successful and to identify factors that have led to that success. It also provides an opportunity to identify less successful students and schools.

Enactment of *No Child Left Behind* has added a third goal. For the first time, NCLB provides specific performance benchmarks and precise expectations for annual progress that every school and district in the state must meet. This provides a clear template for assessing the extent and depth of existing problems and for judging the degree of improvement that will be required.

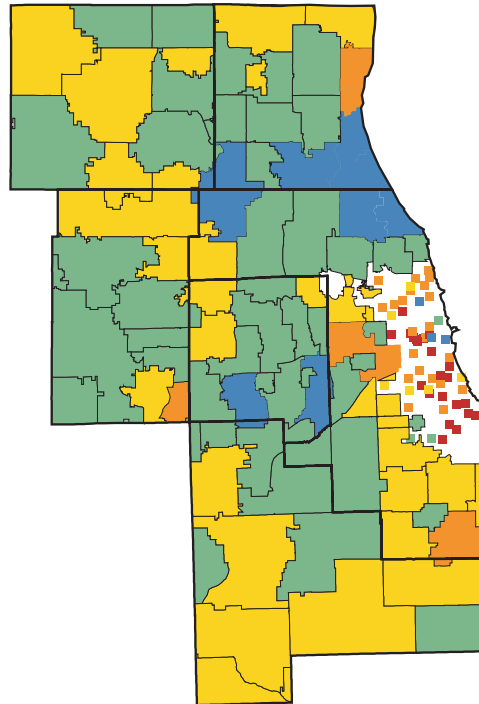
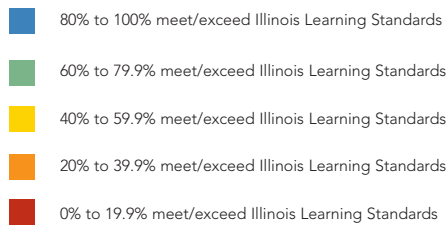
The data that follow are presented in eight sections. Sections A and B are designed to provide a general picture of how students performed in 2002 in Chicago and the six-county region of DuPage, Kane, Lake, McHenry, suburban Cook and Will Counties. Section C summarizes four-year achievement trends in reading and math for students in grades 3, 5 and 8 as well as two-year trends for students in grade 11.

Sections D and E analyze the test-result data according to family income level and ethnicity, and then by income level within each ethnic group. Section F shows the correlation of test results with attendance at schools with high concentrations of low-income and minority students. Sections G and H provide a more detailed picture of how specific high schools and elementary schools are performing throughout the city.

Chapter III shows that family income levels and ethnicity are not educational straitjackets, and that the quality of teaching—good or bad—makes an enormous difference in the success or failure of students. Chapter IV addresses the challenge of *No Child Left Behind* for Chicago's schools and Chapter V sets forth policy recommendations for meeting that challenge.

MAP A1

2002 11TH GRADE READING



A) STUDENT PERFORMANCE IN CHICAGO AND THE SUBURBS

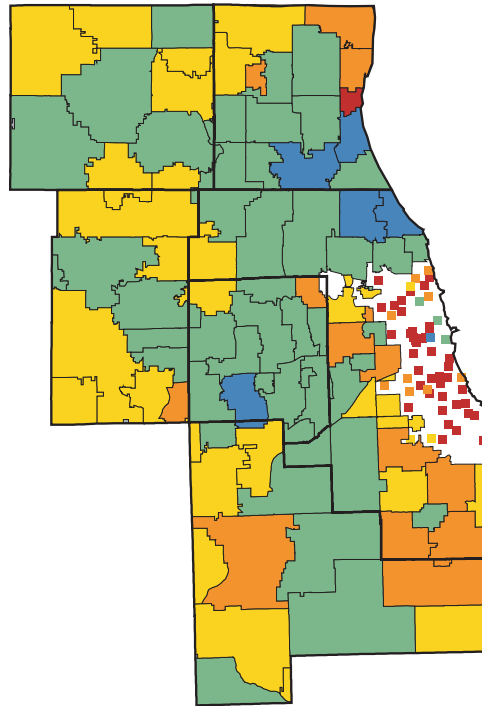
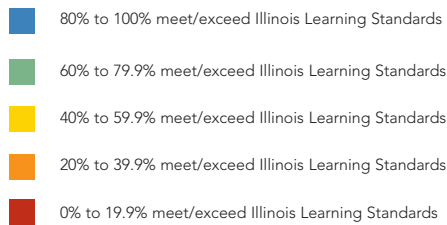
The best data available for evaluating student performance in the six-county area of metropolitan Chicago are the results of the ISAT and PSAE tests administered by the Illinois State Board of Education to all students in public schools in the State of Illinois. The most current such data are the scores for tests given by the State in the spring of 2002.

ELEVENTH GRADE

We start with a region-wide summary of student performance in 2002 in the 11th grade. The 11th grade is the only grade in which high school students are tested by the State. Thus, 11th grade results give us the performance picture that is closest to the end of the entire student experience in our public schools. Although we want our students to do well in the 3rd, 5th and 8th grade, good scores at these levels are worth little if, in the end, students fail to meet state standards at the end of their high school experience (or if they drop out before graduation). Because of this, the 11th grade test scores are the final report card on our public schools—and on student performance.

MAP A2

2002 11TH GRADE MATH



Presented here are maps summarizing the performance of our 11th grade students throughout the Chicago metropolitan region.* First, *reading*, in map A1.

The highest performing schools—shown in blue, where 80% or more of the 11th grade students meet or exceed state standards—are located largely in the northern and northwestern suburbs. Three Chicago high schools are also in this high-scoring category.

In large areas of the north, west and south suburban metropolitan area, shown in green, 60-80% of 11th grade students meet or exceed reading standards. A few Chicago high schools are also in this category.

The areas of failure—orange (20 to 40%) and red (less than 20%)—are significantly more concentrated in Chicago than in the suburban region.

Map A2 presents the same type of test data for the six-county region, but the subject is *mathematics* rather than reading.

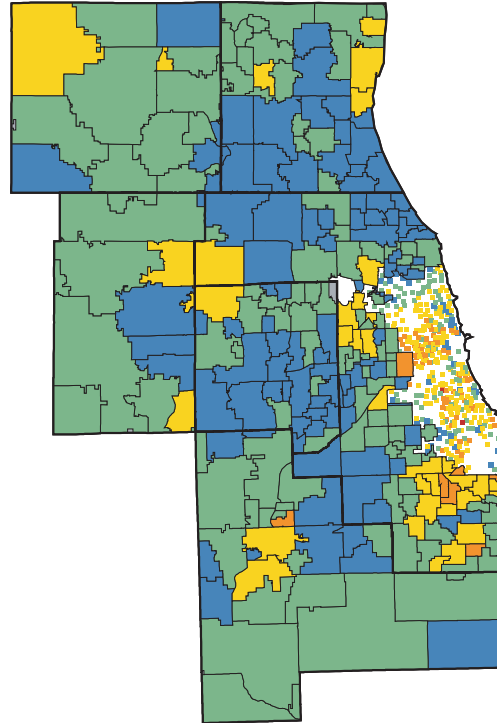
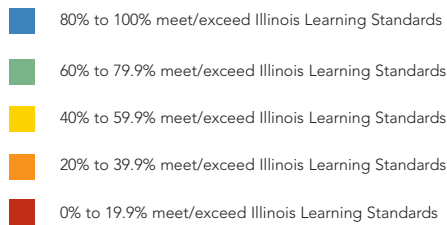
Again, we see that the highest percentage of students meeting or exceeding state standards in math come from the north and west suburbs.

The largest concentrations of students failing to meet state standards in math are found in Chicago's high schools.

*Because the Chicago data are shown for particular high schools (not as an average for the entire Chicago Public School district), the colored rectangles represent particular schools—leaving blank areas.

MAP A3

2002 8TH GRADE READING



ELEMENTARY GRADES

The patterns of relative success and failure are not, of course, determined only in our high schools. We see approximately the same patterns in the results of our elementary school test scores, where the ISATs are administered in alternate years, depending on the subject matter. Reading and math are tested in the 3rd, 5th, and 8th grades.

Shown in map A3 are the results of the 8th grade ISAT reading tests administered in 2002 throughout the six-county area. This map shows the same overall pattern as the 11th grade map, with the best performance achieved in suburban areas, and lower performances concentrated in Chicago.

A greater number of elementary schools had over 80% of their students meeting or exceeding state standards in reading than was the case in the 11th grade. Indeed, throughout the suburban area, the preponderance of the school districts experienced results in either the 80 to 100% range, or the 60 to 80% range.

In Chicago, likewise, the 8th grade results for reading appear to be better than was the case in the 11th grade—but these results are still well below those achieved in the suburbs. In Chicago, many schools fell in the 80 to 100% range or the 60 to 80% range. However, large numbers also fell in the 40 to 60%, 20 to 40% and below 20% ranges.

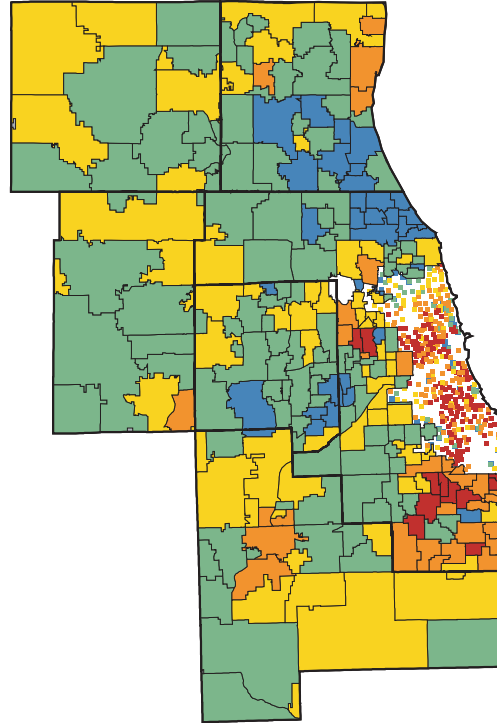
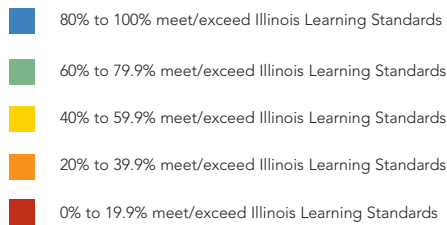
The picture for 8th grade math (map A4) is similar to reading, though the percentages of high-performing students are lower both in the suburbs and in Chicago.

Only a few suburban school districts enjoy results in the 80%-plus range; and there are a few where less than 20% of 8th grade students meet state standards.

In Chicago, there are far fewer high-performing schools, and very large numbers of schools where fewer than 20% of 8th grade students meet state standards.

MAP A4

2002 8TH GRADE MATH



B) DISAGGREGATING PERFORMANCE IN PUBLIC SCHOOLS—3RD TO 11TH GRADES.

In summarizing and displaying the test-score data, the maps have both an advantage and a disadvantage. The advantage is that the maps permit us to dig below the six-county or city-wide averages and to see results for particular school districts—and, within Chicago, for particular schools. However, no single map enables us to see the performance of students in different grades. In order to do that, we have summarized in charts the data for the years in which each subject is tested:

Reading—3rd, 5th, 8th, and 11th grades.

Math—3rd, 5th, 8th, and 11th grades.

Writing—3rd, 5th, 8th, and 11th grades.

Science—4th, 7th, and 11th grades.

Social Sciences—4th, 7th, and 11th grades.

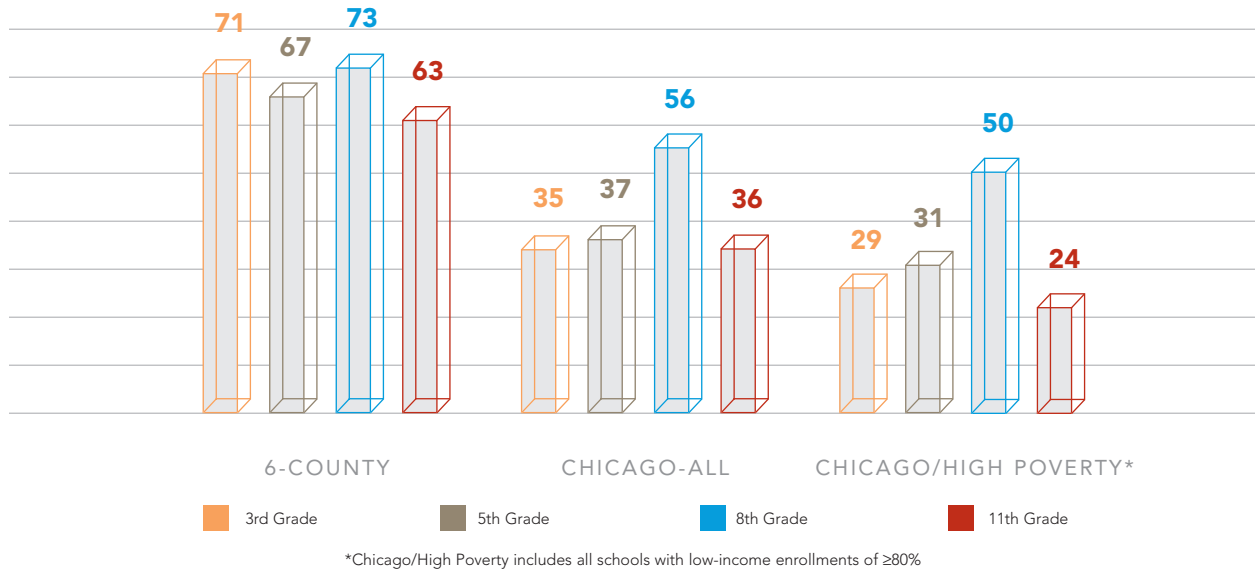
The data are shown separately for the suburban region as a whole (excluding Chicago), for Chicago overall, and for the highest-poverty Chicago schools—where 80% or more of the students report that they are eligible for free or reduced school-lunch programs.*

These and other summary charts are set forth in Appendix I (p. 61–68).

*For a child in a family of four to qualify for a free lunch, family income must be less than \$23,530—and for a reduced price lunch less than \$33,485.

CHART B1. OVERALL READING SCORES

3rd, 5th, 8th and 11th GRADE READING / PERCENTAGE MEETING OR EXCEEDING STANDARDS
2002 ISAT & PSAE ACHIEVEMENT TESTS / 6-County (Non-Chicago)—All Chicago—Chicago/High Poverty*



PERFORMANCE CORRELATES WITH INCOME LEVELS

Student performance on tests such as the ISAT and PSAE clearly correlates with the economic level of the families of the students in these schools. Correlation, however, does not necessarily mean causation. The causes contributing to the level of student performance on such tests are complicated. For the moment, it is worth noting what most observers have noted for a long time—that the correlation exists. The test data now provide a better picture of the strength of the correlation.

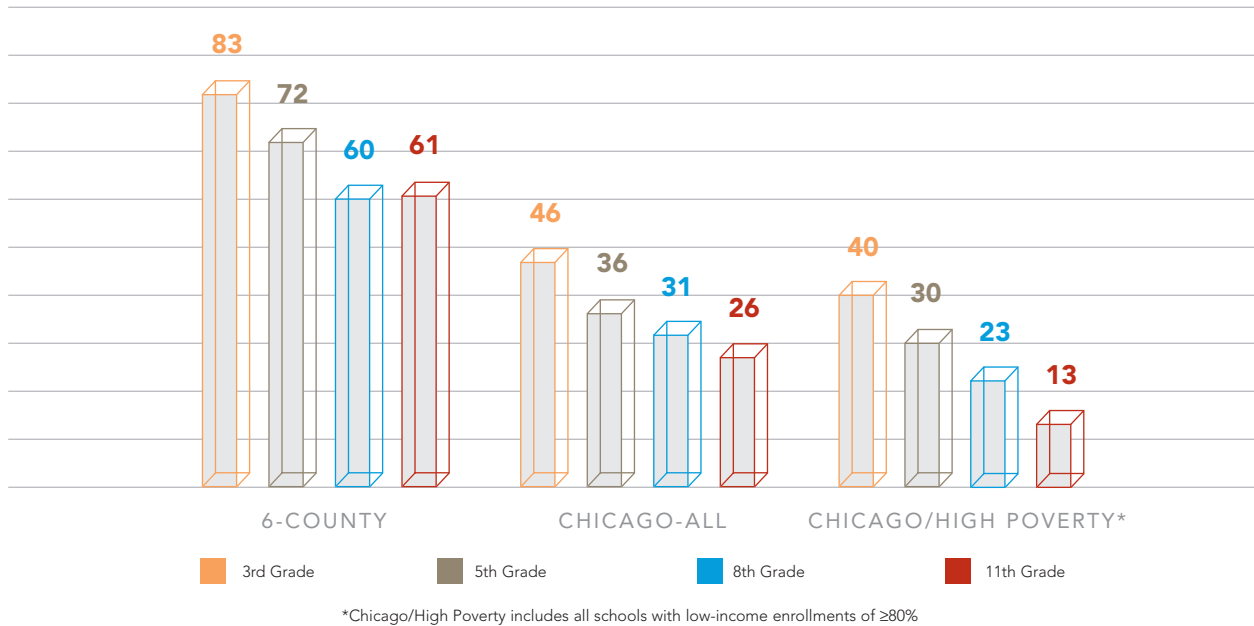
READING SCORES

Chart B1 summarizes results for reading. The group of columns on the left show the results for the suburban schools in the six-county area, excluding Chicago. The first column shows the results for the 3rd grade: 71% of the 3rd graders meet or exceed state standards in reading. The second column shows the results for the 5th grade: 67% of the 5th graders meet or exceed state reading standards.

The center group of columns shows the performance in Chicago's schools. And the right-hand group shows the performance in Chicago's highest-poverty schools. Only 24% of Chicago's 11th graders in these schools meet or exceed state reading standards.

CHART B2. OVERALL MATH SCORES

3rd, 5th, 8th and 11th GRADE MATHEMATICS / PERCENTAGE MEETING OR EXCEEDING STANDARDS
 2002 ISAT & PSAE ACHIEVEMENT TESTS / 6-County (Non-Chicago)—All Chicago—Chicago/High Poverty*



Most Chicago schools serve student populations where 80% or more of all students are eligible for free or reduced lunch programs.* Thus, the performance of Chicago’s schools as a whole—i.e., the central group of columns—is heavily affected by the performance of Chicago’s high-poverty schools.

Overall, reading scores in the suburbs—as in Chicago—take a slight bounce upward in the 8th grade, and then decline by the 11th grade. In Chicago, this bounce is quite pronounced—resulting in more than half of 8th graders meeting or exceeding state standards in reading. However, by the 11th grade, scores have declined to the earlier meet/exceed levels of the 3rd and 5th grade.

One possible interpretation is that the 8th grade standards are “easier” to meet than earlier or later—but if that were the case, one would expect to see a bigger bounce in the 8th grade suburban scores. A more likely explanation, therefore, is that by the 8th grade, Chicago’s students have shown real gains, on average, making up some of the deficit experienced in earlier grades. But in high school, these gains are lost.

MATH, WRITING, SCIENCE, SOCIAL STUDIES
 SCORES SHOW SIMILAR TRENDS

Chart B2 shows student performance in 3rd through 11th grade math. Both suburban and Chicago scores steadily decline from 3rd through 11th grade.

*79% of CPS elementary and middle schools, and 71% of CPS high schools have low-income enrollments of 80% or more.

In the suburbs, the decline starts from a higher base in 3rd grade; but by the 11th grade, only 61% of students are meeting or exceeding state standards in math.

In Chicago, the decline starts from a lower base, but is just as steep. By the 11th grade, only 26% of Chicago's students meet or exceed state standards in math. In the lower-income schools, the decline is similar, but the end result is worse – with only about 13% of students in these schools meeting or exceeding state standards in math. This low percentage is, in part, due to the fact that the PSAE math test examines students on algebra, geometry and other pre-university areas of math; these subjects are apparently not studied by most students in Chicago's inner-city high schools.

Chart B3 (see Appendix I-B, p. 61) for writing shows patterns much like those shown in reading. In Chicago, only 35% of our 11th grade students meet or exceed state standards in writing.

Chart B4 (see Appendix I-B, p. 61) for science shows patterns much like those shown in math. The pattern is one of steady decline, in both the suburbs and Chicago. By the 11th grade, only 22% of Chicago's students meet or exceed state standards in science. Only about 10% of the students in Chicago's high-poverty schools meet these standards.

Chart B5 (see Appendix I-B, p. 61) for social studies shows patterns somewhat like reading. The suburban scores are flat from 4th through 7th to the 11th grades. In Chicago, the scores start at a low point in the 4th grade and take a slight bounce in the 7th grade. However, by the 11th grade, the effect of the bounce is gone; only 29% of our 11th graders—and only 15% in Chicago's high-poverty schools—meet or exceed state standards in social studies.

C) TRENDS IN PERFORMANCE OVER THE PAST FOUR YEARS—ARE WE IMPROVING?

The State of Illinois has administered the ISAT tests to elementary school students throughout Illinois since 1999. Thus, we have four years of test results to use in evaluating possible trends in student performance.

The State has been giving the PSAE test to 11th graders for only two years. Thus, we have only a very short comparison period available. Nevertheless, the trend data are worth examining. As before, we examine them according to the subject matter of the test.

TRENDS IN READING

Chart C1-a shows reading trends within the suburban six-county area, excluding Chicago. It shows that from 1999 to 2002, the scores have not varied much.

The suburban 3rd grade scores were a little higher during 1999 and then leveled out. As the chart shows, the results for 5th, 8th and 11th grades have not changed significantly.

Chart C1-b shows trends within the City of Chicago during the past four years. The group of columns to the far left shows the 3rd grade reading results in each of the past four years. The trend has been largely flat with some improvement during 2001 and 2002 compared to 1999, the first year the tests were given. The chart also shows that for the most recent year—2002—35% of Chicago 3rd graders met or exceeded state reading standards.

The trend results are similar across the other grades tested—although we see some minor variances, the scores are essentially flat.

CHART C1. TRENDS IN READING—1999 TO 2002

CHART C1-a. SUBURBAN READING—1999 TO 2002

ALL SCHOOLS, 6-COUNTY—1999 TO 2002—READING: % MEETING OR EXCEEDING STANDARDS

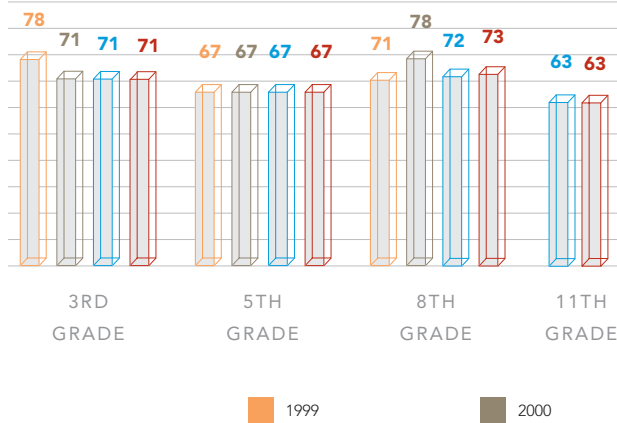


CHART C1-b. CHICAGO READING—1999 TO 2002

ALL SCHOOLS, CHICAGO—1999 TO 2002—READING: % MEETING OR EXCEEDING STANDARDS

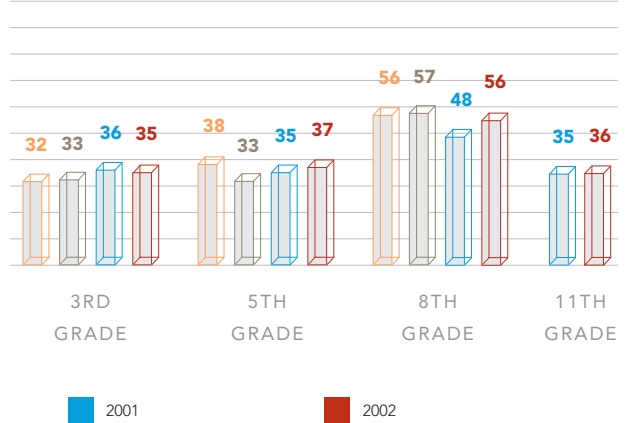


CHART C1-c. SUBURBAN READING—1999 TO 2002: HIGH-POVERTY SCHOOLS ONLY

READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—Schools with ≥80% Low-Income Enrollments, 6-County—1999 to 2002

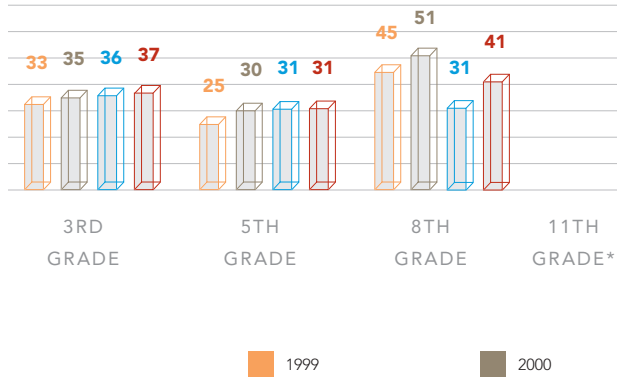
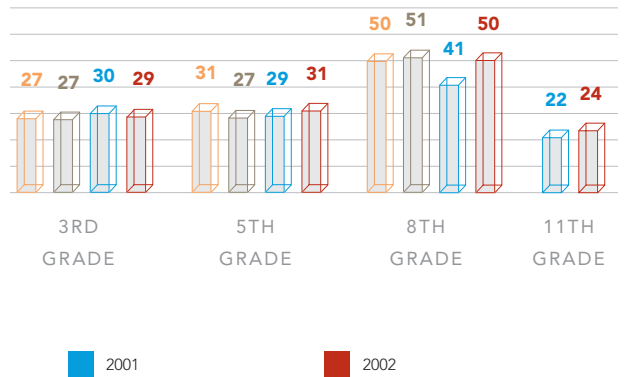


CHART C1-d. CHICAGO READING—1999 TO 2002: HIGH-POVERTY SCHOOLS ONLY

READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—Schools with ≥80% Low-Income Enrollments, Chicago—1999 to 2002



* There were no high schools in the six-county area outside Chicago that reported low-income enrollments of 80% or more.

READING PERFORMANCE IN LOW-INCOME SCHOOLS

Chart C1-c and C1-d (p. 21) show the results in reading for schools with high percentages of low-income students—both in the suburbs and in Chicago. These charts show that poverty is correlated with test results in both areas. They also show that the results for Chicago students in high-poverty schools are comparable to those of their counterparts in high-poverty suburban schools.

In the high-poverty suburban schools (chart C1-c), results did not vary much in the 3rd or 5th grades from 1999 to 2002. But in the 8th grade, there was more significant variation—with 41% of students in these schools meeting/exceeding state reading standards in 2002. No data are shown for 11th grade because, in 2002, there were no high schools in the six-county region outside Chicago that reported low-income enrollments of 80% or higher.

In Chicago's high-poverty schools (chart C1-d), we see similar trends, with results for 3rd and 5th grades that did not change much from 1999 to 2002. However, in the 8th grade, results dipped in 2001 (as in the suburbs) but rebounded in 2002 to 50%—a higher percentage than in the suburbs.

TRENDS IN MATH

The suburban and Chicago math test results have trended upwards during the same period.

Chart C2-a shows the suburban school trends over the past four years. Scores improved slightly in each grade—3rd, 5th, and 8th—between 1999 and 2002. Either the tests were getting easier or students were performing better on average.

Chart C2-b shows the results for Chicago. As in the suburbs, results improved over the four-year period—most significantly in the 8th grade: in 1999, only 19% of students met/exceeded state standards, whereas in 2002, 31% students met/exceeded state math standards. Comparing the suburban with the Chicago trends suggests that although some of this apparent gain may have been due to easier tests, much of it may also have been due to real student improvement (at least relative to the suburbs).

However, the 11th grade results show that student performance fell back from 8th grade levels—with only 26% of Chicago's 11th graders meeting/exceeding math standards in 2002 (about the same as 2001).

Charts C2-c and C2-d show math results for the schools with large concentrations of low-income students—both in the suburbs and in Chicago.

In the largely low-income suburban schools, like average schools, math scores improved in each elementary grade from 1999 to 2002.

In largely low-income Chicago schools, math scores also improved from 1999 to 2002. However, the small gains at the 8th grade level from 1999 and 2002 disappear when we examine 11th grade test results.

CHART C2. TRENDS IN MATH—1999 TO 2002

CHART C2-a. SUBURBAN MATH—1999 TO 2002

MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—All Schools, 6-County—1999 to 2002

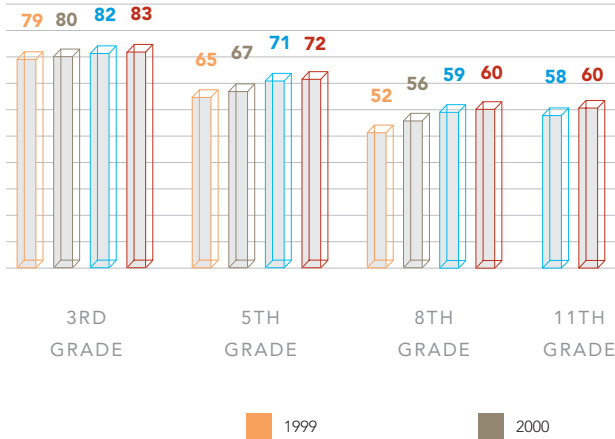


CHART C2-b. CHICAGO MATH—1999 TO 2002

MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—All Schools, Chicago—1999 to 2002

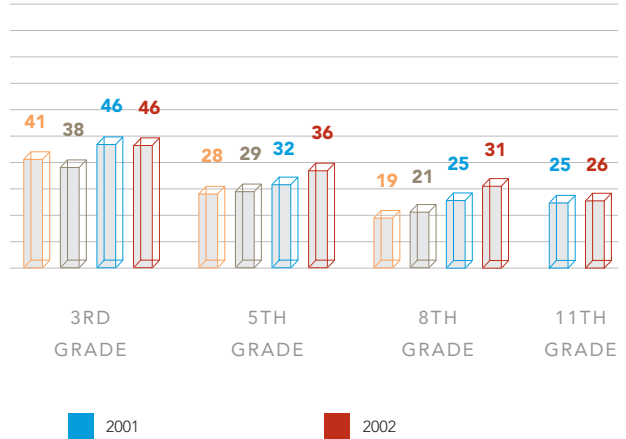


CHART C2-c. HIGH-POVERTY SUBURBAN SCHOOLS—MATH

MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—Schools with ≥80% Low-Income Enrollments, 6-County—1999 to 2002

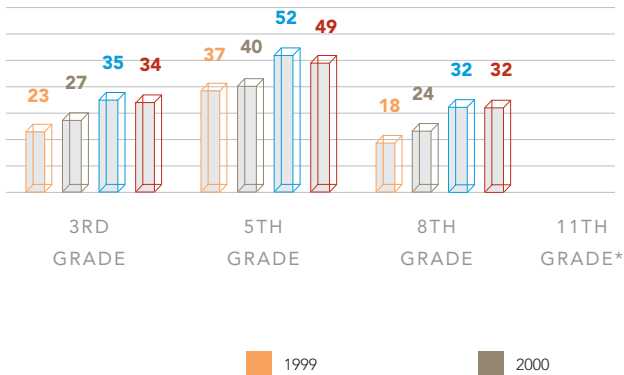
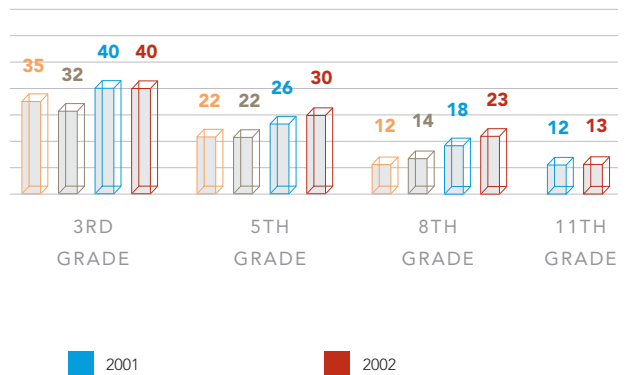


CHART C2-d. HIGH-POVERTY CHICAGO SCHOOLS—MATH

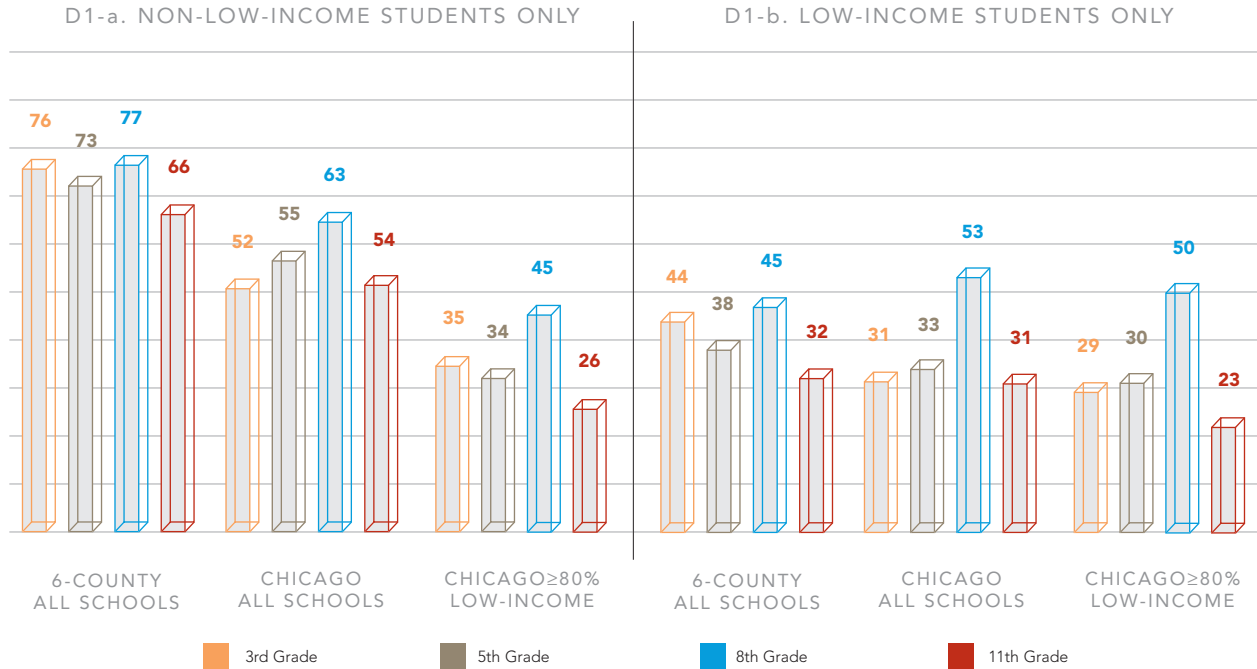
MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—Schools with ≥80% Low-Income Enrollments, Chicago—1999 to 2002



* There were no high schools in the six-county area outside Chicago that reported low-income enrollments of 80% or more.

CHART D1. CORRELATION OF READING TEST RESULTS WITH FAMILY-INCOME

3rd, 5th, 8th & 11th GRADE READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS
 6-County (Non-Chicago)—All Chicago—Chicago/High Poverty By Family Income Levels



D) THE CORRELATION OF STUDENT TEST RESULTS WITH FAMILY-INCOME LEVELS

It will come as no surprise that, on average, the results of student tests correlate with the income levels of student families. The higher the income level, on average, the higher the level of student performance.

However, as noted above, this correlation does not necessarily equate to causation, which is factually complicated and difficult to analyze. It is not necessarily true that poverty causes students, on average, to perform less well. Perhaps poverty correlates to the average educational level of the

parents, which may be the primary causal factor. Or perhaps poverty correlates with the income levels of the neighborhoods in which the families live, which in turn may correlate with the attractiveness of schools as places for teachers to work. In other words, neighborhood-income levels may correlate with the quality of schools and teachers, which in turn contribute to student-learning results.

The ISAT and PSAT test data for the year 2002 now enable us to disaggregate student test results according to the income levels of the families of students as well as the percentages of low-income students in the school.

In schools with 80% or more low-income students, some students are not from low-income families. The data enable us to differentiate scores based on both factors: (1) whether the students are from *families* that are or are not low-income and (2) whether the *school* has 80% or more low-income students (or any other percentage, for that matter).

Chart D1 focuses on *reading* scores for the 3rd, 5th, 8th, and 11th grades. As before, these scores are shown separately for (1) the suburban area, excluding Chicago, (2) Chicago, and (3) Chicago's schools with 80% or more low-income students.

But now we separate the non-low-income students from the low-income students.*

The charts on the left side of the page show the performance of non-low-income students only—in each grade—for the suburbs, Chicago, and Chicago's largely low-income schools.

On the right side of the page, the same breakdown is shown except the results are for low-income students only.

In the suburbs, the non-low-income students perform significantly better than the low-income students. The same is true in Chicago—on average.

But when we look at the students in largely low-income schools, there is not much difference between the non-low-income and low-income students. Indeed, the chart shows that low-income students perform almost as well—indeed, in the 8th grade, they perform better.

One possible inference is that any adverse effects of being in largely low-income schools are not limited to low-income students.

When we look at the math results broken down in a similar way (chart D2—Appendix I-D, p. 64), we see a comparable picture. In the suburbs and in Chicago as a whole, non-low-income students perform significantly better than their low-income counterparts.

But in Chicago's largely low-income schools, the differences tend to be slight. Non-low-income students perform at about the same level as low-income students.

* Referring to students from families whose incomes are not so low as to entitle them to be on free/reduced school lunch programs as “non-low-income” seems peculiar, since many of these non-low-income students are from families that may only barely exceed the poverty cut-off. Nevertheless, we need some terms to distinguish those who are not on such programs from those who are; and “non-low” and “low” serve that function.

E) THE CORRELATION OF TEST SCORES WITH ETHNICITY

The ISAT and PSAE test data also enable us to disaggregate student results according to ethnicity. Students can now be designated separately into the following groups: African-American, Latino, White/Non-Latino, and Asian-American.

ETHNICITY BREAKDOWNS SHOW FAMILIAR TRENDS FOR 3RD TO 11TH GRADE

The charts on page 27 report the test results for *reading*—in 3rd, 5th, 8th, and 11th grade, breaking the results into the familiar categories: suburban, Chicago, and Chicago with 80% or more low-income students.

Chart E1-a, in the upper left quadrant, shows the results for African-American students. It shows, for example, that in the 3rd grade, 42% of African-American students in suburban schools meet/exceed state standards in reading. In 5th grade, the percentage has declined to 40%. And so on.

In Chicago, 27% of African-American students in the 3rd grade meet/exceed state standards in reading. In the 5th grade, the percentage is 29%. It then bounces to 51% in 8th grade, but falls to 30% in 11th grade.

As can be seen, the average scores of African-American students in the suburban schools are about the same as the average scores of African-American students in Chicago. By 11th grade, the final year tested, the score in the suburbs is 36% meeting/exceeding state standards—compared to the somewhat lower score of 30% in the city.

Not surprisingly, the scores of Chicago's African-American students in high-poverty schools are somewhat lower than the scores in all Chicago's schools.

Chart E1-b, in the upper-right quadrant, shows the average performance of Latino students in reading. The suburban and Chicago scores are not strikingly different, and are somewhat better than the scores of Latino students who attend high-poverty Chicago schools.

Chart E1-c, in the lower-left quadrant, shows the performance of White/Non-Latino students in reading. Suburban scores are a bit higher than those in Chicago, which are in turn significantly higher than scores in high-poverty Chicago schools.

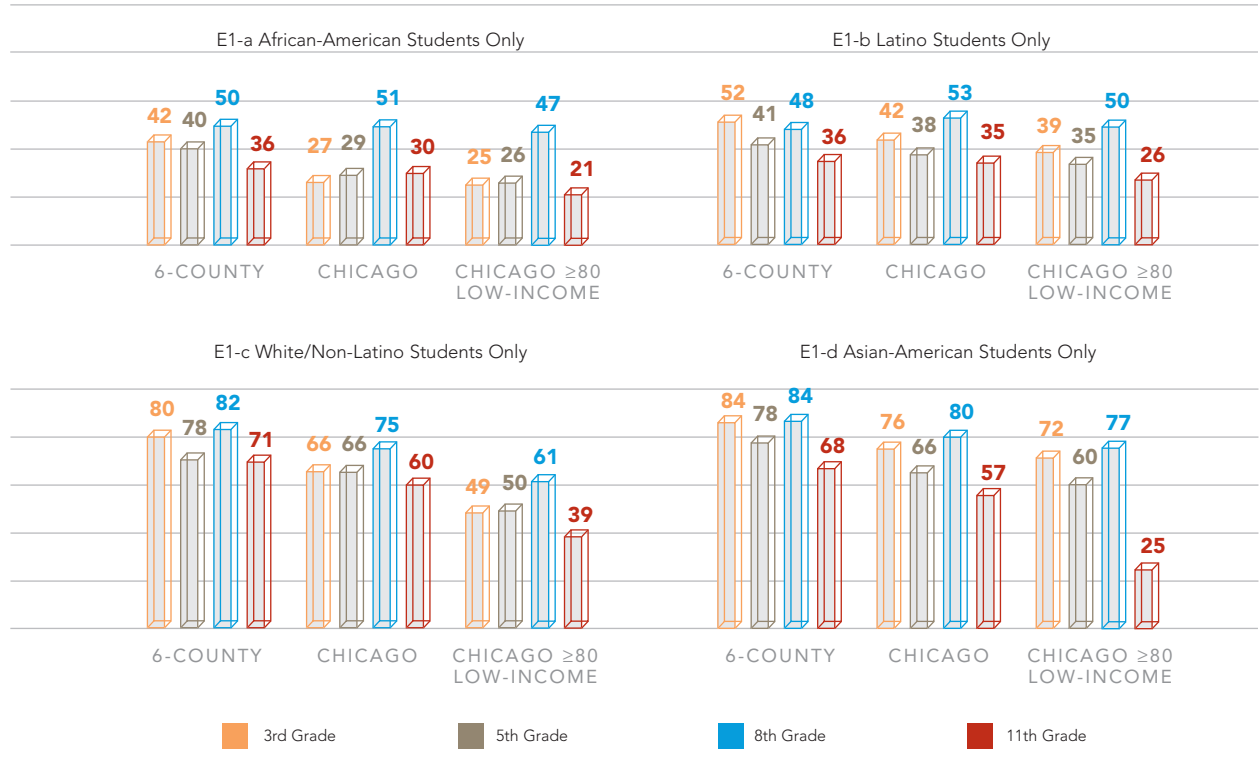
Chart E1-d, in the lower-right quadrant, shows the performance of Asian-American students. Their scores—both in the suburbs and Chicago—are the highest of any ethnic group in the 3rd, 5th and 8th grades. By 11th grade, they have fallen slightly behind the average scores of White/Non-Latino students. In Chicago's high-poverty schools, by the time Asian-American students reach the 11th grade, their scores are no better than those of other groups—and, indeed, are a bit lower than those of Latino and White/Non-Latino 11th graders.

A similar group of charts (see Appendix I-E, p. 65) report the results in math—using the same ethnicity disaggregations. The pattern of steady decline from 3rd through 11th grade is evident in all groups.

African-American students (see Appendix I-E, chart E2-a) in Chicago perform slightly worse than their counterparts in the suburbs. In Chicago's high schools with high concentrations of poor students, the performance of African-American students in math is very low: only 8% of African-American students in 11th grade meet/exceed state standards.

CHART E1. CORRELATION OF READING TEST SCORES WITH ETHNICITY

3rd, 5th, 8th & 11th GRADE READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS
6-County (Non-Chicago)—All Chicago—Chicago/High-Poverty By Ethnicity



Likewise, Latino (chart E2-b), White/Non-Latino (chart E2-c), and Asian-American (chart E2-d) students in Chicago perform less well than their counterparts in the suburbs, particularly in 11th grade math. Asian-American students do the best in math, although the scores of those who attend Chicago’s high-poverty high schools, on average, fall off significantly.

F) CORRELATING TEST RESULTS WITH BOTH FAMILY INCOME LEVELS AND ETHNICITY

For the first time, the 2002 ISAT and PSAT data enable us to analyze results taking into account both family income levels and ethnicity. We can now evaluate how our suburban schools and Chicago’s schools are doing, holding these factors constant.

COMPARING CHICAGO AND THE SUBURBS IN READING

The charts on page 29 show reading results for each grade. Chart F1-a shows the data for African-American students only—and separates those results into non-low- and low-income groups (again, using eligibility for school lunch programs as the yardstick for what low-income means).

This chart shows, for example, that 38% of non-low-income, 11th grade African-American students in suburban schools meet/exceed state standards in reading. By comparison, 43% of such 11th graders in Chicago meet/exceed state reading standards. The chart shows that Chicago's 8th graders do about the same as in the suburbs.

This chart also shows—with respect to low-income African-American students—that students in the 11th grade, on average, perform about the same in the suburbs (28%) as in the city (27%); whereas in the 8th grade, Chicago performs a little better (50% vs. 42%).

Chart F1-b shows the results for Latino students, separated by income levels. It shows that, 40% of non-low-income 11th graders in suburban schools meet/exceed state standards in reading compared to 50% in Chicago. In the 8th and 11th grades, Chicago's low-income Latino students also perform a little better (32% vs. 27% in the 11th grade, and 53% vs. 39% in the 8th grade).

One inference from these reading-test data is that, compared to the suburban schools, Chicago's public schools do a relatively better job in educating low-income African-American and Latino students.

Charts (F1-c and F1-d) present similar reading test data for White/Non-Latino students and Asian-American students. The performance of non-low-income students in these ethnic categories is about the same in the suburbs and in Chicago.

With respect to the performance of low-income students in these ethnic categories, students in Chicago's schools once again perform somewhat better than students in the suburban schools. For example, 49% of low-income Asian-American students in Chicago's schools meet/exceed state standards, compared to only 37% of such students in the suburban schools.

COMPARING CHICAGO AND THE SUBURBS IN MATH

With respect to math test data, the results and comparisons are somewhat different. Chart F2-a (see Appendix I-F, pp. 66-67) first shows the results for non-low-income, African-American students. Here we see virtually identical results in the 11th and 8th grades for the suburbs and Chicago. With respect to low-income students, we see roughly comparable results—with, for example, only 13% of Chicago's 11th graders meeting/exceeding state math standards, and only 16% of suburban 11th graders meeting/exceeding these standards.

Chart F2-b in Appendix I-F shows roughly comparable results in the suburbs and Chicago for both the non-low-and low-income Latino groups.

Charts F2-c and F2-d in Appendix I-F show results for White/Non-Latino students and Asian-American students. The results for non-low-income students are not strikingly different between suburban schools and Chicago's schools. Among low-income students, Chicago's schools again do slightly better in 11th grade and 8th grade with respect to both ethnic categories.

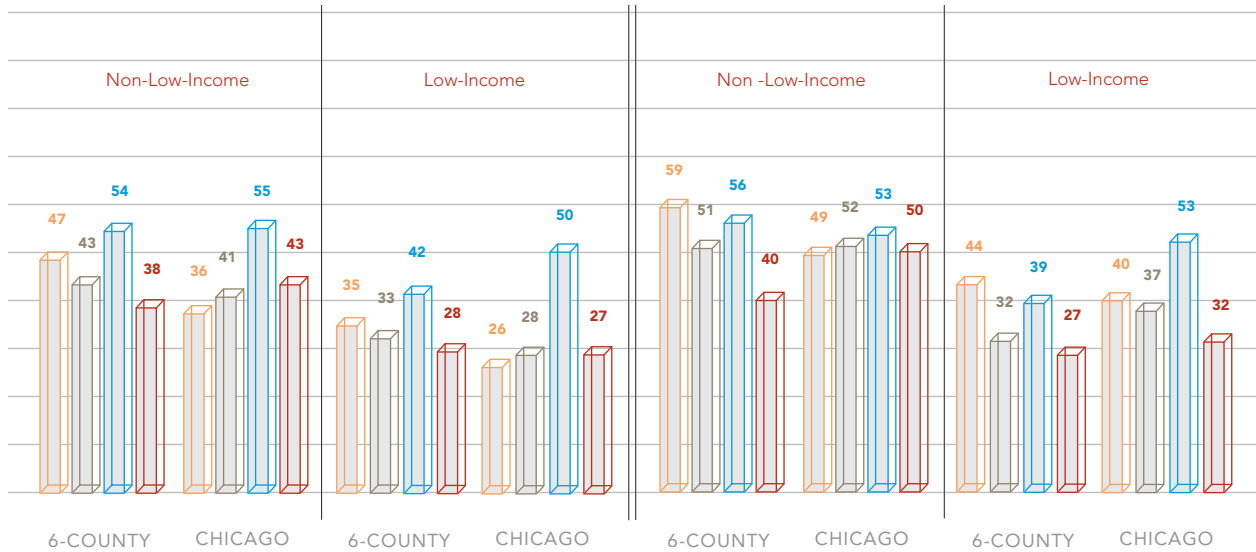
Although one should not seek to press the use of the data too far, it is interesting that in 11th grade math, 56% of low-income Asian-Americans in Chicago meet/exceed state standards; whereas, in Chicago's high schools where 80% or more of the students are low-income, only 36% of Asian-American students—regardless of the income levels of their own families—meet/exceed state math standards (see Appendix I-E, chart E2-d, p. 65).

CHART F1. CORRELATING READING TEST RESULTS HOLDING INCOME AND ETHNICITY CONSTANT

3rd, 5th, 8th & 11th GRADE READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS
6-County (Non-Chicago) & All Chicago by Ethnicity & Family Income Level

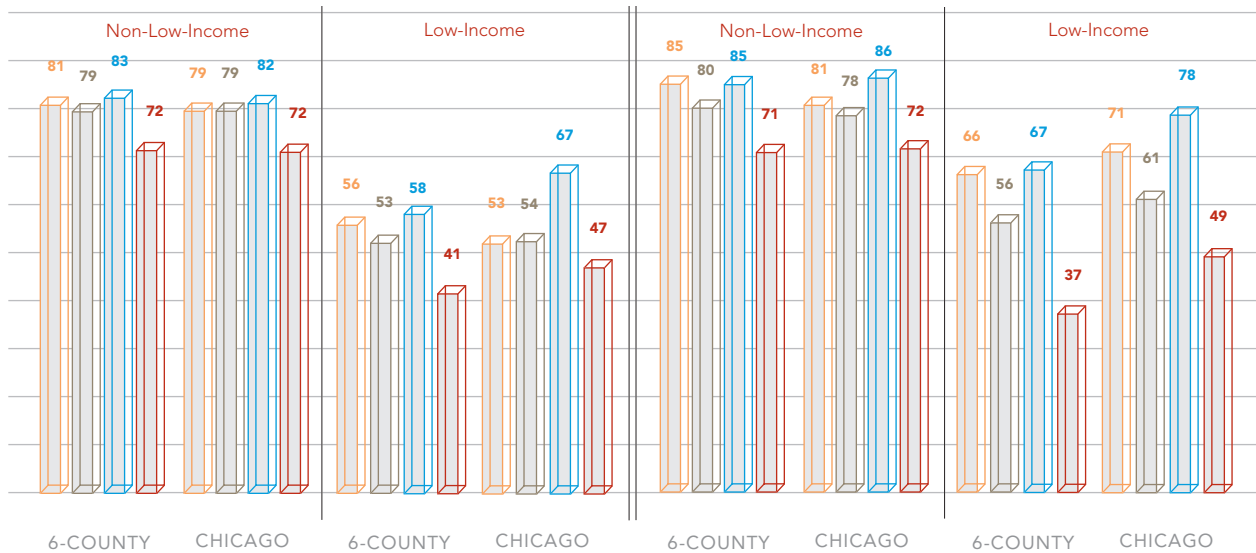
F1-a AFRICAN-AMERICAN STUDENTS ONLY

F1-b LATINO STUDENTS ONLY



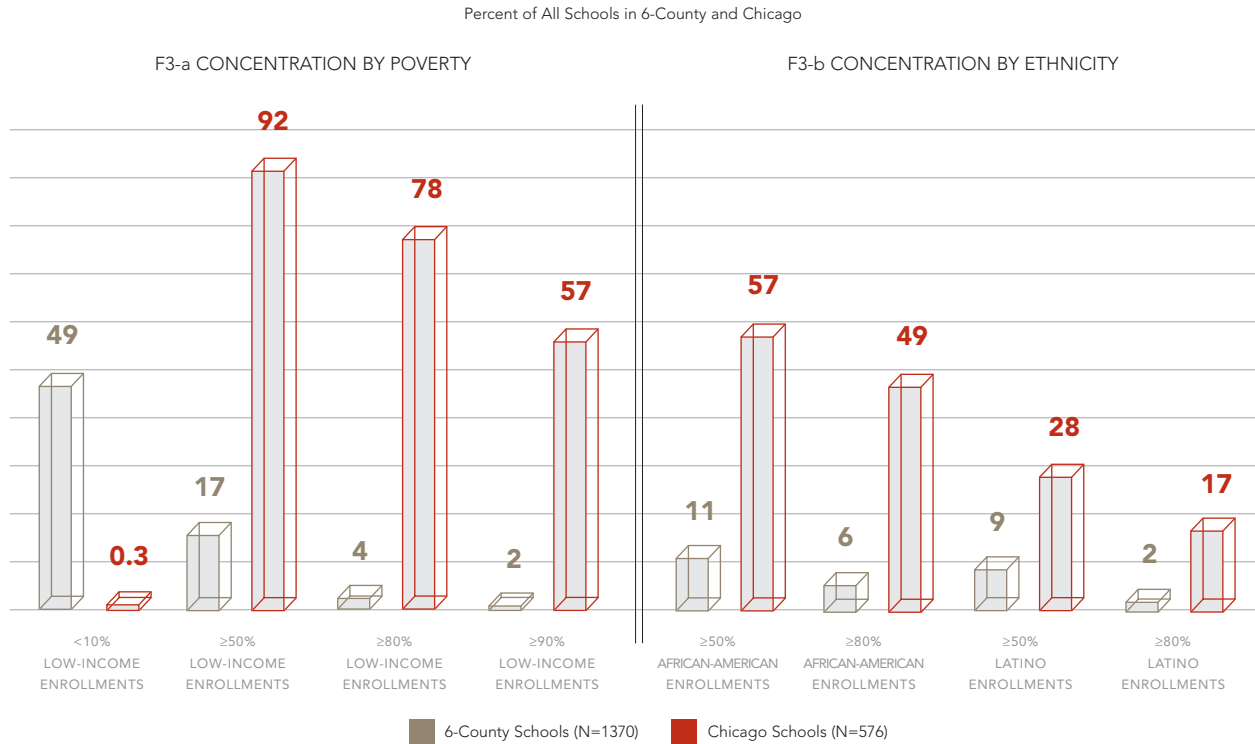
F1-c WHITE/NON-LATINO STUDENTS ONLY

F1-d ASIAN-AMERICAN STUDENTS ONLY



3rd Grade 5th Grade 8th Grade 11th Grade

CHART F3. LOW-INCOME & MINORITY STUDENTS CONCENTRATED IN CHICAGO



Similarly, in 11th grade math, 13% of low-income African-American students meet/exceed state standards; whereas, in Chicago’s high schools where 80% or more of the students are low-income, only 8% of African-American students—regardless of the income levels of their own families—meet/exceed state math standards (see Appendix I-E, chart E-2a, p. 65).

These data show that high concentrations of low-income students are correlated with lower levels of student achievement.

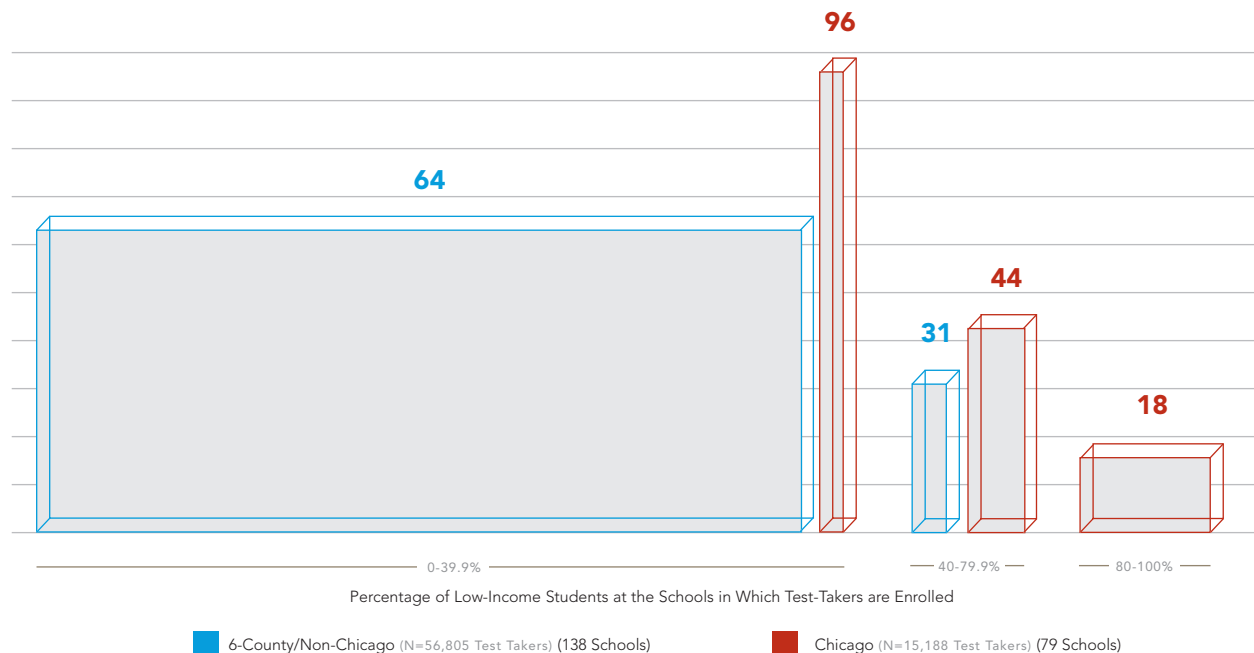
COMPARABLE PERFORMANCE BUT DIFFERENT CONCENTRATIONS OF LOW-INCOME AND MINORITY STUDENTS IN CHICAGO AND SUBURBS

The data do **not** support any suggestion that Chicago’s schools perform worse than suburban schools in educating children from poor families or from particular ethnic groups.

Instead, data show that in Chicago there are far larger numbers and percentages of students from low-income families, far larger numbers and percentages of ethnic minorities, and far more students who attend schools with *high concentrations* of students who are both low-income and minority.

CHART F4. 11th GRADE ACHIEVEMENT AND ENROLLMENT COMPARISONS AFTER CONTROLLING FOR LOW-INCOME CONCENTRATIONS

PERCENTAGE OF 11th GRADERS MEETING OR EXCEEDING STATE COMPOSITE READING & MATH STANDARDS
 Reading and Math Composites: 6-County/Chicago



For example, as shown, in chart F3-a, 57% of Chicago’s students attend schools with 90% or more low-income enrollments—compared to only 2% in the suburbs. Similarly, large percentages of Chicago’s students attend schools with very high percentages of African-American or Latino enrollments (chart F3-b).

Another way to bring home the difference between suburban and Chicago schools is to show the relative proportions of students who attend schools with varying percentages of students at different income levels.

Chart F4 shows the proportion of 11th grade students from both the suburbs and Chicago who are enrolled at schools with few low-income students, and schools with more

low-income students. At the left end of the horizontal scale we see that the preponderance of students in the suburbs attend schools where less than 40% of students are on school lunch programs; whereas, only a tiny fraction of Chicago’s 11th graders attend such schools—and they perform at a higher average level than suburban 11th graders.

However, in the middle group of schools—where between 40% and 80% of students are low-income—enrollments are about the same (slightly higher in Chicago).

And, where between 80% and 100% of the students are in the low-income group, a large percentage of Chicago’s students attend such schools—and none of the suburban students.

G) THE 2002 PRAIRIE STATE TEST RESULTS—HIGH SCHOOL BY HIGH SCHOOL

Up to this point, the 2002 ISAT and PSAE data have been presented by aggregating schools and test results by region (suburbs and City), by income level of students, and by ethnic groupings.

However, families are interested in the performance of students at particular schools. Administrators and interested third parties are interested in identifying schools that are working well, and from which lessons can be learned, as well as schools that are failing and need improvement.

MOST CHICAGO HIGH SCHOOLS FAIL TO MEET MINIMUM NCLB STANDARDS

We begin with the 2002 PSAE test results for Chicago high schools because student performance there (or, more precisely, at the last grade tested by the State—11th grade) represents the culmination of all years spent in the Chicago public education system.

Chart G1 shows the results for each of the 78 Chicago public high schools in 2002 that reported scores for reading, math and science. Each vertical point on the chart represents a single Chicago high school—and portrays the percentage of students who meet or exceed state standards in each of these three subjects. The individual high schools are not identified on this chart, but the details for each high school—by name—may be found in Appendix II (p. 69).

The individual schools could be arrayed based on scores in any one of the three tested subjects. We chose to organize the chart according to the reading scores, which were generally higher than those in the other two subjects.

Thus, at the left end of the chart, the first school shown is the one where the *lowest* percentage of students meet/exceed state standards in *reading*—approximately 3%. The next school to the right experienced the next-lowest percentage of students meeting/exceeding state standards in reading. At the far right side of the chart, the school with the *highest* results in reading is shown—with approximately 98% of students meeting/exceeding state standards.

Moving from the left to the right side of the chart, we see that there were 31 Chicago high schools in which 20% or fewer of the students meet/exceed state standards in reading. In the middle group of 29 schools, between 20% and 40% meet/exceed state standards in reading. Finally, in the right-hand group of 18 schools, between 40% and 98% of students meet/exceed state standards in reading.

Having organized the schools according to reading scores, we also show the scores in math and science for each school. The math scores are marked by a circle, and the science scores by a triangle. As can be seen, the scores in math and science are consistently below those for reading—i.e., lower percentages of students meet/exceed state standards in these subjects.

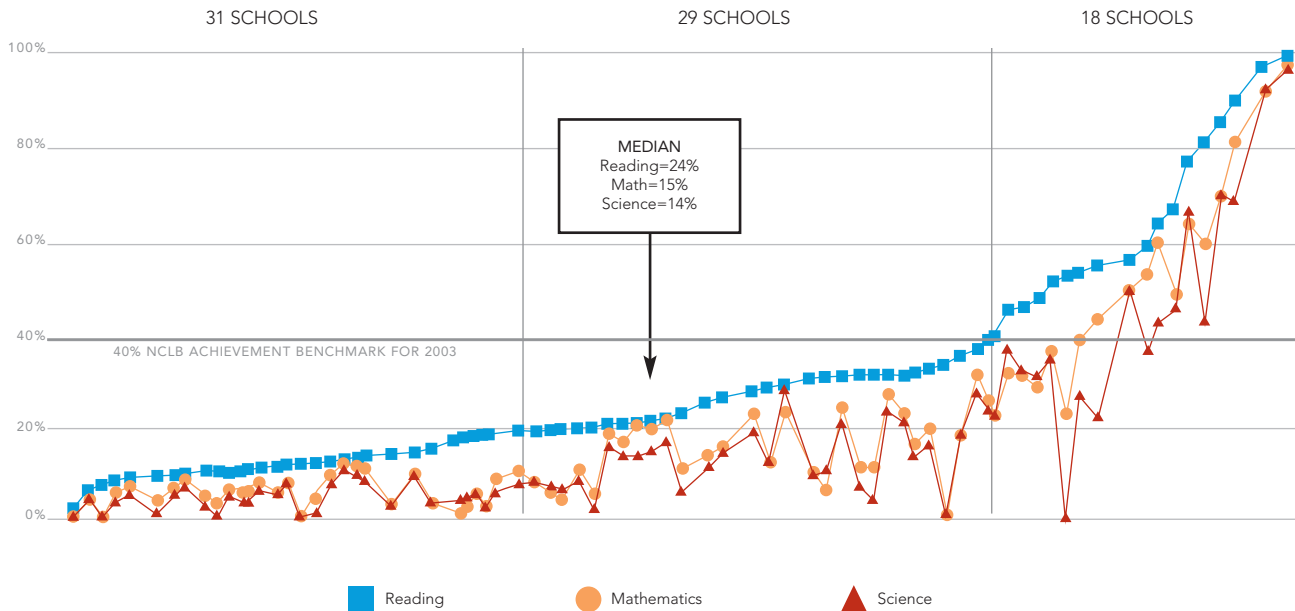
Thus, for the 31 Chicago high schools arrayed at the left side of the chart (which had reading scores below 20%), most of these schools had fewer than 10% of their students meeting/exceeding state standards in math or science. In the case of several schools, virtually no one meets or exceeds state standards in either subject.

In the center group of 29 schools, the performance in math and science was slightly better—but not much.

And even in the 18 schools shown at the right (whose reading scores are relatively high), only a few show more than 60% of their students meeting or exceeding state standards in math and science.

CHART G1. 77% OF CHICAGO PUBLIC HIGH SCHOOLS FAIL TO MEET MINIMUM NCLB STANDARDS

2002 PRAIRIE STATE READING, MATH & SCIENCE ACHIEVEMENT
Chicago Public High Schools (N=78), All 11th Grade Students (N=15,188)



In the Chicago high school at the median of 11th grade reading performance in 2002, over 75% of students fail to meet state reading standards. At this same school, 85% or more students fail to meet state standards in math and science.

CHICAGO'S DROPOUT RATES

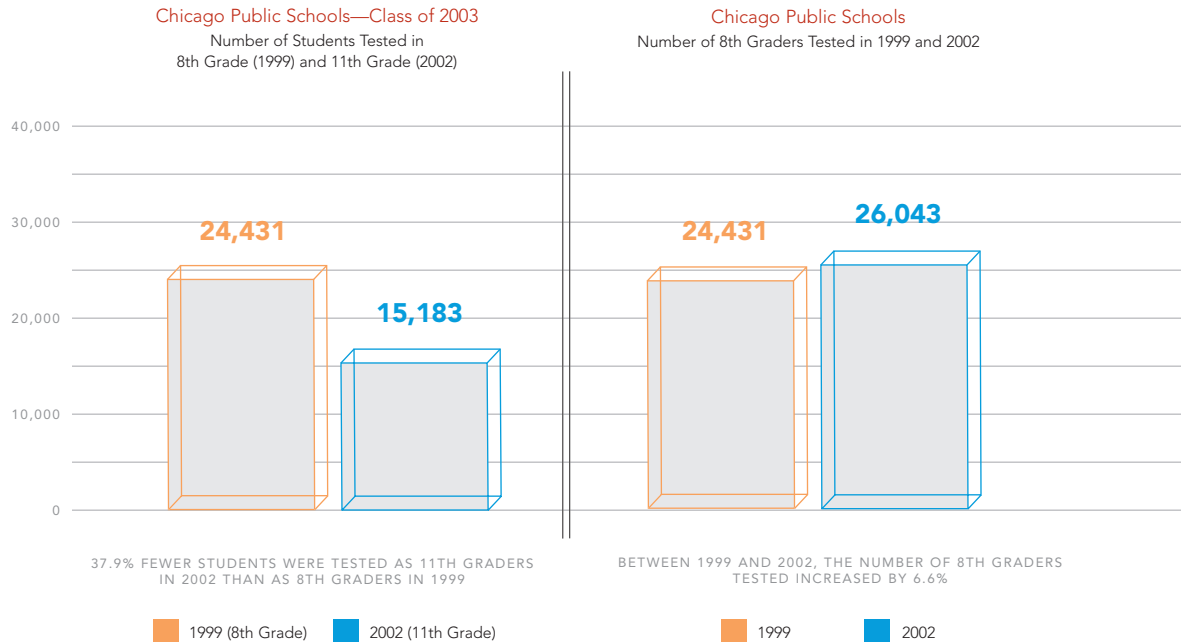
It should also be noted that PSAE tests are given at the end of the 11th grade. By that time, large numbers of students have dropped out of Chicago's public high schools. By the end of the senior year, even more have dropped out—resulting in an on-time graduation rate of less than 50%.

Chart G2 (p. 34) shows that about 40% fewer students were tested in the 11th grade in Chicago than were tested as 8th graders in Chicago in 1999. This is roughly consistent with the reported average annual drop-out rate for Chicago high school students of 14.4%.

Of course, these data reflect other things than dropouts. For example, it is possible that more families with high school students moved out of the city of Chicago between 1999 and 2002 than moved into the city. However, the right side of chart G2 shows that between 1999 and 2002, the number of 8th graders tested increased slightly. This suggests that the decline from the number of students tested in the 8th grade in 1999 to the number in the 11th grade in 2002 is probably not due to an exodus of families with school-age children from the city.

CHART G2. ANNUAL DROPOUT RATE IN CHICAGO PUBLIC HIGH SCHOOLS

THE REPORTED AVERAGE ANNUAL DROPOUT RATE FOR CHICAGO PUBLIC HIGH SCHOOL STUDENTS IN 2002 WAS 14.4%



LOWEST PERFORMING HIGH SCHOOLS HAVE HIGHEST DROPOUT RATES, HIGHEST LOW-INCOME POPULATIONS, AND GREATEST MINORITY ENROLLMENT

The problem of dropouts is most severe in Chicago’s inner-city schools where performance is weakest. Chart G3 graphically shows this to be true: In the 31 schools where performance is weakest, 61% of the students had apparently dropped out by the 11th grade. In the remaining schools, the dropouts rates were only slightly less troubling.

The adverse effects of high dropouts in Chicago’s inner-city high schools are felt most profoundly by low-income students and students who are African-American or Latino.

Chart G3 also shows that of the 31 high schools where the dropout problem is most severe, 90% of these schools have 80% or more low-income students and 100% have 80% or more African-American or Latino students.

CHICAGO HIGH SCHOOLS ARE MORE LIKELY THAN SUBURBAN SCHOOLS TO HAVE TEACHERS WHO ARE NOT FULLY CERTIFIED

Inner-city Chicago schools with high concentrations of low-income students are also the schools most likely to have teachers who are not “highly qualified,” —i.e., not fully certified.

CHART G3. AVERAGE 3-YEAR DROP-OUT RATES, LOW-INCOME ENROLLMENTS AND ENROLLMENTS OF AFRICAN-AMERICAN AND LATINO STUDENTS

2002 PRAIRIE STATE READING, MATH & SCIENCE
Chicago Public High Schools (N=78), All 11th Grade Students (N=15,188)

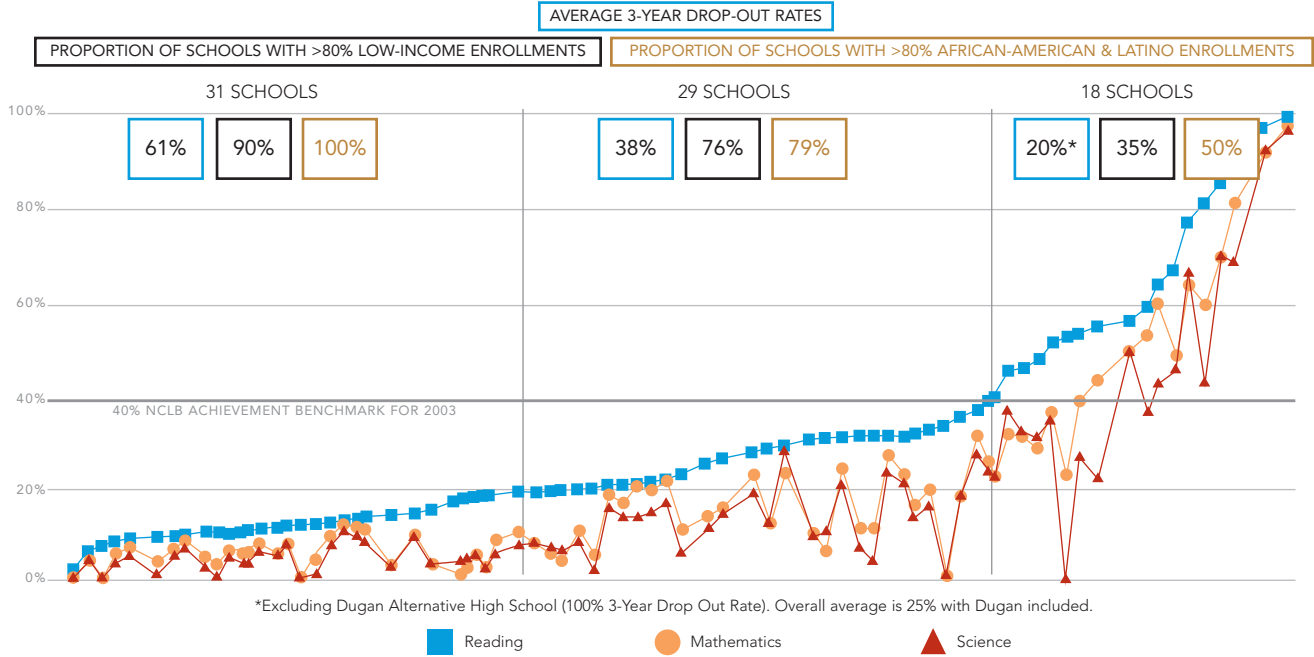


Chart G4 (page 36) shows that in suburban middle and high schools where more than 50% of the students are from low-income families, only 4% are schools where more than 10% of the faculty have emergency or provisional licenses, i.e. are not fully certified.

By contrast, in Chicago’s middle and high schools where more than 50% of students are from low-income families, over 36% are schools where more than 10% of faculty are not fully certified. (It should be emphasized that some teachers who do not have full certification are no doubt excellent teachers; and many who are fully certified are not excellent).

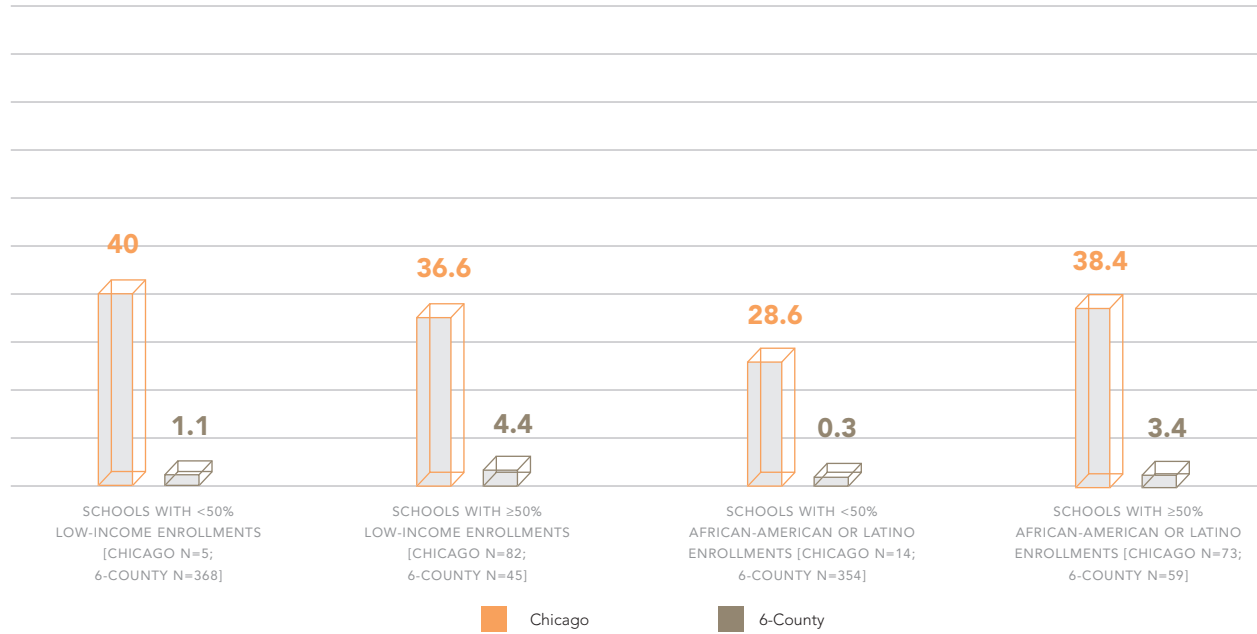
Likewise, Chicago’s inner-city schools with high concentrations of minority students are most likely to have teachers with emergency or provisional licenses.

In the suburban middle and high schools, of the schools with more than 50% African-American or Latino students, a little more than 3% are schools where 10% or more of faculty are not fully certified. Where fewer than 50% of students are African-American or Latino, fewer than 1% are schools where 10% or more of faculty are not fully certified.

By contrast, in Chicago’s middle and high schools, of schools with more than 50% African-American or Latino students, over 38% are schools where 10% or more of faculty have emergency or provisional certification.

CHART G4. DIFFERENCES IN TEACHER CERTIFICATION AT CHICAGO AND SUBURBAN SCHOOLS

PERCENT OF SCHOOLS
Where 10% or More of Faculty have Emergency or Provisional Licenses



CHICAGO SCHOOLS ARE MORE LIKELY THAN SUBURBAN SCHOOLS TO HAVE AT LEAST 10% OF CLASSES TAUGHT BY UNCERTIFIED OR OUT-OF-FIELD TEACHERS

An alternative approach to the problem of teacher quality is to analyze the percentage of classes that are taught by teachers who are not “highly qualified”—i.e., are not fully certified or are teaching out-of-field.

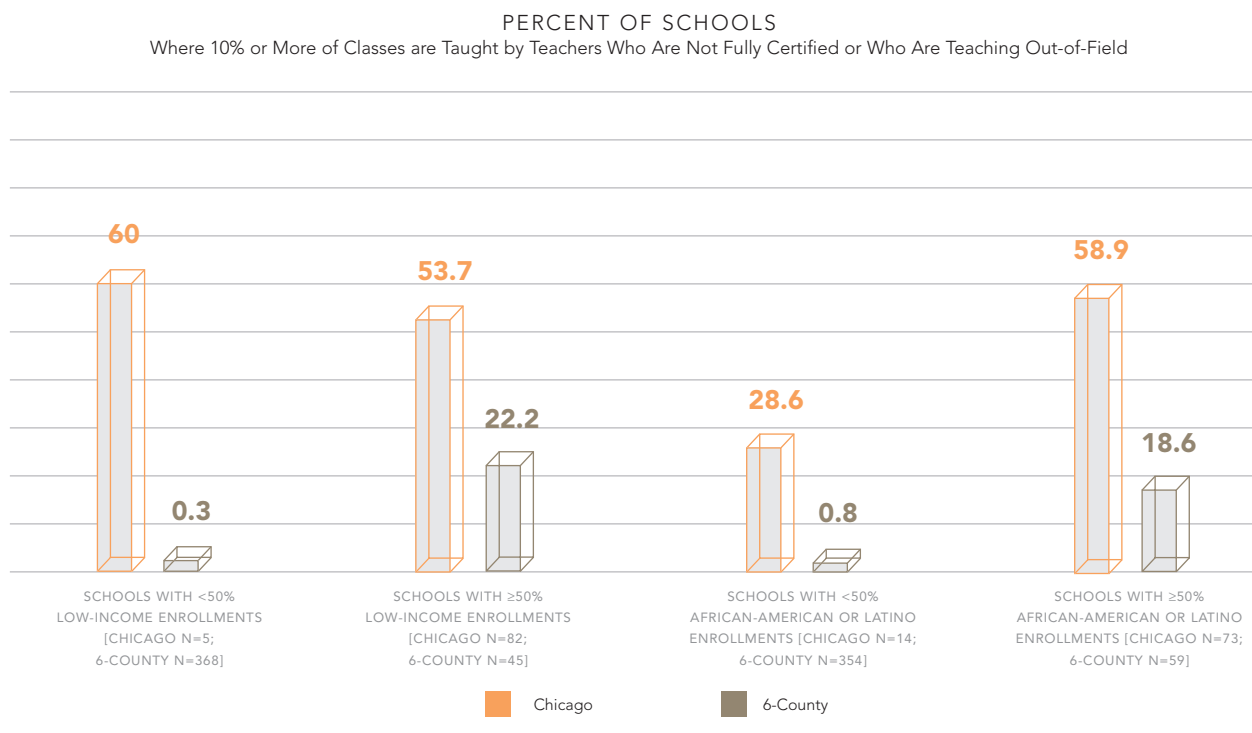
Chart G5 shows that in suburban schools with 50% or more low-income enrollments, a little more than 22% of schools have 10% or more of classes taught by non-highly-qualified teachers. In Chicago, about 54% of schools with 50% or

more low-income enrollments have 10% or more of classes taught by non-highly-qualified teachers. In schools with 50% or more minority enrollments, the contrast between suburban and Chicago schools is stronger still. In the suburbs, close to 19% of such schools have 10% or more of classes taught by non-highly-qualified teachers. In Chicago, the figure is almost 59%.

As the percentage of low-income and minority enrollments rises, so does the percentage of classes taught by non-highly-qualified teachers. In Chicago’s 30 middle and high schools with 90% or more low-income enrollments (not shown), two out of every three schools has at least 10% of classes taught by non-highly-qualified personnel.*

*Chicago’s high-poverty schools also experience far higher-than-average turnover rates than other schools according to a study released by Chicago ACORN in June 2003. [“The Costs of Teacher Turnover in ACORN Neighborhood Schools in Chicago,” pp. 1-2]

CHART G5. DIFFERENCES IN THE PERCENT OF CLASSES NOT TAUGHT BY FULLY QUALIFIED TEACHERS AT CHICAGO AND SUBURBAN SCHOOLS



H) CHICAGO’S ELEMENTARY SCHOOLS— AREA BY AREA, SCHOOL BY SCHOOL

In 2002, Chicago had 499 schools that reported ISAT reading and math results in grades 3, 5 or 8. The typical Chicago elementary school serves students from neighborhood attendance areas in grades kindergarten through 8. A small number of elementary schools serve a more limited K-3 or K-5 grade range. Students from these schools attend a small number of neighborhood middle schools for upper grade instruction or attend 7th and 8th grade programs that are located in a handful of Chicago high schools. Also located throughout the city are a limited number of elementary magnet schools that enroll students by lottery, and “gifted” centers that enroll selectively based on standardized achievement scores.

The 2002 Chicago Education Plan reorganized the administration of Chicago schools from six large regions into 24 Instructional Areas (see Appendix III, p. 70 for detailed map). Eighteen of these areas serve elementary schools; six serve high schools. Each Instructional Area is led by an Area Instructional Officer. The primary responsibility of Area Instructional Officers is to coordinate system-wide initiatives and support instructional improvement at individual schools within their area. Area Instructional Officers share the responsibility of evaluating building principals with the Local School Council of each school.

Chart H1 (p. 38) and Table H2 (p. 39) summarize composite reading and math performance for grades 3, 5, and 8 in each of the 18 elementary Instructional Areas. In chart H1, Instructional Areas have been rank ordered from left to right based on student reading achievement.

CHART H1. CHICAGO ELEMENTARY ACHIEVEMENT BY INSTRUCTIONAL AREA

CHICAGO PUBLIC ELEMENTARY SCHOOLS—ISAT 2002
Composite Reading and Math Summaries for Grades 3, 5, 8 in 18 CPS Instructional Areas—ALL STUDENTS

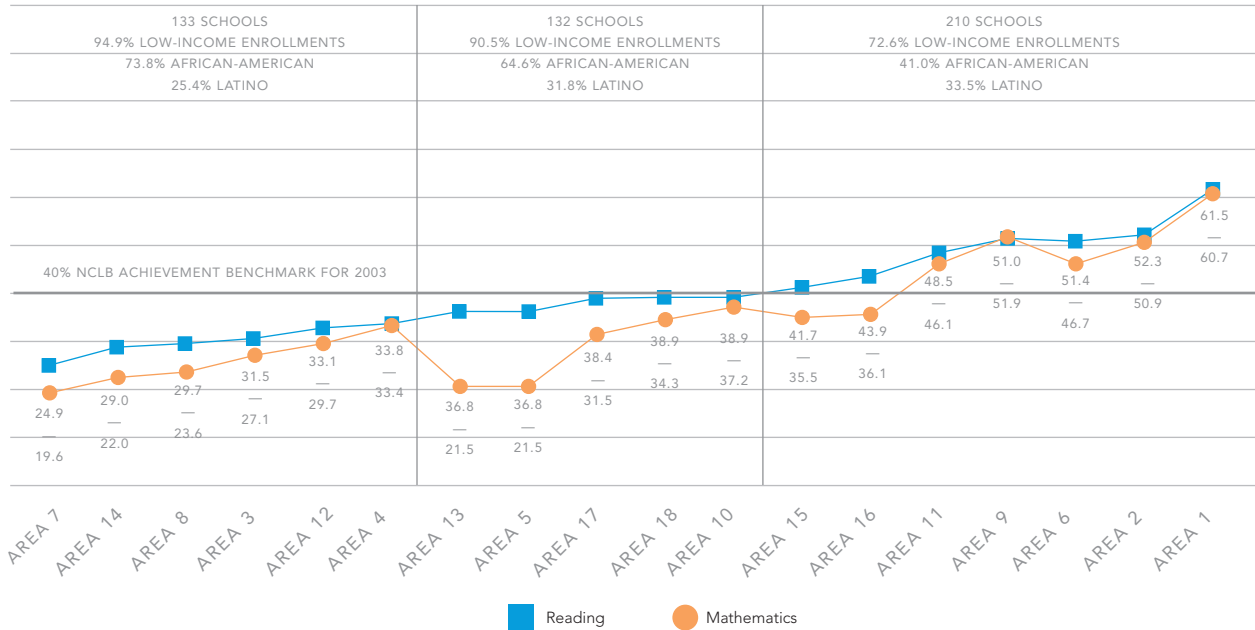


Table H2 presents more detailed demographic and achievement averages for each Instructional Area and replicates the format used in Appendix VIII (p. 78–103) to present this same information on a school-by-school basis.

In Table H2, reading information appears on the top half of the page; math information appears on the bottom half of the page. Demographic information for each Instructional Area is presented on the left side of the page. From left to right, this information includes: percent low-income enrollment (LwInc), percent African-American enrollment (AfAm), percent Latino enrollment (Lat), percent limited-English-proficient enrollments (LEP), percent of annual mobility (Mob), total enrollment (Enrl), and percent average daily attendance (ATT).

Continuing from left to right, subsequent columns present student achievement data in the six major demographic categories where ISAT data are used to measure AYP under *No Child Left Behind*.^{*} These categories include: all students, low-income students only, African-American students only, Latino students only, White/Non-Latino students only, and Asian-American students only. Data shown within each category include the composite percentages of students who meet or exceed standards in grades 3, 5, and 8 combined (CMP). Only composite (CMP) scores are used for formal determinations of annual progress. Color coding of composite scores highlights the amount of progress, on average, that schools in each Instructional Area will need to make in 2003 to meet the adequate yearly progress requirements of *No Child Left Behind* (see legend and additional explanation in Section IV “Massive Improvement in Chicago’s Public Schools Required for NCLB” pages 46-50).

^{*}Additional NCLB demographic categories include Native-American students, limited-English-proficient (LEP) students, and students with disabilities (IEP). In both Chicago and the six-county area, Native-American enrollments are too small for reliable group analysis. For the most part, LEP and IEP students are assessed using different standards-based tests than the ISAT (IMAGE & IAA).

TABLE H2. CHICAGO ELEMENTARY PERFORMANCE BY INSTRUCTIONAL AREA

SCHOOL	Student Demographics						ATT	All Students CMP	Low-Income Only CMP	African-American Only CMP	Latino Only CMP	White/ Non-Latino Only CMP	Asian-American Only CMP
	LwInc	AfAm	Lat	LEP	Mob	Enrl							
AREA 1	61.6	4.9	42.9	23.6	17.3	744	96	61.5	54.3	56.7	50.7	72.2	74.4
AREA 2	81.9	22.6	45.4	28.0	26.0	754	95	52.3	47.9	43.0	47.0	64.6	68.3
AREA 3	91.4	81.9	14.5	5.7	31.7	822	92	31.5	30.8	27.8	43.9	53.1	61.8
AREA 4	94.4	14.7	81.9	31.6	27.0	1014	94	33.8	33.8	25.9	35.0	52.3	
AREA 5	92.7	32.8	59.8	20.7	29.5	652	94	38.4	37.4	30.2	41.0	61.0	81.8
AREA 6	73.4	40.5	40.2	13.7	15.5	550	94	51.4	40.5	37.6	50.0	82.0	88.3
AREA 7	96.4	98.3	1.5	0.8	20.4	483	92	24.9	24.6	24.7			
AREA 8	96.7	88.0	11.4	5.0	26.7	593	93	29.7	29.5	29.3	34.7		
AREA 9	87.4	36.1	45.3	22.2	21.6	587	94	51.0	46.0	38.4	47.2	67.7	77.5
AREA 10	95.3	11.0	85.5	36.7	21.3	794	95	38.9	38.7	37.3		58.9	68.2
AREA 11	78.3	23.1	52.8	22.1	18.7	1009	94	48.5	45.0	34.9	49.1	67.0	71.4
AREA 12	96.3	58.0	39.9	17.5	36.0	841	93	33.1	34.1	28.1	39.9	37.7	
AREA 13	93.7	95.3	1.9	0.3	33.4	556	92	36.8	34.6	35.3	48.7	57.4	
AREA 14	94.2	99.5	0.4	0.3	35.5	665	92	29.0	28.7	29.0	29.6		
AREA 15	84.0	95.5	1.0	0.5	21.6	507	93	41.7	38.4	40.2	40.4	80.9	100.0
AREA 16	72.9	86.1	1.9	0.2	21.9	557	94	43.9	37.6	40.1	61.4	75.5	
AREA 17	84.5	95.3	4.2	1.5	27.1	690	93	38.4	36.5	38.4	36.5	65.2	
AREA 18	89.5	75.1	20.1	4.9	27.1	608	94	38.9	37.2	32.8	57.4	65.3	
AREA 1	61.6	4.9	42.9	23.6	17.3	744	96	60.7	53.1	42.7	49.8	72.6	77.4
AREA 2	81.9	22.6	45.4	28.0	26.0	754	95	50.9	46.4	37.9	45.9	63.1	74.6
AREA 3	91.4	81.9	14.5	5.7	31.7	822	92	27.1	26.5	24.8	34.6	43.8	55.9
AREA 4	94.4	14.7	81.9	31.6	27.0	1014	94	33.4	34.1	24.1	35.8	43.3	
AREA 5	92.7	32.8	59.8	20.7	29.5	652	94	34.7	33.2	25.1	38.2	59.7	68.2
AREA 6	73.4	40.5	40.2	13.7	15.5	550	94	46.7	35.4	32.0	45.8	78.9	81.0
AREA 7	96.4	98.3	1.5	0.8	20.4	483	92	19.6	20.2	19.7			
AREA 8	96.7	88.0	11.4	5.0	26.7	593	93	23.6	24.0	22.8	34.9		
AREA 9	87.4	36.1	45.3	22.2	21.6	587	94	51.9	47.0	32.4	49.5	69.4	90.4
AREA 10	95.3	11.0	85.5	36.7	21.3	794	95	37.2	36.2	36.1	36.3	56.3	72.7
AREA 11	78.3	23.1	52.8	22.1	18.7	1009	94	46.1	42.8	29.5	47.6	67.7	77.1
AREA 12	96.3	58.0	39.9	17.5	36.0	841	93	29.7	30.7	21.3	41.4	39.5	
AREA 13	93.7	95.3	1.9	0.3	33.4	556	92	31.5	30.4	30.4	44.7	45.4	
AREA 14	94.2	99.5	0.4	0.3	35.5	665	92	22.0	22.5	22.1	21.4		
AREA 15	84.0	95.5	1.0	0.5	21.6	507	93	35.5	33.2	34.1	51.1	85.3	91.7
AREA 16	72.9	86.1	1.9	0.2	21.9	557	94	36.1	30.6	31.6	54.0	75.7	
AREA 17	84.5	95.3	4.2	1.5	27.1	690	93	31.5	30.0	31.3	32.6	43.5	
AREA 18	89.5	75.1	20.1	4.9	27.1	608	94	34.3	33.9	28.2	53.4	61.4	

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

■ No Gain Required
 ■ 1 to 7 Point Gain Required
 ■ 7 to 8 Point Gain Required
 ■ 8 to 10 Point Gain Required

III. Poverty and Ethnicity Are Not Educational Straightjackets

If analysis stopped with the averages showing correlations between academic performance, income and ethnicity, attempts to improve our public schools might come to a screeching halt. After all, the argument would go, since the correlations are so consistent, poverty and ethnicity must be the cause of poor performance of students. And since we cannot do anything—or at least not much—about poverty or ethnicity, what is the point of trying to improve the performance of schools?

If poverty and ethnicity are educational straitjackets, what difference can be made by good teachers—or bad teachers? What difference does it make whether schools have good leaders, or whether they are supported by strong Local School Councils?

Educators have known for years that school performance throughout America is correlated with family-income levels. However, correlation is not causation. Individual students differ in their aptitudes for school learning. But there is little or no credible evidence that such differences in aptitudes are the result of family income levels or ethnicity. Good schools and good teachers can make a difference. Unfortunately, so can bad schools and incompetent teachers.

In the early 1980s, after a careful reexamination of James Coleman's methodology [see page 12] and additional studies of student achievement in Detroit, Ronald Edmonds became the first of many to demonstrate a strong and consistent relationship between higher levels of student achievement and a

limited number of “effective school” characteristics. Edmonds demonstrated that this relationship remained strong after controlling for family- and neighborhood-income levels. [*Restructuring in the Classroom: Teaching, Learning and School Organization*, Elmore, R.F., Peterson, P.L. and McCarthy, S.J., Jossey-Bass, 1996]

A growing body of school-based evidence now shows that children from all socio-economic groups learn at more or less the same rate. Typical of this work is the longitudinal Beginning School Study of student achievement in Baltimore schools. This and other similar work demonstrate that achievement gains by low-income students during the school year are generally the same or a little better than those of their upper-income counterparts. [*Children, Schools & Inequality*, Entwisle, D.R., Alexander, K.L., and Steffel Olson, L., Westview Press, 1997]

A parallel body of research, including substantial contributions by the University of Chicago's Consortium on Chicago School Research, now demonstrates that lower-achieving students not only learn at the same pace as higher-achieving students, but that accelerated rates of growth among lower achieving students are most consistently produced in schools and classrooms that emphasize higher-order curricular challenges. [*Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence?* Newman, F.M., Bryk, A.S. and Nagaoka, J.K., Consortium on Chicago School Research, January 2001]

Recent research into the impact of “teacher quality” on student achievement has confirmed the importance of good teaching. William Sanders, Ronald Ferguson and others, using so-called “value-added” assessments of student achievement, have demonstrated that individual teacher characteristics are the single best predictor of student achievement in American public schools. Using value-added measures, the quality of teaching has been shown to account for more than 40% of the difference in student achievement over time after controlling for family-income level and other predictors of school performance. [“Paying for Public Education: New Evidence on How and Why Money Matters,” Ferguson, R.F. and Ladd, J.F., *Harvard Journal of Legislation* 28 (Summer 1991) pp. 465–98; and, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, Sanders, W.L. and Rivers, J.C., University of Tennessee-Knoxville, Value-Added Research and Assessment Center, 1996]

Further support for the view that teacher quality is the most important factor in student learning may be found in the growing multinational literature on classroom-based assessment. This literature documents huge differences in student performance based on the type of assessment and feedback strategies that schools and teachers employ. These differences are even more pronounced for low-achievers than they are for higher-achieving students. [“Inside the Black Box: Raising Standards Through Classroom Assessment,” Black, P. and Wiliam, D., *Phi Delta Kapan* (80) 2, pp. 139–148; and, “Unfulfilled Promise of Classroom Assessment,” Stiggins, R.J., Assessment Training Institute, Portland, OR, 2001]

SCHOOLS WITH SIMILAR POPULATIONS SHOW DRAMATICALLY DIFFERENT RESULTS

The 2002 ISAT test results for Chicago’s schools likewise confirm that poverty and ethnicity are not educational straitjackets.

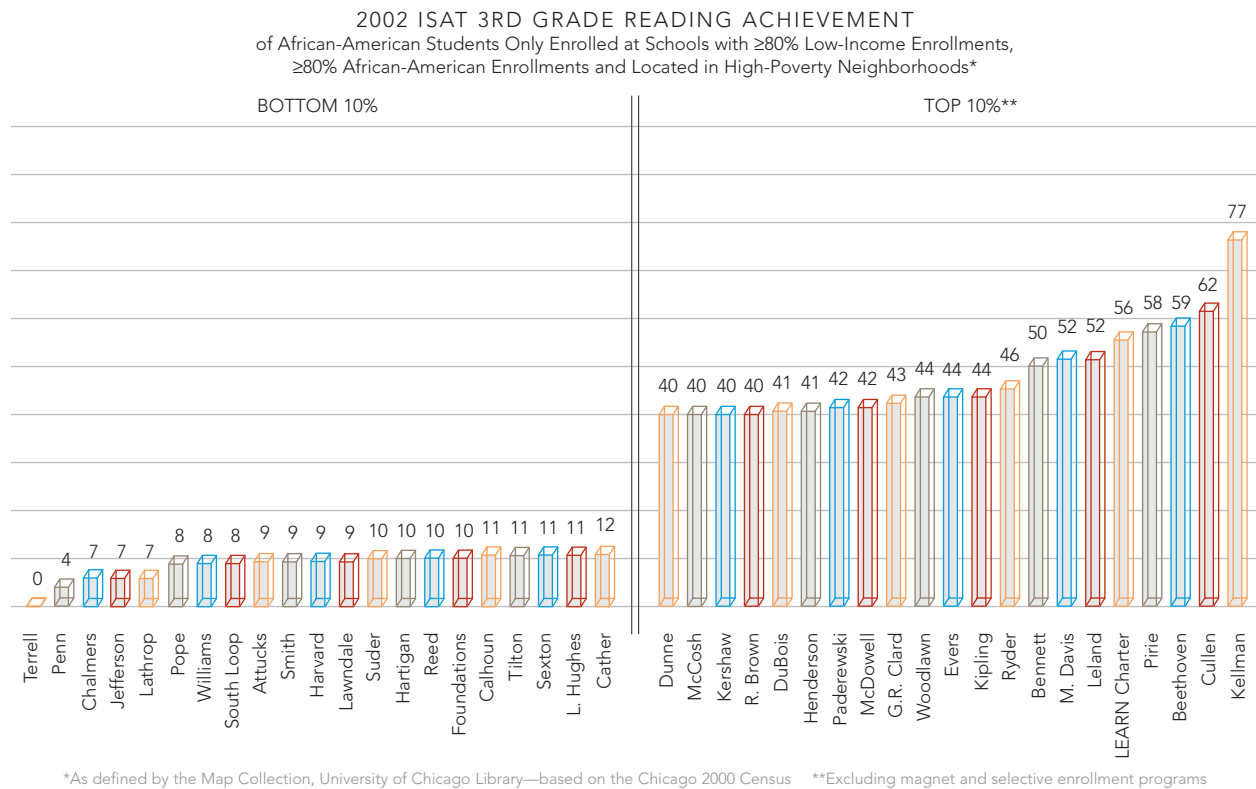
Chart I1, “Similar Schools, Disparate Achievement” (p. 42) shows test results for two groups of Chicago schools in 3rd grade reading—a strong predictor of later school success. Both groups of schools serve populations where high percentages of students are low-income (over 80%) and African-American (over 80%). All the schools shown are located in high-poverty, Chicago neighborhoods. Magnet and selective-enrollment schools have been excluded from the group. The group of schools on the left are the bottom 10% of these schools in terms of 3rd grade reading scores. The group on the right are the top 10%. Again, these schools serve populations that are demographically similar. Yet the schools on the right produce noticeably better results on average.

ONE SCHOOL STANDS OUT

The school at the far end of the right-hand chart is Kellman. Its results in 3rd grade reading are remarkably better than the comparison group. Kellman is a school in East Garfield Park whose student population is 98% low-income. All of its students are African-American. Yet 77% of its 3rd graders meet/exceed state standards in reading in 2002. Indeed, 27% of its 3rd graders exceed state reading standards. And, equally important, none of its 3rd graders is in the “academic warning” category.*

* Another Chicago stand-out school—a charter school—is the Noble Street Charter High School, serving the West Town neighborhood. With more than 80% of students in the low-income category, and with 93% of students Latino or African-American, reading scores of Noble Street 11th graders are significantly higher than other Chicago public schools with similar economic and ethnic demographics and compare favorably to reading averages at economically-advantaged suburban schools (see Appendix IV, p. 71).

CHART I1. SIMILAR SCHOOLS, DISPARATE ACHIEVEMENT



Kellman School opened its doors as a private academy during the early days of Chicago school reform. Built on the premise that all students could be academically successful, Kellman became a neighborhood Chicago Public School in 1993. Program priorities at Kellman include high expectations, an extended school day for all students, pre-school programs for children three years and older, and summer enrichment programs for all. Aggressive early literacy and at-risk intervention programs are complemented at all grade levels by systematic analysis of student work and extensive use of technology to monitor student performance over time.

As shown in chart I2, Kellman’s results compare favorably with 3rd grade reading results in suburban schools with very low percentages of low-income students.

STATEWIDE COMPARISONS CONFIRM THAT THE QUALITY OF TEACHERS AND SCHOOLS MAKES THE DIFFERENCE

Similarly, although there are correlations on average, when we look at schools throughout the State of Illinois—or Chicago—we see widely varying performance among schools having similar percentages of low-income students, and minorities.

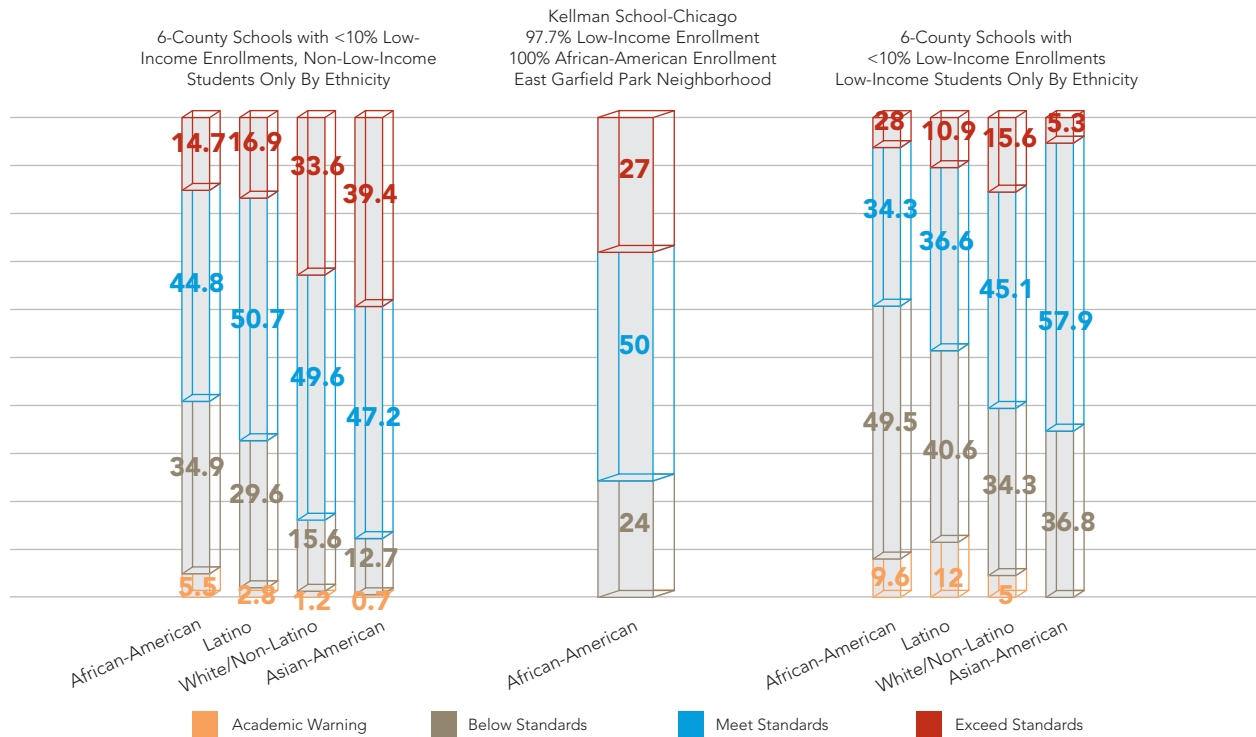
In June 2002, former State Superintendent of Schools, Max McGee, completed a three-year study of high-performing, high-poverty schools. McGee used the term “Golden Spike”^{**} to describe schools that defy the normal correlations of high poverty and low student performance. Of the 919 Illinois schools with low-income enrollments of 50% or higher, 59—or 6.5%—met the “Golden Spike” criteria.

*“Golden Spike” schools met the following achievement criteria:

- Three consecutive years during which 66% or more of students met or exceeded state standards using combined ISAT achievement scores; or,
- At least ten points of progress during the three-year period between 1999 and 2001, resulting in a 2001-2002 meet/exceed rate of 66% or higher.

CHART 12. KELLMAN: A SUCCESS STORY

Average Student Performance by Ethnicity at 6-County Schools with <10% Low-Income Enrollments Compared with Student Performance at Kellman School-Chicago



Obviously, parental and social factors are important—including, of course, the educational level of parents, and the degree of parental involvement in a child’s education and school work. All too often, Chicago’s children start school without adequate educational preparation—with little or no familiarity with reading or numbers and without the skills that are common among children from more advantaged circumstances.

Frequently, the problems are even more serious—reflecting profoundly difficult family issues such as broken homes, criminal records on the part of parents or family members, alcoholism or drug addiction, undernourishment or more severe health problems. No one should underestimate the challenges faced by teachers and principals when substantial numbers of students are confronted with problems of this kind on a daily basis.

But as important as parental and social factors are, something is going on in our schools that explains a large part of the difference between success and failure. This includes effective, dedicated teaching—or its absence—as well as effective school leadership, and community support—or their absence.

IMPROVED EFFECTIVENESS REQUIRES MEANINGFUL EVALUATION

Effective school leaders—principals, assistant principals, experienced teachers—are important because they can motivate and support capable teachers. An essential part of the skill set of an effective principal is the ability to evaluate and motivate teachers. Indeed, our principals are required by law to evaluate teachers. Yet, in a school system in which large percentages of students drop out before completing high

school and large percentages of those who remain fail to meet state standards in any subject, fewer than one percent of our teachers in Chicago—two-tenths of one percent to be precise—are evaluated by their principals as “unsatisfactory.”

Chicago does not have an effective system of teacher evaluation. This is no doubt due, in part, to the fact that once a teacher has tenure it is almost impossible to remove an incompetent teacher from his or her job.

It is also due, in part, to the fact that the evaluations would be irrelevant to the level of compensation earned by teachers, since compensation levels are set (through agreement with the Chicago Teachers Union) based on the number of years of service, and whether or not a teacher has an advanced degree or master-teacher certification. As a result, our schools have little or no ability to reward—in any economically meaningful way—outstanding, dedicated teacher performance. Likewise, they have little or no ability to provide economic incentives to improve performance.

Although holding a teaching certificate is no guarantee of excellent performance, it is striking that the greatest incidence of teachers without certificates, and of teachers teaching out of their fields, occurs in Chicago’s inner-city schools—which have the largest numbers and percentages of poor, minority students, and which generally perform most poorly on state achievement tests.

SCHOOL CHOICE SHOULD BE THE RIGHT OF ALL CHICAGO FAMILIES

Teachers and their unions assert that good teaching makes a difference. They contend that teachers should be paid more in order to attract more good teachers—the premise being that good teachers make a difference. Academic studies show that good teaching makes a difference. The premise of the new federal law—*No Child Left Behind*—is that good teaching makes a difference. And the experience of everyone who has attended a school, and of everyone who has had a child in school, is that good teachers make a difference.

Today, most non-minority, middle or upper-income families in Chicago can choose a good school. If such schools are not available where they live, they can send their children to private schools, including church-affiliated schools. They may be able to send them to one of the 15 publicly-funded charter schools that now exist in Chicago.* Or, because education is such a high priority, they may choose to move from one community to another to be able to send their children to high-quality public schools.

However, most low-income, minority families who live in Chicago—particularly in Chicago’s inner-city neighborhoods—do not have this option. They have no choice but to send their children to public schools in their neighborhoods. And, today, the educational achievement levels of students who attend these schools are far too often abysmally low.

* Performance comparisons based on data collected by the CPS Charter School Office help to explain why the waiting list for enrollment at CPS charter schools now exceeds 5,000 students. Weighted comparisons between CPS charters and the neighborhood schools that charter students would otherwise be attending yielded the following differences in 2002:

HIGH SCHOOL CHARTERS

- Average PSAT composite score 17 percentage points higher
- Average attendance rate 8 percentage points higher
- Average graduation rate 12 percentage points higher
- Average drop-out rate 9 percentage points lower

ELEMENTARY CHARTERS

- Average ISAT composite score 16 percentage points higher
- Average attendance rate 1 percentage point higher

The most urgently needed remedy for Chicago's economic and social problems today is the transformation and improvement of Chicago's public schools. Such transformation is not only a requirement of federal law; it is a moral and social imperative.

What kind of improvement will be necessary to meet the requirements of the new federal law? That is the subject of the next section.

Most important, what can be done by our schools and by the citizens of Chicago to *keep the promise* of the new federal law—and to bring the quality of teachers and student performance to levels of which we can be proud? That is the subject of the final section, which sets forth key recommendations.

IV. Massive Improvement in Chicago's Public Schools Required for *No Child Left Behind*

Enactment of *No Child Left Behind* (NCLB) set in motion a 12-year clock to ensure adequate academic preparation for every American child. It codified in law the expectation that all children will meet rigorous state standards in reading and mathematics no later than 2014. In the meantime, schools and school districts are required to meet certain benchmarks. Thus, in 2002, 2003 and 2004, in Illinois, at least 40% of students—both school-wide and in each demographic category within each school—must meet or exceed state standards for reading and math. This percentage will increase to 100% by 2014 (see Chart J1.).*

For schools or districts which fail to meet the benchmarks, specified annual progress must be met in order to avoid state remediation. Schools and school districts that fail to meet both benchmark and adequate yearly progress requirements for a total of five years will enter “state intervention status.” At that time, school and district sanctions take effect. For high-poverty schools that are partially funded through federal Title 1, sanctions include: reclassification as a charter school, replacement of principal and staff, reclassification as a contract school to be managed by an external party, or direct state takeover and management. For school districts and non-Title 1 schools, sanctions will include: removal of the local school board, creation of an independent authority to operate a school or district, non-recognition and dissolution of a school or district’s operating authority, or reassignment of students and staff by the state superintendent of schools (See Appendix V, p. 72).

NCLB MANDATES “HIGHLY-QUALIFIED” TEACHERS

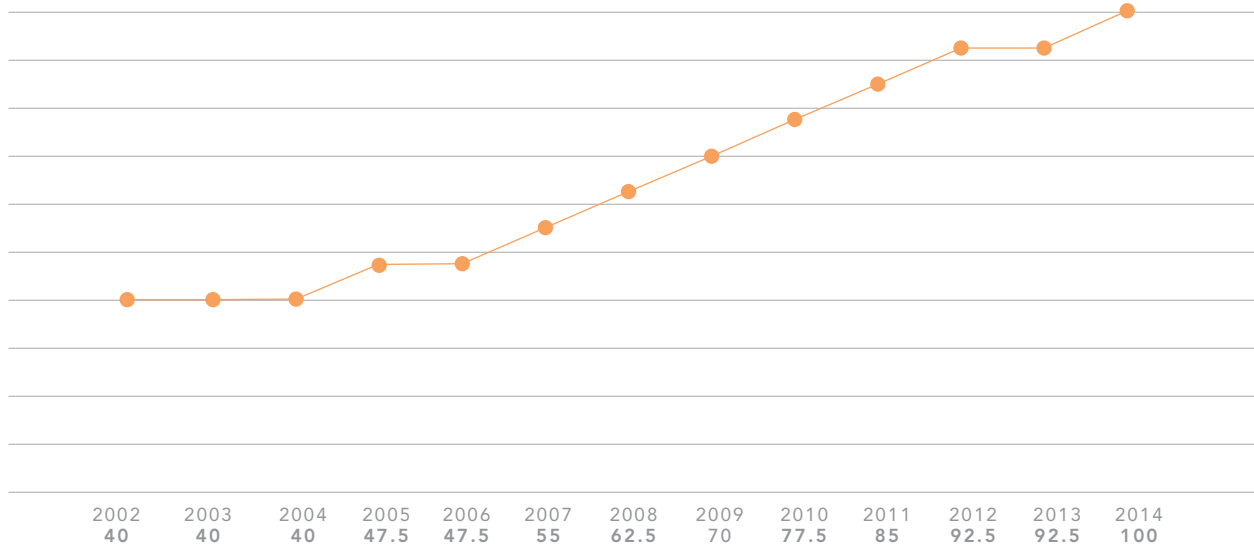
An important component of *No Child Left Behind* is the requirement that every public school classroom be staffed by a “highly-qualified teacher” no later than the spring of 2006. In addition, every public school teacher-aide must acquire at least the equivalent of 30 hours of college-level preparation by that time. For new teachers, passing new, state basic skills and subject matter exams is required in order to be considered “highly-qualified.” Veteran teachers who received their teaching certificates prior to June 30, 2002, must reconfirm their “highly-qualified” status by passing a new exam or through other requirements recently adopted by the Illinois State Board of Education.

No Child Left Behind also includes a number of provisions intended to assure immediate student and parent access to high quality instructional services. Parents must now be notified if their child is being taught by a teacher who is “not-highly-qualified.” In addition, parents whose children attend schools that receive Title 1 federal funds and fail for two years to make adequate yearly progress are now entitled to enroll their children at a more successful public school at school district expense. Further, schools that fail for three years to make AYP are now required to provide after-school tutoring services that are taught by approved instructors who are not members of the school faculty.

* In Chicago, in 2002, school-wide reading performance was below the 40% benchmark at 56% of CPS elementary schools and 76% of CPS high schools. School-wide math performance fell short of this benchmark at 59% of CPS elementary schools and 86% of CPS high schools. System-wide, 72% of CPS elementary schools and 89% of CPS high schools fell short of the 40% benchmark in at least one demographic sub-group. Stated otherwise, only eight of the 70 CPS neighborhood and selective-enrollment high schools that reported test results in 2002 fully met the 40% benchmark.

**CHART J1. NCLB REQUIRES ANNUAL IMPROVEMENT;
100% OF STUDENTS MUST MEET/EXCEED STANDARDS BY 2014**

ILLINOIS PLAN FOR IMPLEMENTING ANNUAL MEASURABLE OBJECTIVES



Data on Chicago teacher qualifications from the 2002 State Report Card (see charts G4 and G5, pp. 36-37) make it clear that dramatic progress must be made to ensure that each of Chicago’s 23,000-plus teachers is “highly-qualified” by 2006.

The challenge of NCLB becomes especially clear when AYP requirements are projected outward five years to 2007 (see chart J1). By way of illustration, a school that had 20% of students meeting or exceeding state reading standards in 2002 will need to make eight percentage points of progress in 2003, 7.2 points in 2004, 6.5 points in 2005, 5.8 points in 2006, and 5.2 points in 2007. At that point, 52.7% of students will meet or exceed state reading and math standards, just 2.3 points short of the state benchmark for 2007 of 55%. Failure to sustain this level of progress, in the aggregate or

in any demographic subgroup at the school, will place the school in “state intervention status.”

2003 PROGRESS REQUIREMENTS UNDER NCLB:
AREA 8—A CASE STUDY

To illustrate the NCLB requirements for progress in 2003, the following discussion focuses on one of Chicago’s 18 newly-reorganized Instructional Areas. Area 8 is a predominantly low-income, predominantly African-American 25-school cluster located on the West Side of the city. Kellman School, described earlier, is one of the schools of this cluster, and Kellman’s former principal now serves as its Area Instructional Officer.*

* A second case study of CPS Area 2, is provided in Appendix VIII (pp. 74–77). Area 2 is a cluster of 38 schools on the Far North Side. Schools in this cluster generally report low-income enrollments of between 60% and 100% and reflect a highly diverse mix of ethnic communities.

TABLE J2. AREA 8: 2002 READING AND MATH ACHIEVEMENT IN NCLB PERFORMANCE CATEGORIES

SCHOOL	Student Demographics						All Students				Low-Income Only				African-American Only				Latino Only				White/Non-Latino Only				Asian-American Only				
	LwInc	AFAm	Lat	LEP	Msb	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8
BETHUNE	93.7	100.0	0.0	0.0	64	636	90	17.4	12.8	23.5	20.0	17.7	13.4	22.4	21.2	17.5	12.9	23.5	20.0												
CHALMERS	99.3	100.0	0.0	0.0	29	413	93	17.5	7.8	20.4	37.5	16.7	5.4	21.3	34.8	17.5	7.8	20.4	37.5												
CROWN	83.8	98.0	2.0	0.0	27	538	90	27.3	12.0	18.3	48.5	27.8	10.8	19.7	52.2	27.1	12.2	17.6	48.4												
DVORAK	100.0	99.6	0.4	0.0	18	696	94	42.3	37.3	35.7	56.5	43.3	37.5	37.7	58.7	42.5	37.8	36.4	56.0												
ERICSON	95.0	99.9	0.1	0.0	5	761	95	34.1	30.6	25.7	59.0	30.9	28.3	21.2	57.6	34.1	30.6	25.7	59.0												
FRAZIER	98.4	92.4	0.0	0.0	28	556	92	27.6	16.7	28.9	46.7	26.3	17.7	24.4	45.0	27.9	17.1	28.9	46.7												
GREGORY	95.8	100.0	0.0	0.0	21	646	91	25.2	19.4	21.0	39.0	24.0	16.9	19.3	39.7	25.2	19.4	21.0	39.0												
HAMMOND	100.0	0.5	99.1	66.1	32	575	93	13.9	21.7	10.7		9.0	18.8	5.9						13.3	25.0	9.1									
HENSON	100.0	100.0	0.0	0.0	34	415	92	23.0	12.8	9.6	54.3	24.4	12.8	10.4	59.4	23.0	12.8	9.6	54.3												
HERZL	97.3	99.1	0.9	0.2	22	1052	94	34.1	26.5	36.8	45.3	35.0	27.5	36.3	48.9	34.1	26.5	36.8	45.3												
HOWLAND	98.0	100.0	0.0	0.0	43	451	91	23.7	24.1	16.2	33.3	23.0	23.1	14.7	33.3	23.7	24.1	16.2	33.3												
HUGHES C.	95.8	99.1	0.9	0.0	27	545	92	35.3	39.7	31.7	32.0	34.6	38.8	31.1	32.0	34.9	39.7	31.1	30.4												
IRVING	82.3	52.7	43.1	6.8	12	543	96	50.6	44.6	36.2	74.0	49.6	40.9	36.0	73.3	50.0	41.0	36.4	76.7	52.7	56.3	38.1	66.7								
JENSEN	97.7	99.8	0.2	0.0	7	666	93	43.5	40.7	23.0	68.4	44.8	42.1	24.1	68.4	43.5	40.7	23.0	68.4												
JOHNSON	100.0	100.0	0.0	0.0	31	405	94	34.9	34.0	15.2	61.5	34.6	32.6	15.2	64.0	34.9	34.0	15.2	61.5												
KELLMAN	97.2	100.0	0.0	0.0	14	300	95	76.4	77.8	60.6	93.1	76.1	76.9	60.6	93.1	76.1	76.9	60.6	93.1												
KING	97.2	67.7	31.1	12.3	38	399	92	29.2	31.4	20.0	42.1	28.7	29.4	20.6	42.1	18.2	21.4	14.3	20.0	61.9	66.7	50.0	66.7								
LATHROP	97.2	100.0	0.0	0.0	20	433	92	16.0	7.3	22.7	21.9	16.2	7.4	22.7	21.9	16.0	7.3	22.7	21.9												
LAWNDALE	98.0	100.0	0.0	0.0	28	738	92	22.0	8.9	25.3	37.9	22.7	9.3	26.9	38.1	22.1	8.9	25.3	38.5												
MASON	100.0	95.0	5.0	2.9	30	1294	91	20.6	18.9	17.0	31.8	19.2	22.8	16.9	8.3	20.9	19.4	17.0	33.3												
MELODY	97.9	99.7	0.3	0.0	22	709	93	29.1	20.7	14.3	52.5	27.9	17.7	14.8	53.1	29.1	20.7	14.3	52.9												
PENN	97.6	94.0	6.0	2.1	27	632	92	19.6	4.0	16.7	51.2	20.0	4.3	16.9	52.5	19.8	4.2	15.9	52.4												
PLAMONDON	96.6	13.7	85.6	32.3	27	291	96	38.4	30.8	33.3	52.2	37.5	30.8	33.3	50.0					43.9	36.8	33.3	60.0								
POPE	98.9	88.9	11.1	2.5	36	280	91	20.0	6.1	22.9	41.2	20.8	6.9	21.9	43.8	17.8	6.9	23.3	28.6												
WEBSTER	98.7	99.6	0.0	0.0	26	671	93	39.4	32.8	32.2	53.3	39.2	31.0	32.2	54.2	39.3	33.3	32.2	52.5												
BETHUNE	93.7	100.0	0.0	0.0	64	636	90	10.6	11.4	14.5	2.7	11.0	11.8	15.1	2.9	10.6	11.5	14.5	2.7												
CHALMERS	99.3	100.0	0.0	0.0	29	413	93	11.1	13.0	7.8	12.5	9.8	9.8	8.2	13.0	11.1	13.0	7.8	12.5												
CROWN	83.8	98.0	2.0	0.0	27	538	90	14.5	20.4		13.6	15.3	16.2	11.5	19.6	13.9	20.8	10.3	12.5												
DVORAK	100.0	99.6	0.4	0.0	18	696	94	31.1	42.1	32.1	13.7	32.6	42.5	34.0	15.2	31.7	42.7	32.7	14.0												
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FRAZIER	98.4	92.4	0.0	0.0	28	556	92	20.5	27.7	23.3	4.4	22.3	29.5	25.6	5.0	20.6	28.0	23.3	4.4												
GREGORY	95.8	100.0	0.0	0.0	21	646	91	15.0	21.5	11.3	8.5	14.7	21.3	10.5	8.6	15.0	21.5	11.3	8.5												
HAMMOND	100.0	0.5	99.1	66.1	32	575	93	19.5	33.3	13.8		17.6	37.5	11.5						19.2	38.1	12.3									
HENSON	100.0	100.0	0.0	0.0	34	415	92	12.6	28.2	9.6	0.0	13.3	28.2	10.4	0.0	12.6	28.2	9.6	0.0												
HERZL	97.3	99.1	0.9	0.2	22	1052	94	24.6	29.8	22.6	17.0	24.3	29.1	21.3	19.1	24.6	29.8	22.6	17.0												
HOWLAND	98.0	100.0	0.0	0.0	43	451	91	20.8	26.3	18.4	12.0	20.9	27.3	17.1	12.0	20.8	26.3	18.4	12.0												
HUGHES C.	95.8	99.1	0.9	0.0	27	545	92	34.0	54.4	19.0	16.0	34.0	55.2	18.0	16.0	34.2	54.4	19.7	13.0												
IRVING	82.3	52.7	43.1	6.8	12	543	96	46.6	48.2	44.8	46.9	44.9	45.5	44.0	45.5	41.6	41.0	45.5	37.9	56.4	68.8	42.9	61.1								
JENSEN	97.7	99.8	0.2	0.0	7	666	93	30.2	67.9	13.3	10.7	30.7	68.5	14.3	10.7	30.2	67.9	13.3	10.7												
JOHNSON	100.0	100.0	0.0	0.0	31	405	94	20.8	31.9	12.1	11.5	20.2	30.4	12.1	12.0	20.8	31.9	12.1	11.5												
KELLMAN	97.2	100.0	0.0	0.0	14	300	95	58.4	77.8	69.7	27.6	58.0	76.9	69.7	27.6	58.0	76.9	69.7	27.6												
KING	97.2	67.7	31.1	12.3	38	399	92	23.3	34.3	19.4	10.5	22.7	32.4	20.0	10.5	17.9	28.6	13.8	0.0	38.1	50.0	50.0	22.2								
LATHROP	97.2	100.0	0.0	0.0	20	433	92	13.2	14.8	15.6	6.7	13.3	15.1	15.6	6.7	13.2	14.8	15.6	6.7												
LAWNDALE	98.0	100.0	0.0	0.0	28	738	92	25.2	18.8	35.7	21.5	26.1	19.6	38.0	21.0	25.3	18.8	35.7	21.9												
MASON	100.0	95.0	5.0	2.9	30	1294	91	24.1	28.1	26.0	10.6	29.1	33.9	26.8	0.0	23.9	27.5	25.0	12.1												
MELODY	97.9	99.7	0.3	0.0	22	709	93	27.0	40.7	24.2	13.2	26.7	39.7	25.0	12.5	27.0	40.7	24.2	13.2												
PENN	97.6	94.0	6.0	2.1	27	632	92	19.5	20.5	8.7	34.5	20.0	20.8	8.8	37.5	19.8	21.6	7.6	35.7												
PLAMONDON	96.6	13.7	85.6	32.3	27	291	96	41.1	61.5	29.2	30.4	41.7	61.5	29.2	31.8					43.9	68.4	27.8	35.0								
POPE	98.9	88.9	11.1	2.5	36	280	91	11.8	15.6	5.7	16.7	11.7	14.3	6.3	17.6	11.0	17.9	3.3	13.3												
WEBSTER	98.7	99.6	0.0	0.0	26	671	93	20.4	37.1	5.1	18.3	20.3	37.3	5.1	18.6	20.7	37.7	5.1	18.6												

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

■ No Gain Required
 ■ 1 to 7 Point Gain Required
 ■ 7 to 8 Point Gain Required
 ■ 8 to 10 Point Gain Required

In Area 8, there are two schools (Irving and Kellman) whose 2002 ISAT results meet or exceed Illinois' 40% target for 2002 in all demographic groups in both reading and math (see Tables J2 and J3).

So long as these schools maintain this level of performance or better in 2003, no additional gains will be required in 2003 to meet NCLB requirements. Two schools (Dvorak and Jensen) meet the state target in reading but will need to make

six- to seven-point gains in 2003 mathematics. One additional school (Plamondon) meets the state target in math but needs to make two- to three-point gains in reading in 2003 to comply with AYP requirements.

On the other end of the performance spectrum, 15 of 25 schools will need to make seven- to nine-point gains in reading to meet AYP requirements. And, 19 of 25 schools will need to make similar gains in math to meet NCLB expectations. Gains of between one and six points will need to be made by six schools in reading and by three schools in math.

TABLE J3. AREA 8: SPECIFIC MINIMUM ACHIEVEMENT GAINS NEEDED TO MEET NCLB REQUIREMENTS FOR 2003

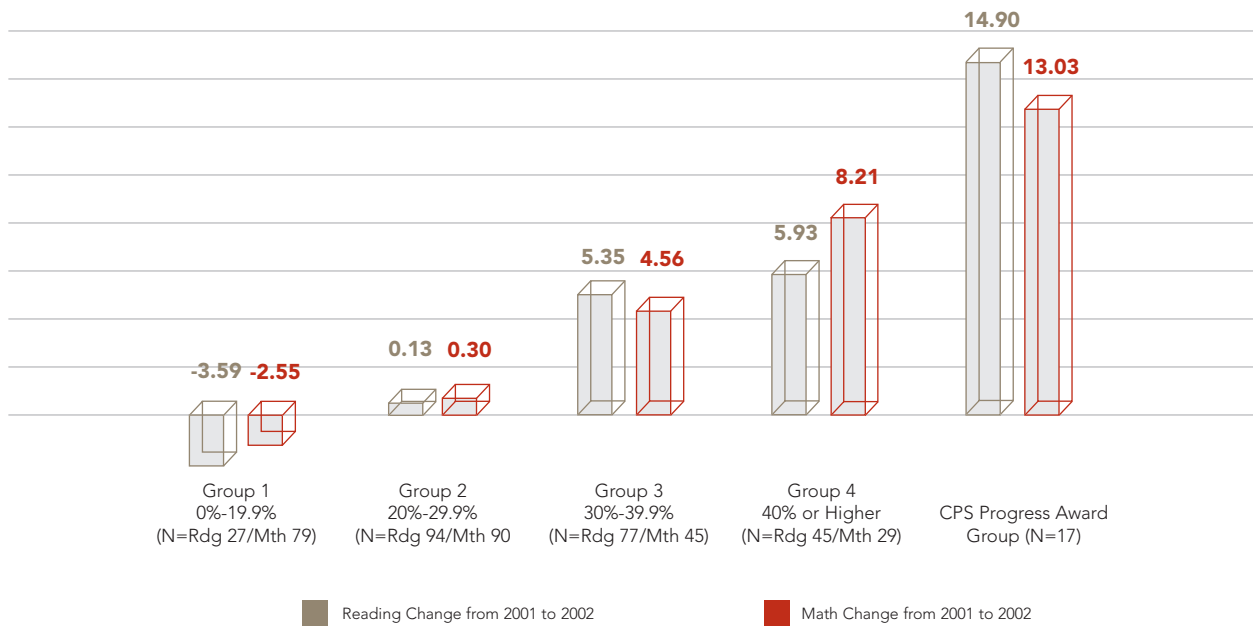
SCHOOL	Student Demographics						ATT	All Students CMP	Low-Income Only CMP	African-American Only CMP	Latino Only CMP	White/Non-Latino Only CMP	Asian-American Only CMP
	LwInc	AfAm	Lat	LEP	Mob	Enrl							
BETHUNE	93.7	100.0	0.0	0.0	64	636	0	8.3	8.2	8.2			
CHALMERS	99.3	100.0	0.0	0.0	29	413	0	8.2	8.3	8.2			
CROWN	83.8	98.0	2.0	0.0	27	538	0	7.3	7.2	7.3			
DVORAK	100.0	99.6	0.4	0.0	18	696	0	0.0	0.0	0.0			
ERICSON	95.0	99.9	0.1	0.0	5	761	0	6.0	6.9	5.9			
FRAZIER	98.4	92.4	0.0	0.0	28	556	0	7.2	7.4	7.2			
GREGORY	95.8	100.0	0.0	0.0	21	646	0	7.5	7.6	7.5			
HAMMOND	100.0	0.5	99.1	66.1	32	575	0	8.6	9.1		8.7		
HENSON	100.0	100.0	0.0	0.0	34	415	0	7.7	7.6	7.7			
HERZL	97.3	99.1	0.9	0.2	22	1084	0	6.0	5.0	5.9			
HOWLAND	98.0	100.0	0.0	0.0	43	451	0	7.6	7.7	7.6			
HUGHES C.	95.8	99.1	0.9	0.0	27	545	0	4.7	5.4	5.1			
IRVING	82.3	52.7	43.1	6.8	12	543	0	0.0	0.0	0.0	0.0		
JENSEN	97.7	99.8	0.2	0.0	7	666	0	0.0	0.0	0.0			
JOHNSON	100.0	100.0	0.0	0.0	31	405	0	5.1	5.4	5.1			
KELLMAN	97.7	100.0	0.0	0.0	14	300	0	0.0	0.0	0.0			
KING	97.2	67.7	31.1	12.3	38	399	0	7.1	7.1	8.2	0.0		
LATHROP	97.2	100.0	0.0	0.0	20	433	0	8.4	8.4	8.4			
LAWNDALE	98.0	100.0	0.0	0.0	28	738	0	7.8	7.7	7.8			
MASON	100.0	95.0	5.0	2.9	30	1437	0	7.9	8.1	7.9			
MELODY	97.9	99.7	0.3	0.0	22	709	0	7.1	7.2	7.1			
PENN	97.6	94.0	6.0	2.1	27	632	0	8.0	8.0	8.0			
PLAMONDON	96.6	13.7	85.6	32.3	27	291	0	1.6	2.5		0.0		
POPE	98.9	88.9	11.1	2.5	36	280	0	8.0	7.9	8.2			
WEBSTER	98.7	99.6	0.0	0.0	26	671	0	0.6	0.8	0.7			
BETHUNE	93.7	100.0	0.0	0.0	64	636	0	8.9	8.9	8.9			
CHALMERS	99.3	100.0	0.0	0.0	29	413	0	8.9	9.0	8.9			
CROWN	83.8	98.0	2.0	0.0	27	538	0	8.5	8.5	8.6			
DVORAK	100.0	99.6	0.4	0.0	18	696	0	6.9	6.7	6.8			
ERICSON	95.0	99.9	0.1	0.0	5	761	0	7.5	7.6	7.5			
FRAZIER	98.4	92.4	0.0	0.0	28	556	0	7.9	7.8	7.9			
GREGORY	95.8	100.0	0.0	0.0	21	646	0	8.5	8.5	8.5			
HAMMOND	100.0	0.5	99.1	66.1	32	575	0	8.0	8.2		8.1		
HENSON	100.0	100.0	0.0	0.0	34	415	0	8.7	8.7	8.7			
HERZL	97.3	99.1	0.9	0.2	22	1084	0	7.5	7.6	7.5			
HOWLAND	98.0	100.0	0.0	0.0	43	451	0	7.9	7.9	7.9			
HUGHES C.	95.8	99.1	0.9	0.0	27	545	0	6.0	6.0	5.8			
IRVING	82.3	52.7	43.1	6.8	12	543	0	0.0	0.0	0.0	0.0		
JENSEN	97.7	99.8	0.2	0.0	7	666	0	7.0	6.9	7.0			
JOHNSON	100.0	100.0	0.0	0.0	31	405	0	7.9	8.0	7.9			
KELLMAN	97.7	100.0	0.0	0.0	14	300	0	0.0	0.0	0.0			
KING	97.2	67.7	31.1	12.3	38	399	0	7.7	7.7	8.2	1.9		
LATHROP	97.2	100.0	0.0	0.0	20	433	0	8.7	8.7	8.7			
LAWNDALE	98.0	100.0	0.0	0.0	28	738	0	7.5	7.4	7.5			
MASON	100.0	95.0	5.0	2.9	30	1437	0	7.6	7.1	7.6			
MELODY	97.9	99.7	0.3	0.0	22	709	0	7.3	7.3	7.3			
PENN	97.6	94.0	6.0	2.1	27	632	0	8.0	8.0	8.0			
PLAMONDON	96.6	13.7	85.6	32.3	27	291	0	0.0	0.0		0.0		
POPE	98.9	88.9	11.1	2.5	36	280	0	8.8	8.8	8.9			
WEBSTER	98.7	99.6	0.0	0.0	26	671	0	8.0	8.0	7.9			

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

■ No Gain Required
 ■ 1 to 7 Point Gain Required
 ■ 7 to 8 Point Gain Required
 ■ 8 to 10 Point Gain Required

CHART J4. ALTHOUGH ENORMOUS GAINS WILL BE REQUIRED, RECENT TRENDS SHOW POOR PROGRESS AT LOWEST PERFORMING SCHOOLS

AVERAGE 1-YEAR READING & MATH GAINS AMONG AFRICAN-AMERICAN STUDENTS AT ALL SCHOOLS WITH ≥80% LOW-INCOME AND ≥50% AFRICAN-AMERICAN ENROLLMENTS (N=243)
Spring 2001 to Spring 2002



FUNDAMENTAL CHANGE WILL BE REQUIRED

To illustrate the challenge that confronts most Area 8 schools, chart J4 shows the actual progress achieved between spring 2001 and spring 2002 by CPS schools that are most like those in Area 8. Schools included in this chart reported low-income enrollments of at least 80% and African-American enrollments of at least 50% during 2002. Average gains for 17 elementary schools in this group that received CPS exemplary progress awards in the fall of 2002 are also shown for comparison. A similar chart, with similar results, is included in Appendix VI (p. 73) for schools with Latino enrollments of at least 50% and low-income enrollments of at least 80%.

The chart is organized into four groups of schools based on ISAT reading and math composites in 2002, and a fifth group made of CPS Progress Award winners. For schools with 2002 composite scores of between 1% and 19% (Group 1), average

change between 2001 and 2002 was -3.59 in reading and -2.55 in math. Schools in this group will need to make 8- to 10-point gains in 2003 to meet AYP requirements. The average gains of schools with composite scores of between 20% and 29.9% (Group 2) were 0.13 in reading and 0.30 in math. Schools in this group will need to make seven- to eight-point gains in 2003. Average gains for schools in the 30% to 39.9% range (Group 3) were 5.35 points in reading and 4.56 in math. Schools in this group will need to make one- to seven-point gains in 2003.

Only Group 4, the group that already meets Illinois' 40% achievement target for 2003, has a recent record of progress that predicts full compliance with the AYP requirements for 2003. Without fundamental changes in current patterns of progress, most schools in Groups 1, 2 and 3 will be moved into "state intervention status" in 2007 or shortly thereafter.

V. Where Do We Go From Here?

Where we go from here depends on what we want—or, more precisely, what Chicago’s parents and voters want. If they want a level of educational opportunity for their children comparable to that often found in the best schools in Chicago and in the suburbs—a level mandated by *No Child Left Behind*—then the time for tinkering with school improvement must come to an end.

We believe two things—that good teaching is the most important single factor in determining whether or not children are successful in school, and that the picture of student performance in Chicago’s public schools presented above based on the 2002 state testing data is essentially accurate. These beliefs lead us to a clear and unavoidable conclusion: **Chicago’s system of public schools is radically dysfunctional. The problems lie in the system, and the system must be changed.**

One problem is that the priorities of municipal bureaucracies and city politics often have more to do with avoiding labor discord and maintaining the political support of teachers and their labor unions than with advancing the education of children.

Another problem is that the public school system operates as a virtual monopoly, without the incentives and spurs to produce acceptable end results that exist in the competitive arena. The private and church-based schools often provide very high quality opportunities; but, because they charge tuition, they do not provide a sufficient alternative for enough families to provide those incentives. In the absence of real choice for most parents, there is too little pressure to produce excellent results.

If these problems were not severe enough, the management of Chicago’s public schools—thanks in large part to school reform measures—is now highly decentralized. To remedy the past effects of central office bureaucracy and mismanagement, and to enhance community support for individual schools, in 1988 the power to manage the schools was placed in the hands of Local School Councils and the principals they select. The central administration retains the power to negotiate a collective bargaining agreement with the Chicago Teachers Union (CTU)—a fact which vastly simplifies the ability of the teachers to leverage their power to obtain favorable bargaining outcomes that apply throughout the entire school system. The central administration is also left with the ability to set rules, allocate resources, supervise the schools and, in cases of extreme failure, to intervene and take over the management of failed schools. However, in recent years, the instances of such intervention have been few, and their effectiveness has been limited.

The relative weakness of the central administration of CPS in dealing with the CTU, and its past failure to develop an integrated management strategy built around decentralized governance and operations, have left the most important resources of the system—the teachers—essentially unmanaged. The existing system of teacher evaluation is extremely weak. In a school system in which most students do not finish school on schedule (if at all) and most of those who remain fail to meet state standards, only about two-tenths of one percent of the teachers are evaluated by their principals as “inadequate.” The collective bargaining agreement and elements of Illinois dismissal procedure assure that few

teachers are ever removed from their positions because of poor performance. Teachers' unions have adamantly resisted compensation arrangements that would reward excellence or penalize failure. As a consequence, the entire collective-bargaining apparatus has been designed less to improve teaching or student learning than to protect the interests of teachers.

Given these serious defects in the way our school system is structured, improvements in the administration of that structure—though badly needed—are not likely to lead to the sort of transformation of schools that will guarantee a high-quality education for most of Chicago's children or meet the requirements of *No Child Left Behind*. What is needed is not better administration of the postal service. What is needed is a transformation of the postal service into something more resembling Federal Express.

Here are five things that we believe should be done fundamentally to change Chicago's failed system of public schools.

A. BETTER INFORMATION ABOUT STUDENT AND TEACHER PERFORMANCE

Schools will not be improved without better information—available not only to CPS, Local School Councils, and school administrators and teachers, but also to the public generally—as to the performance of both students and teachers. Facts and sunshine are of vital importance to any system of assessment, self improvement and accountability.

Data-driven decision making and strong internal accountability systems are core characteristics of high-performing schools and are all but unknown in poorly performing ones. Teachers need better information about how students are doing while they are learning, as well as after the fact. Teacher teams and building administrators need better information, on a more timely basis, about the progress of classroom and grade level groups throughout the course

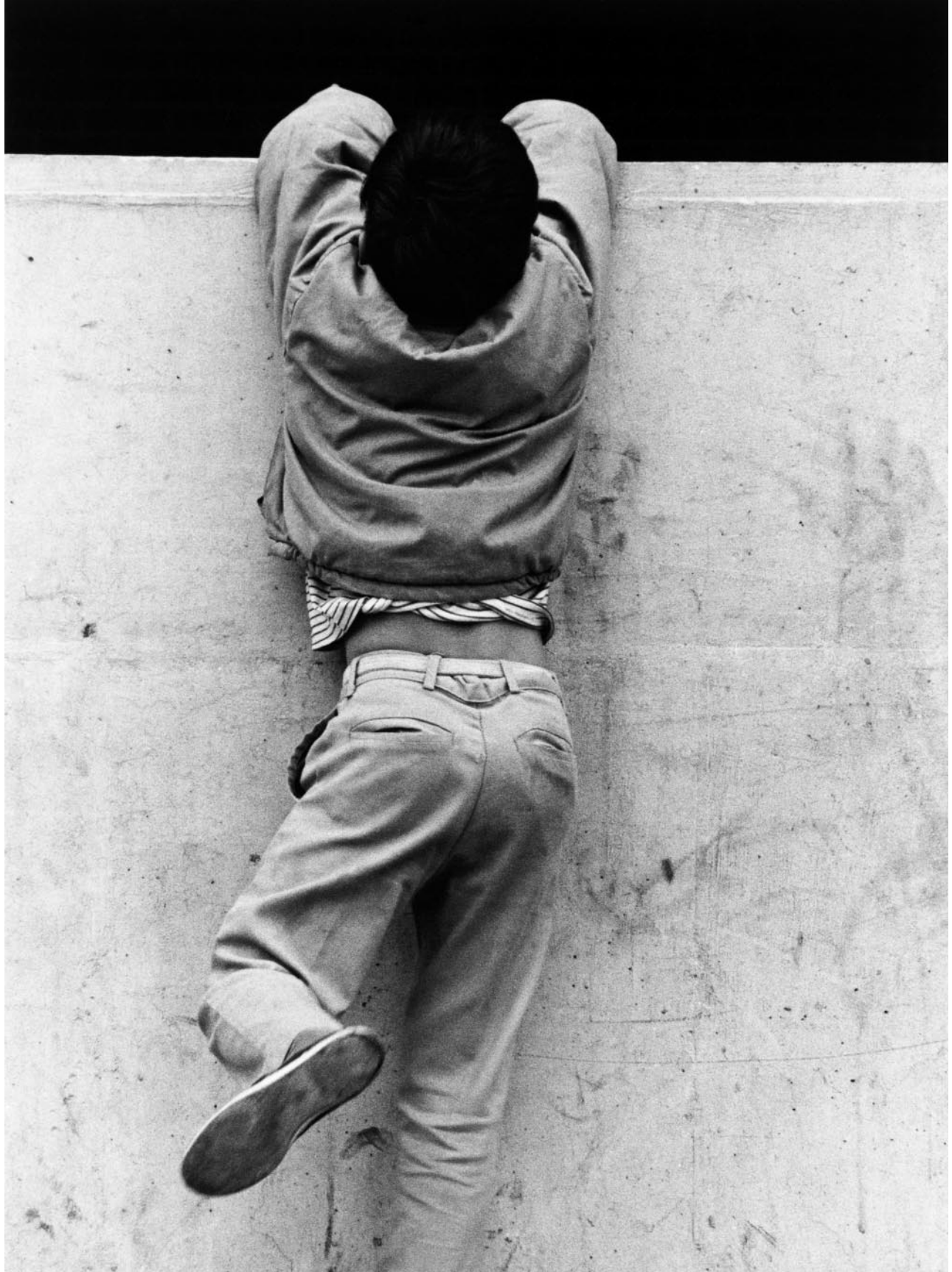
of the school year. And the system as a whole needs better information about the impact of individual teachers and teacher groups on student learning over time. We also need better information about dropout rates, and the main reasons for dropouts. Student performance data are essential not only in evaluating how students and teachers are doing, but also for providing useful guidance to teachers and principals as to possible areas for improvement.

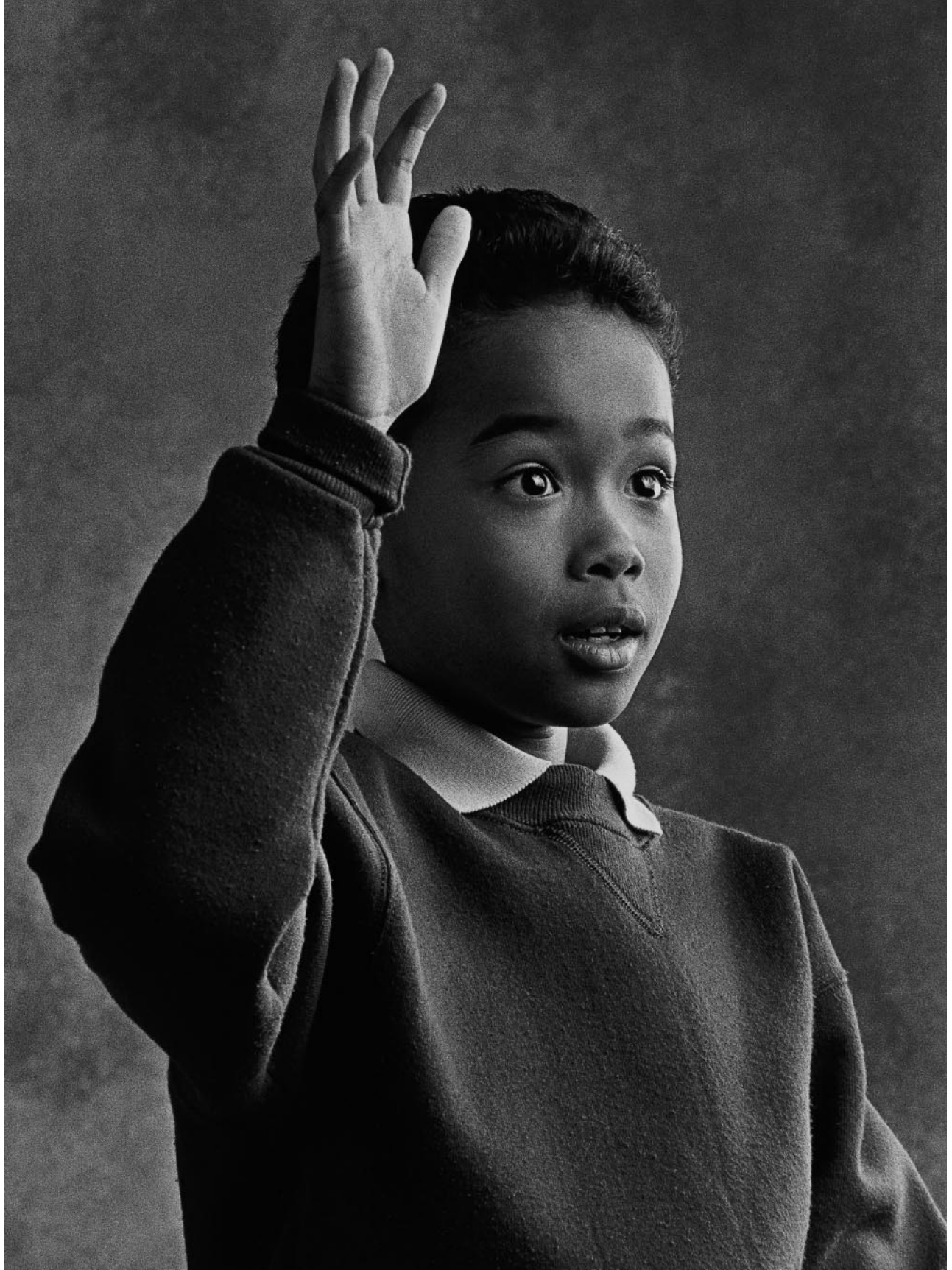
Two concrete suggestions are these:

First, as part of the Chicago Reading and Math/Science Initiatives, CPS should implement diagnostic strategies such as the Illinois Snapshot of Early Literacy to provide teachers, parents and students with periodic assessments of growth during the course of the school year. These assessments would need to be supported by an on-line, real-time information system that can generate timely reports.

Second, the student test-score database should be linked to the teacher of record to create the capacity for value-added assessment. This linkage is also essential for meaningful evaluation of professional development programs, curriculum models, instructional strategies and teacher preparation programs.

Chicago's system of teacher evaluation also must be strengthened. Better information about how teachers are performing—including, but not limited to, the improvement of student achievement over time—is where this strengthening must begin. Principals and Area Instructional Officers need reliable data about student and teacher performance as they assess teachers, decide how to mentor and assist teachers in improving their skills, and consider whether to replace failing teachers or close failing schools. An important concrete step in this direction would be the negotiation and implementation of a multi-party review system, including data from the school administrator, a peer reviewer and possibly a master teacher from outside the school.





B. COMPETITION AND CHOICE

One of the most powerful forces for positive change in any system that produces goods or services is the availability of choice on the part of the beneficiaries of those goods or services. Consumers vote with their feet. If one provider does not adequately provide service, the consumers can choose another. This, of course, not only creates an incentive for new and more skilled producers to emerge, but also places powerful pressure on the incumbents to improve their performance.*

Competition—which is the engine of American productivity generally—is the key to improved performance of our public schools. We have in the United States the best system of higher education—the best universities and colleges—in the world. It is not an accident that students can choose (within the limit of their resources) to attend a variety of institutions of higher learning; those who lead and manage those institutions are aware—often painfully—of this central fact.

Most parents in our public grade schools and high schools in Chicago do not have a similar choice. Those who do have a choice frequently exercise that power by moving to different neighborhoods or to the suburbs. Others enroll their children in tuition-charging private schools.

Left behind are the children whose parents—often minorities and poor—do not have the means to pay private-school tuition or move to another community and who have no other choice available within their own area of Chicago.

The need for choice is reinforced by *No Child Left Behind*, which mandates choice for families in failing schools. A large percentage of Chicago’s public schools is failing—so large, in fact, that the Chicago system had to obtain a waiver of NCLB choice requirements during 2002-2003. NCLB has made the need for choice more transparent, but the CPS system does not currently have enough high-performing schools to make the option work.

In Illinois, expansion of choice means either that we must develop a voucher system or expand the number of charter schools. These would be new schools, operating outside the established school system and free of many of the bureaucratic or union-imposed constraints that now limit the flexibility of regular public schools. “Contract schools” created by CPS could have many of the same features as charter schools created under state law. Because the political climate in Illinois seems hostile to a voucher system and because we already have a budding system of charter schools in Chicago (the permitted number of which was recently expanded from 15 to 30), we believe that, as a practical matter, the best way to provide choice in Chicago is to provide financial and other support for the existing charter schools and to work politically to expand the number of such schools in the future. Chicago should have at least 100 charter schools, located predominantly in inner-city neighborhoods that are served today by mostly failing schools. We also endorse the creation of similar schools by CPS through the exercise of its ability to contract out the management of schools.

Other suggestions include the following:

New school start-ups should be coordinated within a single CPS office. Incubator funds, facilities and technical assistance should be made available to accelerate and improve start-up processes for new schools. A “per-capita” system of funding should be implemented in which per-pupil dollars travel with the student in the current school year. Finally, some number of the system’s weakest schools should be closed each year; these facilities should then be made available for new leadership and staffing.

As was noted at the beginning of this report, charter schools are not a panacea. Some of them will fail. But when that happens, they can be closed. And, so far, most are doing relatively well. The Charter Schools Office of the Chicago Public School System in February 2003 concluded that, in 2001–2002, Chicago’s charter schools achieved higher

* Recent reports about the public school system in Washington DC suggest that the regular public schools there are so deadened that they have been unable or unwilling to respond to the competitive pressures created by 39 charter schools. Experts have suggested that this may be because the public schools have been too insulated from the consequences of reduced enrollments by protection of their funding and employment. [*Washington Post*, June 20, 2003, page A01]

performance on 71% of the performance measures than comparable neighborhood schools. Indeed, 11 of 13 charter schools evaluated outperformed the comparison schools on more than half of the indicators.* Also, a new system-wide accountability system was developed at the end of 2001–2002. When this system was applied, CPS found that eight of the 11 elementary charter schools are in the top three CPS accountability designations.

C. EARLY CHILDHOOD AND PRIMARY EDUCATION

Research shows that high-quality programs of an educational nature for preschool children (ages 2–5) significantly increase children’s prospects for long-term academic success. Yet the number and scope of programs offering such services are few and limited. Most children in Chicago do not have access to such programs.

Similarly, research on high-poverty, high-performing schools consistently demonstrates the importance of aggressive early intervention during the primary years (grades K through 2—school year and summer) to end the cycle of failure that exists in hundreds of Chicago schools.

In the spring of 2003, the Illinois General Assembly approved a small increase for early childhood programs making services available for an additional 8,200 at-risk pre-kindergarten children. However, at a time when the state’s budget is under great pressure, the prospects for significant expansion of such programs seem remote. Yet such expansion is crucially important in order to help cover the costs of such programs, take them to the scale needed to serve large sectors of Chicago’s population, and attract skilled teachers and other professionals to work in these programs.

More funding should be provided for full-day preschool and kindergarten. Requirements should be established for certification of childcare workers and financial support should be

provided to help in-home daycare and other service providers obtain full certification. In addition, oversight of the various early childhood programs should be consolidated within a single organization.

D. IMPROVING AND RETAINING HIGHLY-QUALIFIED EDUCATORS

Although other factors are important, the quality of teachers—their knowledge of subject matter, their teaching and communication skills, and their ability to motivate students—is the most important single factor in the educational success of our schools. To attract and retain excellent teachers, to sustain high expectations, and to nurture professionalism in every aspect of school life, excellent principals are also essential.

Many factors bear on the ability of the Chicago schools to attract and retain well-qualified teachers and principals. Some of these are economic—some are not. Some are within the control (or sphere of influence) of CPS—some are not. Some rest with the leaders of our universities and our schools of education.

We cannot improve the quality of our teachers without having better information about how they perform, a point addressed above. Our schools also need the ability to replace bad teachers with good teachers, and to support and motivate good teachers to even higher levels of performance. To do this will require greater flexibility in the contract with the CTU in order to pay more to the best teachers, to teachers willing to work in more difficult, inner-city schools, and to teachers who teach subjects (such as physics or special education) where the supply of teachers is lowest.

During the past 18 months, the Civic Committee has worked with the Illinois Board of Higher Education to support a blue-ribbon Task Force on Teacher Education and Professional Development. This group will soon complete its review of

* PSAT composite scores at CPS charter high schools averaged 17 percentage points higher. Graduation rates averaged 12 points higher; drop-out rates averaged 9 points lower. At CPS charter elementary schools, ISAT composite scores averaged 16 percentage points higher than comparison schools.



ways to improve the recruitment, preparation, induction and retention of highly qualified teachers statewide. Preliminary results provide strong confirmation that greater support is needed in the area of teacher compensation and in many other areas as well.

Heading the list of these other areas is improvement in the climate of professionalism, shared expectations and internal accountability that principals build at individual school sites. We also need to improve the “clinical” or practical aspect of teacher and principal education and improve the “induction” and “mentoring” systems available to assist and support new teachers and principals in their early years of work. We need to strengthen the “alternative certification” options available for potentially talented teachers to enable them to shift from other careers and acquire the basic pedagogical and other skills necessary to move into classroom environments. And we need to expand our efforts to recruit and train talented principals from inside and outside the Chicago system.

Finally, we must continue to raise the bar of both regular and alternative certification requirements to make sure that aspiring teachers who do not have a sufficient grasp of subject matter of pedagogy, or who lack the intellectual or communication skills needed for effective teaching, do not receive State permission to enter public school classrooms. The State of Illinois does not let incompetent doctors operate on children’s bodies. It should not let incompetent teachers operate on their minds.

E. INCREASE SCHOOL FUNDING

Increased funding for public schools—by local school districts or from the state—will be necessary to achieve all of the goals set forth above. Yet more money by itself, channeled into our system of public education as it is now structured, would be money largely wasted. The challenge is to shape a set of priorities which—together with increased-funding support—will strengthen the incentive and ability of our public schools to manage themselves well, and to attract and retain the number of well-qualified teachers they will need in the future.

More money is most urgently needed to support schools in districts where the tax base is low, and schools in inner-city urban areas where school environments are less attractive to highly-qualified teachers—i.e., the teachers who have the best opportunities to work in more high-paying, suburban school districts. More flexibility is needed on the part of the administration of CPS to spend such additional money in ways that are not now permitted under the existing collective bargaining agreement—for example, to pay more to teachers whose subject areas are in low supply.

In order to generate increased funding for public schools, over-reliance on the property tax base will probably need to be corrected; and increases in state income tax levels may prove to be necessary. Such measures will not be easy to achieve under any circumstances. Together with the other fundamental reforms or priorities identified above, increased public funding may make sense. Without such reforms, more funding by itself would be pointless.



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* Data analyses and graphic presentations throughout this report were prepared by Paul Zavitkovsky, Senior Policy Analyst on the Civic Committee staff.

APPENDIX I-B. OVERALL 2002 ISAT AND PSAE ACHIEVEMENT COMPARISONS

ISAT & PSAE PERCENTAGE MEETING OR EXCEEDING STANDARDS

*Chicago/High Poverty includes all schools with low-income enrollments of ≥80%

CHART B1. OVERALL READING SCORES

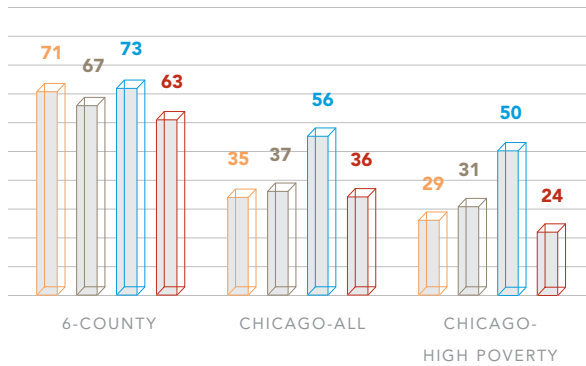


CHART B2. OVERALL MATH SCORES

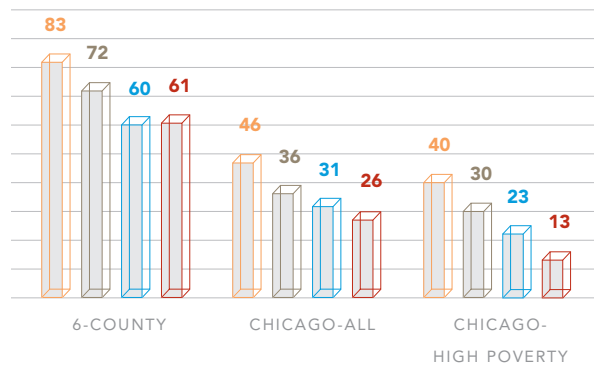
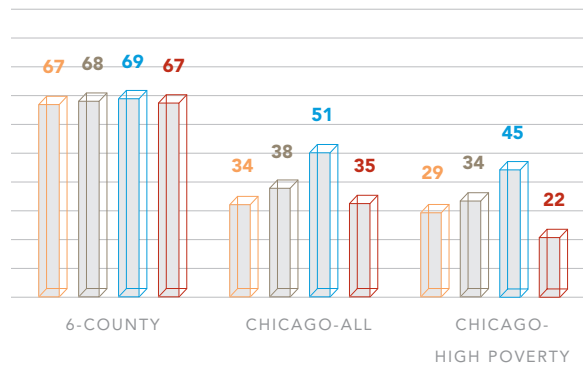


CHART B3. OVERALL WRITING



■ 3rd Grade
 ■ 5th Grade
 ■ 8th Grade
 ■ 11th Grade

CHART B4. OVERALL SCIENCE

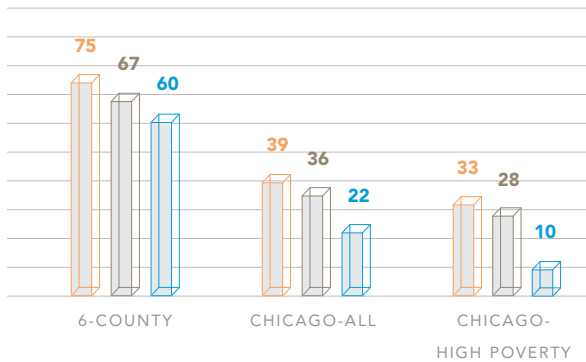
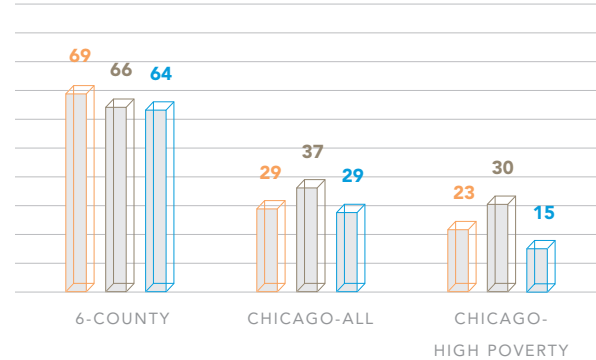


CHART B5. OVERALL SOCIAL STUDIES



■ 4th Grade
 ■ 7th Grade
 ■ 11th Grade

APPENDIX I-C. FOUR-YEAR ISAT AND PSAE PROGRESS COMPARISONS

CHART C1. SUBURBAN READING—1999 TO 2002

ALL SCHOOLS, 6-COUNTY—1999 TO 2002—
READING: % MEETING OR EXCEEDING STANDARDS

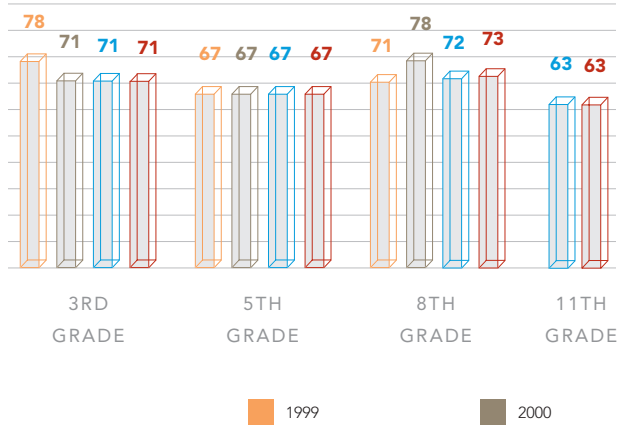


CHART C2. CHICAGO READING—1999 TO 2002

ALL SCHOOLS, CHICAGO—1999 TO 2002—
READING: % MEETING OR EXCEEDING STANDARDS

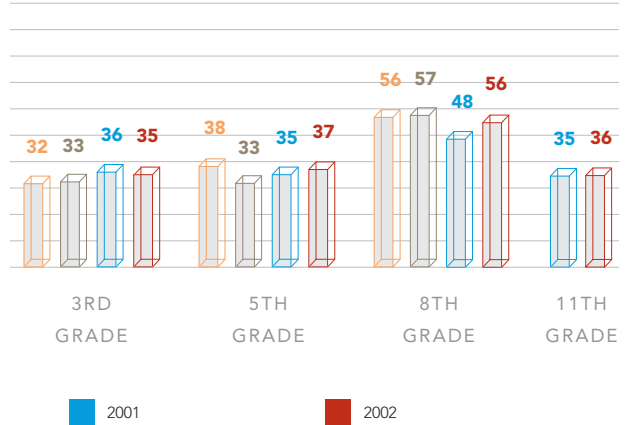


CHART C3. SUBURBAN READING—1999 TO 2002: HIGH-POVERTY SCHOOLS ONLY

READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—Schools with ≥80% Low-Income Enrollments, 6-County—1999 to 2002

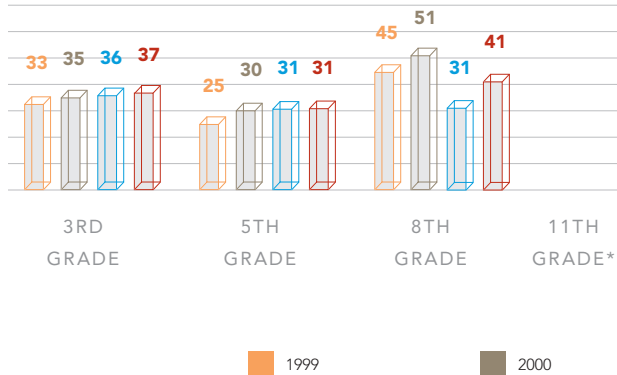
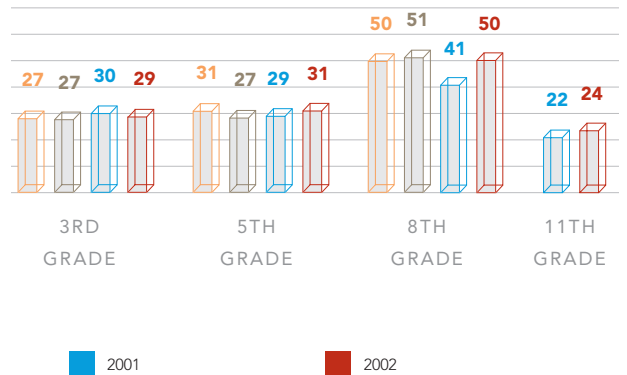


CHART C4. CHICAGO READING—1999 TO 2002: HIGH-POVERTY SCHOOLS ONLY

READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—Schools with ≥80% Low-Income Enrollments, Chicago—1999 to 2002



* There were no high schools in the six-county area outside Chicago that reported low-income enrollments of 80% or more.

CHART C5. SUBURBAN MATH—1999 TO 2002

MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS—
Grades 3, 5, 8 & 11—All Schools, 6-County—1999 to 2002

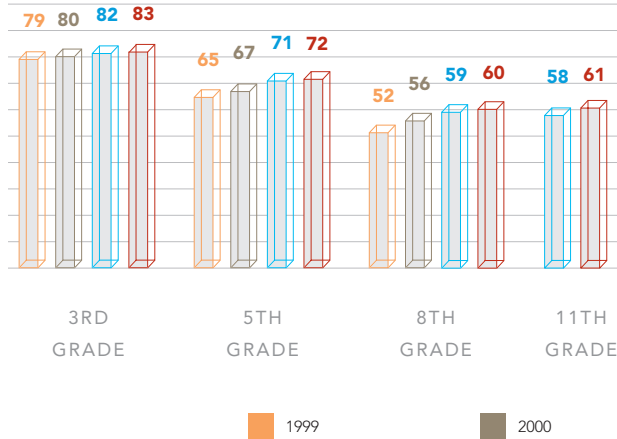


CHART C6. CHICAGO MATH—1999 TO 2002

MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS—
Grades 3, 5, 8 & 11—All Schools, Chicago—1999 to 2002

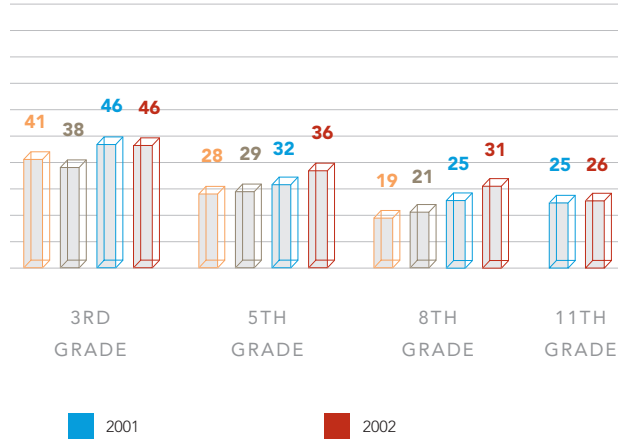


CHART C7. HIGH-POVERTY SUBURBAN SCHOOLS—MATH

MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—Schools with
≥80% Low-Income Enrollments, 6-County—1999 to 2002

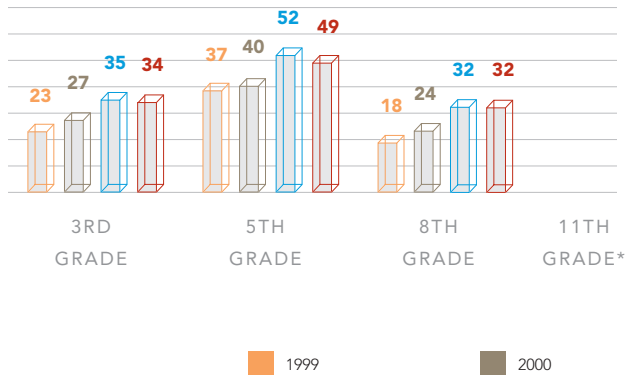
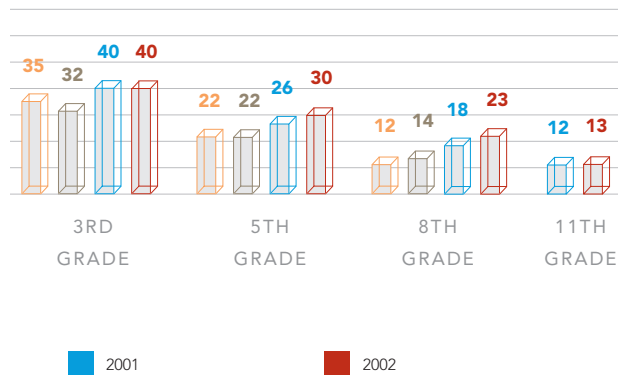


CHART C8. HIGH-POVERTY CHICAGO SCHOOLS—MATH

MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS—Grades 3, 5, 8 & 11—Schools with
≥80% Low-Income Enrollments, Chicago—1999 to 2002



* There were no high schools in the six-county area outside Chicago that reported low-income enrollments of 80% or more.

APPENDIX I-D. 2002 ISAT AND PSAE ACHIEVEMENT COMPARISONS AFTER CONTROLLING FOR FAMILY INCOME LEVEL

CHART D1. CORRELATION OF READING TEST RESULTS WITH FAMILY INCOME

3rd, 5th, 8th & 11th GRADE READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS
6-County (Non-Chicago)—All Chicago—Chicago/High Poverty By Family Income Levels

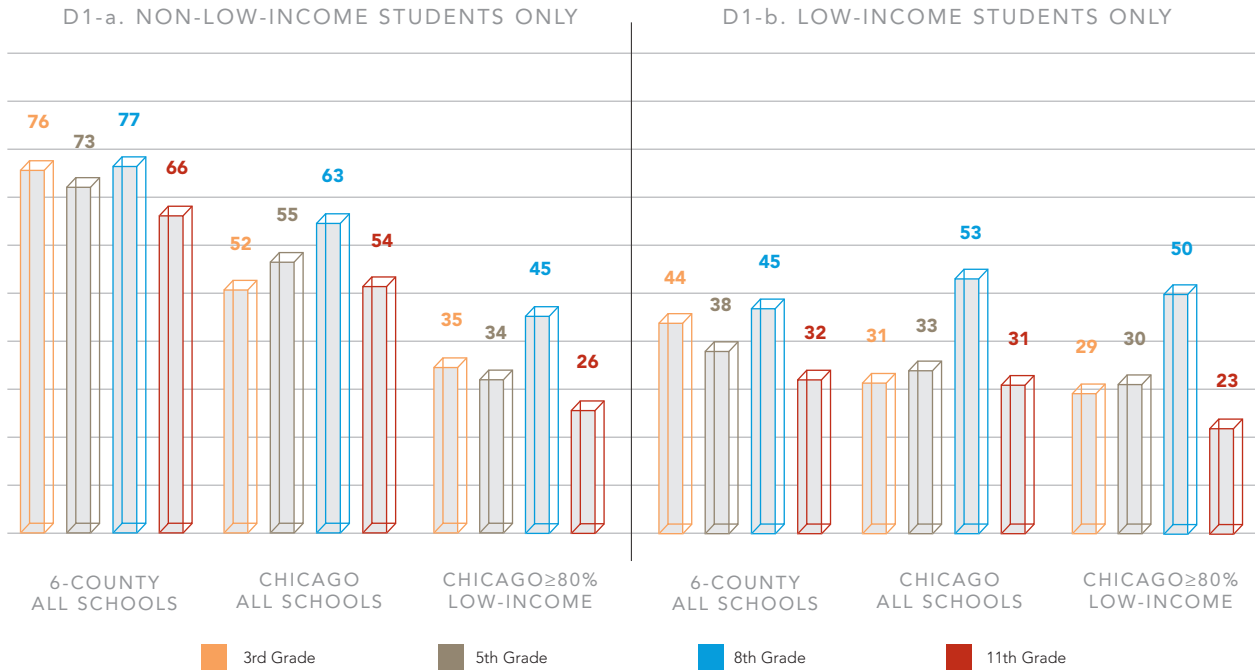
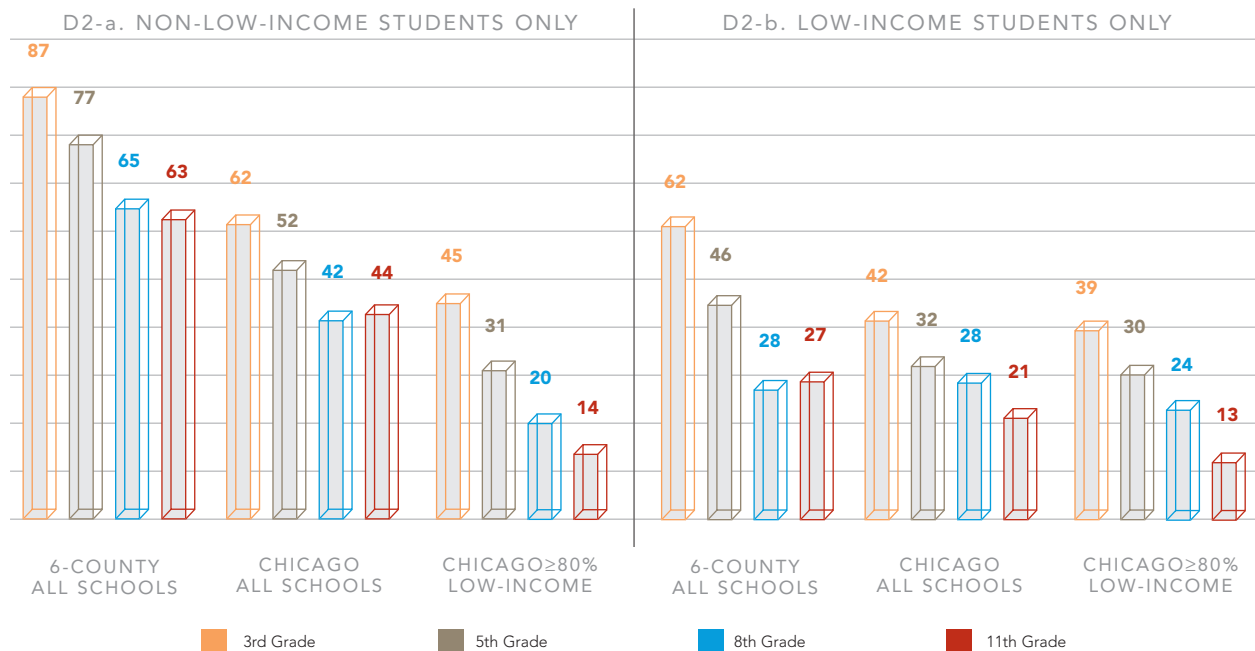


CHART D2. CORRELATION OF MATH TEST RESULTS WITH FAMILY INCOME

3rd, 5th, 8th & 11th GRADE MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS
6-County (Non-Chicago)—All Chicago—Chicago/High Poverty By Family Income Levels



APPENDIX I-E. 2002 ISAT AND PSAE ACHIEVEMENT COMPARISONS AFTER CONTROLLING FOR STUDENT ETHNICITY

CHART E1. CORRELATION OF READING TEST SCORES WITH ETHNICITY

3rd, 5th, 8th & 11th GRADE READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS
6-County (Non-Chicago)—All Chicago—Chicago/High Poverty By Ethnicity

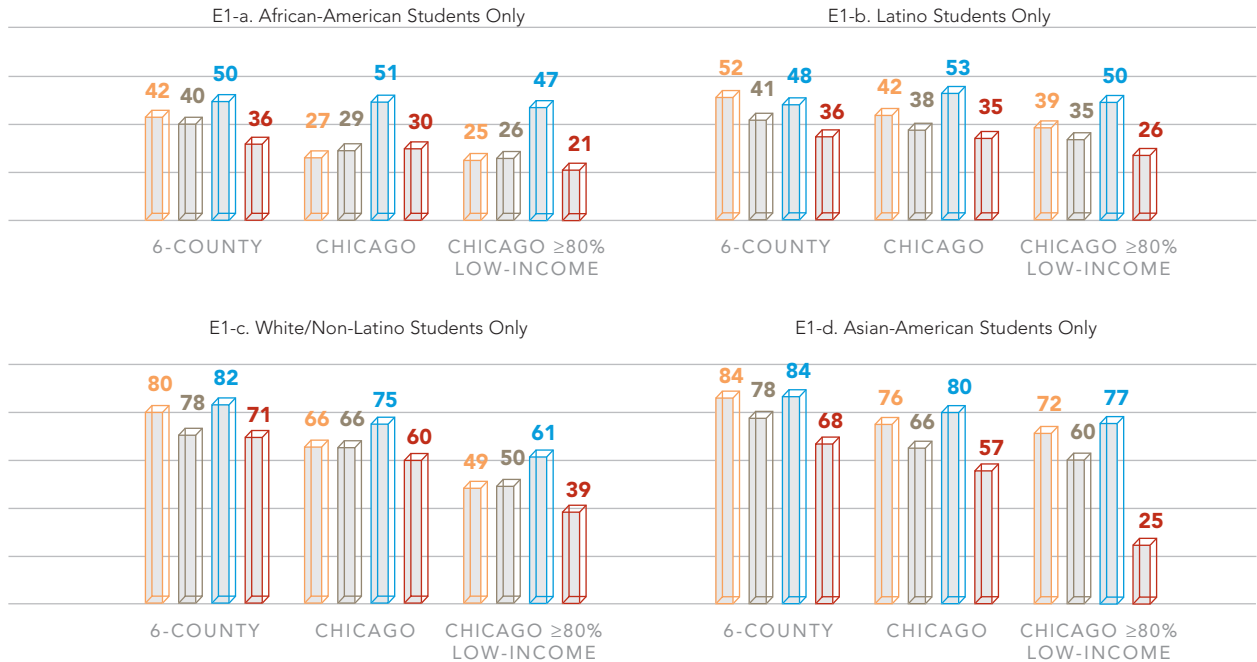
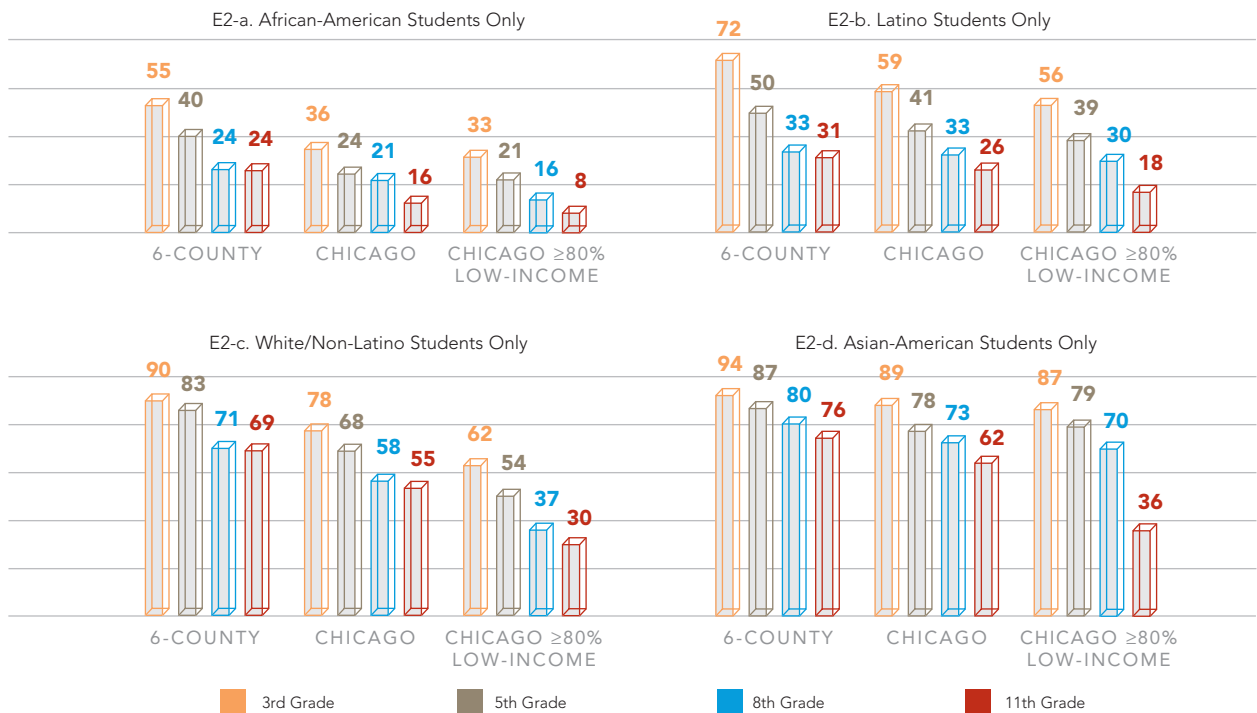


CHART E2. CORRELATION OF MATH TEST SCORES WITH ETHNICITY

3rd, 5th, 8th & 11th GRADE MATH: PERCENTAGE MEETING OR EXCEEDING STANDARDS
6-County (Non-Chicago)—All Chicago—Chicago/High Poverty By Ethnicity



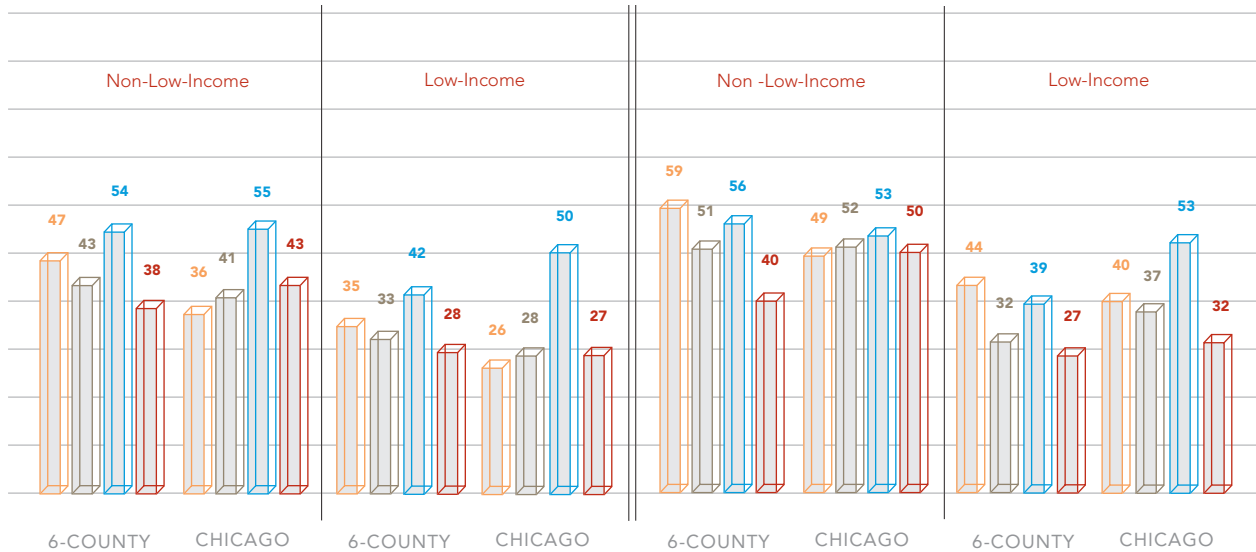
APPENDIX I-F. 2002 ISAT AND PSAE ACHIEVEMENT COMPARISONS AFTER CONTROLLING FOR FAMILY INCOME AND ETHNICITY

CHART F1. CORRELATING READING TEST RESULTS HOLDING INCOME AND ETHNICITY CONSTANT

3rd, 5th, 8th & 11th GRADE READING: PERCENTAGE MEETING OR EXCEEDING STANDARDS
6-County (Non-Chicago) & All Chicago by Ethnicity & Family Income Level

F1-a. AFRICAN-AMERICAN STUDENTS ONLY

F1-b. LATINO STUDENTS ONLY



F1-c. WHITE/NON-LATINO STUDENTS ONLY

F1-d. ASIAN-AMERICAN STUDENTS ONLY

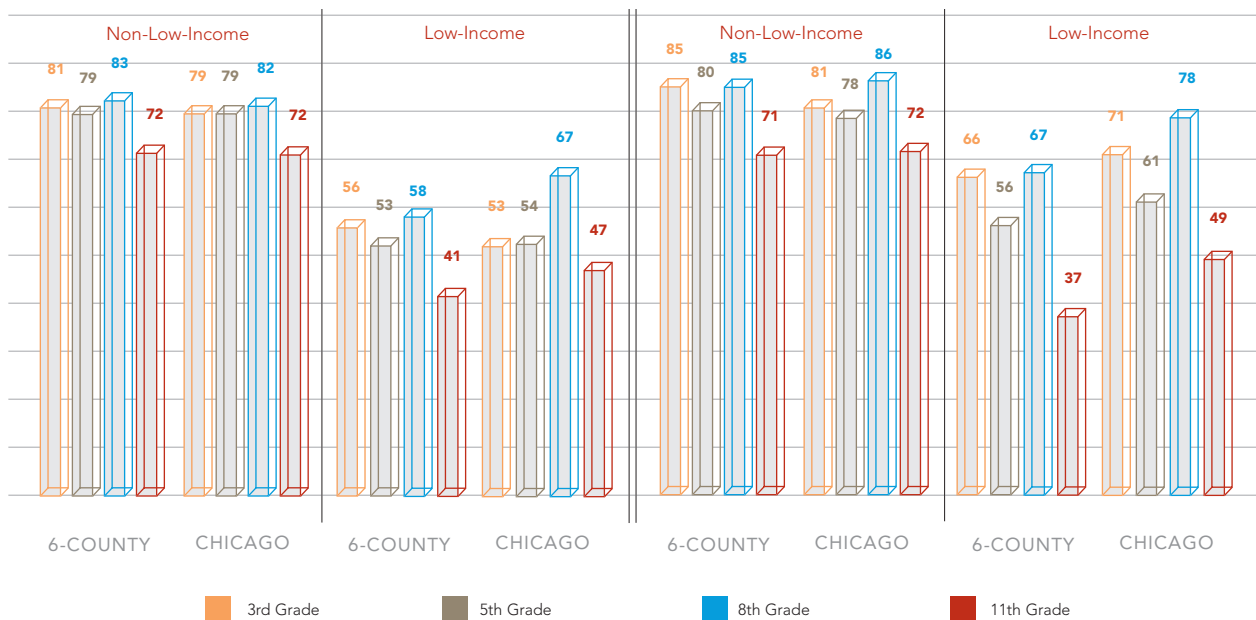
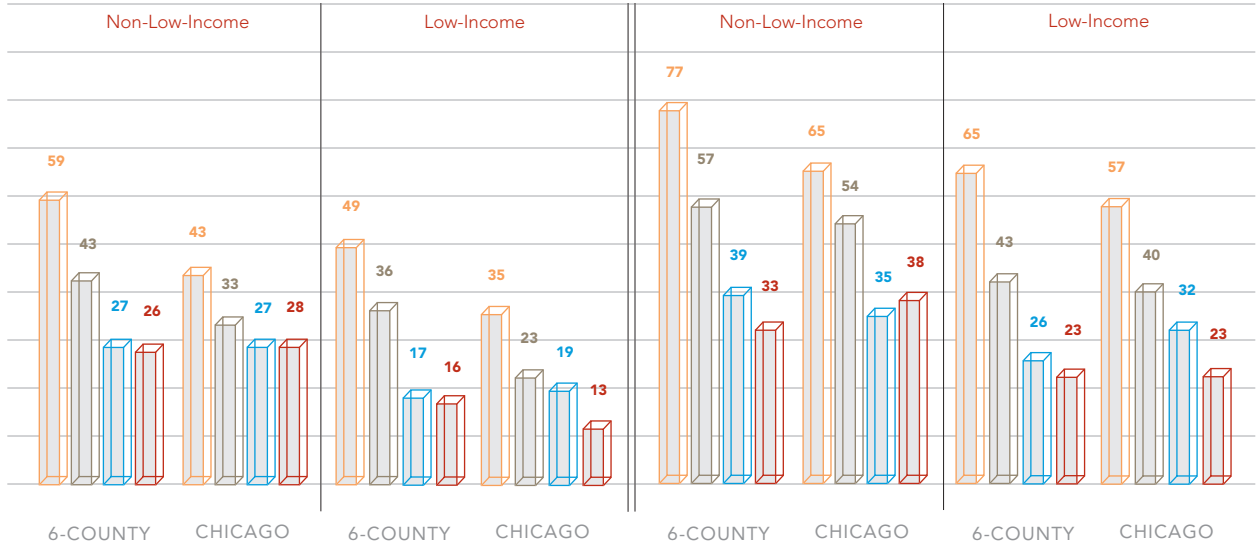


CHART F2. CORRELATING MATH TEST RESULTS HOLDING INCOME AND ETHNICITY CONSTANT

3rd, 5th, 8th & 11th GRADE MATHEMATICS: PERCENTAGE MEETING OR EXCEEDING STANDARDS
6-County (Non-Chicago) & All Chicago by Ethnicity & Family Income Level

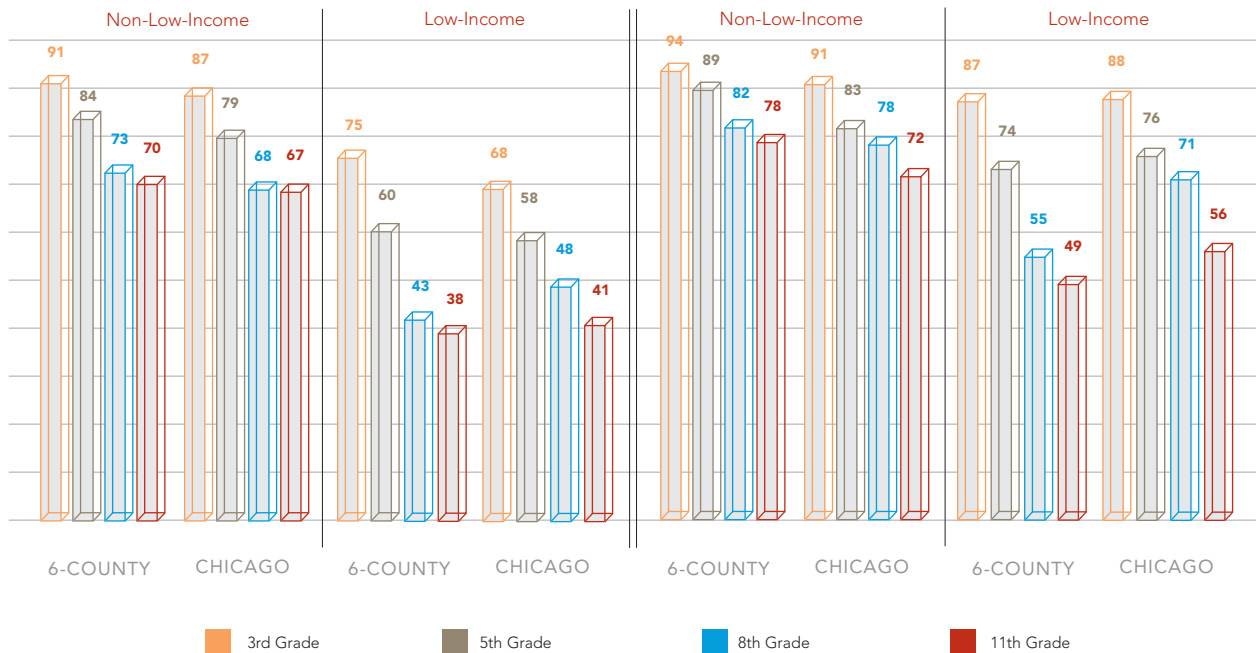
F2-a. AFRICAN-AMERICAN STUDENTS ONLY

F2-b. LATINO STUDENTS ONLY



F2-c. WHITE/NON-LATINO STUDENTS ONLY

F2-d. ASIAN-AMERICAN STUDENTS ONLY



**APPENDIX I-G. 2002 ISAT AND PSAE ACHIEVEMENT AND ENROLLMENT COMPARISONS
AFTER CONTROLLING FOR LOW-INCOME CONCENTRATIONS**

**CHART G1. SUBURBAN HIGH SCHOOLS HAVE FEW STUDENTS FROM LOW-INCOME FAMILIES;
CHICAGO HIGH SCHOOLS HAVE MANY**

PERCENTAGE of 11th-GRADERS MEETING OR EXCEEDING COMPOSITE READING & MATH STANDARDS
6-County/Chicago

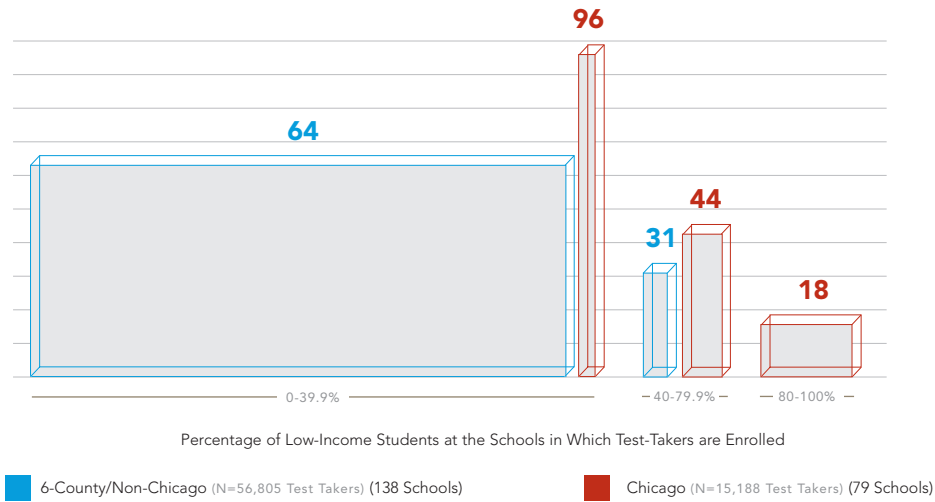
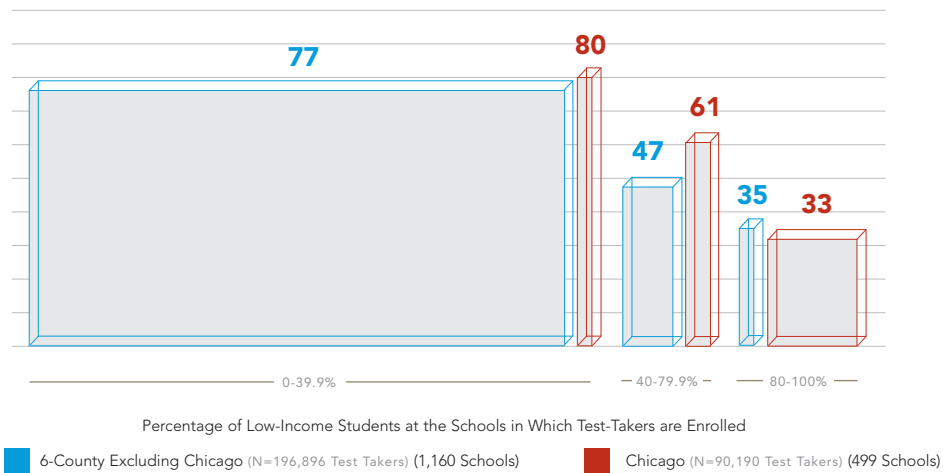


CHART G2. THE PATTERN IN ELEMENTARY AND MIDDLE SCHOOLS IS SIMILAR TO HIGH SCHOOLS
PERCENTAGE of 3rd, 5th AND 8th GRADERS MEETING/EXCEEDING COMPOSITE READING & MATH STANDARDS
6-County/Chicago



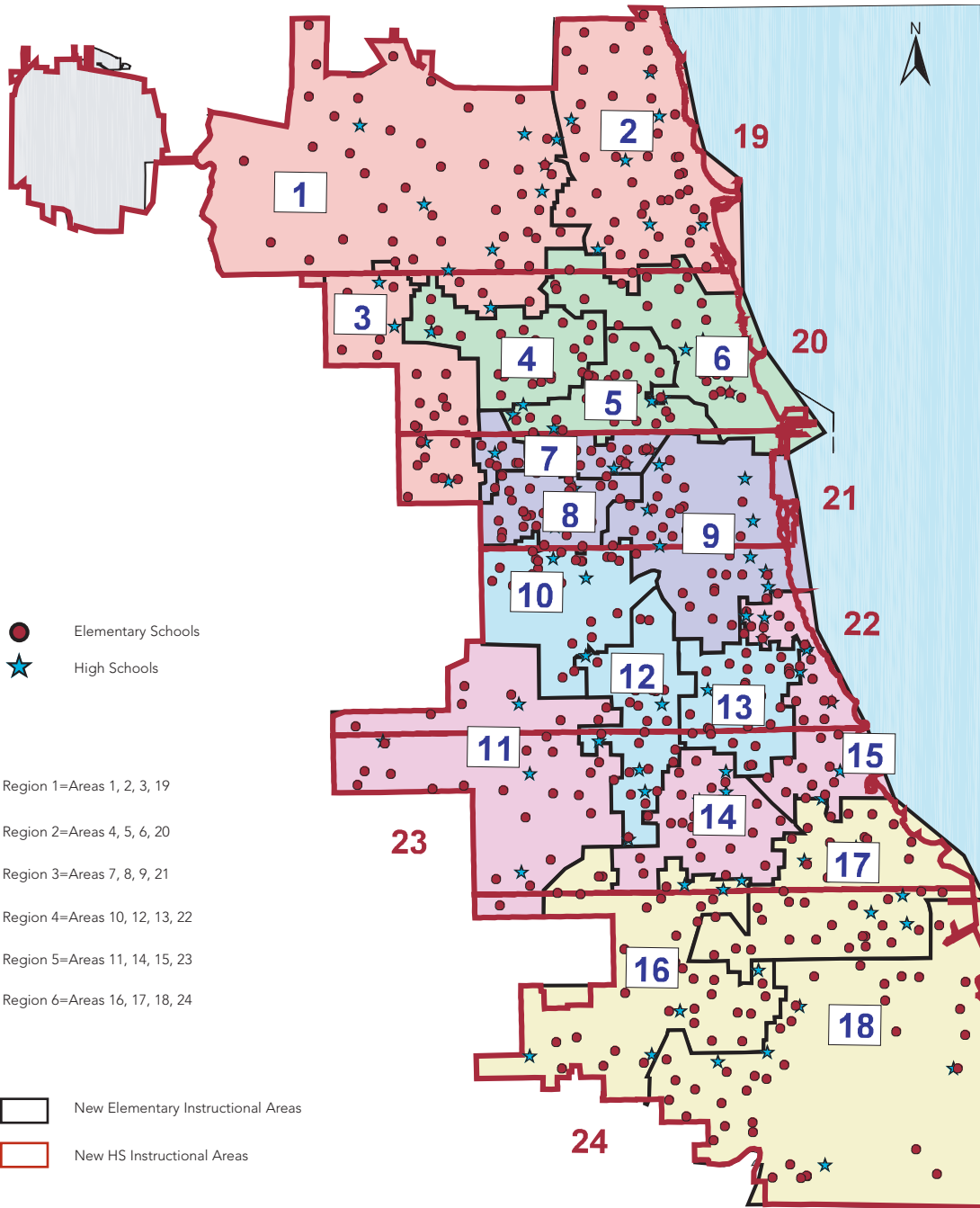
At both the high school and elementary levels the largest concentrations of enrollments in the six-county area are at schools with 0%-39.9% low-income enrollments. In Chicago, by contrast, the largest enrollment concentration is at schools with 80%-100% low-income enrollments. In charts G-1 and G-2, enrollment proportions are captured on the horizontal scale. Composite reading and math averages for each low-income enrollment group are shown on the vertical scale.

APPENDIX II
CHICAGO PUBLIC HIGH SCHOOLS
RANK-ORDERED BY 11TH GRADE
READING ACHIEVEMENT IN 2002

School Name	Rdg '02	Math '02	Sci '02	3yr Dropout Rate	School Name	Rdg '02	Math '02	Sci '02	3yr Dropout Rate
Nuestra America	3%	0%	0%		Farragut	24%	12%	6%	58%
Du Sable	6%	4%	4%	62%	Best Practices	24%	17%	7%	26%
Dyett	8%	0%	0%	57%	N Lawndale	25%	5%	9%	21%
Robeson	9%	3%	4%	71%	Schurz	25%	11%	13%	41%
Harper	9%	5%	3%	76%	Taft	25%	16%	14%	42%
South Shore	9%	2%	0%	64%	Mather	26%	23%	16%	38%
Spaulding	11%	2%	2%	24%	Steinmetz	27%	18%	11%	56%
Calumet	11%	6%	7%	67%	Perspectives	27%	18%	23%	0%
Flower	11%	3%	3%	55%	Chi International	27%	20%	14%	5%
Marshall	11%	3%	0%	56%	Julian	27%	10%	8%	41%
Fenger	12%	5%	5%	56%	Simeon	27%	11%	9%	25%
Phillips	13%	4%	3%	48%	Washington	28%	18%	17%	41%
Tilden	13%	7%	6%	52%	Fut Com Tech	29%	7%	7%	83%
Carver	14%	4%	4%	55%	Richards	29%	8%	4%	43%
Orr	14%	8%	6%	82%	Sullivan	30%	21%	19%	47%
Collins	14%	1%	0%	48%	Curie	33%	23%	18%	31%
Englewood	15%	4%	1%	65%	Hope	33%	14%	11%	26%
Kelvyn Park	16%	5%	7%	67%	Bogan	34%	16%	13%	40%
Clemente	16%	10%	10%	53%	ACT	36%	0%	0%	7%
Harlan	16%	5%	8%	54%	Hyde Park	37%	19%	16%	42%
Crane	16%	6%	3%	53%	Lake View	38%	25%	22%	36%
Yth Connections	16%	6%	5%	93%	Kennedy	41%	34%	19%	48%
Fut Com Prof	17%	8%	8%	83%	Hubbard	44%	31%	30%	10%
Austin	17%	6%	3%	79%	Hancock	44%	30%	26%	30%
Manley	17%	4%	3%	81%	Prosser	49%	35%	25%	17%
Corliss	18%	5%	5%	49%	Kenwood	50%	37%	28%	26%
Hirsch	18%	1%	5%	66%	Dugan Alt	50%	25%	0%	100%
Gage Park	19%	8%	5%	48%	Noble Street	52%	43%	22%	2%
Bowen	19%	10%	7%	68%	Lindblom	54%	22%	18%	36%
Juarez	19%	13%	7%	68%	Von Steuben	56%	58%	48%	19%
Chi Vocational	19%	6%	2%	41%	Chi Military	58%	39%	37%	15%
Dunbar	20%	6%	6%	44%	Morgan Park	61%	48%	42%	17%
Wells	21%	13%	7%	32%	Chi Agricultural	61%	41%	45%	21%
Westinghouse	22%	3%	3%	29%	Lincoln Park	72%	61%	62%	35%
Senn	22%	18%	13%	59%	Brooks	77%	54%	42%	13%
Foreman	23%	15%	12%	62%	Lane Tech	84%	74%	64%	15%
Roosevelt	24%	16%	12%	54%	Jones	87%	78%	63%	1%
Kelly	24%	20%	13%	31%	Young	95%	94%	89%	1%
Amundsen	24%	15%	14%	19%	Northside	97%	98%	97%	2%

APPENDIX III

NEW INSTRUCTIONAL AREAS & REGIONS



Chicago Public Schools, Department of Operations, Capital Programming and Demographics

APPENDIX IV. EXAMPLES OF HIGH-PERFORMING/HIGH-POVERTY CHICAGO PUBLIC SCHOOLS IN 8TH GRADE MATH AND 11TH GRADE READING

CHART IV-A. 2002 ISAT 8th GRADE MATH ACHIEVEMENT

Average Student Performance by Ethnicity at 6-County Schools with <10% Low-Income Enrollments (N=174)
Compared with Student Performance at Laura Ward Elementary School-Chicago

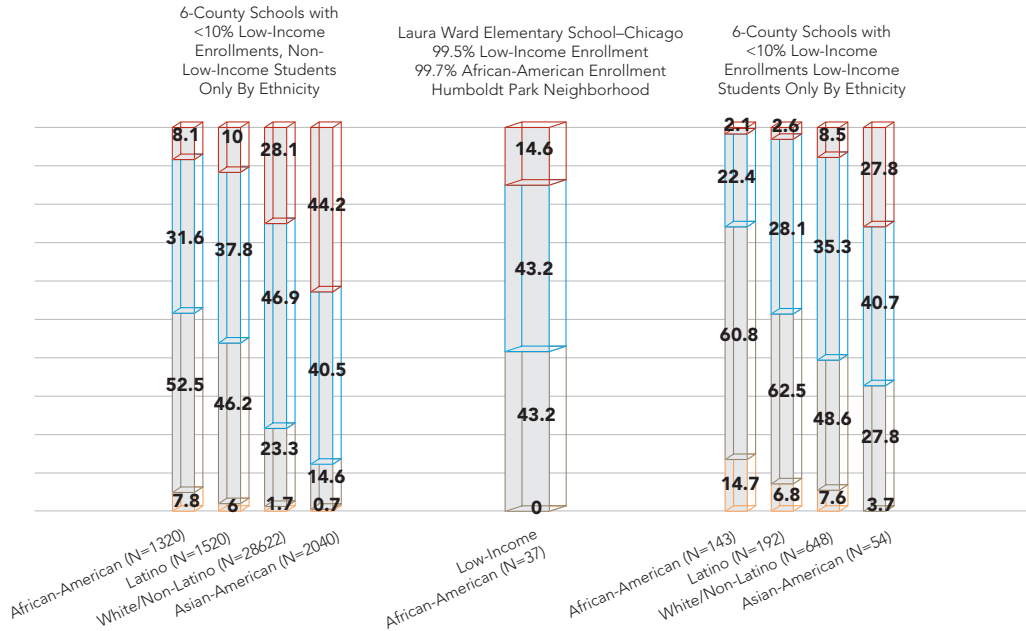
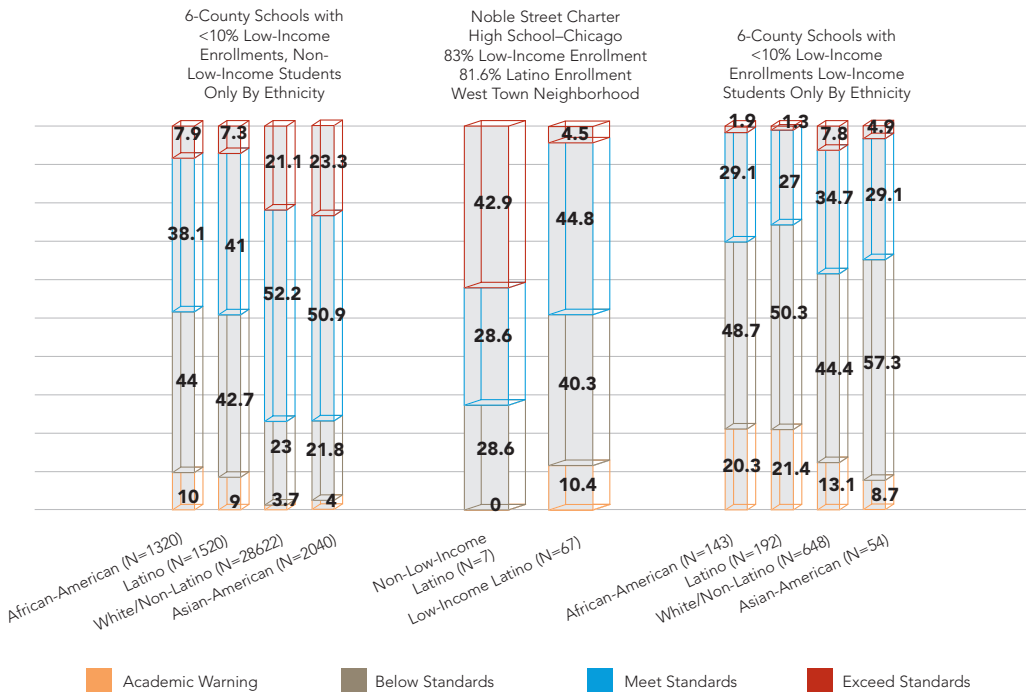


CHART IV-B. PSAE 11th GRADE READING ACHIEVEMENT

Average Student Performance by Ethnicity at 6-County Schools with <10% Low-Income Enrollments (N=79)
Compared with Student Performance at Noble Street Charter High School-Chicago



**APPENDIX V. SCHEDULE OF ILLINOIS SCHOOL IMPROVEMENT
SANCTIONS UNDER *NO CHILD LEFT BEHIND***

STATE ACADEMIC EARLY WARNING LIST: LEVEL 1

Misses Adequate Yearly Progress (AYP) requirements for two years:

- Title 1 schools must offer school choice
- External support team organized
- School and district analysis conducted
- District/state sign performance agreement
- Local board approves revised school improvement plans
- (Optional) Extended Day/Year Programs

STATE ACADEMIC EARLY WARNING LIST: LEVEL 2

Misses Adequate Yearly Progress (AYP) requirements for three years:

- All accountability measures in Level 1, plus:
- Title 1 schools must offer supplemental educational services
- Both local board and regional office of education approve revised school improvement plans

STATE ACADEMIC WATCH LIST

Misses Adequate Yearly Progress (AYP) requirements for four years:

- All accountability measures in Level 1 and Level 2, plus:
- Local board, regional office of education and ISBE approve revised school improvement plans
- School improvement panel appointed by state superintendent
- (Optional) Title 1 schools may offer incentives to highly qualified teachers
- (Optional) Title 1 schools may have curriculum modified externally

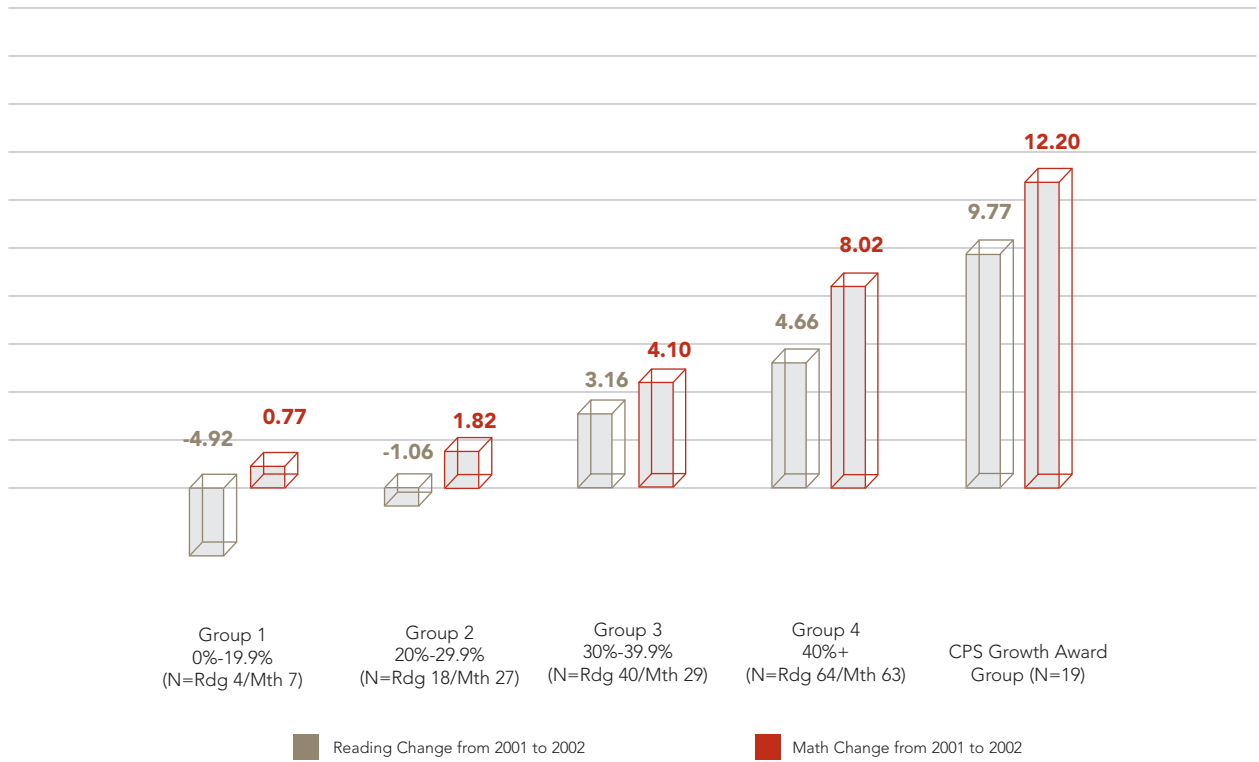
STATE INTERVENTION STATUS

Misses Adequate Yearly Progress (AYP) requirements for five years:

- Regional superintendent removes local school board or state superintendent; appoints an independent authority to operate school or district
- State board dissolves school or state superintendent; reassigns pupil and administrative staff
- One or more additional actions will be taken in Title 1 schools:
 - Classify school as a charter school
 - Replace principal and staff
 - Select an outside management entity
 - State takeover and management

APPENDIX VI. READING AND MATH PROGRESS AT PREDOMINANTLY LOW-INCOME, PREDOMINANTLY LATINO SCHOOLS FROM 2001 TO 2002

AVERAGE 1-YEAR READING & MATH GAINS AMONG LATINO STUDENTS AT ALL SCHOOLS WITH ≥80% LOW-INCOME AND ≥50% LATINO ENROLLMENTS (N=126) Spring 2001 to Spring 2002



Average 1-year gains in reading and math achievement are shown above for CPS schools with predominantly low-income (≥80%), predominantly Latino (≥50%) enrollments. Patterns of progress are similar to those shown on p. 50 for predominantly low-income, predominantly African-American schools. These patterns suggest that schools which need to make the largest gains under NCLB requirements will be least likely to achieve them based on recent trends. For example, in the seven Group 1 schools where only 0% to 19.9% of students met or exceeded math standards in 2002, the average change between 2001 and 2002 was 0.77 percentage points. By contrast, average math growth at the 63 schools where 40% or more of students met or exceeded standards was 8.02% between 2001 and 2002.

APPENDIX VII. CASE STUDY OF NCLB PROGRESS REQUIREMENTS IN CPS AREA 2

In the short term, the challenges that *No Child Left Behind* presents for Area 2 are nothing like those faced by Area 8. In reading, most schools in Area 2 are either at or above the 40% target level or are within one- to seven-points of meeting AYP requirements for 2003. It is important to note, however, that

while only seven schools have *overall* reading composites of under 40%, six additional schools have composite scores of under 40% for African-American students and four additional schools have composites under 40% for Latino students.

TABLE VII-1. AREA 2: READING ACHIEVEMENT IN NCLB PERFORMANCE CATEGORIES

SCHOOL	Student Demographics						ATT	All Students CMP	Low-Income Only CMP	African-American Only CMP	Latino Only CMP	White/ Non-Latino Only CMP	Asian-American Only CMP
	LwInc	AfAm	Lat	LEP	Mob	Enrl							
ARAI	98.1	58.9	26.1	8.9	50	482	92	48.8	47.8	44.1	40.5		
ARMSTRONG G.	87.1	16.8	51.0	37.4	14	1374	96	51.3	48.9	55.1	39.0	75.0	58.5
AUDUBON	85.0	4.5	67.0	22.7	16	466	95	54.4	54.9		50.6	42.1	
BATEMAN	90.8	2.2	75.6	33.4	24	950	95	45.7	43.2		44.6	44.7	
BELL	38.2	12.3	30.6	3.5	8	718	95	76.6	54.7	69.2	57.7	91.2	88.9
BLAINE	59.6	14.9	48.0	12.1	29	562	94	77.8	74.1	75.0	75.0	79.2	
BOONE	71.3	7.6	28.3	36.6	20	996	95	55.4	55.2	39.3	44.6	61.3	67.9
BRENNEMAN	92.2	56.9	30.5	27.5	40	462	95	31.4	31.0	34.2			
BUDLONG	89.2	3.4	37.9	41.6	26	974	95	50.8	50.9		42.3	57.7	69.2
CHAPPELL	82.9	5.3	65.2	31.5	23	514	96	56.8	57.8		54.3	52.2	77.3
CLINTON	78.7	8.3	24.2	43.8	28	1581	94	58.7	56.6	49.0	51.3	59.4	65.6
COONLEY	98.1	6.2	58.4	24.0	45	421	92	55.7	53.9		54.1	62.5	
COURTENAY	88.3	13.1	63.1	21.6	16	222	93	64.0					
DECATUR	10.0	22.1	15.1	0.7	1	271	96	100.0		100.0		100.0	100.0
DISNEY	63.2	36.9	25.0	13.5	6	1563	94	53.2	46.9	40.9	56.5	61.9	68.3
FIELD	93.6	40.7	49.6	39.1	34	1373	94	39.8	40.2	39.0	38.4		
GALE	92.7	70.0	27.1	13.2	40	901	93	36.3	37.4	32.0	51.3		
GOUDY	95.6	17.5	34.4	41.7	26	929	94	53.8	51.4	43.8	51.0	65.7	59.0
GREELEY	90.1	16.9	67.6	42.9	26	574	96	46.8	44.5	44.4	45.0		
HAMILTON	86.6	29.7	47.5	21.4	23	434	94	47.1	45.4	42.9	47.1	52.9	
HAYT	85.0	18.1	43.8	34.4	30	1138	95	49.1	47.5	44.6	46.2	50.0	62.2
JAHN	82.1	7.3	76.2	32.7	35	520	95	43.4	39.8		37.9	53.3	
JAMIESON	68.8	3.9	22.2	29.2	17	976	95	62.8	55.2	68.8	49.2	63.6	70.2
JORDAN	89.4	44.6	53.6	28.8	19	756	95	47.5	48.7	48.4	44.4		
KILMER	86.4	26.7	58.6	41.5	29	1262	94	43.1	44.1	39.4	38.8	63.6	
LEMOYNE	87.9	33.1	45.6	24.3	29	423	94	45.0	45.9	46.7	38.8		
MCCUTCHEON	93.3	48.8	18.1	35.3	37	496	93	36.7	30.3	25.3	37.5		64.3
MCPHERSON	86.3	5.7	73.4	16.6	19	866	95	56.1	54.3		51.2	66.0	
NETTELHORST	76.7	31.7	45.7	27.1	36	451	93	39.1	32.4	47.8	28.2	42.1	
PEIRCE	84.3	10.6	67.8	36.4	19	1074	96	52.7	52.0	34.6	51.3	62.5	65.5
RAVENSWOOD	93.3	10.0	68.9	19.2	24	541	96	54.2	53.6	33.3	50.0	75.0	75.0
ROGERS	60.8	16.6	14.4	25.5	16	620	96	71.3	64.1	67.5	62.5	77.2	72.5
STEWART	100.0	47.3	35.0	27.3	58	400	94	26.9	26.3	23.2	21.1		
STOCKTON	91.5	37.4	43.5	28.2	31	634	95	45.2	41.4	36.8	57.9		
STONE	62.7	23.7	24.5	25.4	11	603	96	68.4	58.3	68.2	65.1	75.0	73.5
SWIFT	93.3	34.5	31.6	48.1	38	833	96	42.7	41.3	36.1	43.5	57.1	
TRUMBULL	90.9	12.3	58.2	32.1	22	560	95	53.0	48.4	55.6	49.3		62.5
WATERS	89.7	2.7	72.8	34.3	22	632	95	39.4	36.9		30.6	50.0	

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

■ No Gain Required
 ■ 1 to 7 Point Gain Required
 ■ 7 to 8 Point Gain Required
 ■ 8 to 10 Point Gain Required

In mathematics for 2003, the challenge is somewhat more severe. Nine other schools will need to make gains of seven- to nine-points in at least one sub-group. And eleven additional schools will need to make gains of one- to seven-points in at least one sub-group.

TABLE VII-2. AREA 2: MATH ACHIEVEMENT IN NCLB PERFORMANCE CATEGORIES

SCHOOL	Student Demographics						ATT	All Students CMP	Low-Income Only CMP	African-American Only CMP	Latino Only CMP	White/ Non-Latino Only CMP	Asian-American Only CMP
	LwInc	AfAm	Lat	LEP	Mob	Enrl							
ARAI	98.1	58.9	26.1	8.9	50	482	92	23.8	22.4	20.9	15.8		
ARMSTRONG G.	87.1	16.8	51.0	37.4	14	1374	96	56.0	54.4	55.1	44.9	63.9	75.4
AUDUBON	85.0	4.5	67.0	22.7	16	466	95	54.4	52.9		53.0	42.1	
BATEMAN	90.8	2.2	75.6	33.4	24	950	95	56.0	52.1		52.9	57.9	
BELL	38.2	12.3	30.6	3.5	8	718	95	77.0	53.7	53.8	66.7	90.1	85.2
BLAINE	59.6	14.9	48.0	12.1	29	562	94	73.0	62.7	64.0	75.0	79.2	
BOONE	71.3	7.6	28.3	36.6	20	996	95	60.4	57.8	38.5	45.3	62.6	86.8
BRENNEMAN	92.2	56.9	30.5	27.5	40	462	95	34.7	34.3	34.6			
BUDLONG	89.2	3.4	37.9	41.6	26	974	95	47.3	47.3		38.0	51.9	73.1
CHAPPELL	82.9	5.3	65.2	31.5	23	514	96	62.2	64.4		59.8	56.5	81.8
CLINTON	78.7	8.3	24.2	43.8	28	1581	94	56.6	54.9	43.8	43.4	56.6	68.9
COONLEY	98.1	6.2	58.4	24.0	45	421	92	43.0	41.6		35.0	52.9	
COURTENAY	88.3	13.1	63.1	21.6	16	222	93	64.0					
DECATUR	10.0	22.1	15.1	0.7	1	271	96	100.0		100.0		100.0	100.0
DISNEY	63.2	36.9	25.0	13.5	6	1563	94	50.2	44.5	36.3	50.9	61.9	73.2
FIELD	93.6	40.7	49.6	39.1	34	1373	94	33.0	32.0	25.9	38.7		
GALE	92.7	70.0	27.1	13.2	40	901	93	23.8	24.5	21.8	33.3		
GOUDY	95.6	17.5	34.4	41.7	26	929	94	43.0	41.5	26.5	34.7	45.7	71.8
GREELEY	90.1	16.9	67.6	42.9	26	574	96	38.3	37.3	37.0	35.4		
HAMILTON	86.6	29.7	47.5	21.4	23	434	94	56.9	57.6	50.0	61.8	50.0	
HAYT	85.0	18.1	43.8	34.4	30	1138	95	48.2	45.8	42.9	41.0	50.0	64.4
JAHN	82.1	7.3	76.2	32.7	35	520	95	29.7	28.7		20.0	50.0	
JAMIESON	68.8	3.9	22.2	29.2	17	976	95	65.1	59.5	56.3	56.3	68.9	68.1
JORDAN	89.4	44.6	53.6	28.8	19	756	95	48.5	48.7	48.4	47.6		
KILMER	86.4	26.7	58.6	41.5	29	1262	94	44.5	45.3	35.8	44.7	54.5	
LEMOYNE	87.9	33.1	45.6	24.3	29	423	94	33.6	34.9	33.3	30.0		
MCCUTCHEON	93.3	48.8	18.1	35.3	37	496	93	37.5	30.3	25.3	31.3		71.4
MCPHERSON	86.3	5.7	73.4	16.6	19	866	95	46.4	45.0		37.8	69.4	
NETTELHORST	76.7	31.7	45.7	27.1	36	451	93	35.5	30.7	31.1	32.5	42.1	
PEIRCE	84.3	10.6	67.8	36.4	19	1074	96	59.7	57.9	26.9	56.6	75.0	86.2
RAVENSWOOD	93.3	10.0	68.9	19.2	24	541	96	49.6	47.2	23.8	53.8	43.5	68.8
ROGERS	60.8	16.6	14.4	25.5	16	620	96	74.7	67.0	60.0	58.3	84.2	84.3
STEWART	100.0	47.3	35.0	27.3	58	400	94	35.8	30.5	28.1	36.8		
STOCKTON	91.5	37.4	43.5	28.2	31	634	95	71.4	70.1	56.1	56.1	86.8	
STONE	62.7	23.7	24.5	25.4	11	603	96	71.3	62.5	68.2	62.8	72.7	91.2
SWIFT	93.3	34.5	31.6	48.1	38	833	96	50.0	48.6	47.2	45.8	60.0	
TRUMBULL	90.9	12.3	58.2	32.1	22	560	95	48.1	45.8	42.1	44.0		58.3
WATERS	89.7	2.7	72.8	34.3	22	632	95	39.6	37.2		31.4	46.2	

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

■ No Gain Required
 ■ 1 to 7 Point Gain Required
 ■ 7 to 8 Point Gain Required
 ■ 8 to 10 Point Gain Required

While the immediate pressure of *No Child Left Behind* is less intense in Area 2 than in Area 8, the more distant prospects of Area 2 are very similar to those of Area 8 (see Tables VII-3 and VII-4). In 2009, the proposed Illinois target for all demographic sub-groups is 70%. Only 4 of 38 schools in Area 2

are either meeting or within ten points of that target in both reading and math. Between now and 2009, 16 of 38 schools in Area 2 will need to make gains of 30 points or more in reading. And, 20 of 38 schools will need to make gains of 30 points or more in math.

TABLE VII-3. AREA 2: SEVEN-YEAR READING ACHIEVEMENT GAINS REQUIRED TO MEET NCLB REQUIREMENTS FOR 2009

SCHOOL	Student Demographics						ATT	All Students CMP	Low-Income Only CMP	African-American Only CMP	Latino Only CMP	White/Non-Latino Only CMP	Asian-American Only CMP
	Lwlnc	AfAm	Lat	LEP	Mob	Enrl							
ARAI	98.1	58.9	26.1	8.9	50	482	92	48.8	47.8	44.1	40.5		
ARMSTRONG G.	87.1	16.8	51.0	37.4	14	1374	96	51.3	48.9	55.1	39.0	75.0	58.5
AUDUBON	85.0	4.5	67.0	22.7	16	466	95	54.4	54.9		50.6	42.1	
BATEMAN	90.8	2.2	75.6	33.4	24	950	95	45.7	43.2		44.6	44.7	
BELL	38.2	12.3	30.6	3.5	8	718	95	76.6	54.7	69.2	57.7	91.2	88.9
BLAINE	59.6	14.9	48.0	12.1	29	562	94	77.8	74.1	75.0	75.0	79.2	
BOONE	71.3	7.6	28.3	36.6	20	996	95	55.4	55.2	39.3	44.6	61.3	67.9
BRENNEMAN	92.2	56.9	30.5	27.5	40	462	95	31.4	31.0	34.2			
BUDLONG	89.2	3.4	37.9	41.6	26	974	95	50.8	50.9		42.3	57.7	69.2
CHAPPELL	82.9	5.3	65.2	31.5	23	514	96	56.8	57.8		54.3	52.2	77.3
CLINTON	78.7	8.3	24.2	43.8	28	1581	94	58.7	56.6	49.0	51.3	59.4	65.6
COONLEY	98.1	6.2	58.4	24.0	45	421	92	55.7	53.9		54.1	62.5	
COURTENAY	88.3	13.1	63.1	21.6	16	222	93	64.0					
DECATUR	10.0	22.1	15.1	0.7	1	271	96	100.0		100.0		100.0	100.0
DISNEY	63.2	36.9	25.0	13.5	6	1563	94	53.2	46.9	40.9	56.5	61.9	68.3
FIELD	93.6	40.7	49.6	39.1	34	1373	94	39.8	40.2	39.0	38.4		
GALE	92.7	70.0	27.1	13.2	40	901	93	36.3	37.4	32.0	51.3		
GOUDY	95.6	17.5	34.4	41.7	26	929	94	53.8	51.4	43.8	51.0	65.7	59.0
GREELEY	90.1	16.9	67.6	42.9	26	574	96	46.8	44.5	44.4	45.0		
HAMILTON	86.6	29.7	47.5	21.4	23	434	94	47.1	45.4	42.9	47.1	52.9	
HAYT	85.0	18.1	43.8	34.4	30	1138	95	49.1	47.5	44.6	46.2	50.0	62.2
JAHN	82.1	7.3	76.2	32.7	35	520	95	43.4	39.8		37.9	53.3	
JAMIESON	68.8	3.9	22.2	29.2	17	976	95	62.8	55.2	68.8	49.2	63.6	70.2
JORDAN	89.4	44.6	53.6	28.8	19	756	95	47.5	48.7	48.4	44.4		
KILMER	86.4	26.7	58.6	41.5	29	1262	94	43.1	44.1	39.4	38.8	63.6	
LEMOYNE	87.9	33.1	45.6	24.3	29	423	94	45.0	45.9	46.7	38.8		
MCCUTCHEON	93.3	48.8	18.1	35.3	37	496	93	36.7	30.3	25.3	37.5		64.3
MCPHERSON	86.3	5.7	73.4	16.6	19	866	95	56.1	54.3		51.2	66.0	
NETTELHORST	76.7	31.7	45.7	27.1	36	451	93	39.1	32.4	47.8	28.2	42.1	
PEIRCE	84.3	10.6	67.8	36.4	19	1074	96	52.7	52.0	34.6	51.3	62.5	65.5
RAVENSWOOD	93.3	10.0	68.9	19.2	24	541	96	54.2	53.6	33.3	50.0	75.0	75.0
ROGERS	60.8	16.6	14.4	25.5	16	620	96	71.3	64.1	67.5	62.5	77.2	72.5
STEWART	100.0	47.3	35.0	27.3	58	400	94	26.9	26.3	23.2	21.1		
STOCKTON	91.5	37.4	43.5	28.2	31	634	95	45.2	41.4	36.8	57.9		
STONE	62.7	23.7	24.5	25.4	11	603	96	68.4	58.3	68.2	65.1	75.0	73.5
SWIFT	93.3	34.5	31.6	48.1	38	833	96	42.7	41.3	36.1	43.5	57.1	
TRUMBULL	90.9	12.3	58.2	32.1	22	560	95	53.0	48.4	55.6	49.3		62.5
WATERS	89.7	2.7	72.8	34.3	22	632	95	39.4	36.9		30.6	50.0	

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2009 (in addition to 88% attendance and 95% test participation rate)



Gains of such magnitude, even over a seven-year period, have typically been viewed as near heroic in Chicago and elsewhere. In any event, gains of this kind have only been achieved by a relatively small number of schools. The implication is clear. To reach achievement levels that

federal law requires, what was once deemed heroic will need to become the norm. Dramatic improvement will be needed, even at the city's most successful schools, to ensure academic success for all of Chicago's children.

TABLE VII-4. AREA 2: SEVEN-YEAR MATH ACHIEVEMENT GAINS REQUIRED TO MEET NCLB REQUIREMENTS FOR 2009

SCHOOL	Student Demographics						ATT	All Students CMP	Low-Income Only CMP	African-American Only CMP	Latino Only CMP	White/ Non-Latino Only CMP	Asian-American Only CMP
	LwInc	AfAm	Lat	LEP	Mob	Enrl							
ARAI	98.1	58.9	26.1	8.9	50	482	92	23.8	22.4	20.9	15.8		
ARMSTRONG G	87.1	16.8	51.0	37.4	14	1374	96	56.0	54.4	55.1	44.9	63.9	75.4
AUDUBON	85.0	4.5	67.0	22.7	16	466	95	54.4	52.9		53.0	42.1	
BATEMAN	90.8	2.2	75.6	33.4	24	950	95	56.0	52.1		52.9	57.9	
BELL	38.2	12.3	30.6	3.5	8	718	95	77.0	53.7	53.8	66.7	90.1	85.2
BLAINE	59.6	14.9	48.0	12.1	29	562	94	73.0	62.7	64.0	75.0	79.2	
BOONE	71.3	7.6	28.3	36.6	20	996	95	60.4	57.8	38.5	45.3	62.6	86.8
BRENNEMAN	92.2	56.9	30.5	27.5	40	462	95	34.7	34.3	34.6			
BUDLONG	89.2	3.4	37.9	41.6	26	974	95	47.3	47.3		38.0	51.9	73.1
CHAPPELL	82.9	5.3	65.2	31.5	23	514	96	62.2	64.4		59.8	56.5	81.8
CLINTON	78.7	8.3	24.2	43.8	28	1581	94	56.6	54.9	43.8	43.4	56.6	68.9
COONLEY	98.1	6.2	58.4	24.0	45	421	92	43.0	41.6		35.0	52.9	
COURTENAY	88.3	13.1	63.1	21.6	16	222	93	64.0					
DECATUR	10.0	22.1	15.1	0.7	1	271	96	100.0		100.0		100.0	100.0
DISNEY	63.2	36.9	25.0	13.5	6	1563	94	50.2	44.5	36.3	50.9	61.9	73.2
FIELD	93.6	40.7	49.6	39.1	34	1373	94	33.0	32.0	25.9	38.7		
GALE	92.7	70.0	27.1	13.2	40	901	93	23.8	24.5	21.8	33.3		
GOUDY	95.6	17.5	34.4	41.7	26	929	94	43.0	41.5	26.5	34.7	45.7	71.8
GREELEY	90.1	16.9	67.6	42.9	26	574	96	38.3	37.3	37.0	35.4		
HAMILTON	86.6	29.7	47.5	21.4	23	434	94	56.9	57.6	50.0	61.8	50.0	
HAYT	85.0	18.1	43.8	34.4	30	1138	95	48.2	45.8	42.9	41.0	50.0	64.4
JAHN	82.1	7.3	76.2	32.7	35	520	95	29.7	28.7		20.0	50.0	
JAMIESON	68.8	3.9	22.2	29.2	17	976	95	65.1	59.5	56.3	56.3	68.9	68.1
JORDAN	89.4	44.6	53.6	28.8	19	756	95	48.5	48.7	48.4	47.6		
KILMER	86.4	26.7	58.6	41.5	29	1262	94	44.5	45.3	35.8	44.7	54.5	
LEMOYNE	87.9	33.1	45.6	24.3	29	423	94	33.6	34.9	33.3	30.0		
MCCUTCHEON	93.3	48.8	18.1	35.3	37	496	93	37.5	30.3	25.3	31.3		71.4
MCPHERSON	86.3	5.7	73.4	16.6	19	866	95	46.4	45.0		37.8	69.4	
NETTELHORST	76.7	31.7	45.7	27.1	36	451	93	35.5	30.7	31.1	32.5	42.1	
PEIRCE	84.3	10.6	67.8	36.4	19	1074	96	59.7	57.9	26.9	56.6	75.0	86.2
RAVENSWOOD	93.3	10.0	68.9	19.2	24	541	96	49.6	47.2	23.8	53.8	43.5	68.8
ROGERS	60.8	16.6	14.4	25.5	16	620	96	74.7	67.0	60.0	58.3	84.2	84.3
STEWART	100.0	47.3	35.0	27.3	58	400	94	35.8	30.5	28.1	36.8		
STOCKTON	91.5	37.4	43.5	28.2	31	634	95	71.4	70.1	56.1	86.8		
STONE	62.7	23.7	24.5	25.4	11	603	96	71.3	62.5	68.2	62.8	72.7	91.2
SWIFT	93.3	34.5	31.6	48.1	38	833	96	50.0	48.6	47.2	45.8	60.0	
TRUMBULL	90.9	12.3	58.2	32.1	22	560	95	48.1	45.8	42.1	44.0		58.3
WATERS	89.7	2.7	72.8	34.3	22	632	95	39.6	37.2		31.4	46.2	

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2009 (in addition to 88% attendance and 95% test participation rate)



Chicago Public Schools—Area 4
Olga La Luz, Area Instructional Officer

SCHOOL	Student Demographics						All Students			Low-Income Only			African-American Only			Latino Only			White/Non-Latino Only			Asian-American Only									
	Winc	AFAm	Lat	LEP	Mob	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8				
AMIES	97.9	5.3	93.5	12.3	21	919	93	34.0		34.0	35.7																				
CAMERON	94.9	41.0	57.6	21.4	18	1250	93	33.9	25.6	27.1	35.4	29.4	21.3	25.0	52.9	34.4	38.4	29.8	29.5	60.5											
CASALS	99.2	50.0	47.8	17.8	54	782	93	34.4	29.9	41.5	45.2	29.3	23.8	26.1	42.9	38.4	33.8	44.8	40.7	47.1											
CHASE	94.2	2.4	92.4	31.9	19	869	96	39.5	44.7	37.4	44.1	42.0	43.3	32.3	52.9	28.5	23.8	26.1	42.9	38.9	22.2	33.3	66.7								
DARWIN	93.1	9.4	87.4	35.5	35	1016	94	30.2	36.8	17.8	37.5	29.3	34.5	17.1	37.9	22.7	16.7	16.7	50.0	30.6	41.9	17.5	35.8								
FUNSTON	95.9	9.3	88.0	38.0	34	878	95	28.3	39.2	22.3		28.1	38.0	22.5		30.0	36.4	22.2		26.5	36.8	21.5	58.7								
GOETHE	95.3	1.8	93.3	35.6	18	786	96	51.5	51.2	42.7	62.0	50.3	48.7	43.4	59.1	22.2	0.0	16.7	50.0	48.5	42.4	42.5	58.7								
HANSON PARK	87.6	7.9	82.8	35.6	15	1124	93	35.5	30.7	36.2	41.2	34.6	29.9	34.8	42.9	19.0	22.2	16.7		35.2	34.3	36.7	33.3								
LLOYD	93.8	5.3	92.4	48.7	36	1234	95	31.8	34.1	30.5		31.2	32.9	30.3		19.0	22.2	16.7		30.3	29.2	30.9									
LOWELL	96.9	20.7	79.1	24.5	32	815	93	31.1	19.4	21.6	50.0	31.5	18.0	22.1	50.0	13.2	8.3	5.9	33.3	34.6	25.0	23.8	51.2								
MCAULIFFE	97.6	5.0	91.8	38.0	31	818	94	36.2	40.8	33.0		36.4	41.7	32.7		36.9	41.4	33.7		36.9	41.4	33.7									
MOOS	96.3	9.5	86.1	34.9	28	920	93	30.6	30.9	28.0	33.8	32.7	36.4	28.1	36.4	24.1	10.0	30.8	33.3	30.8	34.1	28.6	33.8								
MOZART	95.3	5.2	93.0	42.1	26	973	96	29.4	31.4	28.2		29.1	32.2	27.4		29.8	34.5	27.2		29.8	34.5	27.2									
NIXON	90.9	1.2	97.7	43.3	24	1226	95	27.1	38.8	20.0		27.3	38.8	20.0		27.5	39.1	20.6		40.1	43.2	33.8	47.5								
NOBEL	92.2	15.9	82.9	26.6	14	919	95	40.1	40.0	35.0	48.9	39.5	42.1	33.8	46.5	40.6	35.7	36.4	57.1	40.1	43.2	33.8	47.5								
NORTHWEST	93.6	4.3	89.4	16.4	20	1068	94	44.1	18.7	15.7	34.7	21.1	17.8	14.0	36.8	20.3	16.9	14.1	36.4	44.5	41.2										
PICCOLO	94.2	76.5	19.5	10.9	31	1069	92	21.5	47.4	46.6		44.7	44.9	44.5		46.0	47.1	45.5		46.0	47.1	45.5									
SCHUBERT	92.1	0.9	90.2	55.5	22	1331	95	46.9	21.6	25.2	40.2	29.5	25.4	40.5		36.7	30.4	42.1	42.9	27.8	18.8	21.5	39.5								
STOWE	94.3	6.6	92.0	36.4	26	1413	94	29.5	22.1	18.3	22.8	20.8	20.0	19.0	24.5	23.7	8.3	20.0	37.5	29.1	20.0	28.6	38.5								
WEST PARK	96.6	32.6	66.5	33.3	24	857	94	20.8	16.9	27.7	41.3	28.7	17.2	28.4	39.7	23.7	8.3	20.0	37.5	29.1	20.0	28.6	38.5								
YATES	93.0	15.7	81.8	26.0	35	982	94	29.1																							
AMIES	97.9	5.3	93.5	12.3	21	919	93	19.5				20.7																			
CAMERON	94.9	41.0	57.6	21.4	18	1250	93	36.9	42.9	29.9	36.9	36.8	42.0	29.1	39.2	29.9	34.2	20.5	32.4	19.7	43.5	53.2	37.7	41.3							
CASALS	99.2	50.0	47.8	17.8	54	782	93	31.1	39.5	29.7	21.0	32.5	39.8	33.8	20.7	27.5	37.5	21.7	14.3	36.3	42.1	44.4	26.5								
CHASE	94.2	2.4	92.4	31.9	19	869	96	39.8	61.7	47.1	17.4	42.3	60.9	49.2	17.3	27.3	16.7	33.3	50.0	32.2	39.5	42.6	17.9								
DARWIN	93.1	9.4	87.4	35.5	35	1016	94	32.0	35.1	40.8	20.8	32.3	34.5	41.2	21.2	27.3	23.8	25.0	22.2	26.5	50.0	15.2									
FUNSTON	95.9	9.3	88.0	38.0	34	878	95	25.5	63.4	39.0	58.3	50.0	61.5	39.5	55.2	23.8	0.0	33.3	40.0	48.2	57.6	37.0	56.3								
GOETHE	95.3	1.8	93.3	35.6	18	786	96	51.3	64.0	59.6	40.8	57.9	62.7	59.6	44.1	23.5	33.3	55.6	16.7	59.3	70.1	60.8	36.1								
HANSON PARK	87.6	7.9	82.8	35.6	15	1124	93	56.9	57.2	21.3	29.6	37.4	52.6	29.4		31.3	40.0	23.3	22.7	20.0	35.3	46.2	30.1								
LLOYD	93.8	5.3	92.4	48.7	36	1234	95	37.2	51.2	34.5		43.6	54.4	35.3		42.7	54.2	34.3		42.7	54.2	34.3									
LOWELL	97.6	5.0	91.8	38.0	31	818	94	41.8	61.8	34.8	36.5	42.4	65.9	35.2	36.4	27.6	40.0	23.1	16.7	26.7	43.1	17.5									
MCAULIFFE	96.3	9.5	86.1	34.9	28	920	93	42.1	25.0	35.7	18.2	24.2	33.9	18.9		48.0	67.6	35.2		47.7	67.7	35.5									
MOZART	95.3	5.2	93.0	42.1	26	973	96	25.0	59.7	37.5	38.3	45.3	62.7	36.4	37.2	36.4	33.3	36.4	42.9	47.1	71.1	36.8	37.5								
NIXON	90.9	1.2	97.7	43.3	24	1226	95	45.0	26.1	8.8	11.7	16.8	26.3	7.5	13.0	17.3	25.2	7.7	14.0	20.6	28.6	11.1	5.6								
NOBEL	92.2	15.9	82.9	26.6	14	919	95	19.3	71.8	57.4		59.8	69.6	55.2		19.3	56.5	26.3	0.0	61.7	70.0	57.6									
PICCOLO	94.2	76.5	19.5	10.9	31	1069	92	16.9	42.0	16.1	13.9	21.7	42.2	16.2	14.0	36.7	43.2	20.0	8.7	19.7	37.5	14.9	14.9								
SCHUBERT	92.1	0.9	90.2	55.5	22	1331	95	62.1	40.3	17.1	7.0	21.8	37.1	17.7	7.5	27.8	43.2	20.0	8.7	18.6	36.4	15.4	6.1								
STOWE	94.3	6.6	92.0	36.4	26	1413	94	21.8	40.3	17.1	7.0	21.8	37.1	17.7	7.5	27.8	43.2	20.0	8.7	18.6	36.4	15.4	6.1								
WEST PARK	96.6	32.6	66.5	33.3	24	857	94	22.7	21.5	42.0	18.9	29.1	20.7	43.0	19.4	8.3	8.3	12.3	6.3	33.9	26.0	47.1	23.5								
YATES	93.0	15.7	81.8	26.0	35	982	94	28.2																							

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required

1 to 7 Point Gain Required

7 to 8 Point Gain Required

8 to 10 Point Gain Required

Chicago Public Schools—Area 5
Flavia Hernandez, Area Instructional Officer

SCHOOL	Student Demographics										All Students					Low-Income Only					African-American Only					Latino Only					White/Non-Latino Only					Asian-American Only								
	LwInc		AFam		Lat	LEP	Mob	Enrl	ATT	CMP		Gr3	Gr5	Gr8	CMP		Gr3	Gr5	Gr8	CMP		Gr3	Gr5	Gr8	CMP		Gr3	Gr5	Gr8	CMP		Gr3	Gr5	Gr8	CMP		Gr3	Gr5	Gr8					
	94.8	17.2	76.2	27.4	37	766	95	34.6	24.4	38.5	38.5	17.9	39.7	38.5	28.2	26.7	21.4	40.0	34.9	21.7	39.1	37.8	34.9	21.4	40.0	34.9	21.7	39.1	37.8	34.9	21.4	40.0	34.9	21.7	39.1	37.8	34.9	21.4	40.0	34.9	21.7	39.1	37.8	
ANDERSEN	93.1	7.6	81.9	30.4	31	408	96	45.9	44.4	29.3	63.4	45.1	43.5	29.3	63.2	35.7	40.0	25.0	47.1	41.2	32.3	62.2	47.1	41.2	32.3	62.2	47.1	41.2	32.3	62.2	47.1	41.2	32.3	62.2	47.1	41.2	32.3	62.2	47.1	41.2	32.3	62.2		
BURR	100.0	32.9	62.2	14.0	34	550	94	45.1	47.1	43.4	44.9	54.8	45.7	48.8	40.0	40.9	42.1	36.8	48.8	45.0	45.2	46.4	48.8	45.0	45.2	46.4	48.8	45.0	45.2	46.4	48.8	45.0	45.2	46.4	48.8	45.0	45.2	46.4	48.8	45.0	45.2	46.4	48.8	
CARPENTER	93.5	9.6	86.0	27.3	26	571	94	34.6	23.1	34.1	38.4	33.6	23.8	34.2	36.1	26.1	0.0	66.7	23.5	37.1	27.8	32.4	42.2	37.1	27.8	32.4	42.2	37.1	27.8	32.4	42.2	37.1	27.8	32.4	42.2	37.1	27.8	32.4	42.2	37.1	27.8	32.4	42.2	
CHOPIN	84.3	4.5	47.8	40.1	26	312	94	40.4	52.4	40.1	38.7	38.6	47.1	33.3	35.3	36.4	38.9	50.0	55.3	50.0	47.3	67.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6	44.4	66.7	
COLUMBUS	87.7	11.6	83.2	9.6	8	1468	96	44.0	50.0	45.5	65.8	54.5	53.3	44.3	64.8	42.6	36.4	38.9	50.0	55.3	50.0	47.3	67.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6	44.4	66.7	55.6		
DE DIEGO	75.2	3.6	79.1	25.9	40	278	92	30.4	25.3	35.1	29.9	29.9	25.0	34.4	22.2	15.2	33.3	30.6	30.6	30.6	30.6	50.0	50.0	35.8	34.0	37.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0			
DRUMMOND	91.7	27.1	71.5	19.2	27	792	94	30.4	25.3	35.1	29.9	29.9	25.0	34.4	22.2	15.2	33.3	30.6	30.6	30.6	30.6	50.0	50.0	35.8	34.0	37.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0			
LAFAYETTE	93.6	3.6	92.3	43.1	29	610	96	35.3	62.5	25.9	39.0	36.0	62.5	25.9	39.0	28.0	0.0	25.0	62.5	39.2	33.3	30.6	50.0	35.8	34.0	37.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0			
LOZANO	93.1	6.9	82.7	25.3	28	479	96	36.1	23.1	27.7	52.2	39.4	23.8	30.2	60.0	28.0	0.0	25.0	62.5	39.2	33.3	30.6	50.0	35.8	34.0	37.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0	24.1	34.2	30.4	50.0			
MITCHELL	98.6	98.2	11.7	4.0	35	429	88	26.3	17.1	19.4	33.3	26.4	15.6	17.6	35.1	26.3	13.3	20.7	33.8	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2		
MORSE	95.8	6.9	84.9	32.3	24	708	94	34.6	23.6	29.7	50.0	35.0	23.3	30.5	49.1	26.3	13.3	20.7	33.8	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2		
MORTON	94.6	88.3	11.7	4.0	35	429	88	26.3	17.1	19.4	33.3	26.4	15.6	17.6	35.1	26.3	13.3	20.7	33.8	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2		
OTIS	95.8	6.9	84.9	32.3	24	708	94	34.6	23.6	29.7	50.0	35.0	23.3	30.5	49.1	26.3	13.3	20.7	33.8	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2	47.2	35.4	27.9	29.2		
PRITZKER	69.8	44.9	33.3	3.1	39	742	94	65.7	62.1	58.1	77.3	57.6	52.2	48.2	71.4	55.8	52.2	42.9	75.0	63.2	60.0	61.9	66.7	90.9	86.7	87.5	100.0	90.9	86.7	87.5	100.0	90.9	86.7	87.5	100.0	90.9	86.7	87.5	100.0	90.9	86.7	87.5	100.0	
PULASKI	96.5	4.1	91.2	20.9	20	1013	94	44.6	38.0	37.3	59.2	45.1	38.7	37.7	59.8	36.0	18.2	42.9	57.1	44.4	44.4	34.5	58.1	52.9	16.7	71.4	75.0	52.9	16.7	71.4	75.0	52.9	16.7	71.4	75.0	52.9	16.7	71.4	75.0	52.9	16.7	71.4	75.0	
ROQUE DUPREY	100.0	3.9	94.2	48.4	51	380	94	21.2	6.3	21.7	30.4	20.3	7.1	20.9	27.3	31.2	26.0	26.9	51.7	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	
RYERSON	98.5	98.7	1.3	0.0	24	617	92	30.6	25.7	26.4	50.0	30.6	25.7	26.4	50.0	31.2	26.0	26.9	51.7	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	19.5	7.7	19.0	27.3	
SABIN	86.7	14.6	80.2	41.8	9	519	94	47.3	14.3	41.1	59.2	46.2	16.7	38.0	62.2	52.4	0.0	62.5	60.0	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	
SALCOTT	98.9	5.2	90.4	30.2	30	659	93	35.7	17.1	42.9	40.0	36.3	17.2	44.2	39.5	52.4	0.0	62.5	60.0	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	45.3	0.0	37.0	59.5	
VON HUMBOLDT	92.6	33.9	61.9	12.5	32	1252	92	26.4	19.0	25.2	39.7	26.7	18.3	25.0	42.6	23.9	16.3	19.5	44.4	27.0	22.4	25.4	35.0	28.0	28.8	61.5	27.0	22.4	25.4	35.0	28.0	28.8	61.5	27.0	22.4	25.4	35.0	28.0	28.8	61.5	27.0	22.4	25.4	35.0
WARD L.	99.5	99.7	0.3	0.0	28	737	90	35.3	28.6	28.8	60.0	35.0	29.1	28.8	57.9	35.3	28.0	28.8	61.5	27.0	22.4	25.4	35.0	28.0	28.8	61.5	27.0	22.4	25.4	35.0	28.0	28.8	61.5	27.0	22.4	25.4	35.0	28.0	28.8	61.5	27.0	22.4	25.4	35.0
WRIGHT	100.0	98.6	1.0	0.0	39	296	93	16.0	13.2	9.1	28.6	16.9	12.9	10.0	30.0	16.0	13.2	9.1	28.6	16.9	12.9	10.0	30.0	16.0	13.2	9.1	28.6	16.9	12.9	10.0	30.0	16.0	13.2	9.1	28.6	16.9	12.9	10.0	30.0	16.0	13.2	9.1	28.6	

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required 1 to 7 Point Gain Required 7 to 8 Point Gain Required 8 to 10 Point Gain Required

Chicago Public Schools—Area 7
Nancy Carter-Hill, Area Instructional Officer

SCHOOL	Student Demographics							All Students			Low-Income Only			African-American Only			Latino Only			White/Non-Latino Only			Asian-American Only							
	Iwinc	Afam	Lat	LEP	Mobb	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8			
BEIDLER	99.2	99.4	0.2	0.2	28	503	93	25.9	19.7	25.5	38.7	24.8	20.7	23.9	34.5	25.5	18.6	25.5	38.7											
BROWN W.	100.0	96.8	2.4	0.6	15	340	93	33.0	26.5	27.3	48.1	33.7	26.5	28.1	52.2	34.1	26.5	27.3	54.2											
CALHOUN	96.6	99.5	0.2	0.0	24	559	92	15.9	10.3	10.7	52.4	17.1	10.4	13.0	58.8	15.4	10.3	10.2	50.0											
CATHER	97.2	100.0	0.0	0.0	24	469	91	15.8	10.4	13.3	24.5	15.4	10.8	13.6	23.4	15.8	10.4	13.3	24.5											
DELANO	97.3	100.0	0.0	0.0	22	804	90	24.4	22.0	22.4	29.5	28.7	23.4	26.5	41.5	24.5	22.2	22.4	29.5											
DETT	99.4	99.0	1.0	0.0	9	516	93	21.1	21.4	16.1	26.5	21.8	22.2	16.7	27.1	21.5	21.8	16.7	26.5											
FARADAY	100.0	100.0	0.0	0.0	32	526	92	23.3	14.9	13.0	47.2	23.8	15.9	11.9	49.0	23.1	13.8	13.2	47.2											
FOUNDATIONS	89.1	100.0	0.0	0.0	6	192	93	25.8	9.1	26.3	64.3	24.5	10.3	26.7	66.7	25.8	9.1	26.3	64.3											
GOLDBLATT	96.7	100.0	0.0	0.0	19	674	92	33.0	28.4	26.2	48.1	33.7	29.5	25.4	50.0	33.2	28.8	26.2	48.1											
HEFFERAN	97.8	100.0	0.0	0.0	19	650	89	26.7	20.8	15.7	50.0	26.5	21.9	14.9	50.0	26.5	19.7	16.3	50.0											
MARCONI	100.0	99.5	0.5	0.0	31	573	93	18.7	16.4	18.5	24.2	17.6	15.6	17.7	23.3	18.5	15.3	18.8	25.0											
NIA ELEM	97.9	97.9	1.9	0.8	9	482	92	31.8	23.5	20.5	52.9	31.1	21.9	21.1	51.5	31.1	23.5	20.5	51.5											
SPALDING	100.0	100.0	0.0	0.0	27	510	93	26.2	21.1	20.0	41.9	26.3	22.5	17.5	41.5	27.0	21.9	20.9	41.9											
SUDER	93.0	81.0	15.5	10.6	14	142	87	42.9			46.2					38.6			42.9											
SUMNER	98.5	99.7	0.3	0.0	28	334	92	14.0	8.8	16.1	26.3	14.6	9.3	16.7	26.3	14.2	8.8	16.7	26.3											
TILTON	95.2	96.5	3.5	2.1	18	660	93	31.9	18.1	28.0	57.1	29.8	17.6	25.0	53.4	31.3	18.1	28.0	56.9											
	84.4	99.4	0.6	0.0	30	649	91	21.3	12.7	15.6	46.2	22.1	10.2	16.4	47.2	21.6	13.0	15.9	46.2											
BEIDLER	99.2	99.4	0.2	0.2	28	503	93	20.4	15.9	32.7	9.4	19.7	15.0	34.0	6.7	20.0	14.8	32.7	9.4											
BROWN W.	100.0	96.8	2.4	0.6	15	340	93	32.7	38.5	38.2	17.9	34.4	38.5	39.4	20.8	33.7	38.5	38.2	20.0											
CALHOUN	96.6	99.5	0.2	0.0	24	559	92	18.4	25.3	7.4	19.0	19.9	27.0	8.9	17.6	18.5	25.3	8.3	15.0											
CATHER	97.2	100.0	0.0	0.0	24	469	91	10.5	13.0	8.9	9.4	10.5	13.5	9.1	8.5	10.5	13.0	8.9	9.4											
DELANO	97.3	100.0	0.0	0.0	22	804	90	21.3	39.0	11.7	6.7	25.3	41.0	13.7	9.8	21.4	39.5	11.7	6.7											
DETT	99.4	99.0	1.0	0.0	9	516	93	17.2	31.6	12.5	6.0	17.7	32.7	13.0	6.1	17.5	32.1	13.0	6.0											
FARADAY	100.0	100.0	0.0	0.0	32	526	92	20.1	26.9	12.9	21.2	20.0	27.4	11.8	22.0	19.9	26.2	13.0	21.2											
FOUNDATIONS	89.1	100.0	0.0	0.0	6	192	93	19.1	16.7	22.2	21.4	20.0	18.8	21.4	22.2	19.1	16.7	22.2	21.4											
GOLDBLATT	96.7	100.0	0.0	0.0	19	674	92	18.6	27.8	20.0	3.6	18.2	27.6	19.0	3.8	18.6	27.8	20.0	3.6											
HEFFERAN	97.8	100.0	0.0	0.0	19	650	89	14.7	22.6	9.3	6.5	16.5	26.5	10.0	7.5	14.9	22.9	9.6	6.5											
MARCONI	100.0	99.5	0.5	0.0	31	573	93	23.8	35.6	23.1	0.0	24.2	36.9	22.6	0.0	23.7	34.7	23.4	0.0											
NIA ELEM	97.9	97.9	1.9	0.8	9	482	92	23.9	48.6	12.5	11.8	21.9	45.5	12.8	9.1	22.4	47.1	12.5	9.1											
SPALDING	100.0	100.0	0.0	0.0	27	510	93	16.5	17.1	22.2	9.3	17.1	18.3	22.5	9.8	16.4	17.8	20.9	9.3											
SUDER	93.0	81.0	15.5	10.6	14	142	87	13.6			20.8					13.6			20.8											
SUMNER	98.5	99.7	0.3	0.0	28	334	92	9.5	16.9	32.3	5.3	20.0	17.9	33.3	5.3	19.4	16.9	33.3	5.3											
TILTON	95.2	96.5	3.5	2.1	18	660	93	28.9	44.8	25.0	10.6	28.9	44.8	22.1	11.5	29.5	44.8	25.0	11.5											
	84.4	99.4	0.6	0.0	30	649	91	13.7	22.7	4.5	12.2	10.9	17.0	5.4	10.5	14.0	23.3	4.6	12.2											

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required 1 to 7 Point Gain Required 7 to 8 Point Gain Required 8 to 10 Point Gain Required

Chicago Public Schools—Area 8
 Rollie Jones, Area Instructional Officer

SCHOOL	Student Demographics					All Students					Low-Income Only					African-American Only					Latino Only					White/Non-Latino Only					Asian-American Only						
	Lwhfc	AfAm	Lat	LEP	Mob	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8		
BETHUNE	93.7	100.0	0.0	0.0	64	636	90	174	12.8	23.5	20.0	17.7	13.4	22.4	21.2	17.5	12.9	23.5	20.0																		
CHALMERS	99.3	100.0	0.0	0.0	29	413	93	175	7.8	20.4	37.5	16.7	5.4	21.3	34.8	17.5	7.8	20.4	37.5																		
CROWN	83.8	98.0	2.0	0.0	27	538	90	273	12.0	18.3	48.5	17.2	10.8	19.7	52.2	27.1	12.2	17.6	48.4																		
DVORAK	100.0	99.6	0.4	0.0	18	696	94	423	37.3	35.7	56.9	43.3	37.5	37.7	58.7	42.5	37.8	36.4	56.0																		
ERICSON	95.0	99.9	0.1	0.0	5	761	95	341	30.6	25.7	59.0	30.9	28.3	21.2	57.6	34.1	30.6	25.7	59.0																		
FRAZIER	98.4	92.4	0.0	0.0	28	556	92	276	16.7	28.9	46.7	26.3	17.7	24.4	45.0	27.9	17.1	28.9	46.7																		
GREGORY	95.8	100.0	0.0	0.0	21	646	91	252	19.4	21.0	39.0	24.0	16.9	19.3	39.7	25.2	19.4	21.0	39.0																		
HAMMOND	100.0	0.5	99.1	66.1	32	575	93	139	21.7	10.7		9.0	18.8	5.9									13.3	25.0	9.1												
HENSON	100.0	100.0	0.0	0.0	34	415	92	230	12.8	9.6	54.3	24.4	12.8	10.4	59.4	23.0	12.8	9.6	54.3																		
HERZL	97.3	99.1	0.9	0.2	22	1052	94	341	26.5	36.8	45.3	35.0	27.5	36.3	48.9	34.1	26.5	36.8	45.3																		
HOWLAND	98.0	100.0	0.0	0.0	43	451	91	237	24.1	16.2	33.3	23.0	23.1	14.7	33.3	23.7	24.1	16.2	33.3																		
HUGHES C.	95.8	99.1	0.9	0.0	27	545	92	353	39.7	31.7	32.0	34.6	38.8	31.1	32.0	34.9	39.7	31.1	30.4																		
IRVING	82.3	52.7	43.1	6.8	12	543	96	506	44.6	36.2	74.0	49.6	40.9	36.0	73.3	50.0	41.0	36.4	76.7				52.7	56.3	38.1	66.7											
JENSEN	97.7	99.8	0.2	0.0	7	666	93	435	40.7	23.0	68.4	44.8	42.1	24.1	68.4	43.5	40.7	23.0	68.4																		
JOHNSON	100.0	100.0	0.0	0.0	31	405	94	349	34.0	15.2	61.5	34.6	32.6	15.2	64.0	34.9	34.0	15.2	61.5																		
KELLMAN	97.7	100.0	0.0	0.0	14	300	95	764	77.8	60.6	93.1	76.1	76.9	60.6	93.1	76.1	76.9	60.6	93.1				61.9	66.7	50.0	66.7											
KING	97.2	100.0	0.0	0.0	20	433	92	292	31.4	20.0	42.1	28.7	29.4	20.6	42.1	28.7	29.4	20.6	42.1																		
LATHROP	97.2	100.0	0.0	0.0	20	433	92	160	7.3	22.7	21.9	16.2	7.4	22.7	21.9	16.0	7.3	22.7	21.9																		
LAWNDALE	98.0	100.0	0.0	0.0	28	738	92	220	8.9	25.3	37.9	22.0	9.3	26.9	38.1	22.1	8.9	25.3	37.9																		
MASON	100.0	95.0	5.0	2.9	30	1294	91	206	18.9	17.0	31.8	19.2	22.8	16.9	8.3	20.9	19.4	17.0	33.3																		
MELODY	97.9	99.7	0.3	0.0	22	709	93	291	20.7	14.3	52.9	27.9	17.7	14.8	53.1	29.1	20.7	14.3	52.9																		
PENN	97.6	94.0	6.0	2.1	27	632	92	196	4.0	16.7	51.2	20.0	4.3	16.9	52.5	19.8	4.2	15.9	52.4																		
PLAMONDON	96.6	13.7	85.6	32.3	27	291	96	384	30.8	33.3	52.2	37.5	30.8	33.3	50.0								43.9	36.8	33.3	60.0											
POPE	98.9	88.9	11.1	2.5	36	280	91	200	6.1	22.9	41.2	20.8	6.9	21.9	43.8	17.8	6.9	21.9	43.8																		
WEBSTER	98.7	99.6	0.0	0.0	26	671	93	394	32.8	32.2	53.3	39.2	31.0	32.2	54.2	39.3	33.3	32.2	52.5																		
BETHUNE	93.7	100.0	0.0	0.0	64	636	90	106	11.4	14.5	2.7	11.0	11.8	15.1	2.9	10.6	11.5	14.5	2.7																		
CHALMERS	99.3	100.0	0.0	0.0	29	413	93	111	13.0	7.8	12.5	9.8	9.8	8.2	13.0	11.1	13.0	7.8	12.5																		
CROWN	83.8	98.0	2.0	0.0	27	538	90	145	20.4	11.3	13.6	15.3	16.2	11.5	19.6	13.9	20.8	10.3	12.5																		
DVORAK	100.0	99.6	0.4	0.0	18	696	94	311	42.1	32.1	13.7	32.6	42.5	34.0	15.2	31.7	42.7	32.7	14.0																		
ERICSON	95.0	99.9	0.1	0.0	5	761	95	254	39.6	9.5	20.5	23.8	37.8	7.6	18.2	25.4	39.6	9.5	20.5																		
FRAZIER	98.4	97.4	0.0	0.0	28	556	92	205	27.7	23.3	4.4	22.3	29.5	25.6	5.0	20.6	28.0	23.3	4.4																		
GREGORY	95.8	100.0	0.0	0.0	21	646	91	150	21.5	11.3	8.5	14.7	21.3	10.5	8.6	15.0	21.5	11.3	8.5																		
HAMMOND	100.0	0.5	99.1	66.1	32	575	93	195	33.3	13.8		17.6	37.5	11.5									19.2	38.1	12.3												
HENSON	100.0	100.0	0.0	0.0	34	415	92	126	28.2	9.6	0.0	13.3	28.2	10.4	0.0	12.6	28.2	9.6	0.0																		
HERZL	97.3	99.1	0.9	0.2	22	1052	94	246	29.8	22.6	17.0	24.3	29.1	21.3	19.1	24.6	29.8	22.6	17.0																		
HOWLAND	98.0	100.0	0.0	0.0	43	451	91	208	26.3	18.4	12.0	20.9	27.3	17.1	12.0	20.8	26.3	18.4	12.0																		
HUGHES C.	95.8	99.1	0.9	0.0	27	545	92	340	54.4	19.0	16.0	34.0	55.2	18.0	16.0	34.2	54.4	19.7	13.0																		
IRVING	82.3	52.7	43.1	6.8	12	543	96	466	48.2	44.8	46.9	44.9	45.5	44.0	45.5	41.6	41.0	45.5	37.9				56.4	68.8	42.9	61.1											
JENSEN	97.7	99.8	0.2	0.0	7	666	93	302	67.9	13.3	10.7	30.7	68.5	14.3	10.7	30.2	67.9	13.3	10.7																		
JOHNSON	100.0	100.0	0.0	0.0	31	405	94	208	31.9	12.1	11.5	20.2	30.4	12.1	12.0	20.8	31.9	12.1	11.5																		
KELLMAN	97.7	100.0	0.0	0.0	14	300	95	584	77.8	69.7	27.6	58.0	76.9	69.7	27.6	58.0	76.9	69.7	27.6																		
KING	97.2	100.0	0.0	0.0	20	433	92	233	34.3	19.4	10.5	22.7	32.4	20.0	10.5	17.9	28.6	13.8	0.0																		
LATHROP	97.2	100.0	0.0	0.0	20	433	92	132	14.8	15.6	6.7	13.3	15.1	15.6	6.7	13.2	14.8	15.6	6.7																		
LAWNDALE	98.0	100.0	0.0	0.0	28	738	92	252	18.8	35.7	21.5	26.1	19.6	38.0	21.0	25.3	18.8	35.7	21.5																		
MASON	100.0	95.0	5.0	2.9	30	1294	91	241	28.1	26.0	10.6	29.1	33.9	26.8	0.0	23.9	27.5	25.0	12.1																		
MELODY	97.9	99.7	0.3	0.0	22	709	93	270	40.7	24.2	13.2	26.7	39.7	25.0	12.5	27.0	40.7	24.2	13.2																		
PENN	97.6	94.0	6.0	2.1	27	632	92	195	20.5	8.7	34.9	20.0	20.8	8.8	37.5	19.8	21.6	7.6	35.7																		
PLAMONDON	96.6	13.7	85.6	32.3	27	291	96	411	61.5	29.2	30.4	41.7	61.5	29.2	31.8	41.7	61.5	29.2	31.8				43.9	68.4	27.8	35.0											
POPE	98.9	88.9	11.1	2.5	36	280	91	118	15.6	5.7	16.7	11.7	14.3	6.3	17.6	11.0	17.9	3.3	13.3	</																	

Chicago Public Schools—Area 9
 Marietta Beverly, Area Instructional Officer

SCHOOL	Student Demographics					All Students					Low-Income Only					African-American Only					Latino Only					White/Non-Latino Only					Asian-American Only				
	Lwinc	AFAm	Lat	IEP	Mob	Enrl	ATT	AMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8				
ABBOTT L.	100.0	10.0	0.0	3.7	71	268	91	32.9	25.7	21.1	52.0																								
ARMOUR	95.8	10.1	69.2	24.8	31	673	91	36.2	40.4	24.1	48.6	35.2	41.3	21.2	51.9																				
COOPER	96.1	0.3	99.2	63.1	21	928	97	27.3	31.6	26.6		25.4	27.8	25.0																					
DOUGLAS	89.8	98.1	1.4	0.2	18	571	93	39.3	26.9	43.3	52.3	42.4	28.3	43.1	73.1																				
DRAKE	93.1	95.1	1.7	0.3	15	348	94	37.8	30.3	35.3	52.2	36.8	28.1	33.3	54.5																				
GALILEO	66.0	26.4	54.1	11.7	6	617	94	74.1	77.8	65.5	81.0	67.3	63.3	54.1	82.5																				
GALILEO	96.1	50.2	49.1	21.8	37	564	93	34.6	31.0	30.6	42.3	34.2	30.4	30.6	42.0																				
GLADSTONE	95.1	23.3	1.2	34.0	8	755	98	61.6	60.6	66.7	69.6	61.5	60.9	57.1	68.2																				
HANES	86.5	2.5	22.3	25.1	14	1337	96	68.7	64.4	64.5	78.0	66.8	54.5	65.4	75.8																				
HEALY	93.6	0.5	66.5	22.0	24	768	94	55.5	56.2	45.3	72.0	53.1	52.2	44.3	69.6																				
HOLDEN	45.0	25.8	26.1	14.8	5	547	96	88.2	78.6	90.3	95.0	84.1	68.2	89.3	90.6																				
JACKSON A.	97.3	98.1	1.7	0.5	30	411	91	14.4	6.7	12.2	32.0	14.8	6.8	12.5	33.3																				
JEFFERSON T.	94.0	2.8	94.0	50.2	31	436	95	20.6	19.2	21.4		21.0	21.7	20.5																					
JUNGMAN	88.0	1.8	66.0	23.6	40	326	94	65.3	76.9	59.5	68.0	67.2	72.7	60.0	75.0																				
MCCLELLAN	100.0	100.0	0.0	0.0	27	312	92	14.0	13.6	14.6		14.0	13.6	14.6																					
MEDILL	95.5	0.4	98.9	24.0	15	759	97	60.9	100.0	90.6	54.2	64.9	100.0	93.3	58.2																				
OROZCO	96.2	0.5	99.2	40.2	21	657	96	31.0	18.5	13.2	51.6	32.3	25.0	13.5	51.7																				
PEREZ	98.2	0.9	97.8	53.3	24	677	95	38.8	25.0	33.3	50.0	40.0	22.2	33.3	54.3																				
PICKARD	98.5	3.6	96.1	43.7	20	815	96	39.4	49.1	32.4		36.9	44.7	32.3																					
PILSEN	98.5	2.1	16.1	8.1	3	521	96	85.4	76.4	87.0	92.7	81.3	78.3	76.0	88.9																				
SHERIDAN	31.9	56.5	10.8	1.8	11	455	96	97.5	100.0	93.9	96.3	95.5	100.0	90.0	100.0																				
SKINNER	98.1	99.3	0.5	0.2	21	616	91	21.8	23.0	8.2	31.3	23.4	23.3	8.3	38.0																				
SMYTH	90.8	99.3	0.2	0.0	18	413	92	32.0	8.3	29.5	66.7	30.3	8.5	29.3	64.5																				
SOUTH LOOP	90.9	3.9	92.9	24.4	15	561	95	52.8	41.3	53.3	68.8	54.4	41.9	56.4	68.8																				
WALSH	85.6	15.7	13.3	30.6	17	458	96	59.5	67.4	48.9	63.2	50.6	36.4	43.6	64.5																				
WARD J.	98.9	0.0	99.4	56.2	19	466	95	35.1	33.3	36.0		33.3	28.0	36.0																					
WHITTIER	100.0	100.0	0.0	3.7	71	268	91	27.8	43.2	23.5	8.0																								
ABBOTT L.	95.8	10.1	69.2	24.8	31	673	91	29.1	46.2	25.9	8.6	29.6	47.8	23.1	11.1																				
ARMOUR	96.1	0.3	99.2	63.1	21	928	97	57.4	45.0	59.6		56.1	42.1	58.7																					
COOPER	89.8	98.1	1.4	0.2	18	571	93	23.7	38.8	16.7	11.4	25.3	38.3	17.2	15.4																				
DOUGLAS	93.1	95.1	1.7	0.3	15	348	94	31.1	42.4	23.5	27.3	31.1	40.6	24.2	27.3																				
DRAKE	66.0	26.4	54.1	11.7	6	617	94	75.3	88.9	59.7	79.3	70.1	83.3	48.6	80.0																				
GALILEO	96.1	50.2	49.1	21.8	37	564	93	30.8	48.3	28.6	13.5	30.3	48.2	28.6	12.0																				
GALILEO	95.1	23.3	1.2	34.0	8	755	98	74.9	77.8	85.0	57.4	75.4	77.6	87.5	56.8																				
GLADSTONE	86.5	2.5	22.3	25.1	14	1337	96	76.5	84.6	80.0	64.5	74.7	77.8	80.3	65.6																				
HANES	93.6	0.5	66.5	22.0	24	768	94	58.6	75.3	56.3	38.0	56.5	73.1	50.0	34.8																				
HEALY	45.0	25.8	26.1	14.8	5	547	96	87.6	87.5	88.5	86.7	86.3	85.7	85.2	87.5																				
HOLDEN	97.3	98.1	1.7	0.5	30	411	91	8.3	9.1	2.5	16.0	8.5	9.3	2.6	16.7																				
JEFFERSON T.	94.0	2.8	94.0	50.2	31	436	95	44.1	50.0	40.5		43.5	47.8	41.0																					
JUNGMAN	88.0	1.8	66.0	23.6	40	326	94	64.9	92.3	64.9	50.0	67.2	90.9	66.7	55.0																				
MCCLELLAN	100.0	100.0	0.0	0.0	27	312	92	16.0	20.3	9.8		16.0	20.3	9.8																					
MEDILL	95.5	0.4	98.9	24.0	15	759	97	51.6	100.0	96.9	41.8	53.7	100.0	96.7	43.8																				
OROZCO	96.2	0.5	99.2	40.2	21	657	96	29.1	73.1	20.8	17.7	27.1	68.4	21.2	19.0																				
PEREZ	98.2	0.9	97.8	53.3	24	677	95	28.6	15.8	12.5	34.7	29.6	16.7	27.5	37.0																				
PICKARD	98.5	3.6	96.1	43.7	20	815	96	47.2	66.0	33.8		45.6	63.2	35.4																					
PILSEN	98.5	2.1	16.1	8.1	3	521	96	86.7	85.7	94.4	80.0	82.7	78.3	96.0	74.1																				
SHERIDAN	31.9	56.5	10.8	1.8	11	455	96	95.0	100.0	93.9	96.3	90.0	100.0	90.0	100.0																				
SKINNER	98.1	99.3	0.5	0.2	21	616	91	15.0	25.8	16.3	3.2	16.7	26.7	16.7	4.2																				
SMYTH	90.8	99.3	0.2	0.0	18	413																													

Chicago Public Schools - Area 10
Diane Zendejas, Area Instructional Officer

SCHOOL	Student Demographics										All Students								Low-Income Only				African-American Only				Latino Only				White/Non-Latino Only				Asian-American Only				
	Lwinc	AFAm	Lat	LEP	IMob	Enr1	AIT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8				
BRIGHTON PARK	94.8	0.3	94.2	33.7	22	724	96	45.3	44.4	35.1	61.5	44.9	40.0	34.3	64.6	42.0	36.7	33.8	60.9	77.8	81.8	50.0	80.0	42.0	36.7	33.8	60.9	77.8	81.8	50.0	80.0	42.0	36.7	33.8	60.9	77.8	81.8	50.0	80.0
BURROUGHS	94.7	1.6	87.5	31.9	20	511	94	51.9	52.0	57.1	46.2	51.0	50.0	56.4	45.5	50.6	53.3	54.1	45.5	60.0	60.0	80.0	40.0	50.6	53.3	54.1	45.5	60.0	60.0	80.0	40.0	50.6	53.3	54.1	45.5	60.0	60.0	80.0	40.0
CARDENAS	98.6	1.5	98.4	66.7	31	812	95	30.3	30.3	30.3	30.3	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6	34.6
CASTELLANOS	96.6	1.1	98.7	36.2	23	815	94	25.6	19.5	35.9	27.4	20.5	20.5	40.3	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5
CORKERY	94.7	28.4	70.9	31.3	24	812	95	26.0	22.2	18.2	37.1	24.9	22.7	16.9	35.0	26.7	33.3	19.0	31.7	26.7	33.3	19.0	31.7	26.7	33.3	19.0	31.7	26.7	33.3	19.0	31.7	26.7	33.3	19.0	31.7	26.7	33.3	19.0	31.7
DAVIS N.	97.9	0.2	95.9	47.3	19	1894	95	35.4	25.0	25.0	54.5	36.8	26.5	26.3	54.0	35.8	26.8	25.0	54.0	28.0	17.6	25.0	75.0	28.0	35.8	26.8	25.0	54.0	28.0	17.6	25.0	75.0	28.0	35.8	26.8	25.0	54.0	28.0	
DAVIS/SHIELDS	91.0	0.2	95.9	42.2	11	924	96	39.7	40.0	39.3	39.4	39.4	40.4	38.6	43.9	38.8	41.3	36.5	41.7	43.9	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	41.5	
DE LA CRUZ	100.0	2.0	94.9	13.3	29	256	93	41.7	38.2	42.5	34.7	38.2	42.5	34.7	43.9	38.2	42.5	34.7	43.9	38.2	42.5	34.7	43.9	38.2	42.5	34.7	43.9	38.2	42.5	34.7	43.9	38.2	42.5	34.7	43.9	38.2	42.5	34.7	
EVERETT	96.9	2.0	79.9	30.2	26	457	95	38.8	41.3	36.5	38.2	38.2	42.5	34.7	38.8	41.3	36.5	38.2	42.5	34.7	38.8	41.3	36.5	38.2	42.5	34.7	38.8	41.3	36.5	38.2	42.5	34.7	38.8	41.3	36.5	38.2	42.5	34.7	
FINKL	100.0	10.7	88.7	40.0	27	728	94	38.0	42.5	27.3	42.4	38.5	41.7	25.9	45.2	16.7	15.4	18.2	16.7	42.0	52.6	70.0	33.3	42.0	52.6	70.0	33.3	42.0	52.6	70.0	33.3	42.0	52.6	70.0	33.3	42.0	52.6	70.0	33.3
GARY	94.6	0.0	99.3	35.4	19	1318	96	37.1	30.3	35.1	45.8	37.5	31.3	34.8	45.1	37.6	60.0	42.9	79.2	61.8	60.0	42.9	79.2	61.8	60.0	42.9	79.2	61.8	60.0	42.9	79.2	61.8	60.0	42.9	79.2	61.8	60.0	42.9	
GUNSAULUS	77.9	24.2	46.4	15.3	4	714	96	73.2	69.8	67.0	81.4	67.9	61.5	60.9	77.6	76.8	68.8	73.2	84.2	72.4	76.8	68.8	73.2	84.2	72.4	76.8	68.8	73.2	84.2	72.4	76.8	68.8	73.2	84.2	72.4	76.8	68.8	73.2	
KANOON	96.1	1.4	97.4	58.1	11	934	95	23.9	14.3	11.5	43.3	24.8	15.8	11.8	46.3	24.0	15.8	12.2	42.1	24.0	15.8	12.2	42.1	24.0	15.8	12.2	42.1	24.0	15.8	12.2	42.1	24.0	15.8	12.2	42.1	24.0	15.8	12.2	
LITTLE VILLAGE	97.6	0.6	99.4	49.0	13	820	96	39.2	39.1	26.0	58.5	40.8	36.4	26.4	64.6	38.5	38.1	24.3	58.5	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0		
MADERO MIDDLE	98.7	0.5	99.2	20.3	30	379	96	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0		
MCCORMICK	94.2	0.2	99.5	48.2	24	986	95	23.0	22.4	23.3	22.6	21.6	23.1	51.1	23.2	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	
PADEREWSKI	91.3	84.5	15.2	8.9	49	381	92	36.1	41.0	31.8	51.1	47.6	38.2	43.2	33.3	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	
RECOVERING GIFTED	96.1	86.3	13.7	9.8	36	102	93	51.1	51.1	51.1	51.1	47.6	38.2	43.2	33.3	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	53.8	37.3	42.1	32.4	
RUIZ	91.7	0.3	97.3	36.8	10	1002	95	38.0	33.3	31.1	50.0	37.2	33.3	30.6	48.5	37.7	34.5	30.2	49.3	37.7	34.5	30.2	49.3	37.7	34.5	30.2	49.3	37.7	34.5	30.2	49.3	37.7	34.5	30.2	49.3	37.7	34.5	30.2	
SAUCEDO	94.8	3.6	94.4	26.9	4	1321	96	53.9	37.1	50.7	68.1	57.9	44.4	52.1	69.7	35.0	50.0	22.2	40.0	35.0	50.0	22.2	40.0	35.0	50.0	22.2	40.0	35.0	50.0	22.2	40.0	35.0	50.0	22.2	40.0	35.0	50.0	22.2	
SPRY	97.3	1.8	97.5	47.7	26	886	95	19.2	14.8	16.7	27.0	20.7	16.7	17.2	30.3	19.2	14.8	16.7	27.0	20.7	16.7	17.2	30.3	19.2	14.8	16.7	27.0	20.7	16.7	17.2	30.3	19.2	14.8	16.7	27.0	20.7	16.7	17.2	
TELPOCHCALLI	97.5	0.0	98.6	68.2	19	280	95	26.8	0.0	24.0	35.7	28.2	0.0	26.1	35.7	26.8	0.0	24.0	35.7	28.2	0.0	26.1	35.7	26.8	0.0	24.0	35.7	28.2	0.0	26.1	35.7	26.8	0.0	24.0	35.7	28.2	0.0		
WHITNEY	93.3	0.2	99.6	41.2	7	1207	96	34.6	30.6	22.6	49.0	34.9	32.7	23.1	48.5	34.5	31.7	21.9	49.0	34.5	31.7	21.9	49.0	34.5	31.7	21.9	49.0	34.5	31.7	21.9	49.0	34.5	31.7	21.9	49.0	34.5	31.7	21.9	
ZAPATA	96.4	0.5	98.8	47.1	17	830	96	40.4	45.5	34.1	45.8	40.1	46.7	33.3	45.5	40.4	45.5	34.1	45.8	40.1	46.7	33.3	45.5	40.4	45.5	34.1	45.8	40.1	46.7	33.3	45.5	40.4	45.5	34.1	45.8	40.1	46.7		
BRIGHTON PARK	94.8	0.3	94.2	33.7	22	724	96	56.5	65.6	48.1	57.7	53.1	59.5	45.7	58.3	53.1	59.5	45.7	58.3	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0
BURROUGHS	94.7	1.6	87.5	31.9	20	511	94	50.9	76.0	59.5	25.6	51.0	77.3	59.0	27.0	53.8	53.8	53.8	53.8	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0
CARDENAS	98.6	1.5	98.4	66.7	31	812	95	48.5	48.5	48.5	48.5	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0	97.4	7.7	16.7	0.0
CASTELLANOS	96.6	1.1	98.7	36.2	23	815	94	21.3	23.2	18.3	22.2	22.2	22.2	22.4	21.8	22.2	22.2	22.2	22.2	22.9	34.6	25.0	5.0	22.9	34.6	25.0	5.0	22.9	34.6	25.0	5.0	22.9	34.6	25.0	5.0	22.9	34.6	25.0	5.0
CORKERY	94.7	28.4	70.9	31.3	24	812	95	27.6	37.8	28.8	19.0	27.6	36.4	29.2	19.7	27.6	37.8	28.8	19.0	27.6	37.8	28.8	19.0	27.6	37.8	28.8	19.0	27.6	37.8	28.8	19.0	27.6	37.8	28.8	19.0	27.6	37.8	28.8	
DAVIS N.	97.9	0.2	95.9	47.3	19	1894	95	32.5	43.4	28.0	30.3	32.8	46.3	28.8	30.7	32.5	43.4	28.0	30.3	32.8	46.3	28.8	30.7	32.5	43.4	28.0	30.3	32.8	46.3	28.8	30.7	32.5	43.4	28.0	30.3	32.8	46.3	28.8	
DAVIS/SHIELDS	91.0	0.2	95.9	42.2	11	924	96	36.4	41.7	31.1	19.4	21.2	35.6	44.7	28.1	36.																							

Chicago Public Schools--Area 11
Rebeca de los Reyes, Area Instructional Officer

SCHOOL	Student Demographics				All Students								Low-Income Only				African-American Only				Latino Only				White/Non-Latino Only				Asian-American Only								
	Lwinc	Lat	LEP	Mob	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8							
BYRNE	51.6	5.7	27.5	8.8	15	560	94	63.0	65.4	66.1	56.3	57.1	53.6	58.6	59.3	57.1	53.6	58.6	59.3	57.1	53.6	58.6	59.3	57.1	53.6	58.6	59.3	57.1	53.6	58.6	59.3	57.1	53.6	58.6	59.3		
CHRISTOPHER	85.8	46.0	39.3	18.0	20	239	85	48.9	50.0	41.2	57.1	50.0	53.8	43.8	53.8	50.0	53.8	43.8	53.8	50.0	53.8	43.8	53.8	50.0	53.8	43.8	53.8	50.0	53.8	43.8	53.8	50.0	53.8	43.8	53.8	50.0	53.8
DAWES	84.9	45.7	40.4	7.7	19	1034	96	66.6	70.2	53.6	69.1	64.3	72.3	51.3	68.6	62.6	73.3	51.2	62.7	68.8	76.9	52.5	75.8	72.7	85.7	64.3	75.0										
DORE	49.9	10.5	25.8	10.3	11	503	95	73.9	79.5	63.3	84.2	73.0	76.9	59.3	85.7	71.8	63.6	58.8	100.0	75.9	85.2	69.2	76.2	71.8	63.6	58.8	100.0	75.9	85.2	69.2	76.2	71.8	63.6	58.8	100.0		
EBERHART	94.2	4.5	86.2	32.4	19	1573	96	46.6	44.5	41.9	56.0	47.8	40.0	43.2	59.4	47.1	54.5	46.2	40.0	45.9	43.4	41.9	55.3	48.8	38.5	37.5	71.4										
EDWARDS	85.5	0.3	74.4	45.0	13	1278	95	49.6	35.6	50.8	57.3	48.3	33.3	40.0	55.4	48.3	33.3	40.0	55.4	48.3	33.3	40.0	55.4	48.3	33.3	40.0	55.4	48.3	33.3	40.0	55.4	48.3	33.3	40.0	55.4	48.3	
FAIRFIELD	95.8	68.5	30.9	18.8	36	931	92	25.9	35.5	16.0	62.1	53.2	36.1	14.9	55.6	27.3	38.1	13.4		19.6	12.5	22.9		19.6	12.5	22.9											
GRIMES	77.3	2.9	54.7	18.1	21	415	94	59.8	55.8	63.2	61.1	53.5	51.6	53.6	55.6	70.0	73.3	64.7	76.2	51.9	54.5	65.0	53.3	64.8	57.1	71.4	68.4										
HALE	52.0	2.5	36.8	11.7	16	769	94	72.1	75.8	69.1	71.0	66.1	71.0	62.3	67.7	28.4	30.5	14.9	41.8																		
HEARST	97.0	95.7	3.8	2.6	26	1007	92	27.9	31.0	14.4	39.3	29.5	31.1	14.6	44.3	46.3	42.3	45.8	52.9	54.7	47.8	50.0	65.9														
HURLEY	89.9	12.6	81.1	26.6	24	1209	95	53.3	46.9	48.5	65.1	50.5	45.3	45.1	62.4	30.0	0.0	30.0	42.9	54.9	38.9	60.0	69.2	74.7	90.9	64.7	74.1										
KINZIE	53.5	11.5	27.5	10.1	6	643	95	61.5	62.8	56.9	66.7	49.4	52.0	36.4	64.0	30.0	0.0	30.0	42.9	54.9	38.9	60.0	69.2	74.7	90.9	64.7	74.1										
LEE	79.2	0.9	74.9	21.0	21	849	95	59.8	61.6	51.9	67.8	57.3	57.9	51.9	63.0	97.4	100.0	100.0	92.3	40.0	29.4	42.3	42.4	35.0	100.0	100.0	100.0										
LENART	12.8	41.4	11.3	0.4	2	266	96	98.9	100.0	100.0	96.7	34.1	27.7	30.5	44.7	28.5	24.2	20.7	46.9	40.0	29.4	42.3	42.4	35.0	100.0	100.0	100.0										
MARQUETTE	95.4	52.5	44.6	20.6	28	2088	93	32.8	26.3	28.9	43.6	34.1	27.7	30.5	44.7	28.5	24.2	20.7	46.9	40.0	29.4	42.3	42.4	35.0	100.0	100.0	100.0										
MCKAY	92.2	92.4	5.5	1.4	31	1622	93	27.6	27.3	27.9	60.9	26.4	26.7	26.1		26.4	26.9	25.7		52.9	28.6	70.0															
MORRILL	95.3	69.2	41.5	20.9	32	1225	92	30.4	22.0	22.7	60.9	30.3	22.5	22.4	60.7	48.4	40.4	43.9	63.6	36.3	18.2	17.1	66.7														
NEW DAWES	85.2	2.4	95.3	41.9	28	1440	95	45.7	46.3	41.0	50.5	46.9	46.9	39.8	54.6	97.4	100.0	100.0	92.3	40.0	29.4	42.3	42.4	35.0	100.0	100.0	100.0										
NIGHTINGALE	62.5	0.1	62.2	29.4	11	1047	95	69.2	66.7	66.1	70.0	67.1	60.0	63.4	77.2					45.9	47.9	40.5	51.0														
PASTEUR	92.0	0.4	88.1	33.6	10	1341	96	48.6	37.8	42.8	62.4	47.6	30.0	42.4	62.4					62.6	57.1	64.8	64.0	78.6	79.3	68.3	88.1										
PECK	89.2	0.5	94.9	37.0	13	1085	96	42.8	31.6	36.5	57.3	42.9	28.0	36.6	61.0					48.8	38.8	43.6	61.6	51.4	50.0	41.2	64.3										
SANDOVAL	94.0	0.6	95.7	52.1	10	1739	97	43.5	38.1	39.8	50.9	44.4	40.0	39.6	53.4					42.6	35.3	39.5	49.5	58.8	50.0	66.7	62.5										
SAWYER	75.8	14.6	47.8	25.1	16	1093	94	57.8	55.3	58.7	55.8	57.1	55.1	55.4		59.6	44.4	75.0	57.9	57.4	53.3	56.1	62.8	56.8	59.5	55.3	56.1										
STEVENSON	92.9	3.4	93.4	33.2	23	1073	95	37.2	45.8	27.4	43.8	36.2	39.0	28.6	50.0	25.0	25.0	25.0		37.4	46.7	27.7	43.2														
TONTI	66.5	5.1	36.4	25.0	16	979	96	60.3	62.5	55.9	64.8	55.7	63.0	49.0	60.3	45.0	60.0	42.9	37.5	51.9	56.3	43.2	60.7	67.5	66.7	65.8	70.6										
TWAIN	51.6	5.7	27.5	8.8	15	560	94	66.5	80.8	75.4	39.6	67.5	78.6	71.4	51.9	17.6	33.3	16.7	12.5	62.5	77.3	63.0	14.3	71.4	84.6	90.0	45.7										
CHRISTOPHER	85.8	46.0	39.3	18.0	20	239	85	38.6	61.5	47.1	7.1	39.0	66.7	43.8	7.7	17.6	78.3	38.6	29.4	52.4	66.7	71.4	0.0														
DAWES	84.9	45.7	40.4	7.7	19	1034	96	64.1	84.9	61.2	44.3	63.3	84.5	59.3	46.5	48.2	78.3	38.6	29.4	78.4	88.5	77.5	63.6	78.8	100.0	85.7	58.3										
DORE	49.9	10.5	25.8	10.3	11	503	95	77.5	86.4	68.3	81.6	78.4	88.5	70.4	76.2					79.5	81.8	64.7	100.0	79.3	88.9	74.4	76.2										
EBERHART	94.2	4.5	86.2	32.4	19	1573	96	49.1	62.4	48.8	32.6	47.1	63.8	49.2	33.6	38.2	45.5	46.2	20.0	49.1	63.8	48.8	29.8	55.8	53.8	56.3	57.1										
EDWARDS	85.5	0.3	74.4	45.0	13	1278	95	48.2	40.7	58.4	38.6	48.3	39.6	61.1	34.2					45.9	34.8	57.8	36.2	54.8	58.3	65.6	41.4										
FAIRFIELD	95.8	68.5	30.9	18.8	36	931	92	31.7	42.5	20.2	62.1	31.1	44.1	18.4		37.6	43.5	18.3		25.5	31.3	22.9															
GRIMES	77.3	2.9	54.7	18.1	21	415	94	61.5	74.4	63.2	44.4	55.8	71.0	57.1	37.0					57.9	81.8	60.0	20.0	68.5	66.7	78.6	63.2										
HALE	52.0	2.5	36.8	11.7	16	769	94	70.2	90.9	66.7	52.5	66.1	87.1	62.3	51.6					62.9	93.3	61.8	42.9	74.2	90.2	70.5	56.8										
HEARST	97.0	95.7	3.8	2.6	26	1007	92	25.2	37.2	15.8	19.0	26.0	37.5	13.1	23.2	24.7	35.7	15.5	20.3																		
HURLEY	89.9	12.6	81.1	26.6	24	1209	95	51.0	56.7	52.2	44.3	50.0	58.6	50.0	41.9	28.6	25.0	30.0	28.6	57.4	52.4	60.0	61.5	81.4	95.7	74.3	78.6										
KINZIE	53.5	11.5	27.5	10.1	6	643	95	63.6	70.8	62.1	65.3	55.6	56.7	52.9	57.7	28.6	25.0	30.0	28.6	53.2	80.7	35.1	40.5	74.5	88.2	68.4	66.7										
LEE	79.2	0.9	74.9	21.0	21	849	95	58.8	82.7	42.9																											

Chicago Public Schools--Area 13
Yvonne Womack, Area Instructional Officer

SCHOOL	Student Demographics							All Students					Low-Income Only				African-American Only				Latino Only				White/Non-Latino Only				Asian-American Only											
	Lwinc	AfAm	Lat	LEP	Mob	Enr	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8					
ATTUCKS	85.4	100.0	0.0	0.0	0.0	42	287	91	16.2	13.9	15.8	21.1	14.3	9.1	16.7	21.1	16.2	13.9	15.8	21.1	16.2	13.9	15.8	21.1	16.2	13.9	15.8	21.1	16.2	13.9	15.8	21.1	16.2	13.9	15.8	21.1				
BEASLEY	74.6	91.0	2.2	0.2	7	1456	95	74.3	62.8	74.3	85.3	70.3	60.2	71.7	80.5	73.3	62.7	73.0	84.6	84.2	80.0	100.0	80.0	84.2	80.0	100.0	80.0	84.2	80.0	100.0	80.0	84.2	80.0	100.0	80.0					
BEETHOVEN	97.1	100.0	0.0	0.0	19	762	90	50.3	58.5	24.1	77.8	49.7	57.0	23.1	80.8	50.6	58.8	24.1	80.8	50.6	58.8	24.1	80.8	50.6	58.8	24.1	80.8	50.6	58.8	24.1	80.8	50.6	58.8	24.1	80.8	50.6	58.8	24.1		
BURKE	98.9	100.0	0.0	0.0	48	362	92	15.7	9.9	27.0	17.5	11.1	29.4	17.5	11.1	29.4	15.7	9.9	27.0	17.5	11.1	29.4	15.7	9.9	27.0	17.5	11.1	29.4	15.7	9.9	27.0	17.5	11.1	29.4	15.7	9.9	27.0			
CARTER	95.5	98.5	1.5	0.4	44	737	90	23.5	23.4	17.8	32.6	22.2	24.0	14.7	31.7	23.2	23.6	16.7	32.6	22.2	24.0	14.7	31.7	23.2	23.6	16.7	32.6	22.2	24.0	14.7	31.7	23.2	23.6	16.7	32.6	22.2	24.0	14.7	31.7	
COLMAN Z.	90.9	100.0	0.0	0.0	47	296	91	29.9	13.2	13.3	53.6	29.1	13.2	13.3	54.5	29.1	13.2	13.3	54.5	29.1	13.2	13.3	54.5	29.1	13.2	13.3	54.5	29.1	13.2	13.3	54.5	29.1	13.2	13.3	54.5	29.1	13.2	13.3		
DEWEY	100.0	100.0	0.0	0.0	34	616	91	28.0	36.6	14.0	33.3	27.8	36.2	14.5	32.4	28.0	36.6	14.0	33.3	27.8	36.2	14.5	32.4	28.0	36.6	14.0	33.3	27.8	36.2	14.5	32.4	28.0	36.6	14.0	33.3	27.8	36.2	14.5	32.4	
FARRIN	92.6	100.0	0.0	0.0	32	162	92	25.7	30.0	20.0	33.3	23.5	26.3	20.0	32.0	25.7	30.0	20.0	33.3	23.5	26.3	20.0	32.0	25.7	30.0	20.0	33.3	23.5	26.3	20.0	32.0	25.7	30.0	20.0	33.3	23.5	26.3	20.0	32.0	
FULLER	99.7	100.0	0.0	0.0	38	392	92	24.6	34.8	7.1	34.6	22.9	34.1	5.0	32.0	24.3	35.6	7.1	33.3	22.9	34.1	5.0	32.0	24.3	35.6	7.1	33.3	22.9	34.1	5.0	32.0	24.3	35.6	7.1	33.3	22.9	34.1	5.0	32.0	
GRAHAM A.	85.9	27.6	20.2	4.6	25	887	92	49.6	51.7	41.5	57.0	47.9	52.2	38.8	54.4	43.9	46.9	25.8	68.4	47.9	52.2	38.8	54.4	43.9	46.9	25.8	68.4	47.9	52.2	38.8	54.4	43.9	46.9	25.8	68.4	47.9	52.2	38.8	54.4	
HARTIGAN	91.3	100.0	0.0	0.0	42	690	91	17.1	10.3	17.6	32.4	16.8	9.4	17.6	32.4	17.2	10.5	17.6	32.4	16.8	9.4	17.6	32.4	17.2	10.5	17.6	32.4	16.8	9.4	17.6	32.4	17.2	10.5	17.6	32.4	16.8	9.4	17.6	32.4	
HENDRICKS	91.3	96.3	2.6	0.0	7	381	95	42.7	28.2	35.1	67.6	40.8	29.7	31.4	64.5	42.5	28.9	34.3	66.7	40.8	29.7	31.4	64.5	42.5	28.9	34.3	66.7	40.8	29.7	31.4	64.5	42.5	28.9	34.3	66.7	40.8	29.7	31.4	64.5	
HOLMES	94.7	99.6	0.4	0.0	32	808	94	28.0	28.4	27.5	47.7	27.7	29.5	25.6	47.7	28.4	27.5	47.7	27.7	29.5	25.6	47.7	28.4	27.5	47.7	27.7	29.5	25.6	47.7	28.4	27.5	47.7	27.7	29.5	25.6	47.7	28.4	27.5		
MCCORKLE	97.3	100.0	0.0	0.0	35	298	92	33.3	27.0	29.0	61.5	33.3	27.8	28.6	63.6	33.8	27.0	29.0	66.7	33.3	27.8	28.6	63.6	33.8	27.0	29.0	66.7	33.3	27.8	28.6	63.6	33.8	27.0	29.0	66.7	33.3	27.8	28.6	63.6	
MOLLISON	99.8	100.0	0.0	0.0	20	475	92	39.8	38.9	30.8	54.1	41.6	39.1	34.9	54.1	39.6	38.9	29.4	55.6	41.6	39.1	34.9	54.1	39.6	38.9	29.4	55.6	41.6	39.1	34.9	54.1	39.6	38.9	29.4	55.6	41.6	39.1	34.9	54.1	
OVERTON	100.0	100.0	0.0	0.0	38	557	93	39.5	41.4	37.7	39.3	41.8	36.8	39.0	40.4	37.7	39.0	40.4	37.7	39.3	41.8	36.8	39.0	40.4	37.7	39.0	40.4	37.7	39.3	41.8	36.8	39.0	40.4	37.7	39.0	40.4	37.7	39.3	41.8	36.8
PARKMAN	96.2	98.8	1.2	0.0	28	342	93	24.1	15.8	26.5	40.0	24.4	15.2	25.0	46.2	25.0	16.2	27.3	42.9	24.4	15.2	25.0	46.2	25.0	16.2	27.3	42.9	24.4	15.2	25.0	46.2	25.0	16.2	27.3	42.9	24.4	15.2	25.0	46.2	25.0
ROSS	95.9	99.4	0.3	0.1	43	676	90	25.4	16.5	19.6	57.6	25.8	17.9	21.3	57.7	25.3	15.5	20.0	59.4	25.8	17.9	21.3	57.7	25.3	15.5	20.0	59.4	25.8	17.9	21.3	57.7	25.3	15.5	20.0	59.4	25.8	17.9	21.3	57.7	25.3
SHERMAN	91.9	99.5	0.5	0.1	42	751	93	27.1	26.2	15.0	45.5	18.6	21.2	10.0	27.3	26.2	15.5	45.5	18.6	21.2	10.0	27.3	26.2	15.5	45.5	18.6	21.2	10.0	27.3	26.2	15.5	45.5	18.6	21.2	10.0	27.3	26.2	15.5	45.5	
SHERWOOD	100.0	100.0	0.0	0.0	37	530	90	30.9	23.7	23.9	72.2	33.6	26.9	25.6	72.2	31.1	24.1	23.9	72.2	33.6	26.9	25.6	72.2	31.1	24.1	23.9	72.2	33.6	26.9	25.6	72.2	31.1	24.1	23.9	72.2	33.6	26.9	25.6	72.2	31.1
WOODSON NORTH	83.2	89.2	9.9	0.6	31	352	91	27.9	19.7	38.0	28.3	18.3	41.3	28.3	18.3	41.3	28.3	18.3	41.3	28.3	18.3	41.3	28.3	18.3	41.3	28.3	18.3	41.3	28.3	18.3	41.3	28.3	18.3	41.3	28.3	18.3	41.3	28.3		
WOODSON SOUTH	100.0	97.5	2.3	1.4	44	437	90	28.8	28.8	28.8	28.8	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required 1 to 7 Point Gain Required 7 to 8 Point Gain Required 8 to 10 Point Gain Required

Chicago Public Schools—Area 14
Jim Murray, Area Instructional Officer

SCHOOL	Student Demographics						All Students						Low-Income Only						African-American Only						Latino Only						White/Non-Latino Only						Asian-American Only					
	Lwinc	AfAm	Lat	LEP	Mob	Entl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8							
ALTGELD	100.0	100.0	0.0	0.0	33	751	91	27.1	22.7	23.0	39.7	28.2	23.5	22.4	43.4	27.4	22.7	23.0	41.8	27.4	22.7	23.0	41.8	27.4	22.7	23.0	41.8	27.4	22.7	23.0	41.8	27.4	22.7	23.0	41.8	27.4	22.7	23.0	41.8			
BANNER	95.6	97.5	2.1	0.7	43	563	92	26.1	15.7	25.6	43.2	27.6	16.7	26.3	46.3	25.9	16.4	24.4	43.6	25.9	16.4	24.4	43.6	25.9	16.4	24.4	43.6	25.9	16.4	24.4	43.6	25.9	16.4	24.4	43.6	25.9	16.4	24.4	43.6			
BARTON	95.7	99.3	0.4	0.0	28	944	92	24.3	15.1	14.7	52.0	24.3	15.0	15.2	55.2	24.3	15.1	14.7	52.0	24.3	15.1	14.7	52.0	24.3	15.1	14.7	52.0	24.3	15.1	14.7	52.0	24.3	15.1	14.7	52.0	24.3	15.1	14.7	52.0			
BASS	91.5	99.7	0.3	0.0	43	789	90	20.1	17.4	17.9	31.0	23.5	21.3	19.2	38.2	20.0	17.6	17.9	30.8	20.0	17.6	17.9	30.8	20.0	17.6	17.9	30.8	20.0	17.6	17.9	30.8	20.0	17.6	17.9	30.8	20.0	17.6	17.9	30.8			
BOND	96.8	94.2	5.5	4.7	32	695	92	21.0	15.7	14.9	51.7	18.9	15.8	11.9	46.2	20.8	15.9	13.9	51.7	20.8	15.9	13.9	51.7	20.8	15.9	13.9	51.7	20.8	15.9	13.9	51.7	20.8	15.9	13.9	51.7	20.8	15.9	13.9	51.7			
BROWNELL	90.5	99.7	0.3	0.0	43	370	92	29.5	27.8	32.4	28.4	28.4	27.1	30.3	32.4	29.9	28.3	32.4	28.4	29.9	28.3	32.4	28.4	29.9	28.3	32.4	28.4	29.9	28.3	32.4	28.4	29.9	28.3	32.4	28.4	29.9	28.3	32.4				
DENEEN	92.1	99.8	0.0	0.0	27	644	92	34.1	15.9	20.4	63.9	35.1	16.1	22.7	68.8	34.3	15.9	20.8	63.9	34.3	15.9	20.8	63.9	34.3	15.9	20.8	63.9	34.3	15.9	20.8	63.9	34.3	15.9	20.8	63.9	34.3	15.9	20.8	63.9			
GUGGENHEIM	94.4	100.0	0.0	0.0	33	462	93	27.3	17.3	17.3	57.1	27.9	17.4	16.7	57.1	27.3	17.3	17.3	57.1	27.3	17.3	17.3	57.1	27.3	17.3	17.3	57.1	27.3	17.3	17.3	57.1	27.3	17.3	17.3	57.1	27.3	17.3	17.3	57.1			
HARVARD	97.2	100.0	0.0	0.3	38	673	92	23.7	11.6	23.5	52.8	22.9	10.5	21.7	52.9	22.9	10.6	22.4	52.8	22.9	10.6	22.4	52.8	22.9	10.6	22.4	52.8	22.9	10.6	22.4	52.8	22.9	10.6	22.4	52.8	22.9	10.6	22.4	52.8			
HINTON	94.2	100.0	0.0	0.0	42	619	92	29.9	16.4	30.3	47.3	29.7	15.3	30.7	47.3	30.3	16.4	31.5	47.3	30.3	16.4	31.5	47.3	30.3	16.4	31.5	47.3	30.3	16.4	31.5	47.3	30.3	16.4	31.5	47.3	30.3	16.4	31.5	47.3			
JOHNS	99.1	100.0	0.0	0.0	33	425	90	32.1	29.7	35.4	33.6	33.6	31.0	37.1	32.3	33.6	31.0	37.1	32.3	33.6	31.0	37.1	32.3	33.6	31.0	37.1	32.3	33.6	31.0	37.1	32.3	33.6	31.0	37.1	32.3	33.6	31.0	37.1	32.3			
JOPLIN	92.4	99.7	0.1	0.0	52	749	95	40.2	30.6	41.4	59.2	38.2	29.8	39.4	55.8	40.4	31.2	40.8	60.4	40.4	31.2	40.8	60.4	40.4	31.2	40.8	60.4	40.4	31.2	40.8	60.4	40.4	31.2	40.8	60.4	40.4	31.2	40.8	60.4			
KERSHAW	97.3	99.8	0.2	0.0	44	447	90	39.4	42.6	34.2	40.9	40.9	43.1	37.1	40.2	42.6	36.1	40.2	42.6	36.1	40.2	42.6	36.1	40.2	42.6	36.1	40.2	42.6	36.1	40.2	42.6	36.1	40.2	42.6	36.1	40.2	42.6	36.1	40.2			
NICHOLSON	100.0	98.7	0.9	1.5	41	792	91	25.9	17.3	23.8	44.3	26.3	18.4	26.8	41.7	25.7	17.6	23.2	47.1	25.7	17.6	23.2	47.1	25.7	17.6	23.2	47.1	25.7	17.6	23.2	47.1	25.7	17.6	23.2	47.1	25.7	17.6	23.2	47.1			
OGLESBY	92.7	100.0	0.0	0.0	25	790	91	30.2	19.3	25.0	56.1	29.5	18.3	23.5	56.3	30.2	19.3	25.6	55.4	30.2	19.3	25.6	55.4	30.2	19.3	25.6	55.4	30.2	19.3	25.6	55.4	30.2	19.3	25.6	55.4	30.2	19.3	25.6	55.4			
PARK MANOR	96.6	100.0	0.0	0.0	35	581	92	30.9	15.4	22.2	56.7	31.0	14.5	19.3	61.8	30.9	15.4	22.2	56.7	30.9	15.4	22.2	56.7	30.9	15.4	22.2	56.7	30.9	15.4	22.2	56.7	30.9	15.4	22.2	56.7	30.9	15.4	22.2	56.7			
PARKER	96.3	100.0	0.0	0.0	20	997	91	29.5	14.1	38.1	44.2	29.8	14.5	36.0	48.5	30.0	14.2	38.5	45.9	30.0	14.2	38.5	45.9	30.0	14.2	38.5	45.9	30.0	14.2	38.5	45.9	30.0	14.2	38.5	45.9	30.0	14.2	38.5	45.9			
REED	98.7	99.8	0.0	0.0	28	543	90	23.9	9.7	22.8	47.5	24.0	10.2	23.2	46.2	23.9	9.7	22.8	47.5	23.9	9.7	22.8	47.5	23.9	9.7	22.8	47.5	23.9	9.7	22.8	47.5	23.9	9.7	22.8	47.5	23.9	9.7	22.8	47.5			
RUGGLES	79.8	100.0	0.0	0.0	25	689	93	41.2	36.1	36.6	53.6	38.3	36.5	35.2	46.5	41.3	37.0	35.9	53.6	41.3	37.0	35.9	53.6	41.3	37.0	35.9	53.6	41.3	37.0	35.9	53.6	41.3	37.0	35.9	53.6	41.3	37.0	35.9	53.6			
STAGG	94.9	100.0	0.0	0.0	33	731	92	32.8	25.9	25.4	54.3	32.8	26.0	25.9	53.5	32.8	25.9	25.4	54.3	32.8	25.9	25.4	54.3	32.8	25.9	25.4	54.3	32.8	25.9	25.4	54.3	32.8	25.9	25.4	54.3	32.8	25.9	25.4	54.3			
WENTWORTH	95.7	99.7	0.3	0.1	53	748	92	27.1	20.8	24.2	51.4	26.7	20.0	24.2	51.4	27.1	20.8	24.2	51.4	27.1	20.8	24.2	51.4	27.1	20.8	24.2	51.4	27.1	20.8	24.2	51.4	27.1	20.8	24.2	51.4	27.1	20.8	24.2	51.4			
WESTCOTT	93.5	100.0	0.0	0.0	28	644	92	28.1	16.9	34.2	39.5	27.0	16.7	31.9	38.1	28.3	17.1	34.2	39.5	27.0	16.7	31.9	38.1	28.3	17.1	34.2	39.5	27.0	16.7	31.9	38.1	28.3	17.1	34.2	39.5	27.0	16.7	31.9	38.1	28.3		
WOODS	81.5	100.0	0.0	0.0	30	796	91	24.6	21.4	20.5	32.5	21.8	17.7	22.6	26.2	24.7	21.4	20.5	32.9	24.7	21.4	20.5	32.9	24.7	21.4	20.5	32.9	24.7	21.4	20.5	32.9	24.7	21.4	20.5	32.9	24.7	21.4	20.5	32.9			
YALE	95.0	99.4	0.6	0.0	43	525	90	27.3	15.5	27.3	50.0	27.2	15.1	25.6	51.7	27.5	15.8	27.3	50.0	27.5	15.8	27.3	50.0	27.5	15.8	27.3	50.0	27.5	15.8	27.3	50.0	27.5	15.8	27.3	50.0	27.5	15.8	27.3	50.0			

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required 1 to 7 Point Gain Required 7 to 8 Point Gain Required 8 to 10 Point Gain Required

Chicago Public Schools—Area 15
Virginia Vaske, Area Instructional Officer

SCHOOL	Student Demographics				All Students				Low-Income Only				African-American Only				Latino Only				White/Non-Latino Only				Asian-American Only								
	LvIncl	AtFam	Lat	LEP	Mob	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8		
ARIEL	80.3	92.0	0.6	0.0	3	314	95	41.5	41.3	41.7	70.5	36.1	31.6	40.0	40.9	40.0	41.7																
CANTER	63.6	98.1	1.4	0.0	8	209	95	73.7			73.7	70.0			70.0																		
CARNegie	99.2	100.0	0.0	0.0	14	597	94	56.6	55.4	50.7	66.7	57.1	55.6	50.8	56.9	55.4	51.5	66.7															
DONOGHUE	80.6	100.0	0.0	0.0	58	470	92	28.8	17.9	30.0	40.0	28.4	16.2	30.0	40.0	28.8	17.9	30.0	40.0														
DOOLITTLE MIDDLE	99.2	100.0	0.0	0.0	28	364	90	37.1	21.0	60.0	37.8	27.6	21.6	61.2	37.5	27.6	21.2	60.9															
DOOLITTLE PRIMARY	94.7	100.0	0.0	0.0	35	608	90	27.6	27.6			26.5	26.5			27.6																	
DULLES	99.5	99.9	0.1	0.0	20	804	93	21.9	12.9	23.1	37.5	22.0	13.0	23.1	37.5	22.0	12.9	23.4	37.5														
DUMAS	91.2	100.0	0.0	0.0	38	673	91	33.2	32.1	29.9	41.0	34.2	32.4	30.0	48.1	33.2	32.1	29.9	41.0														
FERMI	100.0	100.0	0.0	0.0	42	472	92	30.2	23.4	40.4	34.6	29.9	21.3	40.4	36.0	30.2	22.4	40.4	34.6														
FISKE	98.3	100.0	0.0	0.0	20	538	92	33.9	22.1	35.2	51.2	33.3	22.7	34.6	48.8	34.8	23.1	35.8	51.2														
HARTE	65.7	96.1	1.7	0.6	18	463	94	57.6	50.0	48.6	81.3	54.2	51.4	48.3	70.6	58.1	50.9	48.6	81.3														
KOZMINSKI	87.0	100.0	0.0	0.0	12	547	91	34.1	24.2	26.7	59.5	33.8	26.4	25.0	61.3	33.3	23.0	26.7	59.5														
MAYO	96.5	100.0	0.0	0.0	23	491	94	36.2	22.4	41.2	55.2	36.6	23.2	40.8	57.7	36.2	22.4	41.2	55.2														
MCCOSH	98.9	100.0	0.0	0.0	31	1116	92	47.7	41.9	44.6	62.0	48.3	42.4	45.6	61.8	47.7	41.9	44.6	62.0														
MURRAY	17.5	68.1	2.6	0.0	2	342	97	88.1	81.3	90.5	90.3	95.2	100.0	100.0	87.5	85.1	70.0	88.1	92.0														
PERSHING	53.6	89.1	6.9	0.4	5	274	97	55.8	36.4	63.0	73.1	49.0	33.3	52.6	72.7	57.5	36.7	61.5	79.2														
PRICE	100.0	99.6	0.2	0.0	28	549	91	23.1	15.3	23.1	31.0					22.6	14.0	22.4	31.0														
RAY	33.6	58.3	5.9	10.2	10	881	96	75.0	70.3	76.2	79.5	65.0	62.5	60.6	71.4	68.1	59.3	69.4	75.0														
RAYMOND	99.5	98.8	0.8	0.0	41	496	89	17.6	10.9	4.8	41.7	16.9	11.1	4.8	39.1	17.6	10.9	4.8	41.7														
REAVIS	92.9	99.9	0.0	0.4	24	708	92	37.8	28.4	33.3	52.9	37.8	26.8	33.3	54.0	38.0	28.4	33.3	52.9														
ROBINSON	93.1	99.4	0.6	0.0	19	332	95	27.3	32.6	33.3	23.1	26.6	32.6	22.0	20.0	26.5	31.0	23.3	23.1														
SEXTON	99.9	99.6	0.4	0.1	33	711	91	20.9	11.8	25.4	40.0	21.3	10.5	26.9	46.2	21.7	12.1	27.8	40.0														
SHOESMITH	80.9	88.8	3.7	0.5	18	383	94	44.4	30.0	60.4		44.4	31.6	58.8	42.6	27.1	58.7																
WADSWORTH	99.2	99.5	0.5	0.2	33	611	92	31.0	21.6	32.6	40.8	31.6	21.4	33.1	44.2	31.9	21.6	36.4	41.7														
WELLS	87.4	100.0	0.0	0.0	11	167	93	44.2	40.0	27.3	58.8	41.5	40.0	27.3	53.3	44.2	40.0	27.3	58.8														
WOODLAWN	89.2	100.0	0.0	0.0	3	238	96	52.9	45.9	60.6		52.9	45.9	61.3		53.6	45.9	62.5															
ARIEL	80.3	92.0	0.6	0.0	3	314	95	52.1	73.9	31.3		48.2	71.1	28.9		51.6	73.3	31.3															
CANTER	63.6	98.1	1.4	0.0	8	209	95	44.6		44.6		45.3		45.3		45.3		45.3															
CARNegie	99.2	100.0	0.0	0.0	14	597	94	56.6	58.1	60.3	48.9	57.1	56.9	60.6	52.3	56.4	58.1	59.7	48.9														
DONOGHUE	80.6	100.0	0.0	0.0	58	470	92	26.0	35.9	30.0	11.4	25.5	35.1	30.0	11.4	26.0	35.9	30.0	11.4														
DOOLITTLE MIDDLE	94.7	100.0	0.0	0.0	28	364	90	16.4		15.2	17.6			15.7	18.5	16.6		15.4	17.9														
DOOLITTLE PRIMARY	94.7	100.0	0.0	0.0	35	608	90	31.1	31.1			31.7	31.7			31.1		31.1															
DULLES	99.5	99.9	0.1	0.0	20	804	93	19.1	24.5	16.5	12.8	19.2	24.7	16.5	12.8	18.7	24.5	16.5	12.8														
DUMAS	91.2	100.0	0.0	0.0	38	673	91	17.9	26.9	17.9	0.0	18.4	26.8	16.7	0.0	17.9	26.9	17.9	0.0														
FERMI	100.0	100.0	0.0	0.0	42	472	92	20.9	21.3	29.8	3.8	20.5	20.3	29.8	4.0	20.9	21.3	29.8	3.8														
FISKE	98.3	100.0	0.0	0.0	20	538	92	20.6	20.6	27.8	11.6	20.0	20.9	26.9	9.8	20.4	19.7	28.3	11.6														
HARTE	65.7	96.1	1.7	0.6	18	463	94	57.6	62.1	40.0	68.8	60.2	70.3	41.4	70.6	58.1	63.2	40.0	68.8														
KOZMINSKI	87.0	100.0	0.0	0.0	12	547	91	18.9	32.8	9.7	11.6	19.1	34.5	7.4	12.5	18.0	25.5	21.3	8.5														
MAYO	96.5	100.0	0.0	0.0	23	491	94	33.3	25.8	45.3	27.6	33.8	27.1	45.1	26.9	33.3	25.8	45.3	27.6														
MCCOSH	98.9	100.0	0.0	0.0	31	1116	92	43.8	56.6	28.5	46.9	44.8	57.6	28.4	48.7	43.8	56.6	28.5	46.9														
MURRAY	17.5	68.1	2.6	0.0	2	342	97	84.1	87.5	85.7	77.4	85.7	100.0	90.0	75.0	80.5	80.0	81.0	80.0														
PERSHING	53.6	89.1	6.9	0.4	5	274	97	43.0	51.5	44.4	30.8	43.1	47.6	47.4	27.3	41.3	46.7	42.3	33.3														
PRICE	100.0	99.6	0.2	0.0	28	549	91	18.0	25.0	22.0	8.5					17.8	25.5	21.3	8.5														
RAY	33.6	58.3	5.9	10.2	10	881	96	71.9	85.1	64.3	63.4	58.2	87.1	36.4	52.9	62.0	79.6	49.0	56.7														
RAYMOND	99.5	98.8	0.8	0.0	41	496	89	11.3	10.6	3.8	20.8	11.6	10.9	3.8	21.7	11.3	10.6	3.8	20.8														
REAVIS	92.9	99.9	0.0	0.4	24	708	92	31.7	51.9	18.6	19.1	30.6	49.3	19.6	18.8	31.9	51.9	19.0	19.1														
ROBINSON	93.1	99.4	0.6	0.0	19	332	95																										

Chicago Public Schools—Area 16
 Joyce Bristow, Area Instructional Officer
 Reading

SCHOOL	Student Demographics					All Students					Low-Income Only					African-American Only					Latino Only					White/Non-Latino Only					Asian-American Only						
	Lwinc	AfAm	Lat	LEP	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8			
BARNARD	71.0	92.1	3.1	0.0	22	390	95	52.3	46.3	48.6	64.5	44.9	40.6	44.8	52.9	53.4	47.4	48.6	66.7																		
BENNETT	86.0	96.5	0.0	0.2	16	652	94	55.6	49.5	59.0	60.9	56.6	51.3	57.4	63.5	55.1	49.5	57.6	60.9																		
CARROLL	56.0	98.3	1.1	0.2	8	1022	95	46.0	36.0	41.1	64.4	42.4	32.1	42.4	61.4	45.8	35.5	40.8	64.6																		
CASSELL	33.2	16.1	4.3	0.0	15	304	95	68.4	63.6	58.3	88.5	53.3	52.9	42.1	77.8	81.3	50.0	100.0	87.5																		
CLISSOLD	14.5	50.5	4.9	0.3	9	711	96	69.6	64.8	68.8	75.3	27.6	28.6	18.2	50.0	56.7	52.9	57.1	61.8																		
COOK	93.3	99.1	0.7	0.2	33	861	91	29.8	28.4	32.1	29.2	30.5	28.0	33.3	30.8	30.0	28.7	32.1	29.5																		
CUFFE	95.3	99.8	0.2	0.2	21	407	95	44.2	32.7	30.0	61.9	45.5	33.3	51.2	61.9	44.2	32.7	30.0	61.9																		
DUNNE	97.7	100.0	0.0	0.0	27	531	95	48.4	40.6	31.5	80.0	55.3	40.7	41.3	84.0	55.1	41.3	44.0	81.5																		
ESMOND	92.1	99.9	0.0	0.1	24	961	94	35.1	27.4	29.9	53.2	34.0	28.7	29.0	57.1	36.0	27.7	30.8	55.3																		
FT. DEARBORN	87.4	100.0	0.0	0.0	21	318	94	49.4	42.9	41.4	63.3	50.7	47.8	41.7	60.7	50.0	44.4	41.4	63.3																		
FERNWOOD	100.0	100.0	0.0	0.0	23	438	94	25.8	18.2	21.2	48.5	27.3	18.8	21.3	57.1	26.0	18.2	21.6	48.5																		
FOSTER PARK	90.3	99.8	0.1	0.0	26	838	94	33.7	34.1	23.8	50.0	34.0	35.1	24.4	49.0	34.3	34.4	24.7	50.0																		
FT. DEARBORN	87.5	100.0	0.0	0.0	28	624	94	35.7	37.9	22.4	47.1	35.8	39.4	20.0	50.0	36.3	38.4	22.8	48.0																		
GARVEY	98.8	99.7	0.3	0.0	41	334	93	37.9	22.2	38.5	64.5	36.3	17.0	33.3	76.0	37.9	22.2	38.5	64.5																		
GREEN W.	96.3	100.0	0.0	0.0	32	735	93	35.8	28.2	25.3	61.7	39.8	31.2	29.0	65.5	35.8	28.2	25.3	61.7																		
GRESHAM	90.4	100.0	0.0	0.2	30	512	92	24.9	12.9	25.8	38.8	23.6	10.7	25.4	38.1	24.9	12.9	25.8	38.8																		
HUGHES L.	93.1	99.6	0.4	0.6	26	477	92	20.0	14.6	13.3	30.8	19.2	13.3	12.5	32.5	20.6	15.2	13.6	31.4																		
JACKSON M.	23.8	51.6	12.7	0.0	7	244	96	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0																		
KELLER	25.3	73.3	1.8	0.0	7	277	96	73.4	73.1	63.9	84.4	52.9	33.3	50.0	80.0	68.7	68.8	53.6	87.0																		
KELLOGG	100.0	100.0	0.0	0.0	52	758	91	23.4	21.0	19.4	35.7	25.2	21.7	20.0	43.5	23.1	20.3	19.4	35.7																		
KOHN	92.1	100.0	0.0	0.1	41	882	92	27.5	20.7	25.4	40.0	28.9	18.9	28.8	44.7	27.6	20.7	25.4	40.7																		
LAVIZZO	78.6	99.8	0.2	0.0	28	576	92	27.3	17.9	27.7	41.2	30.7	21.7	28.0	43.2	27.5	17.9	27.7	42.0																		
MORGAN	28.3	14.5	7.2	1.9	9	580	93	61.0	69.5	58.1	55.4	52.7	60.0	44.4	54.5	70.3	100.0	45.5	73.7																		
MT. GREENWOOD	86.3	100.0	0.0	0.2	31	488	93	28.9	20.3	24.5	47.6					27.2	20.3	20.0	47.4																		
MT. VERNON	46.9	60.2	11.3	0.0	4	256	96	69.5	57.1	63.0	88.9	61.5	52.9	58.3	80.0	71.2	61.1	62.5	88.9																		
OWEN	10.1	47.3	3.9	0.3	6	776	95	75.3	66.3	75.8	85.3	55.6	52.9	62.5	50.0	66.2	55.6	67.9	81.3																		
SUTHERLAND	49.0	99.0	1.0	0.0	1	312	96	67.8	43.3	64.3	82.5	62.5	35.7	66.7	77.3	67.9	41.4	63.0	84.9																		
VANDERPOEL	93.6	100.0	0.0	0.0	24	281	94	49.4	40.0	35.5	81.8	44.9	28.0	33.3	80.0	50.0	41.4	35.5	81.8																		
WACKER																																					

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required 1 to 7 Point Gain Required 7 to 8 Point Gain Required 8 to 10 Point Gain Required

Chicago Public Schools—Area 16
 Joyce Bristow, Area Instructional Officer
 Mathematics

SCHOOL	Student Demographics						All Students			Low-income Only			African-American Only			Latino Only			White/Non-Latino Only			Asian-American Only						
	LvlInc	AFAm	Lat	LEP	Mob	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	
BARNARD	71.0	92.1	3.1	0.0	22	390	95	50.0	58.5	47.2	41.9	45.5	59.4	39.3	29.4	50.0	57.9	47.1	43.3									
BENNETT	86.0	96.5	0.0	0.2	16	652	94	44.4	48.4	50.8	32.8	46.3	48.7	51.1	38.5	43.9	48.4	49.2	32.8									
CARROLL	56.0	98.3	1.1	0.2	8	1022	95	39.8	56.3	33.9	25.8	41.6	56.8	34.3	23.8	40.3	56.8	34.2	26.3									
CASSELL	33.2	16.1	4.3	0.0	15	304	95	61.7	78.1	50.0	57.7	59.1	81.3	36.8	66.7	56.3	75.0	25.0	62.5									
CLISSOLD	14.5	50.5	4.9	0.3	9	711	96	62.0	79.8	54.5	50.0	51.7	71.4	27.3	50.0	49.6	71.2	40.5	27.3									
COOK	93.3	99.1	0.7	0.2	33	861	91	25.0	41.7	28.4	3.4	26.3	43.0	28.2	3.9	25.2	42.1	28.4	3.5									
CUFFE	95.3	99.8	0.2	0.2	21	407	95	29.8	32.7	25.0	31.8	30.4	33.3	25.6	33.3	29.8	32.7	25.0	31.8									
DUNNE	97.7	100.0	0.0	0.0	27	531	95	50.8	66.7	27.4	63.6	59.3	66.7	39.1	70.0	57.8	67.7	38.0	64.8									
ESMOND	96.5	98.8	1.2	0.2	28	579	93	16.8	30.0	8.3	10.4	15.3	28.8	7.0	7.5	15.8	28.4	8.5	9.4									
EVERS	87.4	100.0	0.0	0.0	21	318	94	47.1	60.7	48.3	33.3	47.4	62.5	45.8	35.7	47.1	60.7	48.3	33.3									
FERWOOD	100.0	100.0	0.0	0.0	23	438	94	18.3	17.6	23.1	12.1	19.9	18.2	25.5	14.3	18.4	17.6	23.5	12.1									
FOSTER PARK	92.1	99.9	0.0	0.1	24	961	94	21.7	26.5	27.1	7.5	35.6	47.3	32.9	22.4	35.0	45.6	33.7	20.7									
FT. DEARBORN	90.3	99.8	0.1	0.0	26	838	94	33.9	45.1	32.3	19.7	22.0	27.7	25.0	9.4	22.2	26.8	27.9	7.8									
GARVEY	87.5	100.0	0.0	0.0	28	624	94	32.7	42.5	13.8	37.3	31.1	43.7	11.1	31.3	32.6	41.9	14.0	38.0									
GREEN W.	98.8	99.7	0.3	0.0	41	334	93	15.2	12.7	20.5	12.9	14.7	10.6	20.0	16.0	15.3	13.0	20.5	12.9									
GRESHAM	96.3	100.0	0.0	0.0	32	735	93	32.6	36.9	30.7	29.5	36.3	39.5	35.7	32.7	32.6	36.9	30.7	29.5									
HUGHES L.	90.4	100.0	0.0	0.2	30	512	92	21.4	24.2	22.6	16.3	19.7	19.6	23.7	14.3	21.4	24.2	22.6	16.3									
JACKSON M.	93.1	99.6	0.4	0.6	26	477	92	10.1	17.3	4.4	7.7	9.4	16.7	2.5	7.5	10.3	18.0	4.5	7.8									
KELLER	23.8	51.6	12.7	0.0	2	244	96	97.8	100.0	100.0	93.1	100.0	100.0	100.0	100.0	98.0	100.0	100.0	94.1									
KELLOGG	25.3	73.3	1.8	0.0	7	277	96	68.1	76.9	61.1	68.8	47.1	50.0	33.3	60.0	61.2	75.0	53.6	60.9									
KOHN	100.0	100.0	0.0	0.0	52	758	91	18.9	29.6	10.6	12.5	19.4	29.5	9.9	15.2	18.6	28.9	10.6	12.5									
LAVIZZO	92.1	100.0	0.0	0.1	41	882	92	15.4	22.2	13.0	7.3	16.3	22.0	14.5	8.7	15.5	22.2	13.0	7.4									
MORGAN	78.6	99.8	0.2	0.0	28	576	92	16.2	16.7	22.1	7.8	17.0	20.0	23.1	6.8	16.3	16.7	22.1	8.0									
MT. GREENWOOD	86.3	100.0	0.0	0.2	31	488	93	16.7	24.2	15.1	7.0	45.5	73.3	50.0	22.7	37.8	71.4	45.5	21.1									
MT. VERNON	46.9	60.2	11.3	0.0	4	256	96	74.4	85.7	63.0	74.1	74.4	76.5	58.3	90.0	67.3	83.3	56.3	61.1									
OWEN	10.1	47.3	3.9	0.3	6	776	95	72.9	85.4	65.9	66.7	59.3	79.6	37.5	50.0	62.6	79.6	37.5	50.0									
SUTHERLAND	49.0	99.0	1.0	0.0	1	312	96	41.7	53.3	39.3	36.8	43.8	57.1	33.3	40.9	42.2	51.7	37.0	39.6									
VANDERPOEL	93.6	100.0	0.0	0.0	24	281	94	23.8	25.8	25.8	18.2	18.6	15.4	20.8	20.0	24.1	26.7	25.8	18.2									
WACKER																												

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required 1 to 7 Point Gain Required 7 to 8 Point Gain Required 8 to 10 Point Gain Required

Chicago Public Schools—Area 17
Audrey Cooper-Stanton, Area Instructional Officer
Reading

SCHOOL	Student Demographics				All Students				Low-Income Only				African-American Only				Latino Only				White/Non-Latino Only				Asian-American Only								
	Lwinc	AFAm	Lat	LEP	Mob	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8		
ASHE	80.3	99.3	0.0	0.3	41	758	92	34.8	29.9	26.4	55.6	32.1	32.4	22.2	48.8	35.2	30.4	26.7	55.6														
AVALON PARK	92.8	100.0	0.0	0.0	30	736	92	29.4	26.6	22.4	45.8	29.3	26.7	21.9	45.7	29.0	25.8	22.4	45.8														
BLACK	55.9	95.4	3.9	0.2	1	460	96	75.2	64.8	77.2	84.0	65.4	57.6	66.7	77.8	74.3	62.7	78.2	82.6														
BOUCHET	85.5	99.7	0.3	0.1	32	1575	92	25.5	19.8	16.8	46.5	24.1	18.7	17.0	47.1	25.3	19.5	17.4	45.2														
BRADWELL	91.4	99.8	0.1	0.0	49	1333	89	24.6	22.5	13.6	50.0	22.4	21.5	14.0	44.4	24.6	22.0	13.9	50.0														
BURNSIDE	75.5	99.0	1.0	0.2	3	833	96	57.8	52.1	50.6	67.3	54.3	54.4	45.1	61.2	58.1	52.1	51.3	67.3														
CALDWELL	71.6	100.0	0.0	0.0	22	644	94	40.0	35.4	34.4	50.0	39.2	39.5	27.9	49.0	40.4	35.9	34.9	50.0														
COLES	87.5	98.4	1.5	0.2	24	984	94	31.9	26.2	28.7	44.9	29.9	26.6	32.1	33.3	31.8	25.8	29.7	44.2														
DIXON	68.0	99.3	0.7	0.0	6	278	96	77.5	62.1	80.0	95.2	70.9	57.1	72.7	91.7	77.2	62.1	80.0	95.0														
EARHART	97.6	99.9	0.1	0.0	26	861	91	28.2	18.4	28.1	44.4	28.7	18.2	30.7	43.9	28.2	18.4	28.4	44.3														
GILLESPIE	83.7	99.1	0.9	0.3	36	343	94	50.5	38.9	48.8	66.7	50.5	39.4	50.0	65.4	50.0	38.9	48.8	65.5														
HOYNE	83.4	100.0	0.0	0.0	18	428	95	56.6	49.1	60.4	62.9	55.5	47.9	57.5	64.5	56.9	49.1	60.4	64.7														
KIPLING	100.0	100.0	0.0	0.3	33	573	92	25.5	26.1	10.5	50.0	25.9	28.8	11.0	47.5	25.1	26.1	10.5	48.8														
MADISON	93.7	99.4	0.3	0.0	24	1039	92	32.9	27.5	23.1	53.6	32.7	28.7	22.2	53.7	32.8	28.7	23.3	53.0														
MANN	21.3	96.8	1.1	0.0	3	188	97	92.6	96.4	88.5		44.3	45.0	43.3		48.9	46.9	51.3															
MCDOWELL	81.4	100.0	0.0	0.0	12	220	95	48.9	46.9	51.3		44.3	45.0	43.3		48.9	46.9	51.3															
MIRELES	98.0	49.5	49.4	18.9	32	1555	93	27.1	19.5	20.3	46.7	28.0	19.3	20.2	50.0	24.0	17.7	13.5	50.0														
NEIL	69.3	93.3	4.3	5.0	17	400	88	53.5	51.7	67.7	18.2	56.1	54.5	71.4	22.2	55.2	57.7	66.7	18.2														
NINO'S HEROES	95.4	75.4	23.9	10.7	31	891	93	46.7	35.5	53.6	57.1	48.8	34.1	54.5	63.0	43.9	32.9	52.2	51.1														
O'KEEFE	94.0	100.0	0.0	0.1	40	786	91	31.7	24.8	24.1	56.1	32.6	26.3	23.6	56.6	31.9	25.0	24.1	56.1														
PARKSIDE	90.0	100.0	0.0	0.0	47	578	91	29.8	16.7	21.2	56.3	30.1	17.3	22.0	55.6	29.3	15.1	21.2	56.3														
PIRIE	85.7	100.0	0.0	0.0	22	574	95	54.6	57.5	52.0		54.2	57.5	51.3		54.6	57.5	52.0															
POWELL	94.6	99.3	0.3	0.0	40	592	93	32.4	15.5	28.1	73.2	31.8	13.9	27.8	72.5	31.6	15.7	24.5	73.2														
REVERE	98.4	98.6	1.4	0.5	32	571	92	23.4	21.8	27.7	29.0	25.4	23.6	24.6	32.1	23.0	21.1	22.5	29.0														
RYDER	92.0	99.8	0.2	0.0	33	539	92	44.0	48.1	37.0	47.2	40.8	47.9	34.1	39.3	44.0	48.1	37.0	47.2														
SULLIVAN	97.8	58.2	40.8	10.1	71	730	91	21.5	16.5	15.0	39.3	27.2	16.3	27.3	48.8	18.4	12.5	16.0	33.3														
TANNER	94.1	100.0	0.0	0.0	38	625	93	38.0	33.3	30.4	54.9	35.2	33.3	36.3	50.0	38.0	33.3	30.3	55.1														
TURNER-DREW	79.9	96.3	0.5	0.0	4	378	95	66.9	53.6	62.7	79.6	64.7	54.2	62.3	74.4	68.0	53.8	63.8	81.8														
WARREN	90.7	98.5	0.2	0.7	26	409	92	36.7	26.8	32.6	55.0	37.4	28.0	37.1	53.3	37.0	27.3	32.6	55.0														
WASHINGTON H.	95.2	100.0	0.0	0.3	32	710	96	43.0	24.7	53.4	60.0	43.0	24.7	53.4	60.0	43.1	25.0	54.2	59.3														

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required 1 to 7 Point Gain Required 7 to 8 Point Gain Required 8 to 10 Point Gain Required

Chicago Public Schools—Area 17
Audrey Cooper-Stanton, Area Instructional Officer
Mathematics

SCHOOL	Student Demographics							All Students					Low-Income Only					African-American Only					Latino Only					White/Non-Latino Only					Asian-American Only								
	LwInc	AfAm	Lat	LEP	Imob	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
ASHE	80.3	99.3	0.0	0.3	41	758	92	24.3	37.0	17.2	9.7	25.8	40.4	16.7	4.9	24.5	37.6	17.4	9.7																						
AVALON PARK	92.8	100.0	0.0	0.0	30	736	92	22.7	28.1	19.7	16.7	23.8	29.9	20.5	17.4	22.4	27.4	19.7	16.7																						
BLACK	53.9	95.4	3.9	0.2	1	460	96	72.2	72.7	77.2	66.0	66.7	66.7	70.4	61.1	71.9	71.2	78.2	65.2																						
BOUCHET	85.5	99.7	0.3	0.1	32	1575	92	18.5	26.5	10.5	14.0	18.9	26.8	10.6	14.9	18.6	26.5	10.9	13.5																						
BRADWELL	91.4	99.8	0.1	0.0	49	1333	89	22.8	35.7	8.7	16.2	23.9	36.2	8.3	18.2	22.7	35.6	8.9	16.2																						
BURNSIDE	75.5	99.0	1.0	0.2	3	833	96	53.4	71.8	46.8	45.5	51.1	71.4	41.5	41.8	53.6	72.5	47.4	45.5																						
CALDWELL	71.6	100.0	0.0	0.0	22	644	94	25.9	33.8	23.0	20.9	32.0	33.3	22.5	18.0	26.2	34.4	23.3	20.9																						
COLES	87.5	98.4	1.5	0.2	24	984	94	31.4	41.7	32.3	13.9	32.7	42.7	33.3	11.1	31.7	41.6	33.3	14.1																						
DIXON	76.9	99.9	0.1	0.1	14	795	95	45.5	84.4	50.0	20.5	44.4	83.0	51.9	19.3	45.3	85.5	49.3	20.5																						
EARHART	68.0	99.3	0.7	0.0	6	278	96	70.0	58.6	86.7	61.9	65.5	52.4	81.8	58.3	70.9	58.6	86.7	65.0																						
GILLESPIE	97.6	99.9	0.1	0.0	26	861	91	19.9	30.4	16.2	8.3	19.8	30.9	16.5	5.6	20.2	30.4	16.3	8.6																						
HOYNE	83.7	99.1	0.9	0.3	36	343	94	40.0	48.6	37.2	33.3	40.4	52.9	35.3	30.8	40.4	48.6	37.2	34.5																						
KIPLING	83.4	100.0	0.0	0.0	18	428	95	37.9	38.6	47.2	22.9	38.7	39.6	47.5	25.8	38.2	38.6	47.2	23.5																						
MADISON	100.0	100.0	0.0	0.3	33	573	92	11.0	13.3	6.6	13.6	11.3	14.6	6.8	12.5	11.0	13.3	6.6	14.0																						
MANN	93.7	99.4	0.3	0.0	24	1039	92	26.7	39.5	15.2	21.4	27.3	40.7	15.4	20.9	26.2	38.1	15.4	21.7																						
MCDONWELL	21.3	96.8	1.1	0.0	3	188	97	94.4	100.0	88.5		45.7	52.5	36.7		94.4	100.0	88.5																							
MCDONWELL	81.4	100.0	0.0	0.0	12	220	95	48.9	53.1	43.6		45.7	52.5	36.7		94.4	100.0	88.5																							
MCDONWELL	98.0	49.5	49.4	18.9	32	1555	93	20.0	27.8	15.3	17.4	20.5	27.5	15.9	18.9	17.3	24.3	11.4	14.5																						
MIRELES	69.3	99.3	4.3	5.0	17	400	88	44.9	60.7	46.7	0.0	35.0	50.0	42.9	0.0	44.6	64.0	44.8	0.0																						
MIRELES	95.4	75.4	23.9	10.7	31	891	93	45.5	54.1	45.2	30.6	44.4	48.8	48.1	32.1	39.3	48.2	37.3	26.1																						
NINOS HEROES	94.0	100.0	0.0	0.1	40	786	91	21.8	26.5	22.9	12.1	21.2	25.3	22.2	13.0	21.9	26.7	22.9	12.1																						
OKEEFE	90.0	100.0	0.0	0.0	47	578	91	16.1	21.8	21.5	2.1	15.4	20.8	20.7	2.2	15.6	20.4	21.5	2.1																						
PARKSIDE	85.7	100.0	0.0	0.0	22	574	95	48.1	69.0	29.6		48.4	71.2	27.5		48.1	69.0	29.6																							
PIRIE	94.6	99.3	0.3	0.0	40	592	92	24.7	31.0	15.8	24.4	22.5	27.8	14.8	22.9	23.7	30.1	13.2	24.4																						
POWELL	98.4	98.6	1.4	0.5	32	571	92	19.3	25.6	15.8	12.1	19.7	25.0	17.1	12.9	18.9	25.3	15.3	12.1																						
REVERE	92.0	99.8	0.2	0.0	33	539	92	32.1	50.9	19.6	20.0	30.8	46.9	20.5	18.5	32.1	50.9	19.6	20.0																						
RYDER	97.8	98.2	40.8	10.1	71	730	91	20.5	27.6	19.8	9.1	22.1	28.4	18.2	11.9	17.5	24.3	17.6	2.9																						
SULLIVAN	94.1	100.0	0.0	0.0	38	625	93	28.2	28.6	32.8	21.6	26.3	26.0	32.1	19.0	27.9	28.6	32.8	20.4																						
TANNER	79.9	96.3	0.5	0.0	4	378	95	54.4	64.3	52.5	51.0	49.1	58.3	52.8	38.5	54.7	61.5	53.4	52.3																						
TURNER-DREW	90.7	98.5	0.2	0.7	26	409	92	29.3	39.3	15.9	30.0	31.0	40.0	19.4	30.0	29.5	40.0	15.9	30.0																						
WARREN	95.2	100.0	0.0	0.3	32	710	96	54.8	59.1	63.4	36.4	54.8	59.1	63.4	36.4	55.1	58.7	64.3	37.0																						
WASHINGTON H.																																									

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required 1 to 7 Point Gain Required 7 to 8 Point Gain Required 8 to 10 Point Gain Required

Chicago Public Schools—Area 18
Lee Brown, Area Instructional Officer
Reading

SCHOOL	Student Demographics										All students					Low-Income Only					African-American Only					Latino Only					White/Non-Latino Only					Asian-American Only					
	Lwhnc	AfAm	Lat	LEP	Mob	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8		
ADDAMS	84.2	0.5	88.7	24.1	23	802	96	62.4	52.5	62.5	73.2	61.0	47.7	63.2	71.4	25.8	23.9	12.0	50.0	61.7	48.9	63.8	70.8	66.7	71.4	37.5	87.5														
ALDRIDGE	100.0	99.3	0.5	0.2	37	434	90	26.2	23.9	11.8	51.5	26.8	24.4	12.2	51.5	25.8	23.9	12.0	50.0	38.0	46.2	33.3	39.3																		
BRIGHT	98.1	47.3	50.8	20.0	23	630	93	30.5	23.2	25.7	45.1	29.7	27.0	20.3	45.2	24.8	14.6	18.9	52.2																						
BROWN R.	91.9	99.8	0.0	0.0	26	430	95	38.6	44.4	32.0	40.0	37.1	43.2	31.8	37.1	38.6	44.4	32.0	40.0																						
BURNHAM	88.1	97.3	2.7	0.2	31	413	93	30.9	31.8	21.3	52.6	30.1	31.4	22.2	53.8	29.9	28.6	21.7	52.6																						
CARVER MIDDLE	100.0	99.6	0.2	0.4	18	559	93	32.0	23.3	48.4	31.4	31.4	21.9	49.2	32.0	28.1	23.3	48.4																							
CARVER PRIMARY	100.0	99.9	0.0	0.0	19	688	94	28.0	28.0	28.0	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3																						
CLAY	82.3	6.7	45.1	16.8	20	734	93	58.5	52.4	51.8	73.1	53.6	45.2	48.9	69.4	24.5	8.0	39.3																							
COLEMAN J.	76.2	98.9	1.1	0.0	15	273	95	24.5	8.0	39.3	95	21.6	5.9	35.0	24.5	24.5	8.0	39.3																							
CULLEN	91.6	100.0	0.0	0.0	24	451	95	54.3	61.7	46.6	54.3	52.4	61.1	44.4	51.4	54.3	61.7	46.6	54.3																						
CURTIS	87.5	98.3	1.7	1.0	43	763	90	26.3	18.4	23.5	42.2	27.4	20.5	27.1	40.9	26.8	17.7	24.7	43.5																						
DUBOIS	100.0	94.9	5.1	2.7	39	449	93	42.6	41.3	33.3	55.9	41.8	42.9	30.8	55.2	41.2	42.9	31.7	51.6																						
GALLISTEL	94.1	1.9	93.1	18.1	28	1114	95	50.9	41.2	46.2	67.1	50.4	39.7	44.4	68.5																										
GOMPERS	90.9	99.8	0.0	0.0	19	527	93	40.2	34.4	47.9	40.0	34.1	34.1	34.1	40.0	39.5	33.9	47.3																							
GRISSOM	60.3	7.5	43.7	1.7	8	348	94	63.6	58.6	53.1	81.5	65.4	66.7	54.5	80.0	26.6	31.3	16.5	34.5																						
HALEY	95.1	99.7	0.1	0.0	43	926	94	26.2	31.0	16.3	33.3	25.4	28.4	17.0	33.3	26.6	31.3	16.5	34.5																						
HIGGINS	82.6	100.0	0.0	0.0	23	524	94	33.1	23.3	23.5	54.4	29.6	24.2	24.4	46.9	33.7	23.9	24.0	54.4																						
LAWRENCE	98.6	99.7	0.3	0.2	28	635	93	25.7	25.3	11.7	48.0	25.9	26.5	12.7	45.7	26.0	25.3	11.8	49.0																						
MARSH	88.7	4.0	91.4	20.6	29	602	96	52.8	59.1	36.7	64.2	51.8	60.5	36.8	63.6	40.6	32.4	38.6	53.7																						
METCALFE	91.6	99.8	0.2	0.1	26	1004	94	40.8	32.9	38.3	54.1	36.6	30.9	33.0	49.4	34.1	34.1	34.1	34.1																						
OWENS	100.0	99.8	0.0	0.0	19	469	93	34.1	34.1	34.1	34.1	34.1	34.1	34.1	34.1	34.1	34.1	34.1	34.1																						
POE	31.4	91.9	0.6	0.0	4	172	97	93.8	96.4	90.0	90.0	93.6	96.3	90.0	93.6	93.6	96.3	90.0																							
PULLMAN	88.9	77.2	22.3	10.6	36	602	92	25.5	15.5	27.8	50.0	25.8	15.8	29.8	44.4	26.1	15.6	28.6	60.0																						
SCHMID	100.0	100.0	0.0	0.0	18	331	94	36.0	35.6	32.6	43.5	35.8	34.9	32.6	43.5	36.0	35.6	32.6	43.5																						
SHOOP	93.9	100.0	0.0	0.0	24	760	94	31.1	24.1	23.8	53.7	29.5	20.3	23.1	58.1	31.5	25.0	23.8	53.7																						
SMITH	98.0	98.8	0.7	0.0	24	592	93	21.5	9.2	20.3	38.3	20.7	10.4	21.0	34.0	21.5	8.0	20.6	40.4																						
SONGHAH	88.1	99.8	0.0	0.0	46	888	92	24.6	27.9	17.3	28.4	25.6	26.9	19.5	32.6	25.4	28.3	17.9	30.4																						
TAYLOR	97.2	4.3	91.4	22.2	36	799	96	63.5	62.7	62.3	66.0	62.3	60.5	61.0	65.3	63.5	62.7	62.3	66.0																						
THORP J.	91.3	78.2	21.3	8.7	42	675	93	18.8	14.5	12.7	31.7	20.7	17.9	12.9	37.2	19.1	15.5	11.7	34.1																						
WASHINGTON G.	75.3	0.6	80.9	9.2	10	705	96	86.9	95.5	81.8	86.4	84.0	93.8	76.0	86.0	84.0	93.8	76.0	86.0																						
WEST PULLMAN	88.3	100.0	0.0	0.0	44	590	92	34.3	38.6	20.0	52.6	36.2	37.9	22.6	56.7	34.7	38.6	20.3	54.1																						
WHISTLER	87.8	98.9	0.3	0.0	15	632	94	36.5	24.6	38.2	47.7	37.3	27.9	38.0	47.3	36.5	24.6	38.2	47.7																						
WHITE	98.8	99.2	0.8	0.4	41	243	94	37.8	32.3	22.9	66.7	36.1	31.0	23.5	65.0	38.2	32.3	23.5	66.7																						

Gains Required To Meet Adequate Yearly Progress (AYP) Requirements for 2003 (in addition to 88% attendance and 95% test participation rate)

No Gain Required 1 to 7 Point Gain Required 7 to 8 Point Gain Required 8 to 10 Point Gain Required

Chicago Public Schools–Area 18
Lee Brown, Area Instructional Officer
Mathematics

SCHOOL	Student Demographics										All Students					Low-Income Only					African-American Only					Latino Only					White/Non-Latino Only					Asian-American Only				
	Lwinc	AfAm	Lat	LEP	Mob	Enrl	ATT	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8	CMP	Gr3	Gr5	Gr8					
	84.2	0.5	88.7	24.1	23	802	96	62.4	65.6	65.0	55.4	61.7	63.6	63.2	57.1	61.7	63.6	63.2	57.1	61.7	63.6	63.2	57.1	61.7	63.6	63.2	57.1	61.7	63.6	63.2	57.1	61.7	63.6	63.2	57.1					
ADDAMS	100.0	99.3	0.5	0.2	37	434	90	40.6	57.4	26.9	38.2	41.5	58.7	28.0	38.2	41.5	58.7	28.0	38.2	41.2	57.4	27.5	39.4	61.7	66.7	63.8	54.2	70.0	71.4	75.0	62.5									
ALDRIDGE	91.9	47.3	50.8	20.0	23	630	93	19.4	29.6	18.3	10.0	17.5	31.4	15.0	9.5	10.1	17.9	5.3	4.5	31.0	61.5	33.3	14.3	52.6	60.7	47.1	50.0	53.2	54.8	57.9	48.3									
BRIGHT	91.9	99.8	0.0	0.0	26	430	95	30.3	58.7	21.6	11.1	28.8	55.3	24.4	5.7	30.3	58.7	21.6	11.1																					
BROWN R.	88.1	97.3	2.7	0.2	31	413	93	35.1	42.2	27.7	36.8	36.2	44.4	28.9	38.5	34.3	39.5	28.3	36.8																					
BURNHAM	100.0	99.6	0.2	0.4	18	559	93	27.4	25.0	31.7		26.7	23.7	32.3	27.4	44.9	44.9																							
CARVER MIDDLE	100.0	99.9	0.0	0.0	19	688	94	44.7	44.7			44.6	44.6			44.9	44.9																							
CARVER PRIMARY	82.3	6.7	45.1	16.8	20	734	93	52.6	55.6	48.2	53.8	49.6	52.4	44.7	52.8	28.3	32.0	25.0																						
CLAY	76.2	98.9	1.1	0.0	15	273	95	28.3	32.0	25.0		27.0	29.4	25.0		28.3	32.0	25.0																						
COLEMON J.	91.6	100.0	0.0	0.0	24	451	95	55.5	86.7	43.1	30.4	55.9	87.0	44.4	27.0	55.5	86.7	43.1	30.4																					
CULLEN	87.5	98.3	1.7	1.0	43	763	90	16.7	18.4	13.8	18.2	19.4	19.8	18.6	19.6	16.9	17.7	14.5	18.8																					
DUBOIS	100.0	94.9	5.1	2.7	39	449	93	42.3	63.0	33.3	25.7	42.9	62.8	30.8	30.0	39.7	62.8	31.7	18.8																					
DURANT	94.1	1.9	93.1	18.1	28	1114	95	47.8	58.8	43.0	42.7	47.7	54.8	45.1	43.8	22.8	29.8	15.0																						
GALLISTEL	90.9	99.8	0.0	0.0	19	527	93	22.8	29.0	14.7		23.7	29.8	15.0		22.8	29.8	15.0																						
GOMPERS	95.1	99.7	0.1	0.0	43	926	94	21.4	29.3	16.3	14.0	21.8	28.4	17.0	15.7	21.7	29.6	16.5	14.5																					
HALEY	82.6	100.0	0.0	0.0	23	524	94	26.7	42.5	12.0	19.3	26.7	41.3	12.5	15.6	27.0	43.1	12.2	19.3																					
HIGGINS	88.7	4.0	91.4	20.6	29	602	96	54.9	70.8	66.1	26.9	21.6	42.6	8.5	10.9	21.5	40.0	7.9	14.3																					
LAWRENCE	91.6	99.8	0.2	0.1	26	1004	94	31.1	44.5	28.7	15.6	29.6	44.1	23.3	14.6	30.8	44.1	28.9	14.8																					
MARSH	100.0	99.8	0.0	0.0	19	469	93	42.3	42.3			42.5	42.5			42.3	42.3																							
METCALFE	31.4	91.9	0.6	0.0	4	172	97	95.9	96.4	95.2		25.2	22.8	33.9	5.3	22.9	21.9	29.2	0.0																					
OWENS	88.9	77.2	22.3	10.6	36	602	92	21.2	19.2	28.4	4.3	25.2	22.8	33.9	5.3	22.9	21.9	29.2	0.0																					
POE	100.0	100.0	0.0	0.0	18	331	94	33.9	44.4	35.6	9.1	34.5	46.5	35.6	9.1	33.9	44.4	35.6	9.1																					
PULLMAN	93.9	100.0	0.0	0.0	24	760	94	17.4	26.6	6.7	18.9	16.2	24.4	7.2	17.0	17.6	27.5	6.7	18.9																					
SCHMID	98.0	98.8	0.7	0.0	24	592	93	16.3	19.4	19.0	9.1	17.6	22.2	19.7	8.7	16.3	18.6	19.4	9.6																					
SHOOP	87.2	4.3	91.4	22.2	36	799	96	24.2	75.8	54.1	38.0	54.9	77.8	52.5	36.7	24.4	41.9	11.6	10.3																					
SMITH	91.3	78.2	21.3	8.7	42	675	93	13.4	20.3	11.3	8.3	16.5	25.0	12.7	11.6	15.3	20.7	14.8	9.1																					
SONGHAJ	88.3	100.0	0.0	0.0	44	590	92	21.3	38.2	10.4	10.3	21.6	42.9	6.1	6.9	21.6	38.2	10.6	10.8																					
TAYLOR	87.8	98.9	0.3	0.0	15	632	94	31.1	47.1	36.4	9.2	29.9	46.8	36.0	5.5	31.1	47.1	36.4	9.2																					
THORP J.	98.8	99.2	0.8	0.4	41	243	94	27.2	35.5	22.2	24.0	27.4	34.5	23.5	23.8	27.5	35.5	22.9	24.0																					
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CIVIC COMMITTEE

OF THE COMMERCIAL CLUB OF CHICAGO
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CHICAGO, ILLINOIS 60603